

SECURITY ASSISTANCE MANAGEMENT EDUCATION
FOR
PURCHASING NATION MANAGERS

by

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Since the first offering of a Defense Institute of Security Assistance Management (DISAM) course to international participants in March, 1978, more than 600 students from 56 nations have been awarded DISAM diplomas. Graduates range from non-commissioned to general officers in the military, and from secretaries to secretaries of defense in the civilian grades. Although diverse in grade and cultural background, these students have shared a common objective - TO IMPROVE THE MANAGEMENT OF THE SECURITY ASSISTANCE RELATIONSHIP BETWEEN THEIR RESPECTIVE GOVERNMENTS AND THE UNITED STATES GOVERNMENT. The DISAM team acknowledges the importance of that objective and shares the responsibility of jointly attaining it.

The trend toward country self-sufficiency in security assistance (SA) program administration has not been as pronounced as has been the trend toward self-sufficiency in the operation and maintenance of the materiel transferred under these programs. It is estimated that the U.S. Department of Defense devotes some 23,000 man years annually to our current SA management responsibilities. As SA Programs are projected to grow, and as the backlog of undelivered goods in fact continues to grow, the requirement for additional administrative and management manpower will increase proportionately. If it is our desire to keep the number of U.S. personnel involved in SA management as low as possible, we must pursue alternatives. One alternative is to increase the administrative self-sufficiency of participating countries.

By necessity, much of the workload in administering SA programs must continue to be borne by personnel in CONUS-based agencies. However, the less time required to explain the why, how, when, and where of U.S. systems employed in processing SA articles and services, the more time available for the necessary administrative tasks. In this context, increased emphasis on the SA education of participating nations' managers certainly appears to have merit. Because much of what is done to implement and execute SA programs is virtually "overlaid" on systems and procedures developed for DoD, participating nations require a basic understanding of these systems and procedures prior to adopting them or adapting their own systems to achieve an effective interface. The U.S. Military Departments offer many technical and management courses which can assist nations in

obtaining pertinent information. Students may attend these courses in residence, and some may be completed through correspondence or via mobile training team modes. DISAM is an additional DoD source of SA and applied management information. Although not currently available through correspondence, DISAM does offer courses to foreign students in both the in-residence and mobile training team modes.

Countries desiring training that is technical in nature, and/or that which focuses on specific topical areas, would be best served by obtaining such training from U.S. military department courses listed in the various training catalogs, publications, and manuals of the three military departments. Should countries desire training which is more general in scope but which provides an overview of the process, rules, procedures, and methodology of dealing with the United States in security assistance programs, the Defense Institute of Security Assistance Management courses are designed to meet these objectives. U.S. representatives assigned to Security Assistance Organizations (SAOs) at our overseas locations should assist their country counterparts in ascertaining the type of training most appropriate for that country's requirements.

Once the type of training is selected, the country must determine the most appropriate mode whereby that training will be received. The mode of selection may be subject to a number of variables such as:

- A. The number of students to be trained
- B. Course entry requirements
- C. Availability of courses/quotas
- D. Time criticality
- E. Training budget constraints
- F. Other

Using the variables above and DISAM as the course selected, a scenario may appear as follows: FMS Country X is currently engaged in a security assistance relationship with the U.S. A major weapon system sale is pending and the country desires that a minimum of 25 of its middle managers obtain a familiarization of SA through DISAM training. The country desires that all proposed trainees receive the training prior to the anticipated delivery of the weapon system (25 months hence). The country can make \$77,000 available for the training during this period. The following approximations of training costs per student are illustrative:

A. Roundtrip Airfare	\$2,000.00
B. DISAM Tuition (FMS)	3,100.00
C. Living Allowance @ \$40.00/day	800.00
Total per student cost	<u>\$5,900.00</u>

A few quick calculations reveal that with the available training budget (\$77,000), Country X can train only one-half of the desired number of personnel ($13 \times \$5,900 = \$76,700$) in the two-year period by sending the students to in-residence courses (assuming, of course that quotas can be obtained for the students).

Country X now decides to analyze the other available training mode--the mobile training team. The following analysis is developed:

Can a mobile training team be made available during the next 25 month period? Probably, yes.

How many team members? Four, for a basic middle-management course; and by adding one additional team member, an executive level course also can be taught concurrently with the basic course.

How many students can be accommodated? A maximum of thirty students in each class (sixty total) is recommended.

How long is the MTT course? 10 class days for the basic course, $4\frac{1}{2}$ days for the executive course.

Are the same subjects taught as in the in-residence course? Basically, yes. There are some guest speakers eliminated from an MTT curriculum, but all topics are addressed.

What must be paid for?

- A. Team Transportation
- B. Team salaries and living allowances
- C. Course Materials
- D. Materials transportation

What will the cost be? Approximately \$55,000.

If more than 25 students attend, what is the cost increase? The cost of additional materials and the transportation of those materials are approximately \$150.00 per student.

Therefore, if Country X were to select a MTT of five instructors, and enrolls 25 students in the basic course and 10 in the executive course, the cost per student would be approximately $\$56,500 - 35 = \$1,615$ (this assumes no in-country living allowances and travel costs are required for the students).

Cost per student may not and should not always be the priority consideration in selecting the mode of training. There are other advantages and disadvantages to selecting a mobile training team over in-residence training:

Advantages

- Country specific examples may be used during the course of instruction.
- A wider base of skills and experience among the students provides for practical discussions from various points of view.
- Homogeneity of external influences (budget cycle, laws, procedures, planning cycles, etc.).
- Courses may be tailored to emphasize specific subjects, at the country's request.

Disadvantages

- No direct student exposure to the U.S. system, environment, media, etc.
- Little if any exposure to the problems and situations experienced by other countries.
- Tendency toward "part-time students" (students required to perform day-to-day tasks at their offices while attending the course).

As countries are expected to play an expanding role in the administration of their respective programs (during a period when U.S. Security Assistance Organizations overseas are actually or relatively pared down), the requirement for more trained managers in the purchasing nations' cognizant departments gains added significance. One direct result of a country assuming more management responsibility will be the proportionate time--or time delta--which then becomes available to U.S. managers (who previously performed those tasks) to be devoted to other increasing CONUS workloads. Concurrently, one can expect fewer country queries to be generated when practical knowledge increases in-country, thereby creating an additional time delta for U.S. SA managers.

If the premises above are completely or even partially valid, it is contended that the concept of the "marginal dollar" can be transposed

to "the marginal training hour;" that is, an hour spent training purchaser managers to become self-sufficient is worth significantly more than an hour spent training ten U.S. managers to "assist" the country in managing the same program.

In summary, the methodology used in this brief article has purposely been general in nature and heavily slanted toward DISAM. The purpose is not to "sell DISAM"--the purpose is to emphasize the marked differences which may exist among the training alternatives available to security assistance participating nations and how we can assist these nations in making their training decisions. An ancillary purpose is to provide some "food for thought" for those of us who may be tempted to disdain the use of scarce resources for the purposes of educating and training other than U.S. DoD personnel. If we are serious about our friends and allies attaining self-sufficiency, it must be recognized that administrative and management functions require attention on a similar plane as is devoted to operational and technical training. These "marginal training hours" may provide pleasant dividends.

ABOUT THE AUTHOR

Major (Lt Col selectee) Gerald A. Christenson, USAF, joined the DISAM faculty in October, 1978, and serves as the Program Manager for all DISAM Foreign Purchaser Courses. Major Christenson has also served as the DISAM Mobile Training Team Chief for purchaser courses conducted in Australia and Kenya. He holds a Master of Science degree from the Air Force Institute of Technology, and has had extensive practical experience in Air Force materiel management and logistics planning.