



Lucille Lacelle and the heart of the Virtual Campus.

Ms. Lacelle's first task was to design a standardized template for courses on the Campus. The Virtual Campus had to be user-friendly, flexible and both interactive and effective.

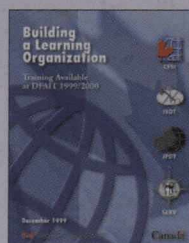
Today, as Virtual Campus manager, Ms. Lacelle has to translate pedagogy into a web-based medium, working with the training managers, the DFAIT branch involved in the training program, and with the subject matter experts who develop each course. Classes are kept to a maximum of 25 learners to each instructor. A student need only log in to start learning.

Ms. Lacelle is waiting for technology to allow her Virtual Campus to offer sound and video. She is currently designing courses that will use a combination of Virtual Campus training as a complement to classroom-based components.

Ms. Lacelle has other projects underway. "I want the people who come together virtually to feel part of a team," she says, and she is working on developing networking around the world with course participants. "I hope people will find mutual interests and help each other."

Spouses do not have access to the Intranet but may wish to take Virtual Campus courses. Ms. Lacelle is working on this. "We want to offer training opportunities to spouses via the Internet," she says.

The Virtual Campus can be reached through the CFSI Intranet site or by phoning 944-0743. Courses currently offered range from languages to Security of Information to Introduction to Octel (phone messaging). Courses under development include Introduction to Sustainable Development, Trade Policy and Market Access, and Occupational Safety and Health.



#### DFAIT Training Calendar Available

at [HTTP:\intranet.lbp\cfsi\calendar.htm](http://intranet.lbp/cfsi/calendar.htm)

Various training centres within the Department of Foreign Affairs and International Trade have collaborated to produce a DFAIT training calendar. It provides information on all known training currently available in the Department and the applicable policies. It also indicates where to go for more information as well as how to sign up and obtain approval. It will be published twice yearly. Copies of the training calendar are available from CFSM (944-5219 or at A4-242 of the L.B. Pearson building), or it can be accessed electronically through CFSI's intranet site.

#### DID YOU KNOW:

A record number of 3,567 DFAIT training sessions were given between April 1 and November 20, 1999.

## Public Service Survey

*DFAIT Responses Diverge from PS*

A survey of Public Service employees concerning their workplace was conducted in May 1999. The results of this exercise were released in November. The highlights of Departmental results are as follows:

DFAIT responses were consistent with the rest of the Public Service on two-thirds of the questions.

DFAIT responses were **more favourable** along the following themes:

*Empowerment* : Employees feel they have a say in decisions and actions that impact their work, and take initiative in their work.

*Selection Process within Work Unit* : Employees perceive fairness and good job/person fit in the selection of people in their work unit.

*Goal Alignment* : Work unit goals are well-understood and consistent with Departmental goals.

*Effective Information-Sharing* : This was observed specifically among work units.

*Client Service* : Responses indicate that employees are proactive in asking clients about their needs and expectations and show flexibility in meeting client needs.

*Clarity of Direction* : Employees believe they are capable of explaining Departmental direction to others.

*Recognition* : 78% of respondents indicated that they recognize others for work well-done.

DFAIT responses were **less favourable** along the following themes:

*Workload* : Volume is viewed as unreasonable and more paid and unpaid overtime is reported by DFAIT respondents. There is less perceived flexibility in achieving work/life balance (this question was still positively rated by 73% of respondents). Quality issues were also raised because of a lack of resources and unreasonable deadlines.

*Classification* : Perceived inequities in classification were cited.