

13 August 1974

PROFESSIONAL COMMITTEES IN THE OFFICE OF TRAINING

Goal: To establish professional committees in the Office of Training.

Purpose:

- (1) To provide a locus for the discussion of substantive matters to update instructors and other Agency personnel on new developments in their subject matter field from Agency, academic, and other sources.
- (2) To establish a bridge between OTR and persons in academic, business, or other government organizations which will permit the exchange of information or facilitate the resolution of other training matters.
- (3) Serve as a forum for the discussion of curriculum in the subject matter field.
- (4) Originate ideas for in-house research in the subject matter field, as appropriate.
- (5) As appropriate, develop Agency doctrine for the subject matter.

Activities:

- (1) Discussion of curriculum w/recommendations to the appropriate unit chief(s).
- (2) Invite outside experts to discuss subject matter questions which will increase professionalism.
- (3) By discussion of imprecise areas of subject matter, clarify these areas for instructional purposes.
- (4) Identify areas of the subject matter which require additional research.
- (5) Attempt to record Agency experience and develop doctrine.

Committee Structure

Chairmen: (Selected by unit chief responsible, or if subject matter transcends one unit, selection by DDTR.)

Members : (Selected as above.)

Auditors: (Determined by chairman.)

Specific Committees:

Operational Doctrine
Information Science -
Management
Intelligence Research (Possible conflict with the II Center)
Instructional Development -
Training Administration

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Remarks:			
<p>Attached is the plan for the development of professional committees in OTR, I plan to start with the Operational Doctrine Committee with SA/OT as chairman as proposed in the 1973 reorganization plan. Others to follow at a reasonable pace. Do you have any comments or suggestions?</p> <p><i>Tom - seems fine to me - discussed with me - have you discussed with me? If not, we should do so before final adoption.</i></p>			
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Approved For Release 2000/08/21 : CIA-RDP78-06215A000100030017-7

23 July 1974

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Functional Training Division

SUBJECT : Proposal for an Executive Development Program

1. The attachment is the proposal on executive development promised for 23 July 1974. The proposal may raise questions in your mind because it does not reflect the familiar look of a training course. The different approach in this proposal springs from my belief that some, perhaps many, executives would be reluctant participants in an out-and-out training program. Of course, some may be reluctant to join in any development program no matter how presented. Nevertheless, if executive development is to have a chance to succeed, it will probably require some non-traditional approach to make it palatable. This does not mean that training is slighted in this proposal. Under the surface and despite the different format, the training program is there.

2. The period of time when the Executive Conference (II of the proposal) is under the temporary chairman or administrator is a time when the participants are in a training mode. This phase of the Program is intended as a springboard to move the participants into a behavioral training experience, a necessary development if they are to be prepared for the next step of the Conference. It is only after sufficient exposure to this subject that the Conference moves to the substantive work of problem solving.

STATINTL

PROPOSAL

EXECUTIVE DEVELOPMENT PROGRAM (EDP)

- I. Introduction
- II. Executive Conference
- III. Leadership Development and Assessment
- IV. Working Group


25 July 1974

STATINTL

EXECUTIVE DEVELOPMENT PROGRAM (EDP)

I. Introduction

This proposal for leadership development of Agency executives-- titled the Executive Development Program (EDP)--consists of an Executive Conference aimed at problem solving on the executive (strategic) level, a Leadership Development and Assessment activity organized as the training resource of the EDP, and an EDP Working Group to act as administrator for the Executive Conference and training advisor for the Leadership Development and Assessment activities. There will be a need from the executive level for some form of authorization for the EDP, and it would be desirable if the authorization directed the Management Committee to take responsibility or oversight for the Program as a whole.

The Program has two major objectives. One objective is to bring about behavioral and attitudinal changes in the participating executives. A second major objective is to focus the efforts of the participants on the process of solving problems vital to the future of the Agency. This objective will have a measureable result in the form of solutions proposed by the Executive Conference, and this tangible result, of direct benefit to the Agency, is a benefit missing from training programs such as the senior schools where the Agency benefits only indirectly through benefits to the participating student.

These main objectives are arrayed with subordinate objectives of providing knowledge about leadership theory, opportunity to identify and develop relevant leadership skills, and creating a forum in which experiences and ideas can be challenged and shared within the group and with others inside and outside the Agency.

The identification of the participants in the EDP and the problems assigned the Executive Conference fall outside the scope of this proposal. The Management Committee, not OTR, is in a position to identify the future direction of the Agency and those skills from past leadership practices that will be needed if the Agency of today is to begin rising to the needs of the Agency of the future. Similarly the selection of the individuals assigned to seek answers to strategic questions must reflect the political realities at the executive level if the problem-solving process is to address successfully the real executive dilemmas.

Certain assumptions lie behind and condition the structuring of the proposal for EDP. One assumption is that a leader need resource for executive development is the executive himself, or herself, as the case may be. Our executives have the creative ability to invent the necessary improvements needed to lead the Agency successfully into the future; OTR's challenge is to aid the executive to rethink conclusions and assumptions so that his creative ability can be brought into play.

Another assumption is that, though executives may need training in the leadership field, they do not perceive themselves as needing this training. They do, however, see themselves as having problems that seem to elude solution amid the rush of everyday business. A program that concentrates on problems and their solutions is more apt to be effective in bringing about a rethinking of ideas than a program that implies you need leadership training because somehow you have fallen short.

There are no secrets or magic in the field of management training despite the promises made in advertising. This field produces its share of theories, consultants, and courses; the fads come and go. Despite the seeming sense of forward movement, there are still certain things management training cannot do. Management training of itself cannot solve a management or leadership problem. It can assist in the solution but of itself cannot cause that problem to go away or vanish.

The EDP is designed to give effective help in the leadership field. Conference members will be encouraged to test the central hypothesis of the EDP, the hypothesis that exploration and development of individual leadership insights will improve individual contributions to the Conference and that these changed inputs will have a qualitative effect upon the outcome of the Conference. A task force or committee tends to assume that the group problem is the difficulty. The executive performance will assume that at least part of the difficulty lies in the problem solvers themselves. Once the participants realize that their potential for contributing to the Conference may well be a function of the amount of insight each participant gains on his own during the Conference, to that extent they will appreciate and understand the interdependence of the two main objectives of the Program--to gain insight and to solve problems.

II. Executive Conference

The Executive Conference is the key element of the Executive Development Program and has been designed to be carried out using, but not necessarily limited to, Agency resources. The sensitivity of the problems it will be called upon to handle requires the capability to compartment its activities as needed.

The Executive Conference has two givens that are to be provided by the executive authority establishing it. These are the exact problems to be addressed by the Conference and the membership of the Conference. There are a number of problems that the Executive Conference might consider, such as the succession problem at the executive level and the rationale for development of middle managers. Typically the Conference would consider problems related to the Agency of the future, the kinds of problems that need extensive discussion but for which there is not sufficient time today.

Given its problem and participants, the Executive Conference would proceed under a temporary chairman (administrator from the Working Group) to begin a systematic examination of the assigned problem. The first step would be to define as precisely as possible the scope and content of the problem. If the Conference feels the need, the Working Group would provide expert help and readings to help define the problem. Once the problem is defined to the satisfaction of the members of the Conference, the temporary chairman would invite the participants to consider the various kinds of help available to aid in the search for a solution, such as readings, consultants, outside executives who have faced similar problems, and, not the least, testimony from Agency officers with pertinent experience. It may be that some form of training might be useful for one or all members of the Conference. The Conference should be encouraged to be thorough in its preparations to deal with the problem. Once the Conference feels that it is ready to proceed with a substantive discussion of the problem itself, it should select its own chairman to conduct this stage of the inquiry. The Working Group would continue to participate in a supportive role, much like a Secretariat.

The Conference itself will decide the time needed to handle its assignment. The stage under the temporary chairman from the Working Group should be kept to the minimum needed to bring the conference members up to speed on background information and expert opinion. The Conference during this initial period might meet half-days

...ce a week in order to do its job and still accommodate the un-
avoidable operational working responsibilities of the participants.
**Once past the initial stage, the Conference should have its own chair-
man would set its own timetable. Three months might be suggest-
ed as a target date.**

**The Conference should be free to organize itself by committees;
should be able, through the Working Group, to obtain information and
testimony relevant to its mission from within and without the Agency;
and be required to report its results to the Management Committee.
The results of an Executive Conference and the action taken on those
results should be available to succeeding Conferences.**

III. Leadership Development and Assessment

Leadership Development and Assessment includes the training resources that the Working Group will have available to aid the Executive Conference. This aid is intended to encourage the individual members to examine their personal leadership approach and to help them develop improved approaches and techniques. In effect, the Working Group in this connection will act as a training advisor to the Conference and to the individual members. The training resources, prepared ahead of time, would consist of a library tailored to the expected needs of the Conference, a selection of consultants and experts from inside and outside the Agency to serve this particular Conference, relevant Agency documents, and selected training courses. An important activity of the Working Group as a training resource will be to find and bring in consultants and experts to participate in a speaker series for the EDP.

Outside courses, one of the training resources of the Working Group, could do much to quicken the process of stimulating insight on the part of Conference members. A preliminary survey has been made of available outside courses that might have some pertinency, and tentatively two seem to stand out as being the most promising.

The first of these two courses has assessment as a major feature, and because of this feature, the Psychological Services Staff (OMS) and OTR have jointly taken the initiative to explore this offering. The Center for Creative Leadership in Greensboro, North Carolina, has submitted a proposal to CIA for the development and evaluation of an assessment and development program. The Center is a non-profit educational institution established and funded by the C. V. Starr Foundation, Inc. The Center's activities are devoted to the identification, assessment, development and study of management/leadership in organizational environments.

The proposal to CIA is such that, if acceptable, the course can be brought after a transfer period within CIA and handled by a joint group from PSS and OTR.

The Center proposed that in October 1974 it conduct a 6 1/2 (70-hour) day Leadership Assessment/Development Program at Greensboro for 12 CIA managers with four staff members as observers.

The program would have four goals:

1. to provide the participants with insights into their strengths and weaknesses as leaders;
2. to provide them with knowledge of leadership processes, principles, and behaviors which can be used to improve their leadership effectiveness;
3. to encourage them, and show them how to begin a process of self-directed personal development leading to greater leadership effectiveness; and
4. to collect data from the participants relative to their leadership skills.

The Program includes an introduction and twelve training modules:

1. Pre-testing
2. Behavioral Assessment
3. The Creative Leadership process
4. Decision Making
5. Leadership Theories and Styles
6. Utilizing Group Resources
7. Applied Creativity
8. Feedback and Counseling
9. Self-Directed Personal Development
10. Second Behavioral Assessment
11. Close of Program Testing
12. Post-Testing

The present intention is to use the next running of the Advanced Management Program (AMP) to test the value of this leadership program. It is assumed that the Executive Development Program could not be ready by October 1974 to join such a course and that the EDP should not be the trial group. As it now stands, the option is open if the EDP is available and willing. In any case, the expectation is that this course will turn out to be valuable and that the joint staffs of P&S and AMP will then be on the threshold of a decision to acquire the capability to teach in-house this type of assessment/leadership course. The development of such a capability should facilitate its use by the EDP, particularly since the Center for Creative Leadership does not now have an on-going version of this program to which individuals can be sent. The professional capabilities of the staff of the Center and the content of the course indicate that this program may be one of the best available.

A different type of leadership course is available through the Civil Service Commission. This is the Executive Leadership Seminar available for GS-16 and above. This seminar focusses on

the use of authority, power, and influence in formal organizations.

The basic purposes of the seminar are:

1. To present managers with an opportunity to explore some of the recent research in leadership and to familiarize themselves with the theories based on that research;
2. To assist managers in expanding their skills in dealing with problems in their organizations involving the use of power, authority and influence;
3. To present in a unified and practical way management approaches and techniques essential to effective executive leadership.

The Seminar will consist of lectures on leadership studies and theories, workshops dealing with the use of power, authority, and influence, and the use of self-assessment instruments. Group discussion will be an integral part of all sessions.

The Seminar has the advantages that it is on-going and that individuals can attend. An OTR staffer will attend the August Seminar and prepare an evaluation on the usefulness of the Seminar for Agency training purposes.

IV. Working Group

The Working Group is the staff assigned to support the Executive Development Program. It contributes a facilitator who functions as temporary chairman when needed and also as the administrator of the Executive Conference. As needed, it acts as an executive secretariat to insure the successful functioning of the Conference. In addition, the Working Group will have sufficient training expertise to find readings, consultants, speakers, and training courses needed by the Conference and its participants. As such the Working Group will need to develop files on training resources so as to minimize the lead-time required to satisfy conference needs.

The staff of the Working Group would consist as a minimum of a senior officer capable of acting as facilitator, temporary chairman, and as administrator; of a training officer who can mobilize the resources of the training world for EDP use; and of secretarial support. If the Working Group actually conducts research for the Conference a knowledgeable research officer would become necessary. Part-time expertise may be required of an Agency psychologist if the Conference becomes involved in assessment and of a requisite substantive specialist when the Conference becomes involved in such fields (finance, intelligence production, trade craft, etc.) unless such an expert is a member of the Conference.