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Washington, D.C. 20521

DRAFT

Mr. May is an excellent manager who thinks and plans far ahead. When I assumed charge of the Training Center nearly a year ago, he presented me with a list of some 23 proposed general objectives for the Center for the 69-70 year, (copy attached). The list was wellconceived, thorough and imaginative. It enabled me to size up the situation rapidly and to establish early priorities for staff action. Mr. May continued to think and plan ahead throughout the rating period and presented me with a continuing stream of provocative and innovative ideas for training improvement.

Mr. May established a warm and effective working rapport with subordinate staff, colleagues, and students. He demonstrated a high order of talent for inspiring them into increased efforts. He stimulated their thinking and planning, encouraged sound innovation and fostered increased professionalism in training methodology. The result was a steadily improving set of training courses and an increasingly effective faculty, all stemming largely from the respect, trust, and candid, open communication that he developed.

Mr. May's effective relationships with staff & students is perhaps best illustrated by their tendency to confide in him & seek his advice and support. This occurred not only in regard to operations at the Center, but also with reference to career development and onward assignments. Being a broadly experienced FSO, with a background of service and interest in personnel operation in the Department, he was well-qualified to advise Jr. FSO's & FSR's concerning unusual aspects, opportunities & problems relative to their assignments to CORDS, Vietnam. According to my observations, and to the remarks of these officers, both during training and some months later when I visited many of them in Vietnam, Mr. May's briefing and advice was important, sound, relevant and useful.

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Mr. May's counsel & assistance was also sought by non-State personnel, including large numbers of AID's new junior officers, and both faculty members & students from AID, USIA, CIA and Dept. of the Army.

Departmental & Foreign Service clerical & staff personnel at the Center also looked to Mr. May for job & career guidance. Through his counseling and support, staff morale and productivity were kept at a high level. Experienced, able employees were retained on the Center staff for optimum periods, and their talents were fully utilized by adjusting work assignments.

Administrative experience and competence were among Mr. May's special skills that were particularly useful to the Center. During a period of serious staff & budget reductions incident to PALPA & OPRAL, the Center encountered ~~the~~ critical problem ⁱⁿ coping with burgeoning operational responsibilities. It had to double the number of its courses (creating several entirely new courses) and cope with ~~a~~ radical change in the composition of the student body as the Army increasingly depended on VTC to train its key CORDS field advisors. The Center also had to prepare for a shift of emphasis from training mostly junior FSO's, to mostly mid-grade & senior FSO-FSR's. At the same time, plans had to be devised for ~~quarters~~ ⁱⁿ a new building then under construction which now houses VTC. While not charged directly with administration for VTC, Mr. May voluntarily advised and assisted the administrative Officer (who had no overseas experience) in space utilization planning and in budgeting and financial-planning. As a result, optimum use was made of these new, (but much smaller) facilities in meeting all of the Center's training needs with fullest regard to economies of space, time and motion. Further, Mr. May identified ways of making significant economies in administrative and operational costs generally, especially those involving shared central administrative services from FSI.

Mr. May is a highly dedicated and responsible officer. Because of these attributes

he works extraordinary hard and he meets deadlines. He expects others also to be concerned and responsible. As noted above, his personnel are ~~very~~ productive and they usually meet his high expectations. On the other hand, I believe Mr. May has developed commendable ~~realism and flexibility~~ realism and flexibility. ~~He~~ He recognizes and sympathetically accepts that people may differ considerably in their priorities among responsibilities, both personal & official. He avoids "overloading the circuit" for his staff members.

Mr. May is a disciplined & loyal Officer of the Foreign Service & Department of State. He believes that the Department & the Foreign Service should play a more active role of leadership in U.S Foreign Service Community. Within the parameters of his position here at the Center he has himself epitomized that role of active, innovative leadership. He has worked consistently and effectively to enhance the role of the Department & Foreign Service in expanding joint training efforts under State/FSI aegis, such as this training Center's. The increased Army input of officers into the training for civil advisory functions abroad, and the recently increased State Dept. input of mid-grade & senior officer trainees into the program, are in significant measure attributable to Mr. May's efforts. His persistent propagandizing & persuading, included addressing at various times the Secretary, the Undersecretary for Administration, the DG of the Foreign Service, various Task Forces, and innumerable other individual offices and officers who have an interest in the matter of fostering greater State leadership.

Mr. May is fair. He is concerned that the Center & the Parent Agencies be fair also. This is not just an abstract principle to be applied for the individual officer's benefit. But ^{it is} also for the long-term benefit of the parent agencies. As a result of Mr. May's concern, a number of junior officer trainees who had been given notice of early termination by the Center's Language Division for inadequate performance, had

their cases reviewed and a new probationary period granted. Most of them stayed on to complete the training successfully. This achieved their parent agency's training objective. It also avoided demoralization & alienation of officers who believed, with some reason, that they had been ~~XXXXXX~~ unfairly treated. As a result of the review of these cases, an improved methodology of ratings, warnings, probation and termination was devised. This effectively eliminated for the foreseeable future, the inadvertent inequities which had existed in the system.

Mr. May also worked backward with the available records in an effort to ensure that all Jr. FSC & FSR trainees who attended the Center (both those still in training & those ^{who} were in the field) obtained full & fair consideration of their achievements by the periodic promotion boards. To make this possible, he drafted statistical charts and analytical data concerning the training, training reports and the special hardships and other unusual considerations that related to VTC trainees and which should be given consideration by the Boards in considering Jr. Officer promotions. There is considerable reason to believe that Mr. May's efforts bore fruit. Certainly most of the trainees at VTC felt that their special situation was receiving the attention it merited and that they would therefore probably be evaluated equitably by the Boards. ^{Jr. Officer} And VTC ^{trainees} ~~have received their full share of promotions in recent times.~~

* Mr. May is a positive, "can-do" sort of person. His manifest philosophy is that where there is a need, there is a way to meet it, and he sets out to find a way, usually with success. His basic attitude is one of ^{service and of} meeting the needs of the organization and of his supervisor. He is not one to give or to accept excuses (as distinct from reasons), but takes full responsibility for his assignments and actions.

Mr. May has patience, perspective & integrity. He is loyal to his job and its mission. Although he personally received little recognition from the State Dept. for his extended voluntary service in Vietnam, and it ~~is~~ many years since he had been promoted he nevertheless maintained a very positive view toward Vietnam service. With a large percentage of the VTC student body harboring serious reservations concerning a Vietnam assignment,

Mr. May's put aside his personal disappointments ^{and} ~~gave~~ gave enthusiastic and well-reasoned support for the program. ~~and~~ This was a significant factor in diminishing dissention, discouragement and resignations. He consistently & persuasively maintained that Vietnam advisory assignments were among the most personally-satisfying in the Service. He pointed out that they involved ample and even generous career development opportunities for those who were alert and ambitious enough to use them. He insisted that CORDS jobs offered more possibilities for imagination, initiative, self-fulfillment command and management, and inter-agency co-ordination than was likely to encountered in traditional Foreign Service jobs elsewhere. He affirmed that the task was moral, necessary and ^{one of} the greatest ^{existing} challenges to our ~~political~~ political and managerial leadership on all levels. ~~that existed~~ in the world today. He reassured trainees that their sacrifices and achievements would be appropriately rewarded by their parent agencies, that stories they heard to the contrary were ^{either inaccurate or} ~~the~~ rare exceptions to the rule.

Mr. May played a key innovative & catalytic role in persuading the center's language division to prepare new materials and revise the Vietnamese language training program in order to be more relevant to current field needs in Vietnam. As a result the Center now offers a selection of training "tracks" designed to enable each student to concentrate his learning efforts on ~~those~~ vocabulary and situations that he is most likely to need & encounter in his particular job assignment in Vietnam. Accordingly student interest and motivation, key learning factors, ~~has~~ improved markedly. Trainee field capabilities ~~has~~ improved proportionately and language faculty have become more enthusiastic about teaching, and about the potential & attitudes of their students.

Mr. May is well-organized and a good organizer. He ^{learned}~~obtained~~ and adapted modern public education class scheduling techniques and equipment to the Centers needs. He also developed a system of standard operating procedures to ensure that repetitive operations were handled correctly and consistently with a minimum input of time and energy.

Mr. May delegated authority and responsibility effectively. By giving course chairman full scope for planning and action, he encouraged maximum interest and effort.

^{philosophy} At the same time, by frequent informal discussions, by creating a library on educational methods, and by fostering teaching and public speaking seminars, he promoted their steady improvement in course instruction, content and management. This was effective supervision in the most modern and enlightened sense of the term.

November 3, 1969

1. Coordinate with FSO Basic Training Course content (especially week at Front Royal).
2. Coordinate with AID/VTC week for CORDS assignees.
3. Restructure VTC/Basic Course to include:
 - (a) Early priority emphasis on
 - (1) VN CORDS job. The problem: the responsibilities and opportunities involved.
 - (2) Reward for successful VN CORDS tour (promotion-assignment).
 - (3) Importance of VTC training and performance rating. Relevance of skills involved to tradition F.S. professional operations.
 - (b) More independent study and research.
 - (c) More student contributions and participation in training.
 - (d) More innovative, constructive criticism of existing CORDS programs and U.S. policies on which they are based.
 - (e) More faculty-student personal interactions and counseling.
 - (f) Increased emphasis on political, economic, social and administrative developments.
 - (g) Increased participation in training by
 - (1) Vietnamese nationals.
 - (2) Young returnees from CORDS/VN.
 - (h) 1970 Pacification Program, and
 - (1) Rationale for key elements of program.
 - (2) Rationale for key items left out or de-emphasized.

O/FSI/VTC:JAMay:v