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15 OCT 1974

MEMORANDUM FOR: Members, Board of Overseers

SUBJECT   : Background Information on Training Activities

    1. As a means of informing you of a number of key
activities and trends in the Office of Training, I am taking
the liberty of providing you with certain documents which
may be of interest to you.

    2. For your convenience, I have extracted significant
items from or summarized the attached documents.

        a. OTR Annual Report. This report summarizes
    major activities and programs in the Office of Training
    during Fiscal Year 1974 as keyed to OTR's MBO objectives.
    Significant data include a total of 71,069 student days
    accumulated by 7,793 students in 542 course runnings.

        b. OTR Objectives. The attached list of objectives
    concern the following subjects: MBO training, study of
    the intelligence process, review of OTR curriculum,
    establishment of a media center in Headquarters, analysis
    of language shortages in the Agency, the establishment
    of a training information data base, cost effectiveness
    of the [   ] cost data on all OTR courses, evaluation of
    OTR's professional competence, and redesigning the
    Agency Training Record.

        c. Senior Seminar. The Senior Seminar is expe-
    riencing some difficulty in enrolling senior personnel,
    particularly those from the DDO. Unless the enrollment
    problems can be resolved in the near future, the course
    may be either curtailed or eliminated.

        d. Leadership Module for the Advanced Management
            Program. OTR has arranged with the Center for
    Creative Leadership for an experimental module in the
    AMP, which will attempt to give participants better
    insights into their leadership qualities and prepare

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them to exercise more effective leadership when they
return to their jobs. Four CIA personnel will be
trained to give the course after the initial running.

    e. Military Operations Training at the ⬚ OTR   **25X1**
in conjunction with the IC Staff has developed a plan
for offering operations training at ⬚ for military   **25X1**
personnel. The pending agreement provides for training
120 military personnel in four 13-week courses per
year. The ⬚ staff will be augmented by ⬚   **25X1**
personnel ⬚, whose positions
will be transferred from DOD).

    f. COINS Training Program. In response to an NSA
request OTR has been asked to develop a community-wide
COINS Training Program. CIA would be the executive
agency and host for the program. The program includes
orientation, basic refresher, and special needs courses.
It proposes training ⬚ persons in about 18 course
offerings per year. Five additional staff personnel
would be needed, along with changes in space con-
figuration and about $125,000 for new equipment.

    g. Media Center. OTR requested and received space
in the GJ corridor of Headquarters to consolidate a
number of its activities in the Headquarters area,
namely the OTR Self-Study Program (video and audio),
the OJCS Self-Study Program (video), the Headquarters
language laboratory, and the University of Maryland
Instructional Television Program. Space has been
offered and Log/LSD has developed detailed archi-
tectural plans.

    h. University of Maryland Instructional Television
       Program. In January of 1974, OTR was urged by
the University of Maryland to join its instructional
television program, which we hoped to begin in
September 1974. The program includes an offering of
about 100 courses in science, engineering, business,
and management to be transmitted via a four-channel TV
system which also permits the remote student to ask
questions of the instructor by way of an FM trans-
mitter. The system will probably not be activated by
the University of Maryland until September 1975.

    i. Total Immersion Language Training. The
Language Learning Center has conducted three, four-week
total immersion programs (in Russian, Spanish, and
French) designed to raise two-level speakers to the
three-level and to give the students the opportunity to

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use the language in operational situations. OTR plans
to offer three more such programs in the present fiscal
year.

     j.   <u>Interpersonal Relations Training for Operations</u>
          <u>Officers</u>. OTR is working with a Chicago-based
firm, [   ] to produce a training
package designed to systematically evaluate and carry
out interpersonal relationships which may help operational
personnel in the assessment, recruitment, and handling
of agent personnel. Four instructors are trained, and
we will train an experimental group from SB Division in
October.

     k.   <u>Analyst Training Programs</u>. [   ] and
[   ] under OTR contract developed a plan
for a series of basic and advanced courses for analyst
personnel. This paper has been sent to the appropriate
Directorates for comment. The paper is now being
revised and when completed a copy will be sent to you.

3. I am at your disposal to discuss any of the above
programs in further detail at your convenience.

Alfonso Rodriguez
Director of Training

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DTR-0518

31 July 1974

MEMORANDUM FOR: The Comptroller

THROUGH   :   Deputy Director for Management and Services

SUBJECT   :   Annual Report FY 1974

      Considering the constraints on the Office of Training resources during FY 1974, I am pleased with the progress made and reported in the attached Annual Report.

/s/

Alfonso Rodriguez
Director of Training

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Att

Distribution:
  Orig. & 3 - Comptroller
        1 - DTR
     2 1 - PDS

OTR/C/PG/PDS/JB:md (31 Jul 74)

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REWRITTEN: OTR/⬜⬜⬜⬜⬜ (31 Jul 74)

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SECTION A. ' GENERAL

In Fiscal Year 1974, change continued to be the predominant
theme for the Office of Training. Unlike FY 1973, however, the changes
have been mostly internal. An extensive reorganization, the first in
fifteen years, took place in August 1973. The year also saw a signif-
icant turnover in the occupancy of senior positions in the Office as
retirement took its toll. OTR met and exceeded its planned ceiling
reduction for FY 1975, reaching the point where new requirements for
training have to be carefully weighed against current programs and
other requests for new programs.

During the Fiscal Year, the Office worked closely with
representatives of the Intelligence Community Staff on the development
of two training proposals of significance to the Community. Informa-
tion Science Training Programs in support of the Community On-Line
Intelligence Network (COINS) were developed, and a proposal for use
of the [_____] as a center for training military
officers in clandestine collection techniques was developed as part of
an extensive Intelligence Community Staff study. This thrust toward
training support to the Intelligence Community has been the principal
external influence affecting OTR during FY 1974. (See attachments 1 & 2)

As a result of CIA Management Committee direction in April
1973, OTR developed and presented a proposal for a Research and
Discussion Program. Additional details describing this program are
included in attachment 3.

Also in FY 1974 OTR developed a proposal for an extensive
overhaul of analyst training. This proposal is currently being
reviewed by Agency management. (See attachment 4)

OTR made significant progress with Management by Objectives
in FY 1974. An MBO system based on effectiveness areas was proposed,
accepted, and installed in February 1974. The new system was not
made retroactive, and FY 1974 objectives were not included in the
system. FY 1975/76 objectives were developed through the revised
system.

The critical priority for OTR in the coming years is to pro-
vide a vantage point for learning and understanding new methods and
techniques relevant to Agency and Community problems. The strategies
inherent in the training proposals briefly described in the attachments
and the OTR reorganization are aimed at preparing the Office to fulfill
this responsibility. Given the lead time involved in course development,
OTR must move ahead with proposals perceived as responsive to future
needs. The risks involved in these initiatives can only be reduced by
thoughtful, timely response from Agency management.

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OTR reported on 22 objectives during its first two FY 1974
DDM&S Management Conferences. This proved to be an unwieldy number
of objectives and with DDM&S approval eight were retained as DD-level
objectives and 14 were made OTR-level objectives. The following
status report reflects this realignment.

SECTION B. · PERFORMANCE AGAINST FY 1974 OBJECTIVES

FY 1974 DD-Level Objectives

1. Provide training support equivalent to that provided
in FY 1973 (estimated 69,000 student days) with the Agency
25X1   prescribed reduction of [_____] staff personnel from FY 1973.

FY 1974 Summary

	Estimated	Actual
Courses	610	542
Students		
Student Days	72,000	71,069

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This objective responds to a DCI objective to "provide essential
support services--with a reduction in manpower and funding levels
in both FY 1974 and 1975." OTR came very close to its estimates
for courses, students, and student days. The results achieved
represent a high-water mark for recent years (1969 to date). The
FY 1974 results continue to reflect a slow-moving trend toward
fewer and larger classes, as confirmed by analyses of classroom
scheduling. The Office achieved its personnel reduction target,
and considering inflationary pressures, reduced its funding level.

2. Examine the training activities at the Office of Training
on the basis of cost effectiveness.

The development and use of a training cost model is
discussed in an OTR-level objective (see below).

Language Learning Center programs were completely reviewed
and costed. As part of the review, an analysis of each Area
Division's status in terms of language designated positions was
undertaken. During FY 1974 reviews of SB and NE Divisions were
completed. The remaining Divisions will be reviewed in FY 1975.
The results have highlighted needs for language training for the
Area Divisions and provided a base for planning the language
coverage in the Language Learning Center.

3

An expanded collection of course-related data in a Course Data Folder is aimed at an analysis of time expenditures and teaching methods in each OTR-sponsored course. The folder includes course objectives, topics covered, teaching methods (lecture, seminar, films/TV, etc.) and the amount of time spent by OTR and non-OTR instructors. Data are being collection from all OTR courses. This is a current, ongoing project.

Significant progress was made with this objective in FY 1974. The objective will be carried over to FY 1975/76.

3. Increase professional and substantive expertise and balance to the professional staff of OTR yet within the 5% restrictions cited in Objective 4.

Because of the turnover in occupancy of the senior positions in OTR and the corresponding adjustments at lower levels within OTR, very little was accomplished with this objective. Early in the Fiscal Year, OTR completed the first significant reorganization in 15 years. Within six months of the reorganization all the newly appointed unit chiefs, except the Chief of the [ ] the Chief, Career Training Program, and the Chief, Services and Registration Staff, had either retired or been reassigned. The objective has been restated and carried over to FY 1975/76.

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4. Reduce OTR's personnel and space by 5% in FY 1975. The personnel reduction has been achieved.

OTR met with very little success in reducing space. Clerical Training was moved from Ames Building to Chamber of Commerce Building. Plans called for Agent and Liaison Training (ALT) to move from the Rosslyn area to Headquarters Building or failing that, to alternative space in the Chamber of Commerce Building. Both plans for ALT failed. Headquarters space was unavailable. Chamber of Commerce Building space was preempted by the planned move of portions of the Office of Development and Engineering. OTR space requirements are further complicated by the needs of the emerging COINS Training Program to be operative in FY 1975. Consolidation and realignment of space in the Chamber of Commerce Building is an available but unattractive alternative.

5. Determine in FY 1974 the extent to which the content of the present Information Science Training Program should be revised to support the intelligence information systems in CIA and the Community in FY 1975.

All of the courses offered by the Information Science Training
Staff were reviewed through use of a questionnaire distributed through-
out the Intelligence Community. Response to the questionnaire provided
guidance in terms of both course substance and student load. The FY 1975
Information Science Training Program reflects the changes made as a
result of FY 1974 experience. Results reflect satisfactory achievement
of this objective.

6. Prepare officers at all career levels to assume increased
responsibility involving decision making and execution of policy,
in FY 1974, to be operative in FY 1975; develop new or revise
current courses on management training for officers at junior,
middle, and senior levels.

With the exception of the development of a program for senior
level executives, this objective was achieved.

The basic course, Fundamentals of Supervision and Management,
was revised to include segments on Management by Objectives, Equal
Employment Opportunity, and Performance Appraisal.

The Advanced Management Program (AMP) was initiated in FY 1974
following the recommendations of an Inter-Directorate Task Force spon-
sored by OTR to determine the training needs of middle managers. The
program, designed for middle managers at the GS-13 to 15 level, was
reviewed and approved by the Director of Training as well as by the
then existing Board of Visitors. The three-week program is intended
to familiarize participants with management concepts and Agency
policies and has been conducted three times on a pilot basis. Each
version has been carefully reviewed by the participants and the Office
of Training. There is general consensus that the pilot versions have
been successful and that the program should be continued.

Planning for an "Executive Conference," a management and
leadership program designed for senior level officials, was primarily
concerned with appraising similar programs offered by the Civil Service
Commission and private firms. Progress has been slow on the proposal
for an Executive Conference for Senior Officers because it has been
difficult to identify the basic requirements.

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7. Beginning in FY 1974, to be operative by the end of FY 1975 support the Agency's effort toward systematic career development of its employees, (a) by assisting heads of the major components in developing prototype Training Profiles for key categories of their personnel, and (b) by developing an information system, using OTR's computerized training records as a base, from which requirements of the component for training can be projected to permit OTR to adjust curriculum and staffing to meet those requirements. The system anticipates use of the terminal cluster planned for installation in FY 1975 in the Chamber of Commerce Building for the Management Assistance Program.

The Training Profile portion of this objective has been accomplished. Detailed instructions for the preparation of profiles have been developed and forwarded to the Office of Personnel. They will be included in the Professional Development Plan (PDP). Following publication of the PDP, OTR will assist in developing specific Training Profiles.

The second part of this objective (part b) was not achieved. Management Assistance Program (MAP) priorities propose dealing with the Agency Training Record in FY 1976. In the interim, OTR is refining requirements and format of the Agency Training Record and alternatively developing small projects which, collectively, will aid in the development and use of an OTR data base.

8. Develop a program performance evaluation system to be operative in FY 1975, for the continued evaluation of ongoing OTR programs to determine if objectives are being met, and to permit the continuing identification of marginal programs and activities that can be curtailed or eliminated.

An MBO system based on effectiveness areas was proposed, accepted, and installed in February 1974. OTR managers identified more than 30 effectiveness areas (output areas) which provide a framework for developing objectives and establishing management priorities.

A detailed review of the OTR MBO system is planned for early fall to identify and correct system deficiencies. One problem to be addressed, for example, is the apparent bias toward management/ administrative objectives to the detriment of more substantively focused training objectives.

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SECTION B. PERFORMANCE AGAINST FY 1974 OBJECTIVES

FY 1974 OTR-Level Objectives

1. Begin in FY 1974 to develop a training cost-model which permits identification of OTR's costs and their allocation to customer-components as a means of supporting OTR's requirements for personnel and other resources.

A training cost-model was developed and tested. As a result of the test, the model was revised, and in February 1974 the collection of cost data for each OTR course was initiated. All OTR courses will have been costed by December 1974. Information Science Training Staff computational facilities will be used to maintain an automated cost data base and to produce a variety of reports supporting the analysis of OTR training costs.

2. In FY 1974, examine the coverage on international economics, world ecology and demography included in training programs in the Office of Training and within other components of the Agency to determine, in coordination with the OTR Curriculum Committee, the types of programs or courses, or specific lectures, or other forms of input needed to support the FY 1975 requirements of the Agency.

A thorough review of the coverage provided in OTR courses for the types of training addressed in this objective was completed 26 October 1973. During the period covered (March-October 1973) over fifty hours of classroom time were devoted to international economics, world ecology and demography. This level of coverage continued through the remainder of FY 1974 and will be continued in FY 1975.

3. Beginning in FY 1974, introduce and advance the use of newer educational methods, with particular emphasis on proactive learning by the student:

a. Intensify the use of existing teaching technology by modifying two classrooms in the Chamber of Commerce Building and by introducing color video cassette instructional programming in classrooms and safesites; the latter will require in FY 1975 the purchase of video tape players, color TV monitors, and a color video tape recorder. In FY 1975, augment this program with the purchase of at least two color TV cameras and related equipment for the production of classified 3/4 inch video tapes.

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b. As an additional dimension of technological advancement, in FY 1974 undertake a study to implement in FY 1975, if determined to be feasible, a secure closed-circuit TV within the Chamber of Commerce Building, with terminals in other Agency buildings in the Headquarters area.

There were no significant accomplishments relating to this objective in FY 1974. Budgetary constraints and uncertainty over available space (see DD-level objective #4 above) were the principal drawbacks. OTR does plan the acquisition of color TV equipment and funds are included in the FY 1975/76 Program Call.

The costs of a closed-circuit TV system were studied in FY 1974 and are prohibitive. In addition, serious security problems are created when transmission between buildings is involved.

4. To ensure orderly development of the executive cadre in OTR, in FY 1974 to be operative in FY 1975, identify the individuals and prepare specific executive development plans for a minimum of three members of the Training Career Service for each of two staff positions at the GS-15 level and above.

See comments following Objective 5 below.

5. Strengthen the Training Career Staff, develop in FY 1974, to be operative in FY 1975, a systematic program for the professional development of each member, with special emphasis on enhancing the qualifications and skills of the instructor corps. The program for career professionals will be directed to:

a. Planned rotational assignments within OTR or in other components in the Agency to broaden experience and to assure that, as a general rule, professionals below the level of Unit Chief or the [   ] serve no longer than six years continuously in the same OTR Unit or the [   ]

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b. . External training of at least one semester (or its equivalent) every seven years in academic or other programs to enhance substantive specialties;

c. Staff planning measures designed to reduce the age of OTR's career professionals from the present (1 January 1973) average of 48.3 to an average of no higher than 47.0 by 30 June 1974 and 45.0 by 1975.

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Neither of these two objectives was achieved to a satisfactory degree. The rapid turnover among senior officers occasioned by retirements and the corresponding adjustments at lower levels within OTR led to personnel decisions made in response to the immediate situation and did not result from previously developed plans. These objectives, restated, have been carried over into FY 1975/76. They are, in fact, continuing objectives for the Office.

While FY 1974 was not a year of significant achievement in personnel planning, it was a period when a good base for personnel planning and management was established. By the end of CY 1974, the skills of all OTR professional careerists will have been cataloged, and all individuals in grades 9 to 15 will have been personally counseled by senior OTR managers.

6. To determine and implement in FY 1974 a solution to the present overenrollment of students in the Basic Operations Course (BOC), either by redesigning the course to allow greater student capacity relative to the number of instructors available, or by developing an alternative program in operations familiarization which would divert from the BOC students not really in-depth training as operations officers.

Overenrollment in the Basic Operations Course remains a problem. The principal concern is that the quality of the training will reach an unacceptable level as the opportunity decreases for one-to-one relationships between instructor and student on practical exercises. Concerted efforts by all concerned have kept the overenrollment problem in reasonable bounds; alternative training programs have not proven to be an acceptable substitute. The efforts will continue.

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8. To increase the value of the Language Qualifications Register as an effective source of information, for Agency managers to use in determining personnel assignments requiring language competencies, by the end of FY 1975, achieve 95% completion of verification of language skills of employees whose claimed (untested) proficiencies (700) were on record as of 31 March 1973.

Over 700 people with untested language proficiency claims were notified that proficiency testing would be required if they wished to retain a proficiency ranking. All outstanding claims have been resolved with the exception of those for personnel overseas. For these employees, notices of outstanding claims have been filed with their component personnel officers. The claims will be resolved as they return. An Agency notice which establishes a ninety-day limit for untested proficiency claims has been published.

During FY 1974, the Language Learning Center conducted tests at Headquarters and provided support for testing efforts at the [   ]   25X1

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9. Continuing toward the goal of efficient management of OTR's language laboratories, in the Chamber of Commerce Building, by the end of FY 1975 complete the conversion of 8,000-10,000 language tapes currently on reels to cassettes, and purchase 40 cassette record/playback machines to replace the present stock of reel machines.

The conversion of reel tapes to cassettes was completed during FY 1974. Conversion of the Chamber of Commerce laboratory from reel machines to cassette record/playback machines was deferred until after FY 1976. The cost of new equipment is greater than the potential gain given the present state of cassette technology.

10. Increase efficiency in conducting language training in FY 1974 by relocating in the Headquarters Building, part-time courses in two languages and increase the activity in FY 1975 by providing part-time courses in a minimum of two additional languages.

During FY 1974 part-time courses in German and Japanese were added to the Headquarters schedule. This brought the total part-time duty hours courses to six in FY 1974. In these programs were 129 Russian, 41 French, 41 Spanish, 15 Chinese, 20 German, and 26 Japanese students. There are no plans for increasing Headquarters language coverage at the present time.

11. To reduce, from ten weeks to four weeks, the time required after completion of a basic or beginning course to achieve a highly useful level of foreign language competence (from Elementary/ Elementary Plus to Intermediate), inaugurate in FY 1974 a total-immersion program in Russian, and if successful, add programs in French and Spanish. In FY 1975, introduce a program in a fourth language.

The Language Learning Center initiated in FY 1974, a program to total-immersion foreign language training as an experiment to determine if students of average aptitude could attain a level 3 speaking proficiency while still within the training environment. Such students ordinarily are not able to penetrate this barrier in normal classroom instruction. Four-week residential programs were conducted at the [_____] for groups of 12 students in each of three languages -- Russian, French and Spanish. Although the initial program (in Russian) was least successful in achieving the stated objective, it provided enough experience for the Center to modify the program to the extent that nine of eleven students in French and eleven of twelve in Spanish did, in fact, achieve this objective. The Russian experiment used personnel from both outside and inside the Agency at an approximate cost of $8,000. The successes in the French and Spanish experiments were achieved by relying on a combination of OTR language instructors and language qualified officers from elsewhere in the Agency at a cost of approximately $3,000 per program. Three additional programs are contemplated for FY 1975, one each in German, French and Spanish.

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12. To ensure the effectiveness, quality, and efficiency of OTR's entire training effort, in FY 1974, Unit Chiefs and the [_____] will design and test one or more techniques of acquiring information to determine the impact of training on job performance. In FY 1974 they will also apply the techniques to three courses or programs conducted within their components and, in FY 1975, to an additional 50% of their total curricula.

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In FY 1974 implement a feedback program for external training to apply to courses under the purview of the Training Selection Board and to foreign language training. In FY 1975, additionally, the effort will be applied to 20% of Agency-sponsored academic training.

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OTR offered 71 courses or programs during FY 1974. Forty-two of these offerings included some form of student evaluation (formal testing, practical exercises, etc.). The evaluations were conducted almost exclusively in "skills" training courses.

The Training Selection Board evaluated 15 long-term programs and short-term management programs under the Board by use of a questionnaire designed to be completed by former participants. Over 400 questionnaires were returned and on the basis of these returns certain of the programs are under review by the Board and will probably be deleted from the curriculum. The evaluation process is continuing.

13. To respond to the increased number of Midcareerists whose development plans include attendance at the Midcareer Course, during FY 1974, without any addition of staff, conduct the course for an additional 30 employees above the current FY 1973 level of 120 in grades GS 12-13, and in FY 1975 conduct the course for a total of 180 employees in grades GS 12-13.

During FY 1974, 149 employees attended five offerings of the Midcareer Course. Six Midcareer Courses will be offered in FY 1975. This objective is being successfully achieved.

14. Examine Agency policies and doctrines on Non-Official Cover (NOC) while simultaneously expanding plans to increase the scope and intensity of training required to support the Agency's Non-Official Cover activities expected to be operative in FY 1975.

Accomplishment of this objective required coordination with Non-Official Cover Branch (NOCB) officers, and it was not until 1 February of 1974 that NOCB officers received direction from within the Operations Directorate. A paper outlining the weaknesses, current problems, and areas of suggested subject matter for a "complete" NOC training program was approved by the DDO on 15 April 1974. In late May 1974, NOCB outlined the following as areas to be handled by OTR: tradecraft, Agency orientations, the Agency image today, and a briefing on the formulation of U.S. foreign policy, as well as language training. Efforts thus far include the preparation of improved reporting exercises, procurement of selected video tapes from internal OTR courses, development of practical exercises, mainly in the agent handling area. There is a useful reporting exercise on the books, and work has started on a new series of practical exercises. Video tape playback equipment has been purchased for installation in a training site. Efforts will continue in FY 1975.

SECTION C. OTHER FY ACTIVITIES

SB Selection Criteria Study

Together with the Psychological Services Staff, we are now in the final stages of a study of former CTs on duty with SB Division that incorporates testing data, division rankings and promotion records and biographic variables. The study is a systematic effort to sharpen and validate selection criteria by identifying those characteristics most often associated with successful SB officers. The study, the most comprehensive of its type yet undertaken, will be expanded to include the EA Division to broaden the data base.

Contract Conversion

During FY 1974 the Management Committee directed hiring new CTs on contract rather than staff status, with the CTs to be converted to staff when they receive permanent assignments. The purpose of this policy decision is to help the Agency meet its authorized ceiling; it will go into effect with the January 1975 CT Class.

Pre-Processing Interviews

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NPIC Interim Assignments

CTs were sent on interim assignments to each of the five NPIC Divisions. These assignments provide practical work in imagery analysis in areas corresponding to the substantive backgrounds of the CTs and supplement other interim assignments in the DDO and DDI.

Language Skills

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The [   ] CTs selected in FY 1974 possessed 46 language proficiencies at the intermediate level or better, and the equivalent of over $400,000 worth of training.

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The Maryland Instructional TV System

Negotiations continue with the University of Maryland for installation of an instructional television system. It will afford Agency employees the opportunity of taking courses via TV in engineering, science, and management subjects in the Headquarters Building. The system will probably be operational in early CY 1975.

Instructional Development

Four Instructor Training Workshops were conducted for 29 Agency personnel. Seven instructional improvement projects are currently in process, for example, a complete review and modification of the orientation course for clerical employees. Instructional development assistance was also provided OEL, OC, the Federal Women's Program Coordinator, and WH Division.

Self-Study Program

This program acquired nine video courses and 11 audio courses mostly in the fields of management and supervision. Video cassettes were viewed by 1700 persons. (The MBO series was seen by 1100 persons.) The DD/M&S approved the concept of a Media Center at Headquarters to bring together the OTR and OJCS Self-Study Programs, the University of Maryland Instructional TV System and the Headquarters Language Laboratory.

Training Support

Thirty-five TV productions were undertaken ranging from tape size reductions and editing to taping training presentations and language materials. Thirteen film productions were completed including assistance on film projects to [ ] OS, and DDS&T. Three hundred ninety-three requests for graphic support were serviced resulting in 6200 separate products. The OTR Library received 6700 books, catalogs, and periodicals for its own collections and for OTR instructors and students.

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Language Learning Projects

The Language Learning Center collaborated with the Interagency Language Roundtable in a number of projects during the year. One that should be noted in particular was a Language Testing Symposium conducted at Georgetown University for linguists and language instructors from the United States and eight foreign countries; the principal organizer of the symposium was a linguist from our own staff. A second

was the initiation of a two-year project to develop a modular prototype course which could, with minor adaptations, serve the needs of all the Federal agencies involved in foreign language training. Chinese was chosen as the language for this project although it is expected that the model will be applicable to the development of training courses in other languages as well. The Agency bore 25% of the first year's cost of $20,000, as did the Foreign Service Institute, National Security Agency and the Department of Health, Education and Welfare. In the coming Fiscal Year, the Defense Language Institute and [   ] military training school will also bear equal shares of the $72,000 projected budget. The Deputy Chief of the Language Learning Center is one of the five members of the planning council for this project; the Center also has assigned one Chinese instructor full-time to the project.

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External Training Program

In support of the Agency-wide External Training Program, in FY 1974 OTR processed 3,374 external requests, representing 3,227 instances of external training, a 7% increase over FY 1973. Other areas of activity supporting the External Training Program follow:

[   ]

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179 administrative briefings for Training Selection Board and FSI courses.
2400 external training announcements circulated.
810 critiques of external training received.
730 travel orders prepared.
484 reimbursements approved.
289 accountings completed.
686 advances issued.
349 billings and invoices processed and certified.

The Program showed a marked increase in areas, from Management by Objectives, and Equal Employment Opportunity to metric system familiarization, computer science and new analytical techniques.

Off-Campus Program

At the beginning of FY 1974, an Agency Off-Campus Program was reinstituted in cooperation with the Northern Virginia Regional Center at the University of Virginia. In the fall semester, 17 courses were given by 16 instructors. There were 261 registrations (representing 258 employees) at a total cost of $18,339. In the spring semester 16 courses ran with 15 instructors; there were 270 registrations (248 employees) for a cost of $18,267. Costs were centrally funded by the Office of Training.

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Two courses were conducted in [   ] one course each
semester was held in the Chamber of Commerce Building; all
others met in the Headquarters Building. All Directorates
were represented in the enrollment figures, with 72% under
age 35 and median grade being GS-08. This Program has now
been included as an integral part of the CIA Affirmative
Action Plan.

Information Science Training

A number of significant improvements were made in the
Information Science Training Program. Classroom and computer
terminal facilities improved with the move from the Defense
Intelligence School to the Chamber of Commerce Building.
Courses in Systems Dynamics, and special courses requested by
the Office of Finance and the Imagery Analysis Service, have
been added to the schedule of courses. The quality of the
courses has improved as more and more case studies based on
practical application of information science methods to
intelligence problems have been added to the content of the
courses.

Guest Speaker Program

One of the most successful programs inaugurated in
Fiscal Year 1974 was the Guest Speaker Program which began in
the CIA Auditorium in October 1973 and continued on a regular
monthly basis through May 1974. During the year over 3,000
Agency and Community personnel heard eight outstanding speakers
from government, business and the academic community discuss
such wide-ranging topics as science and technology, interna-
tional economics, and foreign affairs. Each presentation was
videotaped in order that interested employees who could not
attend the presentations could view them at a later date.
The Guest Speaker Program will be resumed in September 1974.

Special Programs

A total of 27 special programs for outside groups--
both governmental and from the private sector--were conducted
at Headquarters during Fiscal Year 1974. The types of briefings
conducted ranged from the now fairly regularized "Day at CIA,"
chiefly for groups within the Intelligence Community, to the
Brookings Conferences for Business Executives on Government

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Operations. One of the most effective presentations was a day-long series of briefings and tours for 135 State Department officers on 14 June. This program received uniformly high praise from participants for providing the opportunity for further personal as well as official contact between Agency officers and their opposite numbers at the Department of State. A highlight of the special programs was a briefing conducted in May 1974 for 14 students and faculty members from Malcolm X College in Chicago. Other groups who were briefed at Headquarters for the first time during Fiscal Year 1974 were members of the USAF Foreign Technology Division Junior Officers course and Fellows of the Washington Journalism Association.

From late February through early April a total of 1887 high school students were briefed in seven evening programs held in the Auditorium for the Presidential Classroom for Young Americans program. Designed to acquaint participants from all over the nation with the work of government during a one-week stay in Washington, the program includes CIA as part of its coverage.

Special Tutorial Programs

Three special tutorial programs were presented at the request of the Directorate of Operations during Fiscal Year 1974. The first was a program for an officer of an East Asian intelligence service destined to have responsibility for intelligence analysis on matters relating to China. The other two programs are illustration of the varied and changing training needs of the Agency and were useful experiments in coordinating and managing training requirements of a collection unit with the production component which provided the substantive content. The first was a survey of the USSR and East Europe for Africa Division officers and the second was a seminar on basic economics for officers of the Western Hemisphere Division.

Modifications to Basic Core Courses

In a continuing effort to meet changing training requirements, some of the general courses offered Agency personnel were modified.

a. **Intelligence in World Affairs**

A number of significant changes were made in this basic orientation course for new professional employees. In mid-1973 the course was revised and reduced in

length from four to three weeks, followed by a two-day conference in February 1974 held to review the course thoroughly. As a result of the meeting the decision was taken to limit course enrollment to 40 students in order to facilitate greater use of small discussion groups and better student interaction. A test, given at the start and at the end, was installed on a trial basis to measure the attendees' learning.

b. Preparing for Overseas Assignment

This course, a successor to "Orientation to Overseas," was launched in April 1974. The first phase of the course takes up legal, medical, security[＿＿＿＿＿] problems which CIA employees and dependents may have overseas. It also includes limited exposure to intercultural problems encountered in working and living among foreigners. The second phase, developed at the request of and with the cooperation of the Cover and Commercial Staff, is designed specifically for those going abroad [＿＿＿＿＿＿＿＿＿＿] [＿＿＿＿＿＿].

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25X1

c. CIA Today and Tomorrow

Inaugurated in the spring of 1973, this program moved into the Headquarters Auditorium last fall to accommodate the large number of applicants. It has proven highly successful in its present format and has been publicly endorsed by the Director. Average attendance has been about 200. Four runnings have been scheduled for FY 1975.

d. DDM&S Review: Trends and Highlights

After polling DDM&S Office Chiefs as to their views on this program, the course was reduced from five to four days and evening sessions were introduced. A decision was made to run separate courses for Career Trainees twice a year in the Chamber of Commerce Building, and four runnings for regular M&S careerists will be held [＿＿＿＿]in FY 1975. A review test on the

25X1

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final day of the course was also added on an experimental basis to provide feedback to instructors and attendees on material learned during the course.

Word Processing Center

OTR is the site for one of three Word Processing Centers to be established in the Agency. The results reported here are the culmination of tasks begun in mid-FY 1974.

In addition to a manager, four OTR clerical employees have been selected to operate the Word Processing Center and are currently being trained in the operation of the MagCard II machines at IBM.

Two dictation seminars will be held for OTR officers. Additional seminars will be scheduled at a later date as more users are added to the system. Most of the furnishings of the Center have been delivered and are in place. The MagCard II equipment will be delivered in late July; 19 portable dictation units have been received.

Books of operating procedures for both Center secretaries and users have been prepared. User manuals are at PSD and will be distributed at the conclusion of the dictation seminars.

One of the first jobs of the Center secretaries will be to type and assemble their own operating procedures manual in an effort to familiarize them with its content.

A data base of OTR clerical costs under present operating procedures has been collected and sent to ISAS for analysis. These figures will be compared to costs incurred with the Word Processing system.

Utilization of the [   ] FY 71-FY 74   **25X1**

OTR has made a strong effort to increase the utilization
25X1 of the [   ] The following statistics indicate the effort has been successful.

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25X1

		FY 1971	FY 1972	FY 1973	FY 1974 25X1
25X1	1. Students enrolled in ☐ Courses.				
25X1	2. Student Days ☐ Courses.	13,346	9,524	8,897	11,207
25X1	3. Students enrolled in Courses presented at ☐ by Headquarters Units.	319	382	575	531
25X1	4. Student Days/Hqs ☐ Courses	3,221	2,757	4,320	4,891
	5. Conference/Seminar Participants	401	313	505	693
	6. Man Days/Conference Seminars	1,176	971	2,013	2,135

25X1

SUMMARY

	FY 1971	FY 1972	FY 1973	FY 1974
Student/Conferees				
Student/Conferee Days	17,743	13,252	15,230	18,233

SECTION D.   RECOMMENDATIONS

1.   OTR recommends the early and thoughtful consideration
of the training proposals put forward in recent months and briefly
outlined in attachments 1 through 4.

2.   The Career Training Program objective for recruiting
75 Career Trainees in FY 1975 and 90 Career Trainees in FY 1976
has been revised downward, more accurately reflecting recruitment
and placement capability.   It is recommended that the revised
statement read as follows: Beginning in FY 1975, select about
38 CT's (total of 75 annually) twice a year from a maximum of 65
applicant files placed in process at any one time.

3.   The Training Profile objective in the Management
and Support Resource Package (the last DD-level objective listed)
has been accomplished.   The DD/M&S approved dropping this
objective at the OTR Management Conference on 3 July 1974.
We recommend that it be deleted from the Resource Package.

COINS Training

The COINS Training Program has been proposed in response to a request from the COINS project manager for a Community-wide COINS Training Program. The proposal addresses four COINS training requirements briefly described below. The program as described will require five man years per year and cost about $123,500. If approved the training could get underway in FY 1975. Much of this required support will have to come from the Intelligence Community.

The COINS Training Program

Basic Coins	for those unfamiliar or unskilled in the COINS system. A one-week course for 20 students offered 10 times a year.
COINS Refresher	addressed to COINS procedural changes and skills improvement. A one-week course for 20 students, three times a year.
COINS Workshop	for special groups already familiar with COINS, requiring advanced or specialized training. A one-week course for 20 students offered three times a year.
COINS Orientation	A broad overview for supervisors and managers observing capabilities and limitations. 1/2 week for 15 students.

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SECRET

Military Intelligence Course

At the DCI's request, the Intelligence Community Staff working closely with the DDO, OTR, and other Agency components reviewed Intelligence Community training programs and facilities "to identify measures whereby Community resources could be conserved and training improved." A major purpose of this review was the consideration of ways to make greater use of ⬚ for CIA or Community liaison programs or both. As a result of this review and at the request of the Department of Defense, a study was prepared of the feasibility of having CIA conduct all DoD clandestine training at the ⬚ An all-service task force concluded that such a program was feasible.

A course comparable to the Basic Operations Course has been proposed. The course calls for about 490 hours of training in tradecraft, operations support, and other basic clandestine intelligence subjects. The course will be offered four times a year with 30 students in each offering. ⬚ additional positions will be required ⬚ DoD) supplied or paid for by DoD.

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Program of Intelligence Research and Discussion Groups

The Intelligence Research and Discussion Group Program was approved by the CIA Management Committee on 25 April 1974. The principal purpose of this program will be to foster rigorous and systematic inquiry into the purposes and processes of intelligence and to bring to the Agency the views of knowledgeable outsiders. The program is two-pronged in its approach.

The first part of the program consists of research on the intelligence process and closely related topics. The goal of the research program will be to stimulate and support thinking in such areas as intelligence theory and doctrine, the place of intelligence in American society, the relationship of the intelligence function to the policy function, and other fundamental issues. We expect to have at least three research projects underway at any one time in FY 1975 and about six during the second year of operation. The findings from such research will be published in a variety of formats, such as articles in Studies in Intelligence, research papers and monographs.

The second aspect of the program will consist of a series of discussion groups designed to explore selected issues of concern to intelligence and the Agency. The goal of the discussion group program is to encourage interaction among experts in given areas of competence and to bring the best minds in the Agency together with non-Agency counterparts in discussion of issues which are of genuine importance to U.S. Intelligence. We expect to have two or three discussion groups meeting about six times each during the fall 1974-spring 1975 period.

The Intelligence Research and Study Program will not duplicate other work in the Agency or in the Intelligence Community. The Program promises substantial payoffs in the form of better insight into and understanding of the intelligence function and of the Agency by outsiders through the involvement of responsible and important members of the public in the Agency's work.

The Analyst Training Program

This program resulted from an evaluation of the training offered to intelligence analysts. The program proposed consists of six basic courses for analysts based on the present OTR curriculum; two middle-level courses dealing with methodology and policy questions and an advanced seminar program which is in effect the Research and Discussion Group proposal discussed in attachment 3.

Basic Skills Training
1. Survey of Intelligence Collection and Processing
2. Estimative exercises
3. Writing Intelligence Estimates
4. Writing Better Reports
5. Oral Briefing Techniques
6. Use of graphics

Intermediate Skills Training
1. Survey of Analytic Methods
2. Seminar on Intelligence and National Policy

1. Implement by the end of CY 74 a program of research and study of the intelligence process and introduce a new format for the discussion of important substantive and procedural issues in intelligence. — **INNOVATION STRATEGY**

2. Provide, with the Office of the Comptroller, a training program on MBO for Agency managers during FY 75. — **ORGANIZATIONAL DEVELOPMENT INNOVATION**

3. Complete by the end of FY 75 the systematic review of OTR's curriculum and prepare recommendations for needed changes. — **EVALUATION**

4. Examine the training activities of the Office of Training on the basis of cost effectiveness and prepare cost evaluations of all courses given by OTR Units by the end of FY 76. — **EVALUATION**

5. Establish a Media Center in the Headquarters Building by the end of FY 75, contingent upon the acquiring of space, to provide facilities for the Self-Study Program, the University of Maryland Instructional Television Network programs, the Language Laboratory, and OJCS Self-Study Program, and related programs. — **INNOVATION IMPACT**

6. As part of the Language Development Program, analyze operating components' efforts to fill language designated positions with qualified personnel, with particular emphasis on DO overseas field positions during FY 1975. — **EVALUATION INNOVATION**

7. By the end of FY 75, establish a systematic plan for collection of data, resulting in the establishment of a data base for tabulating trends, calculating requirements, maintaining history, and reporting on current status. — **COVERAGE FORECASTING**

8. Redesign the Agency Training Record by December 1975 to: collect relevant course data for a statistical data base, assist the registration process, and provide reports as required. — **COVERAGE FORECASTING EVALUATION**

9. By the end of CY 75, conduct a thorough review of OTR's professional competence and devise a long-range plan for ensuring that OTR develops, replaces, or maintains continuity of its professional personnel requirements. — **ORGANIZATIONAL DEVELOPMENT**

10. Complete by the end of CY 74 training profiles for the major career paths in each Directorate. — **COVERAGE FORECASTING**

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11. Beginning in FY 75 select☐ CTs ☐ annually) twice a year from a maximum of ☐ files placed in process at any one time. — **ORGANIZATIONAL DEVELOPMENT**

12 By the end of FY 75, conduct a conclusive study of the cost effectiveness of maintaining the ☐ — **EVALUATION**

25X1

13. By the end of FY 75, in conjunction with the Office of Finance, develop tutorial services and normal courses of instruction in Finance Manage — **INNOVATION ORGANIZATIONAL DEVELOPMENT**

STD 10644

29 AUG 1974

MEMORANDUM FOR: Deputy Director for Administration

FROM   : Director of Training

SUBJECT   : CIA Senior Seminar

1. Action Requested: This memorandum is to bring to
your attention and to suggest discussion by the Management
Committee my concern about the long-term utility of the
CIA Senior Seminar. The recent experience of the Training
Selection Board with the nominations of officers to attend
the course raises serious questions about the overall quality
and balance of those attending, particularly when considered
in light of the cost of running the Seminar.

2. Basic Data: From its beginning, the Seminar has
been designed for supergrade and promising GS-15 officers.
In contrast to senior officer courses conducted outside
the Agency, the Seminar focuses on subjects and issues of
direct concern to CIA and to the U.S. intelligence effort.
The quality of presentations is on a level with the National
War College, the Senior Seminar in Foreign Policy and the
Federal Executive Institute. As the single greatest source
of learning in the Seminar is derived from the inputs and
interaction of the members, they should be very able officers
who collectively represent the different elements of the
Agency and its wide range of activities.

3. The first CIA Senior Seminar was run in the fall of
1971. Five Seminars have been held to date and a sixth is
due to commence on 22 September. The record of nominations
to the Seminar is uneven. Except for Seminar One, when
34 officers were nominated, the number of nominees has
tended to be too small to permit the Training Selection
Board to pick a consistently strong and balanced group.
Attachment A shows the numbers of nominations and selections
from Seminars One through Six; the data on Seminar Six are,

of course, subject to further change. You will note from
the table that Seminars Five and Six show a significant
decline in the number of nominations from the Operations
Directorate with the result that it was not represented in
proportion to its overall strength.

4. Attachment B gives a breakout of participants in
the Seminar as between GS-15's and supergrades. Although
attendance by supergrades has been given considerable en-
phasis by top management, I think that this is a less
serious matter than is the need to secure a strong and
balanced group, inasmuch as well-qualified GS-15's also
make significant contributions. But the record, par-
ticularly in the Seminars Four through Six, shows a
decided decline in attendance by supergrade officers.

5. Given the current constraints on resources, we
must be certain that our investment of personnel and funds
is resulting in a maximum return. The cost of running the
Seminar is substantial. Using Seminar Five as the basis,
the direct costs to OTR of running the Seminar are as follows:

Staff salaries	$57,000
Guest speaker fees	4,300
Field trip	6,100
Local travel	600
Miscellaneous	200
TOTAL	$67,200 1/

The direct cost per "student day" of the Senior Seminar Five
was $73; on a comparable basis the cost per student day of
the Senior Seminar in Foreign Policy is $63; the Federal
Executive Institute is $85; the Harvard AMP was $115; and a
typical short AMA course is $176.

6. Staff Position: As shown by the extensive feedback
received from the almost 100 officers who attended the first

1/ Not included in this estimate are such indirect costs as
the salaries of participants while in the Seminar; the
costs associated with CIA and other government speakers;
such overhead costs as OTR graphics, library, and audio
support; and the cost of facilities used by the Seminar.

-2-

five Senior Seminars, they are unanimous that their attendance
has been beneficial to them in present and prospective job
assignments. I think that the value and quality of the pro-
gram are well known, and it is not necessary to establish
or belabor that point here. Given the experience with the
nominations to Seminars Five and Six, I do not, however,
believe that the Seminar is fulfilling Mr. Colby's recommenda-
tion of 25 September 1972, that it "be aimed at senior levels
who will go to higher responsibilities."

7. In the light of the above, several options appear to
be open:

    a. As part of the Annual Personnel Plan, each
        Directorate could identify those senior
        officers selected for attendance in future
        runnings of the Seminar as part of their
        executive development. In August 1972,
        Mr. Colby envisaged that such "programming"
        for the Senior Seminar and other essential
        courses could be done up well in advance
        of actual attendance. If carried out, this
        course of action would indicate whether the
        Seminar should be continued on its present
        basis;

    b. If candidates for the Seminar are not nominated
        or cannot be identified through the Annual
        Personnel Plan in sufficient numbers to provide
        a strong and balanced group, the Seminar could
        be discontinued following its sixth running in
        November; or alternatively,

    c. The Seminar could be transformed, in coopera-
        tion with the IC Staff, into a course for
        senior officers from throughout the Intelligence
        Community. In order to make it a truly inter-
        agency program, it would require, in my judg-
        ment, an inter-agency staff and a reduction in
        the number of CIA attendees; i.e., the number
        of Agency participants should be in rough
        proportion to the Agency's strength within
        the total Intelligence Community or about
        four or five per running.

STAT

8. Recommendation: I recommend that you bring the issues raised above to the attention of the CIA Management Committee and to the Director, given his extensive personal involvement in selecting qualified officers and his interest in the Seminar.

Alfonso Rodriguez
Director of Training

Atts

Distribution:
  0 - Adse (w/atts)
  2 - DDA (w/atts)
  2 - DTR (w/atts)
  2 - OTR/II

STAT   OTR/II/[   ] (22 August 1974)

7 May 1974

MEMORANDUM FOR THE RECORD

SUBJECT: Visit to the Center for Creative Leadership,
Greensboro, North Carolina

STAT

1. On 23 April 1974 [   ] from
OTR and [   ] of PSS/OMS met with staff members of the
Center for Creative Leadership of Greensboro, N. C. The visit
included a short discussion with Dr. David Campbell, the newly-
appointed Vice-President for Research and Programs.

STAT

2. Our discussions focussed on the program offered by the
Center that seemed to have the most potential value for middle
managers in our Agency. This program is a condensed 7-day ver-
sion of an existing 10-day course of instruction on creative leader-
ship. The condensed version is planned to begin on a Saturday and
end the following Friday, a total of about 70 hours of work for a
homogeneous group of 12 - 18 participants.

3. The proposed program has four goals: provide participants
with insights into their strengths and weaknesses as leaders; to pro-
vide knowledge about leadership; to begin the process of self-directed
personal development, including continued self-development following
training; and to produce data relevant to leadership. The Program
is composed of an introduction and twelve training modules. These
are: Pre-Testing; Behavioral Assessment; The Creative Leadership
Process; Decision Making; Leadership Theories and Styles; Utilizing
Group Resources; Applied Creativity; Feedback and Counseling; Self-
Directed Personal Development; Second Behavioral Assessment; Close
of Program Testing; and Post-Testing. The Program ends with an
evaluation of the training, followed by a content test designed to assess
the learning which has taken place. No cost figure for the Government
has yet been assigned to this particular program.

The preparatory lead-time for this Program, if used by the
Agency, is approximately six weeks. The Psychological Services
Staff and the Advanced Management Staff are sufficiently impressed
with the training and assessment potential of this Program to be
willing to use it for a seven-day period at Greensboro during the
September running of the AMP. Right now we are waiting for a
specific proposal from the Center giving us a positive expression
of its interest in the Agency as a client (the Center is primarily
a research, not a teaching, organization), a proposal tailored to
Agency needs, and cost figures. If the Program is tried and found
to be useful, the Center is willing to train our Staff so that even-
tually the Program will be put on by the Agency using Agency re-
sources.

STAT

RESPONSIBILITIES AND ADMINISTRATIVE PROCEDURES RELATING TO
CIA CONDUCTED TRAINING [   ]
FOR SELECTED DEPARTMENT OF DEFENSE PERSONNEL

25X1

This instrument sets forth the terms of agreement under which

the Central Intelligence Agency (CIA) will establish and conduct at

25X1   its [   ] a Military

Operations Training Course (MOTC) to provide auxiliary clandestine

foreign intelligence training for selected personnel of the Department

of Defense (DoD).

CIA will conduct the MOTC and provide training for clandestine

foreign intelligence operatives of DoD in accordance with the following

general concepts:

1. The Defense Intelligence Agency (DIA), acting as Execu-

tive Agent, will be the point of coordination within DoD with

CIA on training policies, course curriculum, and other matters

relating to the MOTC. DIA will levy training requirements,

monitor selection and screening of personnel to attend the MOTC,

as well as the conduct of the course.

2. The MOTC will be based on the core curriculum of CIA's

25X1   Basic Operations Course at [   ] but will be specifically

tailored to DoD requirements, adding subjects required for DoD

clandestine foreign intelligence operations and modifying exercises

to provide a military orientation to accommodate individual service

missions.

3. Enrollment in the MOTC will be limited to officer, enlisted, and civilian personnel of DoD who are expected to engage in or support DoD clandestine foreign intelligence operations overseas.

4. DIA will fund the one-time costs including structural modifications, equipment, and furnishings required to establish, enlarge or modify MOTC training facilities at [   ] DIA will also fund MOTC recurring costs including instructor and training assistant salaries, student billeting and food charges, and incidental training costs associated with the conduct of the MOTC (see Finance Annex). DIA will not share overhead expenses such as utilities, maintenance, post engineering activities, etc., involved in operating [   ]

5. DoD personnel engaged in training at [   ] will continue to be administered and paid by their parent services but while at [   ] will be under the control and direction of the [   ] and subject to the local rules and policies applicable to all personnel at [   ]

Procedures and other details for the implementation of this Agreement are set forth in the Annexes hereto. Modifications, exceptions and waivers to the Annexes may be adopted by agreement of the designated representatives of the signatories. When appropriate, any such actions shall be reduced to writing. The semi-annual renegotiation of various costs called for by the Finance Annex also may be accomplished by the designated representatives. The designated representatives and their successors shall be so designated by correspondence between the signatories.

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This agreement may be terminated by either CIA or DIA at any time provided that twelve months' advance notification of intent to terminate is given by either Agency.

This agreement will become effective upon signature of the parties as shown below.

_____DEFENSE INTELLIGENCE AGENCY_____   _____DEPUTY DIRECTOR FOR MANAGEMENT & SERVICES_____
                                                            CENTRAL INTELLIGENCE AGENCY

MANAGEMENT/PERSONNEL ANNEX

TRAINING ANNEX

LOGISTICS ANNEX

SECURITY ANNEX

FINANCE ANNEX

MANAGEMENT/PERSONNEL ANNEX

MOTC STAFFING REQUIREMENTS

1. To provide for the staffing requirements of the Military
Operations Training Course, 19 members will be added to [   ]   25X1
Operations Training Group to consist of six officers or civilians
and two enlisted instructors, one enlisted administrative specialist,
seven civilian instructors, and three civilian training assistants.
The military personnel will be assigned to a new MOTC Branch to be
established under the Chief, Operations Training Group, and that Branch
will be headed by a senior military officer. The civilian members
will be assigned to OTG Branches in accordance with OTG staffing pro-
cedures but will be responsible primarily for MOTC requirements.
The MOTC Branch will be an integral part of [   ] complement.   25X1
Its members will not be limited to participation in the MOTC but
will be available to instruct   in other [   ] courses for which   25X1
they are qualified. Similarly, other [   ] personnel will assist if   25X1
needed in the MOTC.

2. To carry out CIA's responsibility for assuring the quality
of MOTC training, a CIA officer will act as Course Coordinator. The
Chief, MOTC Branch, will be the Associate Course Coordinator.

3. DIA will retain strength accountability for the 9 military
personnel on the MOTC staff and will assign them to CIA on a non-
reimbursable basis for normal tours of duty (usually 3 years) in
accordance with existing procedures.

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4. The 10 civilians -- 7 instructors averaging GS-13 in grade, and 3 Training Assistants averaging GS-7 on the MOTC staff -- will be CIA employees whose salaries are reimbursed by DIA and for whom 10 manpower ceiling authorizations will be charged to DoD.

5. Bachelor and family quarters are normally available [   ]   25X1

25X1   [   ] Members of the MOTC Branch will be provided quarters and will
25X1   share in all other facilities of [   ] on the same basis as other
25X1   assigned [   ] personnel.

6. An advance element of the MOTC Branch will be expected to

25X1   arrive at [   ] by 1 February 1975 and the entire staff be in
place by 15 July 1975.

MOTC TRAINEES

7. Personnel selected for MOTC training will be assigned to a DoD activity in the Washington area for briefing and processing before

25X1   going to [   ] Criteria for selection will be determined by
concerned DoD activities and will be so regulated as to minimize the possibility of dismissal for academic, personal, or disciplinary reasons.

8. After briefing and processing but before proceeeding to

25X1   [   ] trainees will receive a detailed briefing prepared by
DIA representatives in coordination with CIA. The briefing will include:

    A. The general nature and schedule of MOTC training.

    B. Arrangements for handling pay, travel, assignment orders, and other administrative matters while in MOTC training.

C. Security policies and practices applicable to MOTC

25X1 training and to duty at [ ]

25X1 D. The cover legend for [ ] and the necessity to

protect it.

25X1 E. Information about [ ] and surrounding area, with

special reference to on-base billeting arrangements and other

facilities, off-base accommodations, and facilities at nearby

military installations such [ ] and 25X1

25X1 [ ] Trainees should be told that night exercises

and study requirements will necessitate their remaining on

base several evenings during the work week but weekends and

holidays will usually be free, so those who wish may have

their families in off-base locations nearby at their own

expense.

F. Travel and reporting instructions.

25X1 9. While at [ ] trainees will remain assigned to a

DoD activity in the Washington area that will have administrative

responsibility for them including their pay, travel arrangements

not integral to course instruction, and next assignment.

10. Trainees will be attached to [ ] on an unaccompanied 25X1

basis for temporary duty training; and [ ] will provide them 25X1

with billets, meals, recreational and other trainee facilities.

Emergency medical assistance will be available, but other medical

25X1 support will be provided [ ] or other nearby military installations

designated for that purpose.

TRAINING ANNEX

1. The program of instruction for the MOTC, to be developed jointly by CIA and DoD curriculum specialists, will consist of approximately 490 hours of training covering 13 calendar weeks. The 490 hours are broken down as follows:

	Hours	Percent
Administration	15	3.0
Technical subjects	54	11.0
Tradecraft subjects	39	8.1
Other basic clandestine intelligence subjects	82	16.8
Practical exercises	291	59.3
Study	6	1.2
Trainee evaluations	3	.6
	490	100.0

2. The content of the course will be patterned very closely after CIA's Basic Operations Course except that requirements pertinent only to CIA officers will be eliminated and training requirements pertinent to DoD personnel will be added; and where appropriate, particularly in the practical exercises, training will be adapted to provide appropriate military orientation and application to accommodate individual service missions.

3. Trainees will be evaluated on their performance in the MOTC and results furnished their parent services. The system used to critique and review their performance and written work will be the same as that used in CIA's Basic Operations Course.

4. The initial MOTC will begin in September 1975. On its

25X1   completion, the MOTC and ☐ staffs will devote the next 6 to 8 weeks

to an intensive review and evaluation of results so that necessary

adjustments to the schedule and substantive content can be made.

5. Thereafter, the MOTC will be offered four (4) times a year

to a maximum of thirty (30) trainees in each class, or a yearly

ceiling of 120 trainees.

6. To avoid having to run the Course continuously throughout

the year, some overlapping of the four 13-week offerings will be

scheduled by mutual agreement of CIA and DoD curriculum specialists.

7. To assure a consistently high quality of instruction,

particularly in the practical exercises, a ratio of one instructor

for each two trainees will be maintained in the MOTC.

SECRET

LOGISTICS ANNEX

1. Any new construction, renovations, structural changes, or modifications to buildings or facilities at [   ] required to accommodate the MOTC, and ancillary moves or renovations occasioned by establishing the MOTC, will be subject to CIA approval. All work, including architectural and engineering design, required to accomplish construction, renovations, structural changes, or modifications will be subject to mutual agreement between CIA and DIA as to requirements and costs and will be performed under CIA direction and supervision. DIA will fund for all such costs.

2. Subject to mutual agreement on requirements, the types, kinds, and quantities of equipment and furnishings required to support the MOTC will be provided by DIA where practical and economical, otherwise by CIA on a reimbursable basis.

3. Military standard equipment required for the MOTC will be furnished in kind by DIA. Maintenance and support of all equipment and furnishings will be provided by CIA on a reimbursable basis except in those instances when military standard items are maintained or serviced at a military installation.

4. Recurring costs for supplies and services related to support of the MOTC such as photographic and administrative supplies, recreational equipment, transportation, vehicle maintenance and POL, reference and library materials, equipment maintenance, etc., will

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be funded by DIA. Where such costs are not readily identifiable, reim-

bursement will be by factored agreement (as outlined in Section 3 of

the Finance Annex).

SECURITY ANNEX

MOTC STAFF

1. Members of the MOTC Branch, who will be formally assigned to or employed by CIA, will be expected to meet established CIA security clearance standards and will be subject to CIA security policies and controls.

MOTC TRAINEES

2. Individuals selected for MOTC training must be US citizens, certified by DoD to hold Top Secret clearance based on a current investigation or updated investigation within a five-year period prior to their nomination to CIA. The nomination of each trainee will be accompanied by a current DD Form 398, Statement of Personal History; and CIA Security Officers are to have access to DoD investigative reports on trainees in accordance with standing security arrangements between CIA and the individual services.

25X1

25X1

3. While at [   ] trainees will be under the control and direction of the [   ] and subject to local security policies and practices. Of particular importance are those procedures and practices necessary to protect the personal security and cover of certain DoD and CIA personnel on base.

4. MOTC trainees will be required to execute secrecy agreements covering the classified matters to which they are exposed in connection with their training.

SECRET

25X1

FINANCE ANNEX

1. DIA will fund the support provided for in paragraphs 2, 3
and 5 of this agreement by advances of funds which will be made as
mutually agreed between the two agencies. DIA will maintain an adequate
balance in the advance account to meet operating requirements.

2. DIA will fund on a one-time basis for FY 75 and FY 76 those
identifiable costs directly associated with preparing and equipping
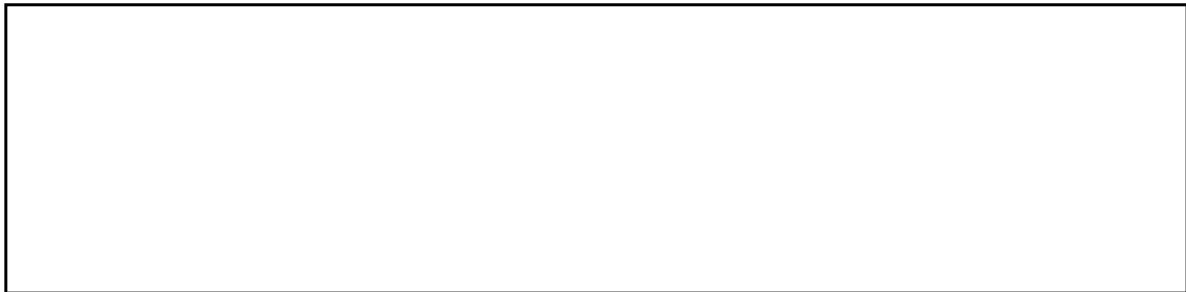
a breakdown of the anticipated costs by category. These costs will
be accounted for by a certification to DIA that the funds advanced were
expended for the purposes intended.

3. DIA will pay CIA a fixed fee of $25,000 per scheduled
running of the Military Operations Training Course. In the event a
course is cancelled, a charge of $5,000, to cover pro-rated fixed
salaries, will be made in lieu of the regular $25,000 charge. This
fixed fee is designed to cover recurring costs directly related to
the conduct of MOTC training such as supplies, costs of training
exercises, and other incidentals; and is renegotiable in October
and March of each year - See Schedule "B."

SECRET

4. DIA will reimburse CIA semi-annually for the salary costs of seven (7) instructors (salary of $25,000 each per annum), one (1) Training Assistant/Specialist (salary of $15,000 per annum) and two (2) Training Assistants (salary of $10,000 each per annum). This fixed fee is designed to cover the salary cost and is renegotiable in October and March of each year.

5. DIA will pay CIA a fixed fee of $5.35 per student per day. This fixed fee is designed to cover food and billeting costs and is renegotiable in October and March of each year.

SCHEDULE "A"

Costs:

A. One-Time Costs Known for FY 1975:

    $ 68,000   Photo Lab Equipment and Audio Aids
                       (See Attachment A to Schedule "A")

       30,000   Office and Classroom Furnishings (See Attachment B
                       to Schedule "A")

        5,000   Visual Aids

        2,500   Linens

          900   Telephones (25)

          200   Telephone Line to Washington (1)

    $ 106,600

B. Structural Modification to Existing ☐ Facilities will be   25X1

necessary to provide MOTC classrooms, photo facilities, and office

space. Detailed cost estimates are now being prepared in an Archi-

tectural and Engineering Study. Very preliminary estimates of costs

required to modify the Admin Building where MOTC facilities will be

located reflect for FY 75:

    $ 27,400   Offices for Instructors and Staff

       18,000   Photo Lab (not including equipment)

        4,600   Contingency

    $ 50,000

Photo Equipment (continued)	Cost	Quantity	Total
Easel	$ 15	16	$ 240.00
Enlargers, 35mm	150	16	2,400.00
Stabilizer Processors	385	4	1,540.00
Enlarger, 2 $1/4$ x 2 $1/4$	225	1	225.00
14 gal. Chemical Storage Tank	50	6	300.00
Washer, Print	500	2	1,000.00
Dryer, Print	800	2	1,600.00
Trays, 8 x 10	3	12	36.00
Trays, 11 x 14	6	6	36.00
Trays, 20 x 24	19	3	57.00
Tray, 20 x 24 x 10 (Fixer)	30	2	60.00
Paper Cutter	20	1	20.00
Print Tongs	2	48	96.00
Hurricane Film Washer	35	5	175.00

Audio Equipment

	Cost	Quantity	Total
Recorder, Tape, UHER 4000IC (U.S. List)	495	33	16,335.00
	200	33	6,600.00

25X1

Audio/Visual Equipment

	Cost	Quantity	Total
Slide Projector, 35mm (Carousel Type)	140	4	560.00
Projector, Overhead (Vugraph)	150	2	300.00
Recorder, Tape (Sony) reel-to-reel	175	5	875.00
16mm Motion Picture Projector	600	2	1,200.00
70" x 70" Projection Screen	80	2	160.00

2

SCHEDULE "A"

CONTINUED

COSTS:

A. One-Time Costs Known for FY 1976:

    $18,500   Vehicles (5)

     16,400   Safes (18)

    $34,900

B. Structural Modifications for FY 1976:

    $36,800   Classrooms

      7,200   Contingency

    $44,000

Equipment requirements for 30 trainees, not including fixtures or construction

Photo Equipment:	Cost	Quantity	Total
Camera, Pentax 35mm w/50mm lens and built in light meter	$260	33	$ 8,580.00
Camera, 35mm Robot type w/40mm lense (OTS cognizant)	100	33	3,300.00
Camera Case	12	33	396.00
Lens, 135mm	115	15	1,725.00
Lens, 35mm	85	15	1,275.00
Lens, 200mm	160	8	1,280.00
Lens, 400mm	275	8	2,200.00
Cameras, Polaroid	200	15	3,000.00
Cameras, Minox	200	30	6,000.00
Copy Units f/u/w 35mm cameras	20	33	660.00
Copy Units, Minox	35	30	1,050.00
Tripods	20	20	400.00
Developing Tanks	15	33	495.00
Changing Bags	5	33	165.00
Cable Release	2	33	66.00
Funnels	0.30	33	9.90
Measuring Cups	0.50	33	16.50
Storage Bottles	15/doz.	96	120.00
Thermometers	2	33	66.00
Thermometers	10	33	330.00
Scissors	0.50	33	16.50
Flight Bags	15	33	495.00
Timer	45	20	900.00
Sponges	5/doz.	48	20.00

Office Furniture/Supplies:

Desk, Wood, Office, 34x60"	Ea. 24 @ $135.00	$ 3,240.00
Chair, Wood, Swivel Base	Ea. 24 @ 67.00	1,608.00
Chair, Wood, Straight Leg	Ea. 48 @ 36.00	1,728.00
Rack, Metal, Apparel, 6 man	Ea. 8 @ 20.00	160.00
Book Case, Sectional	Ea. 8 @ 50.00	400.00
Typewriter, Manual	Ea. 24 @ 210.00	5,040.00
Typewriter, Electric	Ea. 4 @ 653.00	2,612.00
Calculator, Auto-printing	Ea. 4 @ 436.00	1,744.00
Stand, Typewriter	Ea. 24 @ 37.00	888.00
Table, Wood, 24x36"	Ea. 24 @ 41.00	984.00
Lamp, Desk, Fluorescent	Ea. 24 @ 20.00	480.00
Clock, Wall, Electric	Ea. 8 @ 4.50	36.00
Fan, Elec., portable, Oscillating	Ea. 8 @ 34.00	272.00
	Sub-Total	$19,192.00

Classroom Furniture:

Table, Folding, Plastic Top	Ea. 40 @ $ 41.00	$ 1,640.00
Audio Acoustical Measurement		6,000.00
Chair, Metal, Padded Seat/Back	Ea. 40 @ 18.00	720.00
Cabinet, Metal, Storage	Ea. 4 @ 81.00	320.00
	Sub-Total	$ 8,680.00
		2,128.00
Contingency for Price Increases		
	TOTAL	$30,000.00

ATTACHMENT B

Audio/Visual Equipment (continued)	Cost	Quantity	Total
Negative Brush	$ 3	40	$ 120.00
Timers	15	6	300.00
SUBTOTAL			$66,800.90
Anticipated increase costs			1,200.00
GRAND TOTAL			$68,000.90

3

SCHEDULE "B"

Recurring Costs: (*Note Below)

** $60,000   Operation Exercises/Training Costs
                 (MOTC Trainees @ 120 Per Year X $440.38 = $52,845.60)

   20,000   GSI 3 Persons' Salaries (To Clean or Work in Mess Hall)

    6,000   Photo Supplies

    2,500   Vehicle Maintenance

    2,000   Recreation Equipment

    2,000   Swimming Pool

    1,500   Medical Supplies

    1,500   Administrative Supplies - Paper, Pens, Pencils, etc.

    1,000   Library - Books, Magazines, etc.

    1,400   Telephones

      500   Video Tape Supplies

    1,600   Contingency

 $100,000   TOTAL

 * Any Additional Costs Would Be Added to Those Specified.

 ** The Projected Figure for FY 76 is $60,000 based upon anticipated
    increases in cost of all elements connected with the practical field
    exercises.

1 3 JUN 1974

MEMORANDUM FOR: Deputy Director for Management and Services

SUBJECT   : COINS Training Program

REFERENCES   : (a) Memo from COINS Project Manager, NSA
                       (COINS/046-74) to DTR dtd. 31 Jan 74,
                       subj.: Development of a Formal Training
                       Program for COINS Users

                  (b) Ltr. from PFIAB to DCI, dtd. 25 Sept 73,
                       same subj.

                  (c) Ltr. from DCI to PFIAB, dtd. 8 Dec 73,
                       same subj.

    1. Action Requested: It is requested that you approve a training
program for COINS (Community On-line Intelligence System). This request
is found in paragraph 8.

    2. Basic Background: Reference (a) requests the Director of
Training, CIA, to develop "...a community-wide COINS formal training
program." The intent of this request was that OTR/ISTP would prepare
the training plan for the program. Discussions and other factors also
strongly implied that when the training plan was approved and authorized,
the Information Science Training Program staff of OTR would be the likely
choice to operate the program for the Community. However, the only
commitment was to prepare a COINS Training Program.

    3. The need for a formal COINS Training Program has been recognized
and has been under active discussion for several months by the COINS
Project Manager; the COINS User Support Committee; [   ]   STAT
Special Assistant to the DCI; Mr. Nate Fitts, Acting Chairman of the
USIB Information Handling Committee; the CIA COINS Sub-system Manager;
Mr. Norman Solat, COINS Program Manager, Office of Assistant Secretary
STAT   of Defense for Intelligence; [   ] OTR; and others. There is
also continuing pressure from the President's Foreign Intelligence
Advisory Board, the Assistant Secretary of Defense for Intelligence,
and the IC Staff, for major improvements and review of the entire COINS
Project, including training, as indicated by references (b) and (c).

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In addition there is a real need for such training if the COINS System is to achieve reasonable application and use. It is believed that [_____] will make major recommendations to the DCI on the future of COINS, by the end of June. The COINS Training Program is one of the inputs which [_____] will consider in developing his recommendations.

4. The proposed COINS Training Program makes it clear that while OTR has the essential terminal and classroom facilities to initiate this program, it cannot provide the staff of four instructors and one secretary which are needed. It proposes that the source of this staff should be: one instructor and a secretary from CIA, two instructors from DIA, and one instructor from NSA.

5. In addition to existing classroom and equipment facilities, office space for the five staff members will be required. Also about 1200 square feet of space for terminal installation (similar to the existing DIAOLS terminal room) will probably be required for modification and equipment installation during FY 1975, in order to be ready for use in FY 1976. Depending on the level of COINS training which finally evolves, the need for a separate COINS terminal facility may be delayed, and an adequate number of terminals may be provided by installing four more terminals in the existing secure terminal room. Financial resource requirements, which provide for domestic and overseas training activity as well as extensive facility development, are stated in the Plan (page 10) as follows:

COINS Training Budget FY 1975

Subobject Class and Description			Amount
2111	TDY [____]	(2 persons, 1 trip)	$1,500
2113	TDY [____]	(2 persons, 1 trip)	3,000
2135	Local Travel		2,000
2141	Telephone		2,000
2540	Contractual Services Non-Government (Facility rearrangement and other services)		15,000
2600) 3100)	Property - PRA (purchase of 10 terminals @ $10,000 each, required for COINS training in FY 1976)		100,000
			$123,500

25X1

- 2 -

The COINS Training Plan assumes that the above COINS training costs will be provided from Community resources, i.e., the COINS Project Office or IC Staff. The present OTR budget, which does not include the off-site training and facility modifications, provides the following:

OTR COINS Training Budget FY 1975

2135 Additional local travel for coordination of course
   material, initial collection of file data, etc. $2,000

2540 Rearrangement or new facilities and terminal
   installation. Wiring.   10,000
                  $12,000

  6. There are three major problems with the COINS system:

    ° The need for formal user training to develop the skills necessary to apply COINS to intelligence tasks. Without effective user training the system cannot be used effectively or efficiently.

    ° The design of the system is inherently complex and difficult to use. It is remote-batch rather than time-sharing, and involves a mixture of file structures and computer query languages. This makes it difficult to teach and to use, and constrains its practical application.

    ° Overall management of the project has been a continuing problem.

Both the design and the management problems impact on the effectiveness of a COINS Training Program. If OTR were assigned the Training Program, it would have no control over the other two problems. We might have the difficult task of trying to train and motivate users in a system of marginal value. On the other hand, it is quite possible that action will be taken to correct both the design and management problems and OTR would have the important role of providing Community training for the major Community information system.

  7. It is likely that any decision on the COINS Training Program will be made as part of larger decisions on the future of the entire COINS project. If this is the case, then there will either be no COINS and no Training Program, or the Training Program will be part of a revitalized COINS project.

- 3 -

8. Recommendation: It is requested that you approve the attached
COINS Training Program and memo of transmittal, for signature by the
Director of Training.

STAT

Alfonso Rodriguez
Director of Training

STAT

Att:

i 1 SEP

APPROVED:

For the DDA, who has reviewed it!

DISAPPROVED: _____

Distribution:
  0 - Adse (Ret. to DTR)
  2 - DD/M&S

- 4 -

OTR-8944

12 APR 1974

MEMORANDUM FOR: Deputy Director for Management and Services

THROUGH   :   Director of Joint Computer Support

FROM   :   Director of Training

SUBJECT   :   Establishment of a Media Center in the
                  Headquarters Building

     1. Action Requested: Your approval is requested of a recom-
mendation made in paragraph 4.

     2. Background: The Office of Training has an objective of
establishing a Media Center in the Headquarters Building by
September 1974. This Center would serve at least four training
activities: the Office of Training Self-Study Program, the
Office of Joint Computer Support Self-Study Program, the
Headquarters Language Laboratory, and the University of Maryland
Instructional Television Network. There would be six video
cassette stations, two video tape stations, 16 audio cassette
carrels; a viewing area for films, television, and for the
University of Maryland Program; storage and maintenance areas
(see attachments). One technician/lab supervisor would be
assigned to operate the Center.
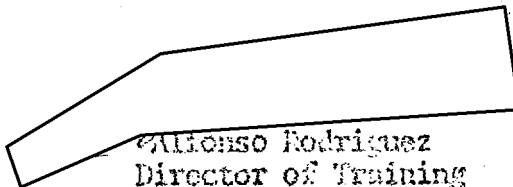
     The Center as envisaged requires about 1,500 square feet
of space. The Office of Training currently has a requirement
with the Office of Logistics for 1,000 square feet of space for
a self-study area. With the realization of the Media Center, this
standing requirement would be invalidated.

     3. Staff Position: The Center would be available to employees
at all hours and during weekends. It would enable Agency employees
at their convenience and at their own pace--before, during, and
after normal duty hours--to take courses and attend lectures
primarily by the use of new technology in audio and video
instructional systems. New instructional media or systems for

self-improvement would be used in the Center as they are developed and found feasible in satisfying Agency needs. Locating the four training activities in one center would result in more efficient use of Headquarters space than the present arrangements, more efficient operation of each of the four training programs, and better and more productive use of personnel to operate and supervise the training activities. Presently, the OTR Self-Study Program is operating in a limited capacity primarily because of three factors: (1) lack of sufficient space in the Headquarters Building, (2) a facility which is available to participants only from 0900 to 1620 hours, Monday through Friday, and (3) no personnel at Headquarters to operate the Program.

4. Recommendations: It is requested that you approve the establishment of a Media Center in the Headquarters Building as described above. An early decision is requested on this proposal so that the University of Maryland instructional aspect of the Center can begin by September 1974.

STAT

Alfonso Rodriguez
Director of Training

Atts

CONCUR:

STAT
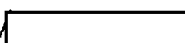
/s/

Harry E. Fitzwater
Director of Joint Computer Support

18 Apr 74

STAT

APPROVED: /s/

DISAPPROVED:

17 May 1974

Distribution:
  0 - Adse. (Ret to DTR)
  2 - DD/M&S
  2 - OJCS
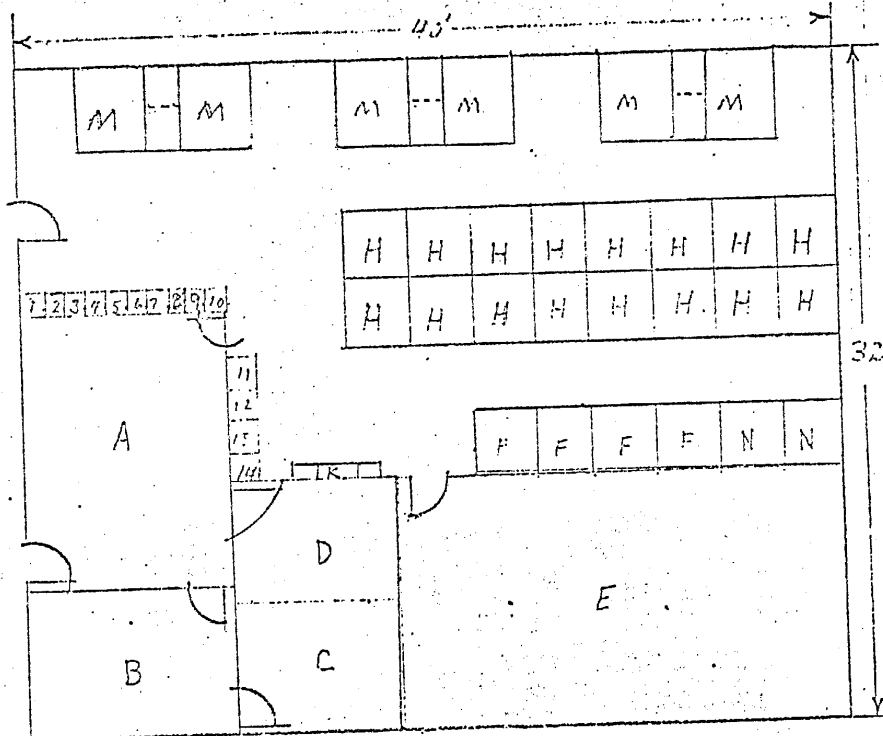 2 - DTR
  1 - PDS

STAT

OTR/C/PDS/[   ] (10 Apr 74)

*This request has been approved by the ADD/M&S, subject to the limitations and constraints identified by the Director of Logistics in a memorandum of 7 May 1974, attached

A — Admin Office
B — Repair & Maintenance Shop
C — Projection Area
D — Storage for Materials
E — University of Maryland Instruct
      Television Programs
      Foreign Language Films
      Special Video Programs
F — Study Carrels or Other Progra
    • Courses
H — Carrels for Language & Audio
K — Language Texts
M — Videocassette Courses & Progra
N — Carrels for Library Mater

1-14 — Language Materials

Furnishings & Equipment for Headquarters Media Center

	Items	No.	Est. Cost
1.	Chairs with arms	46	
2.	Desk with side piece	1	
3.	Coat racks (1 large and 1 small)	2	
4.	Bookcase 4 section	1	
5.	File cabinet	1	
6.	Storage cabinet	1	

Items 1 thru 6 in stock and will come from BSO.

7.	Videocassette instructional carrels/station	6	$1,500
8.	Work bench with drawers	1	200
9.	Small parts cabinet	1	50
10.	36 inch wood grain table	12	300
11.	Projector table	1	50
12.	Video & text material storage cabinet	4	200
			$2,300

Items 7 thru 12 are special items and will have to be purchased.

13.	Audio and study carrels	22	
14.	Audio storage cabinets	12	
15.	Text book storage cabinet	1	
16.	Audio-active cassette recorder/player	16	
17.	Audio cassette recorder/player with headset	10	
18.	Videocassette playback unit with color TV receiver and headset	6	
19.	1/2 inch video tape playback unit with B&W TV receiver	2	
20.	Mobile videocassette console	1	
21.	16 mm film projector	1	

Items 13 thru 21 are on hand – no cost.

22.	3/4 inch videocassette player/recorder unit with tuner	1	1,150
23.	Audio-active cassette recorders/players	4	1,000
24.	25 inch color TV receiver/monitor	1	650
25.	35 mm slide projector	1	150
26.	35 mm film strip projector	1	125
27.	Movie screen, electric 5x8	1	200
28.	Vacuum tube volt meter & miscellaneous tools		500
			$3,775

Items 22 thru 28 have to be purchased.

TOTAL TO BE PURCHASED FOR MEDIA CENTER $6,075

NOTE: Not included is cost of U. of Maryland ITV classroom equipment and services to be funded by the DDS&T.

Duties and Responsibilities for OTR Media Center Supervisor

1. Process course enrollments – except OJCS self-study courses and lectures.

2. Schedule the use of training materials, carrels, and Center equipment.

3. Issue to students the cassettes, supplemental course materials, and equipment.

4. Demonstrate proper usage of equipment.

5. Maintain record-keeping systems related to users, materials, and equipment.

6. Prepare form 1961 "Agency Training: Internal." (Course Roster) for input to the Agency Training Record of students satisfactorily completing OTR administered courses or programs.

7. Operate audio/visual equipment for class or group participation.

8. Provide maintenance and first-echelon repair for Center equipment.

1 7 MAY 1974

MEMORANDUM FOR: Deputy Director for Management and Services

SUBJECT   : Establishment of a Media Center in the
                   Headquarters Building

REFERENCE   : Memo dtd 12 Apr 74 to DD/M&S fr DTR,
                      Subject: Same

    1. The Office of Logistics (OL) would like to make
certain comments regarding subject and reference.

    2. OL has an existing requirement for 1,000 square feet
of space to move and enlarge the Office of Training (OTR)
Language Laboratory from room 1D1609 in order to accommodate
the Office of Joint Computer Support ORACLE computer support
requirement in the 1D1600 area. No specific area has been
identified for the language lab relocation; however, we hope
to be able to free suitable space on the first floor. The OTR
Media Center levies a total requirement of 1,300 square feet
of space and supersedes and includes the space requirements
for the language lab.

    3. A special project of the Office of Development and
Engineering now occupies some [   ]square feet of space on
the fifth floor of the Headquarters Building and has been
proposed to be relocated to the [   ]Building. Should this
relocation occur, we will then be able to perhaps effect a
"trade" with some first floor residents for suitable space
for the OTR Media Center. As may be seen, we are dependent
upon the actions of other Agency elements before we can commit
ourselves to a date and specific area for the establishment
and location of the Media Center.

25X1

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    4. We agree with OTR on the desirability of the Media
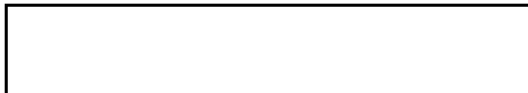Center and see no insurmountable problems other than those of

OL 4 2178a

SUBJECT: Establishment of a Media Center in the Headquarters
Building

timing.   Early resolution of the proposed project's move
would certainly enhance the capabilities of this Office to
meet the September deadline for establishment of the Media
Center.

STAT

‑Francis J. Van Damm
Director of Logistics

Att
  Reference

- 2 -

University of Maryland — College of Engineering

COLLEGE PARK, MARYLAND 20742 ● (301) 454-2421

ICE OF THE DEAN

5741

STAT

August 1, 1974

[   ]

Office of Training
Central Intelligence Agency
Washington, D. C. 20505

STAT Dear [   ]

     The purpose of this letter is to bring you up to date
on the Maryland - ITV plans and prospects, and to outline the future
course of events as well as can be anticipated at this time. Early
this past Spring we had anticipated that we would have reached the
firm decision stage by this time, but an unfortunate, and unpredict-
able, series of events has caused a delay.

     At the present time we have firm commitments from nine
organizations (government and private industry) with an additional
five that have indicated (orally) a very strong positive intent. As
a consequence of the "firm" commitments assuring us approximately
(2/3) of the funding income necessary, we prepared a proposal to the
Chancellor of the College Park Campus recommending that we proceed
with the installation utilizing internal University resources and
amortizing the capital requirements over a five to seven year period.
The Chancellor endorsed the proposal, added more specific details on
funding resources and procedures, and the intent was to seek the
approval of the University President and Board of Regents in April.
If this had materialized, we estimated that we would be in operation
for the Spring Semester of 1975.

     Unfortunately, due to a variety of circumstances the
Chancellor was not able to place the proposal before the Board of
Regents before their summer recess period and the earliest possible
consideration by the Board would not appear to be September. Many
of you have probably read, also, where Chancellor Bishop has resigned
to become President of the University of Arkansas System and this
adds an additional unknown complicating factor. We will shortly have
an Acting Chancellor while the search proceeds for the new Chancellor.
Just what effect this will have on our planning is unknown although
I am sure it will undoubtedly cause some additional delays as the new
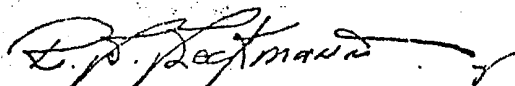Chancellor will want to thoroughly review the situation.

We still hope to place our proposal before the Board
of Regents at the earliest opportunity once the Fall Semester begins.
If the Board's decision is negative, this will obviously terminate
the project. If the Board's decision is positive, one of our first
actions will be to seek a representative from each of the sponsoring
government/industry organizations to serve on an advisory board to
assist and advise us with the necessary details and planning to get
the sytem operational. I would anticipate this group to meet at
monthly intervals. With approval at this late date, the system
would not be operational until the summer (late) of 1975, in time
for that Fall Semester.

Again, it is unfortunate that the sequence of events of
this Spring and Summer caused this further delay in reaching a
definitive decision. With the College of Business and Management
now a partner in sponsoring the ITV Network and the participation
of the physical sciences such as mathematics, physics, and computer
science we are certain the Network will be a major asset for educa-
tional and employment opportunities in the area.

As further developments progress I will keep you informed,
and thank you for your patience.

Sincerely yours,

R. B. Beckmann
Dean

RBB:sf

A PROPOSAL FOR

THE UNIVERSITY OF MARYLAND

INSTRUCTIONAL TELEVISION NETWORK

Prepared by

The College of Engineering
College Park, Maryland 20742

February 1972

TABLE OF CONTENTS

LIST OF FIGURES

The University of Maryland's College of Engineering plans to bring to the Baltimore-Washington, D. C. metropolitan area an entirely new advance in continuing education. This new concept will involve a TV Network linking the classroom and the part-time student's place of employment. This concept will enable organizations to plan and carry out a "continuous continuing education program" for their employees. The planned program will make it easier and more convenient for employees to participate where they work. It impacts on a broad cross-section of types and levels of employees and it can be carried out at a cost comparable to an organization's present education budget. All of these attributes are inherent in the Maryland plan.

The University of Maryland Instructional Television Network is the "Educational Delivery System" which makes it possible for employees to participate in educational courses where they work. Live TV broadcasts (supplemented by video tapes) of courses originating from classrooms on the Maryland campus will be transmitted throughout the Baltimore-Washington D. C. metropolitan area to participating organizations. Students at those organizations will participate in the regular course offerings from the regular faculty without leaving their place of employment, and "talk-back" to the instructor by means of FM radio or telephone lines during the regular class.

This concept is not new or experimental. It is proven. Similar systems have been in successful operation in Florida, Texas, Michigan, New York, California and Minnesota for several years.

The Maryland ITV Network will program a broad cross-section of courses directly responsive to industry's needs. These programs include courses for credit leading to the Master of Science degree as well as some of the courses leading to the Ph.D. degrees. In these same courses employees---perhaps for "refresher" purposes---can participate "not-for-credit" but with testing and grading or alternatively, as auditors with no testing or grading. Maryland will utilize the Network for graduate courses (plus undergraduate) in engineering and some related sciences. However, special non-credit courses will also be offered in subjects which could impact on employees at all levels and in most disciplines. These courses may be chosen by the users to be directly responsive to their needs. They will be administered by DELTA, a non-profit educational corporation to be formed by the users of the Maryland ITV Network. DELTA is discussed in more detail in a later section of this proposal.

Cost is an overriding consideration. Even the most enlightened organizations, which believe strongly in continuing education to upgrade and update their employees, are limited in what they can do by cost considerations. In general, costs have been tied to individual student participation; i.e., the more students involved, the greater the cost. In the Maryland plan unlimited student participation at a fixed cost is a vital ingredient. This fixed cost is sufficiently small that it is within the present budget allocations for education of most large organizations or, in some cases, may require a budget comparable to the existing budget.

For the first time, organizations can evolve a "continuous continuing
education" program where employees are "expected" to participate, not merely en-
couraged or even discouraged from doing so. With the attributes built into the
Maryland plan, continuing education becomes a management and scheduling problem
with a programmed cost rather than a variant and unknown increasing financial
burden. Further, long range programs directly aimed at organizational needs
can be planned and implemented. By offering this program, the University is
demonstrating its desire for increased involvement and service to the community.

LIMITATION OF EXISTING EDUCATION PROGRAMS FOR EMPLOYEES

Although existing educational programs in the Baltimore-Washington,
D.C. metropolitan area have contributed greatly to the education of government
and industry personnel, they have fallen short of the impact required. One of
the inhibiting factors has been the problem of commuting. Many employees work
or reside so far from the campus that they are discouraged from undertaking a
program of advanced professional development by this method. Present programs
require students to travel to the campus with a loss of valuable time---both
personal and company.

Although some attempt has been made by the University to alleviate
the commuting problem by offering courses at remote sites, it is clear that ex-
isting faculty resources could never provide the required diversity of courses
nor make the best teaching abilities simultaneously available to all interested
students.

The student who must take his courses on campus in the evenings is at
a particular disadvantage. Besides the burden of commuting, he must devote one
or more evenings to class attendance and several more for preparation and study.
Moreover, after a full day's work and the fatigue of travel, the benefit he de-
rives is often below his normal capabilities. Only the most dedicated student
can maintain such a regimen over a long period of time. After years of con-
fronting these obstacles, the student often abandons his educational goals, or
at best, carries on a protracted and discontinuous program from which he derives
marginal benefit. Clearly, government and industry could benefit greatly if some
way could be found to overcome this situation.

Another serious problem facing the part-time student employed in a
governmental or industrial position is the priority demand often placed on his
time by his organization for travel, meetings and emergency schedules which
causes him to miss classes, sometimes several in succession. These absences
are impossible to fully make up and the corresponding disruption of the stu-
dent's program often discourages him from long-term educational efforts.

Finally, there is a large potential body of government and industry
employees who do not participate at all in postgraduate educational efforts, but
who need to upgrade, update and broaden their technical knowledge and proficiency.

These problems are all resolved by the Maryland approach. It includes
diversified educational offerings, both degree and non-degree oriented, at the
graduate and undergraduate level, presented to the government/industry employee
as an extension of his normal work routine, the convenience of taking courses
where employed and the fixed cost which overcomes budgetary constraints which
have previously inhibited upgrading of many employees.

- 2 -

The University proposes, with the support of the industrial and governmental community, to establish a network through which each participating organization can receive up to four simulaneous channels of diversified educational programming, eventually from 7:00 a.m. to 10:00 p.m. in the evening.

A. Academic Programming

The academic programming would be planned and coordinated by the University of Maryland ITV Network offices within the College of Engineering.

The system will enable the government/industry student to avail himself of the regular course offerings (primarily at the graduate level) from the regular faculty without leaving his place of employment. A "talk-back" system will be provided which will enable the off-campus student to participate in the campus class in the same manner as an on-campus classroom student.

Government/industry students can therefore participate in the instructional television program without suffering lost hours and wasted energies in commuting and with minimal disruption of their work and their home routines.

It is planned that receiving installations will include video taping capability with which a temporary library of lectures (erased at the end of each semester) can be maintained for replaying to employees who miss class during the term. This minimizes the effect of absences due to priority demands of the student's work responsibilities.

B. Non-academic Programming

A new non-profit educational organization, called DELTA, will be formed to administer and manage the non-academic programming activities sponsored by those organizations participating in the University of Maryland ITV network. DELTA would be formed by and represent all government/industry organizations participating in this plan. DELTA is an added incentive for government/industry participation as it allows these sponsors to use the network to provide specialized programs for all their employees, at nominal cost. DELTA would use the network facilities during the non-academic hours and give courses directly responsive to the general and educational needs of its constituents.

The DELTA network would offer an unprecedented opportunity, outside of normal working hours, to make available courses which the participating organizations would like to use for their employees' professional development other than those obtained through formal degree oriented courses. These courses may be regular University of Maryland Continuing Education courses, or courses or seminars especially arranged for the participating organizations.

In addition to its non-academic programming activities, DELTA would also act as the registration/fiscal agent for those students participating under the non-Regular Option or Auditor classifications as described in later sections of this proposal and appropriate coordination with the Maryland ITV network administration. The management and operational details of DELTA will be finalized after the basic subscription plan for participation in the program, in general, is complete and the installation of the Maryland network is assured.

Video taping capability, and use, is an important feature of the Maryland Instructional ITV Network system. Video taping will serve two major functions in the ITV system concept. It will:

a. Enable both on-campus and off-campus students to use video tapes of the lectures for make-up and review.

b. Enable use of video tapes for students outside of the live television area so that these students might take courses originating at the University on the same credit basis available to those students within the live TV reception area.

Video taping will be allowed at the receiving locations for make-up and review. This capability negates a major disadvantage of existing continuing education programs. Companies must agree to erase these tapes at the end of each term. The benefits of make-up and review tapes will also be extended to on-campus students.

Video tapes of the live classroom TV presentations will be made available, on a delayed basis, to students of participating organizations located in areas not reached by the live TV system. Such students will be required to meet all entrance requirements, standards and regulations established for students in the live TV area. Regular students taking courses for academic credit will be encouraged to "talk-back" to the instructor once per week during prescribed office hours; this requirement may be modified by an individual faculty member to suit particular course needs. Special registration, counseling, and advising procedures will be provided for these students in the "video-tape only" reception areas; included is the possibility of periodic (once-a-semester) visits to the College Park campus for consultation and performance review purposes.

COMPREHENSIVE EDUCATIONAL PROGRAMMING

The Instructional Television Network will offer government and industry in the Baltimore-Washington, D.C. metropolitan area educational programming designed to meet a broad cross section of employee needs and interests. The Network will transmit not only regular degree courses for both credit and non-credit purposes, but will also transmit material tailored to meet the specialized training needs of participant organizations. The regular academic courses will be offered primarily during the hours of 8:00 a.m. - 6:00 p.m. daily; the non-academic courses will be offered by DELTA primarily during the hours of 7:00 a.m. - 8:00 a.m.; Noon - 1:00 p.m.; and after 6:00 p.m.

The College Park campus of the University of Maryland offers graduate engineering education leading to M.S. and Ph.D. degrees in such engineering fields as Aerospace Engineering, Agricultural Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Engineering Materials, Mechanical Engineering, and Nuclear Engineering. In addition, within the above fields or through appropriate interdisciplinary planning, students may concentrate or diversify their studies to such areas as bioengineering, applied polymer sciences, environmental and water resources engineering, transportation and urban systems engineering, biomedical

engineering, computer systems and a variety of other educational speciali-
zations with an engineering foundation. In general, any regular classroom
course, whether graduate or advanced undergraduate, offered as a part of these
programs should be available for television transmission, assuming that it is
being offered on-campus and assuming there is sufficient interest on the part
of the off-campus, government/industry, participating students. In addition,
the instructor must be willing to teach the course on television and the
University must be able to schedule it. Every effort will also be made to
augment the programming of engineering courses with appropriate related
courses from the sciences and business-management areas as interest warrants.

The non-academic program to be developed by DELTA will consist of
a wide variety of courses that could provide for the personal development of
all segments of participating organizations' personnel. Typical offerings
might include: computer programming, review of differential equations, basic
electronics, secretarial skills, review of business law, labor relations,
supervisory training, accounting, rapid reading, and financial management.
In short, any course government/industry believes it needs for its own pur-
poses may be programmed. When available, regular University courses will
support this program.

The policies and registration procedures for students taking
courses by television are described below. The various student categories
are listed in Figure 1.

1. Regular Student: the regular student is the fully-qualified
part-time degree-seeking or non-degree student who is admitted to the University
in accordance with the existing requirements and standards. The regular student
may complete a major part of his course requirements for the Masters degree via
televised course offerings. The regular student may take any of his courses
either by television or on campus. Fully-employed regular graduate students
may not take more than two courses per semester without special permission
from the appropriate academic department and the Graduate School.

2. Non-Registered Option Students (NRO): this category is reserved
for students who may take regular academic courses only by television (not-on-
campus) for no academic credit. The non-registered option (NRO) student may,
for example, be someone who seeks to demonstrate his academic abilities and
qualify later for admission as a regular graduate student. He may also be
someone who wishes to develop his knowledge and capability in selected tech-
nical subjects, but who does not wish to participate in a recognized degree
program. Or, he may be someone who already has a degree but is in need of
updating to keep abreast of rapid changes in his field. In all these cases,
the student may wish to be tested and graded in order to ensure his full
participation or because he requires a record of performance and successful
completion for his own or his organization's records. Enrollment and record
keeping for non-registered option students will be handled by DELTA, which
will issue certificates of completion and grades if appropriate.

Permission for participation in the NRO category must be obtained
from the appropriate academic department. Although the NRO student will be
tested, graded and provided class materials, he will normally not engage in
classroom discussion nor avail himself of professors' office hours without
prior approval and arrangement. His grades will not be allowed to affect the
grade distribution of regular students. After the grade distribution is estab-
lished for regular student performance, NRO students will be graded relative

to that distribution. NRO students who perform well in competition with regular students may subsequently petition the appropriate academic department and the Graduate School for award of credit for courses taken, to be applied to a regular degree program, provided they are accepted, by the Graduate School, as a fully matriculated student.

3. Auditor: auditors may not be tested nor graded but will receive class materials. The auditor will not be permitted to ask questions during class nor take advantage of professors' office hours. Students who wish to audit courses may take them only via television (unless they wish to attend campus classes under regular University rules and charges pertaining to on-campus auditors).

4. Seminar Attendees: any employee of an organization participating in the Instructional Television Network may attend televised seminars or other special event lectures at no cost, except that if the seminar is taken for University credit, costs will be assessed as though it was a regular course. Prior notification or registration is not required. All seminar attendees can participate in active discussion. Attendance at seminars on campus is, of course, permitted subject to normal campus rules. Seminars will generally be scheduled for the late afternoon.

5. Students Taking Continuing Education (DELTA) Courses: another category of student is the employee who registers for special courses offered through DELTA. These courses may be taught by experts from industry/government or by faculty members of various teaching institutions. DELTA will issue certificates of completion for courses taken. In many instances, these courses will replace current efforts to provide after-hours instruction for employees. These courses are typically the "short courses" given by many institutions throughout the country. They are frequently three to ten day intensive effort courses in specialized fields. The DELTA system provides a means of offering such courses over a more extended period and at a lower net cost.

ADMINISTRATION OF THE OFF-CAMPUS TELEVISION CLASS

An ITV Director will be designated by the University. In order to simplify registration procedures and other details of the program, he will work with government and industry representatives in setting up operational plans. All students who take degree courses by television will be registered in the appropriate department of their major and the Graduate School in the usual manner. Degree seeking students will be advised and administered by the faculty in the same manner as the full-time, on-campus students. Because of this personal contact with the faculty and the campus will be maintained.

No specific limitation on total class size (i.e., the on-campus class plus its television extension) is presently contemplated except that actively participating students in a class will be restricted to a manageable number with respect to the effectiveness of the two-way communication feature of the Network.

Participating organizations will be permitted to video-tape lectures as outlined in the section on Video Tape Recording.

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12 July 1974

MEMORANDUM FOR: Director of Training

SUBJECT   : "Total Immersion" Language Training
                  Experiment

1. The Language Learning Center completed its three-
part Total Immersion (TI) language training experiment on
14 June 1974. You received a report on the first phase of
the project (Russian) on 17 December 1973. Following is
a brief description of the French and Spanish segments,
together with our conclusions about the experiment as a
whole.

2. French and Spanish Programs

Although there were a number of substantive
differences between the Russian program and those in
Romance languages, the basic concept remained much the
same: 12 students (determined by the capability of the
training facility) spent four weeks in the language with
native speakers. The target language was used exclusively
except for a weekend off at the midpoint. This format,
and the 4:1 student/teacher ratio appear to be about right.
The curriculum and daily workplan was modified somewhat

25X1   from the [_____] (Attachment A), but included
generally the same mix of activities: formal grammar
sessions, vocabulary-building exercises (often with visual
aids), news discussion, lectures and discussion by native
(or near-native) speakers from the DDO, films, operations
problems, and social activities. Following are some of
the changes made as a result of the [_____]   25X1
experience:

    a. Proficiency criteria for entrance to the
    program were more restrictive. We learned from
    the Russian program that a range of proficiencies
    from 1+ to 3+ is too wide and adopted the policy
    that only students at S-2 to S-3 would be accepted.
    This proved to be a much better student mix.
    Restricting admission to DDO officers (as opposed
    to DDI participation in the [_____] was also   25X1

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a positive change in the student population. We
would, however, like to have more female students
in the program. [   ] was coed and
was better for it. Both the French and Spanish
programs were all-male operations except for the
faculty.

25X1

   b. Without doubt the most important change in
the French/Spanish programs was in the staffing.
We ran the two Romance language programs entirely
with resources already in the Language Center. Our
original plan, which envisioned using recently-
retired, [   ]officers for their
operational expertise, was not fully workable. Not
only was the cost much higher to hire outside help,
but the program was less effective for the lack of
professional teachers on the staff. There is no
question that the [   ]was a success,
particularly as a pioneer effort; but the French and
Spanish programs were significantly better because of
the professional competence of the instructors. We
were not certain how well such a demanding job would
be received by our faculty, especially since it
involved a lengthy stay away from home and families.
Total immersion programs also make extra demands on
the teachers who stay behind in the Center to handle
regular classes. But the faculty response was
gratifyingly positive. They gave extra effort
throughout the strenuous month at [   ] and worked
together beautifully as a team. To a man they
commented on how challenging they found the work;
and most felt they had grown professionally as a
result of having been there.

25X1

25X1

25X1

   c. Planning for the French/Spanish programs
was more extensive than for the [   ] and
materials more carefully organized. Although the
time allowed for planning was about the same, we
lost a lot in false starts because the[   ]
was building a new program from scratch. Not only
did we learn from the [   ]experience, but
the Program Directors for the French and Spanish
houses were the Chief and Deputy Chief of the
Romance Languages Department, both of whom were
professionally better equipped to develop such a
program than was the Director of the[   ]
[   ]did an outstanding

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25X1

25X1

25X1

-2-

job of putting the programs together and carrying them through to completion. Their pre-course organization was so well thought out that each of the 300 hours of training was used to good effect.

d. A major change in scheduling was made to improve the programs' treatment of operations-related language material. Where the [   ] worked on general language skills for two weeks before moving into more job-related exercises, the French/Spanish programs started operations-related language exercises after the first week. There seemed to be no slowdown in the students' gains in general vocabulary because of the change, and we were able to spend more time on vocabulary of direct use to the case officer.

25X1

e. Both Romance language programs were conducted at [   ] instead of [   ] The proximity of [   ] to the main facilities at [   ] resulted in distracting conversations with English speakers (during the French House), but these were offset by gains in being closer to mess and recreational facilities.

25X1
25X1

25X1
25X1

3. Cost

Since the most expensive item in this type of program is instructor salaries, the exclusive use of LLC personnel reduced costs dramatically in comparison to the [   ]. Not counting costs to [   ] for normal operating expenses (air transportation, food, general support) comparative cost of the three courses was as follows:

25X1

25X1

> Russian: $8,258
> French : $2,685
> Spanish: $3,505

The use of compensatory time for some faculty instead of overtime pay accounts for differences between the two Romance language programs; but either way the courses are cost effective if run entirely with existing assets. It seems likely that no future course of this kind would cost more than ca. $3500 - $4000 above the LLC's normal operating costs. If, as we propose, the Center were to offer three or four such courses each year,

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we would have to budget ca. $14,000 - $16,000 for them.
It seems clear that we are getting a lot for our money.
The cost of the now defunct BAHLT program, for example,
was $20,000 annually; and it contributed virtually
nothing to the Agency's inventory of useable language
skills.

4. Results

   a. As in the [⁣⁣⁣⁣⁣⁣⁣⁣⁣] probably the single   25X1
most noticeable gain for all students in the program
was in speaking confidence. This is an ingredient
usually missing in normal intensive training, and
the key to reaching S-3 proficiency. In the French
program nine out of 11 students who started at
S-2/S-2+ came out as S-3 or better; in Spanish 10
out of 12 achieved it. (Attachment B)

   b. Changes in planning and scheduling resolved
the question -- left over from the [⁣⁣⁣⁣⁣⁣⁣]-   25X1
of whether operations-related vocabulary could be
taught effectively while raising proficiencies to
S-3. We are now satisfied that it can.

   c. All of our questions regarding the feasibility
and potential benefits of such programs have now been
answered. We do not know whether the difference
between the Russian and Romance programs in producing
S-3 was due to a difference in the difficulty of the
languages or to refinements made in the later programs.
But we suspect it was the latter. [⁣⁣⁣⁣⁣⁣⁣⁣⁣⁣]   25X1
demonstrated that such programs are feasible; the
Romance language programs showed us how much they can
accomplish if they are done optimally.

   d. In addition to the immediate gains for the
students involved in these courses, the Language Learning
Center gained a number of spin-off benefits from the
experiment: curriculum innovations for regular LLC
classes (including new applications of video tape),
relevant new teaching materials, professional growth
for staff and faculty participants, productive
liaison and stronger ties with our chief consumers,
and an enhanced reputation as a school that can
provide a unique service for the Agency.

5. Conclusion

   The Language Learning Center now has no reservations
about the potential contribution of long-term Total Immersion

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courses to its language training mission. It is felt that such programs could become one of the strongest tools we have to make a direct and noticeable impact on the Agency's Language Development Program. Although it would be desirable to use such TI segments to shorten and strengthen our regular full-time courses, we recognize that it probably cannot be done, given the nature of DDO planning for overseas assignments. We propose, therefore, to offer one program a year in each language for which sufficient in-house staff is available. To judge from consumer response to the experimental project, such a proposal would be well received, particularly if the courses are given during the months before the summer exodus of officers to overseas posts. For FY 1975 we have tentatively scheduled programs in French, Spanish and German during the months of March -

25X1   June at the [   ]

/S/
[   ]
       Deputy Chief, Language Learning Center   25X1

Atts

ATTACHMENT (A)

WEEK I Day 3

0830	Grammar	:	The Subjunctive
1030	Exercise	:	Description (Students watch slides of various people and describe what they see).

1215	Lunch		
1315	News	:	(Each student prepares a news item to present and discuss with his Grammar Group).
1500	Lecture	:	"French Cuisine" - Guest Speaker
1615	Free Time	:	(During this time most of the students engaged in sports together. The instructors also participated).

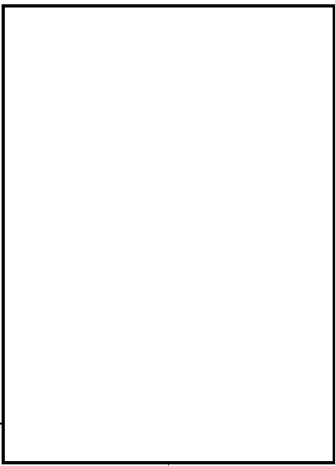| 1815 | Dinner |
1900	Discussion of Tomorrow's Program
1930	Student Lecture
2000	Discussion of Technical Vocabulary (After a discussion of job-related vocabulary, the first week's guest divided the students into groups of 2's and 3's. Each group prepared a skit to present to the rest of the group. The guest gave them such topics as: Cold Approach, Live Dead-Drop, etc).
2200	End of Day's Program.

WEEK III Day 2

0830	Grammar	:	Relative Pronouns
1030	News		
1215	Lunch		
1330	Cocktail Exercise (Role-playing)		
1500	Linguistic Critique of Exercise		
1700	Free Time		
1815	Dinner		
2000	Preparation for exercises: Walk-In, Briefing, Recruitment (Students prepare these exercises in small groups with their instructors and guests).		

FRENCH TOTAL IMMERSION

STUDENT NAME

25X1

BEFORE			AFTER		
R	S	U	R	S	U
1+	2	3	2	3	3
3	2	2	3+	4	4
3	2+	2+	3+	3	3
3+	2	2	4	3	3
2	2	2	2+	2+	2+
2	2	1+	3	2+	3
1+	2	2	2	3	2+
2+	2	2+	3	3+	4
3+	1+	2	3+	3	3
2+	2	2+	3	3	3
2+	2+	3	3	3+	3+

SPANISH TOTAL IMMERSION
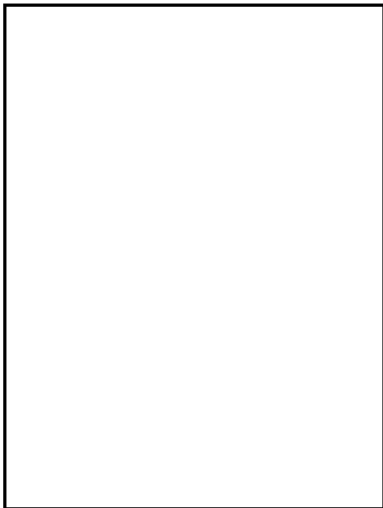
STUDENT NAME

25X1

BEFORE			AFTER		
R	S	U	R	S	U
3+	2	3	4+	3	3+
3	2	3	3+	3	3+
3+	2	2+	3	2+	3+
3	2+	3	3	3	3+
4+	3	4	5	3+	4
4	2+	3+	4	3	4
3	2	3	3	3	3+
4	2+	3	4+	3	4
5	2+	3	5	3	3+
4	2+	3+	4+	3+	4
2	2	3	3	3	3+
4	2	3	4	3	3+

25X1
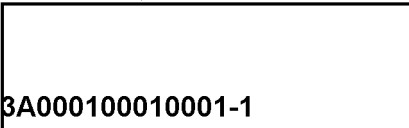
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9 July 1974

25X1

MEMORANDUM FOR: [ ]

SUBJECT : Total Immersion Language Programs for FY 1975

1. In confirmation of our telephone discussion with [ ] 25X1
of your staff, the Language Learning Center would like to reserve
25X1 [ ] for total immersion language training programs as follows:

French : 24 February - 21 March
Spanish : 7 April - 2 May
German : 26 May - 20 June

In the light of my own discussion with you, it is understood that
25X1 [ ] will be vacated immediately after lunch on the final Friday
of each of the programs to permit custodial personnel to prepare the
facility for the ensuing activity the following week.

2. If these arrangements are not possible, please let me know
as quickly as possible as we must begin now to integrate the scheduling
of our personnel and other language programs with those of the total
immersion programs at the [ ] 25X1

25X1

[ ]

Chief, Language Learning Center

25X1

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11 April 1974

MEMORANDUM FOR: Director of Training

SUBJECT   : Report on the [   ] Pilot Course in | 25X1
                Persuasion Skills

Summary

1. The pilot course was run for 13 officers [   ] from 25-29 March | 25X1
25X1 [   ] The class included DDO, OTS/BAB, OMS/PSS,
and OTR officers, among whom were a number of skeptics. By the third day all
seemed convinced the analytical method and use of the target's viewpoint as
the point of departure were solid advances and set the stage for a flexible
sequential recruitment approach to a target. Critiques were uniformly favor-
able without being euphoric: all of the participants believed the course,
modified in its terminology and with Agency-oriented examples, should be
included in our training. Specific recommendations to this effect are
included below. DDO officers will be making their recommendations to the
ADDO via DDO/TRO who will receive a copy of this memorandum. Costs may be
initially relatively high, but in view of the consensus on the benefits of
the course they are considered minimal.

Objective

2. The objective of this trial course was to determine whether the [   ]   25X1
25X1 [   ] in persuasion was adaptable to the needs of the DDO
and could be incorporated into our training curriculum. This course was the
culmination of a long series of explorations to attempt to fill the void in
OTR training in the human relations side of our business, particularly in
agent recruitment. Both students and faculty have long recognized the excel-
lence of OTR's training in the mechanics of "case officering" but many have
also felt a distinct gap in OTR's handling of the human communications skills
as applied to clandestine operations.

Class Composition

3. The class was made up of 13 officers, GS-13 to GS-15, representing
all area divisions except NE, whose nominee was unable to attend, the DDO/TRO,
25X1 [   ] ALT, OMS/PSS and OTS/BAB. The DDO officers were selected because of their

25X1

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interest in the subject. All were approved for attendance by the ADDO. The behavioral scientists were included both for their special relationships with the DDO and in the realization that if the course were to be adapted, their help would be needed. We also wished to insure that sound psychological principles were being purveyed. It was unfortunate that no one from the Management and Administration faculty was able to attend the course, though its management application is obvious and well tested in private industry. (See student roster, attachment A)

The Course

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4. The [   ] system has two phases – the analysis and the presentation. The analysis is performed by identifying those things the target is doing which we would like him not to do, then the actions we would like him to take and the benefits which would accrue to him if he adopted our desired actions and the losses he would suffer if he does not. It isolates his own known or probable objectives and identifies the conditions beyond his control which may cause him unfavorable results if he continues his present actions. It takes cognizance of the most often encountered reasons (both rational and emotional) why people reject proposals made them. Once completed, the analysis, in its columnar form, provides a sequential basis for the presentation, "pitch" or appeal. The entire approach operates from and around the viewpoint, the goals and objectives of the listener or target himself.

5. Roughly the first two days were spent familiarizing the class with the structure of the analysis system, the most common obstacles encountered and means of assessing them. For the next two days the class applied the system to actual cases out of their experience and engaged in some role playing. The last day was spent almost entirely on a single current case faced by one member of the class, with everyone contributing to the analysis phase and the instructor and the student concerned doing the role playing. The officer concerned felt that the experience gave him new insight into his target and some ideas for changing his approach. Use of this current and unsolved example was most effective with the class.

6. This course usually lasts two weeks. For our purposes [   ] compressed it into one week. He had prepared himself extremely well having capitalized on his briefings and done some independent reading of both Allen Dulles' and Lyman Kirkpatrick's books. He seldom slipped in his use of terminology. There was nevertheless some interpretation necessary as the class laid out its examples, [   ] had to change some of his business-oriented emphases. This was done smoothly and with no loss of class interest and enthusiasm. The shortened time span deprived the group of some of the role playing experience they would have had in the regular length course.

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Student Evaluations

7. The following evaluation form was used:

   (1) Does this course meet its objective: i.e., provide the student a useful and practical "system" for dealing with others?

   (2) How relevant is this system in the operatinnal context? Would you recommend modification to make it more so? If so, please explain.

   (3) Do you think your contemporaries might have profited from such a course early in their careers? (Do you know of instances where a recruitment attempt failed because of a disorganized or faulty approach?)

   (4) What new techniques, insights or procedures did you learn from this presentation?

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   (5) Do you think that the ⬚ system would have applied in foreign cultures you worked in, provided you knew the cultural differences involved and took them into account?

   (6) Do you think this course could or should be incorporated into the Agency's operational training scheme? If so, at what levels?

   (7) If no to above, is any part of it adaptable to our operations training?

   (8) If no, does it suggest directions in which OTR might look with respect to training in persuasion skills?

   (9) Do you see such a course, or variations thereof, as more readily adaptable to a small group of recruitment specialists or to the case officer group at large?

   (10) Please make any further comments you may desire.

8. The students' answers to questions 1, 2, 3, and 5 were unanimously affirmative. As regards question four, the students felt that, while SAI's identification of basic psychological principles and techniques of interpersonal relationships was sound but not new, its systematic analysis was both new and productive. In replying to question six, most of the students said that the full course should be made part of the AOC where the students have live exper-ience to draw on, and that an abbreviated version should be included in BOC, .

Costs

11. Following the training of instructors, the Agency will be charged $100 per student by SAI for the use of its copyrighted materials. It will be necessary to negotiate the details of modification with [   ] Once the instructors are trained, and using the AOC as the principal vehicle, the course would cost OTR about $4500 per year, considerably less than is now spent for the Managerial Grid.

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Att: as stated

stressing the analysis system but omitting the discussion and role-playing. One student said that all case-officers should have this training at one point or another, and two others recommended sending instructors overseas to teach the system to case officers who are having recruitment problems. One student even suggested an Advanced Recruitment Seminar. None of the students favored restricting the training exclusively to a small group of specialists, as suggested in question nine, but three of them did suggest offering the course first to a select group, after which it could be opened to a larger number.

9. The DDO/TRO, who himself took the course, has been furnished copies of the critiques. He will forward these to the DDO, together with his recommendations, through proper channels. Given the interest in this course, its apparent usefulness to the DDO, and the probable costs involved, it is strongly recommended that the critiques (Attachment B) be read in their entirety.

Recommendations

10. Based on the class reactions and our own observations, we recommend:

    a) The course be accepted and modified in conformity with Agency terminology and containing Agency illustrations.

    b) That plans be made to incorporate the course in its complete form into the AOC, as soon as modifications and instructor training permit.

25X1   c) That [____] be engaged at $1500 per student to train five or six OTR officers and two or three DDO officers as instructors.

    d) That OTR consider defraying the cost of training two or three DDO officers who might then be sent to a few selected field stations to train officers engaged in recruiting problems. This could be the most effective means of evaluation possible: the problems would be real and current and there would be no gap between the training and the application.

    e) That no precipitous move be made to incorporate the course into the BOC until it has had a chance to get shaken down and evaluated in the AOC.

    f) That great care be used in selecting instructors - they should have enthusiasm, fairly extensive recruiting experience, and those on rotation with OTR have at least two years left to serve.

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ATTENDEES AT [   ] TRIAL COURSE ON PERSUASION SKILLS
25-29 March 1974

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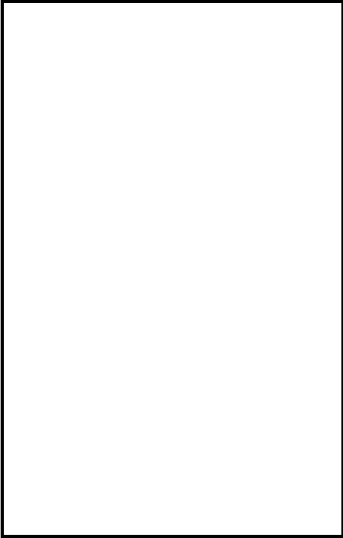
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WH	GS-13	
[ ]	GS-14	
PS	GS-15	
EUR	GS-13	
EA	GS-14	
	GS-15	(DO Careerist)
	GS-15	(DO Careerist)
	GS-13	(OTR Careerist)
	GS-15	(DO Careerist)
ALT	GS-14	(DO Careerist)
OTS/BAB	GS-15	
PSS/OMS	GS-12	