

Level 2 Evaluation - Learning

Assessment at this level attempts to determine the extent students have advanced in skills, knowledge or attitude. Measurement at this level is more difficult and labourious than level one. Methods range from formal to informal testing to team assessment and self-assessment. If possible, participants take the test or assessment before and after training to determine the amount of learning that has occurred. CFSI evaluated 70% of courses at this level in FY 2001-2002, including all language courses.

Level 3 Evaluation - Transfer

This level measures the transfer that has occurred in learners' behaviour due to the training program. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge or attitude being used in the everyday environment of the learner? It is typically done six months to one year after the course.

Four CFSI courses as well as the Social Integration and Professional Proficiency foreign language programmes were evaluated at level 3. The results indicate that the majority of employees learned, used and retained the skills taught. For the LES in-Canada training approximately two-thirds of participants and the same proportion of their supervisors rated the courses "very relevant" with all remaining respondents rating it "relevant". These quantitative findings were supported by comments from supervisors who spoke of their LES employees' increased effectiveness in performing their duties.

Level 4 Evaluation - Results

Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can appreciate - increased production, improved quality, decreased costs, etc. From an organizational perspective, this is the overall reason for a training programme. This level of evaluation is very rarely seen. SIE on behalf of CFSI is conducting a level 4 evaluation of the LES in-Canada programme with a target completion date of Summer 2002.

CHAPTER 4 - A Look Forward

To remain effective, DFAIT has to attract and retain people with talent. Learning is a key component for reaching this goal.

Support for learning ranked among the top three factors for joining the Public Service by young recruits in a survey on reasons for considering a Public Service career, taken during the 2000 Youth Summit.

Demographic Challenge

There will be a considerable turnover in the executive ranks at all levels in the next ten years. In DFAIT, 59% of current executives will be eligible for retirement by 2010. Feeder groups to the executive category face lower but still significant retirement rates. This will transform the composition of the management cadre. People will move more quickly through the ranks and will need the knowledge and skills to manage complex work units and issues. This points at a growing demand for management development activities by CFSI.

Priorities/Objectives for 2002-2003

Executive Committee's decision to strengthen the learning function allows CFSI to implement a range of new activities. In particular, CFSI has begun to work on:

- ▶ Defining a Resource Management Training Curriculum.
- ▶ Initiating a number of new activities to support the Modern Management Agenda. This includes more DFAIT managers participating in specific CCMD courses and more emphasis on training managers for their roles and responsibilities.
- ▶ More training in support of the Department's policy capacity, including staging several senior policy seminars.
- ▶ More distance learning and utilisation of new technologies that support learning.
- ▶ More professional proficiency foreign language classes.

The recently announced departmental Learning Policy entails enhanced learning promotion responsibilities for CFSI and for individual work units. CFSI has initiated a program of working with the branches on establishing learning plans, as well as staging more learning events. Examples of this have been highly effective learning projects undertaken by the Europe Branch and with the Africa and Middle East Branch. A new project is being pursued with the International Business Development Branch to develop learning opportunities in the area of Science and Technology. In line with the Learning Policy, a report focussing on learning (in addition to activities related to training) will become an integral component of CFSI reporting next year.