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Professional Development Program

Office of Logistics

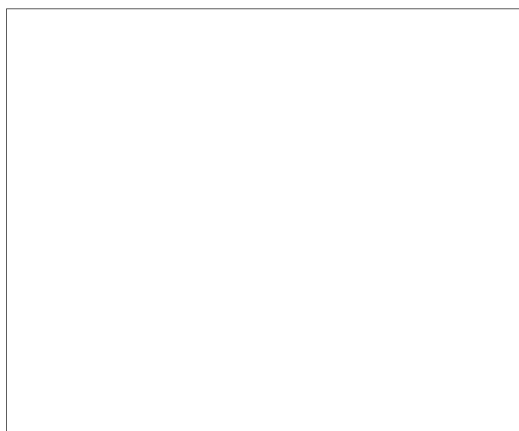
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**REPORT OF THE COMMITTEE TO STUDY A LOGISTICS
OFFICER TRAINING PROGRAM
PROFESSIONAL DEVELOPMENT**

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MEMORANDUM FOR: Director of Logistics
Officer Trainee Program

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FROM:

Chairman, Committee to Study Logistics
Training Program

SUBJECT: Submittal of Phase I of Committee Report
with Recommendation

1. Per your direction, a committee has been formed to study Professional and Wage Board development programs in the Office of Logistics. The activities of the committee with regard to Professional development are complete, and a report summarizing these activities is attached.

2. The committee recommends that you authorize and implement a Logistics Intern Program. If you concur, the committee recommends that a Logistics Instruction be issued as soon as practical. This instruction would serve to announce the program on an office-wide basis and should contain the description of the program as outlined in Section VI of this report. If the recommended program is approved, it should be included in all Logistics Personnel Handbooks.

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I. BACKGROUND

Increasing concern has developed over the past several years that our middle-level officers are becoming highly specialized in narrow career tracks. This specialization detracts from the ability of the Office of Logistics to provide well-rounded logistics generalists for rotational assignments between Divisions within the Office and to components outside the Office and overseas. Although there has been some recent movement of careerists between Divisions at higher levels, there is still not enough movement at the mid to lower levels. When rotations do occur, managers are inclined to consider these assignments to be a waste of time and of little or no value to an individual in developing a career speciality. There have been instances of logistics careerists dealing with Agency components who did not know the various functions of Logistics Divisions and Branches and were unable to help the customer obtain Logistics assistance or place requirements into the Logistics system. Additionally, a lack of thorough familiarity with the functions of all Logistics Divisions and Staffs has the potential to build a parochialism and lack of proper perspective and responsiveness to our customers and the operational support they need.

The Office of Logistics will function in a dynamic environment during the next decade. In order to effectively meet the challenge, the Office must identify, develop, and advance the best possible candidates to managerial ranks. Additionally, it is imperative that we instill in these individuals the Office tradition of quick response, quality service, and dedication to excellence in operational support.

To pursue this goal, the Director of Logistics formed this committee to study development and training of Professionals and Wage Board employees in the Office of Logistics. The committee was formed in September 1983 from volunteers who responded to a Logistics Notice published in August 1983. The participants included personnel from Supply Division, Logistics Services Division, Procurement Division, Real Estate and Construction Division, Printing and Photography Division, Information Management and Support Staff, Personnel and Training Staff, Procurement Management Staff, Security Staff, and the New Building Project Office. This report deals with Professional Development—a separate report will be issued on Wage Board Development.

II. GOALS

A. Develop a Logistics Officer Training (LOT) Program that will produce a cadre of Logistics officers who will be prepared by training and experience to be assigned to managerial positions in the Office of Logistics.

B. Develop a program for wage board employees in P&PD,

III. METHODOLOGY

The committee decided to pursue the two programs consecutively in the above order. To reach the first goal and to understand the past as well as to develop a database of existing management training programs, the committee interviewed and gathered information from various sources. The committee's specific taskings were to:

- A. Review existing Office of Logistics programs.
- B. Review former Logistics Officer Trainee Program.

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- C. Review other CIA programs.
- D. Review other government programs.
- E. Review private industry programs.
- F. Research cover problems that may occur.
- G. Research professional societies and certification.

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Following the research effort, the committee held a two-day work session at [redacted] in January 1984 to develop a program. Minutes of this work session are in Attachment A. Discussions [redacted] included many alternatives that were refined into the final recommendation of the committee for the establishment of a Logistics Intern Program (LIP). The various reports submitted during the committee's activities are included in Attachment B thru D.

IV. ALTERNATIVES

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Throughout all the activity of the committee, a continuing dialogue existed on various alternatives to the final recommendation. Since this dialogue took place among various groupings of the committee and at differing times and places, it was impossible to capture all items discussed. A fairly comprehensive look at the extent of the discussion may be found by reviewing the minutes of the meeting [redacted]. The following three alternatives received the most consideration by the committee:

A. *No Office-Wide Program*

FOR: Those divisions that would participate most heavily in this program already have a formal training program. Divisions that do not currently have a formal program may not desire to participate in an office-wide program. Personnel development is a primary duty of managers and if current managers support professional development at the Division level, they may not feel the need to support an office-level program. The advent of the DDA professional development program might provide a good mechanism for developing future Logistics managers and given them a good overview of the Directorate.

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AGAINST: Division-, Directorate-, and Agency-level programs do not give specific treatment of office-level concerns nor do they provide a viable alternative to a program specifically designed for the office level. If the program is designed, Division management will recognize the ultimate gain of getting back a well-rounded employee and will shoulder the administrative support necessary for the program to function effectively.

B. *Broad-Based Program for all Logistics Careerists*

FOR: This program yields across-the-board benefit to all employees and offers a fair distribution of the training investment. The recent lunchtime seminars offered by the Procurement Management Staff are an example of what can be done in this field.

AGAINST: This program would probably not yield much higher benefit than is currently being realized from existing courses offered by OTE, other government agencies, or local academic or professional societies. Because of the numerous disciplines and career tracks in the Office, it would be better to encourage employees to participate in programs on their own.

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C. *Entry-Level Program for Professionals*

FOR: The provision of meaningful career development is a distinct advantage in the recruitment and retention of high-potential new employees.

AGAINST: The complexities of the Office structure and the missions of the various Divisions and Branches are too hard for new employees to grasp and turn into a meaningful learning experience. A short exposure is of little or no value to individuals and very expensive to the Division in terms of manpower required to train new employees. The Division gains little value to its operation from new employees because they do not have the knowledge to read on their own and become contributing members of the group. The CT Program, the new DDA Development Program, the Supply Office Trainee Program, and various other informal programs can adequately serve the needs of entry-level professionals.

V. **RECOMMENDATION**

Notwithstanding these alternatives, a decision was reached by the committee to develop a viable program. We submit this report for your consideration and strongly recommend that a professional development program be instituted for high potential logistics careerists to broaden their individual experiences and enhance their potential to the office. The committee's program follows:

VI. **LOGISTICS INTERN PROGRAM**

A. *Goal*

The Logistics Intern Program (LIP) will provide selected Logistics careerists, through an individualized two-year program of training and interim assignments, an overview of the Office of Logistics' management philosophy, concerns, problems and personnel. Selectees, upon completion of this program, will have a broad-based knowledge of how the Office functions both internally and externally in support of the Agency mission. Additionally, this program will provide a cadre from which future managers can be selected who will have specific skills in a specialized logistics discipline and, more importantly, a broad-based knowledge of the overall role of the Office, the requirements placed on it, and the resources available to fulfill those requirements.

why so long.

should emphasize this is not the only path to mgmt!

B. *Nomination and Selection*

Nominations for appointment to the LIP will be made annually in October by each of the five ML Career Subgroup Professional Panels, by Division or Staff Chiefs, or by self-nomination from individuals who meet the following application criteria:

1. Minimum of three years' Agency employment. → long wait
2. Bachelor's degree. Preference will be given to individuals who have graduate degrees or demonstrate an active pursuit of graduate study or after-hours work in career-related studies.
3. Minimum entry grade is GS-11. No maximum entry grade.
4. Category I rankings, top 25% of Category II may be considered.
5. Medically qualified for PCS or TDY.
6. Preference will be given to individuals who have attained or who are pursuing professional certification or are active members of a professional society.

Attorneys Appraisals Papers Specific tasks writing

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Nominations will be made to the Logistics Training and Awards Panel who will make the final selections and recommendations to the Logistics Career Service Board for appointment.

Good!

C. Size of Group

Depending on OL's future need for managers and the availability of qualified candidates and training positions, a group of four to six people would be appropriate. A two-year program will accommodate meaningful interim assignments, so four to six candidates should be accepted each year with a maximum of twelve participants during a full two-year cycle or at any one time.

nothing in comparison

D. Assignments

Rotational assignments would vary depending on the needs of the individual and the project undertaken. Three or four different assignments would be scheduled for each intern and would normally be of a six-month duration. However, a one-year assignment in a particular discipline would be considered. Rotations should be tailored to the intern's interests and Office needs. Although each intern does not need the same training, all should receive an overview and some hands-on experience in three or four Divisions. Assignments must emphasize the interaction and interdependency of the various Logistics functions.

Who makes out the intern's + Training Panel?

Each Division could utilize a mid-level grade, Category I intern in some special project or in normal day-to-day assignments, especially since this fast-learning trainee will be considered quite competent and highly motivated. The following rotational assignments are suggested:

- Assignment as an area Division Logs Officer.
- Tour as Assistant Executive Officer in Office of D/L. ✓
- Position in planning or management support in P&PD.
- Executive Officer in RECD,
- Procurement Agent in General Procurement Division.
- Procurement Analyst in Procurement Management Staff.
- Special Project Officer in IMSS.
- 90-day foreign or domestic TDY as Supply Officer Trainee.

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Choice of assignments would be developed in advance and each Division would assign a senior officer, preferably the Deputy Chief, as a mentor for the individual. A written formal work plan must be prepared by the mentor and fully understood and adhered to by both the intern and the Division. These assignments outside the intern's basic field would provide OL a potential manager who could return to his own discipline with a broader knowledge of the essential interactions and varying concerns of the other Divisions. The Divisions will not be overburdened with this rotation, as only one person should be training in their area during a six-month period. The program is envisioned as flexible enough to handle the varied needs of the limited number of people involved.

ind -> Panel? by whom?

evaluation assignment with wrap

E. Training

Interns will pursue a combination of courses applicable to management and the various disciplines in logistics. The courses may be internal or external. The exact program of courses will depend upon the interim assignments selected. The

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Division Chief or Deputy (for the areas the intern will be assigned to during the program) and the intern will mutually decide on exactly what courses to enroll in. The following are courses that may be considered:

- | | | |
|---------------------------|--|---|
| Supply | <ul style="list-style-type: none"> ✓ Field Administration Course ✓ Headquarters Property Accounting Course General Transportation of Hazardous Materials ✓ Logistics Management, Wright-Patterson AFB, Ohio Army Depot Operations Management Course, Fort Lee, VA Defense Inventory Management, Fort Lee, VA FEDSTRIP (GSA) | <i>Should not take some of these in warehouse</i> |
| Procurement | <ul style="list-style-type: none"> ✓ Types of Contracts (GSA) ✓ Basic Procurement (GSA) Contracting for Commercial Services (GSA) The Federal Procurement Process (GSA) Small Purchases/Federal Supply Schedules (GSA) | |
| Printing &
Photography | <ul style="list-style-type: none"> Systems Analysis Production Management Course | |
| General | <ul style="list-style-type: none"> ✓ Data Processing Course—VM/SCRIPT/AIM/RAMIS | |

F. Professional Certification

During the internship assignment, individuals will be encouraged to pursue professional certification in logistics disciplines and actively participate in a professional society.

VII. CONCLUSION

The Office of Logistics has a traditional reputation for responsiveness. That reputation is in danger of erosion through increasing specialization. To counteract the specialization and its accompanying provincial attitudes, the Office of Logistics must formalize the development of knowledgeable managers who will be prepared to meet the challenges of the future. The Logistics Intern Program provides a vehicle for this development and establishes a goal of excellence for the individual.

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17 January 1984

MEMORANDUM FOR THE RECORD

SUBJECT: Committee to Study a Proposed Logistics Officer Trainee Program (LOTP)—Minutes of Meeting, 3 and 4 January 1984, [redacted]

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1. Two Committee members [redacted] who was on leave, and [redacted] who was needed in his Division) were absent.

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2. The purpose of this two-day meeting was to refine the definition of the LOTP and to decide upon the details regarding qualifications of candidates and the details of the program.

a. On the definition of the LOTP, the question is whether it is a program to provide a cadre of future managers for OL versus a broad-based program for all OL professionals.

b. On the qualifications of candidates, the following are to be considered:

(1) Educational Level (High School, College, etc.)

(2) Testing (Professional Applicant or Employee Test Battery, Scholastic Aptitude Test results, etc.)

(3) Length of Employment (in OL or in Agency)

(4) Entry Grade

(5) Rating on Performance Appraisal Report (PAR) and Panel Ranking

c. On the details of the program, the following are to be considered:

(1) Nomination and Selection of Candidates

(2) Size of Group

(3) Length of Program

(4) Training

(5) Assignments

(6) Promotions

(7) Oversight and Management

Post Program Activities: Assignment and Training

3. Chairman [redacted] advised the Committee that OL's 1986 new initiatives are asking for 20 new positions. Some of these positions are expected to be used for the LOT Program [redacted] thus felt that the Committee should not concern itself with the slotting of the participants.

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make adjustments
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4. Since the Committee's discussions often moved quickly from one point to another, no attempt will be made to provide a chronological report. Rather the comments will be reported by category.

a. Qualifications

(1) *Educational Level:* Mandatory Bachelor's degree. Advanced degree or certification or some number of years of professional experience highly desirable. There was considerable discussion on whether requiring a certain number of graduate credits to be completed during the program would be wise. The final decision was to list entry either with an advanced degree or upon completion to have progress toward achieving one.

25X1 (2) *Testing:* [redacted] of Psychological Services Division (PSD) provided a briefing on professional testing and assessment. The attachment contains a summary of the briefing. The committee felt that if employees are selected at the GS-11 level (minimum) with at least three years of Agency service, full retesting would not be appropriate at this point in their careers. For the next Committee meeting the Chairman asked the members to think about whether or not assessment should be included as part of the selection criteria.

(3) *Length of Employment:* LOT candidates must have completed their three-year trial period with the Agency. No one should be selected for the program unless he has cleared his final security processing, especially the repolygraphing. Some discussion was held on whether any part of the three-year trial period would have to be service in OL. Since the program would not receive wide publicity outside OL, it would appear that the vast majority of candidates would have at least some OL service as part of the three-year trial period.

(4) *Entry Grade:* The minimum entry grade will be GS-11. No maximum entry grade will be imposed.

(5) *Rating on PAR and Panel Ranking:* Only Category I employees will be considered. Since the Category Ranking is derived in part from the PAR ratings, it is not necessary to establish any particular PAR rating as a criterion. Discussion on this point centered on whether or not to include Category II employees as potential candidates. While it was recognized that there are some employees in Category II who may have potential for advancement, it was agreed that *all* Category I employees should be the ones with the most potential. Therefore, these employees would be the best LOT candidates.

b. Details of the Program

(1) *Nomination and Selection of Candidates:* Discussion centered on who should nominate and select the candidates. There was general agreement that the Divisions should nominate te candidates. There was, however, considerable disagreement on whether it was wise to *require* each Division to nominate a certain number of candidates for a certain timeframe, such as each year. On the one hand it was recognized that certain Divisions might never submit nominees (because they would not want to lose their best people for a considerable period of time). On the other hand it was thought that if the Program was not considered good enough for a Division to risk the loss of the person versus what the Division would ultimately gain (getting back a well-rounded employee), then OL as a whole was probably wasting its time even having a program. It was also

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recognized that some of the people (Division Deputies for example) might not have had access in the past to the records (the Category I list) that would be necessary to participate in the nomination. The Committee felt that both the Division (or Staff) Chief and Deputy should have access and participate in the nomination of candidates. The nominations would be reviewed and ranked by the Training Panel with the final selection of participants made by the Director of Logistics. When a Division or Staff has nominated candidates, the Training Panel would contact the candidates to determine their interest in being considered. The Training Panel might also interview nominees.

(2) *Size of Group:* Various sizes were considered. One proposal was for 8 to 12 participants at a time. Another proposal was four to six a year, with eight to 12 during the two-year program cycle. These numbers are only guidelines; there may be more or less depending on anticipated future managerial needs and number and availability of qualified candidates.

(3) *Length of Program:* A two-year program length appears best. For any given employee, the program can begin at various times. Rather than a "class" concept such as the Career Training Program has, the LOT Program should be more individually administered as the SOT Program is.

(4) *Training:* Training taken should be a combination of internal and external, management-initiated and employee-initiated, on- and off-duty training mutually agreed upon by the Division and employee.

(5) *Assignments:* The advantages and disadvantages of short-term versus long-term rotational assignments and the training that would accompany the assignments were discussed. Short-term assignments were thought to be those of three months or less. Long-term assignments were those lasting two to three years. Overseas experience during the assignments was considered very necessary; preferably the trainee would have a full tour but at least a TDY would be beneficial.

A very good type of assignment would be one outside the Agency. Some examples would be for a procurement type to be assigned to the National Security Agency (NSA), for a RECD or supply type to be assigned to the General Services Administration (GSA), and for an LSD type to be assigned as a General Services Officer with the State Department. Every trainee does not need experience in all Divisions of Logistics.

Following his participation in the Program, the trainee would return to his "home" office; i.e., his career division. Trainees would spend a maximum of one year in any one assignment unless it was an overseas or domestic TDY. Any trainee's exposure would then be to at least two (and up to four) offices other than his parent office.

Potential interim assignments were identified as: REB/RECD, GPB/PD, AEO/OL, Area Division Logistics Officer, P&PD, [redacted] Overseas TDY, IMSS, rotation to another office in the Agency such as OF, and assignment to another government agency. TDYs would preferably be of 90 to 180 days' duration rather than simply the [redacted]

Assignments during LOTP would be negotiable. The employee should have some input with the final decision being made by management.

4 suggest, who monitors program in number of candidates initiated thing phy + submits some for approval or needs.

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(6) *Promotions*: Promotions would be granted competitively as with other career subgroups. There should be written evaluations, using the PAR form, on each assignment the trainee has. The use of an Advance Work Plan for each assignment is mandatory. The Advance Work Plan is important both from the standpoint of management and the employee.

(7) *Oversight and Management*: The Training Panel would have management and oversight responsibility for the LOT Program. The Panel should publish a Logistics Instruction announcing the program. An important duty of the Panel is to ensure that employees who are nominated want to participate in the Program.

5. A possible redefinition of the LOTP is to provide experiences/assignments that will enhance a person's chances for developing into a manager of the future.

6. Several Committee members were assigned portions of the program details to write up in a draft form. It was suggested that, if appropriate, the drafts be discussed with the Division Chiefs to obtain their comments, which can then be incorporated into the program. Those writing drafts were asked to have them written by Tuesday, 17 January 1984, and to disseminate copies to all committee members for consideration. Members and the segment assigned for writeups were:

- a. Nomination and Selection— [redacted]
- b. Size of Group— [redacted]
- c. Length of Program— [redacted]
- d. Training— [redacted]
- e. Synopsis of what the corporate world is doing to train future managers— [redacted]
- f. Synopsis of what other Federal agencies are doing to train future managers— [redacted]
- g. Synopsis of what other CIA Programs are doing to train future managers— [redacted]
- h. Summary of what the LOT Committee did and how it was done— [redacted]
- i. Investigate how the LOT report could be printed/bound for presentation to the Director of Logistics and the Career Board— [redacted]

7. The Committee also spent some time discussing and debating whether there should be a LOT Program at all. The Committee concluded that managerial development presently occurs somewhat in a haphazard manner and that the LOT Program would represent an organized attempt at managerial development. Therefore, the Program is needed.

8. The next Committee meeting will be held on Thursday, 26 January 1984, in Room 2C19, [redacted] at 3 p.m.

9. Before concluding the session, the Chairman tasked the Committee to identify, for the Director of Logistics, what kind of award would be appropriate for employees who obtain certification (such as architectural or engineering certification, certification by the National Contract Management Association, or certification by the Society of Logistics Engineers). The question had already been put to the General

Candidate interviewed by Panel 77

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Counsel of the Agency. The General Counsel ruled that if the certification is needed for the job (is in the job description as an essential element) then the person is already being compensated for it as part of the salary. If certification is not required, then no monetary payment is legally possible. The Committee recommended that a letter of commendation signed by the Deputy Director for Administration and presented by the Director of Logistics in the person's office setting in front of his peers would be the most appropriate recognition. It was further recommended that an Agency photographer record the event and that the commendation letter be placed in the employee's official and component personnel files.

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MEMORANDUM FOR THE RECORD

SUBJECT: Briefing on Psychological Services Division (PSD) given to LOT Committee by [redacted] Wednesday, 4 January 1984 [redacted]

1. The Committee explained that it was trying to select employees with long-range management potential. [redacted] commented that this was a hard thing to do.

2. PSD gives the PATB (Professional Applicant Test Battery) to most professional applicants. However, the D/S&T does not use it as D/S&T wants people with very specific scientific skills and the PATB would not measure these. PSD does not report any exact numerical PATB scores to offices because the numbers would not be meaningful. Instead, PSD uses narrative reports. PSD wants to be sure that offices know they can call if the narrative does not tell enough or does not say anything about a specific trait the office is looking for.

3. The PATB consists of an eight-hour battery of tests. Included are:

a. Intellectual ability—Nine separate sections measure various components of intellectual ability.

b. Temperament scale—A surface measure of personality, assertiveness, self-confidence, physical activity level.

c. Work attitudes inventory—Measures how the person feels about various types of job settings (danger, physical hazards, cover, initiative, personal resources, etc.). It has 15 scales addressing these various aspects of work attitudes.

d. Vocational interests test—Measures what the person wants to do; gives some indication of whether he will stay with CIA for a career.

e. Biographic Background Information—Measures things like what courses the person liked best or disliked most in school, what his preferred leisure time activities are, etc.

f. 30-minute essay—Shows what a person can produce under pressure. When applicants submit Personal History Statements, they also submit a writing sample. However, PSD feels the Agency is not sure exactly who may have written this sample. When the person produces the essay as part of the PATB, at least we know that he actually wrote it.

4. Intellectual abilities do not change much with a person's age. However, temperament and work attitudes and other aspects measured by the PATB may change. Therefore, PSD imposes a three-year time limit within which they will provide reports based on given test results. The most changeable aspect is work attitudes. Vocational interests usually do not change dramatically. What the PATB does BEST is to identify those with the least chance of success. It does not do as well differentiating the superstars from those who will do a good solid job.

5. On the question of whether the test has any adverse impact on various groups such as minorities, the Office of Equal Employment Opportunity has written guidelines for selection procedures. Each aspect of the selection procedure has to be

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examined to see if it causes adverse impact. The selection ratio is determined by dividing the total number of applicants into the number of applicants hired. To determine adverse impact, the selection ratio for minorities is divided by the selection ratio for majorities. If the result is .8 or higher, there is no adverse impact. You can still legally have a selection ratio that is lower if it is *highly* valid. For the Agency, 15% of all black applicants who take the test enter on duty. For all black applicants who do not take the test, the percentage who EOD is 14.2%. For white applicants who take the test who enter on duty, the percentage is 13.8%. When the division is performed, CIA finds that it has no adverse impact. Blacks historically score lower on three specific areas of the test: vocabulary, reading comprehension, and verbal abilities. PSD says that the 15% of blacks who are hired have scores that are vastly superior to the 85% who are not hired. The same statement is true for whites. PSD has thus concluded that the PATB has no adverse impact and that the test selects the best candidates from both racial groups. These percentages are derived from a five-year period.

25X1 6. With the PATB, it is important to remember that there is no personal interview with a psychologist. The test is given in the Headquarters area and at [] domestic sites under contract with Educational Testing Service. Recruiters schedule the testing. When the results are scored, the scores are plotted against on-board Agency professional employees. PSD estimates that the average IQ for Agency professional employees is 120. Applicants to CIA are motivated by government service but want less than the typical bureaucracy. The number of applicants tested in 1983 was [] The PATB is one piece of data to be used in the selection process. It is especially good at identifying those who will be management problems. PATB results are not binding in the selection process in the way that medical, polygraphing, etc., are.

25X1 7. **Question:** Is there a profile on a good manager? **Answer:** There is no profile per se but interpretation of certain subtests could yield some insight as to how the person would perform. The psychologists described the intensive psychological assessment process. Assessment is currently done on CTs and DO' professionals. Assessment goes far beyond the PATB; however, it starts with the PATB. After PATB testing, the applicants then take, at CoC Bldg, [] an extensive battery of personality tests that are not covered with the PATB. The tests may be tailored based on the psychologist's review of the person's file. The testing lasts about four hours. It is followed by an indepth interview lasting from one to three hours with the psychologist who has the results of both the PATB and the assessment tests. With the interview and the results of the PATB and the assessment tests, the psychologist can produce an integrated evaluation of the person.

25X1 8. Regarding the three-year time limit on PATB results, PSD can simply update a person's PATB with two sections (the work attitudes and vocational interest sections) lasting about one and one-half hours. PSD recognizes that many employees would not want to take the full professional test over.

25X1 9. In FY 1983 PSD did [] assessments. In the assessment process extensive discrepancies may point to trouble with the person. One useful thing is that a general predictor of stress tolerance is important for managers. Some other tests include sentence completion items and self-descriptors. These help PSD to identify the con artist and can be further probed in the interview. PSD used to give an assessment to the participants in the Program on Creative Management course given by OTE. Due to personnel shortages, this is no longer done. The POCM started with the assessment

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process and also ended with it with the actual training in the middle. POCM participants were mid-level managers, GS-13 to GS-15 with long-term careers ahead. POCM was originally developed by the Center for Creative Leadership (CCL) in Greensboro, North Carolina. PSD has maintained liaison with CCL to look at managers.

10. Agency managers tend to be:

- a. informal
- b. more willing to pitch in and do line work when needed
- c. delegate *upward* (this particular phenomenon is unheard of in many places, especially in the military)
- d. have a greater tendency to share the responsibility for discussion and decisions

11. **Question:** Is there any correlation between advanced education (beyond bachelor's degree) and managerial performance? **Answer:** It is hard to say. The reason the person has an advanced degree may be that he really did not want to work and so he simply kept going to school and got the master's. A good manager should have a sense of balance and proportion and should know to what extent the wishes of the employee should be considered. The employee's wishes should be considered to the maximum extent that still allows the job to get done. Managers should be results oriented and task oriented. One advantage in CIA is that being compartmented allows managers to be relatively free of the turf problems that exist elsewhere. Managers also need to be able to cope with stress. In PSD's view, the Agency has not had the best track record in selecting first-line supervisors. Selection as a supervisor should not be based solely on the person's record in his substantive field. Supervisors must be able to handle people and solve problems. They should not be rigid. Empathy is needed; flexibility is needed. In the CIA, beyond the first-line supervision level, we have very good managers but not leaders in the true sense of the word.

12. In the DO, PSD has found that three factors are most indicative of future long-term success:

- a. Basic intelligence (IQ)
- b. Personality to dominate, manipulate, and control other people (also what managers have to do)
- c. Ability to function in unstructured environment (the ability to tolerate ambiguity)

These factors operate directorate-wide in the DO. In other instances there have been only office-wide studies (not directorate-wide in S&T, DA, or DI).

13. On the question of what level of education a manager should have, it was felt that a person with significantly less education than those he managed would probably have some trouble. However, there is also sometimes a negative correlation between education and scores on tests (the higher the level of education the lower the test scores). PSD gives the Differential Aptitude Test (DAT) to those who do not possess a full four-year college degree. The DAT allows for vocational counseling, assisting employees who are misplaced or one who has talents in other areas that are not being used. The person who has a bachelor's degree and is working full time at his job and part time on an advanced degree probably is showing good motivation and the best

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potential for long-term career growth. However, he *may* be working on the degree because he lacks intellectual stimulation on the job or merely wants a good excuse to get out of the house.

25X1 14. **Question:** Is there any connection between good managers and those who have had or have lacked a variety of diverse work experiences? **Answer:** CCL says better managers come from those with varied, diverse work experiences. [redacted] (instructor of the Leadership Seminar) said that leaders are those with a breadth of interest, community service, and varied hobbies. Within PSD, the Research Branch is looking for what in the background data they have would be correlated with future success in various jobs in the Agency. It was noted that interest in the Agency in what makes a good manager only goes back about seven to ten years. This Agency has had a high degree of turnover at the very *highest* levels. It is the people at the mid-level management positions who keep the place going.

15. For the LOT Program, the very best way to go would be to develop the program, run some people through it, but at the same time continue to do what you would have done without it. Then you will have two groups to compare, those who have had the program and those who have not. Then you can see actually how the program has done. One point for participants of the LOT is that they must be assured that participation in the program will not work *against* them. If OL can formulate a list of attributes the LOT participants should have, PSD can tell us whether these can be measured.

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ZUA
25X1 16. The PSD staff consists of [redacted] employees total [redacted] of these are Ph.D. level psychologists [redacted] in the Assessment Branch and [redacted] in the Research Branch.

17. **Question:** What is the psychological impact on other office employees of an elite program such as LOT? **Answer:** We really do not know. There has been a problem sometimes with Career Trainees. Usually the employees who were having the problems just left the Agency. The Program should have certain general requirements for admission. It should be a special program that will not affect the normal career a person would expect. It should not be a competition. The Program should be described to employees on an individual or small-group basis. OL should be sure the employees really want to participate in the Program. If OL uses an interview as part of the selection process, it should be a structured interview where you get answers to certain questions. Do not let the interviewers think they can rate the applicants—a glib person can fool them.

18. **Question:** How can motivation or desire be measured? **Answer:** General motivation can be measured but not specific motivation. Motivation is *situational*.

19. For the future, OL might want to create jobs that would make people good candidates for the LOTP. We should try to target the jobs to preparing people for the management positions.

20. **Question:** We have found that the Foreign Service Institute/Department of State has subtests as part of its professional test battery that target the major jobs. Is it possible to do something like that in the PATB? **Answer:** Because of the incredible complexity of jobs in CIA, it would not be possible to have a test like that.

25X1 [redacted]
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ATTACHMENT
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Logistics Officer Training Program

The program, to the best of our knowledge, was brought into existence in late 1961 with personnel actually being brought on board in early 1962. In the beginning, at least for the first two years, participants were recruited from outside the Agency, and then individuals entered the program on a case-by-case basis from internal sources.

The original requirements to enter the program were for officers to be in their mid to late twenties, have a college degree (basically in Business Administration) and have some experience in the Logistics field, primarily from the military.

The entry level, again on a case-by-case basis, was at the GS-07 level with a guarantee to advance to GS-09 in one year, at which time the officer would be put into the competitive system. To the best of my knowledge, in the first three years only one officer who stayed with the program did not attain the rank of GS-09.

The original recruiting program was intended to find candidates who would "fit" in each of the then Divisions and Staffs within OL. As an example, of the original six, two were for Procurement, three for Supply, and one for the Transportation Division. The basic premise of the program, however, was to develop "Logistics Generalists," who, with training and experience could become managers for the future in any Division or Staff, regardless of their particular discipline.

Upon entering on duty an individual program was established for each officer for a one year period that included Agency internal training courses and time spent in a hands-on mode in each of the Divisions and Staffs. The time in each Division or Staff was generally four to six weeks. At the end of the year each officer could then be placed in an operating Division, Staff position or be assigned overseas in a location when there was a senior logistician on site. Overseas positions at the time were plentiful and the LOTS were pretty well assured of going overseas. Assignments after the initial tour for each officer were then dependent upon the needs of the career service and how the officer had performed in his first assignment.

The program for the first three or four years had a large number of officers enter with a reasonably large attrition rate. At the end of the fourth year the program started to lose its momentum and the number of officers coming into it began to dwindle.



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15 November 1983

SUPPLY OFFICER TRAINEE PROGRAM

SOT

Established: 1980

Purpose: Train and develop a cadre of supply generalists for long range careers and upward progression to management level positions in the MLS career subgroup.

Education: Minimum of an undergraduate (BS) degree in a logistics-related field or in business administration. Desired GPA: 3.0

Language: Preferred; but, not required. Candidates must be willing to undergo language training as necessary for overseas duty.

Experience: Military and/or industry-related experience desired; but, not mandatory.

Travel: All candidates must be willing to travel TDY or PCS worldwide.

EOD Salary: Range from GS07 to GS09 (\$16,559 to \$20,256); depending on experience and qualifications.

Preemployment Testing: PATB

Training Profile:

Formal: Field Administration (4 Weeks)
 Introduction to CIA (1 Week)
 Logistics Orientation (3 Days)
 Briefing by each SD Branch Chief

Informal: Supply Management (2 Weeks)
 [Redacted] (6 Weeks)
 Area Division (4-12 Weeks)

Promotion Policy: First two grades beyond EOD awarded on minimum time in grade criteria; noncompetitively. Subsequent promotions are based upon competitive ranking with peer group.

SOT Hired to date: 35
 Resigned: 1
 Current Strength: 34

Grade Profile: GS06 GS07 GS08 GS09 GS10 GS11 GS12

EOD: [Redacted]
 Current [Redacted]

Assignment Profile: Overseas
 Domestic/Area Divisions
 OL Headquarters
 Training
 Current Strength

[Redacted]

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MEMORANDUM FOR THE RECORD

SUBJECT: Contract Officer Career Development

1. *Selection:* Procurement Management Staff recruits individuals from other Government Agencies, colleges, various internal components, and private industry. The associated backgrounds of these personnel categories are delineated as follows:

Other Government Agencies

The promotion policies of other Government Agencies allows for rapid advancement of personnel to the GS-12 level, and relatively slow advancement above this grade level. This is in contrast to the Agency's policy where advancement at the junior grades is relatively slow; however, opportunity is more readily available above the GS-13 grade. A situation is therefore created where it is to the financial benefit of a young professional to leave the Agency and older professionals to take positions with the Agency. Therefore, the personnel selected from other Government Agencies tend to have considerable procurement experience and are usually hired at the GS-12 and GS-13 levels, and occasionally at the GS-14 level. These individuals have at a minimum a bachelors degree, with some having completed an MBA or a JD. This category has participated in formal training programs, usually through DOD. There are four or five people brought into the Agency from this group each year.

Colleges

Individuals recruited from colleges have recently graduated or are involved in Procurement's Coop Program. This group has minimal work experience and is hired at the GS-05 - GS-09 levels based on educational achievement. There are one to two individuals per year brought into Procurement Division, from this category, although there are plans to expand the Coop Program.

Internal Components

The individuals brought into Procurement from other Agency components have varied educational and work backgrounds. Some have substantial professional experience and college degrees while others have clerical experience and some college. This wide spectrum of talents and abilities establish a grade range between GS-05 to GS-13. There are two to four people per year entering Procurement from this category.

Private Industry

Recruitment efforts in private industry have had minimal success in recent years. This is based largely on the higher salaries paid by the private sector for Contract Officers. Two years ago one person was brought in from this category; however, Procurement has experienced a net loss to industry, over the past several years.

2. *Assignments:* The point of entry assignments are more of a function of satisfying operational requirements than career development. Factors such as experience and grade are taken into consideration; however, mismatches do occur which results in harm to the individual and the organization. The recent college graduates and personnel from other Agency activities without the required educational and professional experience are usually assigned to GPB as Procurement Agents/Of-

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ficers. The individuals from other Government Agencies, Private Industry, and internal hires with work experience and education are usually assigned to Contract Officers positions. The initial assignment period is likely to be one to three years, depending on the individual's performance and Procurement's staffing requirements. Subsequent assignments will entail a tour of two to four years with one of the Contract Teams or another branch of PD. (See attachment 1)

3. *Training:* The training program for Contract Officers is obtained mostly through other Government Agencies. Procurement Agents will be assigned to training offered by GSA, while Contract Officers will take classes offered through DOD. Available courses are delineated as follows.

— G.S.A.

Small Purchases/Federal Supply Schedules
Basic Procurement
Contract Administration
Contract Negotiation

— U.S.N.

Defense Cost and Price Analysis
Defense Contract Negotiation Workshop
Defense Incentive Fee Contracting

— U.S.A.F.

Contract Administration (Basic and Advanced)
Contract Law

— U.S.A.

Management of Defense Acquisition Contracts
(Basic and Advanced)

— U.S.D.A.

A.D.P. Procurement for Procurement and Contracting Officers

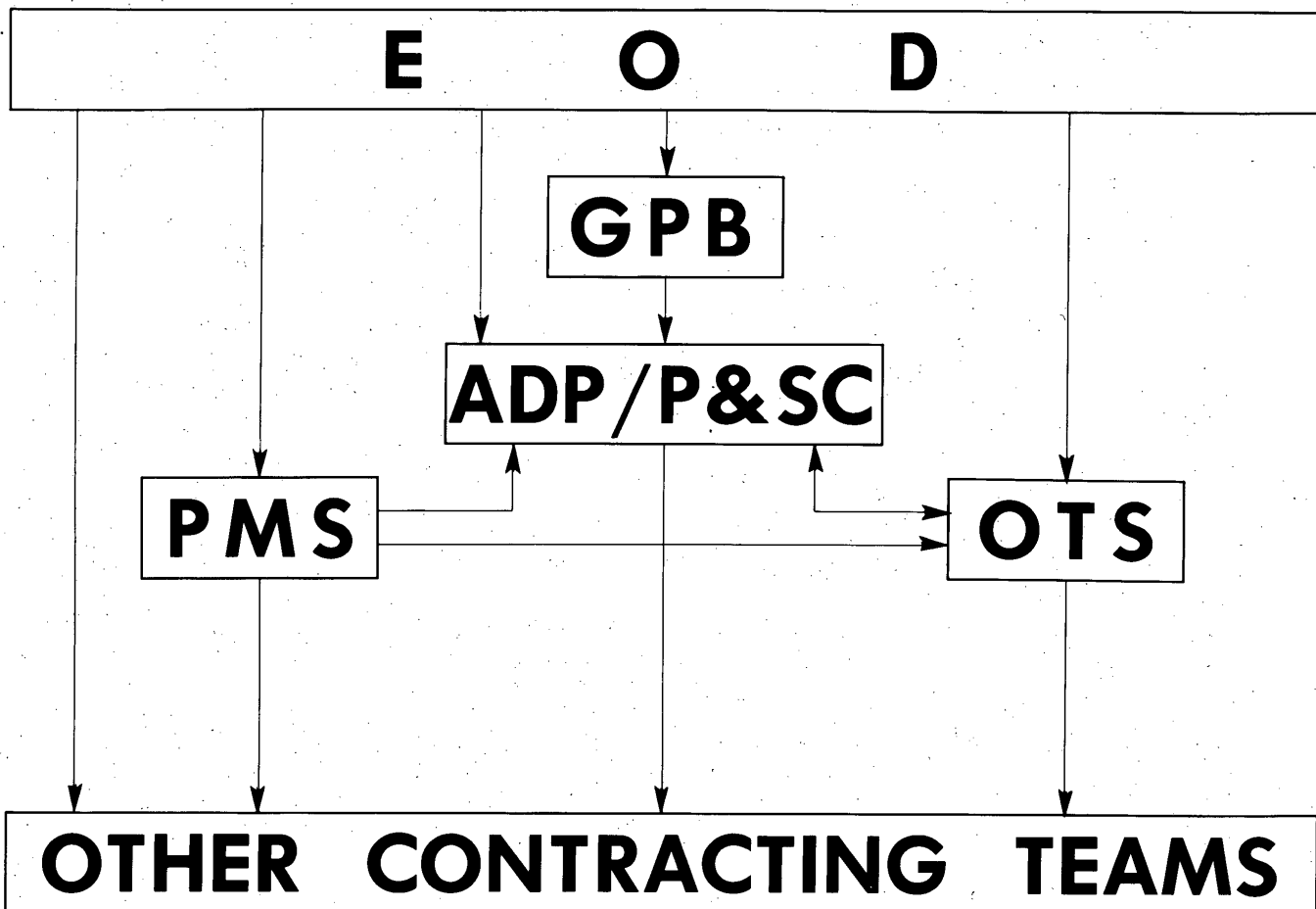
4. *Education:* A bachelors degree (usually in business administration or a related field) is required for an individual to become a Contract Officer. Professional graduate education is strongly encouraged by management.

5. *Professional Associations:* The major professional organization, in the Government contracting field, is the National Contract Management Association. N.C.M.A. has three chapters in the D.C. Metropolitan area and offers two certification programs: Certified Professional Contract Manager and Certified Associate Contract Manager. Certification is granted based on an evaluation of education, experience, training, and a written examination.

6. *Guarantees:* Procurement makes no guarantees for promotions as advancement is competitive within the Office of Logistics. Management has attempted to promote Contract Officers to the GS-12 or GS-13 levels at the minimum time in grade requirements, in an effort to retain qualified employees.

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14 November 1983

MEMORANDUM FOR THE RECORD

25X1

SUBJECT: Discussion with [redacted] Regarding the
Printing and Photography Division's Management Training Program

1. The purpose of the meeting was to gather background information on P&PD's Management Training Program for the committee to study a proposed Logistics Officer Training Program.

2. *Background:* P&PD's Management Training Program was an offspring of the Junior Officers Trainee Program (JOT) which later evolved into the Career Trainee Program (CT). It was started in 1963 to train and develop possible future Printing Services Division (PSD) managers—later named P&PD.

3. *Objective:* The program was designed to a) provide exposure to printing/logistics operations, b) to expose the incumbent to staff functions, and c) to evaluate incumbent on initiative and leadership.

4. *Description:* This was to be a two (2) year inhouse training program which consisted of equally divided time in each of the several branches and staffs within P&PD plus six (6) weeks formal training at Rochester Institute of Technology (RIT).

5. *Qualifications:* In order to be considered for this program, the applicant must have completed a minimum of two (2) years towards a BA/BS degree in Graphic Arts or a related management program. Preferable, the applicant would have already completed three (3) years towards a degree and would be able to complete the final year while in the Management Training Program. The applicant must have at least five (5) years Agency service and be under the age of thirty-five (35).

6. *Selection:* Initially, trainees were selected exclusively by the Chief of P&PD, but later, when the panel systems came into existence, it became the responsibility of the "P" Panel.

7. *Guarantees:* It was clearly emphasized from the start that no absolute guarantees were attached to the selection or completion of the program; however, it was generally agreed that the trainee would achieve the GS-12 level if successfully evaluated. Beyond that, it was up to the individual.

8. *Training:* It was to consist of on the job training (OJT) in all crafts and in all sections within P&PD plus the completion of two (2) trade courses and one (1) management course at RIT. Trainees were also encouraged to take related trade courses at Montgomery College. The latter item was not a requirement and these courses usually did not count towards a college degree.

9. *Evaluation:* Trainees were evaluated by the Staff or Branch Chief upon completion of each phase of the program. In addition, the trainee was required to give an in depth and very detailed evaluation of each phase of the training.

10. This program and appropriate documentation no longer exists.

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[redacted]
Printing & Photography Division, OL

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LOGISTICS OFFICER TRAINING PROGRAM

Real Estate and Construction Division

AD HOC PROGRAM

- Training directed to technical development within Division.

ENTRY LEVEL ORIENTATION

- Logistics Orientation
- Overseas Orientation Course
- Trends and Highlights

UPPER LEVEL PROGRAMS

- Mid-Career Course
- Advanced Intelligence Seminar
- Management Seminar

DAILY EXPOSURE TO OTHER COMPONENTS

- Procurement/Contracts
- Overseas TDY's
- Logistics Conference



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PERSONNEL OFFICER TRAINING PROGRAM

Information gathered from conversations with [redacted]
and [redacted]

Purpose: To train and develop selected personnel careerists for future advancement to management positions.

Selection: Random assignment was made from various managers and recruitment people for selection of potential management personnel.

Background of Program: A program existed for over 10 years and consisted of on the job training or non-existent training. Those selected spent a total of two weeks visiting all the deputy directors, approximately an hour for each, and then all the division chiefs that were available for a briefing during the remainder of those two weeks. Later, a week was to be spent in each office, but the personnel usually got so involved with their routine work, that they rarely completed all the briefings.

Formal Training: Personnel careerists were scheduled for those orientation courses that were available for OTE, OL, PMCD, etc., as well as the basic Agency courses such as Introduction to the CIA and Trends and Highlights.

Results: This informal program was dropped several years ago and Career Management Staff is developing a definitive new program whose aim is to utilize the CT Program. This would process approximately 5 potential personnel careerists (1 per CT session) to attend that program. A selective criteria panel will choose the candidates from the various personnel shops in all the directorates through interviews, tests tailored to OP and full CT assessments. Presently being finalized are all the criteria, precepts, training and timing. Educational background, intelligence, initiative and oral and written skills will be the determining factors.

An automatic promotion will be guaranteed after 1 year in this program, after which these select trainees are expected to be on a competitive, but fast track. The selected candidates will consist mainly of GS 8 and 9 EOD's with a limited few exceptions at higher grades as OP has found that those people with the higher grades create resentment and are perceived to have more knowledge and with the expectation of their peers should be able to carry a larger share of the work load as befits the higher grade.

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26 October 1983

MEMORANDUM FOR THE RECORD

25X1
25X1
SUBJECT: Discussion with [redacted] Regarding the MG Career Service Development Program—19 October 1983 [redacted]

25X1
1. The purpose of the meeting was to gather background information on the MG Career Service Development Program for the Committee to Study a Proposed Logistics Officer Training Program. [redacted]

25X1
2. SELECTION: The MG service recruits Presidential Management Interns (PMIs) (one per year average), Career Trainees (CTs) (two or three per year average), and selected internal Agency applicants (average varies). The current goal is three PMIs and three CTs this year. All PMIs and most of the CTs have a Masters Degree. [redacted]

25X1
3. TRAINING (Informal): Most of the informal training consists of interim assignments. The PMI gets an average of three 4-month assignments—two in the DDA and two in the DDI or DDO. The CT usually gets two interims which are in the DDI or the DDO. Internal trainees have the interim tailored to the needs of their assignment. Additionally, internal trainee needs vary, based on the individual's background, i.e., the former operational support assistant from the DDO has quite different training needs from the internal selectee from the Office of Personnel. [redacted]

TRAINING (Formal): The PMIs get a majority of the following training while the CT and Internal get a selection based on their background, experience, individual needs, and their proposed assignments:

- Introduction to CIA
- CIA Financial Systems
- Introduction to ADP
- Information Science for Managers
- Leadership Styles and Behavior
- Management Development Course, Part I and II
- Field Administration
- Clandestine Operations Familiarization Course
- Basic Safety and Health Course
- Office of Security Special Training Courses
- Office of Technical Services Special Training Courses
- Language Training
- Counterterrorist Tactics Course

25X1
4. ASSIGNMENT: All MG trainees are committed to one-third of their career overseas and usually plan on their first three assignments being overseas. Although their training is sometimes interrupted for an overseas assignment, it is resumed when the individual returns. This happens more to internals and CTs rather than the PMIs who have additional commitments to the PMI federal program. [redacted]

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5. TIMELINESS: PMIs training program was formerly 2 years and has recently been extended to 3 years. The CT averages 1 year, and the internal varies. [redacted]

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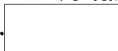
6. GUARANTEES: The PMIs and CTs get the promotions which are integral to their parent program. The internal Agency applicant does not get any guarantees.

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7. In addition to the foregoing, the DDA has tasked the DDA Career Management Office to explore the development of a Professional Orientation Course for the Directorate. The Office of Logistics will be tasked to participate. A draft copy of the proposed course is attached herewith.

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COURSE PROPOSAL:**PROFESSIONAL ORIENTATION COURSE/
DIRECTORATE OF ADMINISTRATION****(POC/DA)****A. HISTORY AND INTENT**

In 1964, the need for specialized training for newly hired, junior Agency support officers was recognized and addressed by the inception of an eight-week training program designed specifically for junior support officers. This program was incorporated as one section of the Junior Officer Trainee (JOT) program. In 1969, with a change in policy reducing the number of Support Generalists, the JOT Support Officer Track was eliminated and responsibility for the training of junior officers was transferred to the individual support offices.

On 21 January 1983 the Deputy Director for Administration requested in a memorandum that the DA/CMO consider as a long range planning item (among others) the following:

"1. ADD A SUPPORT TRAINING MODULE TO THE CAREER TRAINEE COURSE: In conjunction with the Office of Training and Education and the Office of Personnel, you should explore and report on the need for and the feasibility of adding a segment to the Career Trainee Program which would provide intensive support-related training to those new employees who have a high potential, not only for rapid career advancement, but also for overseas assignment. This course would be to give a professional introduction and familiarization with the full range of all DDA functions and procedures to our new high-potential employees who will be entering the Directorate through the Career Trainee Program."

The intent of this proposal is to describe, in general terms, one possible approach by which the concerns above could be addressed. The proposal as presented below is based on a series of premises which may need to be altered depending on the perceived needs of the Directorate and the resources available to be dedicated to the development of this program. These basic premises are as follows:

1. Number of trainees: per year.
2. POC/DA to be integrated into the current Career Trainee Program.
3. Having completed the Career Trainee Development Course, at least two interim assignments, some operations training and the POC/DA, and further training of the DA CT will become the responsibility of the office to which the CT is to be permanently assigned.
4. Length of POC/DA: Approximately 20 training days (four weeks).

B. COURSE OBJECTIVES

1. The student will be able to demonstrate a thorough familiarity with the support functions of each of the Directorate of Administration's (DA) nine offices as well as the functions of the Office of the Deputy Director for Administration (DDA).

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2. The student will be able to demonstrate a working knowledge of the DA's planning activities; each student will prepare a presentation in support of a specific DA activity and justify the need to continue the program.

3. The student will be able to demonstrate a working knowledge of the Agency's Budget and Finance functions, responsibilities and procedures.

4. The student will be able to demonstrate a functional knowledge of the Agency's basic computer systems.

5. In connection with one or more "In-Basket" exercises, each student will have prepared formal Staff Notes as produced in the DA.

6. The student will be able to demonstrate a basic understanding of the Agency's personnel management system, and will be able to distinguish between personnel requirements and personnel administration.

C. PROGRAM AND COURSE STRUCTURES

1. The POC/DA would be incorporated into the CTP in such a way that having completed some portion of the normal CTP, the DA participants would be split off onto a separate track. Since a significant part of the work of DA offices is support to DO overseas operations it would be appropriate for DA CT's to participate in the following course modules:

- a. Career Trainee Development Course (10 weeks, unmodified)
- b. Some amount of Field Operations Training (such as the one and one-half week Clandestine Operations Familiarization Course)
- c. 12 week DO Interim Assignment
- d. Professional Orientation Course/Directorate of Administration (4 weeks)
- e. 12 week non-DO Interim Assignment
- f. Assignment of the CT to his/her home DA office for subsequent specialized training and one more Interim Assignment to be determined by that DA office

2. The POC/DA itself should be developed in such a way as to maximize the involvement of the students in the functions and operation of the various DA offices. Thus, the course itself will probably be built around a number of exercises and in-basket problems which will demand the greatest possible student involvement and activity. As an initial cut at a course schedule, the following blocking of times (totaling 20 training days) may be considered:

- | | |
|---------|---|
| 1/2 day | - Introductions and Overviews |
| 1/2 day | - Functions of the Office of the DDA |
| 2 days | - Office of Communications |
| 1 day | - Office of Data Processing |
| 3 days | - Training on Agency Computer Systems (this is in addition to the 20 hours of instruction they have already had on Word-Processing equipment during the CTDC) |
| 3 days | - Office of Finance |
| 1/2 day | - Office of Information Services |
| 2 days | - Office of Logistics |
| 1 day | - Office of Medical Services |
| 2 days | - Office of Security |
| 1/2 day | - Office of Training and Education |
| 2 days | - Office of Personnel |
| 2 days | - Final Exercise |

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D. ADMINISTRATIVE CONSIDERATIONS AND RECOMMENDATIONS

1. It should be recognized at the outset that a program based on exercises and in-basket problems as well as lectures, will take a considerable amount of time and effort to develop.

Recommendation: If a program such as the one proposed above is to meet its goals and objectives, one additional full-time professional plus a full-time clerical employee need to be allocated, to devote six months solely to organizing the course and preparing the training materials needed.

2. Emphasis in the course is to be placed on providing intensive support-related training to new high-potential employees who may possibly serve the Agency overseas. Also, the course will emphasize the functional training of the students and should not significantly overlap with specialized training the CT's will be given by specific offices after the completion of their second Interim Assignment.

Recommendation: The course speakers will need to be briefed in-depth about the goals and intents of the course, well in advance of their presentations. Also, there will need to be considerable coordination efforts made between the POC/DA course directors(s) and the officers in the specific DA offices responsible for any subsequent specialized training.

3. The optimum class size for a program such as the one described above would probably be in the range of students.

Recommendation: Depending on the numbers of CT's recruited to enter this track, the course should run once to twice per year, following the students' first Interim Assignments (with the experience gained from conducting other follow-on training programs, i.e., the Operations Course for DO-bound CT's and the Analysis Training Course for those going to the DI, it appears that the best learning takes place after at least one interim assignment).

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MEMORANDUM FOR THE RECORD

25X1 SUBJECT: Development Program in the Office of Communications [redacted]

25X1 1. The attachments to this memorandum describe in detail the current Development Program in the Office of Communications (OC). [redacted]

25X1 2. Although the Office of Communications does not have as great a diversity of types of professional personnel as compared with the Office of Logistics, the tech vs. professional balance is more pronounced. The tech work force within OC includes [redacted] techs and [redacted] radio operators. It is OC's philosophy that among these [redacted] personnel, there must be some who have the ability to become middle or senior managers. OC philosophy also assumes that their best graduate engineers will reach grade GS-13 within 4 or 5 years from EOD and that therefore a development program is not needed for them. [redacted]

25X1 3. Based upon this philosophy, OD Division Chiefs nominate individuals for the program with final selection being made by a personnel panel similar to the Logistics Career Board. This career board is also responsible for promotion recommendations for attendees of the program. [redacted]

25X1 4. The current 2-year program is under the direction of the Deputy Director for Communications. Recent information indicates that the program will be reduced to one year and will be directed by the OC Personnel Staff. [redacted]

25X1 [redacted]

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23 February 1983
OC M83-148

MEMORANDUM FOR: See Distribution

FROM : William F. Donnelly [redacted]
Director of Communications

SUBJECT : Development Program Status Report [redacted]

REFERENCES : A. WASHINGTON 095275 (11 December 1981)
B. WASHINGTON 879564 (26 February 1981)

1. As reported under references and other related correspondence, the Development Program was implemented in August 1980 in response to Office concerns for the early selection, development and movement of high potential individuals into management positions. The existing evaluation and panel system provides a good mechanism for most selections and serves the Office well. However, it is important to the continued health and growth of the Office to be able to identify and develop our exceptional employee [redacted]

2. The basic philosophy of the Development Program has not changed. It is based on the identification of high potential candidates by Area and Component (Division) Chiefs, and other Senior Officers; the selective placement of those candidates into challenging Staff Officer positions where their potential and capabilities can be tested with a variety of current situations and issues; and their further stimulation and broadening through program activities and training [redacted]

3. To reiterate previous statements, the following guidelines apply to the program identification and selection process:

a. Entry is not available through direct employee application. Candidacy is by nomination which includes a memorandum of recommendation by the nominating official providing a narrative substantiating the recommendation and providing some insight on each candidate.

b. Nominations are consolidated and reviewed by the Career Sub-Group Board and selection recommendations are submitted to the Chairman, Panel O.

c. Chairman, Panel O, with approval of the D/CO, makes the final selection based on Office needs and the availability of positions in the program. Once the selections are made, the DD/CO will communicate directly with those candidates explaining the program and offering the opportunity to participate. (It should be emphasized that participation is not mandatory and candidates may decline without prejudice. There are no guarantees, however, that the opportunity will be repeated.)

d. Selected employees are transferred to the cognizance of Panel O where they are evaluated at their grade levels consistent with established procedures. Assignment to the program will be for a period of up to two years. And, as previously noted, promotions while in the Development Program are possible, but are neither automatic nor guaranteed.

e. Experience has indicated that overseas participation is inappropriate for accomplishing program objectives and it is desirable to have participants in the Headquarters area. Therefore, Headquarters staff assignments are made and may result in short-of-tour reassignment situations in some cases. [redacted]

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4. The development process itself continues to be an individualized, flexible program designed to meet the needs of the Office and the individual. Participants are expected to become involved in the process and to take the initiative in their development and training. While the philosophy of the program, the identification, selection and development processes have not changed, certain aspects of the developmental methodology have taken on a more structured format with enhanced substantive, managerial and personal subject matter. Specifically, a detailed course curriculum has been established for use with the program. As is readily apparent from the attached syllabus, not only is there substantial depth and breadth to the topics covered, but also there is evidence of the commitment and support to this developmental effort. Although the syllabus has been established as the main body of program activities, in addition to normal staff duties, there are other unscheduled sessions. Averaging three a month, these sessions deal with a myriad of other subjects, real and hypothetical, and provide an active forum for numerous oral and written reports by the participants. By the same token, enough flexibility is designed into the program and the syllabus to make substitutions from a number of contingency exercises as the need arises

5. In addition to the formal program activities, briefings, lectures, etc., participants are tasked with reading assignments, written reports, several minor research papers, and "homework" which is often required in preparation for an exercise or presentation. They are also required to produce substantive, major research papers on approved topics of their own choosing. In addition to the substantive and general management broadening, the program is designed to:

- a. Improve writing, speaking, reading and analytical skills.
- b. Enhance memory.
- c. Develop poise under stress.
- d. Develop good habits in the decision-making process.
- e. Encourage greater inquiry.
- f. Encourage team work with the best Office solution in mind.
- g. Establish a high standard of achievement, and management morality

6. Development Program participants continue to meet frequently with the Deputy Director of Communications who monitors each individual's progress. These one-on-one meetings with the DD/CO, as well as with their individual Senior Officer Counsellors (designated Division Chiefs), offer the unique opportunity for guidance, counselling and discussion on program-related matters as well as personal ideas or perceptions regarding Office policies or problems.

7. The current "class" is composed of ten individuals ranging in grade from GS-10 to GS-13. Of this group, there are one each from Panels, MCN, MCS, MCE (CSAP), MCF, and six from Panel MCD. Two of the officers were transferred short-of-tour from foreign field assignments in order to participate in this running of the program. This "class," as noted on the attached syllabus, will run until spring of 1984.

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8. In order to complete the identification and selection process in time to convene the next class, a candidate call will go out circa September 1983. In the meantime, your comments or any specific questions concerning the Development Program are welcome

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William F. Donnelly

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OCDP SYLLABUS 1-82

20 August 1982

OC DEVELOPMENT PROGRAM

1982-84 SYLLABUS

“Introduction to the OC Development Program”

Program participants meet individually with the Deputy Director of Communications, who is the Chairman of Panel MCO and the Dean of Program activities. During this initial, one-on-one meeting with the DD/CO, the participants are given a descriptive outline of Program objectives and activities, as well as insight into their personal involvement as active Program participants.

“What You Expect to Gain Out of Program Participation”

Written assignment. This is a follow-up exercise to the initial DD/CO meeting. The participants are asked to prepare a written report explaining, from their own perspectives, how they will benefit from Development Program activities. The report has a specified due date.

“Insight into the OC Development Program”

Two previous members of the Program will give a two-part presentation, based on their own Development Program experiences, which provides an inside look at Program participation. One will expound on aspects concerning what the Program can mean to the individual; the other will address other factors, including what conflicts the participants may encounter and what adjustments they may have to make while participating in the Program. The presentation will be followed by a question and answer period and open-forum discussion.

(1500-1700, 21 September 1982; D/CO Conference Room.)

“What is a Manager”

The Director of Communications, will give this one-hour lecture concerning the manager, his attributes and skills.

(1300-1400, 29 September 1982; D/CO Conference Room.)

“How the OC Organization Functions”

The Deputy Director of Communications, will give this two-hour briefing, which provides an examination of the Office of Communications, its infra-structure and management philosophy. This presentation also provides background information for future, more indepth organizational and managerial sessions.

(1500-1700, 13 October 1982; D/CO Conference Room.)

“Establishing Priorities”

Written assignment. Participants are asked to prepare a report explaining their personal observations concerning establishing priorities, from the day-to-day office routine to establishing and maintaining Office goals. The report has a specified due date.

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“Research Techniques”

The Chief, Communications Training Branch, OC-HRMD, will conduct this two-hour presentation on the methodology of conducting research, including identification of resources and the use of the library.

(1000-1200, 26 October 1982; D/CO Conference Room.)

“OC Management Seminar”

Development Program participants will attend the OC Management Seminar which is to be conducted 31 October through 04 November 1982

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“Training Philosophy and a Look at OC Training”

The Chief, CTB and a guest speaker from the Office of Training and Education (OTE), will conduct this two-part session on the OC concept of training and development and the Agency philosophy toward training.

(1000-1200, 09 November 1982; D/CO Conference Room.)

“Executive Management”

The DD/CO will give a one-hour lecture and lead an open-forum discussion concerning Organizational Theory and Management Philosophy. This session also provides the substantive information and background data for future sessions covering associated topics.

(1500-1700, 17 November 1982; D/CO Conference Room.)

“How to Achieve Better Recognition”

Written exercise. This assignment solicits participants' comments and ideas concerning personnel recognition with emphasis on the roles of the manager, the supervisor and the employee.

“OC as a System”

The D/CO will give a one-hour lecture on the Office of Communications as a socio-technological organization.

(1400-1500, 30 November 1982; D/CO Conference Room.)

“Theory of Network Architecture”

The Deputy Chief, OC-ED will give this two-hour presentation concerning Network Architectural Concepts. This will provide participants with some insight on Office philosophy in this area as well as the necessary background information for the following session on “MERCURY.”

(1300-1500, 07 December 1982; D/CO Conference Room.)

“Network Architectural Concepts—MERCURY”

The MERCURY Project Manager, OC-ED, will give this two-hour presentation as a follow-on to architectural concepts and will cover project MERCURY in some detail.

(1500-1700, 07 December 1982; D/CO Conference Room.)

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“Software—A Management Perspective” (Part I of IV)

The Deputy Chief, Computer Systems Branch, OC-ED, will conduct a four-part series on Data Processing, Systems Analysis and Software Engineering. During this first session, the Deputy Chief will give a presentation covering a general overview of data processing, software and systems. Textbook and individual work assignments will be given to all participants.

(1400-1700, 09 December 1982; D/CO Conference Room.)

“Problem Analysis, Decision Making & Living with the Consequences”

25X1 [redacted] will conduct this series of lectures and problem-solving exercises
25X1 [redacted] The intent of these sessions will be the identification and practical use of problem analysis techniques, the manager's perception of decision making processes and coping with the consequences of those decisions. Each of the individual sessions will include group/committee and individual problem solving exercises utilizing tools provided in the lectures.

25X1 (1500, 16 December to 1700, 17 December 1982 [redacted])

“Executive Stress”

A Staff psychologist from PSD/OMS will give a one-hour lecture and lead a one-hour open-forum discussion concerning stress, its origins, identification and treatment. This presentation places emphasis on acknowledgement of stressors and the individual's ability to deal with it accordingly. A bibliography is provided for self-study on the subject.

(1000-1200, 05 January 1983; Chamber of Commerce, Room 706.)

“Network System Planning—HF Systems”

The Chief, High Frequency Section, OC-ED/NSB, will give a two-hour presentation on HF systems planning, implementation and management. The session will include group activities.

(1500-1700, 14 January 1983; D/CO Conference Room.)

“P&B and the Budget Process”

The Deputy Chief, OC-P&B, will give a two-hour presentation on the budget process. Time is allotted for open discussions following the presentation which emphasizes the importance of understanding and working within budgetary constraints.

(1500-1700, 25 January 1983; D/CO Conference Room.)

“Conflict”

This is the first of a two-part series by the DD/CO concerning conflict. This session deals with the realities of identifying and coping with the different types of conflicts. (The second part, “Conflict & Negotiation,” will be conducted at a later date.) A written assignment, “Coping with Conflict,” is made following completion of this session.

(1500-1700, 08 February 1983; D/CO Conference Room.)

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"Transactional Analysis"

The Chief, Psychological Services Division, OMS, will be the guest speaker for this two-hour session, an introduction to the basic principles of transactional analysis. A reading assignment is made prior to the meeting in order that all participants are prepared to discuss the subject.

(1300-1500, 18 February 1983; D/CO Conference Room.)

"When I Look Up, What Do I See?"

The Employee Development Officer, OC-HRMD, previously secretary to the D/CO and senior secretarial representative, will conduct this two-hour session on the secretarial perception of a "boss." Her candid observations will include the manager's use of subordinate support personnel resources, boss-employee communications and recognition.

(1500-1700, 02 March 1983; D/CO Conference Room.)

"Introduction to Probability and Statistics" (Part I of III)

A Staff COMSEC Officer, OC-CSD, with extensive mathematical background, will conduct a three-part series on the use of statistics as an analytical tool. In this first session he will discuss the use of probability and statistics in the problem-solving and decision-making process. A bibliography and further data relevant to subsequent sessions will be given at this meeting.

(1400-1700, 15 March 1983; D/CO Conference Room.)

"System Analysis & Operations Research" (Part I of IV)

The Chief, Computer Systems Branch, OC-ED, will conduct this series of four sessions. Each presentation will include a lecture, problem solving exercises and written reports. This particular session, "Management of Complex Systems," is designed to give participants insight into research and analysis techniques and complex problem solving methodology. A textbook assignment is made during the first session.

(1400-1700, 30 March 1983; D/CO Conference Room.)

"System Analysis & Operations Research" (Part II of IV)

This session is concerned with Operations Research techniques, and is a follow-up to the initial "Management of Complex Systems" presentation. A research paper is assigned following this two-hour exercise.

(1400-1700, 12 April 1983; D/CO Conference Room.)

"CRAFT—Is It Here or Is It Elusive?" (Part I of II)

The CRAFT Project Manager, will give a one-hour lecture, followed by one hour of open forum discussion, on the concept and implementation of CRAFT. The emphasis of this first session will be on CRAFT as a system and its management.

(1500-1700, 21 April 1983; D/CO Conference Room.)

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“Network Management”

The Chief, Foreign Networks Division, OC, will give a two-hour presentation concerning management and contingency planning in the Foreign Network arena.

(1500-1700, 26 April 1983; D/CO Conference Room.)

“Software—A Management Perspective” (Part II of IV)

The Deputy Chief, OC-ED/CSB, in this second session concerning the “Software Crisis,” will delve into Software Engineering principles and Systems management. Group and individual problem solving exercises will be reviewed during this session.

(1300-1700, 11 May 1983; D/CO Conference Room.)

“EEO and the Manager’s Role”

The Director, EEO, will conduct this two-hour lecture and discussion period which is intended to give the participants a broader knowledge of the policy and principles, as well as the manager’s responsibilities, in the EEO arena.

(1300-1500, 19 May 1983; D/CO Conference Room.)

“Human Resources Management”

The Chief, OC-HRMD, and the Deputy Chief, OC-HRMD, will conduct this two-part session concerning human resources philosophy, Office policies and HRMD management. The Chief, OC-HRMD, will address the broader issues of the Office. The Deputy Chief, OC-HRMD, addressing the Division level, will illustrate problem solving in the area of human resources administration.

(1300-1700, 31 May 1983; Office of the Chief, OC-HRMD.)

“Recapitalization and Action Planning”

The DD/CO will conduct this two-hour session which summarizes the Recapitalization efforts and emphasizes the importance of action planning and follow-up activities in meeting Office objectives.

(1500-1700, 7 June 1983; D/CO Conference Room.)

“Network System Planning—Satellite Systems”

The Chief, Satellite Systems Branch, OC-ED, will give a two-hour presentation, including group exercises, on satellite systems planning, implementation and management.

(1500-1700, 16 June 1983; D/CO Conference Room.)

“System Analysis & Operations Research” (Part III of IV)

Research papers assigned in Session II will be reviewed and a subset selected for follow-on team work. More advanced concepts in operations research, such as sensitivity analysis of the completed models, will be discussed.

(1400-1700, 28 June 1983; D/CO Conference Room.)

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"Project Management"

The Deputy Chief, OC-ED, will give a one hour lecture, followed by open discussions, concerning Project Management. This exercise gives participants exposure to various aspects of Project Management, from conceptual design to installation, as well as the philosophy and attitudes of Engineers.

(1500-1700, 12 July 1983; D/CO Conference Room.)

"Software—A Management Perspective" (Part III of IV)

In this session, the Deputy Chief, Computer Systems Branch, OC-ED, will lecture on Requirements Analysis, Human Factors, Engineering, Quality Assurance, and Computer Security.

(1300-1700, 21 July 1983; D/CO Conference Room.)

"Domestic Network Management"

The Chief, Domestic Network Division, will lead off this three-part session with a general briefing on the management of this dynamic operational arena. This will be followed by briefings on Secure Voice management and ADP support in the Headquarters area, emphasizing management concepts and problems.

(0900-1400, 02 August 1983; Office of the Chief, OC-DND 1B16 HQS.)

"Message Handling Facility—Dissemination Today and Tomorrow"

An engineer from OC-ED will conduct this on-site lecture and problem-solving exercise concerning dissemination systems planning, implementation and management. The emphasis of this exercise is on future concepts in systems acquisition and management.

(1400-1700, 02 August 1983; OC-DND, 1B16 HQS.)

"System Analysis & Operations Research" (Part IV of IV)

Team assignments will be reviewed. The use of operations research techniques in the Office will be further explored.

(1400-1700, 17 August 1983; D/CO Conference Room.)

"Systems Management and Quality Assurance" (Part IV of IV)

The Deputy Chief, Computer Systems Branch, OC-ED, will conduct his lectures on software issues and management of the computer resource. Group and individual assignments will be presented at this time.

(1300-1700, 30 August 1983; D/CO Conference Room.)

"Do You Want to be a Base Station Chief?"

Chief, will give a lecture on network and operations management and the command and control function. A substantial period is set aside for open-forum discussion.

(13 September 1983;)

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“Network Problem Solving”

Chief, OC-FND/OSS/PSRPS, will give a one-hour briefing on the realities of problem solving in the real world of the operational arena. The remaining hour will be spent on group and individual problem solving exercises and the assignment of individual written reports.

(1500-1700, 22 September 1983; D/CO Conference Room.)

“Conflict & Negotiation”

This is the follow-up lecture by the DD/CO concerning conflict and will place emphasis on participants understanding and use of negotiation skills. This session will also include group and individual problem solving exercises and the assignment of individual written reports.

(1500-1700, 04 October 1983; D/CO Conference Room.)

“Contractor Associations”

The Chief, OC-ED, will give this two-hour presentation on the use of contractors, the roles of the Contracting Officer, the Contract Officer Technical Representative and contractors themselves. Case histories will be presented which illustrate the different types of contracts, how and why they are used and problems arising from contractor associations.

(1500-1700, 14 October 1983; D/CO Conference Room.)

“Cost Analysis”

A guest speaker from the Commercial Services and Audit Division, Office of Finance, will give a two-hour presentation on cost analysis. This session places emphasis on contractual analysis, the role of the project officer and cost effectiveness.

(1000-1200, 26 October 1983; D/CO Conference Room.)

“COMSEC—Threat and Vulnerability”

Chief, OC-CSD, and the Threat and Vulnerability Officer, OC-CSD, will conduct this three-hour presentation concerning COMSEC in general, but with special emphasis on CI activity, the crypto philosophy, TEMPEST problems and emergency procedures. After the series of lectures and discussion periods, there will be a group/committee exercise and the assignment of individual written reports.

(1400-1700, 09 November 1983; Office of the Chief, OC-CSD.)

“The Use of Statistics” (Part II of III)

This two-hour lecture is a follow-up presentation on the use of statistics as an analytical tool. Emphasis is placed on participants' development and use of statistics analysis techniques for management purposes.

(1400-1700, 22 November 1983; D/CO Conference Room.)

“The OC Planning Process”

Chief, OC Planning Staff, will give a two-hour presentation on the planning philosophy, the concept of the “OC Planning Symposium,” and its impact on the

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Office. The briefing is designed to give participants an understanding of the importance of conceptualizing, planning and follow-through activities.

(1500-1700, 30 November 1983; D/CO Conference Room.)

“Cost Effectiveness”

The DD/CO will give a two-hour presentation on the principles of economic analysis and cost effectiveness. This session provides participants some insight into the philosophy of cost effectiveness and an increased awareness of the importance of economics.

(1500-1700, 14 December 1983; D/CO Conference Room.)

25X1 **“Support Facility Management- [redacted]”**

25X1 The Chief, OC [redacted] will conduct an on-site lecture and facility familiarization at the OC [redacted] repair and return facility [redacted]. This session is intended to give participants a first-hand example of the problems involved in the management of a technically oriented support facility.

25X1 (10 January 1984; [redacted])

“The Use of Statistics” (Part III of III)

In this final session on the use of statistics, the guest speaker will review the analytical techniques and place further emphasis on forecasting. The session will include group exercises.

(1400-1700, 25 January 1984; D/CO Conference Room.)

25X1 **“Area-58—Communications Support and Facility Management”**

25X1 The Chief, Communications Support, [redacted] will conduct an on-site presentation, which includes a facility briefing and familiarization, with emphasis on facility management, interfacing with other Agency components and problem solving under strict compartmentalization.

25X1 (07 February 1984; [redacted])

“CRAFT” (Part II of II)

The CRAFT Project Manager and a guest speaker, from the DDO, will conduct a two-hour presentation on “CRAFT” specifically addressing the impact of CRAFT as a system and the implications for the OC network, its policy and personnel.

(22 February 1984; D/CO Conference Room.)

“Customer Satisfaction and Quality Assurance”

The DD/CO will give this two-hour lecture on the concepts of customer satisfaction and how to achieve quality assurance within the Office of Communications. A written assignment will be made upon conclusion of the presentation.

(1500-1700, 01 March 1984; D/CO Conference Room.)

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Throughout the course of this program there have been and will be unscheduled activities and presentations. The following listing is illustrative:

"Major Issues Facing the Office"

Lecture by DD/CO, group discussion

"Cost Effectiveness"

DDI guest speaker

"Establishing Office Priorities"

Lecture by DD/CO, group discussion, written assignment

"AT&T Long Lines"

On-site briefing and facility tour, AT&T Dranesville facility

"Intelligence Community Staff"

Lecture by DD/CO, reading assignments

"Industrial Economics"

Lecture by DD/CO, reading and writing assignments

"Critique of Management Seminar"

Lecture by DD/CO, group discussion, written assignments

"Industrial Management—AT&T"

On-site briefings and facility tours

AT&T East Coast Facility, N.J.

"What is Quality Control and Quality Assurance"

Lecture by DD/CO, reading and writing assignments

"Importance of Executive Credibility"

Lecture by DD/CO, reading and writing assignments

"Contingency Planning and Action"

Lecture by DD/CO, reading and writing assignments

"The National COMSEC Effort"

By NSA representatives

"The National Communications System (NCS)"

Presentation by NCS representatives

Experiences in Committee Activities

"Evaluating People"

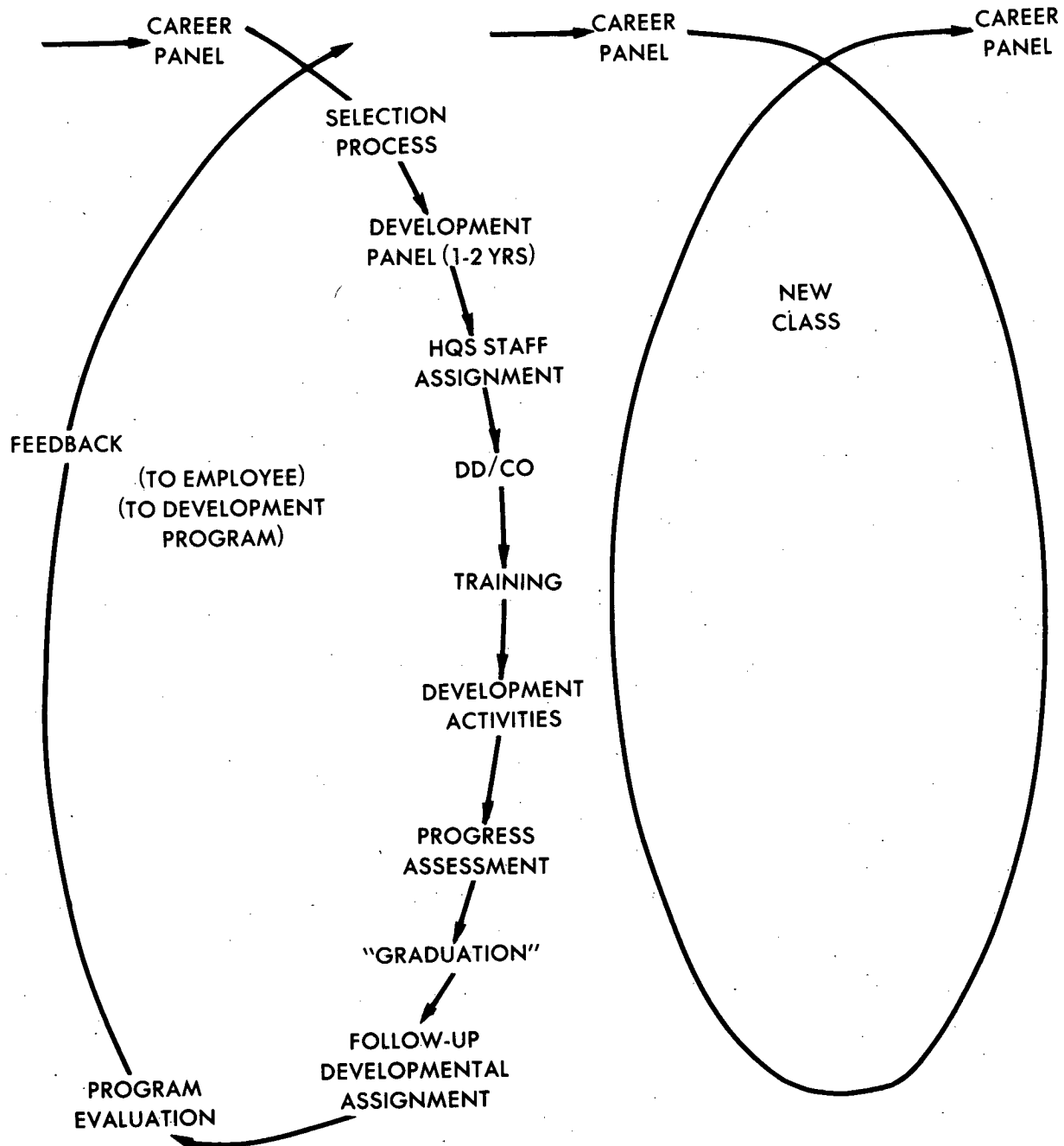
Lecture by DD/CO and other Senior Officers

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OC DEVELOPMENT PROGRAM CYCLE



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OC DEVELOPMENT PROGRAM

- I. IDENTIFICATION OF HIGH POTENTIAL EMPLOYEES
 - A. AREA/COMPONENT CHIEF INPUT
 - B. SENIOR OFFICERS' INPUT
 - C. PREVIOUS NOMINATIONS

- II. SELECTION OF PROGRAM CANDIDATES
 - A. CONSOLIDATION OF CANDIDATE NOMINATIONS
 - B. CSB CANDIDATE REVIEW AND RECOMMENDATIONS
 - C. DD/CO FINAL SELECTION PROCESS

- III. PARTICIPANT INDUCTION
 - A. SELECTION OF 8-10 OFFICERS
 - B. OFFERED OPPORTUNITY TO PARTICIPATE (1-2 YEARS)
 - C. REASSIGNMENT CONSIDERATION
 - D. CAREER COGNIZANCE CHANGE TO PANEL O
 - E. EXPLANATION OF PROGRAM OBJECTIVES

- IV. ASSIGNMENT TO A HEADQUARTERS ACTIVITY
 - A. SPECIAL TASKS ADDED BY SUPERVISOR
 - B. OMS TESTS
 - C. PAR EVERY 6 MONTHS

- V. PROGRAM ACTIVITY
 - A. DD/CO ONE-ON-ONE SESSIONS
 - B. WRITTEN ASSIGNMENTS AND CRITIQUE
 - C. BRIEFINGS BY COMPONENTS AND SENIOR OFFICERS
 - D. READING ASSIGNMENTS
 - E. FORMAL TRAINING

- VI. SUBSTANTIVE OBJECTIVES
 - A. HOW OC ORGANIZATION FUNCTIONS
 - B. MAJOR OC PROGRAM ACTIVITY

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- C. SENIOR OFFICER MANAGEMENT PHILOSOPHY
- D. INTRODUCTION INTO NEWER TECHNOLOGIES
- E. ORAL PRESENTATIONS
- F. WRITTEN PRESENTATIONS
- G. STEERING COMMITTEE ACTIVITIES
- H. LISTENING
- I. REPORTING
- J. ANALYSIS
- K. INDUSTRIAL MANAGEMENT
 - (1) SYSTEM FAILURE ANALYSIS
 - (2) EXPANSION EVALUATION
 - (3) PRODUCTIVITY MEASUREMENTS
 - (4) MAINTENANCE COSTS
 - (5) SPARE PARTS ACQUISITION/COSTS
 - (6) COMPATIBILITY FACTORS
 - (7) SERVICE NEEDS
 - (8) QUALITY CONTROL MEASUREMENTS
 - (9) WORK FORCE CONSIDERATIONS
 - (a) TRAINING/RECRUITMENT
 - (10) BUDGET CONSIDERATIONS
 - (11) AGENCY PLANNING FACTORS
 - (12) TECHNOLOGY
 - (13) RECAPITALIZATION PLANNING
- L. PLANNING TECHNOLOGY
- M. ACTION PLANNING CONCEPT
- N. MEMORY
- O. PERSONNEL EVALUATION

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Development Plan for the Office of Communications

1. *Summary:* The Office of Communications will continue to exist in a dynamic and changing environment during the 1980s. It is essential that the Office identify, develop and advance the best possible candidates to managerial ranks in order to most effectively meet the challenges of the decade ahead. The Office will continue to draw managers from the ranks because this approach has served us well in the past, the possibility for advancement is a primary motivator for organization employees, and because OC has an obligation to develop internal employees to the extent of their capabilities and their willingness to expend efforts towards self-improvement. OC will also require infusions into the managerial ranks of people with new and different qualifications in the future. This plan outlines a method for the Office to meet these challenges. The most important objective of the plan is to identify high potential employees for evaluation, testing during challenging assignments and possible accelerated progression into the managerial ranks. The plan calls for the expansion of Panel O to include a development complement to be filled by selected high potential employees at various grade levels. New employees who had been hired because of academic qualifications unique to existing panel basic skill criteria would also be assigned to the development complement until ready for duty in one of the traditional skill panels.

2. *The Selection Process:* Candidates for the program will be selected from within OC, from other Agency components and from outside the Agency. The DD/CO, aided by the advice of the Career Subgroup Board, will determine how many candidates are to be selected from each source each year and make selections from the nominees.

a. Internal candidates will be selected from those nominated by Area and Division Chiefs in response to an annual call. The call will specify how many candidates will be nominated by each Area and Division Chief for the coming year.

b. Candidates from other Agency components can be nominated by any Executive Board member who believes that the expertise of the individual nominated would benefit the Office.

c. Degree holding external candidates will be identified and nominated by HRD. Goals for such recruitments will be established by the DD/CO for each fiscal year. OMS will be enlisted to develop a testing program to assist in the selection of external candidates.

3. *Administration:* The development system will be administered by three bodies; HRD, the CSB, and the DD/CO. Responsibilities are outlined below:

a. HRD will serve as the DD/CO's agent in administering the developmental program and will be directly responsible to the DD/CO for the assignment and evaluation of development complement personnel.

b. The CSB will serve as the oversight committee for the development complement. The CSB will advise concerning employees accepted into the program, plans for their development and plans for completion of development assignments. The CSB will also serve as the CCEL for employees assigned to Panel O for developmental purposes.

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c. The DD/CO will serve as the manager of the development program. As Chief of Panel O, all career actions for employees assigned to this program will be approved by the DD/CO.

d. Panel O will be allocated ten DEVCOM headroom positions to begin the program. These positions, drawn from other panels on a percentage of population basis, will be structured at the GS-13/12 level. However, the opportunity to assign suitable GS-09 to GS-11 employees to the development program will remain an option open to the DD/CO. The actual number of employees in the program will fluctuate at any given time but the headroom will allow for promotion of employees while in the development complement. Additional positions may be allocated if the program is successful.

4. *The Development Process:* This process is designed to provide flexibility for the Office and to meet individual needs.

a. Employees will be assigned to the development complement until selected out of the program. Upon selection out, the employee will be reassigned to another OC panel.

b. New hires and selected employees from other Agency components will be provided Panel D or N skills training at the Communications School or COMSEC or automation training in keeping with the individual's interest and aptitude.

c. Development complement personnel will be assigned to OC components for work assignments. Component/position assignments for such personnel will be reviewed by the CSB and approved by the DD/CO. The CSB will track the progress of development personnel for the DD/CO.

d. Training for development complement personnel will rely heavily upon individual initiative. HRD will provide training and development advice and guidance for individuals in the program as is done for other employees.

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Career Training Program

WHO SELECTS CTs?

The Office of Personnel sends the Career Training Program office files of applicants; CTP gets Professional Applicant Test Results on a priority basis from Psychological Services Division. The first cut is made here, based on test results and file review. For those who survive the first cut, a field interview is conducted by CTP officers. A second cut is made after the interview. For those who survive the interview, they are brought to Headquarters for a psychological assessment, Modern Language Aptitude Test (MLAT), a language proficiency test (if the person has claimed any language proficiency), and interviews with prospective offices (where the person might be assigned following completion of the training). Another cut is made. Those surviving the cut are brought back for polygraph, physical, and psychiatric examinations, as well as briefings by the CT staff on cover, training, possible salary offers. Even at this very last point, the odds are 50-50 that the person will be offered a position.

HOW MANY CTs EOD IN A ONE-YEAR PERIOD?

The goal is a year. The actual number of EODs is about a year. This would be made up of approximately internal (applicants from inside the Agency) and external candidates. The CT office feels that the quality of applicants is going down. As an example, in 1980/81, a review of 12 files got one EOD; in 1982, it took a review of 16½ files to get one EOD; but by 1983, it is taking review of 25 files to get one EOD.

WHAT ARE SELECTION CRITERIA?

In addition to those listed on the flyer, the CT office commented that it looked more at PATB results than at an applicant's Grade Point Average (GPA). On minority candidates, the CT office virtually never rejects a candidate solely on the file review and test results; a personal interview is held. If an applicant does not have a language proficiency, that person must score an AVERAGE aptitude on the MLAT test (the thought being that he can be taught if he at least has the aptitude). Regarding medical approval, they are looking for Full-Duty/General medical approval but can, and have, requested waivers.

WHO DETERMINES THE CT's ASSIGNMENT FOLLOWING TRAINING?

This is established very early on. If PSD agrees that operations, for example, is the person's track, that is it. Because some CTs have tried to change during and after training, the CT office is contemplating having each person sign an agreement to serve at least one year in the directorate he was trained for. Most CTs are recruited for the DO, the next highest for DI. CT office is always looking for candidates for S&T and DA, but does not find many of these.

HOW LONG IS THE TRAINING PERIOD?

Refer to the attached sheet showing the sequencing of training. The total period is about one year.

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WHAT DOES THE TRAINING INCLUDE?

There is a 10-week orientation for everyone. Then an interim assignment. Then specialized training depending on the permanent assignment (for an ops officer, it is PM training and then the Operations Course).

WHAT HAPPENS TO DROP-OUTS?

Because there is an emphasis during the recruitment phase on commitment to the Agency, the drop-out rate is very low (averages 5%). Of this 5%, most resign, but if a person refuses to resign but also refuses the assignment that has been planned for him, the CT office turns him over to [redacted]. The drop-out rate has dropped even lower recently; for the past ten years, the rate has been only 12%. Of [redacted] CT EODs since the program began 32 years ago, [redacted] are still serving with the Agency. This represents about a 40% loss rate over a 32-year period (the latter statistic is of 4 October 1983).

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CAREER OPPORTUNITIES



THE CENTRAL INTELLIGENCE AGENCY

Through its Career Training Program the CIA has openings for qualified college graduates who wish to pursue challenging and interesting careers.

THE PROGRAM SEEKS APPLICANTS WHO:

- Want to apply their abilities in the field of foreign information collection or intelligence analysis.
- Want an opportunity for classroom and on-the-job training leading to overseas assignments or domestic analytic positions.
- Want to work with skilled professional people in a vital government agency.

SUCCESSFUL APPLICANTS WILL:

- Have a strong academic record.
- Have an interest in and be well informed about international affairs.
- Have good interpersonal skills.
- Have an interest in learning and using a foreign language.
- Enjoy communicating with others clearly and concisely, orally, and in writing.
- Preferably have some overseas experience acquired by residence, travel or study.
- Be a US citizen, 21 years or older, and interested in a public service career.

THE CAREER TRAINING PROGRAM OFFERS:

- Up to two years classroom and on-the-job training.
- Starting salary up to \$27,500 depending on qualifications.
- Liberal insurance, retirement, and leave program.

TO APPLY:

If you think you might be qualified, write us about your specific qualifications and include phone number (day and evening), college major, and a concise statement of why you want to work for the Central Intelligence Agency.

Write to:

J.A. Compton

Dept. A, F-2

OR

P.O. Box 1925

Washington, D.C. 20013

Applicants are normally accepted into the Program in January, April, June and early October. Due to extensive processing procedures, it is recommended that application be made at least four to six months before the desired entry date.

An Equal Opportunity/Affirmative Action Employer

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2 November 1983

MEMORANDUM FOR: Chairman, Committee to Study Proposed Logistics
Officer Trainee Program

FROM:

[REDACTED]
Chief, Security Staff, OL

SUBJECT: Review of Security Officer Recruitment and Training
Program (SORT)

1. The SORT Program (previously called the Professional Applicant Review Committee) has been in existence in the Office of Security since 1973. OS recruits for only one specific applicant, an individual who will begin his/her career either as an Investigator or as a Security Duty Officer. This Program does not recruit the Engineers and technical persons employed by the Office of Security.

2. The profile sought by SORT is from 25-32 years of age. However, persons have been hired on both sides of this guideline because they possessed appealing background or job experiences. SORT looks for an advanced degree, but if an individual has appropriate or job related experience, a B.A. degree is acceptable.

3. SORT looks for a minimum 2.7 GPA. The SORT committee has available to them the *BARRON'S Guide to Colleges and Universities*, which it uses to rate the GPA of the applicant i.e., a 2.7 from a tough school may be more valuable than a 4.0 from Podunk U.

4. SORT has identified disciplines which it feels make the best Security Officers, such as degrees in Social Science, English, Journalism. The bottom line here is recruiting people who are articulate and can write. There is much emphasis on the PATB tests, but it should be used only as a tool in assessing applicants.

5. Another technique SORT uses in assessing candidates is asking an applicant for a writing sample with *no* advance notice. SORT picks the subject and allows exactly 1/2 hour for the sample. It was reported that this sample is very revealing. It tests spelling, punctuation, grammar, ability to formulate ideas, and an individual's reaction to a stress situation.

6. The SORT Committee is composed of 3 to 5 (GS-14 to SIS) individuals who review applications and conduct personal interviews. In all cases, at least one member of the OS Career Board must conduct an interview. Interviewers are not necessarily members of the SORT Panel. The first interviewer lets the applicant know what OS expects of him/her as an employee. The next two interviewers (there are usually three interviews) let the applicant do most of the talking. Occasionally an up front polygraph examination was administered.

7. Through all the assessments by the SORT Panel a point system is employed. After all processing is done, points are totalled and then a final decision, whether to process or not, is made. It should be emphasized that the point system is also only a tool and most points don't necessarily insure a job offer.

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8. The SORT Panel seeks the most qualified applicants, but does keep in mind the desire to recruit minorities and women candidates as well. Referrals to the Chairman, SORT Program come from three sources:

a. Referrals of outsiders by CIA employees.

b. Files are sent to OS by OP when OP thinks a person might be a suitable candidate.

c. SORT Committee members go to OP to review resumes, (not PHSs) but resumes. If a resume looks hopeful, that person is sought by a SORT Panel member. This method makes that applicant the private property of OS for recruiting purposes.

9. A candidate is told that the following agenda can be expected if he/she is hired. An individual will receive a three week Security Officer training course followed by a three week Investigative Training course followed by a one week Introduction to CIA course. The individual is told he/she will start in a certain job, either as an Investigator in a field office or as a Security Duty Officer. The individual is told the first tour of duty can last from 2 to 5 years. After that tour, the needs of the office and CIA will dictate all future assignments.

10. Generally speaking, the SORT Committee uses the following system for pay: an M.A. degree gets a GS-09; B.A. degree—G.S. 07; two years of related work experience is worth one grade. An applicant is told that if his/her work is satisfactory he/she can expect to achieve at least a GS-13 (which is the OS journeyman grade). No time frame for achieving the GS-13 is specified.

11. The Chairman of SORT offered the following thoughts as well. The key to the success of SORT is the involvement of top management in the selection process as, at best, it is a time consuming affair. If an applicant is located other than in the Washington, D.C. area, the PATB tests should be arranged ASAP, as it takes a long time to get results. A last thought was that the more people who are involved in the selection process, the slower it goes. One should continually strive to streamline the process to make it easier on both the applicant and the CIA employees involved.

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9 November 1983

MEMORANDUM FOR THE RECORD

SUBJECT: Discussion with [redacted] Regarding ODP Career Development Program—01 November 1983

1. The purpose of the discussion was to gather information on what the Office of Data Processing does with respect to training of future officers.

2. **SELECTION:** Usual participants in training are Coops from area colleges either summer or full-time, personnel as recognized by supervisors for further career development, personnel changing career track, and by movement of personnel within ODP such as from a technical position to a management slot. There are the two identified basic career paths—management or programmer/technician. While at present there is no special training program with candidate selection process formalized, the office does have a suggested training schedule for both management and technically-oriented people.

3. **TRAINING:** Assignments are not given following any formal track for preparation for future assignments. Most often people are slotted and will remain in those slots for a full rotational tour and the training is most often relative to the present position.

4. **INTERNAL TRAINING COURSES:** Training for entry level programmer technicians consists of all the ODP provided courses in VM, PL/1, JCL, MVS Utilities, Exec Languages, CAM Execs, GIMS training, Advanced 7260 Terminal training, and Fundamentals of Data Base Management.

Training for management track personnel can include all ODP offered courses mentioned above, RAMIS and other OT&E offered courses such as Agency Information courses, the Management Course series, and Contract Management.

5. **EXTERNAL TRAINING:** For technicians training externally is scanty at this time, but programmer/technicians are encouraged to attend seminars and courses as they find applicable ones available to them.

For management track personnel the following external courses are presently offered once or twice a year when contracted for by ODP training:

- System Analysis Workshop—Brandon Systems Institute
- Software Configuration Management—CTEC Corp.
- Structured Analysis—Yourdan
- Structured Design—Yourdan
- Project Implementation—IBM
- Project Management—IBM
- Selected Quality Assurance Courses

6. **FUTURE PLANS:** The ODP Training Center is looking into offering internal courses in Advanced PL/1 and Data Dictionaries (Data Catalog 2).

Externally they want to find courses in Structured Testing, and Quality Assurance Design Reviews for programmer/technicians especially.

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7. **TIMELINESS:** Problems arise here as ADP courses within ODP and OT&E are always overbooked. However, ODP does have an "ODP first" policy in those courses it teaches.

With external courses things run smoother as courses can be contracted for in larger student numbers and be offered as frequently as needed.


There is no set time frame within which the courses must be completed by personnel but they are expected to take training as the opportunity affords itself and as the supervisor can spare them.

8. **GUARANTEES AND PROMISES:** No specific promises are made. Performance appraisals determine eligibility for promotion. By pushing personnel through as much training as possible early on, however, productivity is almost immediate and continues to go up. There is a concentrated training course in effect right now which offers eight of the ODP training courses in a 5-week classroom, 1-week project format. This should produce total productivity in the coder/tester environment at its completion.

As a student goes through ODP training an evaluation of student potential is provided to the supervisor to help him decide future training for his workers and to provide input to PARs and AWP.

9. As noted above, ODP is continually upgrading its courses and their structure. As new equipment is brought into use courses are designed to instruct in their application and use. ODP is also continually looking at ways to develop a formal career development plan.

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LIMS Development Group, P&PS/OL

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ATTACHMENT
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GENERAL SERVICES ADMINISTRATION

Contact: Marie Todd - 473-1316

National Capital Region Buildings Manager Training Program

PURPOSE: Develop personnel for eventual position as buildings managers in the Public Buildings Service (PBS) at GS-13, 14, and 15 levels.

LENGTH OF PROGRAM: Three years.

GRADES: Enter at GS-05 through GS-7 level, with promotion to GS-11 at completion of training.

RECRUITMENT: Previously candidates off PACE register. Presently via nationwide job opportunity announcements. Minimum standards are set and selection based on an interview with the candidate. Selection is very competitive since number of applicants exceed openings. Approximately 25 candidates are selected each year (number varies depending on need).

PROGRAM: Structured program consisting of formal training classes and three-month rotational assignments in various PBS components. Each candidate is assigned an advisor. Each candidate must complete a writing and speech course and procurement courses. In addition, each candidate must complete a thesis at the end of the program. The thesis topic must be approved and must address a functional/operational improvement within GSA. The successful completion of the thesis is mandatory to graduation from the program (2 attempts are allowed). Each candidate must also make a quarterly oral presentation on the progress of the training.

In addition to the above, each candidate completes three-month rotational assignments in the appropriate components (i.e., budget, building manager's office, personnel, data systems, technicians shop, etc.) throughout the program. The slots are permanent trainee slots for this program and the candidate must maintain a satisfactory performance rating.

TERMINATION FROM PROGRAM: No candidate has been fired to date. Candidates who do not complete the program and who were Government employees prior to acceptance into the program return to their previous area. Non-Government employees who do not complete the program are assigned to non-professional Government jobs in GSA. Reasons for candidate failure to complete the program to date have not been based on performance but other factors such as theft, emotional problems, etc.

GENERAL: The program has developed to fill a GSA need for building managers. The program appears to have high level management support and involvement. This program has been in operation for 15-20 years.

Other Training Programs

PURPOSE: The other GSA training programs were developed to fill the need of individual components for specific skills, to allow individuals to transfer from the non-professional to the professional ranks, and to allow individuals to change "Series" within GSA.

LENGTH: Up to one year.

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PROGRAM: Limited to Government employees. Trainee slots identified and created by individual components based on their needs. Acceptance into program is competitively advertised. Training program tailored to each individual and includes classes and working in trainee positions.

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GOVERNMENT LOT PROGRAMS**General Services Administration (GSA)**

GSA has a three year program to develop personnel for positions as building managers at the GS 13-15 levels. Minimum standards are established and selection is based on a personal interview. Personnel enter at the GS-05 through GS-07 levels with promotions to GS-11 at the end of the program. The program consists of formal training with three-month rotational assignments in various Public Building Service components. Each candidate must also complete a thesis.

National Security Agency (NSA)

NSA has a Logistics Management Intern Program which ostensibly is geared toward management development. In reality the average class of five to seven interns is used as a vehicle to bring new personnel into Logistics rather than developing in-house management potential. NSA also has a 36-month Logistics Contracting Intern Program for future contracting officers.

Department of State/Foreign Service Institute

State Department has a three-week Basic Administration course which consists of self-instructional modules, lectures, movies, and hands-on experience. All personnel take this course and other further training in their specialized area, i.e., political, economics, consular, or administrative. A General Services Officer then takes an additional three week course that deals with supply, procurement, and transportation. State has no program whose purpose is to develop in-house management potential.

Government Printing Office (GPO)

GPO is a Union Shop and has no program to develop in-house management potential. GPO stated that they felt such a program would create an elite group which would create personnel problems.

U.S. Army/Systems Integration Division of Personnel Information System Command

A management training program per se does not exist within the above organization. A Logistics Management Center does exist which offers many courses in Logistics management available to both military and civilian personnel.

Department of Defense/Navy

The Navy provides leadership/management training programs for both its uniformed services and civilian personnel. The two are independent programs with the uniformed service schools being structured to support the entire Department (enlisted and officer) while civilian management programs are basically Command developed and oriented. The two programs do not, for the most part, complement one another. The service management programs/schools are restricted to the uniformed services in which civilians do not participate. The Navy Material Command (NAVMAT) had a three year professional Development program for its civilians. Selection criteria/minimum standards for entry into the program are not rigid; however, an undergraduate degree is required. Entry level is generally the GS-07 level with promotions to GS-11 almost assured. The training was a combination of formal academic mixed with job assignments within the command.

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Foreign Service Institute/Department of State

1 [redacted] (office of the SSA/DDA), [redacted] and [redacted] interviewed Gus P. Peleuses, Coordinator, Administrative Training Division/FSI. After we explained to him what the LOT Committee was doing, he explained that State had done the same thing 2½ years ago when a Task Force had made several recommendations for improving the quality of administrative services at overseas missions. Mr. Peleuses provided us with the attached two copies of papers on the subject.

2. The Administrative Training Division has no part in the selection or promotion of the people it trains. Neither does it have any part in the assignments the people receive. On an informal level, however, the training people do provide some input in exceptional cases (those trainees who are either very good or very bad). This input depends upon the personal rapport between the Training and Personnel people.

3. The training consists of a course called Basic Administration, which is an overview of administrative functions at the overseas missions. Everyone takes this course as it is also a prerequisite for any additional courses. The course lasts three weeks; it is a mixture of self-instructional modules along with lectures by staff and outside speakers, as well as movies and some hands-on experience. After the Basic, the employee takes specialized training in his special area—political, economic, consular, or administrative. The General Services Officer (GSO) then takes an additional 3-week course that deals with supply, procurement, and transportation.

A Budget Officer takes a specialized six-week budget course.

The Basic Course is mandatory for anyone going overseas in an administrative position. The other courses are taken if the GSO is not backed up by an American work force.

They feel there are problems with their training. The self-instructional modules are good but do not go far enough to allow the graduate to be self-sufficient. Unfortunately, the old mindset of FSI still exists wherein it is thought if the person is bright enough he can manage anyhow. Along with the self-instructional modules, the Admin. Division wants to create case studies and simulations. They also want to add testing to determine if the trainees have actually learned the material. This additional material will be added in FY 1984 and FY 1985 through an addition of four people to the staff and \$350,000 in additional funds.

Another area they want to get into is the training of the Foreign Nationals who often support the GSOs. They envision some FN training in procurement, supply, and transportation. Initially, they may write some correspondence training materials, but eventually they hope to create some short training modules they will actually take to the field to conduct.

The FSI's Midcareer Course, which was discussed briefly, is not a specific skills course. It does try to give some basic analytic skills. This course primarily utilizes outside speakers who are experts in their fields.

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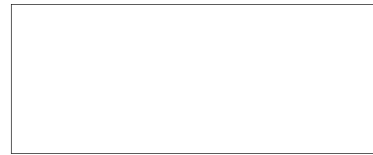
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4. Mr. Peleuses mentioned that recruiting is also a problem for State. What is happening is that the functional specialties are losing people to the GSO ranks. They are hoping to set up career paths within the functional areas to go up to the 01 level.

In recruitment they look for a generalist. The Foreign Service exam measures general intelligence but also has subsets hidden within it for the various career areas (administration, economics, politics, and consular). They are currently debating whether to create a fifth one for systems (data processing).

Another interesting feature of their personnel system is that of open assignments where an employee bids for a job (minimum of six, maximum of 15—but there are various restrictions that apply). He stressed that this is only for the Foreign Service and that regular State Department employees cannot break into the FS ranks.

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United States Department of State

*Foreign Service Institute**1400 Key Boulevard
Arlington, Virginia 22209*

MEMORANDUM

August 4, 1983

TO: M/FSI—Ambassador Stephen Low

THRU: M/FSI—John T. Sprott
M/FSI/SPS—Joseph W. Twinam
M/FSI/SPS—La Rue H. Velott

FROM: M/FSI/SPS/AT—Gus P. Peleuses

SUBJECT: Recommended Changes to Administrative Training—
ACTION MEMORANDUM

REF: Report of May 11 Meeting of Informal Working Group on Administrative Training

As you requested, and in keeping with the recommendations of the referenced informal working group, the Administrative Training Division has developed the following proposals for modifications to the existing administrative training courses. All the modifications specified in this memorandum will be designed to fit the "Admin Rosslyn" format. This format will follow that used so successfully in AmConGen Rosslyn, i.e., self-instructional material for individually paced training, simulated "real world" exercises, consistent staff involvement to assess individual progress and provide required assistance and a series of tests to assist students in evaluating their progress and inform the Department of the level of knowledge acquired. We will expand a slight bit on this AmConGen format to include presentations by key personnel in the administrative function so that the students will be able to understand current issues from the Washington point of view and identify with the functionally responsible offices. In the development of these modifications, a review of courses provided by other U.S. Government agencies will take place in order that useful recommendations can be made regarding more in-depth training as needed in contracting, procurement, building maintenance, disbursing, EEO procedures, etc.

Following are recommended changes to each of the existing courses presently provided at FSI:

Recommended Changes to Administrative Core Course

Develop a joint administrative operations module for use in the Administrative Core course which would provide an extensive review of the issues involved and serve as an introduction to this subject.

Develop a two-day segment consisting of practical hands-on exercises using in-basket material, including telegraphic traffic, memoranda, etc.; role plays, including

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staff meetings; and the presentation of solutions to problems which are faced daily in overseas operations.

Develop a module on the use of WANG information systems which will provide an overview and general introduction to this subject.

Develop a new six-day segment and associated self-instructional modules on FSN Employee Administration and Management. This new segment will be a modification of the existing supervision workshop combined with the three-day FSN position classification seminar and expanded to include FSN salary administration, general FSN personnel administration and required FSN personnel reports and records. The FSN position classification seminar is presently a segment in the current personnel course. As a result, only participants in that course receive training in this subject. This proposal includes this segment in a completely new module covering all aspects of FSN management and places it in the Administrative Core course. This will increase the number of students trained from 40 per year (those who attend the Personnel course) to 250.

Recommended Changes to the Budget and Financial Management Course

Develop a joint administrative operations module for budget officers.

Develop interactive training software for use with WANG equipment in areas such as allotment accounting; voucher preparation and certification; travel and transportation; allowances; cashier reconciliation and petty cash operations; and the Washington budget process.

Develop self-instructional modules on the work performed by subordinate employees in allotment accounting, voucher preparation and certification, travel and transportation, cashier reconciliation and petty cash operations. Translation of these modules into French and Spanish would also take place so that they could serve the additional purpose of being self-instructional material for many of our FSNs at our overseas posts.

Develop a film about cashier operations which would include elements on the security requirements of cashier operations, the BFO supervisory responsibilities regarding cashier operations, accommodation exchange and petty cash transactions, working with local banking facilities, interacting with alternate cashiers and other agencies' cashiers, and end-of-day "surprise reconciliations" by the administrative officer.

We also propose that members of the Budget and Financial Management Staff travel to regional budget conferences in order to learn directly from budget and management officers in the field what their training needs are and their views on how FSI can best help fill these needs.

The development of additional instructional material covering the new Financial Management System (FSM) will be the subject of future proposals. This subject cannot be adequately addressed until the contractor developing the system provides FSI with basic information on this automated system.

Recommended Changes to the General Services Operations Course

Redesign and expand the module on joint administrative operations.

Develop a real property management module, including elements on building systems, facilities audit, computer applications, warehousing and space management.

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Develop a training module on the use of WANG information systems for various GSO functions.

Develop a module on the GSO's required input into the budget process.

Develop an expanded module on procurement and contracting.

Recommended Changes to the Personnel Course

Develop a module on joint administrative operations to include a comparative study of personnel systems of the various agencies serviced.

Develop a series of in-box and interpersonal exercises regarding practical day-to-day personnel issues, e.g., position classification, grievance procedures, EEO complaints, performance evaluation, etc.

Develop a new module on the fundamentals and techniques of interviewing and counseling to enable personnel to conduct more productive and professional interviews. This will include interview fundamentals, interview skills development, evaluation of data collected and techniques involved in providing useful feedback.

Recommended Revisions to Training Material

A project to review all existing self-teaching modules and other written material provided in the various administrative courses must take place in order to assure the currency of this information. In addition, this project will attempt to develop a system whereby periodic reviews of this material with the technically competent offices of "M" can be made in order to assure the currency of the information on an ongoing basis.

Increase in Training Time Resulting from Implementing the Recommended Changes

Estimates of the classroom time required for each of the new presentations were reduced by the time presently used for these same subjects to provide an estimate of the net increase in training time required. As a result, the following increases in course length will take place:

<u>Course</u>	<u>Present Length</u>	<u>Proposed Length</u>	<u>Increase</u>
ADMIN	15 days	20 days	5 days
B&F	30 days	40 days	10 days
GSO	15 days	23 days	8 days
PERSONNEL	10 days	15 days	5 days

Increases in training time will have an adverse effect on vacancies unless additional student positions are authorized to offset this. Additional student FTE required is included in the resource requirements provided below.

Resources Required to Perform Recommended Changes

Staffing Resources Required: Four positions have been included in the FY 84 budget in order to bring the staff up to a level whereby it can handle the changes listed above and manage the daily training exercises which will be included in Admin. Rosslyn. Specifically, these four positions will be used to provide an employee to perform the duties of Deputy Coordinator/Administrative Core Course Manager, a Personnel Course Manager, and two positions to design, develop, and execute these

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major changes to Admin. Rosslyn and handle the augmented budget and financial management training which is anticipated in order to switch over from our current manual system to the new FMS system.

Financial Resources Required

Changes to Administrative Core Course	\$ 42,000
Changes to Budget and Financial Management Course	129,000
Travel for Budget and Financial Management Staff	15,000
Changes to General Services Operations Course	80,000
Changes to the Personnel Operations Course	17,500
Cost to Update Other Training Material	<u>66,000</u>
TOTAL	<u>\$349,500</u>

A request for financial resources has been included in our FY 1985 budget which is currently undergoing Departmental review.

Additional Student FTE Required

The following is an analysis of additional student FTE required to support this improved administrative training program:

<u>Course</u>	<u>Increase Training Hours</u>	<u>Number of Students FY-83</u>	<u>Additional Student Hours</u>
ADMIN	40	213	8,520
B&F	80	65	5,200
GSO	64	104	6,656
PERSONNEL	40	91	<u>3,640</u>
TOTAL			24,016

Converted at the rate of 2080 FTE equals one student year, an addition 11.5 or 12 student positions are needed. If the human resources requested are in place in FY 84 and the financial resources are made available in FY 85, the new training courses should be implemented in late FY 85. With this project schedule in mind, the effect on student hours will be minimal in FY 85 and the request for 12 additional student positions should be included in our FY 86 budget submission.

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Recommended Action

That you approve the recommended changes to these courses, the allocation of our FY 84 increase in positions as described above, and the request for additional funds included in our FY 85 budget.

APPROVE _____ DATE _____

DISAPPROVE _____

Comments

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Informal Working Group on Administrative Training

Members of Informal Working Group

M/MO—Mr. Donald C. Leidel, Chairman
Mr. John S. Ford
A/OPR—Mr. Ravindar Sikand
M/DGP—Mr. Richard N. Dertadian
M/COMP—Mr. Roger C. (Chris) Nottingham
M/FSI—Mr. John T. Sprott
Mr. William H. Mansfield
Mr. Gus P. Peleuses

Background

Increasing concern has developed over the past several years regarding the performance of officers serving in the administrative functions at our overseas missions.

The inadequacies of the services provided by our overseas administrative functions were reviewed by the House Government Operations Committee (Brooks Committee) in June 1981.

Subsequently, a Task Force appointed by Under Secretary for Management Kennedy reviewed the administrative functions and made several recommendations for improving the qualities of these services.

Many of the S/IG reports of the last several years, especially the review of administrative services provided at our posts in Africa, indicated the inadequacy of the administrative services provided at our overseas missions.

This concern has led to a review by the Foreign Service Institute of the type of training provided to the officers working in our administrative functions overseas. On April 13 members of FSI's staff briefed the Director General and other interested parties on the current administrative training provided at the Institute. As a result of this briefing an informal working group was established to recommend improvements in this training. On May 11 the informal working group met and came to the following conclusions and recommendations regarding improvements to FSI's administrative training.

Specific Areas of Concern

The Committee Discussed four specific areas: Budget and Fiscal, General Services, Personnel, and Joint Administrative Operations.

Budget and Fiscal—The training provided in the Budget and Financial Management course prepares procedurally accurate officers but does not prepare them to be proactive leaders in the financial management of an overseas mission. The budget and fiscal officers do not appear to be able to deal adequately with the financial management issues of other agencies at post and there is concern that the budget and fiscal managers lack the ability to meet the new demands that will be placed on them by the introduction of FMS.

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General Services—It was concluded that all aspects of training in this area need improvement and that specific emphasis should be given to the following areas:

- *Contract/Procurement*—Recognizing that one could spend a minimum of three months and perhaps a full year in training in order to become adequately informed on the legal aspects of this specific field, the working group concluded that what is needed is a level of knowledge of the characteristics of contracts (what has to be present in a contract in order for the U.S. Government to be adequately protected) and enough knowledge to know when a contract is inadequate or when contracting procedures are inadequate. In addition, the effective GSO must know how to obtain factual assistance in this area either through use of regulatory and procedural material available or appropriate contacts in Washington for assistance.

- *Inventory Control*—Knowledge in this area must go beyond mere record keeping and recognize the complete system of property control from acquisition through disposal.

- *Management of Mechanical Services, both Automotive and Building Maintenance.*

- *Management of Property, including knowledge of FBO Regulations and Reporting Requirements.*

- *JAO*—The GSO must have an acceptable level of knowledge of regulations and procedures for each of the agencies serviced.

It was concluded that the current training does not provide GSOs with a knowledge of the relative importance of the functions performed in their area; therefore, they do not appear to effectively use their time. Also, FSI's current training does not provide GSOs with an appropriate appreciation of the impact their activities have on the budget and financial management aspects of post management. The group concluded that much more had to be done in all the areas of GSO training but time did not permit it to define the content or methodology of this training.

Personnel—The Working Group concluded that the following specific areas of overseas personnel operations require a more indepth treatment in the FSI training:

- *Position Classification, both for American and FSN Employees.*

- *Grievance Procedures, EEO Procedures and Performance Evaluation Procedures.*

- *Salary and Benefits for FSNs and U.S. Citizen Employees, including Cost of Living Allowance, Language Incentives and in general the benefits provided under the Standard Regulations for U.S. Civilian Employees Overseas.*

In addition to the above, it was agreed that in general the Personnel Officers, upon completion of FSI training, have an inadequate knowledge of current regulations and procedures in this field. Also, it was stated that training efforts would have to take place in the area of making personnel officers capable of handling the various counseling duties they will encounter at overseas posts. Our current personnel officers appear to not have a proper appreciation of the various aspects of employee/management relations which when properly performed reduce

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unnecessary grievances, EEO claims and other types of troubled employee situations. Finally, the group characterized a majority of our personnel officers as reactive in their work and lacking a sense of what professional personnel work entails.

Joint Administrative Operations—At posts where joint administrative operations exist, it was agreed that there are attitudinal problems and inadequate knowledge of other agencies' regulations, procedures and needs in all the areas of administrative support. In the GSO area there is a general feeling, whether it be perceived or actual, that GSOs provided preferential treatment to the people of their own agency. In the budget and fiscal area a lack of knowledge of procedures and regulatory requirements of the other agencies exist. Finally, in the personnel area a very large attitudinal problem exists. This is perceived by others as personnel officers having too much allegiance to their own agency and a lack of understanding of the personnel needs of the other agencies.

General Agreements and Conclusions

The Working Group reached the following areas of agreement and/or conclusions:

Training in itself cannot solve all the problems currently existing in our administrative functions overseas.

The administrative training is in several ways inadequate (it is improving but still requires additional work):

- outdated, inadequate and missing reference materials,
- inadequate involvement of Department personnel, and
- lack of instructor involvement in presenting course material.

Training needs to be improved; this requires additional resources and FSI should request these resources.

Summary

After reaching the above conclusions, the informal working group directed FSI to develop proposals for improvement to this training, including budgetary requirements.

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9 December 1983

MEMORANDUM FOR THE RECORD

SUBJECT: National Security Agency Logistics Management Intern Program

1. The National Security Agency (NSA) Logistics Management Intern Program was established in 1979. This 36-month program is an outgrowth of a Management Support Intern Program which included interns from Resources Management, Personnel, Security, and Logistics. The interdisciplinary program was disbanded and has been replaced by specialized programs such as the Logistics Management Intern Program.

2. The attached program guide describes selection criteria, training, rotational assignments, performance approval, promotion, and administration responsibilities.

3. Although the program outlines a satisfactory intern program for management development, the track record to date is somewhat different. The average class of 5 to 7 interns has been almost exclusively new hires or personnel transfers to Logistics. It has been exclusively used as a vehicle to bring in new blood to Logistics rather than developing in-house management potential.

4. Also attached is a program description for NSA's Logistics Contracting Intern Program. This is a highly specialized 36-month Program attended by all potential future contracting officers.

5. Senior management in the Office of Logistics for NSA and the Agency have recently concurred on a 6-month rotational assignment for mid-level managers. The initial rotation will be one contracting officer from both Agencies, with being the CIA nominee.

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LOGISTICS MANAGEMENT INTERN PROGRAM

I. PURPOSE

The purpose of the NSA Intern Program is outlined in Personnel Management Pamphlet No. 402A. The purpose of the Logistics Management Intern Program (LMIP) is to provide for the infusion of new talent into the Logistics Career Field and to meet existing and emerging requirements for more valuable Logisticians.

II. INTRODUCTION

A. Under this program, each intern will (over a 36-month period) participate in a combination of work activities, formal academic study and technical training courses (internal and external) as outlined in the Master Training and Development Plan attached as Annex A.

B. The plan is structured to provide participants with the capability, broad background, and requisite knowledges that will enable them, as graduates of the program, to be certified as Logisticians and to join the work force as "Logistic" Technicians, e.g., Supply, Transportation, Installations, etc. They will, with these acquired knowledges and skills, be able to strengthen and enhance the Installations and Logistics support capability in accordance with Agency needs.

III. PROGRAM REQUIREMENTS

A. *Selection Criteria.* To be considered eligible for entry into the Logistics Management Intern Program, a candidate must be a college graduate, or equivalent, and meet the following criteria:

1. Candidates must possess professional potential as evidenced by education (a Bachelor's degree with overall grade point average of 2.8 or higher on a 4.0 scale), or the equivalent in related experience with demonstrated exceptional performance, or a combination of formal education at the college level and related work experience which demonstrates professional potential. The equivalence in education and experience should total four years. In equating academic work to experience, the equivalent of 30 semester hours or 45 quarter hours will be counted as one year.

2. A Bachelor's degree, or equivalent, from an accredited college or university in one of the following majors is desirable:

Industrial Management	Law
Business Administration	Data Processing
Government Administration	Transportation
Public Administration	Operations Research
Accounting	Engineering
Commerce	Industrial Education
Economics	Construction Management
Financial Management	Architecture

This list is not all inclusive and comparable fields of study will be given equal consideration by the Logistics Career Panel.

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3. It is highly desirable that candidates without a college degree have a minimum of fifteen credit hours in a *preferred college major*, either from an accredited college or through NCS classes.

4. Have attained a staten score of five (5) in Category 10 of CQB.

5. Be in college entrance grade level, or serving at any grade level through GGD-09 if transferring into the program from within the Agency.

B. *Academic Study*

1. *Courses of Study.* Interns are required to successfully complete *four* after-hours graduate-level courses at local institutions (three in the first 24 months of internship, and one in the last 12 months) which are directly related to Installation and Logistics Management. (See Annex B for a listing of suggested courses from which four may be selected.)

These courses will serve to supplement on-the-job and formal training which the intern receives while in the program and will provide an additional insight into the spectrum of Installation and Logistics Management.

2. *Tuition.* Each intern will receive 100% tuition sponsorship for a maximum of four courses to be taken after duty hours (minimum of one and maximum of two required courses per semester). Interns may also apply to the NCS for other job-related training in accordance with published NCS policy and procedures. Tuition support for these is limited to two-thirds of tuition and associated lab fees.

3. *Grades.* Interns are expected to earn a "B" or better in their required after-hours courses. One "C" grade will be permitted. If an intern fails one of the *required* courses or earns more than one "C" grade, the Executive of the Logistics Career Panel must notify the panel membership. The Career Panel must then decide whether to support the intern for retention in the program or request that M3 remove the individual from the program. Final authority for removal or retention of the intern is the responsibility of Chief, M3.

It should be noted that the National Cryptologic School, which funds Agency-sponsored after-hours courses, requires students to reimburse the government for tuition costs if a failing grade is received in a course. In addition, all NCS policies will be observed, to include withdrawal and course failure requirements.

C. *Training Courses.* Interns will be required to attend selected technical training courses at either external or internal training facilities as considered appropriate by the Logistics Career Panel. Courses which require TDY and/or fee expenditures must compete with other known training requirements for available funds. Attendance at training courses will be timed, whenever possible, to coincide with particular job assignments in various phases of the program.

D. *Rotational Assignments.* Each participant in the program will be required to serve in various training assignments within Installations and Logistics, and (at the discretion of the Career Panel) in other Agency organizations which interact with or have an impact on installations and logistics management. Interns will be assigned to four different Offices of the Installations and Logistics Organization for periods of nine months each. During these nine-month assignments, they will be assigned to perform tasks that will give them the greatest opportunity to gain an insight into and understanding of I&L operations for their development as Logisticians. In addition to job assignments in various functions, interns will, whenever possible, be given "special

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projects” for the resolution of specific operational problems or matters dealing with new concepts, etc.

NOTE: Training Courses and rotational assignments are addressed in the Master Training and Development Plan—Annex A

IV. ADMINISTRATION OF THE PROGRAM

A. *Entry into the Program*

1. *Applications.* Internships for this program will be advertised throughout the Agency and selection preference will be given to on-board candidates who make application for entry and meet selection criteria. If vacancies cannot be filled with on-board employees, Employment (M32) will be tasked with filling the remaining vacancies from external sources.

2. *External Job Applicants.* Employment (M32) will refer the SF171's of qualified job applicants to the Executive of the Logistics Career Panel for review. The Executive will make a recommendation to Employment (M32) regarding selection of applicants for entry into the Logistics Management Intern Program. Employment (M32) will schedule “recommended” applicants for additional processing which will include an interview with the Panel Executive and, if appropriate, members of the L Personnel Advisory Board.

3. *On-Board Applicants.* Applications from Agency employees who apply for openings in the program will be referred by Staffing (M31) to the Executive of the Logistics Career Panel. Selection procedures for on-board employees will be handled in the same manner as outlined above except that Staffing (M31), vice Employment (M32), will serve as the referral office. (NOTE: Detailed application procedures for on-board employees will be contained in vacancy announcements.)

B. *Performance and Progression*

1. *Performance Appraisals and Documentation.* Performance appraisals for Logistics Management Interns are prepared by the Executive of the Logistics Career Panel based on input from the Chiefs of the various L organizations where the interns are assigned. The performance appraisal must take into consideration such things as the intern's accomplishments and learning experiences, performance in academic and training classes, and overall progress toward completion of program requirements.

a. The Chief of each L organization hosting a Logistics Management Intern is required to prepare an “informal” or unofficial performance appraisal (either in a narrative form or by completing an Employee Performance Appraisal—Form P1) for each assigned intern. These informal performance appraisals are then sent to the Executive of the Logistics Career Panel so that the latter can prepare the “Official” Performance Appraisal. The informal appraisal from each host organization should list the duties and projects assigned to the interns, fully evaluate their performance of these duties, and must be forwarded to the Executive of the panel no later than 30 days following completion of the intern's rotational assignment.

b. When a performance appraisal becomes due during an assignment, the informal performance appraisal should cover only those assignments that were *fully completed* prior to the end of the rating period.

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2. *Promotion.* Logistics Management Interns may be recommended for promotion by their Career Panel on the basis of performance in training, academic courses, on-the-job assignments, and progress toward meeting program requirements. A participant at the GGD-07 level will be considered eligible for promotion consideration upon satisfactory completion of established 24-month "milestones." An intern entering the program at the GGD-09 level is considered eligible for promotion consideration upon satisfactory completion of all program requirements.

Promotion recommendations for Logistics Management Interns must be forwarded from the Chairman of the Logistics Career Panel to Cryptologic Career Development, M36. Cryptologic Career Development, on behalf of Chief, M3, is responsible for approving promotion requests for Logistics Management Interns.

C. *Removal from the Program*

Cryptologic Career Development will review the qualifications of interns who fail to meet program requirements to determine which of the following actions is to be taken:

1. *Reassignment*—Employees who enter the program and fail to meet its requirements in the form of academic study, training courses, or job assignments, will be recommended for removal by the Logistics Career Panel. Prior to removal from the program, however, M36 will interview the intern and may make recommendations for additional training, etc., to assist the intern in completing the requirements of a particular phase within a reasonable period of time. If the intern fails to meet program requirements after continued training efforts, action will be initiated to remove the intern from the program and effect reassignment to a suitable position within the Installations and Logistics Organization. If no positions are available within the I&L Organization, the employee will be assigned to another Agency element. Employees removed from the program must compete for promotion within the normal promotion cycle of the element to which assigned.

2. *Termination*—If an employee removed from the program is still subject to the terms of a one-year trial appointment at the time of removal from the program, and if a position is not available for that person in their former element or within the organization of internship, action may be initiated to terminate the employee.

D. *Release from the Intern Program*

Individuals may be released from the program on either a voluntary basis or involuntary basis, as explained below:

1. *Voluntary Release.* A voluntary release must be requested by the intern, endorsed by the Panel, and approved by M3.

2. *Involuntary Release.* An involuntary release is one that is initiated by the Career Panel when a majority of the panel membership determines that the intern has failed to meet program requirements. Involuntary release from the Logistics Management Intern Program is also subject to approval by M3.

3. When an intern has been released from the program for whatever reason he or she will normally be placed in a suitable position within the L Organization. If no suitable position is available within the Installations and Logistics Organization, M36 will initiate action through M31 for reassignment.

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E. Graduation from the Program

1. Approximately four months prior to an intern's graduation from the program, the Logistics Career Panel will invite the intern to a panel meeting to discuss assignment preferences within the Installations and Logistics Organization. While the Career Panel will make every effort to place interns in an assignment of their choice, assignments recommended by the Career Panel will be ones that will enable the interns to continue to develop their professional skills and abilities while, at the same time, satisfying Agency requirements.

2. Ninety days prior to the anticipated graduation date of each Logistics Management Intern, the Logistics Career Panel will prepare an assignment recommendation and forward the recommendation to Staffing (M31) through the proposed gaining organization and Cryptologic Career Development (M36). Staffing (M31) will review the proposed assignment and notify the Panel Executive and Cryptologic Career Development, M36, when the assignment is approved.

3. If the Panel is unable to obtain ADIL and/or L Personnel Advisory Board concurrence on assignment of the graduating intern within 30 days preceding the date of graduation, the Career Panel must notify M3 by memorandum. Upon receipt of this memorandum, M3 will work with the Logistics Career Panel to effect placement of the intern.

V. RESPONSIBILITIES FOR ADMINISTRATION OF THE PROGRAM**A. Civilian Personnel (M3)**

1. The LMIP operates under the direction of the Office of Civilian Personnel. M3 is responsible for:

a. Providing the basic philosophy, objectives, and framework for the program.

b. Insuring that consistent standards are applied in the selection of participants.

c. Providing support to the Logistics Career Panel and interns to insure continued effectiveness of the program.

d. Serving as the focal point through which promotion recommendations, training requests, assignment recommendations, and other actions are channeled in connection with the LMIP.

e. Providing general guidance to the Logistics Career Panel.

2. Cryptologic Career Development, M36, is responsible for liaison between the Logistics Career Panel and M3 and for representing M3 in all matters related to the Logistics Management Intern Program.

B. Logistics Career Panel

The Logistics Career Panel (in concert with appropriate L managers), is responsible for specifying program requirements for Logistics Management Interns and for the day-to-day administration of the program. Interns participating in this program will be assigned to H billets and will work under the direction of the Executive, Logistics Career Panel.

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C. Executive, Logistics Career Panel

The Executive is responsible for:

1. Providing advice and guidance to participants.
2. Interacting closely with L managers to ensure that participants receive maximum benefits from their work assignments and training plans.
3. Ensuring that adjustments to individual Master Training and Development Plans are made whenever needed.
4. Monitoring the progress of participants and executing annual employee performance appraisals.
5. Forwarding recommendations for promotion of interns.
6. Developing and forwarding annual training requirements to the E Organization.
7. Ensuring that training requirements are filled on a scheduled basis (in coordination with L managers).
8. Keeping the Chairman, Logistics Career Panel, and the L Personnel Advisory Board apprised of the status of the program and the progression of all participants.
9. Reviewing all applications for intern billet vacancies and for recommending acceptance of applicants to the appropriate M3 office.

D. L Managers

L managers and supervisors are responsible for ensuring that:

1. Policies and procedures of the Logistics Management Intern Program are adhered to within their respective organizations.
2. Interns assigned within their functional areas gain maximum benefit from their assignment.
3. Meaningful and accurate performance appraisals are prepared on program participants.

E. National Cryptologic School (NCS)

The National Cryptologic School (NCS) is responsible for providing necessary academic study and training support to individuals involved in the Logistics Management Intern Program as follows:

1. E&L will approve and fund external academic study and technical training. (Tuition sponsorship of 100% will be provided for a maximum of four accredited courses required under this program.)
2. As part of its regular evaluation program, E7 will evaluate training courses and/or curricula to determine their effectiveness in meeting the needs of the Logistics Management Intern.

F. Interns. Interns are responsible for fulfilling program requirements as outlined herein.

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ANNEX A

MASTER TRAINING AND DEVELOPMENT PLAN

FOR

LOGISTIC MANAGEMENT INTERNS

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**MASTER TRAINING AND DEVELOPMENT PLAN
FOR
LOGISTIC MANAGEMENT INTERNS**

1. This plan is designed to provide Logistics Management Interns with a broad understanding of Installations and Logistics Management; what it entails, how it is carried out, and how it interacts with and impacts on the rest of the Agency.

2. Interns are expected to fulfill all requirements of this program (as detailed in the plan) within a 36-month period. (Less time may be required on a participant's previous experience and academic standing.)

3. Since organizational workloads, mission changes, and the number of interns available for assignment at any given time, all have an impact on intern assignments, considerable flexibility has been built into the plan. This flexibility allows the sequence in which developmental activities take place to vary somewhat from individual-to-individual and for rotational assignments to begin in any one of four major areas.

4. Although the development plan is flexible, there are definite milestones which must be achieved. The first is a *24-month milestone* which involves completion of rotational assignment in two major L Offices for nine months each, and six months of rotational assignment in a third Office. During this 24-month period, the intern will also complete three graduate courses, plus technical training courses identified in the plan.

5. The second is a *12-month milestone* which requires the completion of the last three months of the third rotational tour, and a 9-month rotational assignment in a fourth L functional area. During this 12-month period, the intern must complete a fourth graduate level course, plus technical training courses identified in the plan.

6. At the end of the 36-month internship, graduates will be qualified to complete the final examination for certification as Logisticians. This makes it essential that managers and supervisors give careful thought to the utilization of interns assigned to them for professional development and ensure that they are involved in specific projects and tasks that will enable them to perform as Logisticians when they graduate from the program.

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ANNEX A

MASTER TRAINING AND DEVELOPMENT PLAN

Logistics Management Intern Program

DURATION AND ORGANIZATION	WORK ASSIGNMENT OBJECTIVES	SUGGESTED TRAINING COURSE (S)	ACADEMIC STUDY
9 Months L1 Office of Materiel	To gain an overall understanding of the Office functions of the office of materiel. Areas of concentration will include but not be limited 1. stock management 2. acquisition 3. inventory control 4. cataloging and research 5. overseas support 6. DIPEC participation 7. excess materiel utilization 8. transportation operations	Defense Inventory Management—Ft. Lee	Three courses must be completed from the selection provided in Annex B during first 24 months The fourth course will be completed during the last twelve months of internship.

Assignments will be coordinated with the Panel Executive and the Chief of L1 or his representative.

9 Months L3 Logistics & Logistics Related Staff Functions	To gain an insight into I&L operations and the support of these operations. Areas of concentration will include: 1. logistics plans & policies 2. logistics systems 3. resource allocation L33 & N2 4. logistics support architecture 5. planning at the agency level N1 6. finance & accounting, and financial policy N4	1. MP-185 Model 204 Retrieval 2. EG-243 Briefing Skills 3. MP-060 Survey of EDP
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Assignments will be coordinated with the Panel Executive, the Chief of L3, and the Office Chiefs in N2, N4 and N1.

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<u>DURATION AND ORGANIZATION</u>	<u>WORK ASSIGNMENT OBJECTIVES</u>	<u>SUGGESTED TRAINING COURSE (S)</u>	<u>ACADEMIC STUDY</u>
9 Months L4 Contracting Office	To gain a comprehensive understanding of the contracting process. Areas of concentration will include but not be limited to: 1. the review process 2. contracting policy 3. general purchase procedure 4. economics evaluation 5. construction & ADPE contracting 6. special equipment & systems contracts 7. an acquisition function in S or R Tours should be scheduled to allow the intern to experience the contracting process from solicitation to award.	1. Management of Defense Acquisition Contracts ALMC, Ft. Lee, Virginia 2. Cost & Price Analysis	

Assignments will be coordinated with the Panel Executive, the Chief of L4, and Office Chiefs in S or R.

9 Months L5 Installations Management	To gain a working knowledge of how installations management is carried out within the NSA/CSS environment. Areas of concentration will include: 1. facilities planning & management 2. facilities support here and overseas 3. facilities operation 4. real property management	1. Space Management: Planning & Program Development Seminar 2. Space Management: Office Layout Workshop	
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Assignments will be coordinated with the Panel Executive, and the Chief of L5.

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ANNEX B

ACADEMIC STUDY

American University

- a. Governmental Budgeting
- b. Human Problems in Organization
- c. Public Management
- d. Methods of Problem Solving
- e. Procurement & Contract Management
- f. Manpower Utilization
- g. Public Financial Administration
- h. Business & Government Relations
- i. Public Managerial Economics

George Washington

- a. Governmental Budgeting
- b. Human Behavior in Organization
- c. Advanced Admin. Management
- d. Quantitative Factors
- e. Procurement & Contracting
- f. Manpower Development & Utilization
- g. Distribution Logistics
- h. Business & Government Relations
- i. Public Expenditure Analysis & Planning

Johns Hopkins

- a. Budget Planning & Control
- b. Human Relations in Management
- c. Principals of Management
- d. Quantitative Analysis
- e. Purchasing Management

The above are suggested graduate courses from which interns may select four. Courses which appear comparable to those offered by American University have been identified under headings for George Washington University and Johns Hopkins. If the intern has taken graduate courses similar to those suggested, or wishes to take a course not listed above, the course title and description should be given to the Executive of the Logistics Career Panel for approval.

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I. PURPOSE/INTRODUCTION

The purpose of the NSA Intern Program is outlined in Personnel Management Pamphlet No. 402A. The Logistics Contracting Intern Program (LCIP) is designed to provide for the infusion of new talent into the Logistics Contracting Career Field and to meet existing and emerging requirements for more versatile contracting and procurement personnel. The program is intended to develop contracting personnel within the Logistics Career Field who have a thorough knowledge and understanding of Government contracting and procurement functions. Logistics Contracting Intern Program graduates will be assigned as contracting technicians following completion of this three-year intern program.

The knowledge and experience gained by Logistics Contracting Interns in various Contracting areas will result in the gradual formation of a cadre of individuals who possess the capability, background, and knowledge required to meet the future contracting requirements of the National Security Agency. Each participant in the Logistics Contracting Intern Program is provided intensive training in the contracting career field which consists of formal academic study, internal and external training courses, and actual "hands-on" experience in various contracting elements. Upon graduation from the Logistics Contracting Intern Program after satisfying the requirements as outlined in the Master Training and Development Plan, the intern is assigned to an appropriate technician level position in the contracting career field and is qualified to complete the final examination for certification as a Logistician. (A Master Training and Development Plan which outlines each phase of the Logistics Contracting Intern Program and provides specific guidance regarding organizational assignments and required training, is attached as ANNEX A.)

II. ADMINISTRATION

A. *Civilian Personnel (M3)*

The Logistics Contracting Intern Program (LCIP) operates under the direction of the Office of Civilian Personnel. M3 provides the basic philosophy, objectives and framework for the program, insures consistent standards for selection of participants, provides support to the Logistics Career Panel and interns to insure continued effectiveness of the Program, serves as the focal point through which promotion recommendations, training requests, assignment recommendations, and other actions are channeled in connection with the Logistics Contracting Intern Program; and provides general guidance to the Logistics Career Panel and the Installations and Logistics Organization in connection with the Program. Career Development (M36) is responsible for liaison between the Logistics Career Panel and M3 and for representing M3 in all matters related to the Logistics Contracting Intern Program.

B. *Logistics Career Panel*

The Logistics Career Panel, in concert with Chief, L4, is responsible for specifying program requirements for Contracting Interns and for the day-to-day administration of the program. Interns participating in this program will be assigned on L billets and will work under the direction of the Executive, Logistics Career Panel. The Executive is responsible for providing advice and guidance to participants; interacting closely with L4 managers to ensure that participants receive maximum benefits from their work assignments and training plans; ensuring that adjustments to individual Master Training and Development Plans are made whenever needed; monitoring the progress of participants and executing annual employee performance appraisals; forwarding recommendations for promotion of interns; developing and

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forwarding annual training requirements to the E organization; ensuring that training requirements are filled on a scheduled basis (in coordination with L4 managers); and for keeping the Chairman, Logistics Career Panel, and the L Personnel Advisory Board, apprised of the status of the Program and the progression of all participants.

Additionally, the Executive is responsible for reviewing all applications for Intern vacancies and for recommending acceptance of applicants to the appropriate M3 Office (M32 for potential hires and M31 for on-board applicants).

C. Office of Procurement (L4)

The Office of Procurement (L4) is responsible for the on-the-job training assignments of Logistics Contracting Interns. Chief, L4, is responsible for the day-to-day operations of this training as follows:

1. Developing meaningful work assignments for the interns.
2. Monitoring these assignments to ensure that the intern receives the maximum benefit from the training.
3. Ensure that the supervisors within L4 are responsible for full compliance with the requirements of the program.
4. Assuring that the program is implemented with L4 as prescribed herein and that insofar as operations are not adversely affected that program activities scheduled for each intern are carried out without interruption.

Additionally, Chief, L4, is responsible for the preparation of an "unofficial" performance appraisal for each intern after each training assignment and for recommending job placement of the intern following the completion of the program.

D. National Cryptologic School (NCS)

The National Cryptologic School (NCS) is responsible for providing requested academic study and training support to the Logistics Contracting Intern Program as follows:

1. E8 is the approving authority for academic study and training courses (see Section IV.A and B).
2. As part of its regular evaluation program, E7 will evaluate training courses and/or curricula, whether offered by the NCS or external, to determine their effectiveness in meeting the needs of the Logistics Contracting Intern Program.

III. SELECTION CRITERIA

A. To be considered eligible for the Logistics Contracting Intern Program, a candidate must be a college graduate, or equivalent, and meet the following criteria:

1. Possess a bachelor's degree, or equivalent, from an accredited college or university in a major such as (but not limited to) one of the following:

Procurement
Business Administration
Government Administration
Public Administration
Accounting
Economics
Financial Management
Law

The above list is not all inclusive, and other academic degrees may be considered by the Logistics Career Panel on an individual case basis.

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2. Achieve a staten of 4 in Category 10 of CQB 1.

3. Be in the college entrance grade level (if newly hired), or serving at any grade level up through GG-09 if transferring into the program from within the Agency.

B. Candidates for the Logistics Contracting Intern Program will be recommend- ed to M3 for selection by the Logistics Career Panel. When job applicants are considered for this program, M32 (Employment) will refer the applicant's SF-171 to the Executive of the Logistics Career Panel for review. The Career Panel Executive will make a recommendation to M32 regarding assignment of the applicant to the Lo- gistics Contracting Intern Program. M32 will schedule "recommended" applicants for additional processing which will include an interview with the Panel Executive and appropriate L4 personnel.

Applications from Agency employees who apply for openings in the Logistics Contracting Intern Program, which may be advertised internally, will be referred by M31 (Staffing) to the Executive of the Logistics Career Panel. Selection procedures for on-board employees will be handled in the manner outlined above with M31, vice M32, serving as the referral office.

On-board employees will be given the opportunity to apply* for vacancies that may occur in the Logistics Contracting Intern Program. Internships in this and other programs will be advertised throughout the Agency and selection preference will be given to qualified on-board candidates. If vacancies cannot be filled internally, Employment (M32) will be tasked with filling the remaining vacancies from outside sources.

IV. PROGRAM REQUIREMENTS

A. *Academic Study*

Participants in the Logistics Contracting Intern Program are required to successfully complete** four after-hours graduate-level courses at local institutions in the following subject areas: Procurement and Contracting, Purchasing and Material Management, Governmental Budgeting, Contract Law, Contract Administration and/or Commercial Law. Courses in these subject areas will serve to supplement on-the-job and formal training which the intern receives in the Logistics Contracting Career Field. These academic courses have been carefully selected to provide an additional insight into the spectrum of Government Contract Administration and material and financial resource functions. Each intern will receive 100% tuition sponsorship for a minimum of one and a maximum of two required courses per semester of six courses per year. In addition, interns may also apply to the National Cryptologic School for sponsorship of other job-related courses which are taken after normal duty hours. Agency-sponsorship for job-related courses that are not a requirement of this program is limited to two-thirds of the tuition fee.

*NOTE: Application procedures for on-board employees will be contained in the vacancy announcements.

**NOTE: For purposes of the Logistics Contracting Intern Program, participants are expected to earn a "B" or better in their required after-hours courses. One C grade will be permitted. If an intern fails one of the required courses or earns more than one C grade, the Executive of the Logistics Career Panel must notify the Panel membership. The Career Panel must then decide whether to support the intern for retention in the program or request that M3 remove the individual from the program. Final authority for removal or retention of the intern is the responsibility of Chief, M3.

All National Cryptologic School policies which apply to Agency-sponsored training must be observed.

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B. Training Courses

Each participant in the Logistics Contracting Intern Program will be scheduled for training courses at the National Cryptologic School (NCS), Department of Defense (DoD), Civil Service Commission (CSC), and other facilities as considered appropriate by the Logistics Career Panel. Courses which require TDY and/or fee expenditures must compete with other known training requirements for available funds. E81 is the approving authority. If possible, training courses will be timed to coincide with particular job assignments in various phases of the Logistics Contracting Intern Program.

C. Rotational Assignments

Each participant in the Logistics Contracting Intern Program will be required to serve in various training assignments within the Office of Procurement (L4). Tours within the various L4 organizations generally range from 6 months to one year, and have been designed to insure that the intern is technically competent to perform in the contracting career field at the end of his/her internship. A Master Training and Development Plan detailing required rotational assignments is attached as ANNEX A.

V. SEQUENCE OF ASSIGNMENTS*Overall 36-Month Tour Sequence*

The 36-month master schedule is expected to be completed within the prescribed period of time. Each phase includes academic requirements, training courses, and on-the-job learning experiences. While the actual touring sequence may vary somewhat from individual to individual, depending on creditable assignments in L4, organizational workloads and the number of interns available for assignment at any given time, each intern will receive essentially the same internship assignments.

VI. REMOVAL FROM THE PROGRAM

M36 (Career Development) will review the qualifications of interns who fail to meet program requirements to determine which of the following actions are to be taken:

1. *Reassignment*—Employees who enter the Logistics Contracting Intern Program and fail to meet program requirements in the form of academic study, training courses, or OJT assignments, will be recommended for removal by the Logistics Career Panel. Prior to removal from the program, however, M36 (Career Development) will interview the failing intern and may recommend remedial training efforts to assist the intern in completing the requirements of a particular phase within a reasonable period of time. If the intern fails to meet program requirements after remedial training efforts, action will be initiated to remove the intern from the program and reassign him/her to a suitable position within the Installations and Logistics Organization. If no positions are available within the I&L Organization, the employee will be assigned to another Agency element. Employees removed from the Logistics Contracting Intern Program and reassigned with the Agency must compete for promotion within the normal promotion cycle of the element to which assigned.

2. *Termination*—If an employee removed from the program is still subject to the terms of a one-year trial appointment at the time of removal from the Logistics

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Contracting Intern Program, and if a position is not available in his/her former element or within the Installations and Logistics Organization, action may be initiated to terminate the employee.

VII. PERFORMANCE APPRAISALS AND DOCUMENTATION

Performance appraisals for Logistics Contracting Interns are prepared by the Executive of the Logistics Career Panel based on input from the Chiefs of the various L4 organizations where the interns are assigned. The performance appraisal must take into consideration such things as the intern's accomplishments and learning experiences, performance in academic and training classes, and overall progress toward completion of program requirements.

The Chief of each L4 element hosting a Logistics Contracting Intern is required to prepare an "informal" performance appraisal (either in a narrative form or by completing a blank Employee Performance Appraisal—Form P1) for each assigned intern. These informal performance appraisals are then sent to the Executive of the Logistics Career Panel so that the latter can prepare the official performance appraisal. The informal performance appraisal from each host organization should list the duties and projects assigned to the intern and fully evaluate his/her performance of these duties. The informal performance appraisal from the work area must be forwarded to the Executive of the Logistics Career Panel no later than 30 days following completion of the intern's assignment for training.

When a performance appraisal becomes due during an assignment for training, the informal performance appraisal should cover only those assignments that were fully completed prior to the end of the rating period.

VIII. PROMOTIONS

Logistics Contracting Interns may be recommended for promotion by his/her Career Panel on the basis of performance in training and academic courses, on-the-job assignments, and progress toward meeting program requirements. A participant at the GG-07 level will normally be considered eligible for promotion consideration only upon satisfactory completion of established twenty-four month milestones. An intern entering the program at the GG-09 level is considered eligible for promotion consideration only upon satisfactory completion of all program requirements.

Promotion recommendations for Logistics Contracting Interns must be forwarded from the Chairman of the Logistics Career Panel to Career Development, M36. Career Development, on behalf of Chief, M3, is responsible for approving promotion requests for Logistics Contracting Interns.

IX. PLACEMENT OF PROGRAM GRADUATES

Approximately four months prior to an intern's graduation from the Logistics Contracting Intern Program, the Logistics Career Panel should invite the intern to a panel meeting to discuss his/her assignment preferences within L4. While the Career Panel should make every effort to place an intern in an assignment of his/her choice, the assignment recommended by the Career Panel should be one that will enable the intern to continue to develop his/her professional skills and abilities.

Ninety days prior to the anticipated graduation date of each Logistics Contracting Intern, the Logistics Career Panel will prepare an assignment recommendation

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and forward the recommendation to M31, through the proposed gaining organization and M36. M31 will review the proposed assignment and notify the Panel Executive and M36 when the assignment is approved.

If the Logistics Career Panel is unable to obtain L4 concurrence on assignment of the graduating intern within 30 days preceding the date of graduation, the Career Panel must notify M3 by memorandum. Upon receipt of this memorandum, M3 will work with the Logistics Career Panel to effect placement of the intern.

X. RELEASE FROM THE INTERN PROGRAM

Individuals may be released from the Logistics Contracting Intern Program on either a voluntary basis or involuntary basis as follows:

A. *Voluntary Release*

A voluntary release must be requested by the intern, endorsed by the Logistics Career Panel, and approved by M3.

B. *Involuntary Release*

An involuntary release is one that is initiated by the Career Panel when a majority of the panel membership determines that the intern has failed to meet program requirements. Involuntary release from the Logistics Contracting Intern Program is also subject to approval by M3.

When an intern is released from the Logistics Contracting Intern Program, for whatever reason, he or she will normally be placed in a suitable position within the L organization. If no suitable position is available within the Installations and Logistics Organization, M36 will initiate action through M31 for reassignment.

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ANNEX A

MASTER TRAINING AND DEVELOPMENT PLAN

Logistics Contracting Intern Program

<u>DURATION AND ORGANIZATION</u>	<u>WORK ASSIGNMENT OBJECTIVES</u>	<u>SUGGESTED TRAINING COURSE</u>	<u>ACADEMIC STUDY</u>
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PHASE IA

6 Months L411	<ol style="list-style-type: none"> 1. Learn essentials of the contracting process and procurement office organization. 2. Learn the elements of a contracting package; learn to screen PRs. 3. Become familiar with the L4 automated information system. 4. Learn the basic functions of the government property administrator. 	<ol style="list-style-type: none"> 1. CY-Z16 Introduction to NSA. 2. Basic Procurement Management. 3. Writing (All participants will take the NSA Writing Placement Test upon entering the program and be assigned to an appropriate writing course or exempted from the requirement.) 	Three courses must be completed from the selection provided in Paragraph IV.A. Page 4 to satisfy the 24-month milestones (Phase I.A. thru Phase II.A.).
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PHASE IB

6 Months L421	<ol style="list-style-type: none"> 1. Learn the procedures of contracting for commercially available supplies including solicitation, award administration, and retirement. 2. Learn the various types of contracting instruments and their uses. 3. Learn the basic principles of good file documentation. 4. Learn small purchase procedures. 	<ol style="list-style-type: none"> 1. Small Purchases 2. Cost and Price Analysis; Negotiation Techniques 	
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<u>DURATION AND ORGANIZATION</u>	<u>WORK ASSIGNMENT OBJECTIVES</u>	<u>SUGGESTED TRAINING COURSE</u>	<u>ACADEMIC STUDY</u>
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PHASE IC

6 Months L422 or L423	<ol style="list-style-type: none"> 1. Begin to learn the fundamentals of negotiating both competitive and non-competitive contracts. 2. Learn the unique features and procedures for: <ol style="list-style-type: none"> a. Construction and personal services contracting b. ADPE contracting 	<ol style="list-style-type: none"> 1. Advanced Procurement Management 2. EG243 Briefing Skills 	
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PHASE IIA

6 Months L43	Learn about more complex types of contracting by working on a small number of major contracts, including solicitation, technical evaluation, negotiation contract administration and, if possible, final audit and close-out.	<ol style="list-style-type: none"> 1. Advanced Contract Administration 2. Advanced Incentive Contracting Workshop 	
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--- COMPLETION OF 24-MONTH MILESTONES ---

PHASE IIB

6 Months L43	Continuation of Phase IIA assignment (see above).	<ol style="list-style-type: none"> 1. CA-130 COMSEC Familiarization (for personnel assigned to L432). 	One course must be completed from the selection provided in Paragraph IV.A. Page 4 to satisfy Phase IIB and Phase III.
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<u>DURATION AND ORGANIZATION</u>	<u>WORK ASSIGNMENT OBJECTIVES</u>	<u>SUGGESTED TRAINING COURSE</u>	<u>ACADEMIC STUDY</u>
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PHASE III

L411

6 Months
L411 (Policy and Review) or L412

1. Learn contracting review techniques and the importance of adequate documentation in a contract package.
2. Learn the procedures for staffing policy documents.
3. Learn the Small Business and Defense Priorities Assistance programs.
4. Gain experience working with DARS, contracting directives, and the legal library, and their application to contract actions.
5. Gain an appreciation of the effect of policy on the quality of contracts.
6. Gain further understanding of the variety and complexity of L4's contracts.
7. Participate in technical contracting discussions involving reviewing personnel, legal counsel, contracting officers, and management.

1. Contract Law

L412

1. Acquire a working knowledge of procedures required to perform a cost analysis and arrive at a reasonable price, including a general knowledge of DARS on allowability of cost and use of weighted guidelines.

1. Cost Accounting Standards

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DURATION AND ORGANIZATION	WORK ASSIGNMENT OBJECTIVES	SUGGESTED TRAINING COURSE	ACADEMIC STUDY
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PHASE III

L412

2. Be able to perform cost analysis on contracts (usually over \$25,000.--), to include conducting necessary negotiations and preparing pricing reports at conclusion thereof.
3. Be able to perform L412 functions for closing out cost reimbursement, time and material, and labor-hour types of contracts.

PHASE IV
(Post-Graduate)

During this Phase the Participant will be assigned to permanent positions within the Office of Procurement and will be able to apply the knowledge and skill gained during the first phase of this program. Additionally, participants will be taking training courses (commensurate with their grade levels) to further development.

1. MC-002 Success Oriented Supervision
2. CY-140 Survey of Crypto Skills and Techniques
3. MC-100 NSA/CSS Organization Environment
4. Survey of EDP
5. Industrial Security Integrated Logistics Support
6. Project Management

NOTE: It may not be possible to arrange training in the exact order as indicated in Phases, I, II, and III, due to lack of training funds or operational necessity. However, every attempt will be made to follow these training plans to the maximum extent possible.

ATTACHMENT
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9 December 1983

MEMORANDUM FOR THE RECORD

SUBJECT: Conversation with Len Opheim, Manager of Maintenance and Operations, General Electric Co.

1. The General Electric Co. (GE) has a strong active training and development program for high potential employees. It is comprised of many basic and varied programs at all the individual factory level activities. However, at the corporate level there are two basic programs—one for new high potential employees called the Management Interim Program and another to provide career development, training, and assignments to current employees who have potential for high level corporate assignments. In addition to the verbal information which I have reported in the following paragraphs, Mr. Opheim has promised to forward a course curriculum and literature on the programs. I will route the information to the committee when it is received.

2. The Management Interim Program is geared to the selection and development of high potential college graduates. The company selects key colleges based on the specific skills they are looking for at any one particular recruitment session. For example, if they are looking for engineers, they would go to schools of the caliber of Stanford or MIT. In any case, they hire for specific skills to fill specific job assignments at specific locations. However, the employee is hired two years prior to his assignment so that he may participate in this program for two years without interruption. Only the very top students in the class are hired, and the entire training program as well as the permanent assignment after completion of the program is reviewed in detail prior to final acceptance of the candidate. The program itself is tailor-made for the candidate. It involves a series of three to six month assignments at different GE locations around the country and in different corporate disciplines. However, the candidates are not usually assigned into training assignment in their primary major as the company wants them to receive as many new and different work experiences as possible, i.e., an engineer would receive assignments in sales, personnel, finance, etc., whereas an accountant would receive assignments in fields other than accounting.

3. The Corporate Training Program encompasses all levels of employees. It is to identify, train, and assign employees from within the organization to positions which will lead to high level corporate positions. All managers and supervisors are required to complete data sheets and reports on employees they feel have potential for more responsibility. The data sheets are forms that outline the employees strengths and weaknesses and performance evaluation by the supervisor. These sheets are then submitted along with a written report by the manager which contains specific recommendations on near term moves the employee can make within the current job group, new job assignments with different groups in different locations, and corporate training. When the trainees complete the moves and training which have been recommended and approved, they are returned to competition within their new organization for further recognition and management development.

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4. GE has a corporate training center at Croatsville, New York. This center serves all levels of the corporation from the Management Intern to the first line supervisor or foreman. The center has in-depth programs in general business skills, i.e., budget, supervision, sales, and also in general corporate policy and management philosophy. In addition, GE has certain classes which are open to other companies on a reimbursable basis. They also bring in college professors from all over the country to teach courses which they specialize in and which GE thinks is needed by some part of their corporate population.

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MEMORANDM FOR THE RECORD

SUBJECT: Discussion with Mr. Howard Gabey, Deputy Project Leader, LIMS Project, Booz, Allen & Hamilton, Corp., regarding BAH Career Development Plan

1. The purpose of the discussion was to gather information on what Booz, Allen & Hamilton (BAH) does with respect to training of future managers.

2. **SELECTION:** There is no real selection process; further training plans within BAH are a mutual agreement drawn between the employee and his supervisor. A new hire prepares with his supervisor a Development Plan which states the employee's goals, employee's initiatives necessary to attain these goals, manager's responsibilities to help the employee reach the goals, a target date for attainment, and a place to note any dispositions that occur along the way. The first Development Plan is drawn up between the two parties for a six month period and subsequent plans are reviewed and rewritten every year. Professional hires to BAH usually have a degree but it is not always required. However, new employees are encouraged to finish their degrees and this is usually part of the Development Plan. BAH does pay for courses which are taken as long as the employee maintains a required grade standard.

3. BAH offers many internal training courses and has some which are required of all new hires, some required of all managers, and other which are optional for all. These courses include:

a. *Orientations to BAH:* This is exactly what the title implies, an introduction to the Company and an insight into the organization's expectations of its employees.

b. *Assignment Management:* A seminar developed featuring four major content areas: Assignment Planning and Control, Client Handling, Staff Management, and Financial Management. Designed to help employees become more aware of the tools, techniques, and procedures which are available to help them become more effective assignment managers.

c. *The Pyramid Principle:* A self-study course designed to teach students how to organize ideas before writing, on the logic of written communication, on the structure of thinking, and how to present ideas in the most direct and logical order.

d. *Face-to-Face Data Gathering:* A two-day course wherein participants learn to conduct interviews, observe others, and critique techniques. The course also deals with the place of the interview in the consulting cycle, techniques for gathering and analyzing data, dealing with difficult interview situations and listening techniques.

e. *Effective Writing:* A modified self-study course which provides participants with an idea of how to make their writing more concise, direct, and readable. It focuses on combating unnecessarily long words and sentences, redundancy, and needless complexity.

f. *Client Presentations:* Participants learn to speak before larger groups. The student learns to handle nervousness, eye contact, platform techniques, the design and use of visual aids, planning and organizing the presentation, and handling question and answer sessions.

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g. *Selection Interviewing:* In this course special attention is paid to the recruitment and hiring process especially the interviewing process. The course also provides input on the costs of hiring, the process of staff selection, pitfalls in selection, interview guides, listening techniques, and selection decisionmaking.

4. **EXTERNAL TRAINING:** As stated earlier employees are encouraged to continue their education at all levels. There is provision for each employee to attend at least one outside seminar or course a year over and above local college education and company sponsored courses outside the organization. In fact, as long as there is no work restriction an employee can usually attend any number of seminars, conferences and courses. BAH sets up contractor taught courses covering areas in which employees are working wherever possible such as Structured Analysis and Design courses contracted for those BAH employees working on Agency contracts.

5. **GUARANTEES AND PROMISES:** No specific promises are made here in regards to rewards for educating oneself; however, it is well-known that those who do continue to learn are the ones that ultimately seem to rise to the top. Those who do not show the diligence and determination to improve themselves and their skills don't seem to move as rapidly or to get the better assignments.

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LIMS Development Group, IMSS/OL

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MEMORANDUM FOR: Chairman, Committee to Study Proposed Logistics
Officer Trainee Program

FROM: Chief, Security Staff, OL

SUBJECT: Review of Xerox Training Center (XTC) Recruitment
and Training Program

1. On 6 December 1983, Mr. Robert SOHL, Director, XTC, was interviewed concerning Subject and advised the following:

a) Xerox does not have one central hiring force, but allows each separate entity to hire its own people. Therefore, the following comments apply to XTC only, but it was believed that the practice is pretty well uniform throughout Xerox.

b) XTC is almost always committed to hiring people with advanced degrees (mainly MBA) from which the future company executives will be selected. Every candidate should be a potential executive.

c) During the first two years of employment the new hire is placed with a mid-level manager who watches over his/her job. The new hire has only one job in the first two years. Xerox calls this the "Buddy system."

d) After two years an assessment is made and the employee is moved to another job to broaden background and knowledge. XTC doesn't even think in terms of identifying "high flyers," "comers," or "future executives" until the individual has been with the company a minimum of 5 years. Individuals are never told they are on a specific executive training track, although it is pretty obvious as certain training and certain jobs are given to them.

e) These identified future executives are traded at the division and corporate levels. Then in the next 5 to 10 years different departments start picking them off.

f) XTC believes there is a definite correlation between good schools and good grades and the chances of rising to the top. XTC looks for an MBA at the 3.6 level, but also wants a person who doesn't mind getting his hands dirty. They are looking for candidates between 23-26 years of age. Some experience is important, but don't insist on it. They do take some few directly from school.

g) Sohl did suggest that if a company has a good retention rate, he believes the future stars should not be identified too soon. Horizontal experience in the company, that is, experience in several different departments is absolutely necessary. Vertical experience or experience in only one directorate, office or job is not good.

h) XTC has an identified training program for future executives. The courses consist of (1) management training prior to the individual becoming a manager, (2) several effective speaking, writing, briefing, reading courses, (3) advanced management courses emphasizing interactive skills, and (4) senior management courses for executives. This last course is designed to get all executives on the same management track so that they are interchangeable in various divisions.

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i) Once a year Xerox looks at and assesses its high flyers to identify strengths and weaknesses.

j) XTC, when selecting candidates, looks for intelligence, intuitive skills, compassion, an aggressive but not obnoxious personality, one willing to involve himself in risk taking. XTC is not turned off by some lack of writing ability or lack of articulation. They feel they can train the candidate in these areas. Selection is done by the personal interview route. Sohl said personal interviews are the most important selection devices they use. Candidates come before a three man panel and are interviewed. Later, the Panel gets together and discusses the candidate. Panel interviews with three persons are always used by Xerox. They think it is the most effective interview method. During the Panel interview they give real life situations and they evaluate later the candidates responses.

k) Mr. Sohl requested confidentiality for the "Minds in Motion" folder he provided.

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MEMORANDUM FOR THE RECORD

SUBJECT: Discussion with Mr. Peter Speight
(Manager Special Projects), regarding
Digital Equipment Corporation's Employee
Development Program

1. Digital Equipment Corporations (DEC) is a leading manufacturer of computers and associated peripherals. The company is organized along specific service designations such as software, logistics, training, field service, and sales. Approximately ninety percent of DEC's professional employees have degrees in engineering or other technical fields.

2. DEC does not have a formal employee development program. Mr. Speight describes current corporate personnel policy as a competitive merit system. This program emphasizes individual achievement through various financial incentives. Each component has a salary range which is established through an analysis of the market value of the positions. Salaries are based on the individual's performance with no arbitrary time constraints involved in the promotion process.

3. DEC corporate structure makes it financially advantageous for an individual to attempt to move from a lower rated component to a more technically complex component. This mobility is enhanced by a training program that enables an individual to acquire the skills necessary to perform at a higher level. Training is largely internal, although tuition reimbursement for outside programs is available. A certain amount of on the job training with the new component is also required.

4. Corporate management did consider embarking on a generalist program; however, they determined it would be an inefficient use of DEC's resources. This conclusion was based on the time requirements involved for an individual to become proficient in a technical field. Management believes their current approach maintains a professional challenge and provides motivation through financial incentives. This results in employee effort to achieve full potential, and a high retention level of an extremely qualified contingent.

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[Redacted Signature Box]

PD/ADP&EB

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11 January 1984

MEMORANDUM FOR: Chairman, Committee to Study Proposed
Logistics Officer Trainee Program

FROM:


Chief, Security Staff, OL

SUBJECT: Synopsis of Corporate World Program
for Manager Development

1. Per your request the following is submitted.
2. A review of the reports on all private industry companies revealed the following listed general requirements for their management trainee programs.
 - a. Programs are generally informal in that individuals have proven themselves already to probably have management potential.
 - b. Most companies begin to identify future managers after 3 to 5 years service with the company.
 - c. Training and development are mainly internal and are worked out with the employee, himself, having input.
 - d. Generally, manager prospects are developed within their own division in the company, but as they go higher they move to other divisions.
 - e. No promises or guarantees are made to those selected for management training.
 - f. Often the candidate is assigned an "advisor" who, more or less, shepherds the candidate through the next several years after he has been selected.
 - g. Self study and professional preparation are looked on favorably for the companies interviewed.
 - h. Continuous assessment of the candidate is done i.e., once every six months or year.
3. Each of the companies interviewed had some unique aspects to their programs but, generally speaking, the eight points mentioned above were the common denominators of their manager trainee programs:



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23 January 1984

MEMORANDUM FOR: Chairman, Committee to Study Proposed
Logistics Officers Trainee Program

25X1 FROM:

[redacted]
Assistant Production Manager, P&PD/OL

SUBJECT: Graduate vs. Undergraduate Requirements

25X1 1. At the beginning of a two day conference [redacted] the committee was almost evenly split on the subject. Those in favor of a graduate degree or some form of professional certification felt that the program would get a better educated, brighter, and more dedicated individual; therefore, resulting in a better potential manager. Those in favor of an undergraduate degree only requirement felt that too many exceptionally good potential managers would be passed over if stricter requirements existed. They felt a higher degree should be accepted as a preferred item but not a required one.

25X1 2. On the second day of the conference, the committee was briefed by [redacted]
25X1 [redacted] from the Psychological Testing Division, OMS. The educational requirement was discussed in great detail and it was brought to light that tests have shown that higher degrees do not necessarily make better managers. In fact, tests have shown that the more educated individuals tend to be less flexible, more cautious, and slower at decision making.

3. The final consensus of the committee was that a four year degree in a related field would be required and that a graduate degree or professional certificate should be considered as a preferred item.

25X1 [redacted]

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16 December 1983

MEMORANDUM FOR THE RECORD

SUBJECT: Management Training Programs and Logistic Curriculums
Regarding LOT Program

I. Management Training Programs at Local Government and Private Organizations

1. *Government Printing Office (GPO)*—Per my discussion with Mr. Richard Burdick, Chief, Customer Service Staff at GPO, his office has no program in the area of interest and furthermore, he was very negative at such an idea. He felt it would serve little or no purpose in his organization. He said they did not have the manpower to spare for such a luxury and was concerned that such a program would only create potential problems. The problems he explained would come from creating what he called an elite group which could cause animosity within the work force and possibly within the training group itself if one were to be more successful than others. GPO is a union shop.

2. *U.S. Army*—Information gathered from Mr. Eric Barnette, Civilian Training Officer at Systems Integration Division of Personnel Information Systems Command (PERSINSD) located in Alexandria, Virginia, informs me that no training program similar to the one of our interest exists within his organization. The Army was of interest since approximately 25% of the total (Officers, enlisted and civilian) are civilian. Although a management training program per se does not exist, they do have a Logistics Management Center which offers many courses in logistics management. This educational facility is located at Fort Lee, Virginia, and has been in existence since 1954. It originally started with a three month logistic course and has expanded over the years to an institution with multiple missions and 80 resident courses. These courses are available to both military and civilian personnel from the Army, Navy, Air Force, Defense Logistics Agency (DLA), other Department of Defense (DOD) agencies, and some foreign countries. A complete catalogue of courses is in the possession of Paul Moran and Jeanne Walls for those who wish further information. It is my understanding that other DOD agencies have similar schools and may be less expensive. They also have excellent intern programs for computer specialists and several other occupations within the Department of the Army which are designed to train persons for specific jobs, but not management. The promotion progression while in the intern programs usually starts at GS-5 and jumps the even number grades and the intern is guaranteed a GS-11 after completing the program. If one wishes to advance to a higher grade or a management position, he or she must fill out a Skills, Knowledge, Ability, and Potential package (SKAP) which will be used to get one on a referral list for ADP job openings or complete a Form 171 (resume) and shop it in person for job openings that one desires.

3. *Sears, Roebuck and Company*—During my conversation with Mr. Rex Morin, Department Manager at Sears Fair Oaks store, I learned that Sears also does not have a management training program. Those people who are fortunate enough to advance into areas of management, must first prepare themselves on their own initiative and at their own expense with the necessary requirement in retail management. After doing this and showing excellent potential on the job, they are selected for management positions from within the work force through recommenda-

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tions by various managers. I was informed that Sears has an annual performance evaluation program for all employees and all pay increases and promotions are a result of these ratings. There are no automatic step increases. It appears to be the good old fashioned American method of success. Many lower and middle management positions are also filled by recent graduates who acquire exceptional grades and show great potential while in college or graduate school. If a pool of recently trained and experienced potential managers exists within Sears, it is by accident not design.

II. Logistics Curriculums at Local Universities

1. *The George Washington University National Law Center*—The Center offers a certificate program in contract management. The program is recommended for contract negotiators, managers, engineers, accountants, and attorneys who work in that area within the government. See attached course catalogue.

2. *The University of Virginia Division of Continued Education, Falls Church Regional Center*—This institution offers a certificate program in Procurement and Contract Management. It is a thirty credit hour program in which the certificate may be treated as an end in itself or the courses may be applied to undergraduate degree programs. See attached course catalogue.

3. *George Mason University*—George Mason offers 11 logistics continuing education courses designed to provide the student with an in-depth exposure to logistics or to provide a foundation upon which to develop more advanced courses. This is a certificate program and is taught at the Law School in Arlington. See attached course catalogue.

4. *University of Maryland University College*—This university offers many high-technology courses and among them is a newly created course entitled Integrated Logistics Support. This is the first course to be developed by the university in this field and more are expected in the near future. Mr. Richard Jafferson who is helping in the course development informed me that this course can be taught on campus or at our location. He also stated that courses can be developed and structured to meet the needs of our organization and delivered at our place of business. See attached course catalogue.

5. *American University*—The American University offers both degree and non-degree programs in the field of interest. Two of the degree programs are Procurement, Acquisitions, and Grants Management and Business-Government Relations. A graduate certificate is also offered in the latter program. This university, like the University of Maryland, will work with any company or organization to design the kind of training it needs. They will also bring degree or certificate programs on-site if requested. Seminars can be developed in this area also. See attached course catalogue which is excerpts from The American University Spring Bulletin, 1984.

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G
OVERNMENT
ONTRACTS
P **ROGRAM**

COURSES AND PUBLICATIONS FOR INDUSTRY AND GOVERNMENT



**THE GEORGE WASHINGTON UNIVERSITY
NATIONAL LAW CENTER**

Fall 1983

Courses for Industry and Government

These courses are specially designed to meet the needs of those working in the area of Government contracts. They explore the subject areas in considerable depth, relating the statutes and regulations to the decisions of the courts, boards and Comptroller General in order to present a full picture of the current rules applicable to the contracting process. In elaborating on these rules, actual problems are discussed by the instructors with class participation. These courses have proven to be of considerable value and are recommended for contract negotiators, managers, engineers, accountants and attorneys who have some working experience in the field.

Researching Government Contract Law: An optional one hour session on Government Contract research materials and techniques for their use will be held at the conclusion of the first day of each course.

Contracting with the Government

Oct. 3-7, 1983/Jan. 23-27, 1984

Professors Nash, Cibinic
Messrs. Ginsburg, Shnitzer, Washburn

This course covers the fundamentals as well as the more sophisticated aspects of the contract formation process and concentrates on the latest developments in Government procurement. It includes in-depth coverage of the following topics: contracting power and authority; general principles of contract law; qualification of contractors; specifications; negotiation; formal advertising; two-step formal advertising; handling of mistakes; protest of awards and pre-award litigation; types of contracts and their applicable provisions; options and multi-year contracts; cost and pricing data problems; small business, environmental and other procurement policies. The latest statutes and regulations as well as rulings of the boards of contract appeals, courts, and Comptroller General affecting the procurement process are analyzed.

The registration fee for this five-day course, including the course text, other course material, instruction and dinner session, is \$650 per person, \$625 for early registrants.

Administration of Government Contracts

Oct. 24-28, 1983/Feb. 13-17, 1984

Professors Nash, Cibinic
Messrs. Ginsburg, Holmes, Solibakke

This course deals with the problems which arise during performance of government contracts. Special emphasis is given to the determination of the rights and obligations of the Government and the contractor under fixed price and incentive contracts. Approximately one-half of the course is devoted to consideration of situations which give rise to contractors' claims against the Government and the legal theories used to support such claims. The other half of the course covers the means by which the Government obtains contractor performance. The following areas are analyzed in detail: changes; changed conditions; delays; suspension of work; defective specifications and impossibility of performance; inspection, acceptance and warranties; default termination; damages and liquidated damages; termination for convenience; equitable adjustments; principles of contract interpretation; claims settlement procedures; payment and discharge.

The registration fee for this five-day course, including the course text, other course material, instruction and dinner session, is \$650 per person; \$625 for early registrants.

Cost Reimbursement Contracting

Nov. 14-18, 1983/March 12-16, 1984

Professors Nash, Cibinic
Messrs. Boyd, Ginsburg, Rische

This course provides an in-depth analysis of the cost reimbursement contracting process. Specific topics include the nature of the cost reimbursement contract; work statement preparation; Limitation of Cost and LOGO provisions and other budgetary controls; cost allowability and allocation; the use of and application of cost accounting standards; the audit function and methodology; payment, incentive fee and award fee provisions; unsolicited proposals; competitive negotiation procedures; evaluation and selection for award; estimated cost and fee negotiation; suspension and disallowance of costs; changes and technical direction; terminations; and other contract administration problems.

The registration fee for this five day course, including the course text, instruction and dinner session, is \$650 per person; \$625 for early registrants.

Government Contract Claims

Nov. 28-Dec. 1, 1983/April 9-12, 1984

**Professors Nash, Cibinic
Messrs. Ackerly, Crowell, Ginsburg, Jaffe**

This course focuses primarily on claims by the contractor and the Government under the Disputes clause of the contract. In addition, award protests, mistake claims and suspension and debarment proceedings are dealt with. The emphasis of the course is on the procedures and techniques used to settle and litigate these types of claims and on the options that are open to the parties in selecting various avenues of relief. Particular attention will be paid to the new procedures available under the Contract Disputes Act of 1978 and the Federal Courts Improvement Act reorganizing the Court of Claims. Specific topics include: analysis and preparation of claims, presentation of the claim to the contracting officer, appeals board and court procedures, obtaining information through discovery and Freedom of Information procedures, fraud and false claims, Government techniques for collecting money due from contractors, and special non-monetary remedies available to the parties during contract performance. In addition, the role of the General Accounting Office and the Contract Adjustment Boards in the claims process will be discussed.

The registration fee for this four-day course, including the text and other course material, instruction and dinner session, is \$550 per person; \$525 for early registrants.

Patents and Technical Data

Dec. 5-7, 1983 (Marina del Rey, CA)/May 7-9, 1984 (Campus)

**Professor Nash
Mr. Rawicz**

This seminar, conducted in team fashion by both faculty members, is designed for the person who is responsible for procurement aspects of patents and technical data in Government contracting. It has been beneficial to both patent lawyers and contract administrators with such responsibilities. The course material is not oriented toward patent law, as such, but rather toward the Government procurement treatment of patents and technical data in the purchase of supplies and services. It includes analysis of current procurement policy and practices of the various Government agencies in acquiring rights to patents and technical data; in procuring supplies or services covered by patents and copyrights or described by proprietary data, and in licensing government-owned patents. It also covers the numerous litigation issues that have arisen in suits and administrative claims involving patents and proprietary data, as well as the techniques for administrative settlement of these matters. Daily luncheons with guest speakers are included.

The registration fee for this three-day seminar, including the course text, other course material, instruction and luncheons, is \$550 per person; \$525 for early registrants.

Faculty

The faculty is composed of leading authorities who have written and lectured extensively in the field. Their diverse backgrounds and years of Government-Industry experience enable them to discuss all points of view and to present practical solutions to problems faced by Government and Industry representatives.

National Law Center, George Washington University
Professor John Cibinic, Jr.
Professor Ralph C. Nash, Jr., Dir., Government Contracts Program

Visiting Lecturers

Robert L. Ackerly, Partner, Sachs, Greenebaum & Tayler
Roger N. Boyd, Partner, Crowell & Moring
Eldon H. Crowell, Partner, Crowell & Moring
Gilbert J. Ginsburg, Partner, Epstein, Becker, Borsody & Green
Donald C. Holmes, Partner, Crowell & Moring

Irving Jaffee, Partner, Pettit & Martin
Leonard Racwicz, Esq.
Melvin Rishe, Partner, Fried, Frank, Haris, Shriver & Kampelman
Paul A. Shnitzer, of Counsel, Fried, Frank, Harris, Shriver & Kampelman
Richard C. Solibakke, Chairman, Corps of Engineers Board of Contract Appeals
Alan V. Washburn, Esq.

Administration of Courses

Conduct of Classes: Since class sizes are limited, class discussion is encouraged and stimulated by the faculty. One of the major benefits of the courses is the exchange of views and ideas by the class participants. Of particular value is the Government-Industry dialogue which is possible in the objective atmosphere of the University.

Course Material: The course material consists of a text specially prepared for each course supplemented, when appropriate, by current Government regulations and other materials.

Luncheon or Dinner Sessions: A particularly valuable feature of each course is the luncheon or dinner session followed by an informal seminar with a distinguished guest. These seminars enable the students to obtain important insight into current developments taking place at policy-making levels of Government from officials who are formulating that policy.

Location: Classes for these courses will be held in the George Washington University Academic Center, 801 22nd Street, N.W., Room T411. Luncheon and dinner sessions will be at the George Washington University Club, 800 21st Street, N.W., third floor.

Class Schedule: Classes are normally held from 9 A.M. to 12 noon and 1:30 to 4:30 P.M. with a coffee break in the middle of each session. Friday classes will be held from 8:30 A.M. to 12:45 P.M. in order to enable participants to make travel connections.

Registration

To register, mail the registration form on page 7 to the indicated address. Telephone registrations (202/676-6815) will be accepted if followed promptly by a written confirmation. Early registration (15 days prior to beginning of each course) is strongly recommended since class sizes are limited. Course materials are mailed out at least 15 days prior to commencement of the course. **NO REFUND OF THE REGISTRATION FEE WILL BE MADE, AND ANY UNPAID BALANCE OF THE REGISTRATION FEE WILL BE DUE AND PAYABLE IF REGISTRATION IS CANCELLED WITHIN 15 DAYS OF COURSE COMMENCEMENT.** Unrefunded registration fees may be applied toward payment for other courses of the Government Contracts Program.

Accommodations

Below is a list of hotels* within walking distance to GWU. (Regular rates listed; Government employee rates available upon request):

Canterbury Inn/1733 N St., NW 20036 (202) 393-3000 \$108	Park Central Hotel/705 18th St., NW 20006 (202) 393-4700 \$56/62
Hotel Washington/15th & Pennsylvania Ave., NW 20004 (202) 638-5900 \$62/81	Quality Inn/1315 16th St., NW 20036 (202) 232-8000 \$69
Howard Johnson's/2601 Virginia Ave., NW 20037 (202) 965-2700 \$54	Ramada Renaissance/1143 New Hampshire Ave., NW 20037 (202) 775-0800 \$85/95
Intrigue Hotel/824 New Hampshire Ave., NW 20037 (202) 337-6620 \$55/65	River Inn (kitchen)/924 25th St., NW 20037 (202) 337-7600 \$100/145
Lombardy Towers (Efficiency)/2019 Eye St., NW 20006 (202) 828-2600 \$55/65	State Plaza (kitchen)/2117 E St., NW 20036 (202) 861-8200 \$63
Mariott Hotel/1221 22nd St., NW 20037 (202) 872-1500 \$90/130	Washington Circle Inn/2430 Penn. Ave., NW (202) 965-6200 \$59
One Washington Circle/1 Washington Circle, NW 20037 (202) 872-1680 \$105/130	

The METRO Subway system greatly reduces travel time between downtown and the surrounding areas of the city. Our classroom is one block from the "Foggy Bottom" Metro station. Below is a list of hotels* within walking distance of a METRO Subway station:

Hyatt Arlington (Rosslyn)/1325 Wilson Blvd., Arl., VA 22209 (703) 841-9595 \$80/100	Holiday Inn (Rosslyn)/1850 N. Ft. Myer Dr., Arl., VA 22209 (703) 522-0400 \$62
Hyatt Regency (Crystal City)/2799 Jeff. Davis Highway, Arl., VA 22202 (703) 486-1234 \$80/113	Stouffer's Nat. Center Hotel (Crystal City)/2399 Jeff. Davis Highway, Arl., VA 22202 (703) 979-6800 \$90/125
Highlander Motel/3336 Wilson Blvd., Arl., VA 22209 (703) 524-4300 \$34/54	

Continuing Education Accreditation

Officials in Alabama, Colorado, Florida, Idaho, Iowa, Kentucky, Minnesota, Montana, N. Dakota, Washington, West Virginia and Wisconsin have approved the courses and seminars described herein for continuing legal education (CLE) credit. Iowa and Florida do not assign a specific number of hours for any course. The other states have assigned the following hours:

	AL, ID, KY, MN	WI	CO
Administration of Government Contracts	34.0	30.0	32.0
Contracting with the Government	34.0	30.0	32.0
Cost Reimbursement Contracting	34.0	30.0	32.0
Government Contract Claims	28.0	24.0	26.0
Patents & Technical Data	24.0	18.0	21.0

These courses have also been approved as meeting the criteria for certification and recertification by the National Contract Management Association and the National Association of Purchasing Management.

These courses have been approved by California, Indiana, New Mexico and South Dakota for continuing *accounting* education (CAE) credit. Requests for CAE approval of these courses are pending in the other states having such requirements.

Certificate

For each course, a certificate of completion will be awarded for faithful attendance and successful completion.

*Rates subject to change

Government Contracts Program Publications

Casebooks

Federal Procurement Law

The third edition of this book by Professor Nash and Professor Cibinic covers the entire law of federal procurement in two volumes. Each volume contains sections on major topics in the field with explanatory introductory comments, tightly edited leading cases and extensive notes covering the important legal issues that have arisen in that topical area. Each volume contains a comprehensive topical index, and case, statute and regulation tables. This book is used as a ready reference tool by many attorneys in private practice, Government and industry.

Volume I—Contract Formation (3d ed. 1977) \$50.00

This volume contains thirteen chapters with forty seven sections covering the major topics in this field dealing with the legal issues that arise in the making of contracts through either formal advertising or negotiation. The material reflects the court, appeals board and Comptroller General decisions through early 1977. The coverage of Volume I includes chapters on the power to contract, authority and liability of agents, contract formation principles, contractor qualification, formal advertising, negotiation, types of contracts, public policies in the procurement process, Government assistance to contractors, funds used in Government contracts, rights in intellectual property, federal-state relations, and contesting award decisions. (938 pp.)

Volume II—Contract Performance (3d ed. 1980) \$60.00

This volume contains nineteen chapters and fifty-three sections covering major topics in this field. The material has been thoroughly revised to reflect the court, appeals board and Comptroller General decisions through mid 1980. Volume II contains chapters on contract interpretation, risk allocation, termination for convenience, changes, constructive changes, differing site conditions, delays, measuring contractor recovery, costs and accounting, inspection, acceptance and warranties, default termination, Government money claims, the Miller Act, property damage and personal injury, payment and discharge, profit limitation, the disputes process, the judicial process, and extraordinary powers. (1479 pp.)

Volumes I and II, \$100.00

Cases and Materials on Equal Employment (4th ed. 1980) \$50.00

This book by Professor Ginsburg explores equal employment obligations and requirements under the applicable statutes and executive orders. It includes all significant developments in employment discrimination law through the end of the 1978-79 Supreme Court term (June 30, 1979). Decisions from the Court's 1979-80, 1980-81 and 1981-82 terms are covered in a soft bound supplement to the casebook. Included are chapters on Title VII-substantive requirements, remedies and procedures; race, religion and national origin discrimination; sex discrimination; the Fifth and Fourteenth Amendments; the Civil Rights Act of 1866; the Equal Pay Act; the Age Discrimination Act; the National Labor Relations Act; equal opportunity under Government contracts; and equal opportunity for federal employees. (863 pp.)

Cases and Materials on Federal Labor Standards (2d ed. 1976) \$30.00

This book by Professor Ginsburg covers minimum wage, overtime, and occupational safety and health requirements under the applicable statutes, including the 1974 amendments to the Fair Labor Standards Act. Included are chapters on the Occupational Safety and Health Act of 1970; Service Contract Act as amended; Davis-Bacon Act; Fair Labor Standards Act; Contract Work Hours and Safety Standards Act; Portal-to-Portal Act; Walsh-Healey Public Contracts Act; and Copeland Anti-Kickback Act. A soft bound supplement to the casebook, current through 1982, is included. (502 pp.)

Texts

Administration of Government Contracts (1981) \$25.00 (\$20 for orders of 50 or more)

This text covers substantive issues that most frequently arise between the parties during performance of Government contracts. Initially it reviews the contract administration function in government procurement and the role of the contracting officer. It then explores the basic legal rules used in deciding contract interpretation controversies and reviews the risk allocation principles which establish fundamental rights of the parties. Included is a discussion of the Government's implied warranty of the specifications and its implied duties of cooperation and disclosure of information, doctrines of impracticability of performance and mutual mistake and the attendant defenses which the Government may use. The text discusses the precise interpretation of major clauses which give rights to the parties—Changes, Differing Site Conditions, Suspension of Work, Default, Inspection and Termination for Convenience—and the techniques that have been used in operating under them. The text concludes with chapters on the pricing of equitable adjustments, problems that arise in the payment process and disputes with a brief summary of the Contract Disputes Act of 1978 and the procedural rules governing settlement of disputes. (632 pp.)

Government Contract Claims (1981) \$25.00 (\$20.00 for orders of 50 or more)

This text covers procedural issues that arise in resolving claims by and against the Government in the course of Government contracting. Its main focus is on the disputes process with detailed coverage of the current interpretation of the Contract Disputes Act of 1978. Included are chapters on coverage of the Act, Government and contractor claims, sanctions for false claims, the role of the contracting officer, appeals boards and Court of Claims. It then considers other areas of controversy which arise in Government procurement—contract award controversies, debarment and suspension of contractors, injunctive relief by and against the Government and remedies available under P.L. 85-804. The final topic is obtaining information through discovery procedures and under the FOIA. (559 pp.)

Cost Reimbursement Contracting (1981) \$25.00 (\$20.00 for orders of 50 or more)

This text covers both the formation and administration of cost reimbursement contracts. It opens with a discussion of the power to contract, the authority of Government agents and the basic principles governing the use of cost type contracts. It then covers the basic types of cost reimbursement contracts, the procedures for negotiation and award of these contracts, and the negotiation of the cost and fee. The text then contains a detailed chapter on cost accounting and allowability of costs including the application of the Cost Accounting Standards. It concludes with coverage of administration of cost type contracts, payment and audit and the processing of disputes. (682 pp.)

Formation of Government Contracts (1982) \$25.00 (\$20.00 for orders of 50 or more)

This text covers the basic principles governing the formation of Government contracts. It opens with a discussion of the underlying statutory power to contract and the authority of contracting officers. Following are chapters on the basic legal rules of contracting, the principles governing the qualification of parties to participate in the contracting process, formal advertising procedures, negotiation policies and practices and two step formal advertising. The text then considers the various types of contracts used by the federal government and the pricing techniques used in negotiated procurement to determine the cost and profit elements of the price. The text concludes with a discussion of the various socio-economic policies affecting Government procurement and the techniques used to contest award decisions and obtain relief for mistakes in the formation process. (728 pp.)

Patents and Technical Data (1983) \$35.00 (\$30.00 for orders of 50 or more)

This text covers the rights which the federal government obtains to patents and technical data (including computer software) in the course of federal procurement, the uses which the Government makes of such patents and data and the litigation issues which arise in resolving disputes in this area. The text addresses the legal principles of patent law, copyright law and trade secret law as they relate to these issues and includes coverage of the Freedom of Information Act. Included is detailed discussion of the contract clauses and regulations pertinent to this subject. (654 pp.)

Monographs

No. 2—Government Contract Warranties (1961) \$2.00

Four talks given at the Eighth Annual Institute in May 1961 surveying the law governing warranty provision in Government contracts—included are numerous examples of clauses used. (57 pp.)

No. 3—Construction Contract Changes, Changed Conditions and Equitable Adjustments (2nd ed. 1975) \$6.00

Three articles which analyze the rights and obligations of the contractor and the Government under the Changes and Differing Site Conditions clauses of construction contracts. (56 pp.)

No. 4—Contract Interpretation and Defective Specifications (2nd ed. 1975) \$6.00

Rules and principles governing contract interpretation, defective specifications and impossibility of performance. (57 pp.)

No. 9—Delays, Suspension and Acceleration (2nd ed. 1975) \$6.00

Contains three articles which analyze and discuss delays, suspensions of work and acceleration under both supply and construction contracts. "Constructive" suspensions and accelerations and circumstances entitling the contractor to a price adjustment are among the problems examined. (63 pp.)

No. 11—Labor Standards and Equal Employment (1971) \$10.00

An in-depth analysis of the laws, executive orders and regulations governing minimum wage, overtime and equal employment in Federal and Federally-assisted construction contracts, supply contracts and service contracts. Includes a detailed discussion of the Davis-Bacon Act, Miller Act, Copeland Act, Walsh-Healey Act, the Service Contract Act, section 6(e) of the Fair Labor Standards Act, the Contract Work Hours and Safety Standards Act, the Portal-to-Portal Act, Executive Orders 11246, 11375 and 11141, and the Civil Rights Act of 1964 (insofar as it overlaps with E.O. 11246). Discusses the relevant cases and the various administrative and judicial remedies available. (197 pp.)

No. 12—Two Step Formal Advertising (1979) \$7.00

Covers the procedures and legal problems involved in the use of two step formal advertising. Coverage includes conditions for the use of TSFA: solicitation, competition, evaluation and contract award; problems of responsibility and responsiveness; late proposals; protection of data; contract interpretation; defective specifications and assumption of risk; changes; terminations and reprocurement. (75 pp.)

No. 13—Specifications in Government Contracts (1980) \$9.00

Covers the use of specifications in advertised and negotiated procurement including the rules relating to restrictive specifications, and the use of design and performance specifications to achieve maximum competition. It also contains a discussion of the legal rules on defective specifications and impossibility of performance as they relate to use of specifications in the advertised and negotiated procurement process. (102 pp.)

PUBLICATIONS ORDER

Declassified in Part - Sanitized Copy Approved for Release 2012/11/26 : CIA-RDP89-00303R000100070001-2

To: Government Contracts Program
The George Washington University
Academic Center, T412
801 Twenty-second Street, N.W.
Washington, D.C. 20052
Tel: (202) 676-6815

Please enclose check or money order to speed the processing of your order.

Please send me the following publication(s):

	Quantity	*Price	Total
Federal Procurement Law (3rd ed. 1977) Vol. I	_____	\$ 50.00	_____
Federal Procurement Law (3rd ed. 1980 Vol. II)	_____	\$ 60.00	_____
Federal Procurement Law Vols. I and II (Set)	_____	\$ 100.00	_____
Cases & Materials on Equal Employment (4th ed. 1980)	_____	\$ 50.00	_____
Cases & Materials on Federal Labor Standards (2d ed. 1976)	_____	\$ 30.00	_____
Administration of Government Contracts (1981)	_____	\$ 25.00	_____
(50 copies or more)	_____	\$ 20.00	_____
Government Contract Claims (1981)	_____	\$ 25.00	_____
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Cost Reimbursement Contracting (1981)	_____	\$ 25.00	_____
(50 copies or more)	_____	\$ 20.00	_____
Formation of Government Contracts (1982)	_____	\$ 25.00	_____
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Patents & Technical Data (1983)	_____	\$ 35.00	_____
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Monograph No. 2	_____	\$ 2.00	_____
Monograph No. 3 (2d ed. 1975)	_____	\$ 6.00	_____
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Monograph No. 9 (2d ed. 1975)	_____	\$ 6.00	_____
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*Price includes shipping costs (Bookrate).

COURSE REGISTRATION

To: Government Contracts Program
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Tel: (202) 676-6815

CURRENT REGISTRATION FALL 1983

- Contracting with the Government, Oct. 3-7, 1983 (\$650; \$625 before Sept. 19, 1983).
- Administration of Government Contracts, Oct. 24-28, 1983 (\$650; \$625 before Oct. 10, 1983).
- Cost Reimbursement Contracting, Nov. 14-18, 1983 (\$650; \$625 before Oct. 31, 1983).
- Government Contract Claims, Nov. 28-Dec. 1, 1983 (\$550; \$525 before Nov. 14, 1983).
- Patents & Technical Data, Dec. 5-7, 1983, Marina del Rey Marriott Hotel, Marina del Rey, CA (Los Angeles area) (\$550; \$525 before Nov. 21, 1983).

ADVANCED REGISTRATION SPRING 1984

- Contracting with the Government, Jan. 23-27, 1984 (\$650; \$625 before Jan. 9, 1984).
- Administration of Government Contracts, Feb. 13-17, 1984 (\$650; \$625 before Jan. 31, 1984).
- Cost Reimbursement Contracting, March 12-16, 1984 (\$650; \$625 before Feb. 27, 1984).
- Government Contract Claims, April 9-12, 1984 (\$550; \$525 before March 26, 1984).
- Patents & Technical Data, May 7-9, 1984, (\$550; \$525 before April 23, 1984).

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Title _____

Organization _____

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IMPORTANT: Please be sure to send this form to the exact address noted above.



CALENDAR

FALL 1983

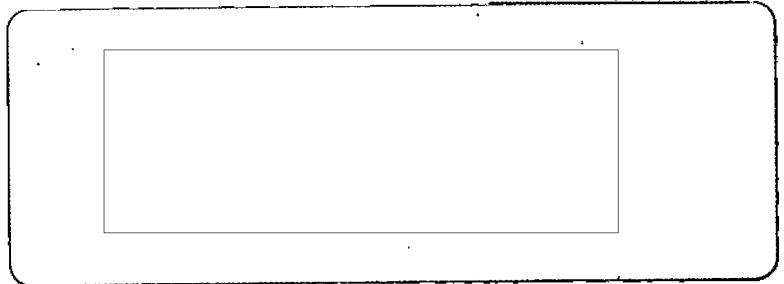
Contracting with the Government	Oct. 3-7
Administration of Government Contracts	Oct. 24-28
Cost Reimbursement Contracting	Nov. 14-18
Government Contract Claims	Nov. 28-Dec. 1
Patents & Technical Data, Marina del Rey Marriott Hotel, Marina del Rey, CA (Los Angeles area)	Dec. 5-7

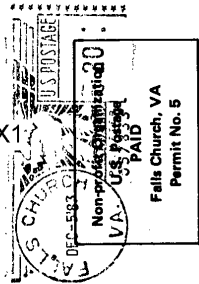
SPRING 1984

Contracting with the Government	Jan 23-27
Administration of Government Contracts	Feb. 13-17
Cost Reimbursement Contracting	March 12-16
Government Contract Claims	April 9-12
Patents & Technical Data	May 7-9

(For details see course descriptions, pages 2-3)

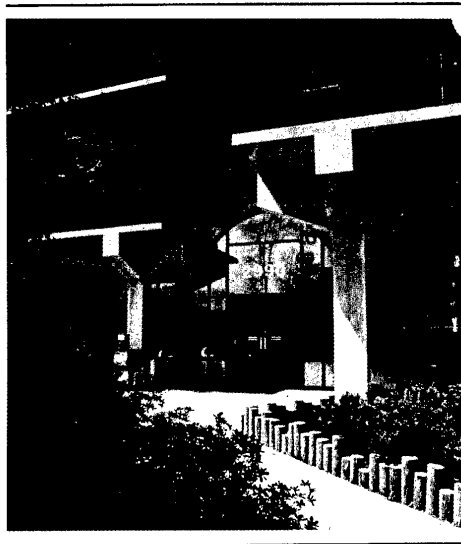
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Procurement and Contracts Management

A CERTIFICATE PROGRAM OF TEN UNDERGRADUATE CREDIT COURSES



UNIVERSITY OF VIRGINIA
DIVISION OF CONTINUING EDUCATION
FALLS CHURCH REGIONAL CENTER

CERTIFICATE PROGRAM IN PROCUREMENT AND CONTRACTS MANAGEMENT

In response to the expanding needs of private industry and local, state, and Federal agencies for professionally trained procurement/contracting officers, contract administrators, negotiators, and grants managers, the Division of Continuing Education of The University of Virginia offers a ten-course program of undergraduate study leading to a Certificate in Procurement and Contracts Management.

This program has been developed in consultation and cooperation with The University's McIntire School of Commerce. Guidance is also provided by leading procurement specialists and professional associations wishing to professionalize the procurement field through an appropriate sequence of formal coursework.

The certificate may be treated as an end in itself, serving as evidence of an important educational achievement, both for those who hold undergraduate (and graduate) degrees and those who do not. The courses may also be applied to undergraduate degree programs within the transfer policies of the college from which the degree is to be earned.

CLASS LOCATION

Evening classes are regularly scheduled at convenient Northern Virginia locations. Courses may also be arranged on site for government and industry groups.

CREDIT

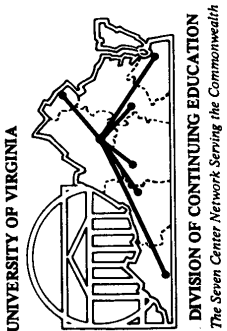
Each course carries three semester-hours of undergraduate college credit.

VA APPROVED

PROGRAM SUPPORTED BY

- National Contract Management Association
- Purchasing Management Association of Washington, D. C.
- National Association of Purchasing Managers

The Federal Acquisition Institute, Interagency Academic Program Committee, has approved the U.Va. Procurement and Contracts Management Certificate Program as providing the skills and knowledge required for federal procurement personnel.



Falls Church Regional Center
William F. Lanier, Director
2990 Telear Court
Falls Church, VA 22042

Student Services

Telephone: (703) 698-9018 or 698-9010

CERTIFICATE PROGRAM COURSES

REQUIRED (6)

- **PC 401: PROCUREMENT AND CONTRACTING**
Introduces the procurement and contracting processes and treats fundamental principles and techniques in detail. Emphasizes government procurement, but also covers related functions in the private sector.
- **PC 402: CONTRACT ADMINISTRATION**
Enforcement of contract terms; early recognition of symptoms leading to cost overruns; claims, delays, etc.; adjudication of change orders, findings, and disputes and appeal. Principal functions of contract administration, financial analysis, terminations, production surveillance, quality assurance, and audit.
- **PC 403: COST AND PRICE ANALYSIS**
Basic concepts in the analysis of contract price by cost-price analysis techniques, learning curve, weighted guidelines profit objectives, and analysis of the ADP systems environment.
- **PC 404: PRINCIPLES OF LAW FOR CONTRACT FORMATION**
Introduction to government contract law, contract clauses and provisions, legal aspects associated with contracting, and the administration of contracts.
- **PC 405: NEGOTIATION OF CONTRACTS AND MODIFICATIONS**
Prerequisite: A prior course in procurement
Techniques of negotiation. Organization and operation of the procurement team, preparation and conduct of negotiations of contract and contract modifications by the team concept.

Some previous formal training may be used to satisfy certificate coursework requirements with the written approval of the Falls Church Regional Center.

● **PC 407: SEMINAR IN PROCUREMENT AND CONTRACTS MANAGEMENT**

Prerequisite: Advanced standing

Capstone course for advanced students in acquisition management. Planned to meld the content of individual procurement courses into a fuller understanding of policies, practices, and procedures. Includes current research and advances; offers opportunities to develop skill in critical evaluation of theories and their application in solving problems. Helpful in preparing for the NCMA's Certified Professional Contracts Manager (CPCM) and other professional examinations.

ELECTIVES (4)

- 410
PC 407: Procurement and Major Systems
- PC 408: Principles of Law for Contract Performance
- PC 409: Contracting for ADP Hardware and Software
- PC 411: Cost Analysis for Decision Making
- PC 412: International Government Contracting
- PC 413: Purchasing and Materials Management
- PC 415: Introduction to Federal Assistance
- PC 416: Application for and Management of Federal Grants
- PC 417: International Business Negotiations
- Credit coursework in related disciplines (upon U. Va. Center approval)

The University of Virginia does not discriminate in education and employment on the basis of race, color, religion, national origin, political affiliation, handicap, sex or age.

PROCUREMENT AND CONTRACTS MANAGEMENT CERTIFICATE PROGRAM

File application at the time of registration.

For information call: The Office of Student Services (703) 698-9018 or 698-9010

Please accept my application for admission to the Procurement and Contracts Management Certificate Program.

NAME _____

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POSITION _____

PHONE: HOME _____ OFFICE _____

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\$10 Application Fee Attached. (This fee exempts you from \$5 per-semester registration fee for courses in Certificate program.)

DO NOT WRITE BELOW DOUBLE LINE

Study Program	
Semester	Grade
1.	PC 401
2.	PC 402
3.	PC 403
4.	PC 404
5.	PC 405
6.	
7.	
8.	
9.	
10.	PC 407

Certificate issued _____ Counselor _____

6/15/83

The State University
in Northern Virginia

Eleven Logistics
Continuing
Education Courses

George Mason University

A Professional Overview of Logistics: C.P.L. Review

Two Sessions
Session A — Aug. 31-Nov. 2, 1983
Session B — Feb. 29-May 2, 1984
2 CEUs
Tuition: \$140 per session

This course is designed specifically for those preparing to take the C.P.L. Examination.

Course Outline

- I. Course Overview and C.P.L. Applicant Instruction
- II. Module I — Systems Management
- III. Module II — Systems Design and Development
- IV. Module III — Acquisition and Product Support
- V. Module IV — Distribution and Customer Support
- VI. Examination Techniques and Practice Examination

Fall C.P.L. Examination: Nov. 5, 1983
Spring C.P.L. Examination: May 12, 1984 (tentative)

Instructor

John W. Langford, C.P.L.
Senior Logistics Engineer with ANA-Log, Inc.;
Professional experience in the areas of acquisition and logistics management with concentration in systems analysis, research and development training and manage information systems development;
B.S., Industrial engineering, Georgia Tech; M.S., logistics management, AFIT

Principles Of Software Configuration Management

Two Sessions
Session A — Sept. 13-Oct. 11, 1983
Session B — Jan. 10-Feb. 7, 1984
1 CEU
Tuition: \$115 per session

This course covers concepts and philosophy of software configuration management (SCM). The course is designed for "apprentices" in SCM, software engineers and project leaders, systems analysts, software librarians, technical publications and quality assurance specialists.

Prerequisites:

1. Completion of GMU's Introduction to Configuration Management, or an equivalent course (one year active work in the Configuration Management field may be substituted)
2. Basic knowledge of software development, implementation and terminology

Course Outline

- I. Background and concepts
- II. Software configuration Identification
- III. Software configuration control
- IV. Software configuration status accounting

Registration Form

The registration fee or purchase order must accompany the registration form in order to reserve space. Make checks payable to George Mason University and mail to:

Business Manager
Division of Continuing Education
George Mason University
4400 University Drive
Fairfax, Virginia 22030

Name _____

Home address _____

Home telephone number _____

Office telephone number _____

Social Security number _____

Please indicate amount enclosed \$ _____

- V. Software configuration auditing
- VI. Summary

Instructor

M. A. Daniels
Configuration/data management specialist with Advanced Applications Consultants, Inc. (AACI), lecturer and consultant;
Managed application and implementation and quality assurance for large projects (HW/SW) such as the Space Telescope and Trident Submarine

Data Acquisition Management

Oct. 5-Nov. 9, 1983
1.2 CEUs
Tuition: \$120

This introductory course is designed for beginning data managers or individuals in related disciplines desiring an overview of data acquisition management.

Course Outline

- I. Background
- II. The system: DAR and DoD data management structure
- III. The process: data call, drafting the CDRL, data item descriptions, DRRB, generation of the data
- IV. Configuration management of data as a continuing task
- V. Considerations for the future

Instructor

C. J. Liberty
Employed in data acquisition management for part of the LAMPS Mark III program and in configuration management of change documentation for the Trident submarine program;
Previously employed for 30 years with a Department of Defense agency concerned with providing technical and managerial support to Defense communications equipment programs and data acquisition management

Introduction To Integrated Logistics

Oct. 6-Dec. 15, 1983 (part I)
Feb. 9-April 19, 1984 (part II)
2 CEUs
Tuition: \$130 each part

This course is designed for the entry level person to provide an overview of the logistics spectrum and a foundation for further professional development. The course is given in two parts, with part I covering sections A through D and part II covering sections E through J.

Course Outline

- A. Introduction
- B. Logistics support factors/considerations
- C. Measures of logistics
- D. Development of support concept
- E. Logistics in system design
- F. Test and evaluation
- G. Production/construction
- H. Operational support

- I. System retirement/disposal
- J. Logistic support planning

Instructor

Walter Finkelstein
President, Finkelstein Associates, Inc. (FAI), a logistic support service firm; Varied and extensive logistics background with experience in the private sectors and defense projects

Introduction to Quantitative Methods for Logistics

Oct. 18-Nov. 22, 1983
1.2 CEUs
Tuition: \$120

This course is an introduction to basic statistics, mathematical concepts, and operations research methods designed for those logistics professionals with a limited background in math and statistics.

Course Outline:

- I. Basic statistics
- II. Probability
- III. Forecasting
- IV. Modeling
- V. Linear and dynamic programming
- VI. Queuing analysis

Instructor

Mike Harris, C.P.L.
Senior logistic analyst with an extensive and varied background in logistics and quantitative analysis

System Support Analysis

Oct. 17-1983-April 2, 1984
4.2 CEUs
Tuition: \$200

The purpose of this course is to describe the evolution of system support analysis (SSA), the role it plays within the integrated logistic support (ILS) framework, and its ancillary techniques and tools.

Course Outline:

- I. ILS review
- II. Introduction to SSA
- III. The SSA process
- IV. Introduction to the SSA record V. Operations and maintenance requirements
- VI. RMA
- VII. RMA
- VIII. Task analysis
- IX. Maintenance and operator analysis
- X. Ancillary data sheets
- XI. Maintenance master file
- XII. Maintenance master file
- XIII. Supply support
- XIV. Supply support
- XV. Parts master file
- XVI. Parts master file
- XVII. Analytical techniques and tools
- XVIII. Analytical techniques and tools
- XIX. Administrative considerations
- XX. Administrative considerations
- XXI. Trends and applications

Instructor

Florian (Rlan) O. Block
Integrated logistics support manager for the ANISLO-17(A)/2; a graduate of the University of Maryland and the Defense System Management College

Introduction To Configuration Management

Oct. 18-Dec. 20, 1983
2 CEUs
Tuition: \$130

This introductory course, covering concepts, theory and philosophy of configuration management, is designed for novices in the fields of program management and specifically configuration management, technical publications and editorial personnel, ILS practitioners, quality assurance specialists, and recently-assigned support engineering staff and managers.

Course Outline

- I. Basic concepts and background
- II. Configuration control
- III. Configuration identification
- IV. Status accounting
- V. Reviews, audits and verification
- VI. Summary and applications

Instructor

M. A. Daniels
Configuration/data management specialist with Advanced Applications Consultants, Inc. (AACI) lecturer and consultant;
Managed application and implementation and quality assurance for large projects (HW/SW) such as the Space Telescope and Trident Submarine

Logistics Operations Management

Feb. 7-March 22, 1984
(meets Tuesdays and Thursdays)
2.8 CEUs
Tuition: \$150

This course reviews logistics management responsibilities in the context of relationships to the total system and to each of its logistics subsystems.

Course Outline

- I. Introduction
- II. Overview of logistics management and elements of logistics support
- III. Logistics strategy and the product
- IV. Logistics strategy:
 - Logistics system/product design
 - Design of the support system
 - Facilities
 - Transportation
 - Warehousing
 - Inventory policy and input
 - Packaging
- V. Total logistics cost concept
- VI. Logistics system design, administration and control
- VII. Logistics systems operation/support: customer service
- VIII. The future of logistics

Instructor

Joseph D. Arcieri, CPL
Professor of systems acquisition management, School of Systems Acquisition Education, Department of Defense; Extensive program management experience with NAVAIR; logistics staff officer, Headquarters, USAF; Chief, Program Development/Management Systems Division, Headquarters, AFLC.

Principles of Reliability And Maintainability

Feb. 7-April 3, 1984
1.6 CEUs
Tuition: \$125

This course offers an introduction to reliability and maintainability concepts, tasks and activities. Some knowledge of basic mathematics is required.

Course Outline

- I. Introduction and overview
- II. Reliability factors
- III. Maintainability factors
- IV. Supply support factors
- V. Availability factors
- VI. Maintenance demands models
- VII. Support elements
- VIII. Problems

Instructor

Ronald J. Rancont, C.P.L.
Independent consultant specializing in maintenance and configuration management with in-depth ILS training experience and project management engineering;
Worked in the areas of test equipment design, quality control, life cycle maintenance and logistic support capability studies in government and the private sector



UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

UNIVERSITY BOULEVARD AT ADELPHI ROAD, COLLEGE PARK, MARYLAND 20742

OFFICE OF THE EXECUTIVE DIRECTOR
Center of Adult Education and Conferences and Institutes Program

December 6, 1983

25X1



Re: Course "Integrated Logistics Support"

25X1

Dear 

As per your request yesterday, the above noted course will be offered May 21-25, 1984 at The University of Maryland University College. The instructor will be Dr. Clinton VanPelt.

Also attached is a listing of high technology and defense courses. Any of these courses can be delivered at your location. Related courses can be developed and designed more specifically for your needs.

Off-campus courses are generally less expensive per student, and are conducted under contract. We would be pleased to design programs for your specialized needs.

Sincerely yours,

Richard C. Jaffeson
Chair, High Technology
Advisory Committee

CONFERENCES AND INSTITUTES PROGRAM

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OFFICE
(301) 454-2322

REGISTRATION INFORMATION
(301) 454-4712

ASSOCIATE DIRECTOR
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(301) 454-2322

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(301) 454-2322

ASSOCIATE DIRECTOR
PROGRAM OPERATIONS
(301) 454-5237

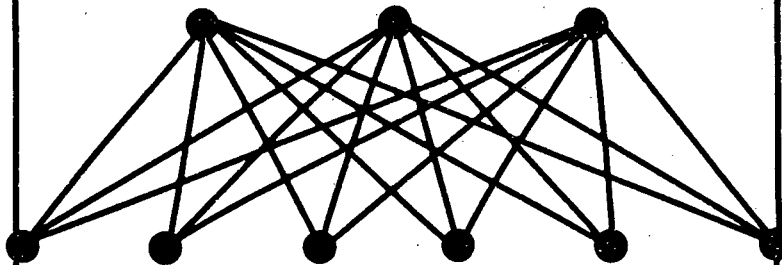
SHORT COURSE
COORDINATOR
(301) 454-5241

Conferences & Institutes Program
University of Maryland University College
University Boulevard at Adelphi Road
College Park, Maryland 20742

FORTHCOMING

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University College
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State-of-the-art High Technology Programs are offered throughout the year by the Conferences and Institutes Program, University of Maryland University College. Recent scientific and technical developments are presented by distinguished faculty selected from major universities, prominent corporations, and government agencies. We are pleased to present these programs for your information and professional development.

1983 Courses

Command & Control Cornelius Leondes	Sep. 12-16
Kalman Filtering Joseph Lemay	Oct. 10-14
Software Quality Assurance Alfred Sorkowitz	Oct. 12-14
Applications of Industrial Robots & Management Implications William Spurgen	Oct. 26-27
Digital Telephony Allen Gersho	Nov. 7-11
Computer Workload Characterization and Performance Evaluation Ashok Agrawala	Nov. 14-16
Digital Switching John McDonald	Nov. 14-18
Guidance & Control for Tactical Aircraft, Missiles & Armament Systems Cornelius Leondes	Nov. 14-18

1984 Courses

Software Psychology Ben Shneiderman	Jan. 9-11
Analysis & Design of Flight Control Systems Eliezer Shapiro, Albert Andry	Jan. 16-20
Advanced Microwave Circuit Design Les Besser	Feb. 13-18

Intercept Receiver Systems Charles Hofmann, Allan Baron	Spring
Technical & Engineering Management Melvin Silverman	Spring
Command & Control Cornelius Leondes	Spring
Gallium Arsenide Integrated Circuits Louis Tomasetta	Spring
Integrated Logistics Support Clinton VanPelt	Spring
Ocean Surveillance Cornelius Leondes	Spring
Operational Readiness & Reliability Dimitri Kececioglu	Spring
Reliability Engineering, Testing and Maintainability Engineering Dimitri Kececioglu	Spring
Advanced Continuous Simulation Language (ACSL) Joseph Gauthier	Spring
Modern Telecommunications Networking Izhak Rubin	Spring
Microwave Circuit Design Les Besser	Summer
Power Plant Simulation Myron Kayton	Summer
Microwave Solid-State Devices & Circuits G.I. Haddad, P.T. Greiling	Summer
Guidance & Control for Tactical Aircraft, Missiles & Armament Systems Cornelius Leondes	Summer
ECM/ECCM/ESM Cornelius Leondes	Summer

For brochures and registration information, please contact the Conferences and Institutes Program at 301/454-5237.



UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

UNIVERSITY BOULEVARD AT ADELPHI ROAD . COLLEGE PARK . MARYLAND 20742

OFFICE OF THE
EXECUTIVE DIRECTOR
Center of Adult Education
and Conferences and
Institutes Program

March 26, 1984

25X1



Re: "Integrated Logistic Support (ILS)"
May 21-25, 1984

25X1

Dear

We are pleased to announce that "Integrated Logistic Support" will be offered May 21-25. Recently an information response card was received indicating your interest in this course.

The course coordinator is Dr. Clinton Van Pelt, ILS Manager, Texas Instruments Inc., Dallas. There are 13 other lecturers, -key experts on this topic from the public and private sectors.

The enclosed brochures contain a description of the course, listing of faculty, and registration form. Additional brochures are enclosed for you to share with colleagues. We look forward to your attendance.

Sincerely yours,

Richard C. Jaffeson
High Tech Advisory Committee

Enclosure A/S

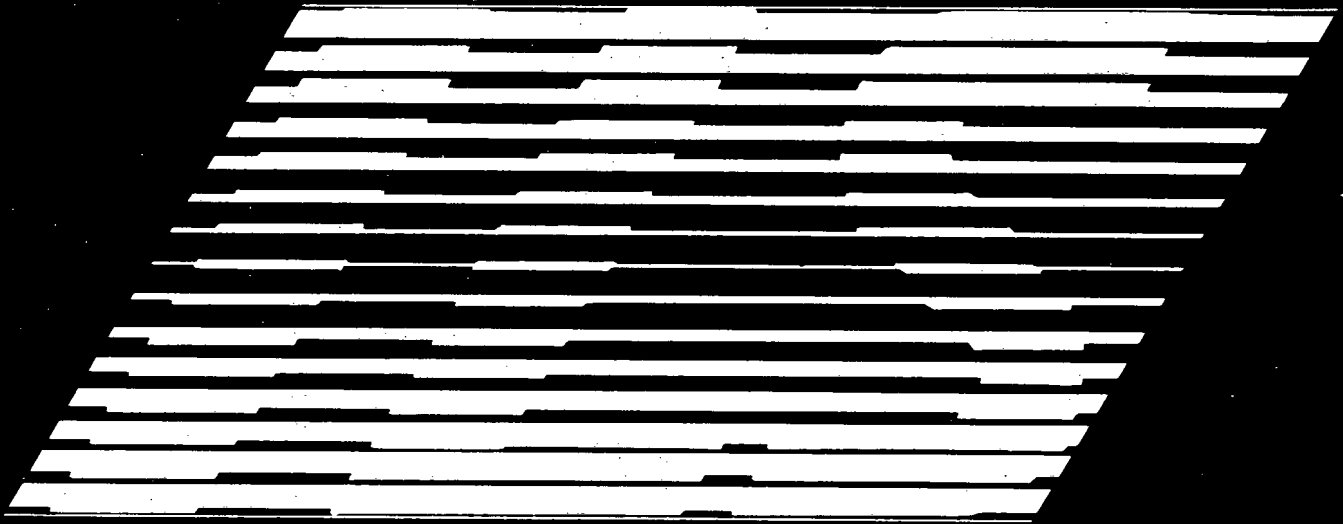
RCJ/cs

UCLA Extension

*Department of Engineering, Science, and Mathematics
and*

**The University of Maryland
University College**

Conferences and Institutes Program



**INTEGRATED
LOGISTIC
SUPPORT (ILS):
ELEMENTS AND
APPLICATION**

*May 21-25, 1984
in College Park, Maryland*

Coordinated by Clinton Van Pelt

INTEGRATED LOGISTIC SUPPORT (ILS). ELEMENTS AND APPLICATION May 21-25, 1984

Intent

For those involved in the conception, design, and the operation and maintenance of any equipment in today's mechanized society — managers, designers, salespeople, owners, operators, maintainers — as well as for logistics specialists interested in understanding other logistics specialties, their interface and interaction, as well as the integration of the separate logistics specialties into a coherent effort and output, saving time and reducing costs.

Course Content

The purpose of the course is to develop an appreciation and a comprehension of ILS by presenting the concept and objectives of ILS and an overview of each of the elements of logistics. Logistics is placed in perspective, along with the functions of conception, design, production, sales, operations, and maintenance that are inherent in any organization.

Practical application of the concept of ILS requires a comprehension of the objectives of ILS, and an understanding of each of the elements of logistics, their processes, end product, and their interdependence and interface with each other and the field user.

For most projects, ILS begins prior to their full-scale development and continues throughout the product's useful life. To complete the understanding of ILS, the interface between design and support must be considered. This course is developed to provide an overview of the full scope of the ILS concept. The overview is provided by lecturers who are experienced and accomplished in the various logistics specialties. They are drawn from the ranks of manufacturers and users, and have a proven record of accomplishment.

Date: May 21-25, 1984 (Monday through Friday)

Time: 8 am-4:30 pm

Location: The University of Maryland University College Center of Adult Education, College Park, Maryland
3.0 CEU

Fee: \$940

Coordinator and Lecturer

Clinton Van Pelt

ILS Manager, Texas Instruments, Inc., Dallas, Texas

Lecturers

Sam Abraham

Senior Engineering Specialist, General Dynamics, Fort Worth, Texas

John Bean

Manager, Technical Information Programs, Hughes Aircraft Company, Los Angeles, California

J.A. Brennan

President, INTRALOG, Inc. (Western Division), Arlington, Texas

Sherman Burton

Manager, Technical Training, Texas Instruments, Inc., Dallas, Texas

Dan Fink

Assistant Program Manager, Logistics, NAVAIRSYSCOM, Washington, D.C.

H. Don Guion

Senior Reliability Engineering Specialist, Vought Corporation, LTV, Dallas, Texas

Jack Jackson

Jackson and Associates, Arlington, Texas

Wayne Lyle

Manager of Advanced Logistics, McDonnell Aircraft Company, St. Louis, Missouri

Robert Neff

Deputy Assistant for Product Assurance, Headquarters, Air Force Systems Command, Andrews Air Force Base, Washington, D.C.

Marna Rosser

Manager, Material Systems and Financial Controls, Lockheed Austin, Austin, Texas

Charles E. Siler

Director, Supply Support, McDonnell Aircraft Company, St. Louis, Missouri

George Ursini

Senior Scientist/Engineer, McDonnell Douglas Astronautics Company, Huntington Beach, California

Ted Weber

Manager, Integrated Technology Development, Douglas Aircraft Company, Long Beach, California

Faculty Representative

Richard Poist

Associate Professor and Chairman, Transportation, Business, and Public Policy Faculty, University of Maryland, College Park

DAILY SCHEDULE

Monday, May 21

- **Course Overview** (*Van Pelt*)
A general discussion of logistics and the effect of technological advances on the support problem, ILS as the solution to this problem, the evolution of the separate and independent logistics specialties, and the ILS manager as the integrating agent to develop coherent and efficient support.
- **Reliability** (*Guion*)
The history of reliability, its measure and statistics; the differences between specified reliability, demonstrated reliability, and operational reliability; the application of operational MTBF in the development of quantified logistics.
- **Maintainability** (*Van Pelt*)
Maintainability, design to meet a specified maintenance requirement, interfaces with design and with ILS. This specialty is discussed by reviewing a typical maintainability program, including quantification and demonstration.
- **Life Cycle Cost** (*Abraham*)
The elements that make up the total "cost of ownership" are detailed, as well as the source of data to establish the cost, the life cycle cost concept as it applies to ILS, and the merits and shortcomings of the life cycle cost concept.

Tuesday, May 22

- **Logistics Support Analysis—LSA** (*Brennan*)
The process of LSA during systems development including the "blueprint for support," the maintainability-reliability-maintenance engineering design interface, a description of a typical maintenance engineering input to the logistics support analysis. Includes the develop-

ment of scheduled maintenance requirements using Reliability-Centered Maintenance (RCM), Analytical Maintenance Program (AMP), and the MSG-2 Analysis philosophy.

- **Repair-Level Decisions** (*Abraham*)

The procedure for determining the most economical repair level, using maintainability, reliability, and historical data; the repair-level decision, maintenance engineering analysis, and ILS interface.

- **Facilities** (*Ursini*)

The facilities required to deploy and operate new military systems often require large expenditures and long lead times for design and construction. The early identification and justification of these facilities and their estimated expenditures, and some of the processes and problems associated with scheduling and developing the facilities are presented.

Wednesday, May 23

- **Publications** (*Bean*)
The interfaces between design and publications via logistic support analysis and between training and publications via skill-level analysis; a description of the publications preparation process, including job analysis, contract requirements, selection of data presentation techniques and media, publication design, training how-to-use publications, and publication evaluation.
- **Test and Support Equipment** (*Rosser*)
Selection, design, fabrication, and test of equipment; the peculiar problems in the logistics management of support equipment; and the interface between the logistic support analysis, systems design, and the operational environment.

- **Personnel and Training** (*Burton*)

A consideration of the human resources and the demands upon training support is vital in establishing a new system. A major portion of resources required to operate a system are the people. The analysis and procedures for establishing and evaluating personnel and training requirements in the ILS are presented.

- **Training Equipment** (*Jackson*)

The development of training equipment that is consistent with the system's design and the system's support concept.

Thursday, May 24

- **Spare Parts** (*Siler*)

The application of operational mean time between unscheduled removal (MTBUR) and the logistic support analysis to the spares selection and distribution process, insurance spares compared to support spares, contrast between consumable and repairable spares, spares for support equipment and training equipment.

- **Data** (*Weber*)

The computerized maintenance and support data system. Data collection, processing, and use for in-service systems as a base for estimates for new systems.

- **Warranties** (*Neff*)

Brief history of the concept of warranty; the various purposes of a warranty program to the logistics manager, warranty administration impact on ILS planning; a review of case histories on warranty programs.

- **Research** (*Lyle*)

Some observations pertaining to new directions for logistics research.

- **The ILS Manager** (*Van Pelt*)

The ILS manager's skills, tasks, and responsibilities are viewed from the perspective of the system's life cycle

The University of Maryland University College

Friday, May 25

- Applied ILS: A Case History (Lyle)

A discussion of ILS as it was applied to a major system, beginning with the conceptual design and ending with an evaluation of data reported by users during operational utilization.

- ILS Management (Fink)

Problems that historically plague the ILS manager are explained in relation to the actions and motivation of key individuals who affect the logistic support system development process. Solutions to these problems are presented together with a description of tools and techniques available to the manager to improve integration of support requirements in the weapon system design/development process. Early, active involvement of the ILS manager is stressed to achieve true integration and its goals of supportable systems at affordable costs.

- Review—Discussion—Summary (Van Pelt)

Review of the individual classes, student questions, and comments.

For *technical* information regarding the course, contact the coordinator, Clinton Van Pelt, at (214) 462-4309.

For *registration* information, call the Conferences and Institutes Program at (301) 454-5237.

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General Information

Use the registration form provided. Return it with a check, purchase order, or an authorization for billing.

A tentative telephone registration can be made by calling (301) 454-5237; however, a check, purchase order, or an authorization for billing must be received *at least two weeks prior to the course starting date* in order to confirm your registration. This is necessary because extensive course notes and materials must be purchased and reproduced. Early registration is encouraged as enrollments are limited.

Fees

Fees include all instruction, course materials, receptions, and morning and afternoon refreshment breaks. They *do not* include lodging or meals.

Team Registrations

A 10% discount is available for your organization if three or more people attend the same course.

Confirmation

Registrations will be confirmed promptly by mail. Travel information will be included with your registration acknowledgement. Contact the Conferences and Institutes Program at (301) 454-4712 if you have not received confirmation within two weeks.

Cancellation and Refunds

The University of Maryland reserves the right to cancel or amend the course as described in this brochure. A full refund will be made if, for any reason, the University must cancel a course. Refund of registration fees, less \$10 processing fee, will be made if written notice is received five working days before the course. No refund (full or partial) will be made after that time. All requests for refunds must be sent to Registration Clerk, Conferences and Institutes Program, The University of Maryland University College, College Park, MD 20742.

Location

The course will be held at The University of Maryland University College Center of Adult Education in College Park, Maryland. The Center is a complete conference facility located inside the Capital Beltway (I-495) at the intersection of Adelphi Road, University Boulevard (Route 193), and Campus Drive in College Park. Airports that serve the area, in order of convenience, are Baltimore/Washington International (BWI), Washington National, and Dulles International. The New York-Washington Metroliner stops at the Capital Beltway Station within easy access by taxi.

Information for Disabled Persons

All guest facilities and a limited number of lodging rooms at the Center of Adult Education are accessible to the disabled. If you have special requirements, please call Ms. Carol Fouts at (301) 454-4712 as soon as possible before the program starting date.

Parking

Adjacent lighted parking is available for over 500 cars.

Lodging Information

The Center of Adult Education is a large, modern residential conference facility. Its lodging rooms are equipped with twin beds, telephone, color television, and individually controlled heating and air conditioning. Accommodations are limited and are available on a first-come, first-served basis. Daily rates for guest rooms are \$45 (double occupancy) and \$37 (single occupancy), plus 5% sales tax. Prices are subject to change. Additional accommodations are available at nearby motels. Should the Center be unable to honor your lodging request, you will be notified and referred to a nearby motel. For room reservations, return the form provided or call (301) 454-2326.

Tax Deduction

Treasury Regulation Section 1.162-5(a) permits an income tax deduction for educational expenses (registration fees and costs of travel, meals, and lodging) undertaken to (1) maintain and improve skills required in one's employment or other trade or business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment, job status, or rate of compensation.

Continuing Education Unit (CEU)

One CEU is awarded for each 10 contact hours of satisfactory participation in an organized noncredit continuing education program. The CEU is a nationally recognized method for recording participation in a continuing education program that does not carry credit toward a degree but does meet established criteria for increasing knowledge and competencies.

Document of Completion

A document of completion will be awarded to all who attend at least 80% of the course sessions.

Further Information

For further information regarding The University of Maryland University College course offering, call (301) 454-5237.

The University of Maryland actively subscribes to a policy of equal educational and employment opportunity. The University of Maryland is required by Title IX of the Educational Amendments of 1972 not to discriminate on the basis of race, color, age, religion, national origin, sex, or disability in admission, treatment of students, or employment.

The University of Maryland University College Registration Form

Integrated Logistic Support (ILS): Elements and Application

May 21-25, 1984

Program Code: 84-05-2002

Fee: \$940

Send completed registration form and payment to Registration Clerk, Conferences and Institutes Program, The University of Maryland University College, University Blvd. at Adelphi Road, College Park, MD 20742.

Name _____

Title _____

Department/Administrative Unit _____

Organization _____

Address _____

City/State _____ ZIP _____

Social Security Number* _____

Daytime Telephone _____ Evening Telephone _____

Enclosed find Full payment Purchase order Billing authorization

*Required on all personal checks. Make payable to University of Maryland. Registration will not be considered complete unless payment or billing authorization accompanies this registration form.

I understand the cancellation and refund policies as stated in this brochure.

Signature _____

Center of Adult Education Lodging Reservation Form

The University of Maryland University College

University Blvd. at Adelphi Road, College Park, MD 20742;

(301) 454-2326

Integrated Logistic Support (ILS): Elements and Application

May 21-25, 1984 / 84-05-2002

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Title _____

Organization _____

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Daytime Telephone _____ Evening Telephone _____

Single: \$37* Double: \$45* to share with _____

*All rates are per night plus 5% sales tax. Prices are subject to change.

Arriving: Date _____ Time _____ am/pm

Departing: Date _____ Time _____ am/pm

Reservation requests should be received two weeks before starting date of the program to allow sufficient time for confirmation. **Do not send payment for lodging with this Lodging Reservation Form or Course Registration Form.** Lodging fees are to be paid directly to the lodging facility **after** your reservation has been confirmed.



UCLA EXTENSION

10995 Le Conte Avenue,
Los Angeles, CA 90024

**INTEGRATED
LOGISTIC
SUPPORT (ILS):
ELEMENTS AND
APPLICATION**

May 21-25, 1984
in College Park, Maryland

NOT PRINTED AT STATE EXPENSE

To correct your name or address on our lists,
send the entire address panel and mailing label to:
P.O. Box 24901, Mailing Lists, UCLA Extension,
Los Angeles, CA 90024.
687-84

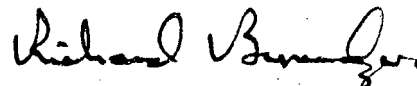
The American University Spring Bulletin 1984

The American University offers programs to enhance your career, in an environment designed with you, the adult student in mind. Our programs are scheduled to fit the time constraints of the working professional. In addition to hundreds of courses offered on our campus in Northwest Washington, we offer courses at other locations in the District, Virginia and Maryland.

The American University provides educational services expressly tailored to meet the demands of Washington. Programs in accounting, computer science, writing, economics, art, history, business management, public administration, and many more fields are designed to fulfill your career needs and personal interests.

Also, The American University chooses its full-time and adjunct professors carefully, to assure high quality instruction. The same person who teaches budgeting at the University in the evening may develop budgets for a major Federal agency during the day. The American University has achieved its reputation as Washington's own national university through its programs and faculty. We are proud of that distinction.

At The American University, we consider it our special mission to serve adult professionals in the Washington area. And we take interest in each student. We would like to hear from you.



PRESIDENT
THE AMERICAN UNIVERSITY

CONTINUING YOUR EDUCATION . . .

WHAT IS NON DEGREE

CONTINUING YOUR EDUCATION WHAT IS NONDEGREE?

WHAT IS NONDEGREE STATUS?

A student in nondegree status is one who enrolls in regular university courses through the Office of Continuing Education and Conferences. Nondegree simply indicates that the student has not formally applied for or been accepted into a degree program at The American University.

DOES NONDEGREE MEAN NON-CREDIT?

No. while some nondegree students may take non-credit courses, most nondegree students earn academic credit for the courses they take. Credit earned is entered upon the student's permanent record and may, with certain restrictions, be applied later toward a degree. (Permission to enroll in nondegree status, however, does not bind the university in any way nor does it guarantee to students their acceptance into a degree program.) Nondegree students who intend to transfer into a degree program work closely with an academic advisor to plan their course of studies.

WHAT CLASSES ARE AVAILABLE TO NONDEGREE STUDENTS?

Nondegree students may register for any university courses for which they have the necessary academic background and qualifications. Undergraduate-level nondegree status is available to high school graduates, and graduate-level nondegree status is available to students with either bachelors or masters degrees. (Students are reminded that it is their responsibility to register only for courses for which they have the necessary prerequisites.)

WHERE DO I GO FOR ADVICE?

Whatever your educational goals, and especially if you are planning to seek a graduate or undergraduate degree from The American University

in the future, you are urged to meet with one of the academic advisors. This service is free of charge and available to all students and prospective students.

A staff of trained professionals, experienced in working with adults and familiar with the particular needs of part-time students, is available throughout the year at the University Programs Advisement Center of the Office of Continuing Education and Conferences. Advisement is available at registration but students desiring advisement are encouraged to meet with an advisor prior to registration.

THE OFFICE OF CONTINUING EDUCATION INFORMATION CENTER

Located on the first floor of the McKinley Building. Hours are: Monday -Thursday 9:00 a.m. to 8:30 p.m., Friday 9:00 am to 5:00 pm, and Saturday 10:30 am to 2:00 pm. Telephone 686-2500. Advisement available by walk-in or by appointment.

Nondegree students are required to have a OCE advisor's approval as part of the registration process. Students must also secure the permission of the department chair or appropriate faculty member or both to enroll in advanced graduate (600 or 700 level) courses, independent reading courses, and other special permission courses as required by schools and departments.

WHAT ARE THE ACADEMIC STANDARDS FOR NONDEGREE STATUS?

Students in nondegree status are held to the same academic standards as are degree students. Enrollment of undergraduates is subject to termination at the end of any term in which their cumulative grade-point average falls below 2.00 (C); graduates must maintain 3.00 (B) average.

WHO IS ELIGIBLE?

Any U.S. citizen who is a rising high school senior meeting University requirements, or has a high school diploma or equivalent, or is in good standing at another accredited college or university, or possesses an undergraduate degree may seek admission to courses as a nondegree student. A student who has ever been dismissed, suspended, or placed on probation must make an appointment with an academic advisor in advance of registration to determine eligibility. Students who are not U.S. citizens should see the section below, "Enrollment of International Students in Nondegree status."

CAN NONDEGREE CREDIT BE TRANSFERRED?

Yes, up to 30 semester hours taken in nondegree status may be transferred into an undergraduate degree programs, and up to 12 semester hours into a graduate degree program. If you are planning to transfer more than 60 semester hours from another institution into an undergraduate degree program please speak to an advisor before your first registration since the 30 semester hour limit noted above may not be applicable to you.

TRANSFERRING FROM NONDEGREE TO DEGREE STATUS

The nondegree student who plans to apply for admission to a degree program will be responsible for ensuring that enrollment in nondegree status will not conflict with the limits on transferring credit from nondegree to degree status later.

Undergraduate and graduate level students who wish to be considered for admission to a degree program must submit the appropriate application forms and all required supporting documents for degree admission to the Office of Admissions and Financial Aid. If the application is approved, the following regulation is in effect: Credits earned in undergraduate nondegree

status, up to a total of 30 semester hours, may be supplied to the extent appropriate towards meeting the bachelor's degree requirements. Credit earned at the graduate level in nondegree status, up to a total of 12 semester hours, may be applied to the extent appropriate towards meeting the master's degree requirements.

ENROLLMENT OF INTERNATIONAL STUDENTS IN NONDEGREE STATUS

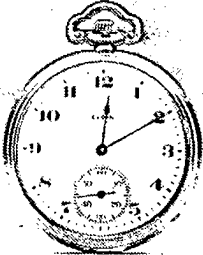
The following regulations apply to all students who are not citizens of the United States of America, including students with permanent resident status.

Because of U.S. legal requirements for international students, such students should apply for permission to enroll in nondegree status as early in the registration period as possible.

For U.S. Department of Justice, Immigration and Naturalization service regulations governing visa requirements for international students, see Admission and Registration Information.

New and returning international students may take courses at extended campus locations. However, they must apply on campus for permission to

GOT A MINUTE?



Early registration is to your advantage. It's the fastest and easiest method to reserve your place in the classes you want.

register through the University Programs Advisement Center, McKinley Building.

ENROLLMENT PROCEDURES

All international students who wish to take courses (other than English Language Institute coursework) in nondegree status must present to the

Office of Continuing Education evidence of their successful completion of high school (or its equivalent) and of courses taken in any colleges attended. Personal copies, photostats, or attested copies of documents may be used for enrollment and counseling purposes.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

All students whose first language is not English are required to take an English proficiency test at the University before their first registration. International students whose command of English is insufficient to follow the program in which they wish to enroll will be required to take special courses in English as a second language. Contact the English Language Institute, McKinley Building 200, Telephone 686-2197, for information or testing dates.

An International student in nondegree status must have the approval of an University Programs Advisement Center Advisor for each course selected (in addition to any other required approval or authorization). Students must also secure the signature of the International Student Advisor in Mary Graydon Center, Room 220, before completing the enrollment process.



BUSINESS-GOVERNMENT RELATIONS

Training is offered in: the intensive examination of the interaction of government and business decision making, their operational implications and the current and emerging problems involved.

Especially suited for: individuals of varied backgrounds who have a career interest in the ever growing area of business-government relations.

Where offered: Off campus at UMB and on campus.

Length of program: six semesters with enrollment of two courses per semester.

Offered by: the Kogod College of Business Administration

MASTER OF SCIENCE DEGREE

BUSINESS-GOVERNMENT RELATIONS

Training is offered in: the intensive examination of the interaction of government and business decision making, their operational implications and the current and emerging problems involved.

Especially suited for: individuals of varied backgrounds who have a career interest in the ever growing area of business government relations.

Other features: students may apply up to 12 hours of certificate courses toward their degree if they are accepted for MS candidacy.

Where offered: Off campus at UMB, and on campus.

Length of program: five courses, three semesters.

Courses: (choose five) 10.653, 10.680, 10.701, 10.706, 10.708, and 13.604.

Offered by: the Kogod College of Business Administration

GRADUATE CERTIFICATE

Business-Government Relations (3)

010.653.67 Pentagon Th 5:30-8:00 pm
010.653.76 OPM T 6:00-8:30 pm

The effect of government on business decisions. Statutory requirements, governmental regulations, and control and promotion of business. Corporate political activity. Current and future issues in business-government relations. Guest lecturers. Prerequisite: permission of instructor.

Business-Government Relations in the Multinational Corporation (3)

010.708.43 UMB Conf Rm II T 5:30-8:00 pm

An analysis of the problems, issues, and trends in the development and operation of multinational corporations and in international trade. Effects of the policies of foreign governments and international organizations on business decision-making. Prerequisite: 10.653

Management of the Enterprise (3)

010.755.43 UMB Conf Rm II Th 8:10-10:40 pm

Application of theory to simulated problems in general management. Involvement in problem-solving environment to integrate knowledge in various functional areas of business and to provide direct management experience. Provides opportunities to study and experience the process of introducing planned organizational change. Prerequisite: Completion of graduate core course requirements or permission of instructor.

BUSINESS ADMINISTRATION: MARKETING

Graduate Courses

Marketing Management (3)

011.601.36 CCM W 6:00-8:30 pm Springer
Bailey
011.601.43 UMB Conf Rm II Th 5:30-8:00 pm

Advanced theory and systems-oriented analytical methodology for effective marketing management decision making. Viewpoint is that of the marketing executive whose responsibility is coordinating objectives and resources of a firm, and whose strategies and tactics are based on analysis, organization, planning, and control. Prerequisite: 10.611.

BUSINESS ADMINISTRATION: PROCUREMENT

Graduate Courses

Public Contract and Grants Law (3)

011.671.36 CCM Th 6:00-8:30 pm Perlman

The law as applied to government procurement and federal assistance programs. Derivation of contract and federal assistance law from the Constitution, Statutes, executive

orders, regulation, court decisions, and administrative rulings. Application of law to each step of the federal procurement and federal assistance process. Prerequisite: 11.673 or equivalent.

Principles of Procurement and Federal Assistance (3) Brown
011.673.43 UMB Conf Rm III T 5:30-8:00 pm
Whittleton
011.673.67 Pentagon W 5:30-8:00 pm

The management of acquisition, procurement, and federal assistance by both the government and private sectors. Includes organizations and procedures; requirements; budgeting; government marketing by the private sector; negotiations; proposal preparation; kinds of contracts and federal assistance; the political environment; special considerations, such as small business and equal opportunity; ethics; and case studies.

Cost and Price Analysis (3) Marchetti
011.674.67 Pentagon T 5:30-8:00 pm

Cost and price analysis considered from the viewpoint of the government and of the private sector in procurement and federal assistance. Principles governing the determination of allowable, allocable, and reasonable contract costs, both direct and indirect; contractor cost and price considerations; and cost considerations of federal assistance recipients. Case Studies. Prerequisite: 11.673 or equivalent.

Major Systems Acquisition (3) Keegan
011.677.36 CCM M 6:00-8:30 pm

Management and the major-systems acquisition process. Topics include program management; acquisition strategy; A-109; source selection and negotiation; risk analysis; productivity, costing, and pricing; changes; multinational considerations; and the management of subcontractors. Prerequisite: 11.673.

Selected Topics: Procurement Management (3) Gordon
011.696.36 CCM Sat 9:00 am-4:00 pm

Graduate course dealing with the broad scope of procurement management and policy functions. It is designed specifically to prepare procurement professionals for the examination required for the designation of certified professional contract managers awarded by the National Contract Management Association.

Selected Topics: Service Contracting (3) Russell
011.696.37 CCM TBA 6:00-8:30 pm

Management of the service contracting process. Topics include preprocurement planning, sustentation, source evaluation and selection, contract award and administration, value engineering, service contract, OMB circular/76, legal issues in service contracting, and consulting services.

BUSINESS ADMINISTRATION: FINANCE

Graduate Courses

Business in Its Social Environment (3) DiBacco
013.604.46 Cong Rm 205 W 5:30-8:00 pm

History of business in its social and legal environment. Relationship of business to the social, political, and economic philosophies, institutions, and groups which compose its environment. The effects of its environment on the present and future status of the firm.

Financial Management (3)
013.605.69 Gt Prep Th 5:30-8:00 pm

An examination of financial management theory, from the point of view both of the corporation as user of funds and of the investor as supplier of funds. Emphasis on interdependency between security analysis and cost of funds to the corporation. Introduction to security analysis, cost of capital, capital budgeting, and portfolio problems for the corporation and the investor.

P ROUREMENT, ACQUISITION AND GRANTS MANAGEMENT

Training is offered in: the management of the acquisition and procurement processes; the law, regulations and policies governing government procurement; inventory and materiel management; and contract and grant administration in government, industry, and other institutions doing business with the government.

Especially suited for: professionals and those seeking careers in government procurement or grants management or with organizations doing business with the government or receiving federal support.

Other features: opportunities for internships and cooperative work experience leading to employment in the field. Successful graduates meeting MBA standards may continue to complete an MBA degree.

Where offered: on campus, in the Crystal City/Pentagon area.

Length of program: 12 courses (36 semester hours) of which 10 courses must be taken at The American University.

Offered by: the Kogod College of Business Administration

MASTER OF SCIENCE DEGREE

PHYSICAL EDUCATION

Undergraduate Courses

Karate I (2) Batiste
049.120.58 BMAA TF 2:10-3:30 pm

Development of basic defensive skills of karate, physical conditioning, and mastery of basic forms of self-defense.

Horseback Riding (Beginning) (2)

049.171.01 GFHC Sat. 4:15-5:45 pm
049.171.02 GFHC W 11:20 am-1:00 pm
049.171.03 GFHC W 2:10-3:40 pm

Development of equestrian skills. May be repeated for credit but not in the same term; content must be different. Non-refundable special fee, \$50.00. First class meets on-campus. See page XX.

Advanced Horseback Riding (2)

049.171.04 GFHC Sat. 4:15-5:45 pm
049.171.05 GFHC W 11:20 am-1:00 pm

Development of equestrian skills. May be repeated for credit but not in the same term; content must be different. Non-refundable special fee \$50. First class meets on-campus. See page XX.

TECHNOLOGY OF MANAGEMENT

Training is offered in: Management Information Systems, Computer Systems Applications, and Science/Technology Policy and Administration. Management Information Systems track especially suited for: data processing professionals and managers involved with the development of computer based management information and transactional processing systems.

Where offered: Management Information Systems track available at the Pentagon and the Congressional School. On campus all tracks, including Management Information Systems, are available.

Length of program: Six to seven semesters with enrollment of two courses per semester.

Offered by: the College of Public and International Affairs.

MASTER OF SCIENCE DEGREE

Racquetball (2)
049.196.38 CCAC TF 12:45-2:00 pm
(Enrollment Limited to 30)

Development of basic skills and techniques of the game. Familiarization with the rules of racquetball. Opportunities to compete as part of the course.

TECHNOLOGY AND ADMINISTRATION

Graduate and Advanced Undergraduate Courses

The Systems Approach (3)

055.511.21 GTE Rm 389 Th 6:00-8:30 pm
Burns

055.511.46 Cong Rm 205 Th 5:30-8:00 pm

The use of a holistic approach for structuring and solving complex decision problems in the public and private sectors. The application of system analytical concepts to the management and theory of organizations.

Change and the Managerial Process (3)

055.513.46 Cong Rm 206 Th 5:30-8:00 pm

The historical and cultural bases of conceptions of change and development in societies and social work organizations. Particular attention is given to the role of science and technology in modern, complex, formal organizations; and the role of formal organizations as agents of social, economic, and technological change. Prerequisite: 55.511 or previous course work in organization and management theory and behavior.

Concepts in Computer Communication (3)

055.533.67 Pentagon M 5:30-8:00 pm

The rapid growth of computer communication and current developments. Existing and proposed networks are examined as to their design problems and software aspects. Distributed systems are considered. Includes the distribution of intelligence through files, data bases, and peripherals. Prerequisite: 55.310.

Systems Design for Management (3)

055.560.46 Cong Rm 206 M 5:30-8:00 pm

Organizations as interrelated, complex systems of levels, flows, and processes. Theories and realities of organizations and management are examined for their implications for information systems analysis, design, and implementation. Prerequisite: 55.511 and 55.530.

Graduate Courses

Managerial Statistics (3)

055.606.67 Pentagon Th 5:30-8:00 pm
Gardenier

Statistical tools applied to the analysis and resolution of managerial problems. Use of standard computer programs.



TECHNOLOGY OF MANAGEMENT

Training is offered in: Management Information Systems, Computer Systems Applications, and Science/Technology Policy and Administration. Management Information Systems track especially suited for: data processing professionals and managers involved with the development of computer based management information and transactional processing systems.

Other features: classes taught by experienced professionals with an orientation toward applied knowledge and skills. Strong emphasis is placed on the design and organization of management information systems.

Where offered: Management Information Systems track available at the following off campus sites: Pentagon, Congressional and GTE. On campus all tracks, including Management Information Systems, are available.

Length of program: five courses, three semesters.

Offered by: the College of Public and International Affairs.

GRADUATE CERTIFICATE

Decision Sciences for Management (3)

055.607.46 Cong Rm 206 T 5:30-8:00 pm

Quantitative methods of operations research and its interdisciplinary aspects. Formulation and analysis of decision problems in terms of mathematical models appropriate to environments of certainty and uncertainty. Emphasis on applications. Prerequisite: 55.606 or equivalent.

Computer Applications for Managers (3)

055.630.46 Cong Rm 208 M 5:30-8:00 pm

055.630.67 Pentagon W 5:30-8:00 pm

The relationship of computers to public administration functions. Emphasis on applications. Current and future computer technology and its effect on managers in the public sector. Privacy, security, human factors, resource management, budgeting and cost control, and computer resource selection.

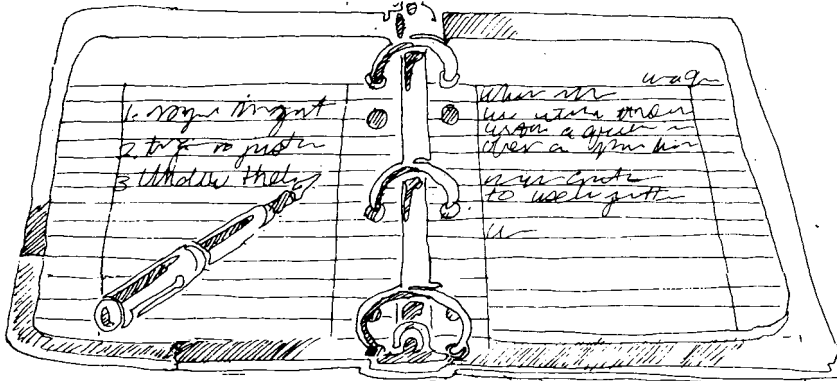
Workshop in Management Information Systems (3)

055.665.21 GTE Rm 389 T 6:00-8:30 pm

055.665.46 Cong Rm 206 W 5:30-8:00 pm

Advanced management information systems applications with emphasis on special projects and case studies. Prerequisite: 55.660.

PROFESSIONAL DEVELOPMENT PROGRAMS: NONCREDIT PROGRAMS



The Professional Development Seminars offer continuing education opportunities for the working adult. A variety of short seminars provide current information, supplemental instruction, or innovative techniques for increased professional growth. Through longer seminars and sequenced programs, valuable instruction is available for individuals or businesses seeking to further professional experience and commitment.

PROFESSIONAL SKILLS

UNDERSTANDING THE BASICS OF ACCOUNTING

H. Kent Baker

Accounting has been called the language of business. But it is a language with a special vocabulary aimed at conveying a financial picture. This course provides an overview of accounting for individuals with little or no accounting background and for those who want to review fundamental concepts. Participants in this course will become acquainted with terminology and what financial statements say and do not say. Knowing what financial statements do not communicate can be just as important as knowing what they do say.

During this one session, participants will learn about generally accepted accounting principles, the accounting process, and the major accounting statements. You will also learn how to set up a simple accounting system through several hands-on exercises. If you want to know more about accounting, but can't tell a debit from a credit, this course will be an excellent place to start.

H. Kent Baker, Ph.D., is Professor of Finance at the Kogod College of Business Administration, The American University. He has served as a consultant and trainer in over 300 programs for such organizations as the American Bankers Association, Com-

ptroller of the Currency, the Central Intelligence Agency, and American Telephone and Telegraph. He has published over 100 articles on subjects ranging from accounting and finance to time management and performance appraisal.

COURSE 702 \$65

One Saturday, 9:30am-4:30pm
(with a break for lunch on your own)
February 4

UNDERSTANDING THE BASICS OF TELECOMMUNICATIONS

John D. Hwang

Telecommunications appears to be a complex subject, usually reserved for the technician or engineer. Yet, this technologically explosive area is affecting everyone today. The use of telephones, computers, business networks, data communications, and teleconferences are affected by advances in telecommunications. Recognizing that telecommunications is no longer for specialists, this seminar explores the most important aspects of the subject.

The seminar begins with an introduction to the world of telecommunications by providing the basic vocabulary and concepts. You will learn the relationship of telecommunications to telephones. You will be taught how telecommunications resources and data communications, particularly networking, function. Discussion includes the state-of-the-art in telecommunications, the explosive market, and ap-

CONTRACT PROGRAMS

The American University will work with you to design the kind of training your company or organization needs. Let us know your training priorities. We can bring a degree or certificate program on-site to employees who want to increase their professional skills. Professional Development Seminars help your people put new skills to work.

Contract programs are cost-effective, convenient, and tailored to meet your goals. Our programs combine teaching excellence with active involvement in a corporate center, offering you the expertise and resources to plan effective, comprehensive training.

To find out how your company can capitalize on the unique advantages of Contract Programs, please call the Office of Continuing Education at (202) 686-7582 and ask to speak to a Program Representative.

plications. Specific examples will be presented to give participants a working knowledge of the world of high tech.

John D. Hwang, Ph.D., is a senior executive specializing in telecommunications management and system development. With twenty years of real-world experience in the computer and communications fields, he has authored over thirty articles and edited a book. He is an Adjunct Professor in The American University's Center for Technology and Administration.

COURSE 701 \$80

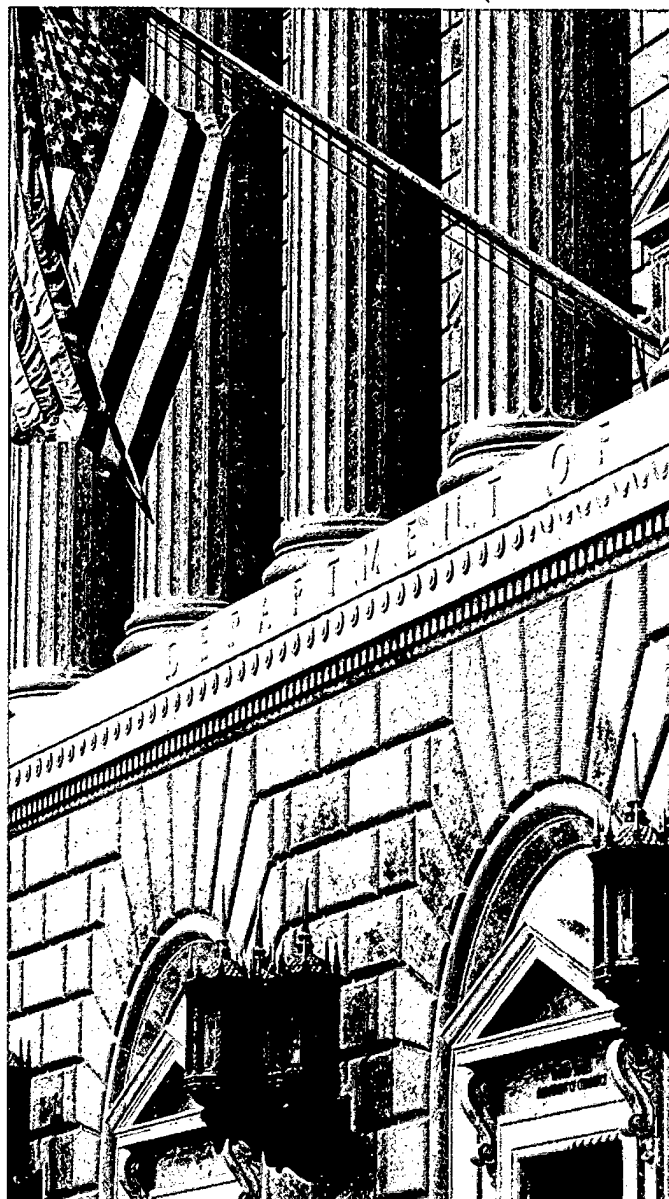
Two Saturdays, 9:30-1:30pm
March 24 and 31

SPRING 1984 □

OFF-CAMPUS CREDIT COURSES BY LOCATION

OFF-CAMPUS CREDIT COURSES BY LOCATION

BMAA	Batiste Martial Arts Academy 7248 Wisconsin Ave. Chevy Chase, Maryland
CCAC	Chevy Chase Athletic Club 5454 Wisconsin Ave. Chevy Chase, Maryland
CENSUS	Bureau of Census Suitland, Maryland
Commerce (Comm.)	Department of Commerce 14th and Constitution Avenue, NW Washington, D.C.
Congressional (Cong.)	The Congressional School 3229 Sleepy Hollow Road Falls Church, Virginia
Crystal City Marriott (CCM)	1999 Jefferson Davis Highway Arlington, Virginia
Gt. Prep.	Georgetown Preparatory School MacKavanagh Hall 10900 Rockville Pike Rockville, Maryland
GTE	12502 Sunrise Valley Drive Reston, Virginia
GFHC	Great Falls Horse Center 10001 Arnon Chapel Road Great Falls, Virginia
Hazleton	Hazleton Laboratories America 9200 Leesburg Pike Vienna, Virginia
HUD	Department of Housing and Urban Development 451 7th Street, SW Washington, D.C.
Mitre	The Mitre Corporation 1820 Dolley Madison Blvd. McLean, Virginia
Mont Gen Hosp	Montgomery General Hospital 1801 Prince Philip Drive Olney, Maryland
MPD	Metropolitan Police Department Training Center 4665 Blue Plains Drive, SW Washington, D.C.
OPM	Office of Personnel Management 19th and E Streets, NW Washington, D.C.
Pentagon (Pent.)	The Pentagon Room 3C147 Washington, D.C.
UMB	United Methodist Building 100 Maryland Avenue, NE Washington, D.C.



RADIO INSTRUCTION

WAMU—FM 88.5

Academic Advisement: Available at the Information Center, McKinley Building Room 153; call 686-2500 for information.

Registration: On campus or at any off-campus location during registration periods. Students may also register by mail, phone or walk-in at the Office of Continuing Education. See page 86 for registration details. Classes begin January 16, 1984.

Energy, Technology and the Human Environment (3)

009.583.56 Sager

Sun. 7:00-8:00 am

□ THE AMERICAN UNIVERSITY

Secret

Secret