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Approved For Release 2001/04/09 : CIA-RDP78-05795A000400030009-1

2 March 1966

MEMORANDUM FOR: Director of Training

SUBJECT : Course Report/Chiefs of Station Seminar No. 5
31 January - 11 February 1966

REFERENCE : Course Report/Chiefs of Station Seminar No. 4,
dated 5 November 1965.

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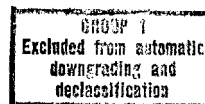
1. The fifth running of the Chiefs of Station Seminar was held from 31 January - 11 February 1966 full time in the Headquarters Building. The visit to [REDACTED] was eliminated. Innovations were introduced in the form of seminar presentations by the students and by the running of three administrative problems. These innovations are described in greater detail below. In general, student written evaluations were favorable to those units involving greater class participation, while they were very critical of speakers who limited themselves mainly to lecturing about the organization and functions of their respective staff elements. Going beyond the written critiques, the Chief Instructor was able to satisfy himself in conversations with the students that the seminar presentations and problem-solving sessions did indeed correspond to what they were seeking from a course such as this, and therefore the proportion of such teaching methods should be increased at the next running in my opinion. At the same time, the Chief Instructor will redouble his efforts to dissuade DDP guest lecturers from mechanically reading their job descriptions, suggesting instead that they select one or two meaningful incidents or cases from recent operational history for discussion by and with the class.

2. If this running was more successful than the previous one, it was certainly in part because of the size of the class (17 students), and the fact that seven of them had definite assignments as Chief of Station. Moreover, all but two of the remainder had firm assignments as Deputy Chief of Station, Chief of Base, or in one case, Chief of Operations (Attachment A). The average age of the students was 43, the average grade was GS-14.2, and the average Agency experience was fifteen years. WH was represented by 5 students, FE and NE by 4 each, AF by 2 and EE by 1. The remaining student, [REDACTED] had just finished a long assignment as Executive Assistant to the DCI, but his next assignment was not firm as of the time of the running of the course. Although the

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course had to begin one day late because of the now famous Great Blizzard of '66, attendance was excellent starting with the second day and most of the scheduled lectures were rescheduled during one of the remaining nine days of the course (Attachment B).

3. Course Content. Although it is often difficult to distinguish between operational and administrative subjects, it is fairly accurate to say that the course this time consisted of about 28 hours on operational and operations management subjects, about 22 hours on administrative subjects, and 7 hours on broad-brush background subjects such as Walt Rostow's outstanding talk on problems of the developing areas. Both the students and the Chief Instructor thought that this balance was just about right, although we may have assigned somewhat too much time to finance and to document destruction.

4. Innovations

a. Seminar presentations by students. In an effort to increase the degree of student participation, each student was assigned a few days before the actual beginning of the course a given unit of Agency operational doctrine (Attachment C). Our procedure was to allow the student thirty minutes for his presentation, and it was suggested that he utilize the first five minutes to summarize the document in question, then offer his criticism or defense of the paper in the next ten minutes, reserving the last fifteen minutes for class discussion of whatever aspects of the paper seemed most important. In the event, five such presentations were made rather than the seventeen originally planned. This reduction was mainly because of the blizzard, but partly stemmed from the fact that this was an experimental venture and some of the presentations seemed to warrant more than thirty minutes. None of the students complained of the extra burden of having to prepare these presentations on his own time, and I think that this procedure should be continued. Several of the students mentioned that one respect in which the course was most valuable to them was in affording an informal opportunity to swap experiences with officers of parallel rank and experience.

b. The administrative problems. These problems were taken over unaltered from the Support Services Course as devised by [REDACTED] and [REDACTED]. The problems were concerned with a death case, a drinking case, and the problem posed by the forthcoming move of a station to new quarters from the point of view of physical security (Attachment D). The class in each case was divided into two groups for the presentation of these problems, and the chairman, after a reasonable amount of study

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and consultation with his group, then presented to the class his solution. The solutions were in turn critiqued by appropriate officers from the Office of Medical Services, Office of Security, and the DDS. Again, these problems were very well received, participation was enthusiastic, and I believe this innovation should be retained in future runnings of the course. In fact, I would recommend adding a fourth problem on fitness report writing. However, I would plan to break the class up into smaller groups to permit greater individual participation.

c. Two panels were utilized in this course and neither one was outstanding in my judgment. The one on Communist Party Operations was much too diffuse and the one on audio operations, while considerably better, still needed better focusing. It is plain that panels to be effective need to be rehearsed, and need to be built around a clear-cut set of opposing viewpoints. If we are to continue to use this device, a great deal more preparatory work must be invested.

d. For the first time in this course we had a division reports officer, in this case, C/WE/Reports, who did a fine job emphasizing the importance of this aspect of our trade. C/WE/Reports, after his talk, prepared and furnished to the class a very useful set of reminders concerning various aspects of the art of reports writing, for which the students seemed very grateful.

e. This time we included in the kit for student retention a detailed list of regulatory issuances of interest to a Chief of Station (Attachment E).

f. This time we were fortunate in having both the ADDP and the DDP for the course, and all students expressed their appreciation for this. Points made by the ADDP in his talk and by the DDP in answer to student questions were noted by the Chief Instructor and will be used as guidelines in arriving at the composition of the next course (Attachment F, Questions and Summaries of Answers).

g. Headquarters-Branch relations. One hour was devoted to the playback of a tape recording made in the course of the last CSR Course on the subject of Branch-Station relations (30 minutes), and to class discussion thereof (30 minutes). The discussion was lively, particularly on the subject of crisis reporting.

h. We took advantage of the presence of the former Executive

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25X1A9a Mr. [REDACTED] provided some fascinating insights into the daily routine on the seventh floor.

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i. On the first day of the course the Chief Instructor pointed out that the reading kits contained a checklist of things a COS should do before leaving for his station. He then requested each student to make notes during the course of things which a COS should do fairly soon after arriving at his station so that by this means we might gradually build up an equally usable checklist for future course members. Accordingly on the last day the students were invited to report orally on their proposed checklist. The results are contained in Attachment G. Most of these items were suggested by Mr. [REDACTED] 25X1A9a

5. Student Critiques. The following are all substantive comments culled from the final critique forms executed by the students. The comments appear sound to me for the most part and they will be useful in modifying the next running of the course. I would also plan to conduct a conference at the end of the next course on how the course might be improved, to serve as a supplement to the written critiques.

a. Please note any sessions you think should be modified, combined, or dropped, noting whether you think the subject matter irrelevant or peripheral; the presentation too diffuse, too detailed, or lacking in punch; the time given too short or too long.

- (1) Sessions devoted to briefings on well-known Agency components, e.g., FI and CA Staffs, where main emphasis is on organization, might be deleted or, better, devoted to discussions of practical problems in those fields.
- (2) We all know what the Staffs do (or don't do). Staff presentations should be confined to new doctrine, trends, techniques, problems, and suggested resolution thereof.

b. How about case studies? Do you think presentation of more case studies precisely posing certain problems would be useful (e.g., a monthly finance report requiring your signature, a brief narrative and correspondence on a personnel case, a CI case, etc. — all sanitized from actual occurrences)?

- (1) Yes, the more the better, and more concreteness needed in all sessions.
- (2) For one who has never had these responsibilities before, the case studies are great. Not in such detail as to actually make out a monthly report, but the discussion is thought-provoking and helpful.

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- (3) The case study approach is both interesting and informative and gives each participant an opportunity to share his previous experience with others. More of these would be useful and help to break up a long day of straight lectures.
- (4) Yes - But ops cases. We have all signed enough vouchers not to need another.
- (5) No No No — except orally from former COS's.

25X1C4a



- (7) Yes. However, give participants enough time to prepare for interviews, etc. Suggest one day lead time.

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- (8) Yes. The [redacted] case brought out how easily competent people can make mistakes. Case studies seem to make a more permanent impression than abstract discussion.
- (9) Yes. Would be helpful. The cases used in this course pointed out many problems and handling procedures of interest and future utility.
- (10) Believe the case study method should be expanded. These give an opportunity for the group to exchange views and express ideas as a result of their individual past experiences. The time, of course, should also be expanded. These are very worthwhile exercises. We think more is gained if we are permitted to participate rather than just listen.

c. Are there any subjects not covered in the course which you think should be included?

- (1) No - Your curriculum seems quite comprehensive— though every class should have an [redacted] (so [redacted])

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- (2) Discussion with a friendly Ambassador or high State official on the role they see for the Agency.
A briefing by the Executive Assistant to the Director.
A briefing by a CS/DO on the functions of that office.
- 25X1A9a A briefing by [REDACTED] on the DDP functions, demands, and priorities.
A briefing on DIA, by a knowledgeable but objective officer.
- 25X1C14c Some scoop on the [REDACTED]
- 25X1A2d1 An [REDACTED] Briefing, preferably by someone from DDP's office rather than from Cover, so the COS's will understand the DDP's view of the program.
Relations with USIA — how to deal with field reps.
- (3) There should be more emphasis on the role of the COS as the central figure in the creation and maintenance of morale. Also the role of the wife of the COS, which is an important factor in any Station in terms of overall Station morale. Also, in covering [REDACTED] there should be more emphasis on the day to day application of it in terms of
- 25X1A2d1 [REDACTED]
- 25X1C4a [REDACTED]
- 25X1C (4) [REDACTED]
- (5) Division chiefs' attitude.
- 25X1A9a (6) Formal presentation by officer from DCI office such as one given by [REDACTED]
- (7) Hard to think of any specific lack. But course really has to be tailored to neo-"Renaissance Man" - i.e., much more detail and breadth could be used. But course as it stands is excellent.
- 25X1A9a (8) Yes. Believe the area on which [REDACTED] held forth* was most useful and enlightening. What means a COS has for communication with the Division head in a

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confidential way? What tools are at his disposal for this? As our final discussion** showed - more time should be expanded on the various type messages to be cabled and the mechanics of the transmission, receipt and dissemination. It wouldn't hurt to even write a few practice messages.

*Office of the DCI
**Hqs-Station Relations"

d. Can you suggest any changes in the architecture of the course (the basic emphases made, the way things track from one subject to another, the relative weight given various items) that would give it more value? Should there be more use made of panels of experts? Should we make more use of the method whereby students research solutions to problems for presentation to the group?

- (1) Every student should get at least one problem. See no special value in panels, which tend to diffuse issues — unless you could get panels to conduct debates.
- (2) Panels are fine, particularly for fielding questions from the students, particularly if the panelists wouldn't always agree with each other. The problem idea is not bad, but break the group into three parts (so each student has a chance to get into the act), and then select only one of the groups to present their solution (they'll be mostly repetitive).
- (3) I thought that the variety of subject matter was well chosen and pertinent to the purposes of the course. The case study approach to problems was particularly enjoyable and a good change from the steady barrage of guest lecturers.
- (4) Would like to see each area division chief of DDP speak individually on what he expects from and objects to re COS's. Then have division chiefs in panel.

No. Believe school problems are too artificial. Would prefer to hear students or former COS's talk of real case problems and how they solved them.

- (5) Panels of "experts" good idea but class should phrase questions, and submit them, prior to appearance of experts.

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(6) I believe this course should be required for outgoing COS, DCOS and Chiefs of Base. I also believe that Branch Chiefs - the home end - should be encouraged to attend. Ideally, the course should be taken several months prior to departure to prevent conflict with other briefings and training and to set the stage for them.

(7) Please see item #3 b.(10) above⁷. Strongly feel that this course, though basically good in architecture and execution, would be more effective in a more isolated atmosphere such as afforded in ██████████ 25X1A6b. It is a course worthy of our full concentration away from interruptions of lingering business. We lacked the time or atmosphere to get to know each other in an air of comraderie. Lacking this, I feel we missed much by not being able to swap stories and exchange experiences.

6. Recommendations. In answer to suggestions coming from several students, the Chief Instructor will attempt to line up more Division Chiefs for the next course, not so much to talk about their areas, but to give them an opportunity to express their thoughts on what they expect and do not expect from a Chief of Station. On the basis of several conversations with students in the course, the Chief Instructor concluded that they all hoped to gain from the course (1) a better feel for what was expected of them by top management, and (2) a better feel for the way the other members of the Chief of Station fraternity think operationally. Thus one way we can help out is to try to persuade our Division Chiefs to sit down with the class and engage in a little philosophizing.

In view of the relative success of this running of the course and the relative non-success of the fourth running, it is strongly recommended that the course not be given when the enrollment is below twelve and when the majority do not have firm responsible overseas assignments. This probably means in practice that the fall running should be eliminated since most transfers occur during the summer and by autumn have been completed.

████████████████████
Chief Instructor

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Course Report - COS Seminar No. 5

Attachments (w/Original only):

- A. Student Roster
- B. Course Schedule
- C. List of Seminar Assignments and Invitation Form
- D. Station Administration Problems
- E. Title List of Regulatory Issuances of Interest to the COS
- F. Questions for DDP
- G. Checklist of Things to do After Arrival at the Station

Distribution:

- Orig. - DTR
- 1 - C/OS
- 1 - DDP/TRO

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ROUTING AND RECORD SHEET

SUBJECT: (Optional) Course Report - COS Seminar No. 5
31 January - 11 February 1966

FROM: Chief Instructor, COS Seminar No. 5	EXTENSION 2065	NO. DTR 5425 OS 456 ^B HT-0899D
		DATE 2 March 1966

TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
	RECEIVED	FORWARDED		

1. CH/OS/TR	7 March 66		<i>[Signature]</i>	See recommendation in last paragraph. B.C.
2.				

3. DDTR	8 March 66		<i>[Signature]</i>	3 to 5: Recommend your approval ^{approve} sub-para, #6 <i>[Signature]</i>
4.				

5. DTR	9 March		<i>[Signature]</i>	
6.				

7. DDP/TRO	DMAP	14	R	7: Your copy attached. <i>[Signature]</i> This be passed thru the DDP <i>[Signature]</i>
8. DDTR <i>{ For DTR Circulation }</i>				

9. C/OS/TR Rm. 609, 1000 Glebe		25X1A9a		5-7 <i>[Redacted]</i> is doing a fine job with this course or with his other responsibilities. Believe SOP of AOSP would find this 8 page report worth reading. I agree with his para 6, recommendation. Hope SOP of AOSP will continue to insert old-timers, who the rest of the class
10.				

11. CH/OS/TR				The class
12.				
13.				

14.				on attendance, or
15. Can contribute importantly to especially given the way the seminar is run. All have in mind people like <i>[Redacted]</i>				

MISSING PAGE

ORIGINAL DOCUMENT MISSING PAGE(S):

Missing Attachment