

ROUTING AND RECORD SHEET

SUBJECT: (Optional)
Management Training for Executive Development (again)

FROM: SA/CD	EXTENSION 3245	NO. DATE 6 December 1972
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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. DDTR			
2. DTR			<p>██████████ dropped this on my desk at 1645 today and hopes for an OTR response by noon tomorrow (7 Dec 72) so that he can meet his deadline to D/Pers.</p>
3.			
4. C/SUS	7 Dec 72	CWS	<p>I have advised him I have no major difficulty with the paper, but it does have within it the seeds of some pretty significant impact on OTR. Also told him, based on past discussion of this subject, that the list of applications suggested for training coverage (Att B) may not stand the test of critical scrutiny.</p>
5.			
6.			
7.	<i>To DTR - The implications to OTR could be serious & beyond our capacity to respond. The developing of a Br. Ch. course is challenge enough for 1973! To do all of "B" or even a part is beyond our capability.</i>		<p>Paras. 4-6 of his memo are the guts for our purposes. In general, he says CSC regards GS-11 and lower as the supervisory level, GS-12/15 the midmanagers, GS-16 and higher the executives.</p>
8.	<i>The point I'm making is that this response by ██████████ should have been carefully coordinated - from the time of the receipt of the request - with OTR.</i>		<p>Anything remotely resembling the scope of Attachment B would take much more time than anything OTR is now doing with the possible exception of the SOC! At present SVS has little capacity to implement a program of such diversity as that indicated by Attachment B. even with "agency specialists" leading the "discussion workshops" (sic).</p>
9.	<i>AA</i>		
10.	<i>SA/CD 10260 of C</i>		
11.			
12.			
13.			
14.			
15.			

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Work in

MEMORANDUM FOR: Executive Director-Comptroller

THROUGH : Deputy Director for Support

SUBJECT : Applicability of Expanded Federal Management Training to CIA

REFERENCE : Administrator's Alert, Civil Service Commission, dtd Nov '77

1. The Government is striving to improve management in the Federal Service by improving the effectiveness of managers. This was evident in last week's IAG meeting of Personnel Directors when the Civil Service Commission provided a detailed briefing of the Government's new management training program (mentioned in reference). The Executive Director of the CSC highlighted the national importance attached to this program by commenting on the President's desire to improve managerial effectiveness in the Federal Service. In this regard, he mentioned the current emphasis placed upon implementation of the Federal Guidelines on Executive Development and cited the appointment of Mr. Ash as the new Director, DMS -- a person whose interest in effective management, management by objectives, and productivity is well known. CIA will have an opportunity soon to comment on specific aspects of the Commission proposal. In the meantime, the general thrust and applicability of the proposal to this Agency are sufficiently firm to warrant a review of current management training approaches in order to insure they are in substantial accord.

2. Prior to devising an expanded management and executive training system, the CSC examined the Federal training scene and studied the attributes of managerial effectiveness. It found the vast majority of Federal executives and managers have reached their present positions via the supervisor or specialist route. Little management training is given to employees immediately prior to becoming managers (described in CSC study as employees in Grades GS 12-15), and only about two and one half days of training is annually given to incumbent managers. The CSC discovered that improvements are needed in most areas of management: program development, implementation and evaluation, resource management, communications skills, etc. A key point of the IAG presentation is the Commission's belief that training is particularly needed at the transitional points of an officer's development, namely, supervisor to manager, manager to a higher level of manager, and manager to executive. For a summary of the salient features and

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objectives of the Commission's management and executive training proposal, see Tab A. This tab also contains a listing of the most essential attributes characteristic of effective performance by executives and mid-managers, and it summarizes principal areas of needed improvement.

3. The Commission's proposal is probably the most important statement on management training within the decade. It provides a valuable guide for examining current Agency plans and actions to improve personal management by the more effective utilization of training resources for personal development. A reading of CSC objectives and recommendations discloses the Agency is independently pursuing a course correlating closely with Federal recommendations. The Commission's emphasis upon management training at the transitional stages, when employees become managers, higher level managers or executives, dovetails with the Agency's increased reliance upon core courses at different career levels. The diversity and excellence of the Agency's skills, component, external, and foreign language training programs easily meet Federal objectives for the continuing education of officers in managerial roles. With respect to the Government's overall objective to improve management by improving managers, training proposals now being studied or implemented in the Agency should significantly strengthen the connection between training and personal development and provide a closer correlation between senior jobs and the training that incumbents should have to hold them.

4. Although Agency objectives and efforts already equal or exceed the Federal proposal, there is an apparent gap in our management and executive training program deserving further attention: namely, the need for a comprehensive and intensive management training course for officers being groomed for branch level or executive positions. The desirability of such a course is supported by the findings of the CSC in its study of requirements for managerial effectiveness. It would also constitute an appropriate response to the Federal Guidelines on Executive Development that urge the effective use of training resources in order to better prepare officers in Grades GS 13-15 for future positions of executive responsibility.

5. The Office of Training and the Office of Personnel have advanced similar suggestions for a new course that would feature management principles and applications particularly relevant for officers at or near the branch chief level. Although the proposals of our officers were independently conceived, specific differences are of less consequence than similarities in the objectives and purposes to be served; and I perceive no significant problems in reconciling our respective interests. A recapitulation of both suggestions follows:

a. In addition to recommending the incorporation of certain elements of management training in some of the core courses and advocating leadership conferences for executives, the Director of Training indicated there is merit in exploring the need for a

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management training course designed specifically for branch chiefs. He acknowledged the difficulty of developing a course pertinent to the operations of all Agency branches but expressed his belief there is logic in the idea, since the branch is a key organizational unit and is the level at which executives begin to emerge. He recognized the potential of such a course for executive development. The Director of Training proposed that the Board of Visitors examine the question whether responsibilities for managing a branch can be more effectively and quickly learned through a training course or through reliance on precedent and on-the-job experience.

5. In order to implement the Federal Guidelines on Executive Development, I recommended consideration of a management applications course for candidates selected for executive development. The idea was contained in the ED proposal, forwarded to you and the Deputies, and it was referred to in our report to the CSC as a possible means of training pre-executive candidates. As visualized at that time, it would consist of a series of management situations and applications, confronting executives and GS-15 officers (i.e., branch or division chiefs). The proposal was based upon the conviction that these levels are where a wide range of managerial responsibilities are centered. Although many pre-executives have had some management training, the senior and executive thresholds are critical times to acquire a substantial understanding of management principles and applications. Some coverage of management principles probably would be appropriate, but principal emphasis should be placed upon management roles and situations as they are experienced and applied on the job. Presumably, top management officials and Agency specialists would be called upon to participate in or lead the discussion workshops, and generous use would be made of case studies and known problems. (The term "management applications course" as used herein, highlights the concept of job-relatedness.)

6. Although it might be advantageous to use the Board of Visitors in determining specific features of a course applicable to branch chiefs and candidates for executive development, I believe it would be helpful to follow your suggestion that the Deputies initially consider the elements of a course at the branch chief level. Their general reaction and personal suggestions could guide subsequent actions by OTR, OP, the Board of Visitors and any others concerned. To facilitate consideration by the Deputies, I have attached, in Tab B, a list of possible topics that could serve as a starter list for additions and deletions by the Deputies.

Harry E. Fisher
Director of Personnel

Atts
As Stated

Distribution:

- Orig & 1 - Adsc**
- 1 - ER
- 1 - DDE
- 1 - D/TR
- 1 - D/Pers
- 1 - PS Subj
- 1 - Chrono

STATINTL OP/PAC/PS: [REDACTED] vs (6 Dec 72)

TAB

SUMMARY OF CSC PROPOSAL FOR EXECUTIVE AND MANAGEMENT TRAINING

1. Entry level training for new managers.
 - a. 3300 employees moving annually from supervisory or specialty positions to manager jobs.
 - b. Curriculum to focus on program management and managerial role. Presumably, traditional introduction to management, involving theories, functions and styles, would be provided in a learning situation probably utilizing simulation exercises.
 - c. Course timing and duration: eight weeks; to be taken within six months after appointment.

2. Training for managers appointed to higher level managerial positions.
 - a. 2700 managers moving annually to higher level managerial positions.
 - b. Since trainees in this group are already experienced managers, emphasis would be on continued training and education. Specific course content not yet determined; would be programmed to further sharpen managerial skills and techniques, especially in areas of needed improvement as shown in CSC's survey.
 - c. Course timing and duration: three weeks.

3. Entry level executive training.
 - a. 720 managers moving annually into executive positions.
 - b. Course content would be oriented towards program management concepts and attributes relative to policy formulation and execution. Training would assist officers to lessen their preoccupation with their previous managerial jobs and identify with a higher order of program management and policy issues. Commission studies of essential executive attributes indicate the necessity of providing an integrated learning structure to avoid consideration of management subjects as isolated units. The Commission advocates a methodology of executive training that would insure maximum participation in practical work situations with minimum time devoted to informational inputs or outputs. The CSC proposal would stress relevancy of training experience to learner needs; use of learners as training resources and acceptance of responsibility of learning by the learners. Practical orientation would be accomplished through simulations and gaming as much as possible to achieve involvement, motivation for learning and reproduction of real office situations.
 - c. Course timing and duration: eight weeks; to be taken within twelve months after appointment.

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4. Continuing education for balance of incumbent managers and executives.
 - a. 50 to 60,000 incumbents whose positions do not change within a given year.
 - b. Course content would deal with substantive program management, e.g., agriculture; functional management, e.g., data processing; management tools and techniques, e.g., manpower forecasting; in-house training, e.g., Agency operating procedures; and personal and interpersonal skills.
 - c. Course timing and duration: minimum of one week; to be taken annually.

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SUMMARY OF FACTORS CONTRIBUTING TO MANAGERAL EFFECTIVENESS *

I. Most Essential Attributes:

Executives

Mid-Managers

- 1. Delegates authority; accepts consequences
- 2. Recognizes when a problem exists
- 3. Inspires loyalty/confidence
- 4. Selects and uses information in decision-making
- 5. Determines advantages and disadvantages of alternative actions
- 6. Effectively uses manpower
- 7. Correctly defines problems
- 8. Acts decisively

- 1. Correctly defines problems
- 2. Recognizes when a problem exists
- 3. Determines advantages and disadvantages or alternative actions
- 4. Selects and uses information in decision-making
- 5. Effectively uses manpower
- 6. Acts decisively
- 7. Orally communicates effectively
- 8. Effectively works with superiors

II. Attributes in Need of Improvement:

Executives

Mid-Managers

- 1. Listens effectively
- 2. Establishes effective work teams
- 3. Effectively develops and trains subordinates
- 4. Measures progress toward objectives
- 5. Analyzes complex problems and issues
- 6. Establishes objectives
- 7. Adjusts to new situations
- 8. Recognizes potential impact of change on Agency's public

- 1. Effectively trains and develops subordinates
- 2. Analyzes complex problems or issues
- 3. Channels creativity of subordinates
- 4. Can express ideas in writing
- 5. Can personally apply management
- 6. Establish effective working teams
- 7. Has knowledge of management science techniques to make judgments
- 8. Effectively uses manpower resources

* A sample of 52 top government executives, GS-18 and above, were asked, in interviews, to rank the relative importance of a long list of managerial factors developed from literature and research. Six hundred executives in Grades GS-17 and GS-16 were asked to make the same rankings for mid-managers reporting to them (284 responded).

TAB

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LIST OF POSSIBLE SITUATIONAL TOPICS
IN MANAGEMENT APPLICATIONS COURSE

How to write objectives, implement them, and monitor them (with particular reference to outputs that are more qualitative than quantitative).

How to establish and monitor performance standards for evaluating organizational effectiveness and productivity.

How to prepare a budget.

How to prepare a Program Call.

How to solve problems and use selected information in making decisions (including reference to the theory of decision-making).

How to effectively use one's time as a manager (doing versus managing).

How to function effectively in a group (negotiating; acceptability within the group).

How to perceive variable impacts of management decisions among different elements of an organization.

How to lessen one's preoccupation with mid-manager roles and assure a new and broader awareness of overall responsibilities as an executive.

How to employ the systems approach to management, in preference to handling individual cases (interactive and integrative).

How to perceive and deal with conflict (organizational stereotypes; compartmentation; coordination, etc.).

How to challenge and recognize the achievement of employees (satisfiers/dissatisfiers; sensitivity to employee attitudes; stimulation of employee creativity). Discussion should include reference to psychological studies pertaining to the relationships among motivation, effort, rewards and performance.

How to identify promising employees and executive prospects.

How to plan and implement personal executive developmental programs in relation to future requirements.

How to more effectively communicate organizational objectives and actions to subordinates throughout lower echelons.

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How to evaluate the performance of employees; how to stimulate their productivity and responsiveness to organizational objectives; and how to coach them on ways to improve their performance.

How to improve equal opportunity programs within Operating Offices and Career Services.

How to handle disciplinary cases and problems of unsatisfactory performance; alcoholism and dangerous drugs.

How to utilize reports and computer information in achieving managerial objectives (variance reporting; management by exception; obtaining feedback; post-auditing).

How to establish change and realign positions, grade structures, and tables or organization.

How to effectively utilize personal controls, such as average grade, CSGA, and PRA's in managing.

How to better gauge relative program priorities and relate future program needs to available money and human resources.

How to more effectively match people and jobs (job enrichment; avoid over-hiring of skills, misutilization, underutilization).

How to apply OD concepts and techniques to the management of an office.

How to listen more effectively.

How to engage in long-range planning and find the time to do it.

How to improve leadership skills.

How to identify, early, employees with executive potential.

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