

Highlights

- ◆ **Overall 54% of DFAIT employees are satisfied with the Department's commitment** and efforts towards training and development, an increase of 5% over last year and 15% over 2000. The gap of 16% between Missions' and Headquarters' satisfaction rates, with a lower rating from Missions, has decreased to 8% from 2001 to 2002.
- ◆ **63% of employees are well informed about learning opportunities.** This represents a 10% increase over 2001 and a 21% over 2000. Improvements have been registered for both Missions and Headquarters but there continues to be a lag by Missions of roughly 25% as compared to Headquarters. LES employees are twice as likely to believe they do not get sufficient information about learning opportunities.
- ◆ **67% of employees polled have taken part in a training activity.** There has been an increase in LES reporting having a learning experience - from 41% in 2000, to 55% in 2001 and 56% this year. There has been relative stability in the Non Rotational community, 77% in 2000 to the current 74% and a decrease in the Rotational community, from 83% in 2000 to 68% for the current period.
- ◆ **48% of employees feel they have access to learning opportunities.** The Department demonstrates a 13% improvement since 2000, +11 in Missions and +9% at Headquarters. Thirty-six percent of LES agree they can access the training they need, a 6% increase over last year, but still close to 20% behind Rotational and Non Rotational employees. There continues to be a significant demand for access to external learning opportunities, with 59% of staff believing that this need is not being met (69% of LES and 53% for both Non Rotational and Rotational employees). Some employees expressed the need for more advanced or specialized courses.
- ◆ **68% were satisfied with the quality of the training in DFAIT,** a 14% increase over last year. Rotational staff lead with a satisfaction rate of 62%, followed by Non Rotational staff at 58% and LES at 54%.
- ◆ **Employees want more guidance** on job and career development, notably from their managers and in a structured or planned approach. They want assistance in selecting training related to both their current job and for the purposes of career development. The percentage of staff who are informed of learning opportunities by their Manager has declined annually from 34% in 2000 to 29% in 2001 and to 27% this year.
- ◆ **Employees learn of training and development opportunities** through (some respondents identified more than one option):
 E-mail messages (76%) CFSI Intranet site (37%)
 Manager (27%) CFSI course calendar (28%)

- ◆ **Employees prefer to learn of training and development opportunities** through (some respondents identified more than one option):
 E-mail (86%) Manager (45%)
 Course calendar (36%) CFSI Intranet (41%)
- ◆ **87% of staff identified barriers to accessing training** as follows (some respondents identified more than one barrier):
 Work demands (64%) Financial constraints (36%)
 Management (16%) Other (14%)

Evaluation of Training

Employees evaluate courses they receive and have an opportunity to comment on the content, delivery and benefits of the training. CFSI assesses the effectiveness of training using the four-level model developed by Donald Kirkpatrick. According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.

Level 1 Evaluation - Reactions

Evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? Will the training help them perform their duties? CFSI measures this by providing each participant with a questionnaire at the end of the course. Each respondent answers questions and identifies if they agree with specific statements. CFSI uses a scale of 1 (negative) to 5 (positive). Evaluation results provide valuable information for the improvement of a training program. Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

Level 1 evaluation were conducted on all of CFSI courses and yielded a result of 4.35 or 87%. The following represents a breakdown by programme.

Core Skills	4.40	Intercultural Training	4.43
Financial Management	4.26	International Business Development	4.26
Foreign Language Training	4.63	Int'l Security & Cooperation	4.02
Human Resources Management	4.32	Learning Events	4.55
Integrated Management System (IMS)	4.49	Management Development	4.43
In-Canada LES Programme	4.31	Official Languages	4.63
Information Management & Tech	4.47	Public Diplomacy	4.20
		Trade & Economic Policy	3.82