WHITE PAPER

POINTS FOR DISCUSSION

A. TRAINING

1. What have we learned from previous reviews who have done well? What sort of approach did they employ that may have been relevant for success?

2. Perhaps we should make a clear definition of "needs" (i.e., what types of applications should we pursue, and in what priority?). Our requirements may in fact specify what type of training (or training modification) are appropriate. Conversely, we should critically examine currently available training procedures and evaluate them relative to what they can be expected to do, what types of applications can they solve? What are their application limits? (see attached chart on "RV applications" for reference to possible RV problem-sets).

Perhaps a matrix like the following could be developed:

	TRAINING METHOD			
PROBLEM SET	A	B	C	... ?
A	+ / 0 / -	-		
B	-	-		

3. What are all relevant issues that need to be considered for viewer selection?
- Viewer Background (associated to problem set?)
- Psychological profiling (type of RV skill, stability, other)
- Personnel preferences (associated to problem set?)
- other (IQ, targeting preference, physical state of health...)

3a. Is it the TRAINING PROGRAM per se, or simply practice, that is important? (what is it we are training for?).

4. Define anticipated training pace, and other particulars (i.e., session times, estimated number of sessions per stage, related activities such as drawing, sketching). How do we know when training is "complete"? How are training sessions evaluated? Does the current training approach limit application to a 'CRV' targeting approach?

5. There is a pressing need to define "operational readiness" criteria (both individual and unit). This must relate to priority of problem-sets, problem-set viewers 'qualify' for, degree of reliability/accuracy.... and various other issues (TRAINING procedures, personal background, ...). This needs to be related to Targeting methods, and possibly other factors.

6. Related to item 5, is a pressing need to define how the transition from "Training (whatever method) to "operations" can occur? Is this instantaneous? How do training programs now available hand-over into the operational world? or do they not do this at all? If so, How are we going to fill that gap, and "operationally qualify" viewers? We need a "program, procedures, set of criteria, problem sets etc specifically for these.

Then, Ditto "finishing training" an apprentice

7. Some possible "operational qualifiers":

(1). "add-in" to training ^phase various types of operational, or "simulated operational" problems, possibly increasing such tasks as training progresses. (or possibly, wait until after "formal" training ends).

(2) Suggested "operational qualifying" package:

a. OPS-A. The real McCoy ... Targets of opportunity.. can be anything .. May be QRT or long-term. Basic data of interest is unknown, though ^other aspects may be known.

b. OPS-B. Simulated problems. For pre-ops "calibration." Examples include various foreign problem sets (possibly from maps, latest photos, others..). The data is basically known (but not known by interviewer), or can be readily found.

c. OPS-C. ^other Simulated problems. A variety of "other" problems can be examined if these problem sets relate to ^potential intelligence applications. Examples include:

c-1: state-of-health (of ^foreign individuals)

c-2: Police case work (limited trials regarding high interest police case work where resolution may be near at hand. There would be "consulting"; ie not made part of anything other than in-house records for evaluation purposes. (ie.. not worked with police..).

C-3: Precognition: can be anything. Examples include "predicting the next terrorist strike"; the next major airplane accident, next major natural disaster (when & where).. such "practice" may improve reliability on certain "OPS-A" problems.

C-4 ~~other~~ Search/track a variety of location problems can be worked.. in local area ..or with known travelers.

(3) above problem sets would/could have a variety of targeting methods (not only those employed in training.

(4) complete ~~Careful~~ records, evaluation procedure, etc are required for these problems/tasks.

(5). all data from about above "problems" must be kept from the intervener.. the intervener only knows the question).. Others (specific individual) provide feedback & evaluation when known (or partially known).

8. Intervener: we need a back-up intervener now.. what if Fred is sick, or TDY?

9, TRAINING SESSION EVALUATION: Need a 2nd (or 2nd & 3rd) parts evaluator: Intervener recommends -- one & other provide final evaluations for all training sessions. Sit & ASAP!

BASIC DATA CATAGORIES	PT'S THAT APPLY (of 36 MAIN CATAGORIES) (36)
1. PRESENCE / ABSENCE	8
2. LOCATION / DEPLOYMENT	20
3. UNIT / FORCE STRUCTURE, COMPOSITION	4
4. TEST / PROGRAM / FACILITY STATUS (~~Current, Projected~~)	12
5. FUNCTION NATURE	12
6. CONFIGURATION / SIZE / CONTENTS	10
7. TECHNOLOGY / SYSTEM CAPABILITIES	15
CURRENT, NEW / PROJECTED / TIMING	
ANAMOLIES, LIMITATIONS / DEFECTS, FAILURES	
8. PEOPLE	4
· DESCRIPTIONS / IDENTITY / ASSOCIATIONS	
· MEDICAL ASPECTS (STATE OF HEALTH, DISEASE)	
10 { Predictive intel	
10. (PREDICTIVE (ALL OF ABOVE) (~~None~~)	ALL
· TIP-OFF / CUEING, CHANGES, NEW ACTIVITY	
· PLANS / INTENTIONS	
11. foreign security DATA (codes..).	(?)
(12) NARROWING DOWN POSSIBILITIES	ALL