

The shift to the new performance-oriented emphasis is also illustrated in the work that has been completed on the development of a Learning Performance Framework for In-Canada Students and Trainees. An extensive review of the needs of this group resulted in the establishment of a framework that provides guidance to CIL trainers both in measurable learning outputs at the end of training and observable performance in the work/training setting.

Twelve performance categories were identified such as knowledge of day to day functions (i.e. transportation, banking); adaptation to cultural differences; language skills, negotiation/problem solving; adaptation of learning/teaching styles, etc. Taking the latter as an example, learners at the end of the learning session would be expected to demonstrate that they can formulate a realistic plan of study or skill transfer; identify possible constraints in transferring learnings to the home country context; identify key differences in learning and teaching styles in Canada and the home country and develop strategies to work effectively with the differences.

Given that the learners have achieved the above, they would be expected to demonstrate in the work/training setting that they can, for example, follow through on a plan of study; achieve passing grades, complete assignments, utilize their work/study supervisor appropriately when needed, etc.

Over the next few years the Centre will progressively implement this more rigorous approach to defining needs and specifying expected outcomes. Clients will increasingly be able to see the link between the cost of services offered and the benefits of improved performance.

#### **Future Directions**

The Centre's priority objectives for 1998-1999 are to:

Implement an organizational and supplier strategy to maximize CIL operations and to ensure the provision of the highest quality products and services at the lowest cost;

Undertake an applied research project which will contribute to the intercultural field by defining the knowledge, skill and behavioural requisites of an interculturally effective individual;

Launch an Internet-based product line which supports intercultural learning and reaches a large audience; and

Develop a business development strategy for expanding the Centre's client base.

The longer term objectives (1998-2001) are to:

Be recognized as a first class provider of intercultural services and products;

Be recognized internationally as leaders in performance-driven intercultural solutions;

Develop an entrepreneurial, client-centered, cost sensitive, innovative culture;

Meet the business development targets as established in the business development strategy; and

Provide clients with cost-benefit assessments of the Centre's program.