24 July 1974

MEMORANDUM FOR THE RECORD

SUBJECT: Further Reflections on Proposals for Analyst
           Training

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1.   The [   ] Report, like the various
comments which it has generated, makes one major point
very clear: To meet future requirements successfully,
intelligence planning for the long run will have to cope
with a world that is growing more complex at geometric
rates and in which present day conventional wisdom may
become obsolete at an equally rapid pace.   Implicit in
this view is the concept that the sophistication of analysis
must be stepped up to permit intelligence, which by its
nature is forward looking, to keep abreast with the dynamic
world in which it must function.   From these observations
it is evident that a forward-looking training program must
attend to anticipated requirements for retooling in both
substance and methodology.

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2.   Having established this point, the [   ]
[   ] Report, together with most of the commentators
on the Report, have moved on to discuss particular proposals
for the modification of the present training program to
meet future needs.   Each commentator has advanced suggestions
from his own experience and wisdom to steer the program in
worthwhile directions.   But almost no one has applied opera-
tional methodology available today to explore systematically,
questions such as the following:

(a)   What is the present level of analytical
      attainment of analysts coming on board
      currently?

(b)   What are the remedial requirements in
      analytical methodology for analysts
      now on board?

(c) Within how long a time frame should plans be made at the present time for future updating of analytical skills?

(d) At what quality level must recruiting occur to acquire analysts with needed growth potential?

(e) In terms of scarce Agency resources, what means can be devised to rate reliably the effectiveness of competing proposals for Agency training activities, present and suggested?

(f) Which programs are so intelligence oriented as to require in-house training? Which of these could most efficiently be provided by the Agency or other components in the intelligence community for Agency personnel or the personnel of other members of the community?

(g) To what extent can substantive programs concerned with regional or international developments be met cooperatively within the Government or by the programs of other agencies?

These are some of the questions to which it would seem that management skills could now be applied to resolving the questions of the broad lines along which Agency planning should proceed, both in the immediate and in the long-range planning period.

3. There is another category of issues that require consultation and thought before a meaningful training program can be developed:

(a) By what procedures will the flexibility of middle and upper management be maintained in order to insure a receptive attitude towards changes in the intelligence situation as well as advances in analytical methods?

(b) How can means be established to insure that training courses will be available to meet both orientation needs and the requirement for the attainment of operational competence?

(c) How can individual Agency components
be insured an appropriate voice in
the shaping of training courses
relevant to their interests?

(d) Are training courses most effectively
manned by a career instructional staff,
or by the rotation of instructors
from operational units, or by other
means?

4. While much wisdom has been applied to the training
problem by the authors of the ⬡ Report
and its commentators and critics, insufficient attention
has been given thus far to the application of systematic
analysis to the question of what to do about the matter.
Before the Report is distributed to the remaining Directo-
rates for comment, it is recommended that it be remanded to
the Director of Training for further study. While it may
be optimistic to think that the problem can be solved by
the application of operational analysis, it should be possible
at least to formulate a series of objectives which a forward-
looking training program should seek to attain--not pie-in-
the-sky objectives, but realistic goals. Given a framework,
of objectives, problems, or any other pragmatic rubrics that
make sense, it should be possible to relate present and
future needs to resources, to develop a more systematic
approach to the development of a challenging and responsive
training program.

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Comments of ADDS&T

1. Survey of Intelligence Collection and Processing appears to be inappropriately named. Since it is focused on intelligence research and reporting processes, the topics that would seem to be explicitly excluded are collection and processing.

2. Why are DDS&T considerations excluded from the Estimative Exercises course. A major problem in the Agency involves the intelligent assimilation of technical and technological considerations in broad gauge estimates.

3. The Seminar on Intelligence and National Policy should concern itself explicitly with the role and objectives of intelligence in an arms control milieu.

4. The substantive Advanced Seminar suggested might well be supported by OTR but appear to be attempts to answer specific intelligence questions now being addressed -- or at least would be more properly addressed -- by production offices within the Agency or by other agencies altogether. The goal of pursuing them would be to produce finished intelligence -- or scientific research -- rather than having "utility in improving the ultimate intelligence products", a far more generalized goal.

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Comments from C/OD to D/OEL:

Problems of keeping pace with world change are
inherent to government conducted training programs.
As a result, the best return on resources is
normally achieved by:

1. Basic skills training.

2. Mid management cross fertilization
   such as offered by the mid-career
   course.

3. Specialized university and/or industry
   programs for senior management and
   technical personnel.

The senior and/or advanced seminars are
probably more beneficial as a "change of pace" than
an intellectual or professional experience.