29 May 1974

MEMORANDUM FOR: Director of Training

SUBJECT   : Academic Credit for Selected OTR Courses

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1.   The Education Committee has been looking into the possibility of obtaining academic credit for as many OTR courses as possible. Thanks to ███████████, who made the introduction, preliminary discussions have taken place with ███████████████ STATINT

STATINTL who is quite interested in working with us in this matter. We are also in touch with the American Council on Education which, while not an accrediting organization, could evaluate our courses and make recommendations to universities from whom credit is desired.

2.   We have tentatively selected twenty-three OTR courses which appear to have the best potential for receiving academic credit. — (See attachment) We plan to proceed by asking appropriate Unit Chiefs to designate a knowledgeable individual to work with the Committee who could describe the course content in each case and present it in the form required by the ███████ STATINT University. This individual should also be able to provide the Committee with examination questions for any course (in his Unit) which the university deems necessary for use in determining whether an individual is sufficiently well informed to be given credit for the course.

3.   It is anticipated that we will try to make similar arrangements with the Washington Metropolitan Area Consortium and the Northern Virginia Consortium so that Agency employees who have taken certain OTR courses may obtain academic credit from almost any college or university in the Washington, D.C., metropolitan area.

4.   We will keep you informed of our progress in this project.

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███████████████████████

Chairman, Education Committee

Att

Courses to be Submitted for Credit

Graduate

Advanced Management Seminar
Senior Seminar
— Information Science for Financial Management
— Information Science for Intelligence Functions
Information Science for Managers
Managerial Grid
Midcareer Course
Systems Dynamics: Principles and Applications
Advanced Intelligence Seminar

Undergraduate

Effective Briefing
Effective Writing
Fundamentals of Budgeting
Fundamentals of Supervision and Management
Office Management
Instructor Training Workshop
Intelligence in World Affairs
U.S.S.R. Country Survey

Project Officer in the Contract Cycle
Information Science for Imagery Analysis
Intelligence Information Reports and Requirements
Intelligence Information Reports Familiarization
Intelligence Production
Intelligence Writing Workshop

③	⑥	⑤	②	①	④
GAIN FAV. ATT. **OBJ** What he wants	**COND-L** What he is up against	**B** What he can gain	**GQ** What you want done	**PQ** What he is doing now	**L** What he can lose

ANALYZING:

S T A R T / Y O U R / T A L K

MENTIONING OBJECTIVE:

-OBJ
HMS

Prepare to present additional Reason Why Statements and other Facts as you continue to discuss your idea.

-OBJ

+OBJ

PREPARING TO USE THE INDIRECT (QUESTION) METHOD

			WHAT ARE (Cont'd.)	WHAT IS BEST TO DO?
CONDITIONS Q (CQ) To get him thinking and talking COND.	**LOSS Q (LQ)** To encourage him to admit Losses	**SOLUTION Q (SQ)** To suggest our GQ Solution to Losses	**PRESTIGE (PR)** ⑦ Who is using the idea	**SEEK DECISION & COMMITMENT**
Base it on a Condition beyond his control. Make it open-ended and neutral. Begin it: What, Why, Where, When, Who, How. No B,GQ,PQ or L.	Make sure the Loss is related to Conditions beyond his control. Answerable "yes" or "no." Can contain "you." Avoid beginning with "why."	Normally a Reason Why Statement in Question form. Use the B-GQ sequence. Phrase it: "Do you think?" rather than "Don't you think?"	Cite a specific User of GQ and/or PQ action. Mention the results the User received.	Q C A SPLIT SUM-UP EVIDENCE
CQ 1 ⟶	**LQ 1**			
			STORY (S) ⑧ What they say about it.	
			Tell of, or quote, what the User has said about use of GQ and/or PQ.	
CQ 2 ⟶	**LQ 2**			

A P P R O V E

I

	③	⑥	⑤	②	①	④
GAIN FAV. ATT.	OBJ What he wants	COND-L What he is up against	B What he can gain	GQ What you want done	PQ What he is doing now	L What he can lose
	ANALYZING:					
S Y T T O A A R U L T R K	MENTIONING OBJECTIVE:					
		-OBJ HMS				
						-OBJ

Prepare to present additional Reason Why Statements and other Facts as you continue
to discuss your idea.

			WHAT ARE THE FACTS?	WHAT IS BEST TO DO?
CONDITIONS Q (CQ) To get him thinking and talking COND.	**LOSS Q (LQ)** To encourage him to admit Losses	**SOLUTION Q (SQ)** To suggest our GQ Solution to Losses	**PRESTIGE (PR)** ⑦ Who is using the idea	**SEEK DECISION & COMMITMENT**
Base it on a Condition beyond his control. Make it open-ended and neutral. Begin it: What, Why, Where, When, Who, How. No B,GQ,PQ or L.	Make sure the Loss is related to Conditions beyond his control. Answerable "yes" or "no." Can contain "you." Avoid beginning with "why."	Normally a Reason Why Statement in Question form. Use the B-GQ sequence. Phrase it: "Do you think?" rather than "Don't you think?"	Cite a specific User of GQ and/or PQ action. Mention the results the User received.	Q C A SPLIT SUM-UP EVIDENCE

CQ 1 ⟶ LQ 1

STORY   (S)   ⑧
What they say about it.

Tell of, or quote, what the User has said about use of GQ and/or PQ.

CQ 2 ⟶ LQ 2

A P P R O V E

GAIN FAV. ATT.	③ OBJ What he wants	⑥ COND-L What he is up against	⑤ B What he can gain	② GQ What you want done	① PQ What he is doing now	④ L What he can lose
	ANALYZING:					
S T A R T / Y O U R / T A L K	MENTIONING OBJECTIVE:					
		-OBJ HMS				
						-OBJ
	+OBJ					

Prepare to present additional Reason Why Statements and other Facts as you continue to discuss your idea.

CONDITIONS Q (CQ) To get him thinking and talking COND.	LOSS Q (LQ) To encourage him to admit Losses	SOLUTION Q (SQ) To suggest our GQ Solution to Losses	WHAT ARE THE FACTS? PRESTIGE (PR) ⑦ Who is using the idea	WHAT IS BEST TO DO? SEEK DECISION & COMMITMENT
Base it on a Condition beyond his control. Make it open-ended and neutral. Begin it: What, Why, Where, When, Who, How. No B,GQ,PQ or L.	Make sure the Loss is related to Conditions beyond his control. Answerable "yes" or "no." Can contain "you." Avoid beginning with "why."	Normally a Reason Why Statement in Question form. Use the B-GQ sequence. Phrase it: "Do you think?" rather than "Don't you think?"	Cite a specific User of GQ and/or PQ action. Mention the results the User received.	Q C A SPLIT SUM-UP EVIDENCE
CQ 1 ➡	LQ 1			
			STORY (S) ⑧ What they say about it.	
			Tell of, or quote, what the User has said about use of GQ and/or PQ.	
CQ 2 ➡	LQ 2			

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Estimated Student Input to OTR Courses for
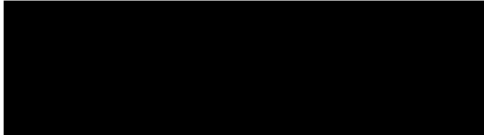the period 1 September 1974 through 31 August 1975

OTR Courses	Estimated # of Students	OTR Schedule of Courses		
		Max.	Offerings	Planned Load
Administrative Procedures 4 days -- FT	108	20	7	140
Advanced Intelligence Seminar 3 weeks -- FT	126	25	3	75
Advanced Management Program 3 weeks -- FT	97	16	3	48
Advanced Operations Course 8 weeks -- FT	67	15	3	45
███████████ 2 weeks -- FT	4	-	-	-
Anti-Narcotics Operations Course 1 week -- FT	58	35	2	70
Application of Information Science to Intelligence Functions 4 weeks -- FT	48	25	3	75
Basic Operations Course 16 weeks -- FT	175	40	2	80
Chiefs of Station Seminar 2 weeks -- PT	49	18	3	54
China Familiarization 1 week -- FT	65	25	4	100
███████████	109	20	4	80
CIA Today and Tomorrow 3 days -- FT	801	500	4	2000

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OTR Courses	Estimated # of Students	Max.	Offerings	Planned Load
COINS 2 weeks -- FT	38			
██████████████	194	20	12	240
DDO Operations Orientation for DDS&T 1 week -- FT	15	25	2	50
Effective Briefing 10 weeks -- PT	64	16	3	48
Effective Writing 4 weeks -- PT	204	12	8	96
Field Administration 3 weeks -- FT	74	15	6	90
Fundamentals of Budgeting 4 days -- FT	93	25	5	125
Fundamentals of Supervision and Management 1 week -- FT	402	38	8	324
Information Science for Financial Management 4 weeks -- FT	21	25	1	25
Information Science for Managers 1 week -- FT	139	25	2	50
Instructor Training Workshop (given on request)	52	8	-	
Intelligence in World Affairs 3 weeks -- FT	380	40	7 ~~6~~	280 ~~240~~
Intelligence Information, Reports and Requirements 3 weeks -- FT	43	10	5	50
Intelligence Information Reports Familiarization 1 week -- FT	51	10	6	60

OTR Courses	Estimated # of Students	Max.	Offerings	Planned Load
Intelligence Production Course 8 weeks -- FT	37	20	2	40
Intelligence Writing Workshop 4 weeks -- PT	91	10	5	50
Management and Services: Trends and Highlights 1 week -- FT	310	54	4	216
Managerial Grid 1 week -- FT	353	40	6	240
Midcareer Course 5 weeks -- FT	215	30	6	180
Office Management 4 days -- FT	84	14	2	28
Operations Indoctrination for OTS 2 weeks -- FT	24	25	2	50
Operations Support* 3 weeks -- FT	15	24		
Operational Records I 2 days -- FT	224	30	7	210
Operational Records II 1 week -- PT	213	30	7	210
Operational Records III 1 week -- PT	132	Open	4	-
Preparing for Overseas Assignment 4 1/2 days -- FT	176	30	6	180
Project Officer in the Contract Cycle 1 week -- FT	136	26	3	78
██████████████	622	40	12	480

*No statistics from DDO

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OTR Courses	Estimated # of Students	Max.	Offerings	Planned Load
Scientific and Technical Collection for DO Officers 2 weeks -- FT	8	25	1	25
Senior Seminar 2 months -- FT	47	20	2	40
Soviet Bloc Operations 8 days -- FT	167	34	6	204
Systems Dynamics 3 weeks -- FT	43	25	2	50
Survey of Intelligence Information Systems 3 weeks -- FT	22	25	2	50
USSR Country Survey 2 weeks -- FT	79	18	2	36
Vietnam Operations 2 weeks -- FT	76	30	12	360
Vietnam Orientation 2 weeks -- FT	112	30	12	360
Vietnam Wives Orientation 1 day -- FT	63	-	12	

MANAGEMENT AND SERVICES REVIEW: TRENDS AND HIGHLIGHTS

The course provides an opportunity for personnel from the Management and Services family of career services to learn of significant developments and problems in the M&S Directorate and its components. Lectures, tours, panel discussions, and demonstrations are intermixed, highlighting the current situation and prospective developments in the Directorate. Presentations are given by representatives from each component in the Directorate.

MIDCAREER COURSE

The Midcareer Course is an opportunity for promising Agency officers to widen their knowledge and understanding of the intelligence professions and the milieu in which it is practiced. Phase I deals with functions, relationships, and problems withint the Agency. Phase II concentrates on the problems and relationships of selected components of the Intelligence Community. Phase III is devoted to the broader sphere of international affairs and U.S. foreign policy interests which bear on the intelligence function.

CIA TODAY AND TOMORROW

This course is designed to inform the participants about recent developments and future programs in the Agency and the Intelligence Community. Subjects normally covered in the course content include CIA's role in the Intelligence Community; issues confronting the Directorates; Agency management policies and problems; and current topics of interest. Presentations made by senior Agency officials are followed by question-and-answer periods.

PREPARING FOR OVERSEAS ASSIGNMENT

This course is divided into two phases. The first two days takes up medical, legal, security and cover problems which Agency employees and their dependents may encounter overseas, as well as some exposure to the intercultural problems encountered in working and living among foreigners. The second phase follows directly for a day and a half and is devoted primarily to orienting employees ███████████████████████████.

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