OTR BULLETIN

DECEMBER 1966

SEASON'S GREETINGS

OTR

IN THIS ISSUE ....

The projected schedule of OTR courses
for the first six months of 1967 appears
on pages 7 through 12.   A schedule of
OTR's language courses follows the brief
summaries of other OTR courses, on
page 22.

OTR's Conference Techniques Course is
described on page 23.

Some thoughts about Programmed Instruction
are revealed beginning on page 24.   A
specific application of Programmed Instruction
within the Agency is described, beginning
on page 32.

Guidance in filling out application forms for
both internal and external courses is given
on pages 38 through 43.

The courses offered by George Washington
and American Universities in the 1967 Off-
Campus Program at the Agency are listed
on pages 47 through 49.

A variety of non-Agency reading improvement
courses and programs in the Washington area
are listed on pages 58 through 60.

Dates for 1967 Spring Session registration and
classes at local colleges and universities are
noted on pages 61 through 63.

CONTENTS

SECRET

CIA INTERNAL USE ONLY

BULLETIN BOARD

OTR
COURSE
SCHEDULE

The OTR Calendar in this issue presents the projected schedule of OTR courses for the first six months of 1967. (The schedule is being published separately and in a different format for distribution to Training Officers.) In addition to the courses shown in the Calendar by the month in which they are scheduled, it is expected that the following courses will be offered at dates yet to be fixed: Basic Country Survey, USSR; Communist Party Organization and Operations;☐ and, Geography of the USSR.

25X1A
25X1A

SUPPORT
SERVICES
REVIEW

The Support School's new course, Support Services Review: Trends and Highlights, has been extremely popular. The experience of the first two runnings has indicated that its objectives would be better served by lengthening the course by half a day. In future runnings, students will report at 1300 hours on Tuesday afternoon and the course will formally begin a half hour later, at 1330 hours. The next Reviews are:

28 February - 3 March 1967
4 - 7 April 1967
6 - 9 June 1967

OPERATIONS
FAMILIARIZATION
COURSE

The Operations Familiarization course is scheduled four times for the year 1967:

27 February - 24 March
1 - 26 May
11 September - 6 October
15 January - 9 February

Although the last three are identified on the OTR Calendar as part of the Career Trainees' program, other employees of the Agency may attend. A prerequisite for OFC is the satisfactory completion of the Intelligence Orientation course or the equivalent in Agency experience.

SECRET

CIA INTERNAL USE ONLY

1

OTR'S
ADP
ORIENTATION

The Office of Training conducted a pilot running of an ADP Orientation course on 6 - 8 December. The orientation was in response to an expressed interest in the Agency's having a course tailored to the present needs in the area of computer management of information. Objectives around which the program was developed included providing an understanding of the use of computers, an appreciation of the tasks involved in developing a computer application, an acquaintance with Agency computer resources, some concept of costs, and a glimpse at future plans of the Agency in the ADP field.

The orientation was for users or potential users of computer systems; the program was not directed to the senior manager or the ADP specialist. Several of these orientations are scheduled in 1967; the first is 17 - 19 January; see the OTR Calendar for other dates. Attendance is to be limited to forty-five; Training Officers arrange admission with the OTR Registrar.

ADMINISTRATIVE
PROCEDURES
COURSE

OTR's Administrative Procedures Course has recently been revised to cover Agency organization, functions, and general administrative regulations and procedures as they relate to the Clandestine Services from the viewpoint of headquarters support only. There is no coverage of field material. The length of the course has been reduced to one week and, until further notice, enrollment is limited to twelve.

MIDCAREER
EXECUTIVE
DEVELOPMENT
COURSE

For the year 1967, there will be four (previously it has been three) presentations of OTR's Midcareer Executive Development Course. The dates are:

> 23 January - 3 March
> 10 April - 19 May
> 10 July - 18 August
> 9 October - 17 November

Each major component has a set quota for the course. The grade level is GS-13; nominations are made by Senior Training Officers and approval of the nomination is given by the Agency's Training Selection Board.

SECRET
CIA INTERNAL USE ONLY

ORIENTATION
FOR
OVERSEAS

All CS employees assigned to their first overseas post are required to attend the Orientation for Overseas. It is also expected that the husband or wife of a married employee attend. The orientation is on the first Tuesday and Wednesday of each month; the next is 3 - 4 January. A Form 73 is required on each dependent. It is processed in the same manner as the application of the employee.

1966 STUDIES IN
INTELLIGENCE
AWARD

25X1A
25X1A

The 1966 winner of the award for the most significant contribution to the professional literature in intelligence is [   ] a former Agency employee, now a consultant to FMSAC/DDS&T. [   ] was selected for his lucid and instructive review of how intelligence has monitored the Soviet deep-space program. The presentation of the award is scheduled for later in December.

25X1A

[   ] article "Seven Years to Luna 9," appears in the Summer issue of Studies in Intelligence.

NATIONAL
INTER-
DEPARTMENTAL
SEMINARS

The next (29th) session of the National Interdepartmental Seminar on Problems of Development and Internal Defense conducted at the Foreign Service Institute of the Department of State will be from 23 January to 17 February. Again, the Agency's quota is eight. Attendance at NIS is a

25X1A

1967: 13 Mar - 7 Apr	1968: 8 Jan - 2 Feb
1 - 26 May	26 Feb - 22 Mar
10 Jul - 4 Aug	22 Apr - 17 May
5 - 29 Sep	(See OTR Calendar for
23 Oct - 17 Nov	COS dates).

SCREENING
ROOM

Home movies made by personnel who have served in various field stations can often serve as a very appropriate briefing for headquarters personnel or for individuals expecting to be assigned to those stations. The screening room of the Instructional Services Branch, OTR, can be made available for such showings. Arrangements should be made by calling [   ]

25X1

SECRET

EXTERNAL
TRAINING
PROCEDURES

The complexity of arranging external training leads to many points of confusion, one being the distinction between approval by the Registrar, OTR, on behalf of the Agency, and actual selection by the non-Agency training facility. In many instances, names of CIA employees sent to non-Agency facilities by the Registrar constitute nominations only, and final acceptance remains with the facility itself. Many Civil Service Commission courses, for example, have limited enrollments; application forms are submitted by OTR, but confirmation of acceptance may not be received in OTR until a week or less before the opening date of the program. There is the possibility, too, that even after an employee has been accepted by the non-Agency facility, the facility may defer him to admit a later applicant with a higher priority.

OTR's procedure is to notify the applicant's Training Officer by telephone when the Registrar has approved the application for the external training; a second telephone call is made to the TO when the facility confirms acceptance. Details on attending the training--reporting information, time, location, and so forth--are given at the time of the second call. Although in general the Civil Service Commission and other facilities recognize the Agency's priority preferences, no formal steps toward attendance should be taken by the TO or by the applicant until notification of acceptance, and notification of acceptance should not be confused with notification of approval.

USDA GRADUATE
SCHOOL
CLASSROOMS

The U. S. Department of Agriculture Graduate School has announced the opening of new classrooms and offices in the National Press Building, 529 14th Street, N. W., for its Correspondence Program and its Special Programs Department. It should be noted, however, that some of the activities of the Special Programs Department will continue at the Department of Agriculture Administration Building, 14th and Independence Avenue, S. W.

COURSES

CLERICAL
TRAINING
AND
TESTING

OTR's refresher courses in typewriting and shorthand will
be given:

> 9 January - 3 February
> 13 February - 10 March
> 20 March - 14 April

Before employees take either typing or shorthand, or both,
they are required to take the pretest given by the Clerical
Training Faculty, Support School. The results are used by
the instructor to determine the class assignment.

Submission to AIB/RS of a Form 73 (Request for Internal
Training) for the Clerical Refresher course is all that is
required to initiate testing. Training Officers are notified
by the CTF of the time and place applicants are to report
for tests.

For the above-scheduled courses, pretests are as follows:

> Typing: 4 January, 8 February, 15 March
> Shorthand: 5 January, 9 February, 16 March

QUALIFICATION TESTS

OTR's Clerical Training Faculty gives the Agency's tests
in typewriting and shorthand to those clerical employees
who desire to qualify as typists and stenographers. Training
Officers or Personnel Officers arrange registration directly
with the CTF, [   ] After the testing schedule is
determined, the appropriate officer is notified of the time
and place of testing.

25X1

Tests will be given in:

> Typing: 3 January, 16 January, 6 February
>   20 February, 13 March, 27 March

> Shorthand: 3 January, 17 January, 7 February
>   21 February, 14 March, 28 March

Note: All clerical testing and training is given at 1016
16th Street, N. W.

FINANCING
A COLLEGE
EDUCATION

25X1

Counseling on college admissions, and more particularly
on financial aid for college education, is one of the functions
of the Registrar Staff, OTR. [   ] Room 839,
1000 N. Glebe, [   ], is the principal advisor in
these matters. A special collection of reference material
is maintained in the Registrar's office to further this service.
In addition to a large collection of current college catalogs,
which provides general course information, there are
references on fellowships, scholarships, grants and loans
and how to apply for them. Normally, this type of assistance
is administered by the individual college, whether the source
of the funds is private foundations or public appropriation.
One brochure outlines the major programs of the U. S. Office
of Education: the College Work-Study program in which the
student is employed by and receives compensation from the
college or eligible off-campus agency; National Defense
Student Loans on the basis of which students borrow funds
which must be repaid at 3 percent interest within a 10-year
period following college attendance; Educational Opportunity
Grants through which selected students received non-obligating
awards of funds; Guaranteed Loans on the basis of which
students borrow funds that must be repaid at 3 percent or
6 percent, depending of the student's family income. Further
details on these and other programs may be obtained through
the Registrar's office.

25X1

TEMPORARY
SUMMER
GOVERNMENT
JOBS

The Civil Service Commission is conducting a nationwide
competitive Office and Science Examination for many temporary
jobs in Federal departments and agencies in the summer of
1967. Included is a written test for jobs at grades GS-1 through
GS-4. The date of the examination will be 4 February 1967 and
applicants must file by 9 January, using Civil Service Form
5000-AB. Details on the examination, including a tear-out
Form 5000-AB, are in Civil Service Announcement No. 401,
"Office and Science Examination for 1967, " and details on
summer jobs are given in a pamphlet entitled "Summer Jobs
in Federal Agencies. " Both publications are available at
Civil Service information points.

OTR CALENDAR

```
JANUARY

S    M    T    W    T    F    S

1    2    3    4    5    6    7

8    9   10   11   12   13   14

15   16   17   18   19   20   21

22   23   24   25   26   27   28

29   30   31
```

Administrative Procedures	9 - 13 Jan
ADP Orientation	17 - 19 Jan
Chiefs of Station Seminar	9 - 20 Jan
China Familiarization	To be announced
China Operations (for CS CTs)	16 - 27 Jan
CIA Review	10 Jan
Clandestine Services Review	24 Jan - 3 Feb
Clerical Refresher	9 Jan - 3 Feb
Covert Action Operations	23 Jan - 10 Feb
Grid (for CS CTs)	23 - 27 Jan
Grid (for non-CS CTs)	9 - 13 Jan
Headquarters Desk Training (for CS CTs)	9 - 20 Jan; 30 Jan - 10 Feb
Information Reporting, Reports, and Requirements	9 - 27 Jan
Intelligence Production (for CTs)	16 Jan - 17 Mar
Introduction to Communism	2 - 13 Jan; 30 Jan - 10 Feb
Introduction to Communism (for NPIC)	16 - 27 Jan
Introduction to Intelligence	16 - 27 Jan
Midcareer Executive Development	23 Jan - 3 Mar
	9 - 27 Jan
Operations Support	23 Jan - 17 Feb
Orientation for Overseas	3 - 4 Jan
Soviet Operations (for CS CTs)	3 - 13 Jan
Support Services (for CTs)	16 Jan - 3 Mar
Writing Workshop (Advanced) (for NPIC)	3 - 23 Jan
Writing Workshop (Basic)	13 Jan - 2 Feb (Alt. days)
Writing Workshop (Intermediate)	16 Jan - 3 Feb (Alt. days)
Vietnam Orientation	11 - 13, 17 - 19 Jan (6 days)

25X1

```
┌─────────────────────────────┐
│         FEBRUARY            │
│                             │
│   S   M   T   W   T   F   S │
│                             │
│               1   2   3   4 │
│                             │
│   5   6   7   8   9  10  11 │
│                             │
│  12  13  14  15  16  17  18 │
│                             │
│  19  20  21  22  23  24  25 │
│                             │
│  26  27  28                 │
└─────────────────────────────┘
```

Administrative Procedures   27 Feb - 3 Mar
ADP Orientation   14 - 16 Feb
CIA Review   14 Feb
Clerical Refresher   13 Feb - 10 Mar
Conference Techniques   15 Feb - 26 Apr (Wed's only)

25X1A Counterintelligence Familiarization (8 days)   6 - 15 Feb
┌──────────────────────────────────┐   27 Feb - 17 Mar
└──────────────────────────────────┘

Field Finance and Logistics   6 - 24 Feb
Information Reporting, Reports, and Requirements 27 Feb - 17 Mar
Information Reports Familiarization   6 - 10 Feb; 13 - 17 Feb
Intelligence for Operations   6 - 24 Feb
Intelligence Research (Map and Photo
   Interpretation) (for NPIC)   13 Feb - 1 Mar
Introduction to Communism   27 Feb - 10 Mar
Introduction to Intelligence   13 - 24 Feb
Management (GS-11 - 14)   6 - 10 Feb
Operations Familiarization   27 Feb - 24 Mar
Orientation to Intelligence (for CTs)   27 Feb - 10 Mar
Orientation for Overseas   7 - 8 Feb
Supervision (GS-5 - 10)   27 Feb - 3 Mar
Support Services Review: Trends and Highlights   28 Feb - 3 Mar
Vietnam Orientation   13 - 17 Feb
Writing Workshop (Basic) (for NPIC)   13 Feb - 3 Mar (Alt. days)

```
                        MARCH

          S    M    T    W    T    F    S

                            1    2    3    4

          5    6    7    8    9   10   11

         12   13   14   15   16   17   18

         19   20   21   22   23   24   25

         26   27   28   29   30   31
```

ADP Orientation	21 - 23 Mar
Challenge of Worldwide Communism (for CTs)	13 Mar - 7 Apr
China Familiarization	To be announced
CIA Review	14 Mar
CS Records I	27, 29, 31 Mar
Clerical Refresher	20 Mar - 14 Apr
25X1A	13 - 24 Mar
Information Reports Familiarization	27 - 31 Mar
Intelligence Techniques (for CTs)	13 - 31 Mar
Introduction to Communism	20 - 31 Mar
JCS-DIA Briefing	28 - 29 Mar
Management (GS-11 - 14)	27 - 31 Mar
Managerial Grid (GS-14)	13 - 18 Mar (Saturday)
25X1	13 - 31 Mar
Operations Support	13 Mar - 7 Apr
Orientation for Overseas	7 - 8 Mar
Vietnam Orientation	20 - 24 Mar

```
                APRIL

    S    M    T    W    T    F    S

                                    1

    2    3    4    5    6    7    8

    9   10   11   12   13   14   15

   16   17   18   19   20   21   22

   23   24   25   26   27   28   29

   30
```

Administrative Procedures	24 - 28 Apr
Challenge of Worldwide Communism (for CTs)	3 - 28 Apr
Chiefs of Station Seminar	17 - 28 Apr
CIA Review	11 Apr
Clerical Refresher	24 Apr - 19 May
CS Records II	3 - 7 Apr
CS Records III	10 - 11 Apr
Counterintelligence Familiarization	3 - 12 Apr
Field Finance and Logistics	10 - 28 Apr
Information Reporting, Reports, and Requirements	10 - 28 Apr
Intelligence of Operations	24 Apr - 12 May
Intelligence Techniques (for CTs)	10 - 28 Apr
Introduction to Intelligence	3 - 14 Apr; 17 - 28 Apr
Midcareer Executive Development	10 Apr - 19 May
Orientation for Overseas	4 - 5 Apr
Senior Management Seminar (GS-15 - 18)	23 - 28 Apr
Supervision (GS-5 - 10)	24 - 28 Apr
Support Services Review: Trends and Highlights	4 - 7 Apr
Vietnam Orientation	10 - 14 Apr

```
                         MAY

        S    M    T    W    T    F    S

                  1    2    3    4    5    6

        7    8    9    10   11   12   13

        14   15   16   17   18   19   20

        21   22   23   24   25   26   27

        28   29   30   31
```

ADP Orientation	2 - 4 May
China Familiarization	To be announced
CIA Review	16 May
Clandestine Scientific and Technical Operations	8 - 19 May
Clandestine Services Review	31 May - 9 Jun
Clerical Refresher	29 May - 23 Jun
Counterintelligence Familiarization	22 May - 2 Jun
Covert Action Operations	1 - 19 May
Grid (for non-CS CTs)	31 May - 10 Jun
Headquarters Desk Training (for CS CTs)	31 May - 13 Jun
Information Reports Familiarization	8 - 12 May; 15 - 19 May
Intelligence Research Techniques (for NPIC)	15 - 26 May
Intelligence Review	1 - 12 May
Introduction to Communism	1 - 12 May
Introduction to Intelligence	22 May - 2 Jun
Management (GS-11 - 14)	8 - 12 May
Management Planning	22 - 26 May
Operations (for CS CTs)	1 May - 4 Aug
Operations Familiarization (for CTs)	1 - 26 May
Operations Support	8 May - 2 Jun
Orientation for Overseas	2 - 3 May
	1 May - 18 Aug
Vietnam Orientation	15 - 19 May
Writing Workshop (Basic)	9 May - 1 Jun
Writing Workshop (Intermediate)	8 - 31 May

25X1A

```
+-----------------------------+
|           JUNE              |
|   S   M   T   W   T   F   S |
|                   1   2   3 |
|   4   5   6   7   8   9  10 |
|  11  12  13  14  15  16  17 |
|  18  19  20  21  22  23  24 |
|  25  26  27  28  29  30     |
+-----------------------------+
```

Administrative Procedures	12 - 16 Jun; 26 - 30 Jun
ADP Orientation	13 - 15 Jun
Chiefs of Station Seminar	19 - 30 Jun
CIA Review	13 Jun
Counterintelligence Operations	5 - 23 Jun
Field Finance and Logistics	12 - 30 Jun
Grid (for CS CTs)	14 - 24 Jun
Information Reporting, Reports, and Requirements	5 - 23 Jun
Information Reports Familiarization	26 - 30 Jun
Intelligence Production (for CTs)	12 Jun - 11 Aug
Introduction to Communism	5 - 16 Jun
Introduction to Intelligence	19 - 30 Jun
Management Planning	26 - 31 Jun
[ ]	5 - 23 Jun
Orientation for Overseas	6 - 7 Jun
Principals - Senior Officers Courses	13 - 15 Jun
Support Services (for CTs)	12 Jun - 28 Jul
Support Services Review: Trends and Highlights	6 - 9 Jun
Vietnam Orientation	19 - 23 Jun
Writing Workshop (Intermediate) (for NPIC)	6 - 29 Jun

25X1A

OTR COURSES Scheduled on OTR Calendar

Administrative Procedures (1 wk - all day)

> For clerical employees who support the CS at headquarters.
> Covers the organization, functions, procedures, and regula-
> tions of the Agency. Emphasis is on the CS.

ADP Orientation (3 days - all day)

> For users and potential users (not senior managers or ADP
> specialists) of computer services within the Agency. A
> general orientation on automatic data processing is provided.
> Grade level GS-14 and below.

Basic Country Survey: USSR (2 wks - all day)

> For employees whose work requires a basic and comprehensive
> knowledge of the Soviet Union. A brief study of Tzarist Russia
> and developments since the Communist seizure of power.

Challenge of Worldwide Communism (4 wks - all day)

> For Career Trainees. The historical development of the USSR
> and Communist China is reviewed, together with an examination
> of the doctrine, organization, and operations of the communist
> movement throughout the world.

Chiefs of Station Seminar (2 wks - all day)

> For chiefs of small and medium-sized stations, deputy chiefs
> of stations, and chiefs of bases. Focus is on the person of
> the Chief of Station and his administrative and operational
> responsibilities. Enrollment limited to 18.

China Familiarization (1 wk - all day)

> For professional employees. Covers survey of mainland China's
> geography, history, economic factors, and its role in foreign
> affairs. Provides introduction to the Chinese language, including
> pronunciation.

Clerical Refresher (4 wks - morning)

For clerical employees, to improve their accuracy and to develop
their speed in either shorthand or typewriting. Employees may
take separate instruction in either skill.

Communist Party Organization and Operations (3 wks - morning)

For professional employees. Covers organization and activities
of communist parties, with emphasis placed on those in countries
in which they are not dominant.

Conference Techniques (11 sessions - 24 hrs - part time)

For Agency officers responsible for planning and for leading
group discussions and conferences. The role of an effective
participant is also emphasized. Enrollment limited to 12.
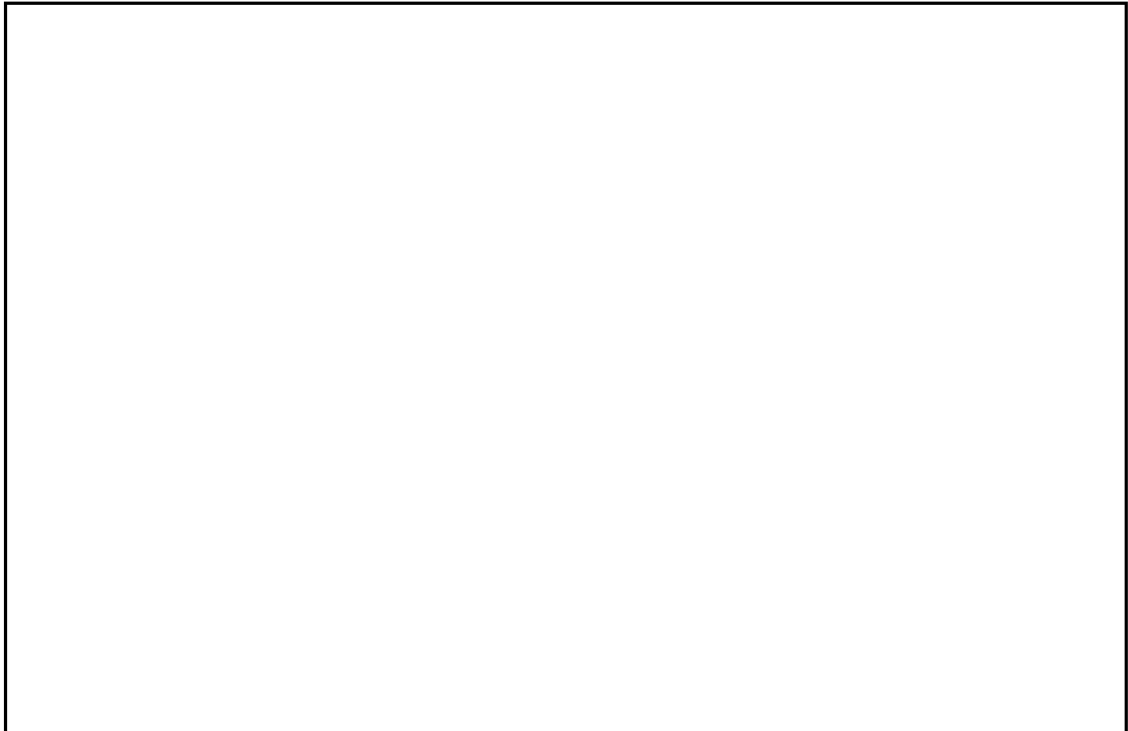
25X1A

25X1A

Field Finance and Logistics (3 wks - all day)

> For operational support assistants and support officers required
> to maintain budgetary, financial, and property records at a
> Class B, C, Type II, or Type III Station. Emphasis is on all
> facets of field financial responsibilities.

Headquarters Desk Training (2 wks - all day)

> For Career Trainees. The survey of the CS Records System, as
> presented in CS Records I, and biographic research techniques,
> as presented in CS Records II, are treated in addition to other
> elements of Headquarters desk work.

Information Reporting, Reports, and Requirements (3 wks - all day)

> For CS employees required to report intelligence information.
> Covers official policies and procedures for completing a report
> as well as practical exercises. Enrollment limited to 10.

Information Reports Familiarization (1 wk - all day)

> For CS employees assigned as junior reports officers or those
> assigned to type CS reports and intelligence cables. Enrollment
> limited to eight.

Intelligence for Operations (3 wks - all day)

> For women CS Career Trainees.

Intelligence Production (9 wks - all day)

> For Career Trainees. Provides specific training and practice
> in the application of the techniques and skills required to produce
> intelligence.

Intelligence Research (Map and Photo Interpretation) (9 days - all day)

> For professionals needing to know how to use maps and aerial
> and ground photography for intelligence purposes. Provides
> comprehensive coverage on obtaining data from maps and an
> introduction to photo interpretation.

Intelligence Research Techniques (2 wks - all day)

> For analysts. Covers each stage of the research process from
> the orgination of an intelligence topic to writing a skeletal
> report. A research project is performed as a practical exercise.

Intelligence Review (2 wks - all day)

> For middle-grade and senior officers. Covers the Agency's
> development under the central intelligence concept, recent organi-
> zational developments to meet current and future responsibilities,
> changes in functions of the intelligence community, problems of
> coordination, and future trends in intelligence.

Intelligence Techniques (3 wks - all day)

> For Career Trainees. Provides instruction and practice in
> Agency   techniques used in the production of finished intelligence.

Introduction to Communism (2 wks - all day)

> For professional employees at EOD. Covers historical development
> of the USSR and Communist China and the doctrine, organization and
> operations of the Communist movement.

Introduction to Intelligence (2 wks - all day)

> For professional employees at EOD. Covers concepts of intelli-
> gence, the intelligence agencies of the U. S. Government, and
> the Agency's responsibility for collection, production, and dissemina-
> tion of intelligence. Includes the fundamentals of American beliefs
> and practices.

JCS-DIA Briefing (2 days - all day)

> For middle level officers of DIA. General review of the Agency.

Management (1 wk - all day)

> For officers in Grades GS 11 through GS 14. Covers up-to-date
> practices and attitudes applied in planning, directing and manag-
> ing the work of others.

Management Planning (1 wk - all day)

> For senior officers of the Agency. The accent will be on concepts
> of planning, directing, and controlling. It will include an orientation
> in programming.

Managerial Grid (6 days - all day)

> For selected officers at the GS-14 level. The Managerial Grid
> concept of classifying leadership and managerial styles is
> examined. Personal managerial styles are analyzed through team
> and individual exercises designed to permit the understanding of
> the managerial styles of others to serve as a means of diagnosing
> problems which prevent effectiveness at any organizational level.
> Priority will be given to individuals whose supervisors have had
> the grid.

Midcareer Executive Development (6 wks - all day - 240 hrs)

> For designated midcareerists. Covers the activities of compo-
> nents of the Agency, the U. S. Government in its national and
> international setting, and problems of management.

25X1A

Orientation to Intelligence (2 wks - all day)

    For Career Trainees. Introduces the concepts of intelligence, the structure of the U. S. intelligence community, and the responsibilities of the Agency for collection, production, and dissemination of intelligence.

Orientation for Overseas (2 days - all day)

    For employees (and spouses) assigned to an overseas post for the first time. Covers the Agency's mission and functions, security, cover, legal and medical advice, and working effectively with people of other cultures.

Principals, Senior Officers Courses (3 days - all day)

For Agency representatives selected by TSB for attendance at Senior Officer Schools. Updating of Agency; includes instruction in techniques of conducting seminars.

Senior Management Seminar (1 wk - all day - starts Sunday p. m.)

For GS-15s and above. Selection by Senior Training Officers. Conducted by contract instructor; features managerial grid.

25X1A

Supervision (1 wk - all day)

For employees in Grades GS-5 through GS-10 who are responsible for supervision at the first level. Covers problems in planning and directing the work of others. Includes factors in motivation and communication.

Support Services (7 wks - all day)

For Career Trainees assigned in the Support Services. Acquaints students with organization and mission of various Support Services components. Emphasis is on training for field assignments.

Support Services Review: Trends and Highlights (3 1/2 days - all day [ ]   25X1A

For professional Support Service employees GS-9 through GS-15. Emphasizes significant trends and developments within the Agency's support activities, and includes presentations on ADP, records management, and planning, programming, and budgeting.

Vietnam Orientation (1 wk - all day)

For senior and middle-grade officers of the CS and for junior CS officers whose work is directly related to the Agency's role in Vietnam. A familiarization on the Agency's mission, doctrine and programs in the area, with a goal to increasing capabilities for planning, supporting and conducting operations.

Writing Workshop (Advanced) (Length - Based on request)

> For professionals. Designed to meet the needs of particular components in intelligence reporting and report writing. Given on request only.

Writing Workshop (Basic) (4 wks - morning - Tues & Thurs)

> For professional employees. (Non-professionals may attend under certain circumstances.) Covers basic principles of grammar and rhetoric, and elements of sentence construction and paragraph structure.

Writing Workshop (Intermediate) (4 wks - morning - Mon & Wed)

> For professional employees. (Non-professionals may attend under certain circumstances.) Covers principles of good writing, including clarity, accuracy, and logic.

LANGUAGE TRAINING SCHEDULE
OTR

Because of the considerable increase in demand for
full-time training it is necessary to set the following schedule
for full-time classes in the common languages in 1967:

> 30 January
> 6 March
> 27 July
> 16 October
> 4 December

Full-time classes in Chinese and Japanese in 1967
are scheduled to begin on:

> 30 January
> 16 October

Part-time classes will begin on:

> 6 March
> 27 July

Requirements for language training on any other dates
will be difficult to fill.

While most of the classes offered will be at the basic
spoken level in the common languages, or in languages in
which the Language School usually has conducted classes,
the Language School, as in the past, has the capability and
undoubtedly will be conducting classes at higher levels, as
well as specialized reading classes. Furthermore, the
Language School has the capability of conducting classes
in many of the more unusual languages.

For further information on scheduling classes call
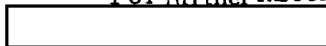
25X1

CONFERENCE TECHNIQUES COURSE
OTR

15 February - 26 April 1967

Background

Group discussions or conferences are often the most effective
means for obtaining a cross-section of views which might
be used in problem solving, whether it be a management-
administrative problem or an intelligence-operational problem.
Briefings of groups by individuals, of groups by groups, or
even of individuals by groups can use the conference approach.
Any number of situations arise during the ordinary conduct of
Agency business wherein communication to or through groups
on a personal basis is desirable. It is most appropriate that
professional employees needing to use these methods be able
to avail themselves of the techniques which maximize the
benefits of conferences and group discussions.

For

The Conference Techniques Course is for Agency officers,
professional personnel, who are responsible for planning and
leading various types of group discussions. It is highly
recommended for managers, midcareerists, and those who
are to be the Agency's representatives at Senior Officers
Schools or who will attend other senior programs.

Description

The next program runs for eleven weeks, meeting on Wednesdays
for nine two-hour sessions and two three-hour sessions. In
the first two sessions the instructor discusses the techniques
for both planning and conducting successful group conferences,
giving special attention to the solution of problems and the
control of participants. In the remaining sessions each partici-
pant leads the class in a 40- to 45-minute discussion; an intensive
critique follows each discussion. Conference Techniques is
conducted by a contract, non-Agency instructor.

Enrollment

The class is limited to twelve. Registrations (use regular Form
73) can be accepted up to 8 February.

ISSG's Ideation, Illations:

I.   PI or PAI?

I suspect I am one of several old-timer training administrators who, regrettably late in life, took or found the leisure to read extensively into the instructional systems which have been developed in the last decade-- including Programmed Instruction. I note in the PI field that certain semantic problems still persist--how many m's in programming, when does one capitalize Program, the use of Programmed Instruction when Programmed Learning is meant--to name but a few.

I note also with regret that the proponents of Programmed Instruction have succumbed to the Governmental practice of alphabetizing everything. This was perhaps inevitable, but before the final shingle is nailed on the PI edifice, may I make a plea for consideration of PAI--Programmed Assisted Instruction.

Psychologists deserve tremendous credit for the development of PI, but the psychologist who inserted that little word assistance into CAI stole the show for the Computer Instruction people! He, or she, was a master of sound, human psychology. By adding the little word assistance CAI gained a host of friends among conventional teachers who are still doubtful as to whether PI will ultimately eliminate their jobs.

This is, of course, poppycock, but it is also understandable if you think back to some of the early and monstrous claims made for the teaching machines and PI. These claims carried the, at least, implied connotation that Machines and Programs would replace conventional courses and, ultimately, teachers.

As announced in the May 1966 issue of the OTR Bulletin, the former Director of Training, upon his retirement, was named Coordinator of the Instructional Systems Study Group, which is surveying study systems, particularly Programmed Instruction, and their applicability to Agency requirements. In these and succeeding articles, he offers thoughts nurtured by his studies related to the ISSG survey.

And, don't we really mean Programmed Assisted Instruction? Isn't there a trend toward the use of programming in conjunction with conventionally taught courses rather than as a complete replacement?

I sense in my Johnny-come-lately role that the most demonstrably successful uses of PI are those where

PI is a part of a conventionally taught course--sometimes the most difficult part to teach and often the most arduous. I sense also that programmed courses tend to be more successful when used by a teacher who is regularly if not constantly in attendance. And, call me Judas if you will, I sense also that some of those PI courses of the earlier years, for which the most monstrous claims were made, were those which claimed to be able to replace completely the conventional course and teacher.

It may be too late or undesirable to pull the rusted nail in the weathered PI shingle. But at least we can talk and think PAI--Programmed Assisted Instruction--if we believe in it!

At the least we'd earn the gratitude of the growing body of U. S. Government instructors to whom PI has for years stood for Photographic Interpretation or Photographic Intelligence. More importantly I believe, we'd still draw into the fold a number of the uncommitted who are prepared to overfly PI to the greener but untested pastures of CAI.

II. What does it cost to develop a unit of PAI?

Perhaps some of you have recently gone through the exhausting process of having a building contractor tell you how much it will cost per square foot to build the dream house of your choice. Unless you lifted your house plan, complete with drawings and specifications, from AMERICAN HOME, HOUSE BEAUTIFUL, etc., or paid a fat fee to an architect for such plans, you will know why I used the word exhausting! If, like me, you are the know-it-all type, you've said, "I know exactly what kind of house I want; I don't need an architect." Then you've paid the penalty. You've spent hours, days, satisfying the contractor on exactly what it is you want. He has insisted that you be most specific as to size of house and rooms, materials, fixtures, appliances and a host of other detail. Only then does the contractor come up with the shocker--a cost of $20.00 per square foot!

Much the same process must be gone through in answering the perfectly legitimate question of how much does it cost to write or develop a unit of Programmed Assisted Instruction (PAI). Only it is far more complicated! The professional programmer has to contend with six or more variables which do

not plague the building contractor. I shall discuss some of them.

Variable 1

The length of time required to arrive at detailed course objectives or
desired student terminal behavior objectives will affect the cost of developing
a unit of PAI. But this requirement is so basic to sound teaching and learning
that it should not properly be costed against the development of a unit of PAI.
It should be undertaken by all instructors who have responsibility for conducting
courses of instruction, irrespective of the method of teaching employed. A
recognized authority, Ralph W. Tyler[*] has described this basic step:

> 'The purpose of this first step in identifying the objectives
> sought is to obtain a list of the kinds of behavior which the
> course seeks to develop. This means an actual listing of
> such goals as: the things the students are expected to
> understand as a result of instruction, the skills they are
> expected to acquire, the interests they can be expected to
> develop, the values it is hoped they will appreciate and the
> habits it is expected they will form. This listing is basic
> to planning an evaluation program. One cannot select
> appropriate measures until he knows what it is he is trying
> to appraise. "

And yet experience shows that while most teachers know what they want to teach.
a surprising number become vague as to precisely what the student must learn
if the desired behavioral change is to take place; i.e. , what must the student
learn in order to perform at maximum efficiency upon completion of a course?
The answer to this question must precede any study on why the student has
difficulty in learning what he is taught.

The point in all this is that management will have to take into account the
time factor, and therefore the cost, involved in determining meaningful course
objectives. Only after this has been completed can one begin to develop a unit
of PAI.

---

[*] "Evaluation--The Ultimate Reality, " EDUCATIONAL TECHNOLOGY,
September 30, 1966, page 13.

SECRET
CIA INTERNAL USE ONLY

Variable 2

When students are paid to learn as in most Government training courses (versus instruction given in academic institutions where the students pay to learn), the biggest single cost of training (or in our case the use of a unit of PAI) is the salary paid the student while he learns. Take the case of the Introduction to Intelligence Course. This is an 80-hour course to be given ten times a year to 80 students per course. (This means that 800 students are given 80 hours of instruction each, or a total of 64,000 hours of learning.) The average grade of the students who take this mandatory course is GS-9 step 5. Therefore the annual cost to CIA for directing 800 employees to take this course is almost $265,000.00, or $4.15 per hour of learning.

It can be seen therefore that if the use of PAI units in the Introduction to Intelligence Course could cut the total time of the course by one 8-hour day, the saving to the Agency would be over $26,500.00! But the point brought out here is that the variable of number and grade of students strongly affects the cost of a unit of PAI.

Variable 3

Entire p rogrammed courses or units of PAI will vary in cost depending upon the difficulty of the subject to be programmed. The building contractor can tell you with considerable accuracy the difference in the cost of roofing your house with a certain ply asphalt shingle as against roofing it with redwood shakes (shingles, to you!). But we can only estimate the difference in the cost of developing an hour of learning for a unit of PAI in Mandarin Chinese as against a similar unit of PAI in a clerical typing course. The commercial developers of off-the-shelf PAI courses are for the most part silent on costs of development, perhaps because this is a "trade secret" or because they do not wish to disclose their methods of bookkeeping!

Variable 4

If the Program developer is an Agency staff or contract employee the cost of a unit of PAI will dominantly depend on the salary of the developer. R. W. Walker* of the Martin Company of Denver, Colorado, said,

> "The qualities of the most successful programers include
> an above-average intelligence, perseverance, detail-
> consciousness, ability to emphasize, creativity, flexibility,
> and management identification."

---

* "Martin Company, Denver Division," PROGRAMED INSTRUCTION, A GUIDE FOR MANAGEMENT, by Gabriel D. Ofiesh, 1965, page 292.

SECRET
CIA INTERNAL USE ONLY   27

My "ideal" programmer, for what it's worth, would have taken a Ph. D. in Logic, have an interest in the phenomena of learning behavior, not be antagonistic to change, per se, know thoroughly his subject specialty, be able to write clear English and have been a dedicated teacher--though not one who had become overly enamored by the sound of his own voice!

Either of these definitions could well describe an Agency Supergrade, in which case the cost of PAI would be high. Or it could equally well describe some of the highly qualified women Career Trainees whom I've seen go through the CTP in the last several years, in which case the cost would be lower.

Variable 5

The cost of training the "in-house" programmer and the terminal behavior skills achieved by the "graduate" programmer will appreciably affect the cost of developing a unit of PAI, but not be a recurring cost. Obviously, great care must be taken in selecting the "candidate" programmer. He can't be "good old honest Joe" who has been marginally successful as a lecturer or an instructor. To develop good PAI units requires a skilled programmer, just as a well-built house requires skilled artisans. The skilled programmer should be thoroughly conversant with his subject specialty. If, in spite of this, good old honest Joe is selected to develop a unit of PAI in the clerical typing course but must first be taught how to use a typewriter, this added training burden should not be a cost factor charged against this development of the unit of PAI!

There are two ways to train the candidate programmer--externally and internally--and each will have varied cost factors. The candidate programmer can be sent outside the Agency to any one of a score of good programmer training courses varying in length from one week to six months. Or, ideally, he can be trained in-house by an expert program instructor in classes of 5 or 6. This training would be a combination of formal class instruction and supervised on-the-job PAI writing; over-all elapsed training time, approximately six months.

At the end of this period the graduate programmer should be ready to work on his own. But we all know that this in itself is a variable. Will the graduate programmer really be able to work on a unit of PAI without some supervision after six months? Some will, but good old H.J. --? And how rapidly does the programmer work? Does he work happily with power tools or has he resisted change and is comfortable working only with hand tools?

Variable 6

No unit of PAI, whether developed internally or contracted for externally, should be accepted by management until it has been thoroughly tested and

validated on a sample of the Agency population. And of course this constitutes another cost variable. The County Building Inspector has got to get his cut!

A good programmer will normally test his program each step of the way against the stated course objectives or desired terminal behavior. Testing is an inherent cost factor of any acceptable unit of PAI. But be sure it has been accomplished. Though testing will add to the time cost of a program, you simply haven't got a program unless it meets the course objectives.

Validation is something else again. This tells you whether after passing the above test the unit of PAI is the most effective and efficient method of accomplishing student learning. It is entirely conceivable that the conventional classroom method of instruction may be the most effective and efficient means of achieving student learning. The use of closed-circuit TV, films, or improved use of visual display techniques or various combinations of all the above may be more efficient and effective than PAI. You can't be sure until you have validated your unit of PAI against your stated objectives.

Validation can be accomplished internally where feasible but it is time-consuming and therefore costly. And supervisors don't take kindly to having their employees experimented on! More important, if validation is to be done internally, it must be undertaken by a team of experts--instructors, behavioral psychologists, and statisticians. Also, this team must be completely objective, without bias or prejudice. Else you won't have true validation.

External validation should assure objectivity and professional treatment. It can, however, be expensive if conducted by a consulting firm. Where units of PAI are contracted for externally, validation is normally an integral part of the contract. There are also university research centers which are prepared to offer validation services at little or no cost to the consumer, especially where the cost of such research is financed by the U. S. Office of Education. Such centers are operating at Stanford, Michigan, Northeastern, Penn State, and Harvard, to name a few, and at the University of Rochester where a most promising project is underway to validate PAI in three foreign languages.

Now let us consider some costs of programming.

A generally accepted cost figure used by many reputable commercial program developers is $15.00 a frame or $1,500.00 per hour of learning. An excellent, more detailed, example of costs of in-plant programming was published in 1964 by Rummler and Yaney of the University of Michigan[*] using the yardstick of

---

[*] COST OF IN-PLANT PROGRAMMING, Geary A. Rummler and Joseph P. Yaney; Occasional Paper #1. The Center for Programmed Learning for Business, Bureau of Industrial Relations, Graduate School of Business Administration, The University of Michigan, Ann Arbor, Michigan. 1964.

"development cost per hour of training per trainee." (The building contractor's cost per square foot!) The study was based on data provided from eleven organizations which had developed in-house units of PAI. The results are summarized as follows:

Development Costs per Hour of Training per Trainee
for In-Plant Programs

Firm	Topic	Cost of Development	Av. Time to Complete Crs.	Development Cost per Hour of Training	Number of Trainees Per Year	Dev. Cost per hour of Training per Trainee
Department Store (1)	Operating Sales Register	$ 1,932	7	$280	600	$0.46
Department Store (2)	Beginning Salesmanship	791	2	400	1000	0.39
Department Store (3)	Sales Systems	5,945	10.5	570	1000	0.56
Department Store (4)	Sales Systems	1,310	5	260	335	1.94
Department Store (5)	Package Delivery	1,747	2.5	700	500	1.39
Oil Refinery	Plant Maintenance	664	1.1	600	475	1.27
Government (1)	Coding and Filing System	3,729	5.3	700	250	2.81
Government (2)	Military Correspondence	3,322	12	280	150	1.34
Equipment Manufacturer	Computer Programming	21,023	24	880	1000	0.87
Automobile Manufacturer	Work Standards	4,993	1.3	480	1500	2.56
Aero-Space	Missile Familiarization	8,101	9	900	1600	0.66

While even a momentary mental flash-back to the passages on variables is a sufficient warning to exercise extreme caution, this study does lead to some conclusions, and a few generalizations can be made relative to the cost of developing a unit of PAI:

Courses in which the content is subject to repeated and infrequent changes may be uneconomical to program.

Off-the-shelf units of PAI, where applicable, are normally the least costly, if they have been tested and validated.

In-house units of PAI probably cost less to develop in the long run than externally contracted for units.

The more students, the lower the unit cost; and conversely.

In the example used in Variable 2 with the Introduction to Intelligence Course it is pertinent to note that coverage on the organization of the Agency and the Agency's place in the Intelligence Community was also given to almost 5,000 students in FY '65 and over 7,000 students in FY '66.

So now you know all you need to know about the cost of developing a unit of PAI (!?) But if you want to play it safe you probably should submit your detailed specifications to half a dozen reputable, honest and skillful commercial program developing firms and accept the lowest bid. Just as you might do with building contractors.

At last you are ready to build your dream house. Or perhaps you'd prefer to take an all-expenses-guaranteed around-the-world cruise on--a slow boat!

PROGRAMMED INSTRUCTION MATERIALS

in

INFORMATION

ANALYSIS AND CLASSIFICATION

"Programmed Instruction" is rapidly becoming a way of life in training circles. Of nineteen separate programs developed within CIA, one, "The Analysis of Information: A Programmed Course on the Intelligence Subject Code," has been operative for several years. It was prepared by the American Institute for Research in the Behavioral Sciences (AIR) to teach document analysts to analyze and index intelligence reports in the categories of the approved USIB classification scheme, known as the Intelligence Subject Code (ISC).

The objectives of this auto-instructional programmed course are: 1) to provide an elementary understanding of the role of the document analyst who indexes for a storage and retrieval system; 2) to provide knowledge of the subject coverage of the seven chapters of the ISC; 3) to develop a rudimentary ability to read the ISC, to use the subject and area indexes, and to apply the area rules of the ISC; and, 4) to teach the new analyst to "think" in terms of the ISC.

This program does not use machines; it is a set of booklets which allows the beginner in the field of information analysis to progress at his own speed. There is no intent to replace the teacher, but to give him an additional pedagogical tool to improve instruction in basic rules. The ten units of this course, in fact, are designed to be used in conjunction with and as an introduction to the four-week training course offered in the Agency for document analysts who use the ISC in the Agency Intellofax System and in other Government information systems.

Certain presentation techniques have evolved with the four years of experience with this programmed course. It usually takes nearly a week to complete each unit. The instructor injects discussions and briefings into the instruction after the second or third day. Sample documents are also introduced for analysis. This breaks the tedium and provides a "feel" for the documents that will eventually be actually encountered.

The AIR Project Staff, as its initial step in developing the programmed course, observed the behavior of experienced document analysts as they read, analyzed, and indexed intelligence documents. Analysis of data from this observation and questioning resulted in a set of rules which describes the decisions an analyst should make when examining a report. These are called "Rules of Analysis."

From the beginning of the instruction, then, the individual assumes the role of an information analyst. The "Rules of Analysis" are taught in the context of the actual behavior of analyzing reports. In other words, immediately after learning the concepts and skills, they are applied to realistic analysis and indexing situations.

The programmed text consists of eleven booklets -- each four by eight and a half inches -- one being the Introduction plus a Criterion Test. Each booklet is arranged so that the user reads a question page (frame), writes his answer to that question on the frame, and then turns the page and reads the correct answer on the answer frame. In this way he knows at once whether his answer is correct.

An Exhibit Book is used with the programs as a notebook, and as a means of showing illustrations or exhibits used repeatedly and of presenting long documents too large to be included in the unit booklets. At many points in the program the analyst writes his answer to a program frame in the Exhibit Book rather than on the frame itself. These responses are designed to produce a notebook in which the important points in the programs are summarized for easy review.

As the new analyst progresses through the program the emphasis on learning the "Rules of Analysis" diminishes while the emphasis on applying these rules increases. In the first unit, most of his time is spent in learning rules. However, even in Unit I, he actually uses the rules to analyze and index documents. In the final unit, he spends the entire time applying the rules to the analysis of new reports and documents. Figure 1 shows something of this relationship, as well as the degree of assistance the program provides the analyst while he is examining and indexing documents; he is given maximum assistance in Unit I and a minimum or no assistance in Unit X.

SUBJECT CONTENT: CRITERION PERFORMANCE:
INDEXING RULES   ANALYZING DOCUMENTS

Unit X: Student reviews I-IX, with   minimum
        guidelines on what is sig-   assistance
        nificant in analysis.

Unit IX: Student indexes documents
         into categories in all seven
         ISC chapters.

Unit VIII: Student uses rules about the
           relationship among the chapters
           to index document summaries.

Unit VII: Student uses Subject Index to
          find categories in Ch. 6

Unit VI: Student uses Analysis Diagrams
         to find categories in Ch. 2-5
         and 7

Unit V: Student analyzes and indexes
        reports into Ch. 1 categories

Unit IV: Student uses Analysis Diagrams
         to find chapter categories

Unit III: Student learns to use the major
          categories in the 7 chapters

Unit II: Student learns how to find
         subject and area categories in
         ISC

Unit I: Student performs entire analysis   maximum
        task to learn his role in the   assistance
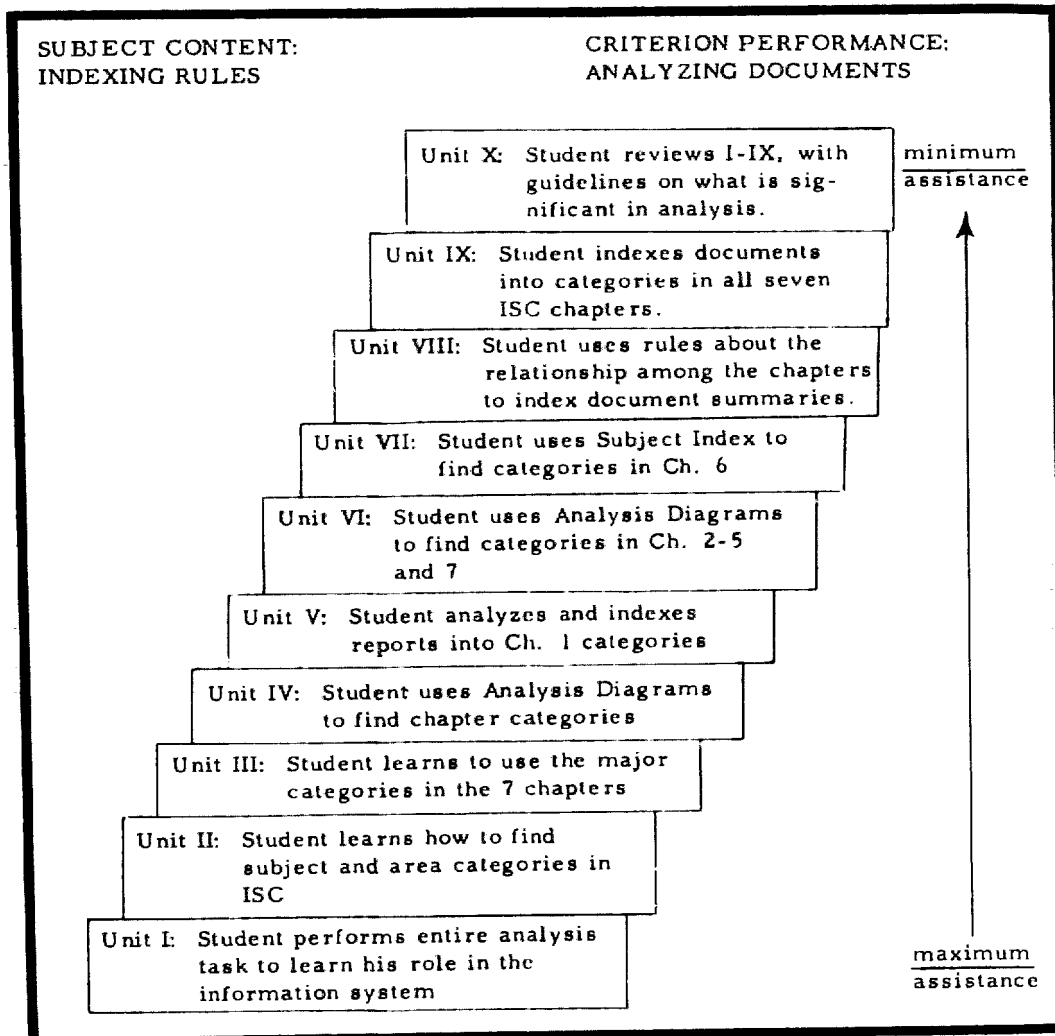   information system

Figure 1. Organization of Units I-X of the programmed course.

The program also includes Analysis Diagrams to illustrate the decisions
that an analyst should make when indexing a document about a particular
topic. These diagrams provide the student analyst with formalized illustrations
of an experienced analyst's thinking on important topics in each chapter of
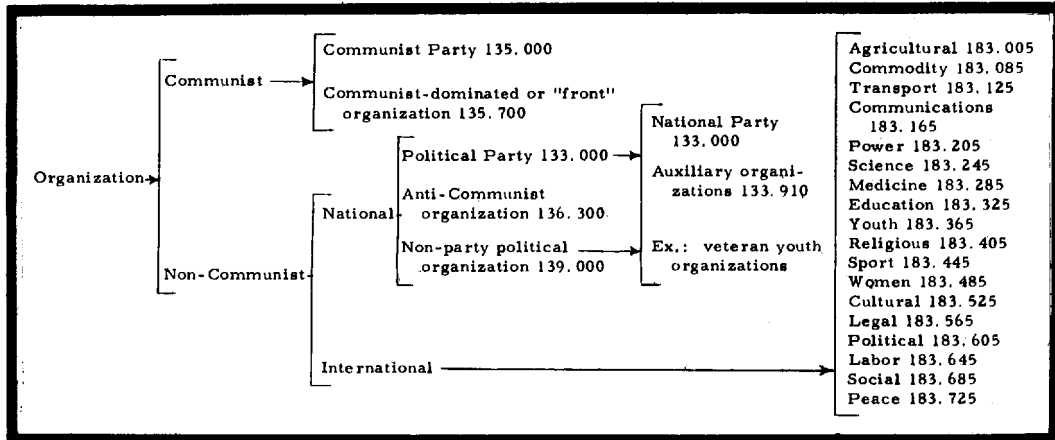the ISC.

Figure 2. A section of the Analysis Diagram for Unit I showing the decisions
an analyst must make about a report concerning an organization in
order to index it properly in the information retrieval system.

Figure 2 demonstrates the function of an Analysis Diagram in setting forth
the thinking necessary to index a report about an organization. In this example,
the analyst must first decide whether the organization is communist or non-
communist (column 1). Then, if the organization is noncommunist, he
must decide whether it is national or international (column 2). Finally, if
the organization is international, he must decide whether it is concerned
with agriculture, communications, or a similar category (column 4). In this
way, the Analysis Diagrams becomes a guide to all decisions that he should
make while analyzing a document, and direct him to the appropriate section
of the ISC, which he should search for a specific category.

An unusual aspect of the program is the inclusion of six sets of three-
by-five-inch cards. Although these cards resemble tradional flash cards,
which have questions on one side and correct answers on the other, they are
used in the program in three different ways. One use of the cards is to develop
the analysts' concepts of the categories contained in each of the seven ISC
chapters. He is instructed to sort cards containing brief category descriptions
into seven stacks, each representing one of the seven ISC chapters. Initially,
he can look at the chapter numbers, the chapter titles, and at a brief description
of each chapter in order to help him sort the cards correctly. Later, he can
refer only to the chapter numbers. In addition, the ninety cards in the set
increase in difficulty. At the end of this "game" the student can correctly
identify the chapter location of many different ISC categories. He is able not
only to describe the concepts contained in a single chapter but also to distinguish
between similar categories in different chapters.

The cards are also used to assist in memorizing approximately sixty general category codes. The sixty codes which are taught to the student were chosen because it was observed that experienced document analysts use these categories as aids in their analysis of documents. These numerical subject codes seem to represent important second-level decision reference points.

A third use of the cards is to present examples of report summaries so that the analyst can have extensive and quick practice in applying a number of rules. He learns a rule in the program booklet and then uses the cards to practice application of the rule in relation to other analysis rules he has already learned.

The concept, memorization, and example cards seem to be both efficient and effective. They provide extensive practice, in the minimum time, for the analyst to make a physically simple response -- placing a card in its appropriate stack.

The unclassified booklets are titled as follows:

Introduction
Unit I. Information Systems Based on the ISC
Unit II. The Format of the ISC
   Sample question and answer:
      Find this entry in your ISC: 736. 440 Divisions
      Which topic would be classified in this category?
      _____ a. Divisions
      _____ b. Airborne Divisions
      _____ c. Ground force of an airborne division
      _____ d. Organization of an airborne ground force division
      Answer: d
Unit III. The Seven Chapters of the ISC
Unit IV. Subject Categories and Area Rules
   Sample: Turn to the 113.000 Section of the ISC
            In this section certain general concepts of government
            are listed. Read entries 113.000 through 113.500.
            Indicate the subject codes for these categories:
            a. Text of the new constitution of Burundi_____
            b. A report of women's rights in Burundi_____
            c. Burundi limits rights to vote to literate male adults___
            d. Burundi abolished state government and state
                offices; national government will assume function
                of state governments_____
            e. Prime Minister of Burundi attacks Parliament and
                threatens to dissolve it___
   f. Ex-Prime Minister forms government-in-exile___

Unit V. Subject Categories in Chapter I of the ISC
Unit VI. Subject Categories in Chapters II, III, IV, V, and VII
Unit VII. Analyzing Reports about Products, Commodities, and
Weapons (Chapter VI with use of modifiers)
Unit VIII. Chapter relationships
Unit IX. Analyzing Intelligence Reports
Unit X. Analyzing Intelligence Reports

A Criterion Test consisting of ten documents, representative of unclassified documents, is administered after Unit X. This test is to assess whether the program teaches the student-analyst to use the rules in an on-the-job situation; --that is, to successfully analyze the index documents and reports. The Criterion Test points up to the instructor those rules which obviously need further clarification and emphasis.

Generally, training administrators have been satisfied with the effectiveness and efficiency of this particular application of programmed instruction. Evaluations made on utilization of this procedure in the Headquarters area have shown that the program has met the objectives of instruction to a marked degree, especially during the first week of the training. Although the same program has been employed in training non-Agency analysts in other geographic regions, there has been no follow-up of its effectiveness.
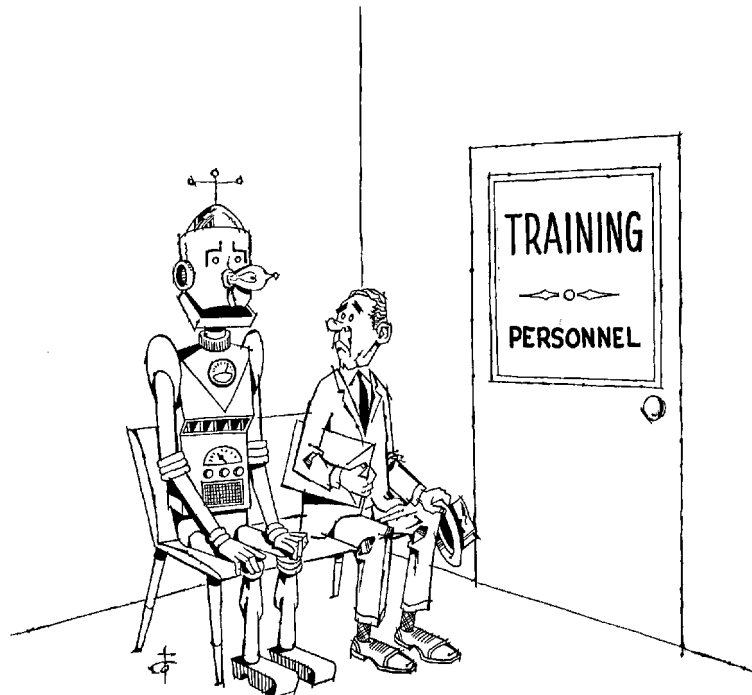
OTR ADAPTS TO ADP

THE AGENCY TRAINING RECORD

The Office of Training was among the first CIA components to enter the Automatic Data Processing field. Its major effort in this direction, however, was one of records management, represented by the Agency Training Record (ATR), rather than ADP training itself. (This issue of the OTR Bulletin announces an OTR ADP course in January 1967).

The Agency Training Record had its beginnings in 1958 when first steps were taken by OTR to transfer information on courses completed by Agency employees from manual records to punch cards for application to the Agency's IBM equipment. At the time, only information on selected courses or programs -- principally those given by OTR -- was mechanized. In intervening years, information on courses conducted by other components of the Agency and those non-Agency programs attended by employees under Agency sponsorship was added to the file. Currently, the overall information is being realigned for more efficient programming on the Agency's new IBM 360 equipment.

The training file contains approximately 100,000 entries, although only about 75,000 appear in the semi-annual ATR. The ATR is produced in three formats, in report form, designed to service Training Officers, Personnel Officers, and OTR's Registrar. One format is alphabetical by name of employee, showing the dates of courses he has completed; the second is also an alphabetical listing by name of employee, but according to the office of assignment; and the third is a listing by the title of a course, showing the names of employees having completed the course.

Beginning with the next issue, the ATR will be reduced as a working document so that only training taken within the most recent seven years will appear. Data for such a period is considered sufficient to meet the normal requirements of ATR users. The complete file will still be produced annually in the first format for retention by the Registrar, who will provide Training Officers and Personnel Officers with information should the occasion require it.

SECRET

CIA INTERNAL USE ONLY

Input of data into the ATR remains the responsibility of the OTR Registrar. The basic media for this input are two Agency forms: Form 73 "Request for Internal Training," and Form 136 "Request for Training at non-Agency Facility," both of which have been revised recently in order to serve the input function. The information on these forms, supported by instructors' reports, by reports submitted by individuals, and by associated papers, comprises the data required for input. Since the accuracy and currency of the ATR must depend on the quality and promptness of input, it is essential that Training Officers insure that both forms are filled out completely.

Form 73: Front (at top) Back (at bottom)

REQUEST FOR INTERNAL TRAINING

PLEASE PRINT OR TYPE. Complete all entries. Use a separate form for each course. Complete in triplicate and send through Training Officer. For OTR courses, send the original and copy No. 2 to the Registrar, OTR. For courses given by other components, send original and copy No. 2 to the Training Officer of that component.

1. NAME (Last, first, middle)					X MALE	2. YEAR OF BIRTH
Sample, James E.					FEMALE	1932

3. GRADE OR EQUIVALENT	4. E.O.D. (Original) MONTH & YEAR	5. DIRECTORATE	6. OFFICE	7. STAFF/DIVISION	8. BRANCH	9. SD
G3-11	09/53	DDS	OTR	RS	• AIB	ST

10. TRAINING REQUESTED (Use title shown in catalog)

TITLE: Intelligence Review Course   DATES: 12/05/66 - 12/16/66

11. DESCRIBE APPLICANT'S PRESENT OR PROJECTED DUTIES AS THEY RELATE TO THE OBJECTIVES OF THE REQUESTED TRAINING

As Information Specialist, the applicant's duties include disseminating various types of information on training opportunities available outside the Agency. The Intelligence Review provides information on the current goals or objectives of the Agency's components. This information will enable Mr. Sample to provide more effective support to these components in their requirements for training information.

12. EDUCATION (Level attained & major subjects)	13. TYPE CLEARANCE HELD ☐ SECRET ☒ TOP SECRET
BA - English Graduate courses in library science.	14. IF SCHEDULED FOR OVERSEAS INDICATE DEPARTURE DATE N/A

15. NAME AND SIGNATURE OF SUPERVISOR	EXTENSION	16. SIGNATURE OF TRAINING OFFICER	DATE	EXTENSION
Joseph P. Friendly	9876		11/10/66	6789

THIS SIDE FOR REGISTRAR'S USE ONLY

16. AGENCY-SPONSORED TRAINING COMPLETED BY APPLICANT

17. PREREQUISITE TESTS (Flat B, foreign language proficiency, etc.)

18. REMARKS

Although we have been informed that this class is already oversubscribed and that this applicant will be placed on standby, we will keep him available until noon of the first day of the class.

SECRET

In addition to the importance of the information on Form 73 in relation to
the ATR is its value to instructors in gauging the scope and pace of their
instruction. A model of this form appears on the preceding page. Most
blocks are self-explanatory, but some points to note are:

Item 1. The name appearing here is normally that used on all
official records. If, for security reasons, an individual is to take the course
under another name, it is to be entered here.

Item 4. The original EOD is used here, not an EOD resulting from
a return from overseas, from a transfer between Agency elements, or from
some other administrative action. This information has significance because
admission to many OTR courses depends on total length of service.

Item 11. Special care is to be given in filling out this block. OTR
cannot provide appropriate training for students without at least a general picture
of the experience of the applicant plus an accurate description of his current or
projected assignment. The information serves a twofold purpose. The OTR
Registrar uses it to determine the qualifications and priority status of the
applicant, which not only assures proper consideration to the deserving candidate
but also prevents the insufficiently qualified person from being embarrassed
by finding himself in a situation in which he is over his depth. Instructors use
this information to mold their courses to the needs and experience of the students,
not only concentrating more heavily on areas in which there are obvious gaps
in the experience of the particular group of students but also drawing on the more
experienced students in developing the less experienced. Much valuable time
is lost if instructors are obliged to wait until the first day of the course to obtain
this information from the students themselves. Although all Training Officers
should see that adequate detail is provided in this block, it is essential that
CS Training Officers do so for operations courses.

Item 14. This date, estimated or otherwise, has a bearing on
priority of admission to some OTR courses. It should be filled in whenever
applicable.

Items 15 and 16. Copy Number 2 (pink), the instructor's copy,
must be an exact duplicate of the original, also carrying the required signatures.
The supervisor's name should appear in typewritten form along with the signature.

Item 18. Although the second page of the form is for the Registrar's
use, this block may be used if, for example, Item 11 has to be continued or
if any qualifying comments will further assist the Registrar or the instructors.

A completed Form 136 appears on the preceding page. Certain of the blocks are explained further:

Item 6. The final two digits of the year of birth are used to produce a double-digit entry. This is to facilitate input to the computer.

Item 7. Double digits are to be used for both the month and the year; the cipher is used to avoid a single-digit entry.

Item 8. A formal designation such as DDI/NPIC or DDP/NE is to be used, not an informal internal office term.

Items 11 and 12. Two digits for each element of the date are to be entered, as in Items 6 and 7. If specific dates are unknown or if the sponsoring office is uncertain when space may be available, the words "next available opening" may be inserted.

Item 15. If there is uncertainty as to whether or not the course is full-time, part-time, or a combination of each, the space may be left blank.

25X1

Item 23. The title of the course is to be that as listed in official announcements; if uncertain, make it as complete and accurate as possible. (If you wish, you may call [   ] for verification.)

Items 24 and 25. In many cases the facility offering the training program is known, but the actual location of the course has not been determined. In such cases, block 25 may be left blank.

Item 26. Sufficient description is to be included to explain what is offered, particularly if the title is not self-explanatory or if the course is not a standard one.

Item 27. This block must be filled in unless there is no cost, or the course is a Training Selection Board program, or it is definitely known that OTR budgets for the course.

Item 29. An accurate, descriptive job title is necessary for the Registrar to evaluate the request for training.

Item 30. A statement of justification for the requested training, relating the training to the applicant's present or future assignment, must be included here. No training request will be considered without a well-stated objective in this block.

Item 31. If the applicant has a cover backstop documented in the Central Cover Staff (DDP/OPSER/CCS), the "yes" block is to be checked. If cover is being requested for the applicant for the requested training only, the appropriate block is to be checked. In either case, the Form 136 must be forwarded to OTR through DDP/OPSER/CCS.

Item 33. If for any reason the applicant is not available to sign the request personally, the Training Officer may sign "for" him.

Item 35. A Career Service Officer is to sign here to indicate that the proposed training is consistent with the employee's career plan.

Item 36. Only forms having authorized signatures will be considered.
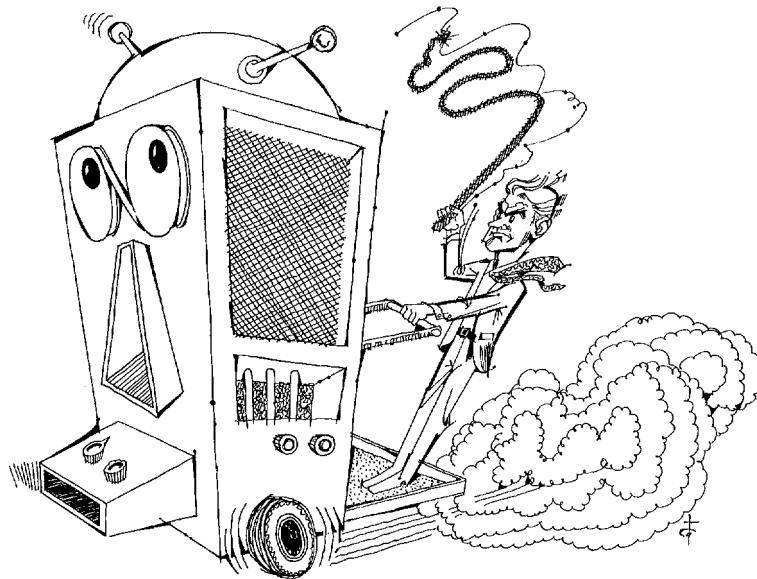
MIDCAREER EDUCATIONAL PROGRAM
IN SYSTEMATIC ANALISIS

P resident Johnson, in a memorandum of 15 March 1966, to heads
of Departments and Agencies, emphasized what he called the demand that
the Government apply to its operations the most efficient management
techniques available so that its programs might be both effective and
economical. One way to obtain people well-versed in modern manage-
ment methods, he pointed out, is to train able and promising people already
in Government service in the recently developed techniques of program
analysis and management. He directed the Chairman of the Civil Service
Commission and the Director of the Bureau of the Budget to organize a
program of education which would enable Federal employees to equip
themselves with these techniques through studies at any of several uni-
versities.

The Bureau of the Budget promptly arranged the Midcareer Educational
Program in Systematic Analysis. A stated purpose of this program is to
develop a group of employees informed about analytical techniques and
capable of adapting them to public programs in which they are involved. An
objective is to afford an occasion for reflection and learning that will enhance
ability to bring the best available analytical techniques to the development
of public policy and to the conduct of public programs.

T he services of the National Institute of Public Affairs were obtained to
administer the program in conjunction with the Civil Service Commission.
Seven leading universities -- Carnegie Institute of Technology, Chicago,
Harvard, Maryland, Princeton, Stanford, and Wisconsin -- agreed to
participate. All the schools offer core courses which direct attention to the
application of economics and systems analysis in the public sector, though
individual students must work out specific programs in relation to the
particular university. Courses include intensive work in economic analysis,
operations research, quantitative methods, systems analysis, as well as
in the application of these techniques to emerging issues of public policy
and management. Some of the schools' officials contemplate offering a
preparatory program to provide background in mathematics and economics
to upcoming candidates for the full-year program.

In setting out the criteria for nominations for this program, the Bureau
of the Budget suggested personnel in or eventually expected to serve on
planning and programming staffs and in key positions where appreciation of
analytical techniques would be valuable. Additionally, candidates should

evidence high intellectual and analytical capability, have a personal interest in and a desire to use economic and analytical concepts for improving decision-making, have demonstrated academic ability (a B+ average in previous academic work), and possess at least a bachelor's degree.

The Agency's Training Selection Board has been assigned responsibility for selecting CIA's nominees for this program. Using the criteria set forth by the Bureau of the Budget and the framework of the Agency's five-year midcareer programs, the TSB considers employees in grade GS-11 or above. Two CIA employees were selected for the program in its initial year, 1966-67. Training Officers will receive additional information on each university's program as it becomes available.

Time spent in training will occupy more and more of the work week, according to Dr. John C. Warner, president emeritus of Carnegie Institute of Technology. "For one thing, " he told attendees at a recent Systems Engineering Conference, "a steadily higher fraction of those employed will need to spend a substantial amount of time in formal programs of training or education ... to keep from becoming obsolete." Dr. Warner recommended that a few hours a week-- on company time--should be devoted to such training. "This necessity to continue training and education to fight obsolescence, " he said, "extends from the vocational skills to the highest professional levels. "

NON-AGENCY TRAINING

This section of the OTR Bulletin contains information on
non-CIA courses or programs related to career develop-
ment of CIA employees. Attendance may be sponsored by
the Agency or it may be self-sponsored. The Training Of-
ficer must be consulted on Agency-sponsored training.

Agency Sponsorship:

A Form 136, "Request for Training at Non-Agency
Facility" (revised effective June 1966), is sent to
the Registrar's office, External Training Branch,
by the Training Officer. For overt employees, the
completed form is sent directly to ETB. For non-
overt applicants the form is sent first to DDP/OPSER/
CCS. No formal steps toward registration should be
taken prior to OTR approval.

Self-sponsorship:

According to [＿＿＿＿＿] para c(12), an employee who   **25X1A**
takes a non-Agency course at his own expense is re-
quired to send a written request for approval through
administrative channels to the Director of Security.
The request will include the subject(s) to be studied,
the name and address of the school, the full name(s)
of the instructor(s), and the dates and hours of in-
struction.

For additional information on the courses outlined in this sec-
tion of the OTR Bulletin or on other external courses, call AIB/

25X1 RS/TR, [＿＿＿＿＿＿＿＿＿＿] information on registration, call
ETB/RS [＿＿＿＿＿＿＿＿＿＿]

SECRET

CIA INTERNAL USE ONLY

OFF-CAMPUS PROGRAM
1967 SPRING SEMESTER

The Spring 1967 term of the Off-Campus Program conducted by George Washington University and American University at the Agency will include courses which for the most part follow up those offered in the preceding Fall 1966 term. This program, recommended only for those in an overt status, enables Agency employees to take both graduate and undergraduate courses at somewhat reduced rates. The courses, to cost $120 each, may be taken separately or as part of a degree or certificate program. Enrollment may be on a personal basis or under Agency sponsorship. Classes, with the exception of mathematics, will be held in the Headquarters Building, and all instructors are Agency personnel accredited by the universities.

Registration for the Spring term will be in the Auditorium at Headquarters on Friday, 20 January 1967. American University courses will run for sixteen weekly sessions beginning the week following Wednesday, 1 February. George Washington University courses will run for fifteen weekly sessions beginning the week of 6 February. Mr. John McCalla of George Washington University will provide preregistration counseling on George Washington University courses and degree programs on Thursday, 5 January, in Room 1D-1601, Headquarters. Appointments to meet him on that day are to be arranged through the Office of the OTR Registrar, [ ] Mr. McCalla will also be present at the time of registration; no appointment is necessary on that day. No such counseling is available for American University courses.

25X1

Further information on the Off-Campus Program may be had by calling the Office of the OTR Registrar, [ ]

25X1

Courses being offered are:

George Washington University

Geography 164 Communist China. A regional survey. Prerequisite: Geography 51 (Attributes, characteristics, patterns, and associations of physical and cultural earth features.)

Geography 166 The Soviet Union. A regional survey. Prerequisite: Geography 51 (As for Geography 164 above).

SECRET

George Washington University (cont)

History 40 European History. The political, social, economic, and
cultural history of the Old World from 1715 to the present. Prerequisite:
History 39.

Mathematics 6 Plane Trigonometry. Prerequisite: Two years of high
school algebra and one year of high school geometry, or Mathematics
3 (College Algebra).

Political Science 192 Government and Politics of North Africa. Domestic
and international policies of Algeria, Tunisia, Morocco, Libya, Egypt,
and Sudan. Attention will be given to their relations with the states of
the Middle East. Prerequisite: Political Science 9 - 10.

Psychology 8 Psychology of Motivation and Personality. Processes
involved in the total adjustment of the individual, with emphasis on
social environment; development in the individual of adjustment techniques.

Public Administration 252 Seminar: Planning and Programming.
(Graduate course) The administrative processes of planning and
programming in government, relationships to budgeting, planning and
programming as a basis of managerial control, evaluation of
accomplishments.

American University

19.521 Quantitative Economic Analysis. Intermediate mathematical
and statistical analysis of economic phenomena. Elements of model
building, input-output, game theory, and linear programming.
Prerequisite: 19.305 (Introduction to Quantitative Economics).

19.705 Price Analysis II: Income Distribution. Extension of
commodity price theory to the evaluation of productive services and
resources. Problems of comparative statics, dynamics, and stability.
General economic equilibrium and the problem of resource allocation.
Prerequisite: Economics 19.703 (Price Analysis I).

55.511 The Systems Approach. (Repeat of Fall Semester graduate course)
An introduction to the systems analysis approach to the study and design
of managerial and operational organization and process.

American University (cont)

55.410 Introduction to Data Processing. An introduction to the problems, principles, and methods of data processing, covering a variety of methods, including the automatic data processing revolution of the last decade and its significance for business and public administration and management. The course will generally survey types of data processing instruments, methods, systems, and the types and potentials of their applicational use. This course will equip the student to communicate with data processors. It will not, by itself, be preparatory for technical employment in the field.

55.530 Automatic Data Processing Systems. (Repeat of Fall Semester graduate course) A survey of the subject: equipment systems, use of applications and systems, the analysis of feasibility, operational processes, system design and installation, administrative and managerial factors and problems.

55.540 Operations Research in Management. Origins and development of operations research, concepts and methods, applications as a management tool, major methods, solutions of elementary problems by operations research, limitations and potential. Prerequisite: Mathematics 41.100 (Basic survey)

55.561 Management of ADP Systems (Repeat of Fall Semester graduate course) Estimates of requirements, organizational amendments, planning the total system, conversion problems, cost and performance evaluation, the executive role in the achievement of integration.

55.653 Concepts of Indexing and Abstracting. An intensive specializing course in the control processes of indexing and abstracting. The taxonomy of information organization, identification, and storage. The philosophy of topical structure and designation. The methods of reducing the content of technical writings to abstract length without losing the essential elements of information will be studied. The varieties of indexing and abstracting methods will be treated in depth, with workshop, experience and case review. Prerequisite: an undergraduate degree and 55.550 (Types and Uses of Scientific and Technical Information) or 55.660 (Management Information and Reporting Systems).

INTERAGENCY TRAINING PROGRAMS

Civil Service Commission

INTRODUCTION TO ADP IN FINANCIAL MANAGEMENT
5 - 6 January   1900 E Street, N. W.

This two-day seminar provides a general overview of the uses and
potential of automatic data processing as well as specific applications
of ADP to financial activities. Topics include: Introduction to ADP;
the impact of ADP on financial management; a survey of the uses of ADP
equipment; and the problem of "audit trails." For accountants, budget
officers, and others in the financial management field, in grades GS-12
through GS-15. Cost: $75

ADVANCED SEMINAR IN ADP AND TECHNICAL INFORMATION SYSTEMS
9 - 12 January; 12 - 15 June   1900 E Street, N. W.

This four-day program explores in detail various systems approaches
involved in applying ADP to specific library functions. Actual case
histories and group discussions cover equipment characteristics and
capabilities, tools of systems of analysis, analysis and documentation
of present systems, feasibility studies, development of systems to meet
user needs, and problems of evaluation and control. For librarians,
archivists, information specialists, and others concerned with the
storage and retrieval of technical data, in grades GS-9 and above.
Cost: $120

INSTITUTE IN CIVIL RIGHTS
9 - 13 January; 27-31 March; 8 - 12 May   1900 E Street, N. W.

This institute explores the Civil Rights problem in America, focusing
particularly upon the various considerations which are appropriate
to the administration and implementation of recent Federal civil
rights enactments. The historical and legal as well as sociopsychological
aspects of the civil rights issue are considered in terms of the concrete
and practical realities of administration and implementation. Participation
will be open to executives, GS-14 or above, particularly those whose
responsibilities in administering agency programs might require them to
have greater knowledge of recent civil rights legislation. Cost: $150

Civil Service Commission (cont)

THE HUMAN DIMENSION OF PLANNING FOR CHANGE
4 - 6 January   1900 E Street, N. W.

This course explores the human resource implications which should be
considered by planners for change. Topics include: Predicting the effect
of technological and other change on quantitative and qualitative manpower
requirements; gaining reasonable acceptance of change at all levels of
the organization; phasing the introduction of change with training, recruit-
ment, promotion, and other personnel activities; placing dislocated
personnel within and outside the organization. For line managers,
personnel officers, and staff officers at GS-12 or above who have
responsibilities in planning and implementing major change. Cost: $85

PLANNING, PROGRAMMING, BUDGETING SEMINAR
9 - 27 January; 20 March - 7 April   College Park, Maryland
1 - 19 May; 12 - 20 June   College Park, Maryland

A three-week residential course, this program is designed to provide
the participant with a grasp of the underlying economic base of PPBS,
a working knowledge of the structure and functioning of PPBS, and an
introduction to quantitative approaches to management planning and
control. There are precourse reading requirements and there are
evening sessions. This course is intended for those directly involved
in the PPBS operation--programmers and budget people--as well as for
line managers at middle and upper levels who will use the system as an
aid to decision-making. It will not prepare individuals to perform eco-
nomic or quantitative analysis, and no economics or mathematics
background is required for successful participation. Cost: $300

INTRODUCTION TO ADP IN SUPPLY MANAGEMENT
16 - 17 January   1900 E Street, N. W.

This is a basic program to provide a general overview of the uses and
potential of ADP in supply management. Topics include: Introduction
to ADP, impact of ADP on supply management, uses of ADP equipment
and current applications to Government supply management, systems
integration in supply activities, and problems involved in implementing
ADP plans. Technical aspects of ADP are not stressed and prior
familiarity with computers is no handicap. For supply officers and
persons closely associated with supply management, in grades GS-12
through GS-15. Cost: $75

Civil Service Commission (cont)

INSTITUTE FOR EXECUTIVES IN SCIENTIFIC PROGRAMS: SCIENCE
AND GOVERNMENT POLICY
9 - 13 January; 22 - 26 May   1900 E Street, N. W.

Scientists and engineers and key administrators of scientific organizations
are given an opportunity to explore important concepts and issues
pertaining to the organization and administration of research and engineering
activities in the Federal Government. Discussion covers the criteria
for choice among scientific programs, the budget for science, technological
innovation as an element of economic growth, scientific manpower as a
problem of national policy, science in world affairs, the organization of
the scientific activities of the Federal Government, and the impact of
Federal science programs on our universities. Scientists, engineers,
and science administrators, GS-15 or above, who have responsibility for
formulating policy or program goals for scientific, engineering, or
professional programs in the physical or life sciences, or for significant
research or development activities, may attend. Cost: $150.

SEMINAR IN ADP MANAGEMENT AND ADMINISTRATION
11 - 13 January; 1 - 3 May   1900 E Street, N. W.

This seminar brings together persons having ADP management respon-
sibilities in Federal agencies for the purpose of receiving and exchanging
information pertinent to the major problems of data processing management
and administration. After a delineation of the scope of ADP management,
all tasks and techniques of the data processing manager are discussed.
Emphasis, however, is on significant, nonroutine problems such as
personnel turnover, use of languages and software, performance
measurement and scheduling, open shop versus closed shop programming,
relationships between users and systems analysts, systems analysts and
programmers, programmers and operators, optimization of machine use,
and enforcing documentation. For administrators and deputy administrators
of ADP operations, data processing managers, programming supervisors,
and supervisory systems analysts. Cost: $135

Civil Service Commission (cont)

WORKSHOP FOR CONTRACT COMPLIANCE OFFICERS
16 - 20 January; 10 - 14 April; 15 - 19 May

To train persons who conduct reviews to determine whether recipients
of Federal funds are adhering to the civil rights requirements of
respective agencies. Special consideration is given to problems of
implementing the equal employment policy of the Government in situations
involving a contract between a Federal agency and a private organization
or private industry. This training may be done in conjunction with the
Office of Federal Contract Compliance. Cost: $90

THE ROLE OF THE FEDERAL MANAGER IN EQUAL EMPLOYMENT
OPPORTUNITY
18 - 20 January   1900 E Street, N. W.

Federal supervisors and managers should obtain from this course:
1) Increased factual understanding of the background of discrimination
and equal employment opportunity; 2) a greater appreciation of the
realistic effects of discrimination; and 3) suggestions for the development
of a positive program in conformity with national policy, involving personal
commitment and involvement. For supervisors and managers GS-9 -
14. Cost: $100

SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMERS
23 - 27 January   1900 E Street, N. W.

This course moves immediately to the functions and techniques of systems
analysis and design, and includes discussion of the extent and tasks of
systems of analysis, specific steps of the feasibility study, analysis of
the present system, developing specifications for a new system, designing
input, output, and file layouts, designing requirements for programs, and
documentation. For computer programmers and newly assigned systems
analysts who have had experience in programming. Prior knowledge of
computer components and experience in computer programming concepts
will be presumed. Cost: $150

Civil Service Commission (cont)

PSYCHOLOGY AND THE MANAGEMENT OF HUMAN RESOURCES
25 - 27 January   1900 E Street, N. W.

This course looks into some of the human behavior problems in manage-
ment, seeking to bring out a few of the principles of behavior that underlie
modern management practices and to give a pattern and coherence to the
psychological underpinnings of managerial practices in dealing with
behavior. Objectives include: Increasing an understanding of the behavior
of individuals, introducing concepts and principles which provide a better
understanding of the learning and training process, examining problems
involved in managing human resources and looking for possible means of
overcoming them, providing a conceptual framework within which to analyze
and attack problems involved in managing people, and introducing some of
the research being done by psychologists in government organizations.
For staff specialists and supervisors, GS-9 through GS-13, who need to
know more about the science of human behavior in conducting their day-to-
day activities. Cost: $100

EXECUTIVE SEMINAR IN MANAGEMENT INFORMATION THEORY
30 - 31 January   1900 E Street, N. W.

The objective of this seminar is to explore the concept of information
management in the context of organizational structure. Topics discussed
include defining organizational objectives, determining information
requirements, the influence of organization structure on the generation,
processing, and utilization of data, the effects of centralization and
decentralization on the information system, and vice versa, the interface
of information and decision-making, and the present and future technology
of management information systems. For GS-15s or above. Cost: $75

PROGRAM PLANNING AND EXECUTION (Equal Employment Opportunity)
6 - 8 February   1900 E Street, N. W.

This course is for individuals responsible for planning and directing agency
or bureau programs for assuring equal employment opportunities. Staffing
processes, position management, training, communications, and program
evaluations are studied, with emphasis on their interrelationship.
Employees with specific responsibility for staff guidance in equal opportunity
programs are eligible. Cost: $100

Civil Service Commission (cont)

FEDERAL-STATE-LOCAL PROGRAM ADMINISTRATION (A SEMINAR
IN INTERGOVERNMENTAL RELATIONS)
6 - 10 February   1900 E Street, N. W.

This institute is to explore problems that confront administrators who
have responsibilities for intergovernmental programs or whose program
responsibilities may relate to intergovernmental relations. Consideration
is given to the legal and political setting for intergovernmental cooperation,
executive participation in intergovernmental policymaking, federal
administrative problems and practices in intergovernmental programs,
state and local mechanisms for administering federally sponsored programs,
interagency and headquarters-field coordination in intergovernmental
programs, and problem areas, present and anticipated. For executives
in grade GS-14 or above. Cost: $150

MANAGEMENT SCIENCES ORIENTATION
6 - 10 February   1900 E Street, N. W.

This program provides an opportunity to obtain information and develop
ideas about the management sciences. Topics include capabilities of
automatic data processing equipment, present ADP applications and their
results, the impact of ADP on the workforce, capabilities of operations
research, models and their range of usefulness, types of management
problems to which operations research can be applied, implications for
management of research in the behavioral sciences, the dynamics of
organizational change, and the systems concept in behavioral research.
For full-time employees GS-9 or above. Cost: $75

MANAGEMENT INSTITUTE FOR SUPERVISORY SCIENTISTS AND ENGINEERS
13 - 17 February   1900 E Street, N. W.

The special nature of the managerial job in R & D organizations is examined
by identifying the motivational characteristics of technical personnel,
by discussing the impact of organizational structure on productivity of
scientific and engineering groups, and by exploring the leadership patterns
best designed to release and accelerate creativity. Topics include the
flexibilities of the Federal personnel system in managing scientists and
engineers, career development concepts, and the administrative and
financial practices which permit the most effective direction and control of
technical projects. For personnel at the GS-12 to GS-14 level who are in,
or are being trained to fill, supervisory and managerial positions in research
and development activities. Cost: $85

Civil Service Commission (cont)

INSTITUTE ON CIVIL RIGHTS FOR FEDERAL PROGRAM MANAGERS
27 February - 3 March; 19 - 23 June

This training focuses on the various facets of the managerial role which
can be used to advance equal opportunity for all persons. Specific
emphasis is on the attitudes and approach necessary to assure that Federal
funds are applied on a nondiscriminatory basis and that the benefits of
Federal programs are conferred equally upon all. For Federal managers
who have the task of administering programs involving the application of
Federal funds with the range of responsibility and opportunity which they
have for creating change and improving the status and welfare of minority
group citizens. Cost: $150

IDEAS AND AUTHORS--MANAGEMENT AND ORGANIZATION
Originally scheduled for December 1966 - March 1967 has been
postponed, possibly until January, dates not yet announced.

This series of one-day sessions held one month apart brings Federal
managers concerned with problems of management and organization into
discussion groups with authors of the most recent studies in the field.
The author discusses his book, a guest critic comments, and the participants
then conduct an extended question-and-answer period. For persons serving
in positions with significant responsibilities for program management,
GS-14 or above. Cost: $100. The OTR Registrar Staff will seek to obtain
dates, when they are available, for seriously interested personnel.

IDEAS AND AUTHORS--PUBLIC ISSUES AND PROBLEMS #2
January - April   1900 E Street, N. W.

This series of four monthly two-day discussion sessions focuses on
significant national problems. With their highly informed authors and
knowledgeable critics, Federal executives will examine four outstanding
books on vital issues. Nominees should be in grade GS-14 or above.
Cost: $100. The OTR Registrar Staff will seek to obtain the dates,
when they are fixed, for seriously interested personnel.

Civil Service Commission (cont)

ADVANCED SECRETARIAL TECHNIQUES
No open dates available

This two-day seminar is designed for secretaries, administrative
assistants, staff assistants, and administrative aides, GS-7 or above,
who perform secretarial duties and act as office managers or principal
personal assistants to Federal Executives. It brings to the secretary's
attention new ideas and practices that might be beneficial in maintaining
a productive, progressive office. The initial offering of this course on
31 October and 1 November was heavily oversubscribed and a supplementary
schedule was arranged to accomodate many of those who applied
unsuccessfully. No new applications are being accepted until a new
schedule can be arranged, probably in late Spring 1967.

General Services Administration

SOURCE DATA AUTOMATION
13 - 17 February; 27 - 31 March; 8 - 12 May

This seminar introduces the basic elements of automation paperwork.
The advantages of automating data at the source, or at the earliest
possible time in processing, is discussed. Ways of recognizing valid
source data automation applications are illustrated. Other topics include
advantages and disadvantages of specific types of equipment, limitations
of machine language, special forms considerations, and successful
applications. Each participant should be prepared to undertake an actual
SDA project within his agency after the course; a follow-up on this project
after 60 to 90 days is part of the course. No cost.

Office of Civil Defense

CIVIL DEFENSE MANAGEMENT
22 - 27 January; 2 - 7 April; 4 - 9 June   Battle Creek, Michigan

This course gives those who have responsibility for the civil defense program
a better understanding of and approach to their tasks in planning, organizing,
and managing the total civil defense program. Special emphasis is placed
on shelter planning and management. For personnel having direct super-
vision of a segment of civil defense. No tuition cost.

READING IMPROVEMENT PROGRAMS

<u>USDA Graduate School</u>

IMPROVING READING ABILITY
30 January - 24 March   6 to 8 p.m. Mon & Wed
Registration: 21 - 28 January   Cost: $42

Developmental reading for average and superior reader. Designed to
increase selectivity, flexibility, purpose, and speed. Individualized
training. Analysis of reading, vocabulary, and visual abilities to help
determine areas needing development. Workbook exercises, periodic
evaluation of progress, short talks on principles of efficient reading,
and practice for individual needs. Final test to determine progress and
areas needing further development. Attendance is self-sponsored.

READING IMPROVEMENT PROGRAM
10 January - 2 March   Any of three sections
14 March - 4 May   as shown below.
Cost: $52
Section A   Tuesday and Thursday   1 - 2:30 p.m.
Section B   Tuesday and Thursday   2:30 - 4 p.m.
Section C   Tuesday and Thursday   4 - 5:30 p.m.

A "Special Program" requiring Agency sponsorship.

Designed for adults with average or above-average reading ability, it
incorporates the latest and most advanced techniques for developing the
maximum potential of each individual learner. Instruction is oriented
toward on-the-job reading of Federal employees. The objective is to
increase the over-all reading efficiency of each participant to his maximum
potential. This includes: 1) at least doubling or tripling initial reading
speed while maintaining comprehension; 2) improving purposefulness,
flexibility, and selectivity, and building critical reading skills; 3)
developing an organized and effective approach to on-the-job reading
matter. Nominations for courses should be made five weeks before the
starting date. Each course is scheduled with three sections. Each section
is limited to 20 participants.

Arlington County Adult Education

SPEED READING CLINIC
6 March - 31 May   Wakefield High School,
Mon & Thurs   7 - 8:15 p.m. or   4901 S. Chesterfield Road,
                   8:30 - 9:45 p.m.   Arlington, Virginia
Cost: $20 for Arlingtonians; $30 for others.

This course has attracted average readers who are interested in increasing
their speed. It is considered valuable to the person whose job demands
extensive reading.

READING IMPROVEMENT
31 January - 1 June   Tues & Thurs
Cost: $20 for Arlingtonians; $30 for others   6:30 - 8:20 p.m.

Diagnostic testing and corrective treatment for reading difficulties.

Catholic University, Department of Adult Education

Reading improvement is one category in the Adult Education Program.
A schedule will be available in early January. Cost: approximately $25.

Fairfax County Adult Education

IMPROVEMENT OF READING
February (date to be announced)   12 weeks
All sections meet from 7:30 - 9:30 p.m.   Cost: $20
        Monday   W. T. Woodson High School
                        Marshall High School
        Tuesday   Woodson High School
                        Groveton High School
        Wednesday   Lee High School
        Thursday   Falls Church High School

Designed to improve the rate of reading speed, comprehension, and
general vocabulary. Reading tested and analyzed at beginning and
conclusion of course.

Federal Triangle Education Center

The University of Maryland conducts a reading workshop in its education
program at this center. Information will be available in January.

George Washington University

Individual diagnostic and corrective services are offered for all levels:
primary, elementary, secondary, and adult. In addition, special reading
improvement classes are conducted on the high school and adult level.
A complete diagnosis includes psychological tests; vision, hearing, and
dominance tests; and the various reading and spelling tests. Results
are interpreted and a written report is presented in conference with the
parents or the individual. The special reading classes for high school
students and adults are offered at intervals throughout the year. Emphasis
is placed on improvement of vocabulary, speed, comprehension, and
study skills. Machines such as the tachistoscope, rate accelerator, and
controlled reader are also used for increasing speed of comprehension.
The fee for individual diagnosis is $50; for individual instruction, $7 a
lesson; for semi-individual instruction, $5 a lesson; for instruction in
small groups with common reading difficulties, $3.75 a lesson. A survey
test will be given about 1 February to determine what class a person should
be in. Cost: $75 for twenty class sessions.

Georgetown University

February - March (dates to be announced)
Cost: $100

A six-week course in reading improvement is given during the day, five
days a week, at three alternate hours. The hour-long sessions begin
either at 11:15 a.m., 1:15 p.m., or 4:15 p.m. An evening course may
be given in February.

University of Maryland

READING IMPROVEMENT WORKSHOP
Spring schedule to be announced.   Saturdays, 9 - 12
Cost: $55, including all materials

A special program of developmental reading to improve reading speed and
comprehension, utilizing recently developed techniques. Total instruction
and laboratory time is 24 hours.

YMCA

READING IMPROVEMENT
23 January - 13 March
Mondays, 6:30 - 8:30 p.m.
Cost: $35

YWCA

READING IMPROVEMENT
17 January - 21 March
Tuesdays, 7 - 9 p.m.
Registration: 3 January
Cost: $43, including member-
ship

1967 SPRING SESSION SCHEDULES OF
WASHINGTON-AREA UNIVERSITIES

Note to Training Officers: ETB must have requests for Agency
sponsorship of employees in courses at the following universities
a minimum of three weeks prior to registration.

AMERICAN UNIVERSITY

26 - 30 January:	Registration, general
1 February:	Classes begin
4 June:	Session ends

CATHOLIC UNIVERSITY

23 & 24 January:	Registration for undergraduate students
25 - 27 January:	Registration, graduate, full-time and part-time students
28 January:	Registration, part-time students only
1 February:	Classes begin
26 May:	Exams end

D. C. TEACHERS COLLEGE

30 - 31 January:	Registration
1 February:	Classes begin
16 June:	Last Day of semester

DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL

21 - 28 January:	Registration
30 January:	Classes begin
End of May:	Exams end

DUNBARTON COLLEGE

24 January:	Registration
1 February:	Classes begin
26 May:	Exams begin

GALLAUDET COLLEGE

2 - 3 February:	Registration
6 February:	Classes begin
7 June:	Exams end

GEORGE MASON COLLEGE

30 January - 1 February:	Registration
2 February:	Classes begin
31 May:	Exams end

GEORGE WASHINGTON UNIVERSITY

26 - 28 January:	Registration
30 January:	Classes begin
27 May:	Exams end

GEORGETOWN UNIVERSITY

26 - 27 January:	Registration
31 January:	Classes begin
22 May:	Exams begin

HOWARD UNIVERSITY

30 - 31 January:	Registration
1 February:	Classes begin
7 June:	Exams end

MONTGOMERY JUNIOR COLLEGE

28, 30, 31 January:	Registration
3 February:	Classes begin
6 June:	Exams end

CIA INTERNAL USE ONLY

PRINCE GEORGE'S COMMUNITY COLLEGE

3 & 4 February:	Registration
7 February:	Classes begin
3 June:	Exams end

SCHOOL OF ADVANCED INTERNATIONAL STUDIES,
   JOHNS HOPKINS UNIVERSITY

30 & 31 January:	Registration
1 February:	Classes begin
22 May:	Exams begin

UNIVERSITY OF MARYLAND

31 January - 3 February:	Registration
6 February:	Classes begin
2 June:	Exams end

UNIVERSITY OF VIRGINIA, NORTHERN VIRGINIA CENTER

9 January - 2 February:	Registration
6 February:	Classes begin
9 June:	Exams end

OTHER EXTERNAL TRAINING NOTES

GEOGRAPHY
OF THE
ARCTIC
REGIONS

George Washington University's College of General Studies, in cooperation with the Arctic Institute of North America, is offering a course in the geography of the arctic regions. It will deal with the human and physical aspects of the arctic regions with respect to natural environment and potential resources, present state of development, and special problems encountered. The course will be presented as a series of 15 weekly lectures at the Arctic Institute of North America, 1619 New Hampshire Ave., N. W., on Mondays from 8 to 10:30 p.m., starting 30 January. Academic credit (three hours) may be obtained by registering, with the University, for Geography 168 -- Arctic Regions. Tuition will be $120. Registration may be by mail or in person prior to 20 January 1967. Enrollment will be limited to 25.

CONFERENCE
FOR
CORPORATION
EXECUTIVES

The School of Advanced International Studies, 1740
Massachusetts Avenue, N. W., Washington, D. C.,
in its Conferences for Corporation Executives,
announces two presentations:

Latin America
"Realities and Prospects for American Business"
Friday, 10 February 1967

U. S. Balance of Payments
"A Look at the Future"
Friday, 28 April 1967

25X1

CENTER FOR
EDUCATIONAL
TECHNOLOGY,
CATHOLIC
UNIVERSITY

The School of Education of Catholic University has
announced the establishment of a Center for
Educational Technology and a new graduate program
leading to master and doctoral level training in
educational technology for teachers, educators,
school administrators, media personnel, programmed
instruction specialists, and education and training
officers in industry, government, and military
organizations. The program began with the Fall
Term 1966.

BRANDON
SYSTEMS
INSTITUTE

Brandon Systems Institute, 1130 17th Street, N. W.,
Washington, D. C. will present two related ADP
courses which may be taken separately or together.

"Computer Systems Analysis Techniques," to be
given 18 - 19 January 1967, is for data processing
systems managers and systems analysts. It presents
a body of techniques for systems analysis and a
defined discipline of systems analysis for use in
present and planned computer installations. Cost: $155.

"Project Control Systems for Data Processing," to
be given 20 January, is for data processing managers
and others responsible for the management of systems
and software development projects. It presents practical
systems for estimating, scheduling, and controlling
systems analysis and programming projects. Cost: $110.

Both courses may be taken together for a three-day fee of $200.

25X1A

Next 2 Page(s) In Document Exempt