

doc
CA1
EA
94C12
ENG

DOCS
CA1 EA 94C12 ENG
Canadian foreign service institute
: business plan 1994-1995. --
43268476

b 25 70506 (E)

Institute Business Plan 94-95, Version 1.0, June 7, 1994.

Dept. of External Affairs
Min. des Affaires étrangères
SEP 22 1994
RETURN TO DEPARTMENTAL LIBRARY
RETOURNER A LA BIBLIOTHEQUE DU MINISTERE

CANADIAN FOREIGN SERVICE INSTITUTE
BUSINESS PLAN, 1994-1995

43-268-476

PREFACE

This Business Plan is a record of accountability between the Canadian Foreign Service Institute (the Institute) and the Assistant Deputy Minister of Personnel and the Deputy Ministers of the Department of Foreign Affairs and International Trade (DFAIT). Resources are made available by Program Management Board to the Institute to achieve specific results. The definition of these results, the mechanisms to manage the Institute and the specification of the indicators of achievement form the core of this Business Plan.

The start of the 1994-1995 fiscal year marks the second anniversary of the Institute. A review of achievements in the first two years of operation is included in this plan.

The Business Plan is an annual publication that is maintained and published under the authority of the Dean of the Institute.

R.H. Graham Mitchell
Dean
Canadian Foreign Service Institute

TABLE OF CONTENTS

PREFACE	i
TABLE OF CONTENTS	ii
EXECUTIVE SUMMARY	iv
PART I: PERSPECTIVE ON THE INSTITUTE	1
1. MANDATE:	1
2. VALUES AND OPERATING PRINCIPLES:	1
3. THE LEARNING VISION:	1
PART II: THE PAST: A TWO YEAR REPORT	3
4. ROLE OF THE INSTITUTE:	3
5. ACCOMPLISHMENTS:	5
PART III: THE PRESENT: ENVIRONMENT TRENDS	7
6. TRENDS IN THE FOREIGN SERVICE ENVIRONMENT	7
7. TRENDS IN THE INSTITUTE'S ENVIRONMENT	9
8. THE INSTITUTE'S BUSINESS SEGMENTS	10
9. A DEFINITION OF EXCELLENCE IN OUR BUSINESS	11
PART IV: THE FUTURE: THE NEXT THREE YEARS (1994-95-1996-97)	14
10. IMMEDIATE NEEDS	14
11. BRIDGING OUR GAPS TO EXCELLENCE: A 3-YEAR PROGRAM	16
12. ACCOUNTABILITY - OUR ORGANIZATION:	20
13. CLARITY OF GOALS - OUR WORK STRUCTURE:	20
14. OUR DOCUMENTATION:	20
15. FINANCIAL PLAN:	21
Institute Reference Levels chart 1991-1996	22
16. OUR PROGRAM MANAGEMENT	23
17. CONCLUSIONS AND RECOMMENDATIONS:	26
INDEX OF BUSINESS PLAN	Index - 1
APPENDICES:	
A) DEAN'S OFFICE AND ADVISORS PROJECT PLAN	
B) FELLOWS PROGRAM PROJECT PLAN	
C) MANAGEMENT SERVICES PROJECT PLAN	

TABLE OF CONTENTS (continued)

- D) LANGUAGE SCHOOL PROJECT PLAN
- E) PROFESSIONAL SCHOOL PROJECT PLAN
- F) HUMAN RESOURCES PLAN
- G) DFAIT TRAINING BUDGET
- H) MANAGEMENT INFORMATION PLAN (To be developed)
- I) COMMUNICATIONS STRATEGY AND THE INSTITUTE POLICY ON RELATIONS
WITH OTHER ORGANIZATIONS
- J) INSTITUTE SERVICE STANDARDS
- K) INSTITUTE DOCUMENTATION (To be developed)

INDEX

EXECUTIVE SUMMARY

The Canadian Foreign Service Institute (the Institute) Business Plan is presented to the Program Management Board as a definition of the mandate (p 1) and the accountability of the Institute (p 5); and as a report of accomplishments since its creation.

The Institute ensures the provision of relevant learning activities, and organization development advice and services, to meet the needs of management and employees of the Department of Foreign Affairs and International Trade (DFAIT). The Institute also provides, on a cost recovery basis, training services to other clients with involvement in the conduct of Canada's international relations.

The Institute has been in operation for two years and has provided official language training, foreign language training, individual staff training, branch functional training, individual development training and career training. The Institute also provides organization development services and operates the Fellows Program.

In response to changes in the world and in the department's role and policies (p 7), the Institute must maintain programs relevant to the needs of its primary clients: the Deputy Ministers and the Assistant Deputy Ministers. The budget limits of fiscal 1994-95 however have forced choices. Needs identified by managers will not be met, (\$2.5M worth, 25% of identified needs) (appendix G).

This Business Plan is prepared and communicated to the staff of the Institute as a vehicle to promote the vision of the Institute and to establish a common, coordinated process to achieve this vision and meet our service standards. The list below highlights part of the Institute's goal for the 1994-95 fiscal year. A comprehensive list is available in the Project Plans (appendices A-E):

- a) implement a comprehensive mid-level foreign service and non-rotational officer group (FS-2 and equivalent) training program ready to start in October 1994 (p 14 and p E-3),
- b) implement a distributed training management system (TMS) for course registration (p C-3),
- c) publication of a DFAIT training policy manual, by September 30th, 1994 (p A-4),

Executive Summary (continued)

- d) holding of six Dean's Seminars on Best Diplomatic Practices (p B-3),
- e) organization of a colloquium on best Foreign Service management practices (p B-3),
- f) devolution of training application approval authority to branches for foreign language training at mission, branch staff training and branch mandate training (p C-2),
- g) provision and maintenance of a training program for Communicators and other DFAIT employees subject to the workforce adjustment directive (p E-3),
- h) research and submission of a paper on human resources strategy in support of the personnel branch internal organizational review (p B-2),
- i) increase in the Language School efficiency in advancing DFAIT foreign language proficiency, with emphasis on increasing the number of students by class,
- j) completion of a pilot project to determine the efficacy of a new language training methodology with potential to significantly reduce the duration of language training (p D-6),
- k) delivery of a heads of mission training program (p E-3),
- l) prepare a needs analysis for training in area studies and inter-cultural communications (if funded, see "d" on page vi, 26) , and
- m) implementation of an electronic training catalog (p C-3, E-3).

Actions required of the Program Management Board

This Business Plan is submitted to the Program Management Board to obtain:

- a) confirmation that the Program Management Board accepts the Institute mandate and general direction proposed in the Business Plan.
- b) agreement on the proposed allocation of 1994-95 funds among foreign

Executive Summary (continued)

language training, official language training, career programs, branch staff training, and branch mandate training, per appendix G recommendations or as modified by the Program Management Board,

- c) agreement on the proposed Human Resource Plan of the Institute, including the replacement of 11 contract positions and one term employee with 10 indeterminate FTEs,
- d) approval by the Program Management Board to lend \$150K from the Program Management Board reserve to undertake the analysis of the training needs in area studies and inter-cultural communications. The loan would be repaid largely with the 93-94 carry forward.

Office of the Dean	Fellows Program	Mgmt Services	Career Program
\$158K	\$50K	\$550K	\$2093K
104% of 1993-94	spent \$0 in 1993-94	76% of 1993-94	90% of 1993-94

Branch staff training	Branch functional training	Foreign language training	Official language training
\$1315K	\$1035K	\$2400K	\$650K
101% of 1993-94		102% of 1993-94	95% of 1993-94

Budget Recommendation = Reference = \$8251K

CANADIAN FOREIGN SERVICE INSTITUTE BUSINESS PLAN, 1994-1995

PART I: PERSPECTIVE ON THE INSTITUTE

1. MANDATE:

The Canadian Foreign Service Institute (the Institute) ensures the provision of relevant learning activities, and organization development advice and services to meet the needs of management and employees of the Department of Foreign Affairs and International Trade (DFAIT) and, on a cost recovery basis, provides training services to other clients with involvement in the conduct of Canada's international relations.

2. VALUES AND OPERATING PRINCIPLES:

The values of the Institute are: relevance, service orientation, professionalism, cost effectiveness, effective communication, leadership, and a shared vision.

These values are applied at the Institute by way of the following operating principles. Our work supports DFAIT foreign policy mandate. We are responsive to our clients' requirements. We care about details. Development and training of our staff to the highest standard is a priority and we provide them with challenging opportunities and recognition. Services are provided competitively including full cost recovery of services to non-departmental clients. We maintain vertical and horizontal communication, both internal and external to the Institute. We are committed to promoting teamwork through a shared vision of the role of the Institute.

3. THE LEARNING VISION:

The Canadian Foreign Service Institute will be the Canadian centre of excellence for training in the conduct of international relations and in the delivery of foreign language programs. The Institute will be the primary source of advice and training in leadership, management and organization development within DFAIT. The Institute will make a meaningful contribution to departmental and public service management through a clear and unique role, recognized both in Canada and abroad. In cooperation with DFAIT management, the Institute will generate long-term policy for human resource, organization and management development. The Institute will be an instrument of foreign policy, a vehicle through which Canada communicates its values and influences others.

PERSPECTIVE ON THE INSTITUTE

Relevance

Our work supports DFAIT Foreign Policy mandate.

The Canadian Foreign Service Institute ensures the provision of relevant learning activities and organization development advice and services to meet the needs of management and employees of the Department of Foreign Affairs and International Trade (DFAIT) and, on a cost recovery basis, provides training services to other clients with involvement in the conduct of Canada's international relations.

Professionalism

Development and training of our staff to the highest standard is a priority.

Service Orientation

We are responsive to our clients requirements.

The Canadian Foreign Service Institute will be the Canadian centre of excellence for training in the conduct of international relations and in the delivery of foreign language programs. The Institute will be the primary source of advice and training in leadership, management and organization development within DFAIT. The Institute will make a meaningful contribution to departmental and public service management through a clear and unique role, recognized both in Canada and abroad. In coordination with DFAIT management, the Institute will generate long-term policy for human resource, organization and management development. The Institute will be an instrument of foreign policy, a vehicle through which Canada communicates its values and influences others.

Effective communication

We maintain vertical and horizontal communication both internal and external to the Institute.

Cost effectiveness

Services are provided competitively including full cost recovery of services to non-departmental clients to ensure strict accountability for departmental funds.

Leadership

We provide our staff with challenging opportunities and recognition.

Shared Vision

We promote teamwork through a shared vision of the role of the Institute.

PART II: THE PAST: A TWO YEAR REPORT

4. ROLE OF THE INSTITUTE:

In March 1991, the Management Committee of External Affairs and International Trade Canada approved the creation of the Institute. As the primary vehicle for upgrading the capacity of all those involved in the conduct of Canada's international relations, the Institute was designed to complement, not duplicate, other government and private sector institutions. Therefore the resources requested in June 1991¹ to establish the Institute addressed needs not being met by the Training and Development activities of the department. It suggested a multi-year plan for establishing an on-going, adaptive, high quality training function embedded in a human resources management strategy that could eliminate shortfalls to the competence requirements of DFAIT positions.

We were instructed to design and implement training that would instill the many different types of skill and knowledge our employees need. There was need for a deep and solid foundation. DFAIT relied for a great many years only on the high quality of our recruits and the varied experience their assignments gave them. The department continued to rely on these factors long after other foreign ministries, other government agencies and the private sector recognized the need for continuous learning to keep their employees abreast of new knowledge and to sustain organizational effectiveness. The training we designed, therefore, had to address these shortcomings as well as the traditional and new components of our employees' job packages.

We had, in addition, to design appropriate training for every employment level and category in the department, from clerk to head of mission. Not only was this a large undertaking; it also presented us with a problem of methodology. Experts in the field of adult education are not generally familiar with the work of foreign service employees; conversely, our colleagues are not trained teachers.

Our solution was to harness the two types of expertise: the Institute uses outside specialists to prepare the needs analysis for each category of training, but asks a cross-section of departmental people to confirm the analysis; the Institute hires outside trainers to prepare and deliver courses, but ensures they use departmental

¹ Personnel branch memorandum to Program Management Board, *Resource Allocation to establish the "Canadian Foreign Service Academy"*, Peter F. Walker, ACB 351, June 24, 1991.

employees as subject matter experts.

The principal organizational units of the Institute are the Office of the Dean, the Professional school, the Language School, the Fellows Program and Management Services. We are, in 1994, operating within a budget of \$8.2M (not including salaries) which is centrally coordinated by the Institute and divided between the Institute units and DFAIT training programs.

DEAN'S OFFICE					
Professional School			Language School		Fellows Program
Branch staff training	Branch functional training	Career training	Official language training	Foreign language training	Fellows Program

Training Program Accountability

The Institute has 40 FTEs in its budget. Although most positions are staffed, it will continue to operate with a mix of indeterminate and term personnel for the foreseeable future.

Contrary to what many people think, the Institute is not the only body responsible for training. Managers must tell us what their staffs need to know. Managers, DGs and Directors are the judges of what abilities need to be sharpened to improve the efficiency of their operations. The Institute's responsibility is to support and assist managers with the highest quality, most cost-effective training services possible for the funds allocated by the managers to this purpose. Once the needs and resources are identified, we can go to work.

5. ACCOMPLISHMENTS:²

The Institute was formally inaugurated on October 1st, 1992 and the first set of new courses began the following day. There were two main parts: a **one year development program for entry-level officers** with a balance of classroom and on-the-job training during the probationary year; and a **skills-enhancement program for Administrative and technical staff**. These two programs involved the creation of over **60 new courses**.

As the year progressed, we fine-tuned the existing courses for **supervisors, deputy directors and directors**. We thoroughly revamped the **leadership colloquium for directors and DGs**, and transformed the **training course for heads of mission**. In each of these we sought to transmit not only the relevant job skills but also a more effective understanding of personnel management, of leadership and of ethical responsibility.

In the Language School we conducted a need analysis on which our new curriculum is based. We introduced **proficiency testing** to measure competency in eight foreign languages. We improved our intensive **training programs in German, Italian, Portuguese, Korean, Japanese, Mandarin, Arabic, Spanish and Russian**. We also developed an immersion program for **advanced-level Spanish**, specifically tailored to the department's needs, in Cuernavaca, Mexico. We restructured the format of the maintenance course.

In the area of official languages, we introduced 10 specialized training modules to improve **writing, negotiation and other relevant skills**.

In June, 1993 we added another building block to the structure when we began to offer the **junior career Program**. This is for FS-1s already in the department and is a modified version of the entry-level program.

The new training was targeted to groups and levels, ie. all FS-1s or all secretaries or all directors, and is geared to the common elements of those positions.

A great deal of other training also goes on in the department but is related to the specific tasks of a particular branch. We call this **branch mandate training** and examples of it are the consular training delivered by the "J" branch, or the win-export

² This section is in large part an adaptation of a presentation by the Dean of the Institute to DFAIT Management Committee, January 1994.

training in the "T" branch. The Institute funds these activities, and our training specialists work very closely with the branch training centres, but the main operational responsibility is delegated to the branches.

In March 1994, a process was begun to provide the branches with increased authority over the management of their training funds. We provided all branches with a set of training encumbrances they can allocate at their discretion. We will continue to adjust and optimize the process, and to brief the users of this process.

The main achievement of the Institute's first year was the fitting up and opening of our main campus, the **Bisson Centre** in Hull. This handsome facility has drawn very positive reviews from all those who have used it and has become a popular place to hold meetings of all kinds. The inauguration of the Institute, the official opening of Bisson and a contest to choose a logo for the Institute provided us with opportunities to communicate our key messages about learning and professional development to departmental employees.

News of the Institute's creation has spread beyond the department. We have received requests from other government departments, from provinces and the private sector, and from a number of foreign governments to include their employees in our programs. Our response has been cautious and will remain so until our programs are more fully developed. We have accepted officers from Immigration, from **CIDA, Revenue Canada, Natural Resources, RCMP, Customs and Excise, Agriculture, OCDE, High Commissioner for Great Britain and New Zealand** in appropriate courses, and have provided information on our methodology to several foreign countries.

The most significant collaboration with other organizations has been in the foreign language field. We have negotiated an agreement with **CIDA** to provide foreign language training to their employees, and are currently negotiating a similar agreement with the **Department of National Defence**. Our position in both instances has been that services to others must be on a full cost-recovery basis so that there is no diminution of service to our internal clients. Moreover, we believe it will be possible to achieve cost savings for our own program.

One aspect of the Institute's work that is not yet very well known is assistance to managers in improving individual and organizational effectiveness within a work unit. We think of this as bringing the classroom into the office. We have undertaken several projects in this area in the past year, including four at posts, and believe the demand for this service will grow as managers become aware of its availability.

PART III: THE PRESENT: ENVIRONMENT TRENDS

6. TRENDS IN THE FOREIGN SERVICE ENVIRONMENT

The training and professional development provided by the Institute must be directly relevant to the work of the department and the needs of its employees. This imposes on us a duty to monitor carefully the changes occurring in the management of Canada's international relations and to ensure that these changes are reflected in our programs. We see changes of significance to the department, and therefore to the Institute, occurring on three levels.

a) Managing the Issues

Communications technology is feeding the awareness of Canadians of our interests abroad. The Foreign Policy Review now underway reflects the government's intention to make Canada's foreign affairs more accessible and transparent to the interested elements of the public. This will entail a closer scrutiny of how we work in this department and underlines the need for the highest degree of competence and professionalism in our employees.

Increased public scrutiny will likely also mean more and more substantive exchanges with the media and with representatives of special interest groups and points to the need for well-developed skills in the field of public relations and speaking.

The increasing presence of transnational and multilateral issues on the international agenda calls upon somewhat different diplomatic skills. While bilateral negotiation remains very important, the ability to develop consensus among a multitude of government and non-government actors may be the most essential skill of our officers in the near future. For the same reason, a familiarity with the international aspect of other departments' work, particularly National Defence, will need to be addressed in our training.

Finally, the proliferation of new nationalities and ethnic groupings has increased the need for language skills in our work and will probably force a more strategic, long-term approach to language training for our employees.

b) Management of Resources

Changes occurring in the size and composition of our posts create a greater

need for skills in the management of people, budgets and technology. Senior officers, and heads of mission in particular, need training in these areas and in leadership generally. Our administrative and support staff are increasingly being put in charge of large numbers of local employees and facilities worth millions of dollars. They too need training in the most effective management techniques appropriate to their work.

The need to derive the maximum performance from each employee underlines the importance of identifying and eliminating problems within work teams. The organization development services of the Institute are likely to play an ever larger role in this respect.

The closer public scrutiny of all our actions prompts careful attention to the ethical and professional principles explicit in all Institute training programs.

c) Social Changes

Financial pressures, new strains on the family created by the desire of spouses for meaningful careers, and growing concern about the education of children all add up to a work force that is seeking a new equilibrium between work and personal concerns. On the positive side, employees are taking more responsibility for their own personal development. Institute training programs must be responsive on the one hand to the department's need for highly-skilled professionals and on the other to the individual employee's need to see training and professional development as part of a process of personal evolution.

In the workplace itself, new attitudes about equity, and the changing face of our employee group, necessitate a greater emphasis on adept personnel management skills for supervisors at every level.

7. TRENDS IN THE INSTITUTE'S ENVIRONMENT

There is a rationalisation of respective roles of all Canadian government training institutions. Under concepts such as centres of expertise or common services, organizations such as the Canadian Centre for Management Development and Training and Development Canada have set precedents for the Institute to increase its service in areas of unique competence. We expect to see an increasing inter-connectedness with other Public Service training institutions and eventually a coordination of roles.

The changes that affect the department have significant impact on the Institute. A stream of new issues (work force adjustment, harassment, employment equity, human rights, etc) require new policies and associated new training. Continuous requirement for new training demands continuous design and the associated development infrastructure. Curricula must be renewed constantly to keep abreast of policies. Hence a continuous course preparation capability must be considered instead of a one time or a rare periodic expense.

The approach to learning is also changing. There is an expectation of refocus from classroom training to broader organizational learning facilitation. The training technology and training for technology have slowly and continuously increased the knowledge and skill requirements of our instructors and staff. Central agencies and the Institute are engaged in a constant process of education of departmental management. Knowledge has to be managed like other assets. Knowledge has an attrition rate and causes productivity changes. A new challenge of management is to assign knowledge (people with current knowledge) to tasks where this knowledge will be most productive.

Our strengths are the uniqueness of our body of knowledge, the training of our own people, our proximity to DFAIT personnel, the excellence of our training delivery, our relevance to our clients' current needs. We can strike alliances with our competitors.

New policies and the requirement for high calibre of DFAIT employees creates a need for responsive training development for which the Institute is well-suited to respond.

8. THE INSTITUTE'S BUSINESS SEGMENTS

We can best describe our business by the clients we serve. As a client-driven organization, our clients exert significant influence on the Institute with the consequent impact on our structure and products.

Our primary clients are the Deputy Ministers of DFAIT and the Assistant Deputy Ministers of DFAIT. Their needs can be grouped as follows:

a) Programs must be effective to ensure Canadians are aptly served. Measurable progress must be made in career programs, administrative personnel programs, more accessible foreign language training to achieve the highest competency, the consular program, harassment prevention, employment equity, work force adjustment, effective trade, and employee appraisal.

b) Better post management is required. This will be reflected in locally employed staff use, use of new tools, and generally relevant, effective and responsive management. Good post management involves also managing relationships with headquarters, with other countries (local network and public relations skills), effective reporting, effectiveness of trade officers (good advocates for Canadians, serving business clientele), good relationships with other government departments, knowledge of local languages, quick resolution of consular problems and avoidance of valid complaints. Good post management involves monies well spent and investment in training that contributes to good management. Heads of Missions and managers in Canada are expected to breakdown barriers to performance, generate a progressive image, have the ability to function effectively in a modern environment, understand the trade policy issues, understand regional biases, and the language of their staff and clients.

Our clients want training to be all inclusive, providing a complete solution.

Amongst the current and potential clients of DFAIT are other government departments, multilateral organizations, provincial governments, municipal governments, non-government organizations, aid giving agencies, and foreign governments. These other clients have varied needs that can be served by the Institute: for instance, CIDA has foreign language training requirements and some Human Rights training that can be delivered on a cost recovery basis; the Department of National Defence also has foreign language training requirements. These clients purchase/contract for various services including advice, training, organization development, and assistance for various beneficiary individuals and groups.

9. A DEFINITION OF EXCELLENCE IN OUR BUSINESS

Excellence suggests the notions of pride, morality, valour, capability and speed. Excellence is meeting these qualities while operating at peak performance within our values. Our values are: relevance, service orientation, professionalism, cost effectiveness, effective communication, leadership and a shared vision.

Our service standards further define the criteria for good service. The complete Institute Service Standards Table, as submitted to the Official Language Division in February 1994, is at appendix J. Following is a subset:

Description of services	Principles	Delivery Target
Prepare departmental multi-year training strategy.	Accurate, timely	Meet PMB due date
Recommend departmental priorities and distribute/manage training budgets.	Transparent, equitable, accurate, timely	Meet PMB due date. Distribute budgets before April 1 Finish year within 1% of budget.
Formulate and promulgate departmental training policies and procedures.	Transparent, concise, minimum admin burden	Reviewed and updated prior to commencement of the fiscal year.
Monitor and report on all training activities	Professional, responsive, cost-effective	Provide annual report to PMB. Provide monthly budget reports to branches. Evaluate at least one major program per year.
Contribute to human resource development within the public Service.	Professional, responsive, timely	Participate in all scheduled meetings and working groups.
Identification of training needs	Professional, responsive	Initial response within 5 days
Identification of sources of training	Impartial, professional	Response with 24 hours.
Assistance with logistics, standards, cost effectiveness, evaluations, etc.	Professional, timely, responsive	Response with 24 hours.
Provide computer-based training management system	Accurate, timely	Response with 24 hours.
Provide assistance with the procurement of training and organization development	Transparent, professional, reliable	Response with 48 hours.

Provision of expert advice	Professional, responsive, accessible, timely	48 hours turn around in providing initial advice.
Diagnostic and proficiency testing in foreign languages.	Reliable, accurate, timely, valid	Schedule testing within 48 hours
Provision of professional, Foreign and Official language training	Professional, consistent, accessible, timely, responsive, relevant, cost effective	Course delivery on schedule, minimum participation rates met, timely cancellations. (includes a money back guaranty)
Development of training programs.	Responsive, relevant, cost effective	Project target dates met.

Service Standards

EXCELLENCE IN OUR SERVICES: Our services will be excellent if: they provide clients with training for their particular needs; they are relevant to our department; the services provided to non-departmental clients are congruent with the role and priorities of the department and the direction of the TB; services are essential, cost effective, and meet clients' highest priority needs; we provide one stop shopping for all professional training and to all departmental managers; and if Clients appreciate the benefits and are willing to pay the costs of the Institute's services. Our services will be excellent when Programs are integrated into departmental career planning, from recruitment to retirement for all employee groups.

EXCELLENCE IN OURSELVES: We, the Institute's personnel, will be excellent when we understand the total organization (Institute and DFAIT) and the importance of our individual contribution, our mission, values and objectives; when we are part of the overall team and share a common identity, and when we are an engaged, stable and qualified workforce.

EXCELLENCE IN OUR MANAGEMENT: Our management of the Institute will be excellent when it is exemplary in its economical and innovative organization of people and resources, where each has the flexibility to adapt to the environment and world-wide client demands; managers know the key success factors of the organization, provide the requisite managerial information, clearly understand and articulate the decision process at all levels of the organization and add value to the overall organization.

EXCELLENCE IN OUR FACILITIES: Physical accommodations will be excellent when they reflect our principles, values, and mission and facilitate the delivery of our

services to a level that meets our service standards.

EXCELLENCE IN OUR TECHNOLOGY: Excellent technology will serve our processes, not the other way around. It will maximize the efficiency of our client service. Its competent utilization will produce efficient exploitation and integration of all our resources and programs for the best delivery of language courses and of professional training. Excellent technology will provide everyone immediate, easy access to appropriate accurate financial management information.

EXCELLENCE IN OUR IMPACT: The introduction by the Institute of a department-wide mechanism for an ongoing, adaptive, quality training function will affect DFAIT by making it excellent in the following ways:

- a) A multi-year rolling training strategy will be embedded in a multi-year human resources management strategy, integrated into departmental planning, including a multi-year resource budget.
- b) Training will be accepted by all as an efficient means to corporate and individual professional growth and adaptation.
- c) Training strategy will be used by senior management as a corporate control lever and perceived as a multiplier (or catalyst) of efficiency rather than an end consumer competing for resources.
- d) A challenging definition of foreign service professionalism will be accepted.
- e) The collective proficiency of the foreign service will be raised to a competitive level, one that will attract and retain DFAIT customers.
- f) All quantifiable shortfalls in meeting the requirements of positions will be virtually eliminated.
- g) The quality of training delivery between the Institute and the branches training centres will be of the same high standard.

As an additional impact, our clients will become better managers of training in that they will perceive their responsibilities as including the definition of their current and future human resource requirements with respect to the competency of each position; they will monitor the relevance of career training programs; contribute to the corporate objectives of career and functional language training by releasing staff as necessary; arrange for training related to the specific competency requirements of all positions which contribute to their respective mandates; and finally they will ensure that each staff group has the general qualities and competencies required to meet the current and future needs of line managers.

PART IV: THE FUTURE: THE NEXT THREE YEARS (1994-95-1996-97)

10. IMMEDIATE NEEDS³

The mid-level foreign service and non-rotational officer group skills upgrading activity (FS-2 and equivalent) is still missing. We are now working on the needs analysis for this group and expect to have a new, relevant, comprehensive, flexible cost-effective program ready to start in October 1994.

The next elements will be training for EXs - the senior level career program - and training for locally-engaged employees at posts. There are already a considerable number of professional development courses available to non-rotational employees at headquarters.

In the area of foreign language training, there is also a great deal to do. Despite increased capacity and capability in the Language School, almost no progress has been made toward the goal of a 50% increase in foreign language capability set in 1988. The geographic branches must work closely with the assignment divisions to ensure that postings where language ability is required are decided early enough to permit adequate training to occur. There is also a need to improve the program for less commonly taught languages.

Above and beyond these specific tasks we will have to continue to work at cementing the concept of training into the department. Significant operational changes are involved. Will managers agree to release their employees for the time it takes to learn foreign languages? Will the personnel branch be given the time it needs to develop new recruits without being forced to assign them prematurely to fill gaps? The importance of training and retraining in an organization as intelligence-centred as ours should be obvious. But real increases in effectiveness have a real cost.

The Human Resources Development Council, a committee of federal deputy ministers, will soon recommend to Treasury Board that certain departments be designated as centres of expertise in particular subject areas. The object is to reduce duplication and effect cost savings. In the Inter-Departmental Committee of Heads of Training (IDC-HT), DFAIT has been tentatively identified as a centre of expertise for training in the practice of international relations. If this concept is implemented, we are likely to receive more requests to include employees of other departments in our

³ This section is also in large part an adaptation of a presentation by the Dean of the Institute to DFAIT Management Committee, January 1994.

courses.

We foresee new, incremental requirements for training: the revised appraisal system, for example, and the recommendations in the report on employment equity both have training implications. Members of the CM group will need retraining. The leadership role of this department in the field of international business development may also create new training needs, for this department and others. The consequence of the budget limitation will be a trade-off and priority setting exercise.

Our department is investing over 200 million dollars in communications technology. We maintain a large investment in property and furnishings around the world. The investment to be made in learning is just as important, essential in fact, to achieve the full potential of those other investments.

Another major challenge for the Institute is to ensure that training is integrated into the overall personnel management pattern of the department. Training should not happen in a vacuum. We are not teaching theoretical courses. We are teaching practical, job-related skills that are directly and immediately applicable to work. For this to be fully effective, training must be coordinated with the recruitment process, the assignment process, and the promotion process. In fact, training should be seen as one of several tools at our disposal to maintain employees' competence.

Work is under way in the department to address the need for more strategic succession planning and career development. This is crucial if the Institute is to achieve its full potential. Only when a comprehensive, integrated human resources development plan is in place, matching individuals to future tasks, will training be able to make the full and beneficial contribution it should.

11. BRIDGING OUR GAPS TO EXCELLENCE: A 3 YEAR PROGRAM

A) THE CHALLENGES OF THE INSTITUTE: The future funding levels are uncertain. This coupled with the fact that current budgets are insufficient to meet identified training needs is creating dissatisfaction amongst our training recipients. Single operating budgets were introduced as of April 1, 1993 however budgets for salaries and benefits are still controlled centrally.

Management responsibility for training and continuous learning is a concept which is not yet understood or accepted by all departmental managers. Hence access to training is sometimes difficult as demonstrated by the continuing low participation in intensive language training.

Separation between the Lester B. Pearson Building and the Bisson campus makes communications and staff collegiality more difficult.

Staff perceive that they are not part of the decision-making process. This perception might be attributable in part to our fragmented physical locations. There is a desire amongst staff for more and better communication from management. Management Committee can improve its decision-making processes and more clearly define and communicate the management accountability structure of the Institute. Office procedures and operation procedures are deficient.

There is no general guideline for internal and external client service.

Our financial management tools are not providing us with up-to-date, pertinent and timely information. The department financial software, FINEX, does not meet our requirement for information and FINEX is difficult to reconcile with the training management system, TMS. We have not taken full advantage of opportunities to influence the development of the department computer network, SIGNET.

New employees require substantial on-the-job coaching as well as formal training in a variety of areas. No such program exist yet.

The Institute has had a high employee turn-over rate. Administrative procedures and policies must be established to improve this situation.

B) FILLING THE GAPS: In response to the perceived challenges and training needs of DFAIT and the Institute the following activities are suggested:

i) Business Plan: Establish the information management flow supporting our Business Plan. Maintain an Institute Business Plan. Select and proceed with processes identified in the Business Plan. Recommend departmental multi-year training strategy including objectives, priorities, resourcing, issues, trends, environmental factors, etc.

ii) Budget: Propose training budget strategies for department. Develop a paper to look at revenue utilization options including special operating agency status, fee-for-service approach, etc. Obtain the "full-time-equivalent" training pool budgets required.

iii) Cost of courses: Carry out study with respect to course loading and cost per participant.

iv) Decision process: Develop a well-articulated management philosophy and decision making process. Identify the decision points (clear accountability). Test and clarify the management of future related activities. Facilitate the exchange of ideas.

v) Facilities: Produce accommodation plan for now and future.

vi) Information technology: Include in our business planning the recommendations from J.A. McDonald's *Blueprint for Renewing Government Services Using Information Technology*, Treasury Board Secretariat Discussion Draft. Obtain information technology planning expertise. Develop and maintain educational technology expertise and use this technology to deliver effective training.

Use SIGNET and other technologies to communicate more effectively with clients. Optimize use of SIGNET as distance learning tool. Participate in process of setting future hardware specifications. Participate in SIGNET, Infotel and FINEX design committees. Confirm SIGNET standards. Ensure remote access to SIGNET from all sites.

Voice mail to be connected in both Pearson and Bisson and provide requisite communication.

Provide clients with direct electronic access to information, and catalogues in a training data base. Automate procedures and forms; registration forms, Course scheduling approvals (use of the personnel Identification Number, PIN) Electronic Filing system. Ensure adequate support

for the training management system.

Provide a single point of entry into the corporate management system.

vii) Management:

Benchmark (measuring the best competitor in the market) -- For the purpose of benchmarking, develop criterion applicable to Institute services, organize Institute internal interviews, and interview contractors. Monitor and report on all activities.

Strategies for Communications from the Institute to DFAIT -- Review our external communications strategy. Improve the quality and frequency of our communication with our clients. Develop dialogue with the Deputy Ministers, executive committee, branch heads, branch training coordinator's and personnel branch. Maintain regular liaison with the policy staff. Organize a workshop for branch training coordinators. Increase the Institute's presence at all levels of DFAIT management. Present briefings to senior Management Committee about training strategies and updates. Assist clients to appreciate benefits received with full reporting and analysis. Inform clients of our services. Create reliable feedback mechanisms on quality of services delivered.

Strategies for communications from the Institute to outside DFAIT -- Develop a vehicle to distribute our policies to our client base. Develop working relationship with Inspector General. Liaise with Federal-Provincial Relations Division. Maintain active participation in the Conference of Diplomatic Academies. Contribute to the PS human resource development community by participation in inter-departmental committees. Participate in the Inter-Departmental Committee of Heads of Training and liaise with Treasury Board, the Public Service Commission, Training and Development Canada, & the Canadian Centre for Management Development. Establish periodic meetings with the bureau of assistance for Central and Eastern Europe and the Canadian International Development Agency policy groups. Contribute to the representational responsibilities of the department with respect to foreign visitors. Actively participate in definition and implementation of centres of expertise.

Internal (to the Institute) Communication Strategy -- Review internal communications. Ensure all Institute staff members clearly understand who our clients are and what they want. Increase the management presence at Bisson. Organize two 1-day retreats for half the staff of all operative units. Provide two or three meetings a year to discuss issues and bring forward

suggestions. Ensure appropriateness of written and verbal communications. Use Dean's E-mail to announce news/ progress.

Planning -- Establish an annual long-range planning cycle for the Institute. Conduct planning retreats for the Institute training stakeholders. Monitor trends in the nature and structure of other diplomatic services and DFAIT. Monitor services provided by other training organizations.

Organization Development (activities to make a whole group effective)
-- acquire the capacity to anticipate future client needs and the necessary expertise to meet them. Obtain the Privy Council Office study on duplication of international relations by other government departments and DFAIT. Develop strategic alliances with other institutions (ex: distance learning universities). Confirm existence and adequacy of "full-time-equivalent" pool for recruitment and training.

Personnel Management -- Promote social and professional exchange of staff among organizational units. Facilitate transfers and developmental assignments with the Institute. Organize orientation program for employees. Establish a training and development plan for all Institute employees. Develop and maintain competency profiles for all Institute employees. Initiate performance management process.

Program development -- Under the leadership of the line managers, develop and maintain competency profiles for all DFAIT positions and employees. Complete development of language testing capability. Complete testing and implementation of an accelerated learning methodology for language training. Propose to the personnel branch the prerequisite human resource management framework for optimal utilization of the Institute. In consultation with the personnel operations bureau define a method of coordinating the recruitment process and the development year. Ensure foreign service officers and senior career program complement other personnel operations bureau career management strategy components such as assignment planning, appraisals, promotions and transfers. Broaden the Institute services beyond traditional training to move DFAIT towards 'Learning Organization' principles.

12. ACCOUNTABILITY - OUR ORGANIZATION:

The responsibilities and accountabilities associated with the implementation of the projects listed in chapters 10 and 11 are described in the Human Resource Plan (appendix F to this Business Plan). It contains organizational charts that match the current functions undertaken by the Institute. It also provides a human resource plan to move to a more effective and efficient organization.

13. CLARITY OF GOALS - OUR WORK STRUCTURE:

The list of projects to be planned and delivered by Institute in the 1994-95 fiscal year is detailed in the set of Institute project plans:

- A) The Dean's Office and Advisors Project Plan (Appendix A)
- B) The Fellows Program Project Plan (Appendix B)
- C) The Management Services Project Plan (Appendix C)
- D) The Language School Project Plan (Appendix D)
- E) The Professional School Project Plan (Appendix E)

14. OUR DOCUMENTATION:

The Institute documentation and the relationship between each document will be developed and added to this plan as appendix K.

15. FINANCIAL PLAN:

Combined budget (Includes EAITC's regular T&D expenditure)			Institute budgets			
89-90	90-91	91-92	92-93	93-94	94-95	95-96
Proposed multi-year resourcing per 1991 request:						
\$3.9 M	\$5.6 M	\$7.4 M	\$9.3 M	\$11.1 M	\$13 M	\$14.8 M
Budget/ expended 1992-93						
N/A			\$9.3M	N/A		
Budget/ expended 1993-94						
N/A			\$8.7M		N/A	
Budget allocation 1994-95						
N/A			\$8.2M		N/A	

Institute annual budgets(not including salaries)

The consequence of this year's budget constraints are detailed in the Institute Budget Recommendations attached as appendix G. The Institute Reference Levels chart is at page 22.

REFERENCE LEVELS / CFSI

\$000s

Annex IV

	1991-92			1992-93			1993-94			1994-95			1995-96		
	Operating	Overtime	Capital												
Base Items															
Management & Admin Services															
Development Training															
Branch/Mission Training															
Foreign Language Training															
Reference Levels	6,100	1	20	6,100	1	20	6,100	1	20	6,100	1	20	6,100	1	20
Base Adjustments/Sources															
Institute Training/PMB July 91	650	12	350	650	12	350	650	12	0	650	12	0	650	12	0
Foreign Language Training/MYOP 92-93				300		52	260		85	161			151		
Transfer Aid Training to CIDA/MYOP 92-93				(85)			(85)			(85)			(85)		
Long Term Training Program/Resource Allocation 92				2,550			2,550			2,660			2,550		
EIC Transfer Out & Communications 2nd Tranche/							(806)			(806)			(806)		
ACB Transfer to CFSI/May 93							688			688			688		
Training Increment/PMB July 93							836			836			836		
Apr/June/Dec Reductions/Apr 94										(300)			(300)		
Transfer Overseas Health to C&I/ Apr 94										(19)			(19)		
Transfer Intelligence Pgm to PCOI/ Apr 94										(16)			(15)		
SDBs 145-166 for CFSI/ Apr 94										(543)			(543)		
Reclassification of 1025&N (SCY-2 to SCY-3)/ Apr 94										(4)			(4)		
Investment Cda Transfer to DFAIT/ Apr 94										48			48		
Adjusted Reference Levels	6,750	13	370	6,516	13	422	6,193	13	306	6,251	13	20	6,251	13	20
Other (One-Time) Adjustments/Sources															
OFB Immigration/Inter-Branch 91-92 only	200														
Mid-Term 91-92 only	600														
Bison Fit-up/PMB May 92				250											
Training/PMB Oct 92				300											
Training/PMB Jan 93				200											
OB Purchase of 11 Positions (to ACB Salaries)/May 93							(248)								
Operations-to-Capital Adjustment/May 93							(350)		350						
Capital-to-Operations Adjustment/Oct 93							250		(250)						
OB Purchase of 12 Positions (to ACB Salaries)/Nov 93							(155)								
TOTALS: Reference + Other Adjustments	6,450	13	370	6,266	13	422	6,890	13	206	6,251	13	20	6,251	13	20

16. OUR PROGRAM MANAGEMENT

A) **HOW WE MANAGE CHANGE:** All the activities defined in section 11-B (page 17) are only a static definition of our current intentions. As soon as the ink is dry on the paper, change will take place and therefore the required response may also be different from the written plan. A manager's response to change is change management. This Business Plan is a prime tool for managing change. It documents the complete decision process of the Institute, from its mandate to the series of projects deadlines and service standards. As such it provides the first of four steps in management of change: Definition.

The second step of change management is change control: the process through which every good or bad idea must go to influence the original definition or be rejected by the person accountable for the results affected by the change. This requires clear accountability and the knowledge of who is accountable by everyone involved. Change control must not only stop bad ideas but primarily facilitate the communication of good ones: this process involves taking quick decisions, communicating them and acting on them in a coordinated fashion. The Institute Management Committee chairperson is the change control authority for Institute commitments in this Business Plan.

The third component of change management is the ability for everyone involved to access the latest information and the history of decisions that led to it.

The last component of change management is the periodic auditing of the latest information to guarantee its correctness.

Change management will continue to be established in the course of 1994-95, using the definition and control of Institute documentation and its use for communication by the Institute Management Committee. Furthermore, change management can be a powerful tool to lead this organization toward becoming a learning organization.

b) **HOW WE MANAGE RESULTS:** As programs and projects evolve, results will be achieved and presented to program managers. These results may or may not be satisfactory, may or may not meet the defined goals. Results must be managed. Measuring, testing, evaluating these results are ways to ensure their adequacy.

Following are a series of typical criteria and methods that can be used to measure results. Many will find their way into our service standards.

STANDARDS: Benchmark, acceptance process (prototype, tests, etc)

INPUT MEASUREMENTS: Auditor General audits on skills level vs job requirements, clients' expectations, measurements limited to DFAIT, relevance, set of activities that satisfy the Deputy Ministers-accountability, training days per employee.

OUTPUT MEASUREMENTS: Change (impact): needs baseline, attitude and level of satisfaction measurements; client satisfaction ratings (managers); departmental attitude with regards to personnel development, training, recruitment, promotions; help provided is recognized; impact on work environment; improved audit reports in skills deficiencies (administration and management units); increase demand vs supply; new employees' increased professionalism, understanding of department, more rapid learning, integration; recognition by rest of the public service, recognized dollar value of our product, revenue, bill paying performance, and feedback from suppliers.

PROCESS RELATED MEASUREMENTS: coherence in programs, coordination, comprehensive plan, cost, cost of trainer, salaries of students, facilities cost, travel cost, supplies; flexibility in response to clients' needs, number of people and dollars to achieve satisfaction, turn around time, students released for the course (ie. good coordination and marketing prior to course scheduling.)

C) **HOW WE MANAGE PERFORMANCE:** If we manage results by verifying that we have obtained exactly what we asked for, we manage performance by measuring how much of our resources were required to achieve these results. The measurement suggested in the previous section will provide knowledge of the real price of results. It will then become possible to study, understand and improve our performance.

D) **HOW WE MANAGE RISK:** The last enhancements to our planning will be risk analysis and risk mitigation. Risk is the combination of the possibility of occurrence of an undesirable outcome and the importance of the negative impact of this outcome.

Risk management can be conducted by evaluating the consequence and likelihood of errors in all parts of our planning to this point. This list of risks can be sorted to first consider the highest risks (combination of high probability and significant negative consequence) down to the threshold of risk considered affordable. For each risk, a risk mitigation action would be considered and may be added to the current plan to reduce the total risk.

E) **COMMUNICATION STRATEGY:** The Institute Communications Strategy and the Institute Policy on Relations with other Organizations are attached as appendix I.

17. CONCLUSIONS AND RECOMMENDATIONS:

Not all ideas in this plan can be implemented in 1994. The Institute School and Program Project Plans attached in appendix contain a representative and dynamic list of the activities to be undertaken this fiscal year. These plans will be maintained and adapted over the course of the year and this set of appendices represent only a snapshot of the 1994-95 planning for institute activities as we can define them now.

The Institute recommends that the Program Management Board provides:

- a) confirmation that the Program Management Board accepts the Institute mandate and general direction proposed in the Business Plan.

Office of the Dean	Fellows Program	Mgmt Services	Career Program
\$158K	\$50K	\$550K	\$2093K
104% of 1993-94	spent \$0 in 1993-94	76% of 1993-94	90% of 1993-94

- b) agreement on the proposed allocation of 1994-95 funds among foreign language training, official language training, career programs, branch staff training, and branch mandate training, per appendix.

Branch staff training	Branch functional training	Foreign language training	Official language training
\$1315K	\$1035K	\$2400K	\$650K
101% of 1993-94		102% of 1993-94	95% of 1993-94

Budget Recommendation = Reference = \$8251K

- G recommendations or as modified by the Program Management Board,
- c) agreement on the proposed human resource plan of the Institute, including the replacement of 11 contract positions and one term employee with 10 indeterminate FTEs,
- d) approval by the Program Management Board to lend \$150K from the Program Management Board reserve to undertake the analysis of the training needs in area studies and inter-cultural communications. The loan would be repaid largely with the 1993-94 carry forward.

APPENDIX G:

1994-1995 DFAJT TRAINING BUDGET

93-94: 8690 Institute 1994-1995 REFERENCE LEVEL (O + M + Transfer from Investment Canada, not incl. capital and OT) 8,251 94-95
 Spent: -687 Less: Official Language Training -650
 8003 1994-1995 DEPARTMENTAL TRAINING BUDGET 7,601

All figures in \$1000's

93-94 Expts. *	Training Program Summary Description	Identified Rqmts. for 94-95	Proposed Allocation of Current Ref. Level	Short Fall
7869***	TOTAL TRAINING BUDGET (O + M excl. official lang.)	10,137	7,601	2,536
152	<u>OFFICE OF THE DEAN.</u> Management of relations with: other foreign service institutions, private sector and federal government training communities.	164	158	6
0	<u>FELLOWS PROGRAM.</u> Advanced research on future training requirements, previously funded through the Dean's Office.	91	50	41
723	<u>MANAGEMENT SERVICES.</u> Facilities and resource management services. eg. conversion to SIGNET	677	550	27
2344	<u>FOREIGN LANGUAGE PROGRAM (In Ottawa)</u> 94-95: 35 Languages 400 students 5,000 training days	2994	2400	594
2334	<u>CAREER PROGRAM.</u> For staff groups: FSO's (Pol), Trade, Mgt./Con. at Entry, Mid + Snr Levels NRO's, LEO's, and Admin/Tech	2950	2093	857
2316****	<u>BRANCH STAFF TRAINING.</u> Urgent current job-related requirements of individuals and work units as defined by Assistant Deputy Minister's (93-94: 200 different subjects, 8 work unit events) (incl. FLT at missions)	1978	1315	663
	<u>BRANCH FUNCTIONAL TRAINING.</u> Training required to support department wide specialised functions as defined by branch mandates. eg: Human Rights, Finex, Military Guards, WINexport, Computer, Appraisal Writing etc.	1383	1035	348

*: estimates subject to final final reconciliation.

** : requested total, less non-essential activities.

***: 93-94 funds lapsed = \$134K.

****: Includes \$385K of foreign Language Training at missions.

687	OFFICIAL LANGUAGE PROGRAM: 94-95: 2 languages, 125 full-time students, part-time: 300 students in groups and 60 students in private.	820	650	170
-----	--	-----	-----	-----

1994-1995 DEAN'S OFFICE BUDGET RECOMMENDATIONS

1994 - 1995 Dean's Office Budget Recommendations

All figures in \$1000's

93-94 Expds.	Training Activity and short fall implications	Identified Rqmts for 94-95	Proposed Allocation of Current Ref Level	Short Fall
<u>152</u>	<u>Office of the Dean</u>	<u>154</u>	<u>158</u>	<u>6</u>
	Training All Institute training is now under Professional School's "Institute branch staff Training"	(90) N/A	0	N/A
	Office Travel (Ex: travel to Dean's and Directors Seminar, Brazil)	20	20	0
	Hospitality	15	15	0
	Contract's Dean's Office For the Senior Academic Advisor	105	105	0
	Dean's Seminar on Best Diplomatic Practices	24	18	6
	Reserve	0	0	0

1994-1995 FELLOWS PROGRAM BUDGET RECOMMENDATIONS

1994-1995 Fellows Program Budget Recommendations

All figures in \$1000's

93-94 Expend.	Training Activity and short fall implications	Identified Rqmts for 94- 95	Proposed Allocation of Current Ref. Level	Short Fall
0	<p><u>Fellows Program</u></p> <p>Foreign Service Colloquium Planned Program will be scaled down 16%.</p> <p>Administrative Support to Foreign Service Visitors Support will be limited to non-monetary assistance.</p> <p>Communications and Outreach Activities Proposed Guide to Training and Development will be disseminated via SIGNET.</p> <p>Travel Funding will be sought from interested branches.</p>	91	59	41
		60	50	10
		5	0	5
		20	0	20
		6	0	6

1994-1995 MANAGEMENT SERVICES BUDGET RECOMMENDATIONS

1994-1995 CFMS Budget recommendations

93-94 Expds.	Training Activity and short-fall implications	Identified 1994-1995	Proposed Allocation of Current Ref. Level	Short Fall
723	MANAGEMENT SERVICES TOTAL	577	550	27
148	Materials & Rental - Reduce expenditures by 16%	120	100	20
21	Transportation	20	20	0
35	Systems Development - Re-engineering of the training management system to run on SIGNET	150	150	0
246	Data Management - Contract for two data entry clerks and Systems Administrator (Down from three clerks in 93-94)	170	170	0
20	Fitness Program at Bisson - Curtail activities by 30%	27	20	7
5	Job Description	3	3	0
238	Administrative Staff - leaving one resource clerk and one commissionaire - other staff cost transferred to Language School	70	70	0
0	Moving Services	5	5	0
0	Translation	5	6	0
4	Petty Cash	5	5	0
4	Bisson Opening	0	0	0
2	Art Bank	2	2	0

1994-1995 LANGUAGE SCHOOL BUDGET RECOMMENDATIONS

Language School 1994-1995 Foreign Languages Budget Recommendations

all figures in \$1000's

93-94 Expts. (2730, incl FLT at Man) 2344	Training, Activity and short fall implications	Identified Rights for 94-95	Proposed Allocation of Current Ref. Level	Short Fall
	FOREIGN LANGUAGE PROGRAM: 94-95: 35 languages, 400 students, 5,000 training days.	2894	2400	594
710	APG: The Language School will maintain the same level of training as for the 93-94 year. Any request for increase in training will have to be satisfied by economies of scale, creating larger training groups. Priority will be given to the long-term intensive courses: seven in Ottawa and three overseas.	975	700	275
58	APE: The Language School will meet the anticipated level of training for 94-95.	65	65	0
301	APV: The Language School will maintain the same level of training as for the 93-94 year and expect the same level of participation from APV given the anticipated needs. Any request for increase in training will have to be satisfied by economies of scale, creating larger training groups.	443	300	143
765	APT: The Language School will maintain a similar level of training as for the 93-94 year and expect the same level of participation from APT given the anticipated needs. Any request for increase in training will have to be satisfied by economies of scale, creating larger training groups. Priority will be given to seven long-term intensive courses and to five full-time students overseas.	830	700	130
44	Maintenance: Part-time courses will be cancelled during the months of July and August. Whenever possible the group will be restructured to accommodate a minimum of three students. The increase is due to the centralization of maintenance budget of stream rotational personnel in order to simplify management of course fees.	120	100	20
0	Cuernavaca and St-Petersburg Immersion. This is the result of centralization of training funds from branches to the Institute.	25	25	0
143	Accelerated language learning program. Remaining development cost.	77	77	0
292	<u>The Language School programs</u> Testing Identify immersion opportunities in Latin America (LGB request) Development of additional material for 8 language courses Purchase of pedagogical material provide cultural activities special projects such as validation, EXITO (Spanish self-learning program), etc.	248	238 100 10 60 37 11 20	10
33	Specialized Personnel: The main increase in this line is due to a transfer of the contract and term employees from Management Services to The Language School (\$150K).	210	195	15

Language School 1994-1995 Official Languages Budget Recommendations

All figures in \$1000's

93-94 Exps.	Training Activity and short fall implications	Identified Rqmts for 94-95	Proposed Allocation of Current Ref. Level	Short Fall
687	OFFICIAL LANGUAGE PROGRAM: 94-95: 2 languages, 125 full-time students, part-time: 300 students in groups and 60 students in private.	820	650	170
74	APG: Same level of training.	74.5	73	1.5
3	APE: Increase required to meet the Treasury Board directives re: level C for EX.	30	30	0
42	APV: Meets training requirements.	26	27	(1)
46	APT: Meets requirements.	58.5	57	(0.5)
225	Department: Includes full-time language training for non-rotational, immersion, in-house training, spousal program and socio-cultural activities. 15 new, specialized modules developed last year will be offered to meet identified needs.	282	274	8
40	PGB: Same level of training. PGB did not submit a training request.	0	40	(40)
15	GGB: Same level of training.	22	14	8
44	RGB: Same level of training.	131	44	87
32	LGB: Same level of training.	105	32	73
13	UGB: Same level of training.	14	13	1
1	IFB: Same level of training.	15	1	14
1	EFB: Same level of training.	0	1	(1)
150	The Language School programs: Some development programs and special projects have been postponed. Pedagogical material budget has been reduced.	64	44	20

1994-1995 PROFESSIONAL SCHOOL BUDGET RECOMMENDATIONS

1994-1995 Professional School Budget Recommendations

All figures in \$1000's

93-94 Expds.	Training Activity and short-fall implications*	Identified Rqmts for 94-95 **	Proposed Allocation of Current Ref. Level	Short Fall
2334	CAREER PROGRAM TOTAL: A 30% cut of identified requirements (ie activities planned to meet Sr. Mgt. expectations) by cancelling various programs, course offerings, reducing fees and postponing program development and reducing contractor fees.	2950	2093	857
749	Common Core FSO Program	863	608	255
186	- Entry Level: Cut contractor fees 10% or drop one course.	156	130	26
166	- Existing Mid Level (existing management and FSO courses) (integrated with other existing Mid Level Programs) - Cancel program validation, junior program courses and some management courses.	212	125	87
0	- New Mid Level program - needs analysis, design + pilot. (integrated with Mid Level B of other FSO Programs) postpone design and delivery of 25% of planned courses	125	125	0
397	- Senior Level (Leadership Colloquium, HOM training, Directors Orientation, Negotiation Program.) - Postpone Mgt. Development Study and follow up to leadership colloquium.	370	228	142
201	Political/Economic FSO Program	297	205	92
153	- Entry Level cut contractor fees 10% or drop one or more courses	152	130	22
47	- Existing Mid Level (junior FSO courses)	70	0	70
0	- New Mid Level program (needs analysis, design + pilot)	75	75	0
0	- Senior Level (scheduled for 95-96)	0	0	0

* estimates subject to Finex reconciliation ** requested total, less non-essential activities

93-94 Expds.	Training Activity and short fall implications	Identified Rqmts	Proposed Allocation of Current Ref. Level	Short Fall
	<u>Career Program Cont.</u>			
<u>215</u>	<u>Commercial/Economic FSO Program</u>	<u>388</u>	<u>295</u>	<u>93</u>
149	- Entry Level cut contractor fees 10% or drop one or more courses	243	200	43
66	- Existing Mid Level (junior FSO courses) cancel for this year.	70	20	50
0	- New Mid Level program - needs analysis, design + delivery	75	75	0
0	- Senior Level (scheduled for 95-96)	0	0	0
<u>281</u>	<u>Management/Consular FSO Program</u>	<u>240</u>	<u>240</u>	<u>00</u>
281	- Entry Level	165	165	0
0	- Mid Level (no existing program)	0	0	0
0	- New Mid Level program - needs analysis, design + pilot.	75	75	0
0	- Senior Level (scheduled for 95-96)	0	0	0
<u>529</u>	<u>Admin/Tech Staff Program</u>	<u>687</u>	<u>400</u>	<u>167</u>
	- on-going 22 courses developed last year.	280	280	0
	- Work Force Adjustment (WFA (CM retraining))	120	120	0
0	- conversion of program to "competency-based structure" postpone to 95-96	167	0	167

* estimates subject to Finex reconciliation ** requested total, less non-essential activities

93-94 Expos.	Training/Activity and short fall implications	Identified Reqrts. for 94-95	Proposed Allocation of Current Ref. Level	Short Fall
	<u>Professional Career Program cont.</u>			
<u>28</u>	<u>Non Rotational Officer Program</u> (new program - needs analysis, design and pilot)	<u>105</u>	<u>75</u>	<u>30</u>
<u>10</u>	<u>Locally Engaged Officer Programs</u> postpone needs analysis to 1995 - 1996	<u>50</u>	<u>0</u>	<u>50</u>
<u>162</u>	<u>Individual Development Program</u> (special career enhancement training of selected individuals and TB mandatory EX orientations) postpone all discretionary courses one year, except those already committed	<u>180</u>	<u>30</u>	<u>150</u>
<u>25</u>	<u>Organization Development Services</u> Evaluation and validation of prototype services reduced by 50%	<u>40</u>	<u>20</u>	<u>20</u>
<u>136</u>	<u>Program delivery support staff costs (contract or FTE's)</u>	<u>220</u>	<u>220</u>	<u>0</u>

* estimates subject to Finex reconciliation ** requested total, less non-essential activities

93-94 Expds.	Training Activity and short fall implications	Identified Rqmts for 94-95	Proposed Allocation of Current Ref.Level	Short Fall
2316 ***	<p>BRANCH STAFF TRAINING Urgent current job related requirements of individuals and work units including foreign language training at missions as defined by Assistant Deputy Minister's, cut by 35%</p> <p>MINT/MINA, USS, CPD, XDX Staff Individual staff work skills + knowledge</p> <p>EFB staff 210 preservation of Export-Import bureau computer system development and operation training. - Inability to undertake prog. for identified requirements in all other work skills and economics related training.</p> <p>IFB staff 120 Inability to undertake prog. for identified requirements in: - 40% of work skills (eg writing skills), TOD organisational development, and specialized trade practice training</p> <p>JFB staff 93 Inability to undertake prog. for identified requirements in: - 26% of professional expertise maintenance training, primarily in international law (incl. new Int. Trade Law Div) and other functional areas JEN, JIX etc.</p> <p>BCB staff 60 Inability to undertake prog. for identified requirements in: - 33% of communications, media relations and other individual work skills training</p> <p>MCB staff 780 Inability to undertake prog. for identified requirements in: - MRD (\$100k) and 25% of specialised technical training, many occupational groups incl. computer, records mgt., audit, finance professionals</p>	1978	1315	663
		22	15	7
		60	40	20
		130	75	55
		160	120	40
		60	40	20
		300	150	150

* estimates subject to final Finex reconciliation

** requested total, less non-essential activities

*** This year (94-95) is the first time that branch staff training and branch functional training are separated, therefore this 93-94 expended \$s number includes both types of training.

93-94 Expgs.	Training Activity and short fall implications	Identified Rqmts **	Proposed Allocation of Current Rel.Level	Short Fall
	BRANCH STAFF TRAINING (cont.)			
	ACB staff 400 Inability to undertake prog. for identified requirements in: - 25% of work skills and specialised human resource management professional training-eg grievance resolution, career planning, HR, planning etc.	81	60	21
	Canadian Foreign Service Institute staff 40 Inability to undertake prog. for identified requirements in: - 50% of specialised technical trng. of new Program Mgrs and Trng. Specialists required to deliver programs as defined in this document.	120	60	60
	IFB staff 330 incl. missions (40% shortfall)	70	40	30
	Professional	60	-	
	FLT at missions	10	-	
	UGB staff 760 incl. Missions (25% shortfall)	120	90	30
	Professional	110	-	
	FLT at missions	10	-	
	RGB staff 1720 incl. Missions (33% shortfall)	325	220	105
	Professional	125	-	
	FLT at missions	200	-	

* estimates subject to final Finex reconciliation ** requested total less non essential activities

93-94 Exps.	Training Activity and short fall implications	Identified Rqmts for 94-95 **	Proposed Allocation of Current Ref. Level	Short Fall
	BRANCH STAFF TRAINING (cont)			
	PGB staff 1610 incl. Missions (30% shortfall)	<u>210</u>	150	60
	Professional	125	-	
	FLT at missions	85	-	
	GGB staff 240 incl. Missions (30% shortfall)	<u>85</u>	60	25
	Professional	75	-	
	FLT at missions	10	-	
	LGB staff 870 incl. Missions (30% shortfall)	<u>175</u>	135	40
	Professional	75	-	
	FLT at missions	100	-	
	Outside Working Hours A Treasury Board Human Resource Management priority program. This is the most cost effective employee training.	<u>60</u>	60	0

* estimates subject to final Finex reconciliation ** requested total less non essential activities

93-94 Expend.	Training Activity and short fall implications	Identified Rqmts for 94-95 ***	Proposed Allocation of Current Ref. Level	Short Fall
	BRANCH FUNCTIONAL TRAINING	<u>1383</u>	<u>1035</u>	<u>348</u>
	IFB (33% shortfall) Choices will have to be made between the following training needs:	<u>252</u>	<u>170</u>	<u>82</u>
	IMH - Human Rights: explicit department mandate to train all FSOs behind schedule; 150 critical activities planned for this year.	100		
	IMU - Election Monitoring; Democratic Development	0		
	ISS - Mission Security Officer	50		
	- HOM Emergency Driver	30		
	- Military Security Guard	72		
	IFB (last year supported by branch funds) (30% shortfall) Choices will have to be made between the following training needs:	<u>140</u>	<u>100</u>	<u>40</u>
	TPD - PEMD Delivery	30		
	- Trade in Services	15		
	- Market Intelligence	25		
	- Win Exports	25		
	TID - Strategic Alliances + Investment	45		
	JFB (20% shortfall) Choices will have to be made between the following training needs:	<u>427</u>	<u>350</u>	<u>77</u>
	JPD - Consular	373		
	JEN - GOC Environmental Policy	54		
	BCB - Media Relations training and coaching for senior levels	<u>64</u>	<u>50</u>	<u>14</u>

* estimates subject to final Finex reconciliation ** requested total, less non-essential activities

93-94 Expds.	Training Activity and short fall implications	Identified Rqmts for 94-95 **	Proposed Allocation of Current Ref. Level	Short Fall
	BRANCH FUNCTIONAL TRAINING (cont)			
	ACB (35% shortfall) Choices will have to be made between the following training needs:	<u>154</u>	<u>100</u>	<u>54</u>
	ABL - Training of mission staff to enable devolution of authority for LES personnel mgt.	80		
	ABEH - Occ. Health and Safety trng. of responsible officers in Ottawa and Missions	20		
	ABDA - Empl. Assistance Program - stress management and managing difficult employees	14		
	ABMX - workshops for spouses in 8 subject areas	10		
	ABE - Staff Relations - Trng. of supervisors in grievance management; collective agreements etc.	15		
	ADA - Appraisal writing for supervisors for going program not including communication program, introduction of new form	15		
	MCB (25% shortfall) Choices will have to be made between the following training needs:	<u>316</u>	<u>235</u>	<u>81</u>
	MFC - Finex financial mgt. trng. of Missions Administrative Officers, Post accountants and financial officers HQ - 25% reduction of trng. at missions	130		
	MSOP - Technical trng. for EL + CS in communications + security equipment in Ottawa and missions (eg crypto, tempest, IDAC's etc.)	119		
	MKRC - Records management trng. of all Divisions in new electronic systems, CATS etc. - reduce rate of introduction of system	67		
	Canadian Foreign Service Institute "Management of training" for all training centre staff, branch training coordinators to enable the devolution of training authority.	<u>30</u>	<u>30</u>	<u>00</u>

* estimates subject to final Finex reconciliation ** requested total, less non-essential activities

APPENDIX H) MANAGEMENT INFORMATION PLAN (to be expanded at a later date)

Definition of Institute's Training Management System (TMS):

The purpose of the training management system was to:

- a) replace a series of small unconnected databases and spreadsheets that were being used to collect various components of the data required for the overall management of the department training programs;
- b) provide a means of putting up to date training data at the fingertips of the training officers;
- c) take advantage of the then current network technology to consolidate and manage all training data in a centralized location.

The development of the training management system and the management of training can be greatly facilitated by the SIGNET infrastructure. The Institute will replace the current training management system with a new application starting with an electronic application form and an electronic course catalogue. Subsequent phases will permit real-time interaction with FINEX and INFONEL, integration with other department applications and more. Eventually the training management system will be subsumed into the new seamless system.

APPENDIX II COMMUNICATIONS STRATEGY
AND THE INSTITUTE POLICY ON RELATIONS WITH OTHER ORGANIZATIONS

APPENDIX J) INSTITUTE SERVICE STANDARDS



TO / A : APL

FROM / DE : CFSM - Dave Dyet

REFERENCE / RÉFÉRENCE : ACB memo 0012 dated January 28

SUBJECT / SUJET : Service Standards

Security / Sécurité UNCLASSIFIED
Accession / Référence
File / Dossier
Date February 25, 1994
Number / Numéro CFSM-067

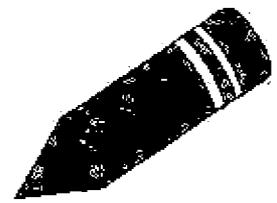
ENCLOSURES
ANNEXES

DISTRIBUTION

Attached please find duly completed charts highlighting the services being provided by the Institute.

Dave Dyet
Director

**SERVICE STANDARD INITIATIVE/INITIATIVE DES NORMES DE SERVICE
WORKING GROUP/GROUPE DE TRAVAIL**

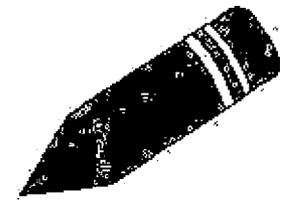


26/2/94

PM/COM - PUBLIC SERVICE/COMPTABLE PUBLIC
 GEN PUBLIC OR PUB - GÉNÉRAL PUBLIC/LE CAJARD PUBLIC
 COM AND CONTACT ORGAN COM - COMMUNAUTÉ COMMERCIAL CANADIEN
 COMM - OTHER GOVERNMENT DEPARTMENTS/AUTRES MINISTÈRES
 QUÉBÉCOISES
 CMT SUP-PERS DU COM - DEPARTMENTAL EMPLOYEES/PERSONNEL DU MINISTÈRE

DIVISION/ DIRECTION	DESCRIPTION OF SERVICE/DESCRIPTION DES SERVICES	PRINCIPAL/PRINCIPALES PRINCIPES/PRINCIPALES	DELIVERY TARGETS/ATS LOCUS DE LIVRAISON	COMPLAINT RECEIVED/RECLAMATION REÇUE/RECLAMATION PLAINTES	SERVICE COSTS/ COUTS SERVICES	CLASSIFIED				
						YR MENS	CON FCM LE CO PUS.	CON BUL CTV CTS CARM CEN	O C BY A E O	DEPT. REP./ TRAIL DU MIN.
CFSI Canadian Foreign Service Institute	Prepare departmental multi-year training strategy.	Accuracy, Timeliness	Meet PMB due date					X	X	
	Recommend departmental priorities and distribute/manage training budgets.	Transparent, equitable, accuracy, timeliness	Meet PMB due date Distribute budgets before April 1. Finish year within one percent of budget.	Request PMB review.					X	
	Formulate and promulgate departmental training policies and procedures	Transparent, concise, minimum admin burden	Reviewed and updated prior to commencement of the fiscal year						X	
	Monitor and report on all training activities	Professional, responsiveness, cost effective	Provide annual report to PMB Provide monthly reports to Branches Evaluate at least one major program per year						X	

**SERVICE STANDARD INITIATIVE/INITIATIVE DES NORMES DE SERVICE
WORKING GROUP/GROUPE DE TRAVAIL**

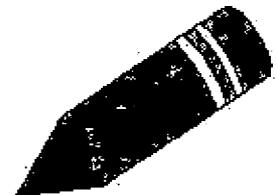


24/2/94

PARLÉMENT - PREMIER MINISTRE, MINISTÈRE DES TRAVAUX PUBLICS, MINISTÈRE
DES AFFAIRES GÉNÉRALES - GENERAL PUBLIC, GRAND PUBLIÉ
CEN DU STYACTE COMB COM - COMMUNAUTÉ COMMERCIAL CANADIEN
CAGNARD - OTHER GOVERNMENT DEPARTMENT/MINISTÈRE
GOUVERNEMENTAUX
DEPT AND /PERS DU MIN - DEPARTMENTAL EMPLOYEES/PERSONNEL DU MINISTÈRE

DIVISION DIRECTION	DESCRIPTION OF SERVICE/DESCRIPTION DES SERVICES	PRINCIPAL/PRINCIPAL RESPONSE/ENGAGEMENT	DELIVERY TARGETS/LIMITES DE LIVRAISON	COMPLAINTS/ MÉCANISMES DE RÈGLEMENTS/ PLAINTES	SERVICE COSTS/ FRAIS SERVICE	CLIENTS				
						PAR MIN	COM. FOR/ LE COM. PUB.	COM. DIE/ CIV/ CIS COMM COM	C D A M C	DEPT. EMP/ PERS. DU MIN.
CPSI cont'd	Contributes to human resource development within the Public Service	Professional, responsive, timely	Participate in all scheduled meetings and working groups						X	X
	Identification of training needs	Professional, responsive	Initial response within 5 days							X
	Identification of sources of training.	Impartial, professional	Response within 24 hrs							X
	Assistance with logistics, standards, cost effectiveness, evaluations, etc	Professional, timely, responsive	Response within 24 hrs							X
	Provide computer-based Training Management System.	Accuracy, timeliness, responsiveness	Response within 24hrs					X	X	

**SERVICE STANDARD INITIATIVE/INITIATIVE DES NORMES DE SERVICE
WORKING GROUP/GROUPE DE TRAVAIL**

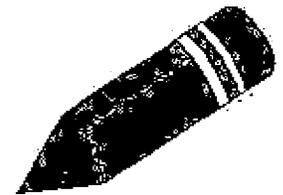


24/2/94

PARLAMI - PARLIAMINISTERE MINISTÈRE MINISTRE MINISTRE
 GEN. PUBLIC. ED. PUB. - GENERAL PUBLIC/LE GRAND PUBLIC
 COM. BUS. CIV. CIV. COM. CIV. - COMMUNAUTÉ COMMERCIAL CANADIEN
 GOVERNMENT - OTHER GOVERNMENT DEPARTMENTS/AUTRES MINISTÈRES
 GOUVERNEMENTAUX
 EMPLOYEES IN MIN - DEPARTMENTAL EMPLOYEES/PERSONNEL DU MINISTÈRE

DIVISION/ DIRECTION	DESCRIPTION OF SERVICE/DESCRIPTION DES SERVICES	PRINCIPAL/PRIORITÉS PRINCIPALES/PRIORITÉS	DELIVERY TARGET/DATÉ LIMITE DE LIVRAISON	COMPLAINT/ REQUÊTES REÇUES/RECLAMATIONS RECLAMATIONS DE RECLAMATIONS/PLAINTES	SERVICE COSTS/ FRAIS SERVICE	CLIENTS				
						PAR LAMI	COM. BUS. CIV. COM.	COM. BUS. CIV. COM.	GEN. PUBLIC ED. PUB.	DEPT. EMP. SERV. DU MIN.
CFSI cont'd	Provide assistance with the procurement of training and organizational development.	Transparency, professional, reliability	Response within 48 hrs							X
	Provision of expert advice	Professional, responsive, accessibility, timeliness	48 hrs turn around in providing initial advice							X
	Diagnostic and proficiency testing in foreign languages.	Reliability, accuracy, timeliness	Schedule testing within 48 hrs	Re-testing					X	X
	Define and implement a 'Learning Organization' strategy	Relevant,	Implement within one year							X
	Provision of Professional, Foreign and Official language training.	Professional, consistency, accessability, timeliness, responsive, relevance, cost effective	Courses delivered on schedule, minimum participation rates met, timely cancellations	Money back guarantee		X			X	X

**SERVICE STANDARD INITIATIVE/INITIATIVE DES NORMES DE SERVICE
WORKING GROUP/GROUPE DE TRAVAIL**



24/2/94

PLANNING - PLANIFICATION, MINISTÈRE DES AFFAIRES ÉTRANGÈRES ET COMMERCE INTERNATIONAL
 GEN. PUBLIC GD PUB - GÉNÉRAL, PUBLIC LE GRAND PUBLIC
 COM. BUS. CTY/CTE COMM. COM - COMMUNAUTÉ COMMERCIALE CANADIENNE
 GOV/MNG - OFFICE GOVERNMENT, DÉPART/POST/PARTIES MINISTÈRES
 GOVERNEMENTALES
 DEPT. EMP. PERS. DU MIN - DÉPARTEMENTAL, EMPLOYEES/PERSONNEL DU MINISTÈRE

DIVISION DIRECTION	DESCRIPTION OF SERVICE-DESCRIPTION DES SERVICES	PRINCIPAL ES/LIQUES PRINCIPALES/RACIÉBORTS	DELIVERY TARGET/DATE LIMITE DE LIVRAISON	COMPLAINTS RECLAMES/RECLAMATIONS REQUIS/REQUÊTES DE RÉPARATIONS/ PLAINTES	SERVICE COSTS/ FRAIS SERVICE	CLIENTELE				
						PAR MINS	COM. BUS. LE GD. PUB.	COM. BUS. LE CTE. COMM. CAN.	G C D A W E	DEPT. EMP. DU MIN.
CFSI cont'd	Development of training programs.	Responsive, relevant, cost effective	Project target dates met							X

at chart

APPENDIX K) INSTITUTE DOCUMENTATION (To be developed)

INDEX OF BUSINESS PLAN

1988 14
 1991 3, 21, 22, F-2
 1992 5, 21
 1993 vi, 5, 16, 21, 26
 1994 1, i, iv, v, 1, 4-6, 11, 14, 20, 21, 23, 26,
 A-1, A-6, A-7, A-8, B-1, C-1, C-3,
 C-4, C-5, C-6, D-1, D-3, D-4, D-5,
 D-6, D-7, E-1, E-3, E-5, F-13, G-1,
 G-2, G-3, G-4, G-5, G-6, G-7, G-8,
 G-9, G-10, G-11, G-12
 1995 1, i, 1, C-3, C-4, D-3, D-4, D-5, D-6, D-7,
 F-13, G-1, G-2, G-3, G-4, G-5,
 G-6, G-7, G-8, G-9, G-10, G-11,
 G-12, G-14
 1996 14, 22, G-14
 91-92 21
 92-93 21
 93-94 vi, 21, A-4, G-1, G-3, G-5, G-7, G-9,
 G-10, G-12, G-13, G-14, G-15,
 G-16, G-17, G-18, G-19
 94-95 21, A-4, G-1, G-3, G-5, G-9, G-10, G-12,
 G-14, G-15, G-17, G-18, G-19
 95-96 21, G-12, G-13
 abroad 1, 2, 7
 academies 18, A-6
 academy 3
 ACB 3, G-18, G-19
 acceptance 24
 access 13, 16, 17, 23, A-5, C-3, C-5
 accommodation 17, C-3
 accommodations 12
 accomplishments iv, 5
 accountability i, iv, 2, 4, 16, 17, 20, 23, 24, A-1
 accuracy C-5
 achieve i, iv, 6, 10, 15, 24
 achievement i, 6, A-2
 achievements i
 activities iv, 1-3, 6, 11, 17-19, 23, 24, 26, A-1,
 A-2, A-4, A-5, B-1, B-2, C-1, C-2,
 C-3, D-1, D-2, D-3, E-1, E-2, E-3,
 F-5, F-8, F-11, G-1, G-5, G-7, G-9,
 G-10, G-12, G-13, G-14, G-15,
 G-16, G-17, G-18, G-19
 advice iv, 1, 2, 10, 12, A-2, A-7, B-1, B-2, B-3,
 C-2, D-2, E-2, F-3, F-4, F-6
 advisor A-1, A-2, A-4, A-5, A-6, A-7, A-8, B-1,
 B-2, C-2, D-2, E-2, E-4, F-1, F-4,
 G-3
 advisors ii, 20, 27, A-1, B-1
 affairs i, iv, 1-3, 7, A-6, A-7
 agreement v, vi, 6, 26, B-1, C-5
 agriculture 6
 alliances 9, 19, A-5, G-18
 allocation v, 3, 21, 26, G-1, G-3, G-5, G-7, G-9,
 G-10, G-12, G-13, G-14, G-15,
 G-16, G-17, G-18, G-19
 anniversary i
 APD E-4

appendices ii, iv, 26
 appendix iv, vi, 11, 20, 21, 25-27, A-9, B-5, C-7,
 D-8, E-5, F-12, F-13, G-20, G-22,
 G-23, G-24
 application v, C-3, F-8, F-9, F-10, G-21
 appraisal 10, 15, G-1, G-19
 approval v, vi, 26, B-3, F-1
 area studies v, vi, 26, B-2
 Assistant Deputy Minister i, B-1, B-2, B-3, G-1,
 G-15
 Assistant Deputy Ministers iv, 10, A-6, A-7, B-2
 audit 24, G-15
 audits 24
 authority i, v, 6, 23, A-4, B-2, C-3, E-3, F-2, F-8,
 G-19
 benchmark 18, 24
 bill 24
 Bisson .. 6, 16-18, B-3, C-3, C-5, C-6, D-3, D-4,
 D-5, D-6, D-7, F-4, F-5, F-6, F-7,
 F-10, G-7
 Branch Training Coordinator 18
 Branch Training Coordinators 18, C-4, G-19
 branches v, 6, 11, 13, 14, A-2, A-7, C-2, D-2,
 E-2, F-5, F-8, G-5, G-9
 BTCs C-4
 budget iii, iv, vi, 4, 11, 13, 15, 17, 21, 26, A-2,
 C-2, C-4, C-5, D-2, D-3, D-6, E-2,
 E-3, F-7, F-8, F-13, G-1, G-2, G-3,
 G-4, G-5, G-6, G-7, G-8, G-9,
 G-10, G-11, G-12
 burden 11, C-3
 business 1, i, iv, v, 1, 10, 11, 15, 17, 20, 23,
 26, A-2, A-4, C-3, F-4, Index - 1
 Business Plan 1, i, iv, v, 1, 17, 20, 23, 26, A-2,
 A-4, C-3, F-4, Index - 1
 campus 6, 16, D-3, D-4, D-5, D-6, D-7, F-4, F-7,
 F-10
 Canada iv, 1-3, 6, 7, 9, 10, 18, A-2, B-1, C-2,
 D-2, E-2, F-3, G-1
 Canadian 1, i, iv, 1-3, 9, 18, A-7, B-2, F-9, G-16,
 G-19
 Canadian Centre for Management
 Development 9, 18
 Canadian Foreign Service Institute 1, i, iv, 1, 2,
 G-16, G-19
 cancellations 12
 capability 9, 11, 14, 19
 career iv, vi, 4, 5, 10, 12-15, 19, 26, E-1, E-2,
 E-3, E-4, F-5, F-6, G-1, G-12,
 G-13, G-14, G-16
 centre 1, 2, 6, 9, 14, 18, A-2, A-7, C-5, D-3,
 F-3, F-6, F-9, F-10, G-19
 CFSP B-2, B-3
 CFSP E-3, E-4
 challenging 1, 2, 13
 change 23, 24, E-3, F-1, F-8
 change control 23
 change management 23

- changes iv, 7-9, 14
- chart 21, 22, F-2, F-12
- CIDA 6, 10
- clarity 20
- class v
- clerk 3, F-4, F-5, G-7
- clerks F-5, F-8, G-7
- client 10, 12, 13, 16, 18, 19, 24, C-4
- clients iv, 1, 2, 6, 9, 10, 12, 13, 17, 18, 24, A-2, A-4, A-7, B-1, B-3, C-2, C-3, C-4, D-1, D-2, D-3, D-4, D-5, D-6, E-2, F-2, F-6, F-10, F-11
- CM 16, G-13
- coaching 16, G-18
- coherence 24, E-2, F-5
- colloquium v, 5, A-6, B-3, G-5, G-12
- commitment C-4, F-8
- communication 1, 2, 11, 16-18, 23, 25, A-4, A-6, G-19
- communications iii, v, vi, 7, 15, 16, 18, 19, 25, 26, B-1, B-2, B-3, C-3, F-11, G-5, G-15, G-19, G-22
- competitive 13
- competitively 1, 2
- completion v, B-3
- conclusion B-3
- conclusions 26
- confirmation v, 26
- consequence 15, 21, 24, A-5
- contacts F-3
- contract vi, 10, 26, B-2, C-5, F-1, F-2, F-8, F-11, G-3, G-7, G-9, G-14
- contractor G-12, G-13
- contractors 18
- contracts C-5, F-1
- contribution 1, 2, 12, 15, B-2
- cooperation 1, A-7, C-4, C-5
- core i, G-12
- cost iv, 1, 2, 4, 6, 10-12, 14, 17, 24, A-2, A-5, A-6, B-1, B-3, C-2, C-3, C-4, C-5, C-6, D-2, E-2, F-1, F-8, F-11, G-7, G-9, G-17
- cost effectiveness 1, 2, 11
- cost recovery iv, 1, 2, 10, A-5, B-1, C-2, D-2
- cost-recovery 6, A-2, E-2
- course iv, 5, 9, 12, 17, 23, 24, 26, A-7, A-8, F-4, F-6, F-7, F-11, G-9, G-12, G-21
- courses 3, 5, 6, 13-15, 17, D-1, E-3, F-11, G-9, G-12, G-13, G-14
- CPD G-15
- Cuernavaca 5, D-4, G-9
- curricula 9
- curriculum 5
- data 17, C-3, F-5, F-8, F-11, G-7, G-21
- day 5, 18, F-4, F-5, F-11
- days 11, 24, C-5, G-1, G-9
- deadlines 23
- Dean i, ii, v, vi, 4, 5, 14, 19, 20, 26, 27, A-1, A-2, A-4, A-5, A-6, A-7, A-8, B-1, B-2, B-3, C-2, D-2, D-3, E-2, E-3, F-3, F-4, G-1, G-2, G-3
- deficiencies 24
- definition i, iv, 11, 13, 18, 23, A-4, A-6, D-3, G-21
- demand 6, 24
- department i, iv, 1-3, 5-10, 12-18, 24, A-2, B-2, B-3, C-2, D-2, E-2, F-1, F-3, F-5, F-8, G-1, G-10, G-18, G-21
- departments 6, 7, 10, 14, 19, A-5
- Deputy Minister i, A-6, A-7, B-1, B-2, B-3, G-1, G-15
- Deputy Minister of Foreign Affairs A-6, A-7
- Deputy Ministers i, iv, 10, 14, 18, 24, A-6, A-7, B-2
- dev A-1, A-4, A-5, A-6
- dev't A-1
- develop 7, 14, 17-19, A-4, A-5, A-7, B-3, C-4, C-6
- development iv, 1-3, 5-12, 14-16, 18, 19, 24, A-1, A-2, A-4, A-6, A-7, B-1, B-2, C-2, D-2, E-2, E-3, E-4, F-2, F-3, F-4, F-5, F-7, F-8, F-11, G-5, G-7, G-9, G-10, G-12, G-14, G-15, G-18, G-21
- DFAIT i, iii, iv, v, 1-5, 9, 10, 12-14, 17-19, 24, A-2, A-3, A-5, A-6, A-7, B-1, B-2, C-2, C-4, D-2, E-2, F-4, F-13
- DG B-2
- DGs 4, 5
- diplomacy F-7
- diplomatic v, 7, 18, 19, A-6, B-3, G-3
- directive v
- Directors 4, 5, A-2, A-6, D-2, F-4, G-3, G-12
- documentation iii, 20, 23, G-24
- duration v, A-4, A-5, F-5
- duty 7
- education 3, 8, 9
- effective communication 1, 2, 11
- efficacy v
- efficiency v, 4, 13, A-4
- employee vi, B, 10, 12, 16, 24, 26, C-5, F-1, F-5, G-17
- employees iv, v, 1-4, 6-9, 14-16, 19, 24, B-1, B-2, C-4, C-5, F-1, F-2, F-5, F-9, G-9, G-19
- employment equity 9, 10, 15, F-4
- encumbrances 6
- entry-level 5
- environment 7, 9, 10, 12, 24
- equitable 11
- errors 24
- establish iv, 3, 17-19, A-5, C-3, C-5
- ethical 5, 8
- EX 19, F-3, F-7, G-3, G-10, G-14
- excellence 1, 2, 9, 11-13, 16, A-2, F-3
- executive iv, 18, A-1, A-4, A-5, A-6, A-7, A-8, B-2, C-4, C-5, D-6, F-3
- executive summary iv
- expérience 3, B-1, B-3, E-3
- expert 12, A-7, F-6
- experts 3, 4, B-2, D-5, F-7, F-11

EXs 14
 external 1-3, 16, 18, B-2, B-3
 facilities 8, 12, 17, 24, F-11, G-1
 facility 6, F-9
 fellow B-1
 fellows ii, iv, vi, 4, 20, 26, A-2, A-6, A-7, A-9,
 B-1, B-2, B-3, C-2, D-2, E-2, F-1,
 F-7, G-1, G-4, G-5
 finance C-5, F-8, G-15
 financial 8, 13, 16, 21, C-2, C-4, C-5, F-4, F-5,
 F-11, G-19
Finex 16, 17, G-1, G-12, G-13, G-14, G-15,
 G-16, G-17, G-18, G-19, G-21
 fiscal i, iv, 11, 20, 26, C-5
 FLT G-1, G-9, G-16, G-17
 Foreign 1, i, iv, v, vi, 1-7, 10, 12-14, 18, 19, 26,
 A-1, A-6, A-7, B-1, B-2, B-3, D-1,
 D-2, E-3, F-9, G-1, G-5, G-9, G-15,
 G-16, G-19
 Foreign Service 1, i, iv, v, 1-3, 7, 13, 14, 19,
 A-1, A-6, B-1, B-3, E-3, F-9, G-1,
 G-5, G-16, G-19
 form i, G-19, G-21
 formal 16, F-9
 format 5, B-3
 foundation 3
 FSO E-3, G-1, G-12, G-13
 FTE C-4, C-5, G-14
 FTEs vi, 4, 26, F-1, F-2, F-8
 function 3, 10, 13, F-9
 functional iv, vi, 4, 13, 26, E-1, E-2, E-3, E-4,
 F-5, G-1, G-15, G-18, G-19
 funds v, 2, 4, 6, 26, A-2, C-2, C-4, C-5, D-2,
 E-2, G-1, G-9, G-18
 future 4, 7, 13-17, 19, B-2, C-3, F-1, G-1
 gaps 14, 16, 17
 German 5
 goal iv, 14
 goals 20, 23
 government 3, 6, 7, 9, 10, 17, 19, A-4, F-3, G-1
 government services 17
 governments 6, 10
 head of mission 3
 hire F-1
 hires 3
 HOM G-12, G-18
 hours 11, 12, G-17
 Hull 6, D-3
 human iii, v, vi, 1-3, 9-11, 13-15, 18-20, 26,
 B-1, B-2, E-5, F-1, F-11, G-1,
 G-16, G-17, G-18
 human rights 9, 10, G-1, G-18
 IDC-HT 14, A-5
 immediate 13, 14
 immigration 6
 impact 9, 10, 13, 24, A-7, B-2, F-2, F-8, F-9,
 F-10, F-11
 implementation v, 18-20, B-2, B-3, C-5, F-3, F-6,
 F-8
 increase v, 9, 14, 18, 24, B-2, C-3, C-4, G-9,
 G-10

indeterminate vi, 4, 26, F-1, F-3, F-4, F-5, F-6,
 F-8, F-9, F-11
 indicators i
 individual iv, 6, 8, 12, 13, B-3, E-4, G-14, G-15
 influence 10, 16, 23, A-6, C-3
 information iii, 6, 12, 13, 16, 17, 23, A-5, A-6,
 B-2, B-3, C-2, C-3, C-4, F-3, F-4,
 F-5, F-8, G-20
 instance 10
 Institute 1, i, iii, iv, v, vi, 1-23, 25, 26, A-1, A-2,
 A-3, A-4, A-5, A-6, A-7, A-8, B-1,
 B-2, B-3, C-1, C-2, C-3, C-5, C-6,
 D-1, D-2, D-3, E-2, E-3, E-5, F-1,
 F-2, F-3, F-4, F-5, F-6, F-7, F-8,
 F-9, F-11, G-1, G-3, G-9, G-16,
 G-19, G-21, G-22, G-23, G-24
 intensive 5, 16, D-3, D-6, G-9
 internal v, 1, 2, 6, 16, 18, B-2, F-1
 International i, iv, 1-3, 7, 14, 15, 18, 19, A-2,
 A-6, A-7, B-1, B-3, C-2, D-2, E-2,
 F-3, G-15
 Italian 5
 Japanese 5
 junior 5, F-5, G-12, G-13
 knowledge 3, 9, 10, 23, 24, C-4, E-2, E-3, G-15
 Korean 5
 language iii, iv, v, vi, 1, 2, 4-7, 10-14, 16, 19,
 20, 26, A-2, B-1, C-2, C-7, D-1,
 D-2, E-2, F-3, F-5, G-1, G-7, G-8,
 G-9, G-10, G-15
 leadership 1, 2, 5, 8, 11, 15, 19, A-8, B-3, E-3,
 F-3, G-12
 learning iv, 1-3, 6, 9, 15-17, 19, 23, 24, A-2,
 A-5, A-7, B-1, B-3, C-2, C-3, C-4,
 C-5, D-2, E-2, E-3, E-4, F-5, F-6,
 F-9, F-11, G-9
 level iv, 3, 5, 8, 13, 14, 24, A-6, A-7, E-3, F-3,
 F-8, G-1, G-3, G-5, G-7, G-9,
 G-10, G-12, G-13, G-14, G-15,
 G-16, G-17, G-18, G-19
 levels 5, 7, 12, 16, 18, 21, 22, E-3, G-1, G-18
 limits iv
 list iv, 20, 24, 26, C-5
 long-term 1, 2, 7, B-1, G-9
 management i, ii, iii, iv, v, vi, 1-20, 23, 24, 26,
 A-2, A-4, A-5, A-6, A-7, B-1, B-2,
 B-3, B-5, C-1, C-2, C-3, C-4, C-5,
 C-6, D-1, D-2, E-2, E-3, F-2, F-3,
 F-4, F-5, F-6, F-8, F-9, F-11, G-1,
 G-6, G-7, G-9, G-12, G-13, G-16,
 G-17, G-19, G-20, G-21
 Management Services ii, 4, 20, A-2, B-1, B-5,
 C-1, C-2, C-3, C-4, C-5, C-6, D-1,
 D-2, E-2, F-4, F-5, G-1, G-6, G-7,
 G-9
 Mandarin 5, D-4
 mandate iv, v, vi, 1, 2, 5, 23, 26, A-2, A-4, A-5,
 B-1, C-2, D-2, E-1, E-2, F-2, G-18
 manual iv
 maximum 8
 measurements 24, A-4, B-2, E-3

reference vi, 21, 22, 26, A-1, C-1, D-1, E-1, G-1
 registration iv, 17, C-4, F-5, F-11
 relation F-2
 relations iii, iv, 1-3, 7, 10, 14, 18, 19, 25, A-2, A-7, B-1, B-3, C-2, D-2, E-2, F-3, G-1, G-15, G-18, G-19, G-22
 relevance 1, 2, 9, 11, 13, 24, C-4, C-5
 relevant iv, 1, 2, 5, 7, 10, 12, 14, A-1, A-2, A-5, B-1, B-3, C-1, C-2, C-3, D-1, D-2, E-1, E-2, F-5
 reliability C-3
 report iv, 3, 11, 15, 18, A-5, C-5
 requirement 9, 16, A-5
 requirements 1-3, 9, 10, 13, 15, 24, A-1, A-4, A-5, 8-1, B-2, C-1, C-3, D-1, E-1, F-1, G-1, G-10, G-12, G-15, G-16
 research v, B-1, B-2, F-3, F-7, G-1
 resources i, iii, v, 3, 4, 6, 7, 12-15, 24, A-4, A-5, B-1, B-2, C-1, C-3, E-4, F-2
 respond 9, F-2
 response iv, 6, 11, 17, 23, 24, A-2, C-3, F-4
 responsibilities 13, 18, 20, A-2, C-2, D-2, E-2, F-2
 responsibility 4-6, 8, 16, C-5
 responsible 4, C-2, D-2, E-2, F-4, F-5, F-6, F-8, F-11, G-19
 results i, 23, 24, A-4, B-2, C-3, E-3
 review i, v, 7, 18, A-4, A-6, B-2, B-3, C-3, F-1, F-3
 risk 24, F-1
 risk mitigation 24
 risks 24
 role iv, 1-3, 8, 12, 15, B-3
 rotational iv, 14, E-3, F-1, G-9, G-10, G-14
 Russian 5
 salaries 4, 16, 21, 24
 satisfaction 24, C-4, E-3
 schedule 12, F-3, G-18
 school iii, v, 4, 6, 14, 20, 26, A-2, B-1, C-2, C-7, D-1, D-2, D-8, E-1, E-2, E-3, F-5, F-6, F-11, G-3, G-7, G-8, G-9, G-10, G-11, G-12
 segments 10
 seminar B-3, G-3
 seminars v
 senior 8, 13, 14, 18, 19, A-1, A-2, A-7, B-1, B-3, C-2, D-2, E-2, E-3, F-1, F-3, F-4, G-3, G-12, G-13, G-18
 service i, i, iii, iv, v, 1-3, 6, 7, 9, 11-14, 16-19, 23, 24, A-1, A-2, A-4, A-6, B-1, B-2, B-3, C-2, C-3, C-4, C-5, D-2, D-3, E-3, F-1, F-3, F-4, F-5, F-9, F-10, F-11, G-1, G-5, G-16, G-19, G-23
 service orientation 1, 2, 11
 services ii, iv, vi, 1, 2, 4, 6, 8-13, 17-20, 26, A-2, A-7, B-1, B-5, C-1, C-2, C-3, C-4, C-5, C-6, D-1, D-2, E-2, F-1, F-2, F-4, F-5, F-6, F-7, F-11, G-1, G-6, G-7, G-9, G-14, G-18
 shared vision 1, 2, 11

SIGNET 16, 17, C-3, C-5, F-8, G-1, G-5, G-7, G-21
 Single Operating Budgets 16
 skill 3, 7, 9, E-3
 skills 5, 7, 8, 10, 14, 15, 24, C-4, E-2, E-3, G-15, G-16
 social 8, 19
 solution 3, 10
 Spanish 5, G-9
 speaking 7
 specialists 3, 6, F-1, F-6, G-16
 specifications 17, C-3
 speed 11, C-3
 spouse A-5
 spouses 8, F-1, G-19
 staff iv, v, vi, 1, 2, 4, 5, 8-10, 13, 16, 18, 19, 20, B-2, C-3, C-5, C-6, E-1, E-2, E-3, E-4, F-2, F-5, F-8, G-1, G-3, G-7, G-13, G-14, G-15, G-16, G-17, G-19
 standards iii, iv, 11-13, 17, 23, 24, A-2, A-6, C-3, C-6, D-2, F-3, G-23
 start i, iv, 14
 static 23
 step 23
 steps 23
 strategies 17, 18, A-2, F-3
 strategy iii, v, 3, 11, 13, 17-19, 25, A-7, B-1, B-2, G-22
 submission v
 summary iv, G-1
 supernumerary F-1
 supervisor F-5
 supervisors 5, 8, G-19
 supply 24
 table ii, 11, C-1, D-1, E-1, F-1, F-2, F-3, F-8
 target 11, 12, A-4, A-5, A-6, A-7, A-8, C-3, C-4, C-5, C-6
 TB 12, G-14
 teachers 3
 team 12, F-4
 teams 8, F-11
 teamwork 1, 2
 technologies 17
 technology 7-9, 13, 15, 17, A-3, C-3, F-4, G-21
 term vi, 1, 2, 4, 7, 26, B-1, B-2, F-1, F-2, G-9
 time 9, 14, 17, 19, 24, C-3, C-4, C-5, C-6, F-1, F-2, F-8, G-1, G-9, G-10, G-15, G-21
 timely 11, 12, 16, C-3
 TMS iv, 16, F-8, G-21
 tool 17, 23
 tools 10, 15, 16
 trade i, iv, 1-3, 10, 15, G-1, G-15, G-16
 trade-off 15
 training management system iv, 11, 16, 18, C-4, C-5, F-8, G-7, G-21
 Treasury Board 14, 17, 18, F-1, G-10, G-17
 trends 7, 9, 17, 19, B-2
 understanding 5, 24, B-3, C-4
 unique 1, 2, 9, A-2, C-2, D-2, E-2

