

DD/A 74-5080

31 DEC 1974

MEMORANDUM FOR: Director of Personnel
SUBJECT : Language Development Committee
Training Selection Board

REFERENCE : A. [Redacted]
B. [Redacted]

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1. In reviewing the referenced regulations, it has been noted that officers from the Office of Personnel represent this Directorate as members of the Language Development Committee and the Training Selection Board.

2. While I am confident that this Directorate is very ably represented in the deliberations of these two important bodies, we do not seem to have much information as to the nature, extent, or frequency of problems which are addressed in language development and training selection matters. In line with the views expressed at the September 1974 DD/A Conference concerning participatory management, we would like to reaffirm that these two officers are acting on behalf of the Deputy Director for Administration, and we would appreciate being kept informed in a timely manner concerning agenda items, meetings, and the results of inter-Directorate discussions.

3. Under no circumstances should this be construed as a criticism of past actions. It is merely intended as guidance on how we would like to operate in the future, in terms of knowing about significant activities as they occur rather than waiting for the Chairman's yearly report to the Management Committee.

[Redacted Signature]

John N. McMahon
Associate Deputy Director
for
Administration

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Distribution:

Original - Director of Personnel
1 - Director of Training

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Distribution:

- Original - Director of Personnel
- 1 - Director of Training
- ~~1~~ - DD/A Subject w/background
- 1 - DD/A Chrono
- 1 - JNM Chrono
- 1 - LJD Chrono

Background: DD/A 74-3591, dtd 7 Oct 74; Subj: Annual Report of Language
Development Committee for FY 1974
DD/S 72-3716, dtd 25 Sep 72; Subj: Approval of Candidates for
Senior Officer Schools; Memo to D/OIR from then ED-Compt.
Copies of

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EO-DD/A: der (31 Dec 74)

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19 December 1974

MEMORANDUM FOR: Mr. McMahon

SUBJECT : Language Development Committee

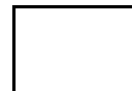
1. Relative to the Language Development Committee, I recommend the following:

OK a. Change the regulatory language so that the "DD/A representative shall be appointed by the DD/Administration". This provides various options, and does not restrict you to the Office of Personnel.

OK b. Continue with but remind him he is wearing a Directorate hat, and has a direct responsibility to keep the DD/Administration advised. We want to see the agenda, the minutes, and other pertinent comments.

OK c. Have the Office of Training report once a year to the Management Committee, as part of the overall package "Review of Training" (MCA-20).

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Att: DD/A 74-3591 w/background

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17 December 1974

STAT MEMORANDUM FOR: []

SUBJECT : Reporting Requirements for the Language Development Committee

Skip:

1. In accordance with our several conversations on this subject, following are some thoughts on the two main questions, which are:

a. How can the DD/A increase his participation in the deliberations of the LDC?

b. To whom should the annual report of the LDC be directed?

STAT 2. On the first question, I talked with Hal & Gail. Both agree that Mr. Blake needs to be better advised on the deliberations of the LDC (this not intended to be a slight against Dow for D/Pers.) They recommended that Gail become the DD/A Rep and that when the proposed changes to the [] arrive from OTR, the wording be changed to require that "the DD/A representative shall be appointed by the DD/A." ✓

3. On the second question, there appear to be five options:

STAT a. That the report go to the DCI. This is the way the OTR revision of [] will read and it represents the view of OTR, viz. that the Committee has an inter-Directorate base; that the subject is of Agency-wide interest and needs to be addressed by Mr. Colby.

b. That the report go to the D/DCI. Same reasoning as a. above.

c. That the report go to the Management Committee. This approach would provide the same Agency-wide focus and would appear to be a sound course to follow. The MCA files you led me to indicate significant MC interest in Training. Mr. Rodriguez is already reporting to the MC to a significant degree. The LDC report is reviewed by the MC as part of its regular business.

d. That the report go to the DD/A. Because any recommendations made by the LDC would appear to ultimately be carried out by the DD/A, this recommendation becomes very realistic, especially with Gail's participation on the LDC. Mr. Blake would undoubtedly report on the Committee's activities and recommendations to the DCI and the Management Committee (as well as coordinate his actions with the other DD's), but would do so in any way he desired.

e. That the report go to the DD/O. Because the DD/O is the primary customer for language training, he needs to have maximum input in the direction of the language development program. Presumably [] would have staff responsibilities should this course be chosen. It should be noted that the MCA files indicate significant participation by Mr. Nelson in reports to the Management Committee given by Mr. Rodriguez.

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4. Disadvantages appear to be as follows:

a. The DCI. Both Hal and Gail agree with you that Mr. Colby may well not have the time to address this subject in a thorough fashion. Although there is no question that he is interested in the subject -- and wants to be certain that the language development program achieves maximum effectiveness -- in practical terms his immediate office may not have the resources to spend a lot of time deliberating on the subject.

b. The D/DCI. Same problem as above. The D/DCI spends much of his time on the road.

c. The Management Committee. I can see no disadvantages to this course, unless the Committee would not wish to address the subject, and there are no indications of that. Until the 26 November MC meeting, the MC was planning to establish a board of visitors and a board of overseers for Training. Mr. Rodriguez did much of the staff work for the two boards. At the 26 November meeting, however, the Committee decided that the two boards would not be necessary. That vote was to be discussed with Mr. Colby.

d. The DD/A. The only disadvantage I can foresee is a possible problem should the LDC, as an inter-Directorate committee, report to one Deputy Director. Also, this tack would reduce OTR's (and the LDC's) visibility.

STAT e. The DD/O. I do not know if the DD/O or Mr. [] are interested in this responsibility. If you wish, I will talk with Brad or Jerry.

5. The best solution appears to be the Management Committee, for the following reasons:

a. The subject really is of Agency-wide interest.

b. The Management Committee is already reviewing all of the annual Office of Training reports, including the annual LDC report.

c. The Management Committee approach would and does provide for input from all Directorates, especially from the DD/O, who is the major customer for language training.

d. Because the DD/A has action responsibility for recommendations made in the report or by the Management Committee, staffing responsibilities would fall back to the DD/A anyway.

6. If para 5 is on target, the OTR revisions should be changed to read: "to the Secretary of the Management Committee."

STAT 7. Procedures for approval of Training Selection Board nominations for senior officer schools and certain executive leadership programs [] will be the subject of a separate memorandum.



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15 November 1974

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MEMORANDUM FOR:

SUBJECT : Language Development Committee and Training
Selection Board

1. The ADD/Administration has asked that a review be conducted of the responsibilities of the Director of Training in terms of his role as Chairman of the Language Development Committee, and his position as Chairman of the Training Selection Board. This study came about because there was some initial reluctance in routing the language report through the Deputy Director for Administration, and changing some of the recommendations.

2. I would appreciate it if you would discreetly review the basic ground rules and come up with appropriate recommendations--in line with the concept that the DD/Administration wants to have an active role in managing the Directorate, and being kept informed on all significant developments. There is some sensitivity in the Office of Training on this issue, and I do not want to rub salt into the wound. You may have other ideas, but several thoughts immediately come to mind:

- A. Possibly we should ask the DCI to delegate more authority to the DD/Administration on these issues.
- B. Possibly the DD/Administration representative should assume more responsibility in keeping the DD/Administration informed.

3. Please research this and see what you can come up with, but be very careful on any contact with the Office of Training. I'll be glad to discuss this.

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Att: DD/A 74-3591; 74-3905 + background

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15 November 1974

MEMORANDUM FOR THE RECORD

SUBJECT: Language Development Committee

On 17 October 1974, I discussed with [redacted] his role as the DD/A representative on the Language Development Committee.

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[redacted] when he was Deputy Director of Personnel, had this responsibility but Fred Janney was not interested in attending the monthly meetings, and the responsibility was passed to [redacted] who offered these observations, based on one year's experience:

1. It is a very boring assignment, and the "monthly" meetings were much too much. They now meet on a quarterly basis, with a prepared agenda.
2. [redacted] and his staff do 90% of the work -- as with the annual report that was prepared.
3. There is usually very little that is significant or controversial.
4. As a standard practice, [redacted] has not been providing status reports to the Deputy Director for Administration.

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EO-DD/A

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7 October 1974

NOTE FOR: Mr. Blake

1. From a short-range standpoint, I would suggest that this annual report be released to the DCI. Mr. McMahon took the position that it was an excellent report--except for the "recommendations"--which have been more or less eliminated.

2. From the long-range standpoint, I am expected to research the responsibilities of the Chairman of the Language Development Committee and the Training Selection Board--and report to the ADD/A. DTR has provided some basic background data on this issue.



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Atts

DD/A 74-3591, DD/A 74-3905 + background

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DMR 0754

7 OCT 1974

DD/A Registry

File Training

MEMORANDUM FOR: Director of Central Intelligence

SUBJECT : Annual Report of the Language Development Committee for FY 1974

1. The Annual Report of the Language Development Committee (LDC) is attached. The report includes an analysis of existing language skills within the Agency, the staffing of language designated positions, and progress of the Language Development Program.

2. During the fiscal year significant developments related to foreign languages included:

a. Provisions of Guidance to the Operations Directorate Concerning Foreign Language Needs. On behalf of the LDC, the Language Learning Center of the Office of Training developed an analytical model for determining whether or not operating components have sufficient language skills among their personnel to staff language designated positions on a continuing basis. Analyses (summarized in Attachment A) were provided to all area divisions in the DDO. The Deputy Director for Operations has stated that they are highly beneficial in helping his Directorate develop plans to satisfy its requirements for language qualified operations officers. Similar studies for DDI and DDA are planned for FY 1975.

b. Percent of Qualified Incumbencies for Language Designated Positions in DDO. As of 1 July 1974, DDO has filled [redacted] language designated operations officer positions with language qualified personnel. This percentage represents no appreciable change from a year ago. At the high end of the scale, EUR and WH Divisions have approximately 60% of their [redacted] positions filled by qualified incumbents. By contrast, of the [redacted] positions designated for Soviet Bloc languages, all of which are at Headquarters, only [redacted] are filled by language qualified incumbents. The breakdown by individual languages is contained in Attachment B.

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c. Trends in Foreign Language Inventories. The five-year trend (FY 1970-74) reveals significant speaking skill gains in Arabic



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detailed listing of the five-year language profile is provided in Attachment C.

d. Translation Problem in Soviet Bloc Languages. Increasing availability, through clandestine collection, of military and technical documents in Soviet Bloc languages, coupled with the decreasing number of employees with skills in these languages, already has overburdened our resources. The problem is likely to be extended to Middle Eastern and South Asian languages as a result of the export of Bloc technology to these areas.

e. Recruitment of Personnel with Language Skills. The Career Training Program is continuing its high emphasis on recruiting new officers with language skills. Of the 61 CT's who were recruited for the Program in FY 1974, 37 (61%) have speaking skills at the 2 or better level; 16 of these skills are at the 4 and 5 levels. Language training in the colleges is declining for a number of reasons and recruiting new employees with language skills in the number and level desired is likely to become more difficult. Recent contacts with academic representatives, both directly and through the Inter-agency Language Roundtable, reveal an essential ignorance in the colleges and universities about opportunities in the Agency and in the government in general for people with foreign language skills. Steps to publicize such opportunities are just getting underway.

f. Administrative Issues.

(1) Changeover to Numbers from Letters in Machine Runs, (that is, I will replace S (Slight), etc.). This change, which will put our coding system in line with the rest of the government language community, will be accomplished in FY 75.

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(2) Annual Personnel Plan. The APP is most supportive of the Language Development Program. The exercise calls the attention of Office Heads to shortages of qualified people in language designated positions and encourages them to include language development and recruitment of language qualified people in their personnel planning.

(3) Language Competence Comments in Fitness Reports. An LDC-sponsored survey of sample fitness reports from each Directorate indicated about 40% compliance with the provision of that supervisors comment specifically on the language competency of incumbents of language designated positions. As a consequence, a memorandum has been sent to each Deputy Director asking observance of this regulation.

g. Language Proficiency Cash Awards (LPCA). The LPCA program continues to focus on languages for which there is an operational need, and from all indications continues to achieve its aims. Awards were given most frequently in Arabic, Russian and Spanish. (Attachment D)

h. Inter-Agency Activities. The Inter-Agency Language Roundtable committees (formed after the 1973 GAO Report) were quite active during the fiscal year. Two projects of the Committees on which CIA employees did significant work were:

- (1) Development of a model core curriculum course in Chinese.
- (2) Symposium on Testing Foreign Language Competencies.

i. Language Learning Center Activities.

reaching 5-3 proficiency and teaching operations-related vocabulary.

(2) Termination of the Before-and-After-Hours Language Training (BAHLT) Program. Because of low enrollment and poor attendance the program was ended. Off-duty language instruction can now be obtained through the Off-Campus Program.

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3. Conclusions.

We are having a good deal of difficulty maintaining the Agency's language capabilities at the level required to do our work. Recent losses at the 4 and 5 levels of skill have deprived the Agency of the ability to conduct its business in some languages at a sophisticated level. These skills cannot normally be replaced by training -- but only through recruitment or by practice and concentrated study by the employee in the field over an extended period of time. In those instances where our language skills are spread thin, we must begin to plan for better use of the skilled linguist by free interchange across Directorate lines. We should also give consideration to retaining more employees who have key language skills beyond the age of mandatory retirement. We must also become more selective in choosing students for language study and assure that they remain in training until the levels of skill required by their assignments are attained.

Alfonso Rodriguez
Chairman,
Language Development Committee

Att

Distribution:

- 0 - Adse
- 1 - ER
- 1 - DDCI
- 1 - DD/A
- 2 - Chm/LDC (1 w/h)

OTR/LLC (4 Oct 74)

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**ANNUAL REPORT OF THE
LANGUAGE DEVELOPMENT COMMITTEE
FOR FY74**

1. LDC's Advisory Role on Foreign Language Needs.

a. The LDC, taking a new and more active role as advisor to the components regarding their foreign language assets and projected needs, asked the Language Learning Center (LLC) to do a study of the Agency's skills in languages taught at the Center and in certain other key languages.

b. In the study, a comparison was made between the skills required for each language designated position and the skills available to each area division among operations officers at the same grade as the position and two grades lower, using the 3:1 ratio -- three language qualified officers for each language designated position. (See Attachments A and B.) Surprisingly, the study reveals a marked deficiency within the Operations Directorate of operations officers



figures may be somewhat high in that the established guideline of needing three qualified officers for each language designated position may not be valid in instances where the number of positions in a given language is large and "backup" skills can be used with relatively greater versatility.

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c. The analyses have been forwarded to the divisions concerned and the Deputy Director for Operations has informed us they are most helpful to the Directorate in planning to satisfy its needs for language qualified operations officers. Similar studies for DDI and DDA language designated positions will be completed in FY 75.

2. Five-Year Inventory Trend.

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3. Developing Shortage of High Skills in Soviet Bloc Languages.

a. High or near-native skills in the East European languages and, to a lesser extent in Russian, have always been rare and difficult to recruit. Applicants presenting skills in these languages often have close relatives in Eastern Europe; others are deficient in their knowledge of English. Moreover, conditions in American society -- the tendency among young Americans to cast off ancestral origins and eschew learning foreign languages, and a lack of incentives, in terms of professional opportunities, to master languages like Czech or Hungarian -- have resulted in a smaller pool of qualified applicants for language positions in the Agency. Note that the chart of Operations Officer Language Proficiency Needs (Attachment A) shows two language



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predictions of more yet to come. The volume of these materials -- complicated by their sensitivity and complex vocabulary -- is straining the Agency's capabilities to provide prompt translations by use of regular staff or even contract personnel. Moreover, the export of Bloc military and industrial technology to the Middle East and South Asian countries is likely to strain our capabilities to handle technical materials in the languages of those areas as well.

4. Agency Measures to Deal with These Problems.

a. Intensified recruitment for high language skills by establishing direct contact between the colleges and Agency language officers to make the schools aware of professional opportunities for linguists in the Agency. Recruiting would include not only graduates but possibly junior faculty being released in the current retrenchment on the campuses. [redacted] has already taken some first steps in this direction.) In addition, recruitment would seek to identify applicants who have combined language study with military experience or study of one of the sciences. Experience indicates that it is more effective to take a scientifically trained applicant and teach him a foreign language than it is to train a language major in the sciences.

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b. Mandatory retirement at age 60 of employees covered by the Civil Service System will cost the Agency critical language assets. In a recent instance, a retiring [redacted] linguist was approached with a position offer by NSA; had he accepted, he presumably could have gone on working until he reached age 70. As veteran officers with high or native skills retire they are often replaced by employees with lower skill levels. LDC believes that the Agency would benefit from following a supportive policy in granting retirement deferments and independent or part-time contracts to strongly skilled linguists reaching age 60. These veterans can be used not only to handle complex priority translation tasks but to provide practical on-the-job training to younger linguists who are completing formal instruction.

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c. Agency policy regarding personnel slotting tends to discourage flexible use of language qualified personnel to satisfy diverse Agency requirements. Migration of language qualified personnel out of language work to positions which offer greater incentives in terms of grade, prestige or job interest makes for perennial recruitment and training problems. Unless incoming CT's with language proficiencies, as noted below are assigned early in their careers to language designated positions, or unless language development is continued, their skills will atrophy and prove of limited utility to the Agency in the long term. A centralized pool of personnel with high but scarce skills, especially translators, in critical languages should be established to enable a number of components to draw upon their services as requirements shift or intensify at various points in the Agency. [redacted]

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[redacted] ODI and Division D/DDO are a case in point. Both have need of translation services in [redacted] to process the Soviet Bloc technological documents mentioned previously, but individually are having difficulty obtaining the services of translators skilled in these languages. Language training must be strengthened and made more adaptable. For example, the Language Learning Center/OTR is trying to satisfy a variety of Polish training requirements -- full time and part time, speaking and reading/translation. Its single Polish instructor is not able to satisfy the varied requirements, but the total training volume is not sufficient to justify the addition of another instructor.

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5. Language Skills of Career Trainees. Of the 221 CT's in six classes from July 1968 through July 1970, 94 (43%) had a foreign language speaking proficiency at the 2 or better level. By comparison, of the 115 CT's in four classes from July 1972 through January 1974, 71 (62%) had a foreign language speaking proficiency at the 2 or better level.

6. Administrative Issues.

a. Changeover from Letters to Numbers in Machine Runs.

Statistical Reporting Branch/OP informed us that beginning with the December 1974 machine runs, proficiency test scores will be reported in numerical form rather than adjectivally, i. e., the computer will print out 5, 4, 3, 2, 1 instead of N, H, I, E, S, and the adjectives "Native," "High," "Intermediate," "Elementary," and "Slight" will no longer have official status. The Agency's coding system will then parallel that of the Foreign Service Institute.

b. Annual Personnel Plan. By the nature of its organization, the Annual Personnel Plan should be of considerable value to the Language Development Program. The Plan requires a statistical report of all language capabilities -- showing language designated positions, qualified incumbents, planned training and recruitment, and expected attrition. The Plan also requires an itemized listing of language training plans showing the past year goals and achievements in language development in comparison with the coming year goals. The APP will call the attention of Office Heads to shortages of qualified people in language designated positions and encourage the Office Heads to include language development and recruitment of language qualified people in their personnel planning.

c. Comments in Fitness Reports on Language Competence.

25X1 [] requires comments on language skills in fitness reports of employees occupying language designated positions. In order to learn how well this requirement was being followed, the DDI, DDA, and DDO members of the LDC each reviewed ten fitness reports from their respective Directorates. About 40% of those reviewed contained comments on the employee's language skill. A memorandum was sent to each Deputy Director calling attention to this part of [] and recommending that supervisors make appropriate comments.

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6. Language Proficiency Cash Awards Program. From all indications the LPCA program continues to focus on languages for which there is an operational need. During the past fiscal year, 78 awards totaling \$58,600 were made to Agency personnel for learning languages (47 in the DDO earned \$44,600, 30 in the DDA \$13,500, and one in the DDI \$500). Arabic led the list with 12 awards totalling \$12,900. There were 129 new participants designated to the Program, the majority being in Arabic, [redacted] (See Attachment D) In the three years the Program has been in operation, (FY 72-FY 74), a total of \$160,900 has been given in 217 awards -- DDO, \$117,700; DDA, \$34,700; and DDI, \$8,500. The number of participants has now reached 514.

7. Inter-Agency Activities. As a result of the Government Accounting Office Report of 22 January 1973, "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas," the Inter-Agency Language Roundtable (ILR) formed special committees for materials development, testing, research, information and management. The LLC is represented on all committees. Two significant projects of FY 74 were:

a. Core Curriculum Project for Chinese. The member Agencies of the ILR are jointly funding and developing a prototype Chinese course to demonstrate the feasibility of writing course materials that can be used in common by all members of the government language community. At present each agency uses materials designed to meet its own particular requirements. A CIA linguist is one of the chief designers of the prototype course. Chinese was selected as the target language because of the need for course materials to reflect linguistic changes during the past 20 years in the People's Republic of China. As of 1 September, [redacted] will also contribute funds to the project.

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b. Language Testing Symposium. A three-day international symposium on the problem of testing foreign language competencies was held in March 1974 under the auspices of U.S. Government agencies. Over two hundred people from the U.S. and six other countries heard some of America's leading experts on proficiency testing discuss the major issues in the field. A CIA linguist did the organizational work for the symposium, chaired the meetings, and delivered the keynote address.

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In the GAO Report, State Department was taken to task in several instances for failing to have language qualified people in language designated positions. Even though intelligence agencies were excluded from the GAO Report, it is possible that in future budget hearings Congress will ask CIA about its language activities in light of the GAO findings.

8. Language Learning Center Activities.

a. "Total Immersion" Language Training Experiment.

1) For years a recurrent theme of LLC consumers has been the need for students to acquire S-3 proficiency and job-related training. Two long-standing problems in language training have been: (a) the acknowledged fact that most students cannot achieve professional competence (S-3) in a language under normal classroom conditions, and (b) the difficulty posed by security considerations in using job-related language exercises for DDO officers. As an experiment it was decided to conduct a series of four-week "Total Immersion" programs to see if these problems could be overcome.

2) The LLC conducted the first of these programs on 23 October-16 November 1973 for 12 students of Russian. Building upon the positive experiences of the first program, [redacted] Houses were held on 1-26 April and 20 May-14 June 1974, respectively. Probably the single most noticeable gain for all students in the program was in speaking confidence. This is an ingredient usually missing in normal full-time training, and the key to reaching S-3 proficiency. We also have strong evidence that operations-related vocabulary can be taught effectively while at the same time raising proficiencies to S-3. We are convinced, consequently, that "total immersion" is a professional, cost-effective language training vehicle.

b. Termination of the Before-and-After-Hours Language Training (BAHLT) Program. The BAHLT program, reinstated in 1969, was conceived as a convenient means for enabling seriously motivated students needing or wanting to learn a foreign language to do so without interfering with their job responsibilities. Given the low enrollment (84) and poor attendance in the FY 74 program (one-third less attendance than

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the previous year with only about one-fourth of the students staying in the program to the end), the Office of Training could no longer justify the investment and the program was terminated at the end of the fiscal year. This off-duty instruction is being handled in the Off-Campus Program, which now includes language instruction. The advantages resulting from this change are: (1) lower overall cost; (2) college credit for students; and (3) motivation to complete the course, since a student who fails to do so will be required to reimburse the Agency for his tuition.

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Language Development Committee and Training Selection Board

FROM:

NTL Director of Training
 C. of C. Bldg.

EXTENSION

NO.

DD/A 74-3905

DATE

4 October 1974

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. EO-DDA

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Skip:

I think the attached documents, which constitute the principal guidance to the Language Development Committee (LDC) are clear and self-explanatory as to the reporting requirements.

2.

JFB

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As you will note, it is incumbent upon the LDC to report on an annual basis in coordination with the Deputy Directors to the DCI. The FY 74 report in draft was coordinated with the Deputy Directors through their representatives to the LDC. In cases where additions or deletions were recommended, they were discussed with each Committee member.

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9.

These conclusions which I have substituted for "Recommendations" have not been coordinated with the LDC members.

10.

11.

As Chairman of the LDC, the regulation holds me responsible for such coordination, once this is done I am not concerned with the matter of the routing to the DCI and have no difficulty routing it through the DD/A for release.

12.

13.

14.

15.

You have also inquired regarding my responsibilities and duties as Chairman of the Training Selection Board. I

am attaching an amended
copy of that regulation with
the changes that will be shown
when it is re-issued. You will
note that under "Responsibilities"
it is stated that the Board will
recommend nominees to the
Deputy Director of Central
Intelligence.

Historically, the Chairman,
Training Selection Board reported
directly to the Ex. Dir-Compt.

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[Redacted]

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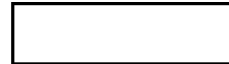
STAT

Alfonso Rodriguez

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TRAINING

- (a) If, however, the employee voluntarily leaves the Agency during the training or during the agreed period of service to transfer to other Federal service, he will give the Agency at least ten working days' written notice, during which period the Agency will determine whether the employee is to provide reimbursement under the provisions of this subparagraph for the training expenses incurred. Should such ten-day notice not be given by the employee, he will, if demanded by the Agency, reimburse the Agency for training costs determined to be due. Notification to the employee of any reimbursement due from him will be given prior to the employee's entrance on duty with other Federal service.
- (b) If the employee fails to fulfill his obligation to reimburse the Agency, a sum equal to the amount of the training expenses may be recoverable by the Agency from the employee or his estate by the attachment of accrued salary, compensation, retirement credit, or other amounts due the employee from the Agency, and such other methods as provided by law for the recovery of amounts due the Government.
- (c) Expenses to be reimbursed will include those of
 - (1) travel and per diem in lieu of subsistence;
 - (2) transportation of immediate family, household goods and personal effects, packing, crating, temporary storage, drayage, and unpacking;
 - (3) tuition and enrollment fees;
 - (4) library and laboratory services;
 - (5) purchase or rental of books, materials, and supplies; and
 - (6) other services or facilities directly related to the training, but excluding salary, pay, or compensation received.

c. TRAINING SELECTION BOARD

- (1) MEMBERSHIP. The board will consist of the Director of Training, who will act as its chairman; the Director of Personnel, who will represent the Deputy Director for Administration; and one senior officer to be designated by each of the following to serve as his representative: The Deputy Director for Science and Technology, the Deputy Director for Operations, and the Deputy Director for Intelligence.
- (2) RESPONSIBILITIES. The board will
 - (a) coordinate nominations with Chief, Cover and Commercial Staff to determine cover requirements, if applicable;
 - (b) recommend nominees to the Deputy Director of Central Intelligence for approval of their attendance at senior officer schools and certain executive leadership programs that he has identified;
 - (c) approve nominees to attend non-Agency programs in senior management, including university programs, conferences, and seminars;
 - (d) approve nominees for the Education in Public Management program and Educational Program in Systems Analysis;
 - (e) periodically publish the list of training programs under the jurisdiction of the board.

→Revised: 13 December 1972 (717)

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DD/S 65-5788
5973-65

11 DEC 1965

65-5788

65-7625

MEMORANDUM FOR: Deputy Director of Central Intelligence

SUBJECT : CIA's Foreign Language Program

1. This memorandum submits recommendations for your approval; such recommendations are contained in paragraph 4.

2. Pursuant to your recent request for recommendations to strengthen the Agency's foreign language program, a small Working Group comprised of a senior member from each Directorate was formed to survey our present program and to develop such recommendations.

3. No estimate of funds and personnel required for increased emphasis on foreign language training can be developed until an inventory of existing foreign language skills and foreign language training requirements are developed.

4. The report of the Working Group is attached. It contains six recommendations with which I concur and which are submitted for your approval.

[Redacted Signature]

R. L. BARNETT
Deputy Director
for Support

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Attachment:
Report of Working Group on CIA's
Foreign Language Program

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GROUP 1
Excluded from automatic
downgrading and
declassification

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Approved For Release 2003/04/29 : CIA-RDP84-00780R006800070003-0

Subject: CIA's Foreign Language Program

CONCUR:

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[Redacted Signature]

16 Dec 65

Ray S. Cline
Deputy Director for Intelligence

Date

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[Redacted Signature]

23 DEC 1965

Albert D. Wheelon
Deputy Director for Science & Technology

Date

ILLEGIB

J/S

[Redacted Signature]

1/10/66

Desmond FitzGerald
Deputy Director for Plans

Date

The recommendations in paragraph 4 are approved:

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[Redacted Signature]

1 FEB 1965

Richard Helms
Deputy Director of Central Intelligence

Date

Distribution:

Orig - DTR via DD/S

1 - ER

1 - DD/I

1 - DD/S&T

1 - DD/P

2 - DD/S (1 w/h)

Approved For Release 2003/04/29 : CIA-RDP84-00780R006800070003-0

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REPORT OF WORKING GROUP
ON
CIA's FOREIGN LANGUAGE PROGRAM

MISSION

In response to an initiative from the DDCI, a Working Group was formed by the Deputy Director for Support to examine the Agency's foreign language program and develop recommendations to strengthen it. Under its terms of reference, the Group was asked specifically to:

- a. Examine the status of current and projected language requirements in the Agency.
- b. Review the present system for maintaining the CIA Language Inventory and for testing the skills recorded there.
- c. Recommend changes in the policy base of the Agency's language development program to meet future needs.

The DD/S supplied the Chairman for the Working Group which included a representative from each Deputy Directorate and advisors from the Offices of Personnel and Training. (See TAB A for list of members.)

METHOD OF APPROACH

In conducting its review, the Working Group devoted primary attention to: present Agency policies on language development; evidence as to the effectiveness of these policies; records and other indications of language

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IMPLEMENTATION

As indicated in its summary of findings, the Working Group believes that present Agency policies fail to provide adequate centralized monitoring and staff supervision for the CIA language program. Without these, separate elements of the language program cannot be properly interrelated, over-all planning is difficult if not impossible, certain types of centralized reporting are hard to obtain, and essential discipline is often lost.

The Working Group concludes that the Director of Training should be responsible for such staff supervision and that the Committee for Language Development should expand its functions to assist him in carrying out this responsibility. Two other conclusions were noted with respect to the Committee: (1) since part of its job is to review the activities of the CIA Language School, it should be chaired by the Director of Training or his Deputy rather than by the Chief of the Language School, and (2) as a part of its function, the Committee should maintain a current classification of all overseas posts in terms of their primary, alternate, and secondary languages to aid Directorates in establishing language requirements.

Finally, the Group observed the need of the Director of Training to receive adequate forecasts of language training requirements, preferably on a fiscal year basis, so he can efficiently plan for and manage the Agency's language training activities.

RECOMMENDATION #6

It is recommended that:

(a) Subparagraph b(4) of [] be clarified to assign responsibility to the Director of Training for staff supervision of the Agency's Language Development Program.

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(b) The Director of Training or his Deputy serve as Chairman of the CIA Committee for Language Development.

(c) Deputy Directors supply annual forecasts of language training requirements to the Director of Training in a format developed with him for this purpose.

(d) The Director of Training revise [] and undertake such other staff actions as may be required to carry out the recommendations in this report which receive final approval.

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CIA Language Development Program

- (3) the requirement for comments on language skills in fitness reports of personnel occupying language positions;
- (4) consideration of language competence as a factor in promotion;
- (5) use of Language Proficiency Cash Awards as incentives for achievement of language skills for which the directorate has a priority need;
- (b) identify the Language Units within his directorate, and determine the languages and proficiency levels needed for the appropriate positions within the units;
- (c) by 15 May of each year, review foreign language needs of each Language Unit and provide the Director of Training with an estimate of the directorate's language training requirements for the next fiscal year;
- (d) refer to the Office of Training for proficiency tests employees assigned to headquarters from overseas [redacted] who have developed new language skills.
- (2) The Director of Personnel will
- (a) consider language proficiency and aptitude in the recruitment of employees for components needing language skills;
- (b) refer all newly hired employees, who claim a knowledge of a foreign language, to the Office of Training for language proficiency tests;
- (c) refer all newly employed professional personnel, who were not previously tested, to the Office of Medical Services for language aptitude tests;
- (d) maintain the Language Control Register;
- (e) provide summary statistical reports to the Deputy Directors and to the Language Development Committee as required.
- (3) The Director of Training will
- (a) define the levels of foreign language proficiency;
- (b) provide or arrange for foreign language training as required;
- (c) provide or arrange for all foreign language proficiency tests and certify the proficiency of individuals to the directorate concerned and the Office of Personnel.
- (4) The Director of Medical Services will administer the Agency's language aptitude tests and report the results to the Office of Personnel for inclusion in official personnel files.
- (5) The Language Development Committee consists of one representative of each Deputy Director, and the Director of Training or his deputy who serves as the chairman. (The representative of the Deputy Director for Management and Services will be from the Office of Personnel.) The committee will
- (a) advise senior Agency officials on policies and procedures related to the Agency's foreign language program;
- (b) at the end of each fiscal year prepare an annual progress report, in coordination with the Deputy Directors, on the Agency's foreign language program for the Director of Central Intelligence.

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Note
underscore

4. CIA LANGUAGE INCENTIVE PROGRAM

- a. GENERAL. The CIA Language Incentive Program is intended to encourage achievement of skills in selected foreign languages.
- b. POLICY
- (1) To help upgrade the foreign language capabilities of Agency employees and to assist each Deputy Director in satisfying the foreign language

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19 December 1974

MEMORANDUM FOR: Mr. McMahon
SUBJECT : Training Selection Board

1. Relative to the Training Selection Board, I recommend the following:

*SHOULD BE
D/P*

a. Change the regulatory language so that "the DD/A representative shall be appointed by the DD/Administration". This provides various options and does not restrict you to the Office of Personnel.

that the DDA see him OP

OK

b. Indicate to that he is representing the Directorate, and has a direct responsibility to keep the DD/Administration advised.

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OK

c. Have the Office of Training report to the Management Committee once a year (June/July) as part of the "Review of Training". The regulation will have to reflect this change.

2. As a matter of interest, this supposedly is one of the responsibilities which went to the Deputy Director for Management and Services in May 1973, in the Management Committee deliberations on Executive Director-Comptroller functions (MCA-32). There apparently was no follow-through.

D

LJD

Att:
MCA-32
DD/S 72-3716, dtd 25 Sep 1972 fr DCI to D/OTR

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17 December 1974

MEMORANDUM FOR: [REDACTED]

SUBJECT : Reporting Requirements for the Training Selection Board

1. The same two questions apply to this subject as to the language Development Committee, viz.:

a. How can the DD/A increase his participation in the deliberations of the Training Selection Board?

b. To whom should the TSB forward its recommendations, i.e., who should approve TSB nominations?

2. On question a, [REDACTED] sits on the Board for D/Pers. There would appear to be no advantage to changing the DD/A representative to this Board. The DD/A may wish to increase his input to [REDACTED] however, by tasking someone on the DD/A Staff to confer with [REDACTED] at appropriate intervals and provide him with guidance from Mr. Blake.

3. On question b, after talking with [REDACTED] I would tend to fall back to your original suggestion, which was to go along with D/DCI receipt of this package. ~~Nominations~~ for all senior schools and executive leadership programs are submitted in a package once per year -- in June or July. Jerry points out that it would probably not be appropriate for one Deputy Director to approve the package because each DD is competing with his counterparts for nominees for the program.

4. The D/DCI route allows for entree to both the Management Committee and the Director, if that appears appropriate. Should it be suggested that the TSB have final approval, some form of entree to the MC or to the Director would undoubtedly have to be written into the regs. That is also true should each DD approve nominations for officers in his Directorate.

5. Attached is a memorandum from Mr. Colby to the Director of Training which was prepared when Mr. Colby was the ExDir. It demonstrates Mr. Colby's strong interest in the subject and the fact that Mr. Colby saw need for the Director to approve certain of the nominations.

[REDACTED]

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Approved For Release 2003/04/29 : CIA-RDP84-00780R006800070003-0

85 SEP 1972
DD/S 72.3716

MEMORANDUM FOR: Director of Training

THROUGH : Deputy Director for Support

SUBJECT : Approval of Candidates for Senior Officer Schools, 1973-74

REFERENCE : Memo to ExDir from C/TSB dated 11 August 1972, subject as above

1. The above program was reviewed and discussed in some depth in conjunction with the consideration of the future of the Agency's Senior Seminar. The level of participation and the individuals nominated for the National War College, the [redacted] and the State Senior Seminar were approved by the Director. The Director also concurred, however, with my own recommendation, following the above discussion, that our representation in the other service schools be substantially reduced. The Director stated he did wish to have one student representative in each service school, however. The Training Selection Board is therefore directed to review the nominations to the Air War College, Armed Forces Staff College, and Naval War College to reduce these to the one nominee suggested. This might cause a change in certain of the nominations to the other War Colleges if the Board's recommendations so result. If it is essentially too late to affect the February 1973 course of the Armed Forces Staff College, the above action can be instituted for the August 1973 course.

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2. In order to put the above action in context, it is important to bring out that the Director also concurred with the recommendations to strengthen the Senior Seminar conducted by the Agency and fully supports external training of the sabbatical or advance study type when these are tailored to the specific qualifications of individual Agency officers and the future needs of the Agency for further development of a certain character.

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WEC

W. E. Colby

Executive Director, Central Intelligence Agency

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WEC:sfc

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- (a) If, however, the employee voluntarily leaves the Agency during the training or during the agreed period of service to transfer to other Federal service, he will give the Agency at least ten working days' written notice, during which period the Agency will determine whether the employee is to provide reimbursement under the provisions of this subparagraph for the training expenses incurred. Should such ten-day notice not be given by the employee, he will, if demanded by the Agency, reimburse the Agency for training costs determined to be due. Notification to the employee of any reimbursement due from him will be given prior to the employee's entrance on duty with other Federal service.
- (b) If the employee fails to fulfill his obligation to reimburse the Agency, a sum equal to the amount of the training expenses may be recoverable by the Agency from the employee or his estate by the attachment of accrued salary, compensation, retirement credit, or other amounts due the employee from the Agency, and such other methods as provided by law for the recovery of amounts due the Government.
- (c) Expenses to be reimbursed will include those of
- (1) travel and per diem in lieu of subsistence;
 - (2) transportation of immediate family, household goods and personal effects, packing, crating, temporary storage, drayage, and unpacking;
 - (3) tuition and enrollment fees;
 - (4) library and laboratory services;
 - (5) purchase or rental of books, materials, and supplies; and
 - (6) other services or facilities directly related to the training, but excluding salary, pay, or compensation received.

c. TRAINING SELECTION BOARD

- (1) MEMBERSHIP. The board will consist of the Director of Training, who will act as its chairman and represent the Executive Director-Comptroller; the Director of Personnel, who will represent the Deputy Director for Support; and one senior officer to be designated by each of the following to serve as his representative: the Deputy Director for Science and Technology, the Deputy Director for Plans, and the Deputy Director for Intelligence.
- (2) RESPONSIBILITIES. The board will
- (a) recommend nominees to the Executive Director-Comptroller for approval of their attendance at senior officer schools and certain executive leadership programs that he has identified;
 - (b) approve nominees to attend non-Agency programs in senior management, including university programs, conferences, and seminars;
 - (c) approve nominees for the Education in Public Management program and Educational Program in Systems Analysis;
 - (d) periodically publish the list of training programs under the jurisdiction of the board.

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