

or due to a lack of supervisory skill. These criticisms were mainly directed at the initial probationary period in Ottawa though in some instances the same kind of observations were made about the first posting abroad.

196. Dr. Jackson's research study presents this kind of evidence in quantitative form, together with illustrative quotations. In the course of their individual interviews with the project consultants, officers in the project group were asked the question "How could training in the Foreign Service be improved?" Tabulation of the answers to this question given in Chapter VI of the Jackson Report indicates, for instance, that:

30.7% of the officers said that improved communications at the junior officer-supervisor level were required;

22.8% of the officers called for a decrease of clerical duties performed by FSOs in favour of increased responsibility in their assignments.

197. Previous studies we have cited above have also identified a need for an improved apprenticeship programme. In his report of October 1962, Mr. Archibald Day strongly criticized the then existing "on-the-job" training which he referred to as "an unplanned series of stop gap placements". He urged a change in emphasis from that of regarding this training as "production" or "keeping the Department running" to "training for overseas service". In addition he set out a number of specific proposals generally in line with those we have set out.

198. The work analysis also singled out these early years of assignments as the critical ones in the development of foreign service