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4-1-9-2

28 March 1956

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MEMORANDUM FOR: Assistant Chief for Field Training

SUBJECT: Course Report, Operations Familiarization Course No. 2

I. INTRODUCTION

The following report has been prepared in accordance with instructions contained in the memorandum from AF/OS dated 10 March 1955, subject Course Report. Thirty-seven students submitted critiques. A total of 35 students completed the course. One student dropped out at the end of the first week and the other departed the course at the end of the third week. On the whole, the students rendered very favorable and valuable critiques. It is interesting to note that units of instruction that were rated poorly in the OFC #1 critiques in every case improved. This improvement can be traced directly to the value of student critiques and their use in polishing the various units of instruction in question.

II. BREAKDOWN OF STUDENT BODY

<u>GS Ratings or Military Rank</u>	<u>Number of Students</u>
14	1
13	2
12	6
11	9
9	5
7	6
5	2
Colonel/USAF	1
Captain/USAF	1
1st LT/USA	1
2d LT/USA	2
Sr. Asst. Surgeon/USPHS	1
Total	<u>37</u>

Document No. 002

NO CHANGE in Class.

DECLASSIFIED

Class. CHANGED TO: TS S **C**

DDA Memo, 4 Apr 77

Auth: DDA REG 77/1763

Date: 4/2/78 By:

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ORGANIZATIONAL COMPONENTS

Number Students

Deputy Director/Plans

Foreign Intelligence Staff

2

Psychological & Paramilitary Staff

Air Maritime Division

1

Counterintelligence Staff

Operational Approval & Support Division

1

Technical Services Staff

Special Assistance Division

1

Engineering Division

1

Divisions

Eastern European

4

Far Eastern

9

South Eastern

1

Western European

1

Western Hemisphere

1

Deputy Director/Support

Office of Logistics

1

Office of Security

6

Office of Personnel

1

Office of Training

Junior Officer Trainees

6

Medical Office

1

Total

37

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III. SUMMARY OF STUDENT CRITIQUES

Students were asked to rate every unit of instruction in the course according to the following criteria:

- A. No contribution to understanding.
- B. Needs a great deal of improvement.
- C. Few major changes to improve it.
- D. Few minor changes to improve it.
- E. Should not be changed.

In order to get a value for comparative analysis purposes, the following formula was applied to these ratings:

- A. The percentage of students assigning each rating for each course unit.
- B. The percentage for the top two categories (D and E) were totaled.
- C. The percentage of the bottom category (A) was multiplied by 3.
- D. The percentage of the next lowest category (B) was multiplied by 2.
- E. The percentage of the middle category (C) was multiplied by 1.
- F. Steps C,D, and E immediately above were totaled and subtracted from step B,

or

$$\% D + \% E -$$

$$\sqrt{3} (\% A) + 2 (\% B) + \% C$$

All units of instruction are listed below--broken down into lectures, discussions, tests and problems, practical exercises, TSS and Commo and demonstrations. Within each group the subjects are arranged according to the value obtained by applying the above formula. The actual value is arbitrary. However, it does give the OFC staff an idea of what are the weaknesses of the course and what must definitely be worked on for the next running.

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This compilation of student reactions to units of instruction gives the reader an idea of our strengths and weaknesses. Most of our previous rankings compiled after OFC #1 held up with the exception of certain PP and Ops Planning lectures that were dislocated because of the VIP tour on 8 March. Improvement was made in several blocks of instruction, especially in practical exercises. Subjects demanding student effort -- e.g., tests and written exercises -- continue to rank low in comparison to demonstrations and lectures. It can partially be explained by the fact that the student tends to be more critical of these elements of instruction which he feels directly affect him through the evaluation process. Of considerable value were the student comments on various units of instruction. These are high-lighted below (each quotation represents a different student's opinion, both good and bad):

CMT Lectures

Asst. Surg/USPHS

"Excellent, informative, got a great deal out of this."

GS-12 - Security

CMT, Practical Exercises and Demonstrations

"Wonderful training."

"The Commo man knows his business; problem should have been played out realistically, however."

GS-9 - FE

PP Lectures

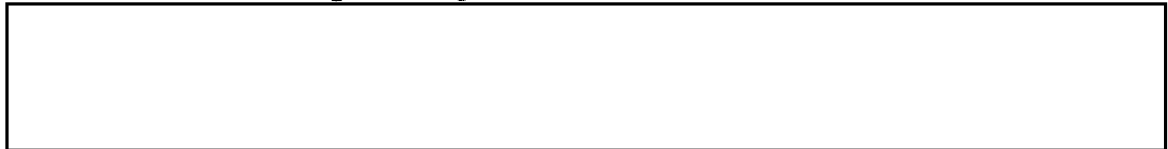
"My opinion is that the instructor's opening statements regarding the purpose of this school - seriousness, professionalism, etc., was beautiful, but long overdue."

GS-11 - FE

"Informative but a bit vague."

GS-13 - FE

"The two PP lectures on 5 and 9 March seemed to be definitions of terms plus fragments of theory and policy, all unrelated by a central theme or organized plan of development. Among basic



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GS-7 - FE

Project Administration

"Excellent. Very enlightening, enjoyable and informative."

GS-11 - CI Staff

"This was a difficult subject which was handled very well and exactly to the point."

GS-9 - WE

TSS

"Lecturer on TSS has an uncommonly morbid mind."

GS-5 - STD

Reporting

"All reporting lectures very well organized but presented very fast. Had some trouble writing fast enough. I could do a better job if I was sure exactly what was wanted."

GS-5 - JOT

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OPS Planning

X1 "All the time spent on the various detailed criteria of operational planning is wasted when we don't have time to apply these in writing PO's. It also seems there is not enough information on [] to write a sound project outline."

GS-11 - TSS

Cases

"The course was extremely valuable. Discussions more profitable than lectures on the whole."

GS-12 - GE

"Like in all case discussions during OFC #2, I feel that discussion of cases is very superficial. Much more time should be devoted to discuss operations."

1st LT - FE

"Feel that discussion of application of theory use very constructive."

GS-11 - WH

X1 []

X1 "Too little explanation was given regarding the methods in which it was desired that we handle the written exercises in []

GS-12 - PP/AMD

X1 "I thought [] was generally a good exercise as a training medium. Though, not-being political minded, I was a little floored by the complexities of a fictitious [] political problem."

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GS-11 - FE

Testing

"The test generally lacked precision of language."

1st Lt - FE

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"Insufficient time to comment on true and false questions. Suggest that at least two exams be given on this subject the first week or if one fails he be given a chance to better his grade on this score towards latter half of course."

GS-11 - FE

General

"All in all, I am very grateful to the Agency for having had the opportunity to attend OFC #2 and I hope to be able to use the knowledge gained here to the Agency's advantage."

"The timing and administrative planning of the entire course made things go very smoothly on the whole."

GS-5 - STD

"Although realizing the attendant necessity for evaluation of a man, I cannot see any good reason for the weekly grading system. To spend 12-14 hours a day in a sincere effort to absorb the material, and then to receive a grade of poor is not exactly encouraging and not representative of a student's effort. Perhaps a pre-test would aid in the initial evaluation of a student, and likewise be used in the final appraisal."

GS-12 - PP/AMD

"I was a little surprised to observe the attitude of some of my fellow students. A few seemed to almost resent the training. I think that anyone who adopts this attitude should be taken out of the class as soon as this becomes apparent. Otherwise it is apt to infect the entire class. The worst of the matter was the fact that this attitude was adopted by some of the older members of the class who should have known better."

GS-12 - JCD/Office of Pers.

"On the whole, I feel that the course was extremely useful and well received. I requested to take it and I'm glad!"

GS-12 - Security

"I would rate this course as the most informative and capably directed training I have had since entering on duty with this Agency. Generally excellent!"

GS-11 - FG

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"While this is not a critique of the course per se, there seems to be some confusion between the training base here and the training officers in the area divisions as to the type of course OFC represents. I was told and by talking to various other students of the course found out they were told that OFC was strictly for 'DDP non-case officer type personnel.' I think this point should be clarified."

GS-7 - EE

"Re whole course felt most interesting to get 'theory' behind what have already been doing...wonderful social experience and can build a 'corps' like Foreign Service Institute within our Agency. However, did not really learn anything very much due to previous desk experience but was broadening re activities possible in various areas."

IV. COMMENTS

A. Comments concerning the Course

1. Generally, the comprehensive problem was well liked and thought worthwhile by the students. They had two useful criticisms, the first of which was that certain details within the problem were not consistent and the other, that the problem was unrealistic in some respects as to Headquarters procedures.
2. The objective test at the end of the first week on Clandestine Methods and Techniques was rather severely criticized. The students felt that the wording of many of the questions was both ambiguous and confusing, and, therefore, unfair. The staff had recognized some of these and compensated for them in the grading. These and other apparent faults in the test will be corrected for the following running. The test is not an easy one, and it comes at the end of a very busy week, which partly explains the students' reaction. As in all objective tests, it takes considerable time to polish it as to clarity and teaching value.
3. The practical exercises and the demonstrations were extremely well liked, and many of the students requested more of this sort of thing. However, time does not permit nor do the course objectives really demand this type of training.
4. Many of the students recommended that there be more case discussions than lectures. This might be possible to some extent at a later date when more pertinent case material becomes available.

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5. There were some complaints about the workload, especially during the fifth and sixth weeks. This will be improved in the future by spreading out some of the reading material, as well as written work.

6. One of the main difficulties that occurred with the second running of the course was that certain of the lecture material was not geared into the comprehensive problem as it should have been. Therefore, some of the students, particularly the inexperienced ones, had difficulty in applying the lecture material to the comprehensive problem. A serious attempt has been made to correct this on the new schedule. However, it will still be up to the student to correlate the principles and ideas given out in the lectures with the operational thinking demanded of him by [redacted]. Due to the tremendous divergency of experience and Agency position among our students, this will always remain a rather difficult factor to overcome completely.

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B. Plans for the Future

1. There were two major gaps in the teaching in OFC #2 which must be filled as soon as possible. One was a more knowledgeable approach by the OFC staff to Headquarters procedures. The other was a more thorough understanding by the staff of PP activities and procedures. A serious attempt will be made prior to the third running of the course to begin to fill these two gaps.

2. Another serious consideration which arose during OFC #2 which must be corrected for the future is the morale of the OFC students with respect to the students taking the OC. There seemed to be a feeling on the part of the students in OFC that they were relatively unimportant in comparison to those taking the long course. The students in the OFC resented the implication that their positions within the Agency were not, in themselves, as important as that of a field case officer. It is felt that this particular problem can be readily overcome by integrating the two student groups in the recreational activities, in informal discussions, and in allowing the instructors from both courses to get to know all the students better.

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[redacted]

Chief Instructor, OFC