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MIDCAREER COURSE NO. 10

COURSE REPORT

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MIDCAREER COURSE NO. 10

COURSE REPORT

General Observations

The first major changes in content, format, and student quotas for the Midcareer Executive Development Course were effected for Course No. 10. As The Brookings Institution did not wish to renew its contract with us, we revised the course so that it consisted of one week of the Managerial Grid, fourteen days devoted to The Agency and The Intelligence Community, and eleven days allotted to The U.S. Government in World Affairs. At the request of the Directorate of Plans primarily, the student quotas for three Directorates were readjusted and we agreed to accommodate thirty-two students in each course. The Directorate of Plans now has fourteen slots; the Directorate of Intelligence has six; the Directorate of Science and Technology has three; the Directorate of Support has eight, and the Office of the Director of Central Intelligence has one. In addition, we consented to the request that the Midcareer Course be offered four times each year, beginning with Course No. 10.

The Midcareerists of Course No. 10 proved to be the best yet assembled. Perhaps because of their exposure to the Managerial Grid during the first week of the course, as a group they demonstrated greater cohesiveness, maturity, perceptivity, and enthusiasm than any of their predecessors. Of considerable interest is their serious intent to organize a yearly "postgraduate" business meeting to keep up with significant developments and trends in the Agency.

The vast majority of substantive changes and additions worked out remarkably well. The Managerial Grid was enthusiastically endorsed by the students as Phase I of the course. Among the Agency officers who lectured for the first time in Phase II, Mr. [REDACTED] of OCR, Mr. [REDACTED], and Mr. [REDACTED] of FE Division were recipients of notably high praise. Dr. Allan Evans of the Department of State made an

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outstanding impression during his discussion of the Bureau of Intelligence and Research. In Phase III, Dr. Charles Burton Marshall of SAIS, who spoke to several previous groups as part of the Brookings program, was topped only by [REDACTED]

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[REDACTED] whose return from a year's research in the Far East was fortuitously timed to permit him to rejoin our stable of stars.

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There were a few less-than-satisfactory performances during this course, but most of them are susceptible to renovation. Five Agency officers, one State Department representative, and the three DIA speakers who covered USSR Military Capabilities all came off poorly in the students' critiques. In addition, the wires somehow got crossed again between OCR/Liaison and NASA, with the result that our afternoon visit to the Goddard Space Flight Center in Greenbelt, Maryland, proved to be a waste of time frosted with ludicrous confusion. Probably the most important failure was our inability to entice a suitably well-known personage to deliver the major address on the final day of the course. This was the first, and hopefully the last, time for this particular shortcoming.

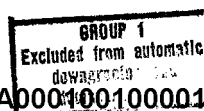
The Field Trip during the last week of the course, extended for the first time to four working days plus a Sunday afternoon departure from Washington, was acclaimed by the students as impressive, informative, and well worth the time expended. Both substantively and administratively, our hosts at SAC Headquarters, Warren AFB, and NORAD Headquarters did themselves proud. The weather during the entire trip was well-nigh perfect, thereby atoning for the four consecutive days of rain during our first week at [REDACTED]

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The students' critiques reflect a most gratifying approval of the course as a whole. Our early concern that the loss of the Brookings program might have a seriously adverse effect proved unwarranted. Of more than passing interest is the fact that five Midcareerists assessed the revised Phase III as the best of the course phases. That has never happened before!

The Director's schedule prevented him from appearing for either

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the opening or closing sessions of Course No. 10. In addition, the new Deputy Director was not appointed until the course was well along. The Executive Director accepted our invitation to address the students at the beginning of the course, and Mr. Desmond Fitzgerald agreed to be the anchor man and to distribute the graduation certificates. The Midcareerists had the opportunity of meeting Admiral Taylor when he accepted the invitation to be our guest at the evening affair with Mr. Allen Dulles.

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Several changes in the staff also marked Midcareer Course No. 10. [REDACTED] as our secretary on 30 September. Mrs. [REDACTED] retired from government service on 31 October after closing her long and productive Agency career with two years of much-appreciated effort on behalf of the Midcareer Course. Mr. [REDACTED] joined the staff on 1 August as Mrs. [REDACTED] replacement and has become reasonable familiar with many of the intricacies of course planning and administration.

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MIDCAREER COURSE NO. 10

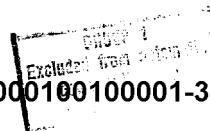
COURSE REPORT

Phase I - The Managerial Grid

I. Planned Changes from Prior Course

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- A. As part of the reorganization of the Midcareer Course following the termination of the contract with The Brookings Institution, the Managerial Grid was incorporated into the course. A number of discussions were held with Mr. [REDACTED], Chief of the Management Training Faculty, to determine the most appropriate of several alternatives bearing on the location, duration, and phase sequence for the Grid. We decided to try the Managerial Grid as the first week of the course and to conduct it in the Magazine Building in Rosslyn. We also agreed to experiment with a six-day package, Monday through Saturday, with no work at night.
- B. On the basis of experience with the management segment of Midcareer Courses #1 - 3, we realized that something would have to be done to cause the students to view the Grid as an integral part of the overall course and not merely as a barely related appendage. We took the following steps which, though apparently of minor significance, combined to produce the desired result.
1. All pre-course notices relating to Grid materials, procedures, and requirements were sent to students on paper which was headed "Midcareer Executive Development Course".
  2. Mr. [REDACTED] participated in the Opening Session of the Midcareer Course and spoke briefly about the Grid and some of the administrative aspects of work

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at the Magazine Building.

3. The schedule for the Grid was put between Midcareer Course covers. Actually, we used three sets of covers for Course No. 10 schedules, one for each Phase. The first set contained the Foreword to the Midcareer Course, the program for the Opening Session, and the Grid schedule.
4. At least one member of the Midcareer Course staff was present each day at the Magazine Building during Phase I. Although we were unable to be of any direct assistance to the Management Training Faculty, we had a chance to chat periodically with individual students and to gain impressions about the group as a whole.
5. We drew up a list of Phase II speakers who had taken the Grid training and distributed this to the students at the beginning of Phase II. During the organizational meeting on Sunday night at [REDACTED] the students were urged to make as much use as possible of Grid concepts in question periods and informal discussions.

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## II. Significant Developments

- A. It became apparent rather early in Phase I that the Midcareerists and the Grid were going to get along remarkably well together. By the end of the week it was clear that the students had performed better than other groups on the various Grid exercises, and that they were deriving considerable benefit from the experience. During the early sessions at [REDACTED] the Midcareerists quickly showed that they constituted a closely-knit group in which communication was wide open and effective. There were no apparent cliques and no "loners". Question periods and informal discussions were noticeably uninhibited, at least on the part of the students. As a matter of fact, the most recurrent single complaint in the critiques of Phase II was that many of the guest speakers were

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insufficiently candid.

- B. Although we are perhaps overemphasizing the effect of the Managerial Grid, we believe that it contributed in large measure to the determination of the members of Course No. 10 to continue their association through periodic social and business meetings. They have already arranged to have a social "get-together" in late January of 1967, and are working toward a business session at [REDACTED] over a weekend in June. This is the first group to plan this aggressively for post-course activities.

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### III. Summary of Student Critiques

(NOTE: As the content of the Managerial Grid is non-modifiable for the most part, the students were not asked to comment on the various parts of the package. Three of the four sections of the critique form dealt with questions of location, duration, and course phase relative to the Grid week. Finally, the critique forms were not given to the students until the week after the end of the Midcareer Course, because two of the questions could not be answered meaningfully until the entire six-week period had been completed. We realized that this procedure entailed the risk that some critique forms would not be returned to us. In fact, twenty-four of the thirty-one students have responded as of the time of writing of this report.)

- A. The students were asked whether they would prefer to have the Grid week (at Magazine Building) scheduled Monday through Friday with night work Monday through Thursday. Eighteen of twenty-four responses were negative with twelve of these indicating that the effort would be too exhausting and that learning would therefore be diminished. Four responses were affirmative, the reasons being the following:

Given the departure for [REDACTED] on Sunday afternoon, the weekend was too short to accomplish necessary chores (2 responses)

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The sixth day reduced the overall impact  
(1 response)

Prefer giving up four nights rather than  
one Saturday (1 response)

One student was somewhat ambivalent in his reply, indicating that he would prefer working on Saturday when the weather is bad but not when it is pleasant. Another student was of the opinion that the work could be done in five days without night sessions.

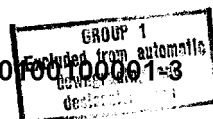
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- B. The students were asked whether they would prefer having the Grid conducted at [REDACTED] with the schedule running from Sunday afternoon to Friday noon and including night work Sunday through Thursday. Seventeen of twenty-four responses were negative with the indication that three weeks at [REDACTED] (Grid plus the Agency Section of Phase II) would be too much. Seven responses were affirmative and emphasized the beneficial aspects of additionally available time, an atmosphere more conducive to high productivity, and the absence of logistical problems such as transportation and meals.

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- C. The students were asked whether they thought the Grid might be effective if scheduled as the last week of the course rather than the first week. All twenty-four responses were negative. Twenty-three students pointed out that the Grid laid an excellent foundation for the rest of the course because it welded the group into an effectively functioning unit; gave everyone a common frame of reference for the balance of the course, and opened communications among course members. One student pointed out the very practical limitation imposed by the pre-Grid reading and exercises which probably could not be done while the rest of the course is in progress or which would have faded from the mind if done before the course and then shunted aside until the sixth week.

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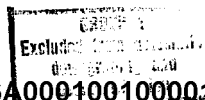
D. The students were asked to indicate what they considered to be the primary values, to them, of the Grid. The responses are included in Attachment A.

IV. Staff Comment and Recommendations

It is beyond doubt that the Midcareerists thought that the Grid was a first-class segment of the Midcareer Course. Their answers to Questions A and B on the critique form are open to argument inasmuch as they were asked to compare something which they had experienced with something they had not experienced. It seems that we will have a chance in Course No. 11 to get a set of readings on a different situation because we are apparently forced by circumstances to conduct the Grid at [REDACTED]. It will be interesting to compare the reactions of Course No. 10 and Course No. 11 Midcareerists.

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ATTACHMENT A

COMMENTS

ON

VALUES OF THE MANAGERIAL GRID

1. O/DCI Midcareerist

"Better insight into and understanding of own managerial philosophy and style as well as that held and practiced by others. Also provided a greater appreciation for the values to be realized thru involvement of others in the decision making process when resolving issues of common concern."

2. DDS&T Midcareerists

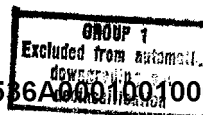
"It was my first managerial course, therefore, I was made aware of the basic styles and concepts of management. However, I think the greatest value was in discovering my own strong points and short-comings in dealing with people."

"Awareness that thoroughly discussed problems resulted in group solutions that were generally more accurate than individual solutions. Another big plus is that the grid atmosphere tended to draw people out and improve communications."

3. DDI Midcareerists

"In practice, the Grid course changed my evaluation of the effectiveness of group and team work. In concept, the course presented an excellent format for organizing my thoughts about managerial philosophies and practice. As a secondary benefit, the situational type of learning associated with the course was an excellent introduction to my class mates and certainly helped us to size up. In the beginning, I was dubious of the value of a Managerial course as a basic component of the MEDC. By the end of the week, I was sold on it. The materials were good and we students became quite interested in the content.

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"Since one of my degrees is in Public Administration, I have read numerous texts in the management field. In contrast to other management texts--most of which pontifically imply that the student who really reads carefully can thereafter manage General Motors with one hand and the US Government with the other--the Grid humbly offers itself as a way of thinking about management. Many of the principles the Grid offers are idealistic, but they provide a basis for understanding types of people and types of production environments. I find myself relating real-life situations to the Grid on a regular basis--a genuine measure of its value to me."

"Personally, I feel I have a much clearer insight into what makes a good manager, and the qualities to strive for in developing managerial techniques."

"The main value of the grid was the opportunity it provided for me to learn what other people think of my managerial style and to learn how to take their analysis. It was also very useful for me to learn how to constructively and publicly evaluate the managerial skills of other people. Finally, it was very worthwhile for me to learn to work together as part of a group in solving problems. The grid was a very stimulating experience and a perfect beginning for a 6-week association with more or less strangers."

"Revealed something of the fallback aspects."

4. DDP Midcareerists

"Participating in the Grid made me more conscious of several of my known weaknesses and as a result I have made a concerted effort to improve in those areas. I believe that having attended the Grid I have acquired the ability to participate and guide discussions with greater candor and objectivity."

"It gave me a chance to explore a new technique for handling people. It helped define the limits of personnel management. It gave a point of reference for identifying

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individual management styles and individual effectiveness."

"The Managerial Grid reminded me of my particular style. It did not enlighten me as to my style but did get me to analyze and think about my particular weaknesses. All of us, in my opinion, know whether we are too employer/employee conscious but it does help tremendously to allow a week to reflect on our ways. It was most useful, but I would not recommend going into the 2nd phase of the Grid."

"It gave me a chance to look at the subject of management as seen in a new and interesting way. Caused me to look at myself as a would be manager. Self-examination produced some interesting facets of my own style, or lack of some. Frank and candid discussions with classmates were refreshing. It got to the point of "no holds barred". I got to know some very interesting and talented people in the process."

"It stimulated my thinking about the problems of management and it provided a framework for that thinking."

"Appreciation of managerial styles and development of candor with fellow students."

"It was an enlightening and constructive introduction to the scientific field of management. I felt that I gained a great deal from it. It may not influence an immediate change in my personal style, but will surely cause a greater awareness of the problems involved and of the areas in my personal behavior which could benefit from change."

"It solidified previous nebulous ideas about managerial behavior into a framework that I could think about, and put to use. At first I was inclined to believe the whole idea was a gimmick, but this was dispelled, and I think the Grid involves the employment of very utilitarian principles in the various work relationships which I encounter. I should be better able to judge the effect and value of the Grid after a year's useage. I suspect that I will find that the Grid is, indeed, a very use-

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ful framework for working with people and production requirements."

"I think the Grid did just what it claims to do for that one week--it gave me a frame of reference for looking at my own managerial style and that of others. Whether it gave me any real insight or will be of any measureable use to me, only time will tell. I would not recommend any of the following phases of the Grid for any of the DD/P components, mainly because we do not stay together long enough as a group. I would recommend the phase we had to any responsible officer because I think it is a very practical, useful, and interesting way to impart a few truths about managing. I was skeptical before I took it, but I am very glad to have had the experience."

5. DDS Midcareerists

"A new concept (fresh ideas) in management which I found challenging in that it provides a good base for self-analysis, goals for self-improvement, and also excellent guidelines for selecting leaders and rating subordinates."

"It convinced me that most of my own management techniques in the past were correct even though sometimes subjected to criticism. I think I understand my own techniques better now and am more able to apply them with greater effectiveness."

"You learn a lot about yourself. You quickly make friends with your group and the class. The new management concept of the Grid is excellent. However, it will be difficult to retrain and follow since so few Agency people have had the program."

"I believe in the grid. The instant index of behavior in simple terms is useful in determining my own reactions as well as handling others. Prestige - the GRID is very "camp"."

"Gave me a better appreciation of the problems of others



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in the Agency. Also, I got a better look at myself from a managerial standpoint and picked up several ideas which I hope to employ. Finally, I feel that the group and each member were impressed with the idea that there are several methods of approaching a problem and how important it can be to sort through all of them before coming to a conclusion."

"I acquired a fuller understanding of my personal managerial styles through team evaluation and through my own personal observation of other team members. For the first time an individual obtains some idea of his weaknesses from individuals other than his superiors or personnel under his supervision. This fact alone will be very beneficial to me over the years in trying to avoid some pitfalls that I would have invariably fallen into if it weren't for this course. This course points out your weaknesses as well as your strengths and shows the way to improve your managerial techniques."

6. Unidentifiable

"In addition to helping me identify some of my own strong and weak points, I hope I will be more ready to consider others' opinions and ideas."

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MIDCAREER COURSE NO. 10

COURSE REPORT

Phase II - The Agency and The Intelligence Community

I. Planned Changes from Prior Course

A. Scope and Duration of Phase

Subject matter concerning the Agency was formerly covered during weeks one and two of the Midcareer Course. For Course No. 10 this phase was redesigned to allow inclusion of material dealing with certain other aspects and members of the Intelligence Community. The revised Phase II took up the second and third weeks plus four days of the fourth week of the course. The total time spent at the [REDACTED] continued to be two weeks. As for the rest of the phase, two days were spent at Glebe Road, one day at Ft. Meade (NSA), and one day at Headquarters.

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B. Speakers and Topics

1. Agency Section

- a. [REDACTED] of ORR drew the assignment to discuss "Developments in Economic Intelligence" for Course No. 10.
- b. [REDACTED], Deputy Director of Central Reference, agreed to present a new topic, "The Support Functions of the Office of Central Reference". This presentation replaced the talk given by Charles Briggs prior to his becoming Director of Computer Services, DDS&T.
- c. The TSD presentation was limited to a two-hour period in the morning. With the help of [REDACTED]

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██████████ a TSD Midcareerist, the talk by ██████████  
██████████ was revised and a number of visual aids  
were incorporated.

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d. As ██████████ was not available, and as we needed  
time to accommodate extra Individual Presentations,  
the talk on Covert Action was omitted from the  
schedule.

e. A presentation on China Operations by ██████████  
██████████ was included for the first time.

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f. As ██████████ had moved to a new assignment,  
we suggested expanding the coverage of ██████████  
and invited ██████████ to give the talk and  
to remain for the night session.

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g. Coverage of OTR was included for the first time  
and John Richardson, DTR, gave the talk and  
remained to participate in the informal discuss-  
ion at night.

h. We were successful, at last, in finding Jack  
██████████ available to give the presentation, "Logis-  
tical Support of Agency Activities".

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i. Coverage of the DDS&T was slightly re-designed  
to allow 15-minute presentations each by the  
Directors of Research and Development, ELINT,  
Scientific Intelligence, Computer Services, and  
FMSAC. These, plus a shorter talk by Carl  
Duckett, were designed to provide a better  
foundation for the evening discussion.

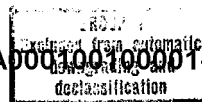
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j. ██████████ Director of Communications was  
able to appear for the first time for a Midcareer  
Course. ██████████ accompanied him to  
assist in the demonstration of equipment.

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k. An optional tour of the ██████████ was scheduled for  
Saturday afternoon. This was in response to

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suggestions from previous Midcareer groups.

1. The day usually devoted to meetings with the Deputy Directors was planned as the final day of Phase II. Consequently, it followed the Intelligence Community section.

2. Intelligence Community Section

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- a. [REDACTED] who attended Midcareer Course No. 9, agreed to discuss the functioning of The United States Intelligence Board.
- b. The usual coverage of DIA by [REDACTED] was relocated from Part III of the prior course into this section of Course No. 10.
- c. Allan Evans, Deputy Director for Research, Bureau of Intelligence and Research, Department of State, agreed to speak to this group and to discuss some of the problems and responsibilities of INR.
- d. J. Patrick Coyne, Executive Secretary of The President's Foreign Intelligence Advisory Board, was scheduled to discuss the role and accomplishments of that little-known group.
- e. The visit to National Security Agency Headquarters, formerly incorporated into Part III of the course, was relocated into Phase II of Course No. 10.

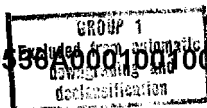
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C. Night Work

We continued to make progress in our efforts to have as few formal presentations at night as possible. During the time spent at [REDACTED] the nights were used in the following manner. (No night work was scheduled during the portion of Phase II held in Washington.)

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<u>Activity</u>	<u>Nights</u>	
	<u>Course No. 9</u>	<u>Course No. 10</u>
Informal discussion with guest speakers	4	6
Formal presentations plus informal discussion	3	1
Individual Presentations	3*	2**
Group Meetings	0	1
Free Time	1	1

\* Saturday, Sunday and Thursday  
 \*\* Saturday and Sunday

D. Student/Guest Luncheons

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Taking advantage of the newly-available facilities in the mess hall at [REDACTED], we planned to assign several students each day to have lunch with guest speakers and at least one of the two staff members. To the extent possible, we arranged for students to dine with senior officials from their own offices in the hope that both students and guest speakers would derive additional benefit from the informal association.

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E. [REDACTED]

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In the past we have tried two approaches to the question of student participation during the social hour at Building [REDACTED]

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Attempts to require all students to be present every day resulted in the deserved criticism that no time was made available for exercise. On the other hand, the more recent tactic of not requiring attendance occasionally resulted in only staff and guest speakers being present --a most unfortunate development in view of the guest speakers' expectations. For Course No. 10 we decided to prepare a duty roster which would require the presence of four or five students each day and allow everyone else to make his own decision as to how he would use the afternoon's free period.

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II. Significant Developments

A. Agency Section

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1. [redacted] informed us that he could not appear as scheduled and suggested that the presentation be handled by [redacted], Member of the Board of National Estimates.

2. [redacted] fell victim to the flu the day before his scheduled appearance, so [redacted], Deputy Chief, SB Division, gave the talk on the USSR.

3. As Messrs. [redacted] found it necessary to be at [redacted] during the time allotted for TSD coverage, [redacted] in the presentation.

4. Other commitments prevented [redacted] from discussing [redacted] for this course, so [redacted] was sent as a substitute.

5. We had asked [redacted] for an informal discussion at night along with [redacted] [redacted] got his signals crossed and arrived prepared to return to Washington on the afternoon flight, much to our disappointment.

6. Bad weather caused [redacted] to arrive at [redacted] We were forced to declare a two-hour free period in mid-afternoon, and to arrange for [redacted] talk to be given at [redacted] from 1630-1730 hours. Questions were held until the night session.

7. Messrs. [redacted] were delayed in arriving by bad weather [redacted] [redacted]. We managed to get Jim behind the lectern at 1030 hours instead of at 0945, and we made up the

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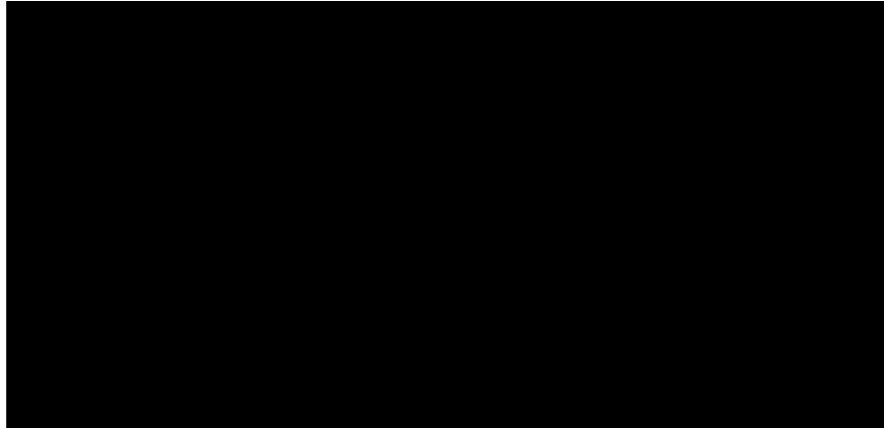
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lost time by cancelling the reading period scheduled for 1230-1315 hours. Of perhaps even more annoyance



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8. The [redacted] Duty concept appeared to work out well. More than the assigned number of students appeared on all but one day, and everyone showed up for the social hour with Art Lundahl and Company.

9. The optional base tour on Saturday afternoon was somewhat hampered by the miserable weather which plagued us all week. However, a dozen hardy students were present and, with the much-appreciated

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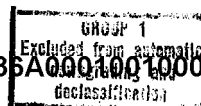


10. The day scheduled for meetings with the Deputy Directors had to be redesigned when the DDS found that he had a conflict between the Midcareer Course and a speech to be delivered to the Support CT's. We arranged for Mr. Bannerman to appear for the Midcareerists on the following day, and set up tours of the Signal Center and the Operations Center to fill in the time.

B. Intelligence Community Section

1. J. Patrick Coyne was faced with a more pressing obligation at the time we had planned to have him

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speak, but he was quite anxious to be rescheduled and we were delighted to be able to accommodate him. No noticeable harm was done by having the PFIAB presentation during the third day of Phase III of the course.

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2. We had anticipated seeing [REDACTED] [REDACTED], the new Assistant Chief of Staff for Plans and Programs, DIA, as well as [REDACTED] but the former was unable to make an appearance.

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3. In response to a suggestion from [REDACTED] at NSA, we tried to get our chartered bus to leave Headquarters at 0900 rather than at 0945 as originally planned. Unfortunately, someone in Logistics failed to get the word and, as a result, the bus arrived promptly at 0945. The delay caused some compression of the schedule at NSA, but all seemed to go rather smoothly despite the mix-up. General Carter provided a gracious welcome and permitted us to use his new and beautifully appointed conference room for our briefings.

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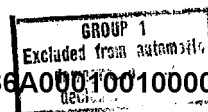
### III. Summary of Critiques

#### A. Overall Impact of Phase II

The students were requested to give their reactions to Phase II as a whole. Written comments by the students are included in Attachment A.

#### B. Marginal Items

The critique form asked the students to identify any topics or activities which they considered marginal and to explain why. The following is a tabulation of the students' responses.





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<u>Item</u>	<u>No. of responses</u>	<u>Explanation</u>
"Administrative Relationships" - Alan Warfield	17	Already covered - (11) Added nothing - (4) Uninteresting - (1) Of little value - (1)
"Health Considerations in an Unusual Work Environment" - Dr. John Tietjen	5	Topic <u>as presented</u> not pertinent to course - (5)

Four other items were mentioned but are not recorded here because each was cited but once.

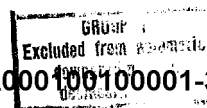
C. Individual Presentations

In the last two Course Reports, the students' reactions to the Individual Presentations were recorded verbatim. It appears unnecessary to continue this practice inasmuch as the critiques for Course No. 10 reflect a continuing high regard for this technique. All thirty-one students responded to the request for an evaluation of the usefulness of individual presentations. All thirty-one responses were favorable, and twenty-three were strongly so. About twenty-five percent of the students noted that these presentations were as good as or better than the lectures by guest speakers. Comments indicated that the student talks filled in holes left by guest speakers; expanded on material covered by guests; gave a "working level" view of many topics discussed by guests; added to the group's fund of knowledge about its own members and, in sum, enhanced appreciably the interest and value of Phase II.

D. Student/Guest Luncheons

The Student/Guest Luncheons drew mixed reactions. The guest speakers seemed to favor the idea, but the students had some reservations. Nine students failed to comment

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specifically in their critiques, and three others were unable to participate. Of the nineteen students who commented, eleven thought the luncheons were a good idea, primarily because of the additional opportunity to meet informally with the speakers. Two students thought that the idea didn't serve much purpose although the luncheons were pleasant enough. Six students felt that they got nothing from these luncheons and would not particularly recommend continuing them.

E. Guest Speaker Presentations

- 25X1A 1. The Agency and the Intelligence Community - [REDACTED] 25X1A

[REDACTED]

Twenty-nine of the thirty students who commented on this presentation found it well worthwhile. Terms such as "excellent", "thorough", "candid", and "effective", occur with noticeable frequency in the critiques. Five students, a lower number than usual, noted that this talk was a good "opener" for Phase II. Mr. [REDACTED] was cited for his erudition and his willingness to come to grips with problems. The only adverse criticism came from an individual who thought that Mr. [REDACTED] was too professorial, too generalized in his approach, and prone to talk down to the group. Conversely another student singled out Mr. [REDACTED] as "...the only stimulating speaker of the phase."

25X1A

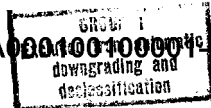
25X1A

25X1A

25X1A

2. The Evaluation of National Intelligence Programs - [REDACTED]

Slightly more than half of the group commented favorably on this presentation. Eight persons specifically noted that the topic was an interesting one and that the talk was effective. A few, while agreeing on the inherent interest of the subject matter, felt that the manner of presentation could be improved. Those



whose comments were most critical emphasized such things as over-generalization, inability to get the message across, and a seeming lack of frankness in responding to questions.

3. The Role of the General Counsel - Lawrence Houston

Virtually all of the students agreed that this was an excellent treatment of an interesting and important topic. Three students considered the presentation outstanding and seven others cited the effectiveness of the examples which Mr. Houston employed. Although three students felt that Mr. Houston might have been a bit too guarded in some of his observations, most of the class was of the opinion that he was refreshingly forthright.

25X1A

4. The Production of National Intelligence Estimates -

25X1A

Mr. [REDACTED] clearly did an excellent job in handling a topic which was considered of more than average interest. Two students rated the presentation as one of the better ones of this phase of the course. Despite the landslide of favorable comments, two students found the presentation dull and in need of examples, and two others described the coverage as "superficial".

5. The Agency's Current Intelligence Role - [REDACTED]

25X1A

All but five students were complimentary in their comments on Mr. [REDACTED] talk and most of the group noted that the speaker knew his material and was capable of making it interesting. Sixteen critiques used terms such as "excellent", "very good", "fine", "effective", and "impressive". Those who disagreed with the majority found the presentation disappointing for reasons such as an apparent lack of candor, superficiality, and absence of verve.

25X1A

6. Developments in Economic Intelligence - [REDACTED] 25X1A

This was one of five presentations which were considered less than satisfactory. Twenty-three students reacted unfavorably, with over half of the class assessing Mr. [REDACTED] as a poor speaker. In addition, almost half of the group claimed either to have been at a loss to determine what the speaker was talking about or to have received the impression that he was ill-prepared to discuss the assigned topic. However, one student said that Mr. [REDACTED] was "forceful and informative", and another felt that he was a very good speaker. There were several comments to the effect that Mr. [REDACTED] did a much better job during the informal discussion at night.

25X1A

25X1A

25X1A

7. The Support Functions of the Office of Central Reference - [REDACTED]

25X1A

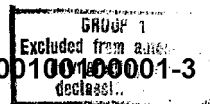
There was unanimous agreement that this was a top-notch performance. In addition to the complete absence of adverse criticism, seven students rated the presentation as one of the outstanding ones of this phase of the course. Mr. [REDACTED] displayed notable enthusiasm and conviction in the minds of many members of the class, and one third of the critiques specifically noted that the speaker was adept at creating interest in a potentially dull subject.

25X1A

8. The Role of the Domestic Contact Service - James R. Murphy

This was another of the presentations which was not well received. Two thirds of the class made adverse comments. Most of them were aimed at an unenthusiastic, dull speaking style, while others centered on the speaker's tendency to withdraw when controversial questions were asked. Three students indicated that

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this talk was near the bottom in effectiveness by using the phrases, "complete bust", "hard to imagine a poorer representative of his component", and "worst presentation of this phase". On the other hand, eight students commented in terms reflecting an adequate performance by Mr. Murphy, while two considered him an effective speaker and another said, "Hard-hitting; covered the subject well."

9.

[REDACTED]

25X1A

About a third of the class described Mr. [REDACTED] talk as "excellent", "very good" or "fine". The rest of the members were only slightly less approbative in their remarks. There was general agreement that the presentation, through not particularly colorful, was thorough and informative.

25X1A

10. Developments in Photographic Intelligence - Arthur Lundahl

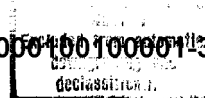
As usual, Mr. Lundahl had the class eating out of his hand. Thirteen students put him in the outstanding category with descriptive terms such as "superb", "superior", "tremendous", and, simply, "outstanding". The rest of the class contented itself with "excellent" or some virtually synonymous adjective. The least intense observation read, "Well prepared and presented; honest in answering questions." Despite this general acclaim, ten students felt impelled to add that an element of "oversell" was quite apparent.

11. The Clandestine Services - [REDACTED]

25X1A

Here again the adverse critiques outnumbered the favorable ones, in this case by almost two to one. It was obvious that a good deal of disappointment was generated by the extremely cautious treatment given

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the topic. Twenty of thirty-one critiques criticized the speaker primarily and strongly for lack of candor. Of the eleven comments which were essentially favorable, nine were of the variety perhaps best described as "All right, but--". One student said simply, "Pertinent", and another wrote, "well prepared and presented".

12. The Responsibilities of Area Divisions - [REDACTED] 25X1A

25X1A

25X1A

All but two of the students had quite positive reactions to Mr. [REDACTED]. The vast majority of the remarks were in the "very good" or "excellent" category, and three students identified this presentation as one of the best. Five members of the class specifically complimented the speaker for emphasizing managerial aspects during the talk. Suggestions for improvement of the presentation emphasized the desirability of avoiding references to personalities unknown to the class, of eschewing much of the historical matter, and of covering more than a single Area Division.

13. Field Station Activities - [REDACTED] 25X1A

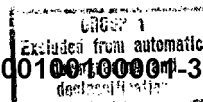
25X1A

Twenty-four students approved of Mr. [REDACTED] material and his style of presentation. Most of the adjectives used in the critiques indicated that the overall reaction was very good. The topic was frequently described as "interesting" and the points made were viewed as "informative". Criticism centered on the "dated" nature of the speaker's observations on the [REDACTED] station, and on the fact that only a single, possibly atypical, station was discussed. 25X1A

14. Target: USSR - [REDACTED] 25X1A

About three-quarters of the class were very favorably impressed with this presentation. One student described the talk as "outstanding", and eleven others

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used terms such as "impressive", "dynamic", "forceful", "fascinating", and "excellent" to describe either the topic or the speaker. Among those students who reacted differently, two were bothered by what they described as a "missionary approach", and others claimed that the talk was superficial or uninformative, and that Mr. [REDACTED] was unenthusiastic and evasive. There was an interesting difference of opinion on the point of candor. Seven students noticed a lack of this particular quality while four others cited its presence.

25X1A

15. The Role of Technical Services in Supporting Agency Operations - [REDACTED]

25X1A

In contrast with TSD efforts in the previous Midcareer Course, this presentation was among those well-received by the current class. The style was described variously as "fine", "excellent", and "very good", while the subject matter was clearly viewed as worthwhile, enlightening, and interesting. The few adverse comments showed no particular pattern, merely describing the talk as dull, superficial, disorganized or, simply, disappointing. These were more than offset by the twenty-five virtually unqualified positive reactions.

25X1A

16. [REDACTED] Latin America - [REDACTED]

25X1A

Enthusiastically endorsed with no dissents, this talk was considered outstanding by five students. From the rest of the class the speaker drew comments such as "stimulating", "inspiring", "forceful", "hard-hitting", "flashy", and "dynamic". The subject matter was considered most worthwhile and the speaker's message obviously came through "loud and clear". Amid the accolades were five or six references to a "snow job", but the students who

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Excluded from automatic

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made the remark also praised the presentation. As one student put it, "--best presentation of the course. He knew the material and got it across with interest and humor. I don't believe him."

17. Case History - [REDACTED] 25X1A

25X1A

The students were lavish with their praise for Mr. [REDACTED] performance. Three students considered the presentation outstanding; eight used the word "excellent" in their comments, and the rest of the critiques were sprinkled with descriptions such as "very stimulating", "fascinating", "extremely informative", "first rate", and so on. The students clearly derived significant benefits from this talk and several of them pointed out the speaker's skill at holding an audience with well-organized and highly personalized material.

18. Target: China - [REDACTED] 25X1A

25X1A

This presentation was rated very highly indeed. One student thought that the coverage was a bit superficial, but the rest agreed that the talk was illuminating, frank, and pointed. About a third of the class commented in highly favorable terms on Mr. [REDACTED] speaking ability, and four students considered this presentation to be among the outstanding ones of this phase of the course. Several students noted particularly the clarity with which the speaker explained his position and his opinions on aspects of the topic under discussion.

19. The Role of [REDACTED] 25X1A

The class split almost down the middle in their comments on this talk. Sixteen students registered adverse reactions with the reasons falling mainly into one or more of the following three

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categories: dullness of delivery, apparent lack of preparation, superficiality of coverage. The other fifteen students registered either unqualified approval (8 critiques) or approval with some reservation (7 critiques). Of the latter group, four students pointed out the same deficiencies noted above. In a few of the critiques there were observations to the effect that Mr. [REDACTED] made a better impression during the informal discussion at night.

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20.

[REDACTED]

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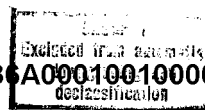
Mr. [REDACTED]' performance was received with great enthusiasm by all but three students. Excellent coverage of the topic was cited in quite a few of the critiques, and the speaker was specifically complimented for adept handling of questions, useful contributions to the informal session at night, frankness, humor, and effectiveness of delivery. One student considered the basic presentation outstanding. Two others found his style not to their liking and another made the following curious observation, "The one speaker I resented; perhaps entertaining and overwhelming, but flippant, unobjective (factual errors on some points) and uninformative."

25X1A

21. The Nature and Scope of Training Support - John Richardson

About one third of the class described this presentation in terms such as "excellent" and "very good". The balance agreed that the speaker did a solid, effective job and provided worthwhile information. Mr. Richardson's objectivity and sincerity were noted in several instances. Five students suggested, in essence, that the talk would have been even better if the approach had been less low-keyed.

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**SECRET**22. Security Considerations in Accomplishing the Agency's Mission - Howard Osborn

Twenty-seven of the critiques indicated that Mr. Osborn did a thoroughly effective job. It was quite noticeable that the students appreciated the use of examples, the [REDACTED] case in particular, to drive home the significant points. The speaker's candor and ability to field questions were also noted in about half of the critiques. One student believed that the presentation was outstanding, and another felt that Mr. Osborn was "one of the better and more talented speakers". The few adverse comments described the talk as either uninteresting or "mechanical".

25X1A

23. Personnel Management - [REDACTED]

25X1A

25X1A

The critiques clearly indicate that, as usual, the students didn't quite know what to make of Mr. [REDACTED]. Only four students had no positive comments. However, the rest, while indicating that he did a good job and was both interesting and informative, commented along the lines of "Good, BUT--", and the "buts" came through strongly. For example, of twenty-seven critical comments, seven dealt with a lack of candor (although one student suggested that perhaps Mr. [REDACTED] was too candid); five referred to poor visual aids (although one student said they were "impressive"); three complained of a recitation of problems with no attempt to suggest answers; seven pointed to ineffective handling of questions, and five were critical of the speaker's attitude.

25X1A

24. Health Considerations in an Unusual Work Environment - Dr. John R. Tietjen

Dr. Tietjen's presentation fell far short of its usual level of acceptance. In only three cases were the comments unreservedly positive. Eight other students indicated that the talk was well-presented

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and informative, but qualified their remarks in various ways. The consensus of the rest of the critiques was that the topic was of only slight interest and not at all suited to the course; that the point of the talk was not clear, and that the presentation suffered from dullness of delivery. One student assessed the session as "one of the dullest presentations of the course", and five others cited it elsewhere on the critique form as a topic of marginal value.

25X1A

25. Logistical Support of Agency Activities - [REDACTED] 25X1A

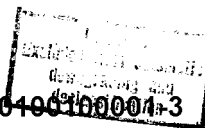
The most reserved comment on Mr. [REDACTED] presentation read, "--tried hard and nearly succeeded in clarifying my mind about OL." Nearly everyone else in the class was extremely laudatory and took particular note of the fact that the speaker made a potentially dull subject interesting. Five students were of the opinion that the presentation was outstanding and one of the best in the course. Eighteen others obviously considered it excellent. There were a number of comments to the effect that Mr. [REDACTED] was well up on the topic and conveyed a wealth of worthwhile information in a relatively short time.

25X1A

25X1A

26. The Role of Science and Technology in CIA - Carl Duckett

As has been customary, Mr. Duckett drew high praise from the class for an eloquent presentation of a thoroughly interesting subject. Six students described the talk as either outstanding or one of the best of the course. Twelve others used descriptive terms such as "excellent", "fascinating", "most effective", and "dynamic". There were no critiques which could be considered less than good. Five students apparently felt that the "hard sell"

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approach could be softened, and seven others suggested that an apparent deprecation of the efforts of others might be forgone without damage to the effectiveness of the presentation.

27. DDS&T Office Briefings - Robert Chapman, George C. Miller, Donald Chamberlain, Charles A. Briggs, and David Brandwein

These fifteen-minute "lecturettes" obviously did not help the overall S&T effort. Aside from six favorable comments, there was unanimous agreement that these talks added little to the show and that the organization charts were a bit too much to take. The consensus of the class was, "Let Duckett do it."

28. Developments in Technical Communications -

25X1A

Reactions to this presentation were almost evenly divided. Those who were favorably impressed, as well as some of those who were not, noted Mr. [REDACTED] knowledge of the field and the thorough coverage provided. Roughly half of the class, however, reacted adversely to one or both of two factors: a dull, pedestrian delivery (18 comments) and an overuse of visual aids which were distressingly similar (13 comments). As one student put it, "Mr. [REDACTED] made an interesting topic dull." The comments on Mr. [REDACTED] contribution were good. Of the seventeen critiques which specifically mentioned him, three were negative and fourteen were positive. Of the latter group, four suggested more time be allotted to demonstration of equipment.

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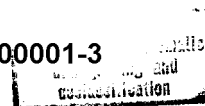
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25X1A

29. Financial Management - Robert Fuchs

Once again Mr. Fuchs demonstrated that a discussion of financial management need not be uninteresting. One student considered the presentation

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outstanding, and twelve others rated it either "excellent" or "very good". Except for three comments to the effect that the talk was dry, the rest of the class was of the opinion that the speaker dealt effectively and thoroughly with an important subject.

30. Administrative Relationships with Other Agencies -  
Alan Warfield

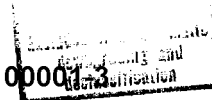
It is quite apparent that Mr. Warfield's topic is no longer needed in the course. Seventeen students listed it as marginal on the portion of the critique form provided for this purpose, and fifteen of the seventeen pointed out that the material had been covered rather thoroughly during other lectures. Only three students were unreservedly favorable in their comments, while twenty-five were emphatically negative. Of the latter, sixteen persons noted various deficiencies in the speaker's delivery and ten made observations adding up to the conclusion that this was the poorest session of this phase of the course.

31. Planning and Programming in CIA: Scope and Depth -  
John Clarke

"Summa cum laude" is probably the best overall description of Mr. Clarke's performance, according to the critiques. Eighteen students used terms such as "outstanding", "highlight", "best of the course", and so forth. There were no adverse criticisms and the most reserved comment was "Well prepared and presented. Honest answers to questions." Sixteen students specifically mentioned that this presentation was an excellent "wrap-up" for the period spent at [REDACTED]. Beyond doubt, Mr. Clarke won the Derby by several lengths.

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32. The United States Intelligence Board - Its Work  
and Problems - [REDACTED]

25X1A

Of the twenty-two students who commented on Mr. [REDACTED] talk, sixteen were favorably impressed with the speaker and topic. Five students were somewhat critical, pointing out that much of the material had been covered earlier in the course or that the presentation could have been more lively. On balance, the class believed that a workmanlike job was done on a significant topic.

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33. The Defense Intelligence Agency - [REDACTED]  
[REDACTED]

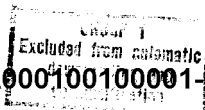
Aside from three criticisms bearing on superficiality, the twenty-four critiques submitted were all quite favorable. Seven students used terminology which added up to a "very good" for both the speaker and topic, while the rest of the remarks were in the general area of a "good" rating. Several students commented on [REDACTED] frankness. Three persons detected a "canned" quality to the talk but considered it good nonetheless.

25X1A

34. The Bureau of Intelligence and Research -  
Allan Evans

Mr. Evans made a tremendously favorable impression on the class. His rare brand of humor and his candid, incisive observations drew plaudits from all but two of the twenty-six students who commented on his presentation. Five students rated the talk as either outstanding or one of the better lectures of the course. Another ten individuals put him in a category probably best described as "extremely good". The balance viewed the talk, in essence, as most interesting and informative. As one student put it, "Witty, entertaining, informative, candid; built close rapport with the class." The two students

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whose comments were at odds with the rest of the group observed that the presentation was somewhat confusing.

F. Visit to National Security Agency

The consensus was that this was a very worthwhile and informative day, and that it is a good idea to have NSA present its story in its own ball park. On the negative side, one student felt that all of the speakers were poor, and three others suggested changes in the scope and depth of coverage. The welcome by General Carter was duly appreciated.

G. Visit to Signal Center and Operations Center

Both of these short tours were very well received by the class. The briefings were considered very much to the point, and the "walk-throughs" were viewed as both interesting and informative. In contrast to the reactions of the rest of those who specifically commented, one student found the visits interesting but of no loss to the course if omitted.

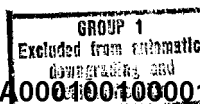
H. Summary of Student Suggestions

The students offered fifty-eight suggestions which have been grouped into the following rough categories. (Numerals indicate the number of times each suggestion appeared in the critiques. Asterisks indicate unusual items worthy of some thoughts.)

Additional Topic Coverage

- 3 - FBI
- 2 - AEC
- 2 - Vietnam
- 1 - IG
- 1 - Collection Guidance Staff
- 1 - CI Staff
- 1 - Central Cover

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- 1 - Audit Staff
- 1 - Developing Nations (by DDP speakers)
- 1 - CIA in Southeast Asia
- 1 - Foreign Intelligence Services
- 1 - Counterinsurgency: theory and current approaches

Additional Visits

25X1A

- 2 - NPIC
- 2 - [REDACTED]
- 1 - [REDACTED]
- 1 - FMSAC
- 1 - National Military Command Center
- 1 - State and DIA

Time Allocation

25X1A

- 5 - Omit weekend at [REDACTED]
- Increase time for:
- 1 - John Clarke
- 1 - S&T
- 1 - Operations Center

25X1A

- Decrease time for:
- 3 - [REDACTED] Segment of Phase II
- 1 - DDP coverage
- 1 - DDS coverage

Format

- \*2 - Have a "wrap-up" after coverage of each Directorate
- 1 - Have an overall introduction for Phase II
- \*1 - Reorganize the Agency section along the lines of John Clarke's presentation

Handouts

- 2 - Retention copies of organization and mission statements for all offices
- 1 - OCI publications

Administration

- 2 - More recreational facilities at [REDACTED]
- \*1 - Video tapes of non-perishable topics for use as "fill-ins" or to take the place of "no-show" speakers

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- 1 - Return to Washington prior to 1530 hours to avoid rush-hour taxi problems
- 1 - Use 3-ring notebooks and punch all handouts
- 1 - Put an unclassified daily schedule in the BOQ

Miscellaneous

- 2 - Encourage frankness by speakers during informal discussions at night
- 1 - Add a basic course in computer techniques to the present Midcareer Course
- 1 - Review the value of the time spent at [REDACTED] as measured against the speakers' loss of time from their offices
- 1 - Arrange a guided tour of [REDACTED]
- \*1 - (This suggestion is worth quoting)  
"I would like to suggest that some thought be given to a follow-up program for the same men in about 5 years. I hate to think that for the next 10 to 15 years I'll never have another opportunity like this to get the whole picture."

25X1A

25X1A

IV. Staff Comment and Recommendations

A. General

The concept of an Agency - Intelligence Community Phase is a good one. The substance and the pattern of presentations in the Intelligence Community section were effective and apparently need only minor adjustments. The addition of a few more topics is a distinct possibility for the future course, time permitting.

B. Specific

1. Agency Section

- a. The talk on OCR by [REDACTED] was a fine addition and will be retained. Some adjustment

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of the pattern of the schedule seems advisable so as to enable the speaker to remain for an informal session at night.

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b. [REDACTED] is not as bad as his performance in Course No. 10 would indicate. His late arrival, induced by bad weather, caused a hurried formal talk in an informal atmosphere, and these elements seldom combine to produce an effective session. Hopefully, we will not be plagued regularly by this particular combination of circumstances. In addition, as ORR is usually represented by one of four speakers who appear for us on a more or less rotational basis, we will probably have a different officer as a guest speaker for Course No. 11.

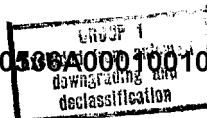
c. We are at a loss to explain [REDACTED]'s sudden drop from favor. His style admittedly is less than colorful, but the students' adverse reactions were much sharper than the staff had reason to suspect they would be. We will have a chat with Jim before Course No. 11 begins.

25X1A

d. Serious attention needs to be given to the problem of [REDACTED] talk. Now that the Midcareerists will have taken the Managerial Grid during the first week of the course, we will find that they expect all speakers to take a candid approach, albeit with some things left unsaid for security reasons. Tom has seldom given any impression other than a disinclination to "open up". We have undoubtedly made things more difficult for him by asking that he avoid covering material which has been assigned to speakers who follow him on the schedule. These two factors add up to a very general talk given in an obviously cautious manner. Small wonder that the students are disappointed and that some DDP Midcareerists feel embarrassed. An answer to this problem before the next course is an

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urgent requirement.

e. We were quite pleased to see that the TSD presentation had been improved strikingly. We plan to investigate the possibility of returning to a Saturday afternoon performance followed by a demonstration of various equipment and an informal discussion on Saturday night for Course No. 11. Such a program would give [redacted] the kind of presentation he wants (but handled badly some two years ago) and would tend to reduce some of the students' complaints about unproductive time at [redacted] over the weekend. 25X1A

25X1A f. Given the amount of material now covered at [redacted] plus the number of potentially valuable speakers "waiting in the wings", we see no way of releasing the Midcareerists over the weekend while at [redacted] unless the entire Agency segment is redesigned to achieve this end. A free weekend does not seem to be a sufficiently worthwhile objective to warrant such a drastic step. As mentioned above, we plan to schedule course activity for virtually all of Saturday, and this move will go a long way toward removing any feeling that the weekend at [redacted] is unnecessary. 25X1A

g. We hope to keep [redacted] in the program and will encourage him to stay overnight. 25X1A

25X1A h. We much prefer that [redacted] give the presentation, but we are aware that either [redacted] [redacted] will have to fill in for [redacted] when he is not available. 25X1A

i. We plan to keep [redacted] as a regular part of the program and to make sure that he can stay overnight. 25X1A

j. The substance of Dr. Tietjen's talk is rather

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clearly in need of change. We will suggest to him that he commit the "Psychology 101" aspect of the lecture to paper so that we can use it as a handout, and that he revise the balance of his lecture to focus more on the capabilities, problems, and plans of his Office.

- k. The presentation of OTR is a useful addition to the course. Perhaps some visual aids would add "spice" to the session.
- l. It is unlikely that [REDACTED] can change his speaking style sufficiently to restore the Commo presentation to the high level of acceptance which it attains when [REDACTED] does the job. A chat with [REDACTED] before the next course may help us overcome the problem. 25X1A  
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- m. As mentioned elsewhere in this report, the talk by Alan Warfield has outlived its usefulness. We anticipate no serious difficulty in dropping this presentation because Mr. Bannerman, prior to Course No. 10, asked us whether it was of any particular value. At that time we felt that it was, but we no longer do.
- n. The change in the overall S&T coverage did not work out well. We will suggest to Carl Duckett that we return to the previous format which calls for him to make the entire formal presentation and to be joined at night by those Office Directors whom he wishes to designate.
- o. The optional base tour on Saturday afternoon will be continued for the next course.
- p. We recommend trying again the student-guest speaker luncheons for Course No. 11. We will schedule students who are not from the same offices as the speakers. While we are on this

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subject, the ideal arrangement would consist of a daily luncheon buffet at [REDACTED] for the guests and selected students. This would overcome the crowded and somewhat hurried atmosphere in the Mess Hall. However, the extra load on the Mess Hall personnel who would have to handle this sort of activity at [REDACTED] probably precludes doing any such thing.

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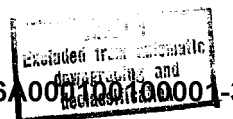
- q. The formula for ensuring some student attendance at [REDACTED] during the afternoon free periods seems to be all right. We will continue to draw up a "[REDACTED]" roster for Course No. 11.
- r. If time permits, we will keep the Signal Center and Operations Center visits in the schedule on the day devoted primarily to meetings with the Deputy Directors.

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2. Intelligence Community Section

No major changes are contemplated. The possibility of adding FBI and AEC speakers is worth investigating.

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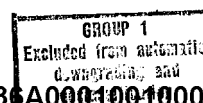
## ATTACHMENT A

COMMENTSONOVERALL IMPACT OF PHASE II1. O/DCI Midcareerist

"When considered in total - Part II was a most impressive and informative experience. Not only did it provide a comprehensive overview of Agency functions but of equal significance was the insight obtained into the manner in which key officials currently charged with major organizational programs viewed their respective functions, their interrelationships with other elements, and the manner in which they managed their assets. In viewing the scope and depth of Agency activities and relating the Agency commitment to the activities of other Government Agencies visited or represented and engaged in complimentary or other intelligence efforts, one cannot help but be impressed by the magnitude of the overall U.S. Government commitment to Intelligence. Again, when viewing Part II in the context of its provision of an overview to both Agency and U.S. Government Intelligence activities, the degree of balance maintained in terms of the depth to which each activity was explored or presented is considered to be about the right level in every instance. The opportunity to explore specific issues with key officials also is considered to be a most noteworthy part of the program."

2. DDS&T Midcareerists

"The information presented in Part II is extremely valuable in giving perspective to an individual's job with respect to the overall mission of the Agency. It is certain that I will return to my job with a much better understanding of the objectives as well as the functioning and problems of CIA. The close relationship that exists between members of the course cannot help but aid in coordination and communication in the years to come."

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"Part II of the course on the whole was excellent. There were high points and low points. Every effort must be made to maintain the high quality of the course."

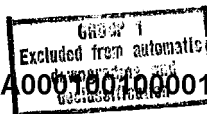
"Very good but - the wrap-up presentation by the Director of PPB was excellent and put much of what previous speakers had covered in perspective. I suspect that similar wrap-ups following coverage of each major Directorate might have the same beneficial results."

3. DDI Midcareerists

"Part II has been extremely valuable in giving me an up-to-date review of Agency activities vis-a-vis the intelligence community. Speakers showed unusual candor, and accepted our questions in a gracious manner. I was particularly happy to see the emphasis on problems and management aspects as opposed to simply an organizational review. This phase will be of considerable value to me in enabling me to put problems of my own office in perspective. I can only wish in conclusion that more in my own office might have a similar opportunity."

"The main value and impact of Part II as a whole for me has been the insight it has provided into the workings of the DDP. I learned more about the DDP in 2 1/2 weeks than I had learned in 16 years in the DDI, and I would guess that much of this information is uniquely available in the Midcareer Course, where people are willing to let their hair down. Another important gain has been the opportunity to see and hear senior Agency officials. This part of the course has also helped clarify my thoughts about the value and influence of the Agency within the top government echelon. Finally, the course helped stimulate my thinking about problems such as the imbalance between collection and production, compartmentation, the impact of technology on traditional intelligence concepts, etc. Most of these problems will be out of my reach once I get back to my regular job, but I appreciate the opportunity I have had to consider them for a couple of weeks."

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"The presentations in Part II are the heart of the course, I believe, and helped me to put my own work into the larger perspective of what the Intelligence Community is doing. I find that this gives me a fresh outlook at the problems I see every day and should help me to be less provincial in outlook. Since we had pinpointed certain organizational problems during the Grid Phase, it was especially interesting to see how much the various speakers recognized and addressed the same problems (definition of objectives, compartmentation, planning, etc.)."

"In general the course has been of great value, which I had expected from speaking with earlier attendees. It certainly has been of great personal interest and does offer a unique insight into Agency-wide organization. With only minor exceptions I have nothing but praise for the course. It is too bad that some variations of it can not be offered on a wider basis to more employees."

"I would offer the general observation that Part II is informative, well-organized and beneficial to the student. I would urgently recommend continuing at least two weeks at [REDACTED]. The isolation serves to break any distracting contact with home offices and provides the time and environment for most worthwhile discussions with both our peers and our superiors in the Agency."

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"As a whole, Part II was an enlightening and beneficial experience. The [REDACTED] phase gave the group a cohesiveness that could not have been otherwise obtained. This is a shrewd move, and one that should be continued."

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#### 4. DDP Midcareerists

"I can enthusiastically endorse the Midcareer Course, Part II, as an important part of an officer's development cycle, I believe its primary value lies in the bringing together of several officers from dissimilar fields, and the certain benefit that must ensue from such a cross-fertilization of ideas. It was truly a revelation to me just how

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much I did not know about the Agency, and the discovery that other students had much the same general problems as I had. I think the training component meshed the various programs together very smoothly, and I am looking forward to Phase III. Incidentally, I do not usually inveigh in such a laudatory vein, as can be seen in succeeding pages. So far the course has been top-grade, with only minor irritations."

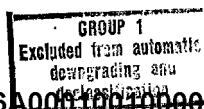
"Part II exceeded my expectations and convinced me that my colleagues were correct in describing the Midcareer Course as probably the best and most informative course offered by OTR. It has certainly served to broaden my horizons and to erase some unfavorable (and unfounded) impression I had had of other CIA components."

"Part II was the most interesting and beneficial 'training' I have had in the Agency. This is partially due to the exposure to fellow students from other parts of the Agency, and partially to the frank and informative nature of the presentation by almost all of the speakers. I hope the Office and Division chiefs will continue to come, since their authority and presumed depth of knowledge add significance to the program. Phase II was administered with exactly the right balance of informality and direction. This was a great experience which I hope will have future benefits in terms of continued contact with fellow students from other components."

"The impact has been tremendous; the value great. After so many years of compartmentation (it used to be so hard just to get into the OCI area that you thought more than twice whether you really wanted to go) it has been a stimulating experience to listen to and talk to people from outside the DDP. I feel that my batteries have been re-charged, my interest and dedication re-kindled. The biggest impact of Part II was the realization of the importance of intelligence to the USG; of the tremendous impact of intelligence on the policy making process. OTR and Agency Management are in my opinion, to be congratulated on the Midcareer Course. I certainly appreciate the opportunity of participating."

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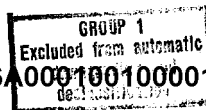
"I feel that through the past three weeks I have learned more about the Agency and the Intelligence Community than I have learned in 14 years. Certainly the scope of the Agency's interests and resources are impressive and I believe would be to most any individual taking this course."

"From my point of view the content, organization and management of Part II was of a high order - and, except as noted under the individual remarks re the speakers, was presented in a thoughtful and thorough manner. It brought to the surface and clarified many of the areas of the Agency's activities which heretofore have been a total blank to a DDP'er and has provided an appreciation through association and discussion of the other directorates which has been most beneficial. It has indeed helped lay the ground work for further career development. On the whole an experience of high and sustaining interest throughout."

"Without reservation, one of the best courses in my Agency experience. Though the level of the presentations varied, the overall level was high in forms of presentation, substance and candor."

"Taken as a whole, I have found this segment to be vastly informative. Having been away from Headquarters for some seven years, my awareness of what existed elsewhere in the Agency, what others of my colleagues did, and how they did it, was at a record low. This section of the course has corrected this deficiency and has broadened my thinking. Particularly timely in view of my present return to Headquarters PCS. In addition, association with my fellow students from many areas of the organization has been perhaps the most valuable part of the course. Close contact with them has done much to educate me and break down parochialism on my part. A rewarding experience. This section also gave me a chance to listen to men I would not otherwise ever see in many instances. Their willingness to take part and be exposed to us is in itself encouraging and commendable."

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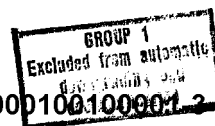
"Part II of the course gave me an excellent insight into the DDI and DDS&T components (I had been only generally familiar with their activities until this session). Naturally for me, the DDP material was somewhat repetitious but it also was an opportunity to discuss Modus Operandi with my counterparts. This too, proved to be a learning process. In general the DDS area was covered well but some speakers were not prepared or were less candid than necessary. The DIA and State sessions were also very interesting and contributed to gaining the 'overall look' at the Intelligence Community. Part II, overall, was excellent. It contributed much in the way of knowledge and contacts that will prove most useful. The programming could not have been improved upon."

"Well conceived - timely (at our career stage) presentation of Agency interests and activities. A benefit to the Agency. The officers profited from hearing of the variety of CIA areas of interest, interplay, responsibility. Part II pulled the picture together nicely. All subjects seemed to have application to most midcareerists. Some presentations were weak or poorly done but all were needed to fill in gaps in midcareerists' understanding. The completeness of Part II actually made interest grow as interesting dark corners were lighted."

"Very good. It provides an 'in depth' view of the Agency and the Intelligence Community. I have a much better appreciation of overall Agency purpose, position, strengths and weaknesses. Equally as important, I have formed a number of ideas which will help me (or may get me into trouble) when I return to the office. There is no other course or avenue available to the GS 13 - 14 which will give him an overall view of and insight into the Agency in the depth he needs. The training staff did an excellent job of organizing and running this phase of the Course."

"This has given me a well balanced view of the Agency and the Intelligence Community."

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"My overall reaction to Part II is good. I think it is worthwhile and I learned a lot from it. It could, however, be much better. The lectures lacked depth and some of the speakers were unqualified for the task."

"As a whole I found Part II very enjoyable. The approach is the proper one, but some of the speakers were too geared to an organization diagram approach, or to presenting the historical background of their unit, to the detriment of the overall presentation. Several speakers were also so parochial in their approach that they could not be objective in their presentations."

5. DDS Midcareerists

"My reaction to Part II as a whole was excellent and I found it to be extremely interesting. For the first time in 18 years I now have a much clearer picture of our accomplishments, missions and failures. As a result of this new knowledge, I'm positive that I will be better able to make suggestions for improving the procedures within my office that have to do with supporting other elements within the Agency. I have become aware of the similarity of problems that exists throughout the Agency and I feel that I have picked up a few ideas that could be utilized within my office. This type of course is long overdue and should be continued, as the time that one spends in the course is a good investment for the future."

"I sincerely feel that I learned more about the Agency in this short time than I learned in the previous 15 years. It explained well the functions and missions of the Agency as well as the Intelligence Community. With a few exceptions I was much impressed by the quality of the speakers and the candor with which they spoke. By living for 2 weeks at [REDACTED] with such a representative group you also learn much about the Agency from informal--out of class--conversations."

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"After many years in the Agency, I thought I knew at least what every outfit did and to some extent how. Was I wrong!!"

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"This phase of the course was very interesting and provided a wealth of information that is not generally available to an individual except on a selective basis. The broad overall view of the mechanics of running the Agency, its problems, goals, and how it is intergrated with other government agencies provides the student with the necessary background to understand the complexity of the organization and the decision-making processes involved. The long term benefits of the course both to the individual and the Agency should outweigh the cost of time off the job which is necessary in conducting the program."

"First, I'd like to give credit to those offices responsible for selecting the MEDC candidates and accordingly preparing the course for the candidates. Excellent! It would be a unique pleasure to serve on a task force with this group as a whole. I feel sure that one of the basic objectives--to get to know our counterparts--has been a satisfying and lasting accomplishment. Secondly, I believe that idea of informality deserves much praise. To get to know superiors and contemporaries, their problems, nature of their work, and accomplishments in this informal manner provided a medium which I don't think can be improved upon. I also believe that the guest lecturers and topics in general were carefully selected to give us the best possible oversight into the CIA's operations, functions, and missions and relationship to other NSC agencies, or departments."

"As a whole I have thoroughly enjoyed Part II of the course. I would make no major changes or recommendations and feel that all the information presented has been of high quality and added greatly to my overall knowledge and understanding of the Agency and its mission."

"Informative and useful. New ideas and perspective. Excellent way to get general picture of Agency operations."

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MIDCAREER COURSE NO. 10

COURSE REPORT

Phase III - The U.S. Government and World Affairs

I. Planned Changes from Prior Course

A. Scope and Duration of Phase

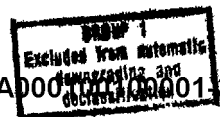
Part III of previous courses was two weeks long. In more recent past courses, one day was taken up by meetings with the Deputy Directors (rightfully a portion of Part II), and another day and a half was used for coverage of DIA and NSA. Thus, of ten working days available, only seven and a half were spent on material directly related to the objective of Part III. For Course No. 10 we planned a total of eleven working days for Phase III and, by re-locating the two and a half days of coverage described above, we aimed to spend all eleven days on Phase III oriented substance. About five days were planned for coverage of selected elements of national power and influence, and about six days were allocated for treatment of trends and developments in world affairs.

B. Speakers and Topics

1. We wanted to start Phase III with a talk on "Contemporary Strategic Concepts" by Prof. Henry Kissinger but, as detailed on a later page, we were unsuccessful.
2. Charles Burton Marshall of SAIS agreed to deliver a talk on "The Limits of American Foreign Policy".
3. A lecture entitled "Considerations in the Use of Economic Power" was scheduled, and we attempted to get [REDACTED] as a speaker but he was unavailable.

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4. [REDACTED] as contacted as a possible speaker on "Scientific and Technical Achievement as an Element of National Power", but he was unable to be present on any of the dates which we had available.

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5. Mr. Justin O'Donnell of the Office of the Assistant Secretary of Defense (International Security Affairs) agreed to discuss the role of ISA in the coordination of politico-military affairs.

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6. [REDACTED] was once again available and willing to lecture on "Internal Political Developments in the USSR."

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7. Mr. [REDACTED], C/SIC/OTR, agreed to handle the topic, "Developments in Soviet Foreign Policy."

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8. [REDACTED] had returned from his year of research in Taipei and other Far Eastern locales, and was eager to resume his accustomed place on our schedule.

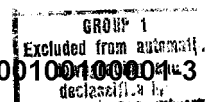
9. We were able to arrange once again an evening with Mr. Allen Dulles.

10. As our initial effort to secure a well-known figure to deliver the major address on the final day of the course, we asked that The Honorable Frank Pace, Jr. be invited to appear. This and other efforts were unsuccessful as described subsequently in this report.

11. Three films were included in the schedule both for their substantive value and to provide a change of pace. "The Volga", "The Seven Hundred Million", and "The People Fight Back" provided interesting views on Russia, China, and Vietnam respectively.

12. Two changes were made in the usual itinerary for the western Field Trip. We planned to go again to

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Cheyenne, Wyoming, for a look at missile installations, and an extra half day was added to the coverage at NORAD headquarters, Colorado Springs. To accommodate these additions, the trip time was extended to four and a half days from the previous three and a half.

II. Significant Developments

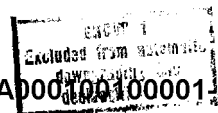
A. Substitutions and Deletions

1. We had to cancel the talk on "Contemporary Strategic Concepts" when Prof. Kissinger was invited to accompany the Secretary of Defense on a trip to the Far East. We were informed too late to arrange a substitute speaker.
2. [REDACTED] did not return from an African tour in time to allow him to be a part of our program. We tried to get Dr. Isiah Frank of SAIS to speak on economic matters, but he was unable to rearrange his schedule to accommodate us. We finally turned to Mr. Lawrence Krause of The Brookings Institution and, fortunately, he was willing and able to appear for us.
3. We scheduled a visit to Goddard Space Flight Center, Greenbelt, Md., as a substitute for the planned talk by [REDACTED]. As might have been expected from some of our past experiences with NASA, the arrangements produced some weird results, foremost among which was the fact that the Director of the Center thought that we were NASA Midcareerists!
4. Mr. William Gleysteen, Deputy Director of the Office of United Nations Political and Security Affairs, Dept. of State, spoke on the UN when Johnathan Dean, our usual lecturer, was called to New York.
5. Mr. Julius Walker, temporarily assigned to the

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Office of Atlantic Political and Military Affairs, Dept. of State, appeared as the speaker on NATO after a considerable period of uncertainty as to just who would be available from that office.

6. Mr. Roger P. Davies, Deputy Assistant Secretary for Near Eastern and South Asian Affairs, Department of State, substituted for our old friend, William Handley, on "Problems of the Near East and South Asia".
7. Colonel Andrew Anderson, USAF, was finally nominated to discuss "U.S. Military Capabilities", replacing Colonel Edward Ramsey, USA, who spoke to Course No. 9 and Captain Ben Douglas, USN, who was originally scheduled to lecture to Course No. 10.
8. For the first time in memory, we were unable to get a "name" speaker for the final day of the course. Frank Pace, Jr., was booked elsewhere but said that he would like to be asked to speak to a future course. Dean Acheson, whom we approached next, regretfully declined. We then tried to get Prof. Kissinger, who was due back from his trip to the Far East, but he returned later than expected and by that time it was too late to try for anyone else.

B. Evening with Allen Dulles

The usual effectiveness of this combined social and business meeting was enhanced by the presence and contributions of the new Deputy Director of Central Intelligence, Admiral Rufus Taylor. Also joining the class for this affair were Messrs. Bannerman, Duckett, Proctor, [REDACTED]

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C. Field Trip

1. SAC-Omaha

The day of our visit coincided with the final day of Exercise HIGH HEELS. Because the CINCSAC

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was being briefed in the Underground Command Center we were unable to make our usual stop there. However, a briefing, supported by very effective visual aids, was presented as a substitute and, in many ways, proved more informative and effective than the talk which is usually given in the Command Center. Visits to Trajectory and Finder Centers were restored to the schedule after being omitted last time around, and added considerably to the overall impact of the day's work.

2. SAC - Cheyenne

The fiasco of last fall was still fresh in the minds of several officers at Cheyenne. As a result, our visit this time was handled with great care and turned out to be splendid. The briefings in the Launch Control Facility were thorough almost to a fault, and the descent into a Minuteman silo capped the day admirably.

3. NORAD - Colorado Springs

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The half-day which was added to our visit this time was well worthwhile. The new briefings on [REDACTED] and on the [REDACTED] and the re-organized tour of the Space Defense Center were extremely valuable. The new stop at the Current Intelligence Indications Center in Cheyenne Mountain holds great promise for the future although the Center was still far from operational on this trip. The final talk on Thursday morning was a bit redundant, but the basic idea is good and needs only a little work to become an effective closing for the visit.

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4. Flight Time

Thanks to a 1340 MDT departure and favorable winds, we were able to fly non-stop from Colorado Springs to Washington and arrive home at 8:10 P.M. We came

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within ten to fifteen minutes of all other estimated departure and arrival times during the trip.

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- 5. Mr. [REDACTED] of the OCR Liaison Staff accompanied us on this Field Trip.
- D. Mr. Patrick Coyne's talk on The President's Foreign Intelligence Advisory Board was re-scheduled into Phase III of the course when he was unable to appear for us during the time allotted to Phase II.

III. Summary of Critiques

A. Overall Impact of Phase III

Written comments by the students are included in Attachment A.

B. Marginal Items

The critique form asked the students to identify any topics or activities which they considered marginal and to explain why. The following is a tabulation of the students' responses.

<u>Item</u>	<u>No. of Responses</u>	<u>Explanation</u>
Visit to Goddard Space Flight Center	18	Little value, interest, or appropriateness - (13) Didn't know who we were or what we wanted - (5)
Briefings on Military Threat of USSR and China	7	Canned, dull, uninformative - (3) Poor speakers - (4)
"Considerations in the Use of Economic Power" - [REDACTED]	3	No useful substance - (3)

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25X1A "The Atlantic Community - 3 Dry and lacking  
 Political and Military substance - (2)  
 Developments" - Unqualified speaker - (1)  
 [REDACTED]

Four other presentations were mentioned but are not recorded here because each was cited but once.

C. Guest Speaker Presentations

1. The Role of ISA - Justin E. O'Donnell

The students highly praised Mr. O'Donnell for his excellent, informative coverage. They particularly complimented him on the clear, concise manner in which he covered ISA, and on his frank answers to questions. The only criticism came from one student who claimed to have gotten lost in the myriad of ISA relationships with other agencies.

25X1A 2. The Limits of American Foreign Policy - [REDACTED] 25X1A

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[REDACTED] presentation impressed all of the Midcareerists. It was variously assessed as "one of the best", "outstanding", and "thought-provoking". [REDACTED] was cited as a candid, witty, articulate and erudite speaker. Seven students indicated that he should have had more time because of the importance of the assigned topic.

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3. Considerations in the Use of Economic Power - [REDACTED]

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Eleven students felt that Mr. [REDACTED] made a good, 25X1A  
 effective presentation with an admittedly difficult,  
 normally dry subject. Considering their diverse back-  
 grounds, it was not unusual that seven students  
 thought the subject matter was too basic while six  
 thought it was too technical. Several students spe-

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cifically commented on the importance of the topic to Phase II, However, one student felt that it might be dropped because it was "too technical and non-operational, hence not of much value", and another said, "the value of the topic was doubtful".

4. Internal Political Developments in the USSR -

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██████████'s expert coverage of the subject was well received by a large majority of the class. Several thought his was one of the better presentations in Phase III. Additionally, many commented favorably upon ██████████ use of models, in the academic sense, as a pedagogical means of reaching and holding the audience even with a highly theoretical presentation. On the negative side, two students thought that ██████████ had not offered any starting, new insights into political developments in the USSR.

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5. Developments in Soviet Foreign Policy - ██████████

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Mr. ██████████ gave his usual sterling performance. Four students rated it as one of the best in the entire course, and all of the rest commented in highly favorable terms. The only suggestions for improvement centered on the desirability of a slightly more sophisticated approach for an audience of Midcareerists.

6. The Role of The President's Foreign Intelligence Advisory Board - J. Patrick Coyne

Most of the twenty-six students who specifically commented on this presentation noted that the subject was of significant interest to the group. Although a number of students found the speaker's personality reserved and his platform manner somewhat aloof, a good many felt that the substance of the talk and the answers to questions were well worthwhile. Suggested improvements centered on the advisability of a more thorough formal presentation and greater candor.

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7. The Military Threat of the USSR - [REDACTED]

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The majority of the Midcareerists felt that this subject was important but objected to the "canned", military briefing style. The fact that the briefers limited their talks to basic data with no interpretation was considered the cause of uninteresting presentations. Many thought that the briefers were considerably more responsive during the question and answer period and that this helped to make up for what was missing in the formal presentations. Several students commented that, having had these briefings, they were able to understand and appreciate more fully the later trips to SAC Headquarters and NORAD Headquarters.

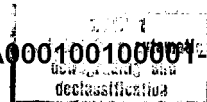
8. Major Issues for the United Nations - William A. Gleysteen

Twenty-three of the students thought that Mr. Gleysteen gave a well-organized, candid, and rational appraisal of current UN issues. One noted that his description of US-UN relationships in terms of US strategic interests rather than the "world peace" concept was refreshing. Several others indicated that the thoughtfulness of the presentation helped him in establishing firm rapport with the group. There were only three adverse criticisms and these were of negligible importance.

9. The Alliance for Progress: Accomplishments and Prospects - David Bronheim

Twenty-seven members of the class commented on this talk and twenty-three of them considered it to be highly informative. Three students thought that Mr. Bronheim was one of the best of the speakers from the Department of State and rated his thorough

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knowledge of the topic and the manner in which he handled the discussion period as excellent. The four students who found this session disappointing felt there was a lack of substance in the presentation and that Mr. Bronheim was an unimpressive speaker.

10. The Atlantic Community: Political and Military Developments - Julius Walker

Mr. Walker did a very ineffective job indeed. Twenty-four students made adverse comments on this talk, citing the speaker's obvious unfamiliarity with the subject and an appearance of disinterest. Oddly enough, one student rated Mr. Walker "good"; another said he was "very effective"; a third felt that he was well informed and made an excellent presentation; and a fourth recommended that we use him again.

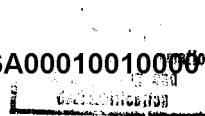
11. Problems of the Near East - Roger P. Davies

Mr. Davies' coverage of an area of the world with a great variety of national and international problems was well received by a majority of the class. He was commended for a very effective and thorough presentation which seemed to cover the assigned topic. His views were considered well-balanced and he answered students' questions honestly. A few dissonant notes centered on an overly general, "broad brush" treatment and the fact that the speaker relied heavily on a prepared script during his formal talk.

12. Africa: Problems and Prospects - Fred L. Hadsel

The vast majority of the class thought that Fred Hadsel did a first-rate job. His "in-depth" analysis of the current problems of emerging African nations was highly effective. Several students noted the speaker's keen perception in examining and summarizing U.S. policy positions on various issues. Nineteen students

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rated him as an excellent speaker as well as a highly knowledgeable African expert. Adverse criticisms, although very few, noted that the topic was too broad for effective coverage in the time allotted and that the substance was the usual State Department "line" covering nothing new.

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13. Communist China in Historical Perspective - [REDACTED] 25X1A

25X1A

[REDACTED]  
With unanimity rare for this group of Midcareerists, [REDACTED] was placed in a category far ahead of any other speaker. Twenty-two students thought he was "outstanding" and "the best speaker in the course". The rest thought he was "one of the best". The comment which probably reflects accurately the opinion of the class read, "Truly outstanding. Without question he was the most impressive speaker in Phase III. A superb combination of great knowledge, keen understanding, and ability to communicate." The most reserved comment was "I had heard all the jokes before but everything else was new and well presented". Seven students pointedly asked that [REDACTED] be given more than a half-day on the schedule.

25X1A

25X1A

14. The Military Threat of Communist China - Lieutenant [REDACTED]

25X1A

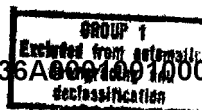
Of the twenty-one students who commented, ten thought that [REDACTED] was one of the best of the DIA briefers despite the typically "canned" military briefing. For the most part, the subject matter was considered interesting and timely. The balance of the class did not react favorably and cited a lack of useful substance and an ineffective style.

15. U.S. Capabilities to Counter the Sino-Soviet Military Threat - [REDACTED]

25X1A

Of the twenty-one students who commented, eleven thought that this presentation ranged from "good"

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to "very effective". They also noted that the speaker was frank, knew his subject well, and handled the question period expertly. Again, the main objection was to the military type of briefing. One student recommended providing more information on "hard-ware" and less on the daily tasks of JCS planners.

D. Visit to Goddard Space Flight Center

As recorded earlier in this report, the visit to Goddard was considered of marginal value by a significant number of students. Only four of the twenty-six Midcareerists who commented had favorable reactions and three of these qualified their remarks. Virtually everyone cited either the inexplicably snarled communications which obviously attended the arrangements for the visit, or the minimal value of the information provided at Goddard, or both.

E. Field Trip

Almost all of the students found that the Field Trip had tremendous impact. Quite a few considered it a highlight of the course and an excellent way to bring the six weeks' effort to a close. There were only a few comments to the effect that the pace was too hurried. Particularly noticeable throughout the critiques were references to the value of gaining first-hand impressions of the magnitude and complexity of both the strategic threat to the United States and the U.S. Government's efforts to maintain offensive and defensive superiority. Coupled with these comments were observations concerning increased appreciation of the vital role of intelligence.

SAC Headquarters

Seven students thought that this visit was the high point of the trip. Most of the critiques noted that for the most part the briefings were both informative and of high quality. The coverage of the Underground Command Center



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was quite effective, and only a half a dozen students felt impelled to express regret that we could not actually see that site. The demonstration of communications was particularly impressive according to several Midcareerists. The few suggestions for improvement, aside from what is implicit above, concerned better distribution of time and the up-grading of one or two of the talks.

Warren Air Force Base

Three students cited this stop as the high point of the trip. Different aspects of the visit appealed to different students, but the overall reaction was unquestionably positive. One student thought that the visit was "interesting but of marginal value", and four others felt that the initial briefing could have been less redundant.

NORAD Headquarters

Two students considered the visit to NORAD the high point of the trip. Of the other seventeen who specifically commented, all expressed themselves as impressed, informed, and pleased by the experience. Two persons said that the visit to SAC had more impact, and, four others thought that the Current Intelligence Indications Center in Cheyenne Mountain could be omitted from the itinerary. Three students singled out the briefings on NIKE-X as of exceptional interest.

F. Summary of Student Suggestions

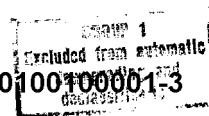
The students offered twenty-three suggestions which have been grouped into the following rough categories. (Numerals indicate the number of times each suggestion appeared in the critiques. Asterisks indicate unusual items worthy of some thought.)

Additional Topic Coverage

2 - CPUSA

1 - Aviation or electronics industry - by a speaker from private industry

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- 1 - An Ambassador's view of a controversial country
- 1 - Special Forces
- 1 - RFE/VOA
- 1 - BW/CW
- 1 - Tibet - by Robert Ford, British Embassy, Washington
- 1 - Soviet Military Doctrine - by an ORR officer
- \*1 - An ORR speaker to provide balance after the DIA talks on Military Capabilities of the USSR and China
- 1 - Strategic Concepts - by a RAND Corporation speaker
- 1 - The Department of Defense per se

Additional Visits

- \*1 - Camp Dietrick, Maryland (BW/CW)

Change of Speakers

- 3 - Use CIA speakers rather than DIA briefers on the Military Capabilities of the USSR and China
- 2 - Rely on non-governmental speakers-- those from State and Defense are too parochial and cautious

Readings

- 1 - Provide a suggested reading list for each topic covered

Administration

- 1 - Put maps of world areas in Glebe Road classroom
- 1 - Ventilate the classroom better or prohibit smoking

Miscellaneous

- 1 - Consider allocating a full day to the



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- 1 - Show the film "A Gathering of Eagles" before visiting SAC Headquarters

IV. Staff Comment and Recommendations

A. General

The nature and scope of Phase III appear to be all right. As usual, the major effort will have to be put on acquiring first-rate speakers. We will also continue to insert new and challenging topics whenever possible and to drop those that begin to show signs of wear.

B. Specific

1. We will not have to worry about another visit to the Goddard Space Flight Center. It was included for Course No. 10 as a last ditch effort to avoid an open afternoon, and to compensate to some extent for the unavailability of [REDACTED] 25X1A
2. For the next course we will try again to have Dr. Henry Kissinger speak on "Contemporary Strategic Concepts". 25X1A
3. We plan to ask [REDACTED] Dr. Isaiah Frank of SAIS to handle the coverage of economic matters.
4. Hopefully, we will be able to incorporate a talk by a member of either the U.S. Senate or the U.S. House of Representatives for the next course.
5. We have two or three speakers in mind for the topic "Scientific and Technical Achievement as an Element of National Power."
6. Unfortunately for us, Mr. Julius Walker, who appeared as the speaker on "The Atlantic Community", was an African specialist who was on interim assignment to

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Classification

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the Office of Atlantic Political and Military Affairs pending his departure for Chad! Under these circumstances it is remarkable that even four Midcareerists reacted favorably. We will have a different speaker next time.

7. We would like to experiment with speakers from ORR on topics concerning Soviet and Chinese Military Capabilities. If we can arrange this, we will drop the DIA briefers for at least the next course and see how things work out.
8. We will try once again to line up an effective talk on Vietnam. Our past efforts haven't produced the high quality of presentation which we desire.
9. A talk on Counterinsurgency might be worth adding to the schedule if we can get a speaker like General ██████████
10. We plan again to ask Frank Pace, Jr., to be our major speaker on the final day of the course. If we get in touch with him early enough with our invitation, we stand a good chance of having him accept.
11. The Field Trip for the next course will probably be to Huntsville, Ala., Houston, Texas, and Cape Kennedy, Florida. Potentially unsuitable weather conditions in the Rocky Mountain area and a desire to avoid wearing out our welcome militate against repeating the trip made during Course No. 10.

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ATTACHMENT A

COMMENTS

ON

OVERALL IMPACT OF PHASE III

1. O/DCI Midcareerist

"When considered as a whole--Phase III was both comprehensive in coverage and invaluable in terms of gaining a better understanding of the magnitude of the U.S. Government effort in the fields of Foreign affairs and National Defense. An excellent insight was provided into the value of intelligence as a base for other Agencies' programs as well as the manner in which they evaluate and consume the product. Of equal significance was the opportunity afforded to view the facilities of other Government Agencies and gain first hand knowledge and impressions of their programs, capabilities, problem areas, as well as a feel for the competence of their personnel."

2. DDS&T Midcareerists

"A very good contribution to the total course since it placed many things in perspective that had perhaps been a little too much "intelligence oriented" up until that time. I had the feeling at times that intelligence was an end in itself until we were given some of the briefings on foreign policy."

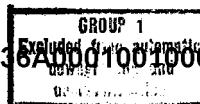
"Part III provided considerable insight to the ways and means of U.S. foreign policy. It was particularly helpful in putting the interaction between policy and military programs in perspective. Taken as a whole I believe Part III was a very effective section of the course."

"Part III was very valuable. It provides somewhat of an insight into the "big" picture which many of us either don't see or forget. The only problem is a lot of material in a short time."

3. DDS Midcareerists

"This phase was the best part of the course. The caliber

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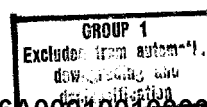
of the speakers was generally very good and the topics discussed were of current interest and highly motivating. I feel that I personally have gained an insight into and appreciation for national intelligence and military problems which I would not have been able to acquire otherwise. The opportunity offered in this phase, and, the course as a whole, can not be over estimated."

"This phase was an appropriate climax to a fine program. Its value was not so much in the substantive content, which is outside my day to day activities, but in the exposure it gave as to how other organizations work. Anyone who leaves this program and goes back to business as usual is a real clod. The objectives of providing a "gut" view of where we are going as a nation was met. The few failures were due to the speakers who were not prepared and understandably they mostly were last minute substitutes. The program and subject matter as outlined was fine."

"I found Part III to be extremely interesting and considered it to be a vital part of the Midcareer Course. It furnishes one an overall view of the various problems confronting our nation in the world today. It helps you to understand the events taking place in the world and to look into the future for possible courses of actions that the U.S. may take to resolve these problems. The opportunity to listen to various individuals in and out of government is one that few individuals have a chance to experience. I thought the Part III was well organized and that it is probably the most vital part of the course. It helps one to understand his role in the overall effort of defending the U.S."

"Part III obviously was well-planned and executed. Except for a few, the lectures were timely, stimulating, and interesting, providing us with an appreciation of and insight into overall problems of world affairs and security. A side effect has been confirmation that this agency has an extremely important role and is manned with unusually capable personnel not the least of which are many of my course colleagues."

"Part III was very valuable in providing the students with a look at the sites and hardware as a follow-up to the talks by various speakers. It was probably the most interesting because



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most of the material presented was new and of such a nature that one does not normally have access to it. Although the near term value may not be as great as the Agency Organization phase the long term value is self evident. When one considers that as he advances to more responsible positions in the Agency he will more and more be dealing with 'outsiders'".

"In total part three was informative and useful. With the exception of three of four very fine speakers the rest, both State and the Military, did not measure up to the Agency speakers of the previous two weeks."

"Interesting and useful. Would note as excellent exercise."

4. DDI Midcareerists

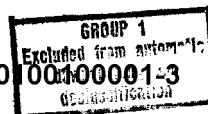
"I think you have bridged the Brookings gap. Though we are top-heavy in governmental speakers, they have not lost their power of independent thinking and my own thought processes were stimulated. I have a better appreciation not only of the role of government, but that of intelligence, in world affairs. I am impressed by the effectiveness of the program planning and the travel arrangements for this part of the course."

"Believe this is highly worthwhile in broadening the outlook. Intelligence Officers must realize there is something else in government besides intelligence, and believe this is a good approach, considering obvious time and economic limitations. The phase was well planned and came off well. There was a little repetition which probably cannot be avoided, and I had a little feeling that the big picture somehow didn't jell--but perhaps a successful wrapup speaker would have resolved that one slight negative feeling. Overall, believe we got a good variety of views and information which leaves plenty of food for thought."

"I would offer the same generalizations about Part III as about Part II--valuable, informative and a worthwhile expenditure of time and money by the Agency and by us as individuals."

"Part III of the course, as a whole, was beneficial and

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enlightening experience."

"I am so loaded with undigested information and impressions at this point that I find it difficult to make general conclusions about Part III."

5. DDP Midcareerists

"This was the most beneficial portion of the entire course in that we broke away from the Agency, and from government to an extent. It gets one away from what tends to become a very tight little circle of Agency work, ideas, and concepts, and enables one to see just where we fit, and what the big picture and its consequent problems really are. The inclusion of people from outside of government also brings an insight into affairs that one loses sight of when you constantly are struggling in the government bureaucracy."

"The briefing section of Part III was the best of the course - better than Part II. The exception to this were the military briefings. The State people were as a group excellent, well prepared and informative. The professors were also very very good giving a broad view of the Soviet and China situations. In short I think that Part III was the best section of the course. Its only drawback, and one you may not be able to do much about, was the schedule was loose at times--in comparison with Part II which I thought was too packed with briefings, some of which were poorly prepared and lacked interest. We need more of the big picture and what others are doing and thinking."

"Part III must be considered with the course as a whole and as such this has been, without exception, the most outstanding and rewarding training and learning experience I have had in my CIA career. The value of its content can be measured not only in the immediate value it has had for me but for the impact it is sure to have for the remainder of my career. I consider myself most fortunate to have had the opportunity to take part in it and can only say that it has surpassed my expectations in every respect."

"Part III, as a whole, was superior. The programming was

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excellent, beginning with the USIB presentation. The balance between State, DIA, and University Professors was most effective and gave us the diversified view points so necessary to obtain the 'big picture'. Following the Agency views received in Part II--this was the additional insight required as views do become too parochial. In summary, Part III was superior and leaves little or nothing to be desired."

"The significance of phase III was that it gave an excellent overall view of U.S. problems in the external field and the role that intelligence should play. It also provided a good look at the caliber of people involved in the external and defense fields here in the U.S."

"I was most impressed and pleased with Part III and found it very worthwhile. While many of the presentations by military and Department of State officers were not particularly illuminating and were far from being stimulating, they afforded me greater insight into the parent organizations of the guest speakers. I believe I am now in a better position to comprehend the problems and disagreements which frequently arise during the interplay between CIA and other members of the Intelligence Community."

"Part III as a whole contained a tremendous amount of information, giving a good insight and understanding into various organizations and topics. I am extremely impressed with what I, as an individual have obtained from this part and feel that as a result I can be a good deal more objective in my position in the Agency."

"I found Part III an extremely informative, fairly well organized (by the speakers) treatment of subject matter I had previously had only peripheral knowledge of. In some few cases speakers or presentations assumed too low a level of knowledge of a given subject - similarly, in a few cases the treatment was somewhat over our heads, I think. Generally, however, it was at a level where functional detail we had no knowledge of was added to a base we already possessed and was interpreted and clarified. This proved very useful to me."

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"My reaction to Part III was quite favorable, particularly the trip to the SAC installations and NORAD."

"The various presentations appeared to give a balanced look at the present position of the U.S. in world affairs. The good look at the Soviet Union and China from both the military and non-military point of view was useful. I can think of no good way to improve this phase."

"A well-integrated contribution to the overall Midcareer Course. I found however that the military portion was unsatisfactory, or perhaps unnecessary in view of the final week. All-in-all however, an extremely valuable session."

"As a whole, this phase of the course was informative and broadened my horizons considerably. I saw and heard things that were new to me, and was stimulated to think about things about which I might have considered myself to be at least semi-informed. There were a few dull spots, but I think these were more than made up for by the bright spots."

"Part III was very useful and valuable. I think Part II was the guts of the course, with Part III having less direct application to our business. All in all I think I've come out of it with a much better understanding of the problems we have and what we are doing about them."

"Part III, as a whole, had somewhat less impact than Part II. This may be due, in part at least, to the fact that it was not as concentrated as Part II; we were not all together, day and evening, as we were at [REDACTED]. In other words, the moving from 25X1A Headquarters to Glebe Road and the going home every evening reduced the impact somewhat. Also, as a whole, it didn't hang together as well as Part II. The subject matter of Part III - The U.S.G. and world affairs - is, however, clearly more difficult to arrange than that of Part II. This is not to say that Part III was not valuable. It was. But Part II is a tough show to follow. I particularly enjoyed the opportunity to hear senior State Department officials talk about their work. They made a much better impression than many of their colleagues I have worked with in the field."

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### ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

Chief, Midcareer Executive Development  
 Course 510 1000 Glebe *ADJ*

EXTENSION

NO. 7425

DATE

1 December 1966

TO: (Officer designation, room number, and building)

DATE

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

RECEIVED

FORWARDED

1. Chief, Support School  
 632 1000 Glebe

*1 Dec*

*§*

2. *DDTR*

*5 Dec 5*

*AR*

3. Director of Training  
 819 1000 Glebe

*[Signature]*

4. *C/SUS*

*19 Dec*

*§*

5. *C/MSOC*

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15.

A very complete report with a fair number of recommendations for its improvement, see 2 paper clips. Though very long - this report does cover a most expensive (in man hours) and ~~long~~ important course. 25X1A  
25X1A *[Redacted]* has obviously given careful consideration to the elements within each phase of each recommendation is worthy of our serious concern.  
*AR*

Recommendations OK  
 Page 28 - *[Redacted]* for 25X1A  
*the [redacted] [redacted]*

Part III - p 16 -  
 para 7 OK  
 Para 8 *init*

25X1A

*OK?*

*Excellent report -*