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Canadian Foreign Service Institute



External Affairs and
International Trade Canada

Affaires extérieures et
Commerce extérieur Canada

External Affairs and
International Trade Canada

**A MESSAGE FROM THE UNDER-SECRETARY OF STATE
FOR EXTERNAL AFFAIRS**

The creation of the Canadian Foreign Service Institute is a response to our need for more and better training. International problems and challenges are becoming more numerous and complex, while the resources available to deal with them are limited. Skilled, knowledgeable and motivated people are the most valuable resource we possess and the Canadian Foreign Service Institute will help them realize their full potential.

Our aim is to establish a work environment that encourages training and development for all personnel, throughout their careers. Only in this way can our department continue to be effective in promoting the interests of Canadians in the world.

The Institute provides training programs for all employees. The first career programs, which consist of both classroom and on-the-job training, start in October 1992. With these innovative programs, the Institute is certain to play an important part in ensuring the quality and effectiveness of Canada's foreign service.



Dept. of External Affairs
Min. des Affaires extérieures

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"After almost 30 years in the Canadian foreign service, I can look back on a career which has taken me and my family from Yaounde to Oslo with many stops in between. My academic training in pure mathematics and work as a research mathematician with an international oil company is not a typical preparation for the foreign service, but illustrates the openness of the service to individuals of varied backgrounds.

"When I joined, training was entirely on the job and we moved from division to division, learning by doing. The Department was much smaller and the issues fewer and less complex. Departmental "lore" was passed on through a series of informal contacts with senior colleagues on the job or in evening sessions.

"After a posting to Yaounde, I worked on Canada's bilateral relations with East Africa. I had the opportunity to study at the École nationale d'administration in Paris before working on development issues and la Francophonie at the Embassy there. After heading the Federal-Provincial Relations Division at External Affairs in the mid-seventies, I concentrated on European affairs in Bonn and was a Director General with responsibilities for Canada's relations with Western Europe. I was Ambassador to Norway and Iceland before taking on the challenge of piloting the Canadian Foreign Service Institute.

"Times have changed. The need for a more formal training framework for all employees is evident. I believe that the Institute will be able to promote a successful blend of classroom and on-the-job training. This will enable the Canadian foreign service to maintain the high standards of service to Canada that Canadians have come to expect."

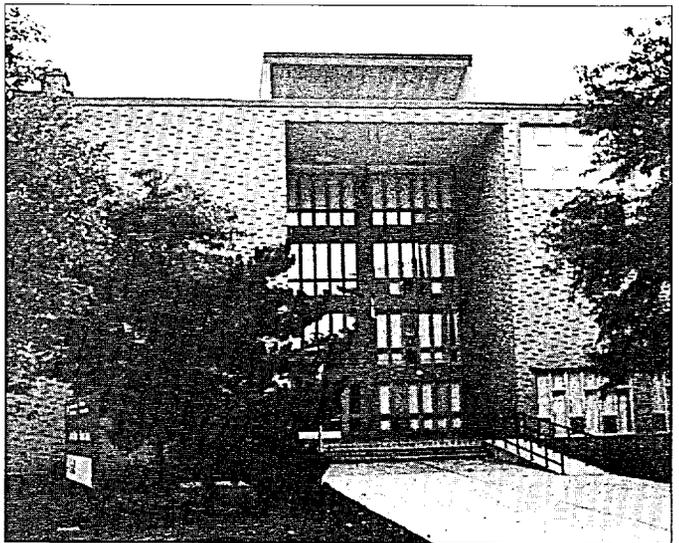
R.H. Graham Mitchell, Dean
Canadian Foreign Service Institute

In the 1930s, new Canadian foreign service officers were routinely assigned to the code room at headquarters in Ottawa to cipher and decipher telegrams. This on-the-job training was intended to provide new officers with an overall view of the work done by the Department of External Affairs. Now, much more effective and comprehensive training is necessary to meet the growing challenges of a complex world.

The Canadian Foreign Service Institute (CFSI), through its Professional and Language schools, will provide such training to the Canadian foreign service, including officers and administrative and technical staff.

TO PROMOTE CANADA'S INTERESTS AND VALUES

The Canadian Foreign Service Institute is dedicated to developing a highly skilled and motivated group of people, capable of the leadership and collective effort necessary to portray, promote and defend the interests of Canada and the values of Canadians in the world. The Institute will provide Canada's foreign service with the skills and knowledge it needs to promote Canadian interests and values, bring understanding of the world to Canadians, and serve Canadians at home and abroad.



The Canadian Foreign Service Institute.

In October 1992, CFSI's Professional School launched two training programs: a career program for entry-level officers, and a career program for administrative and technical staff. These structured programs are supplemented by many individual courses to meet specific needs. The Institute's courses are offered in English, French, or in a combination of the two languages.

The Canadian Foreign Service Institute's Language School provides training in English, French and over 40 foreign languages to Canadian foreign service personnel, helping them promote Canada's interests more effectively in other countries. Effective communication with the governments, businesses and people of other countries is essential in the competitive international environment.

TO ACT AS A FOCUS OF ACTIVITY

The Canadian Foreign Service Institute was established in 1992 by External Affairs and International Trade Canada (EAITC) to incorporate and build on existing training programs, and develop new ones. The Institute embodies a unified and coherent vision of the importance of training in the development of individuals and organizations which must meet the challenges of an increasingly complex world. As a distinct institution, CFSI acts as a focus for the energy, imagination and resources necessary to achieve that vision.

The creation of CFSI resulted from a reassessment of priorities made necessary by decreasing resources and increasingly complex international circumstances. Part of this reassessment involved a commitment to enhancing efficiency and effectiveness through human resource development. This is congruent with the Canadian government's Public Service 2000 initiative, which affirmed the need to create a continuous learning environment for employees, thereby increasing productivity and effectiveness. For those working in foreign affairs in particular, more effective and ongoing training is essential for meeting the challenges created by the evolving international system.



"Raised in Edmonton, I completed a Bachelor of Arts degree in French and Political Science at the University of Alberta. I worked for three summers with festivals, as Logistics Assistant for "L'Estival junior" in Quebec City, and as co-ordinator of "A Taste of Edmonton" in Edmonton.

"I have travelled to Japan and Mexico, as well as to Europe, where I studied for a year at the universit  Paul-Val ry in Montpellier, France. This travel, and my interest in foreign relations, are both rooted in the same fascination with lands abroad, their languages and their cultures.

"I believe in the possibility of a greater realization among nations of the necessity of co-operative effort to achieve mutual goals. I come to this Institute with a respect and sympathy for others, organizational skills and an interest in international affairs. I hope to leave with a specific, technical knowledge of policies and methods that will enable me to apply my skills to a career with the foreign service, and contribute to bringing the ideal of international co-operation to a reality."

*Sandra McCardell
Political/Economic Officer*



"Originally from the Chicoutimi region, I completed a finance degree and have had the opportunity to work in accounting and client services in several different cities.

"Since I was a child, my dream has been to work abroad, something which joining External Affairs and International Trade Canada will allow me to do.

"Because I am dedicated to my work and am proud of being Canadian, I hope to give to my colleagues and to the department's clients as much as I receive from them.

"Having worked in finance and administration in the private sector and in the department for several years, I want to learn more about administrative procedures and get a better understanding of public administration. I also want to know more about life and work abroad.

"I am confident that the training I receive at the Institute will help me achieve my objectives by giving me the necessary skills and knowledge."

*Christine Brassard
Administrative officer*

TO ENHANCE PROFESSIONAL SKILLS AND KNOWLEDGE

Starting in the 1940s, new foreign service officers attended lectures and seminars given by senior officials at the "University of the East Block," on Parliament Hill. The Canadian Foreign Service Institute's Professional School builds on this tradition. A new training program for administrative and technical staff began in October 1992, along with a program for entry-level officers. The Institute is also adapting this entry-level curriculum for other junior officers and is developing similar programs for officers at different points in their careers.

The Institute's program for administrative and technical staff will provide the skills and knowledge necessary to increase productivity and the quality of service. Government resource reductions combined with increased automation mean that staff, in order to perform a greater variety of tasks, must possess a wider range of skills. The program therefore offers diverse courses on such subjects as communication skills, time and information management, supervisory skills, problem-solving, and financial and property management. The program is also designed to enhance the career perspectives of administrative and technical staff.

The Canadian Foreign Service Institute has developed more than 40 courses for its career program for entry-level officers. The new officers enrolled in this program complete courses on the international system and on Canada's external relations. As well, they improve their communications and interpersonal skills,

LEARNING HOW TO DEVELOP AND IMPLEMENT POLICY

"The Policy Process" is a three-day course on how public policy is made in Canada, particularly foreign policy. It is offered to all entry-level officers as part of the Canadian Foreign Service Institute's career program. The course was designed by Bruce Doern, a native of Winnipeg and professor of public policy at Carleton University in Ottawa.

Participants learn about how the federal government, Parliament, the provinces, interest groups and the media interact to shape the overall policy process.

Officials who were involved in the actual decisions participate in the course, describing applied case studies of policy making. Examples of such case studies include the "Softwood Lumber Case," on a Canada-U.S. trade dispute, and the "Response to Changing European Security Case," focusing on the end of the Cold War. Among the dynamics examined through such case studies are how interest groups and provincial governments affect foreign policy, and how different government departments interact, sharing expertise and resources.

By raising these kinds of issues, "The Policy Process" course helps officers to more effectively develop and implement policy during their careers, giving them an appreciation of the myriad of structures, processes and interests involved.

learn work and project management techniques, and study relations with the news media. Participants also complete courses specifically relevant to their career streams. For example, political/economic officers take a course called "International Law," exploring the legal environment in which international relations are conducted and the specifics of international law that have particular importance for Canada and for the work of the foreign service. Similarly, trade commissioners complete a course named, "Canada's Trade and Industrial Structure," which reviews the country's economic sectors, looking at regional differences and emphasizing Canada's international competitiveness. Administrative officers examine "Resource Allocation, Management and Budgeting," studying financial and human resource planning both in Ottawa and at missions abroad. Social affairs officers study Canada's immigration laws and regulations, as well as issues concerning international migration and refugees.

Participants in the Institute's entry-level career program also benefit from various activities outside the classroom, such as visits and briefings, that allow them to learn first-hand about Canada's government institutions. Similarly, a visit to a foreign mission in Ottawa provides the opportunity to observe how an embassy functions. After finishing their classroom training, the new officers go on to apply their new skills and knowledge in the workplace, where they receive structured on-the-job training for approximately eight months. In addition, some new officers participate in a cross-Canada tour to broaden their knowledge of the country they represent. This carries on a tradition dating from 1916, when the Trade Commissioner Service (now part of EAITC) started sending new commissioners on tours of Canadian farms and businesses before they were posted overseas.



"I grew up in Renfrew, Ontario, and moved to Ottawa to study commerce at Carleton University. Circumstances interrupted my education after two years. I then joined the federal government where I worked as an office clerk.

"I received language training during this period and it felt good to become part of the region's bilingual character. My wife is from Quebec and we are raising our family in Hull, Quebec, across the river from Ottawa.

"I joined the Department of External Affairs in 1983 as an accounting and administration clerk. Presently, I am a senior finance clerk in the Office of Protocol, working on the logistical arrangements for visits to Canada of foreign heads of state.

"Recently, I participated in a two-day course organized by the Canadian Foreign Service Institute which improved my interpersonal communication skills. The course's emphasis on the importance of non-verbal communication was particularly interesting.

"I work hard and enjoy my present work. I know that effective training improves job satisfaction, which in turn helps increase self-esteem – so important in life."

*Brian Skerkowski
Senior Finance Clerk*



"I was born in Quebec City and have always lived there. After studying geography at the Université Laval, I worked for several years developing a business with my husband. I then spent a few years at home with my daughter, who is now twelve years old.

"When I joined the workforce again in 1984, I worked for the Quebec Ministry of Tourism and then for Alcan's government relations office. During this period, I completed a degree in French linguistics.

"I enjoy meeting people from all over. I like the dynamics of teamwork and, most of all, I love to travel. I joined the foreign service for these reasons, and to act on my belief that Canada has a role to play in building the global village of tomorrow. It is time for me to acquire the knowledge and work skills necessary for my future tasks. I think I know how our society works but I need to understand life in other countries so that I can help their people appreciate Canada.

"I feel ready for this new experience, and I know it will be enriching."

*Andrée Blouin
Social Affairs officer*

TO FOSTER A LIFELONG LEARNING ENVIRONMENT

The Canadian Foreign Service Institute supplements its intensive career training with programs designed to address the specific needs of individuals or small groups. Such ongoing training helps establish the lifelong learning environment necessary to maintaining and enhancing the efficiency and effectiveness of employees. For example, the Institute, in conjunction with the Canadian International Development Agency (CIDA), co-operates with the Political and International Security Affairs Branch of EAITC to offer a three-day course on human rights and democratic development.

The Institute manages specific courses for limited numbers of participants and provides funding for management training seminars, courses taken outside working hours and education leave. For example, the Institute offers at least two sessions every year of a week-long leadership colloquium, which develops the leadership, people-management and team-building skills of senior managers.

All Institute courses are designed to emphasize interaction and participation, with opportunities provided to apply classroom lessons in case studies, exercises and simulations. The hands-on nature of these learning experiences ensures that the courses are not only relevant and practical, but also interesting and stimulating.

MORE EFFECTIVE LANGUAGE IMMERSION

Spanish is one of the main foreign languages taught by the Canadian Foreign Service Institute. The Institute recently developed an innovative immersion program in co-operation with a school in Cuernavaca, Mexico.

The Institute analyzed the needs of its students and determined that an advanced level of Spanish ability is necessary for Canadian representatives to do their jobs effectively. Examples of tasks for which such linguistic skills are essential include negotiation, speech making, interviewing, summarizing speeches and news reports, and explaining Canadian policy. The Cuernavaca language training is designed to relate directly to these specific needs.

Because an understanding of the other person's culture and background is essential to communication, language training is supplemented by instruction in the history, sociology, geography and culture of Spanish-speaking countries. For example, one component of the program helps participants understand how Latin Americans do business. During the two- to six-week program, students are housed with Mexican families, giving them an indispensable opportunity to learn about the culture of the country.

TO IMPROVE LANGUAGE SKILLS

Understanding different languages and cultures is necessary for effective communication. For example, in promoting Canadian business abroad, Canadian representatives who possess linguistic and cultural knowledge have a competitive advantage. The Institute's Language School ensures that Canadian foreign service personnel acquire the linguistic proficiency needed to do their jobs effectively. The Language School teaches the official languages, French and English, as well as many foreign languages.

The Canadian Foreign Service Institute's Language School operates on the principle that, for communication to be successful, language skills must be joined by cultural understanding. Its programs are designed so that participants learn other languages within a larger, cultural context.

This approach also means that speaking, listening, reading and writing skills are developed by applying them in "real life" situations similar to those encountered by students in doing their jobs. Thorough analysis of participants' needs allows such job-oriented skills to be incorporated in language programs.

The Institute's use of technology also encourages learning by doing. For example, computerized language labs promote interactive learning, while satellite reception of television from around the world allows teachers to use timely videos as part of language and cultural instruction. The Institute is researching and experimenting with more advanced interactive approaches which create a rich and stimulating learning environment, increasing the quality of instruction and reducing the time needed to learn a new language.



"I was born and raised in Buffalo, New York, but spent my summers in Port Colborne, Ontario. I studied French and Education at Mercyhurst College in Erie, Pennsylvania, and at the Institute for American Universities in Aix-en-Provence, France. My education and experience proved invaluable when I joined in 1981 the staff of the Canadian Consulate General in Buffalo, New York. In 1989, I started as a locally engaged Immigration Program Officer at the Canadian Embassy in Washington, DC.

"At that time, I completed a training course in Canada which provided an overall view of the Canadian immigration program and gave me an opportunity to meet and exchange ideas with other officers from Canadian posts abroad. I recently participated in a month-long training course in Ottawa and Toronto which studied in-depth the Immigration Act and Regulations. After successfully completing this course I was officially designated as an Immigration Officer, which granted me legal authority to make decisions on applications for temporary or permanent residence in Canada.

"I have enjoyed my work with the Canadian government and look forward to continuing my career at the Canadian Embassy in the exciting city of Washington, DC."

*Julia A. Cutler
Designated Immigration Officer*



"In January 1992, a dream finally came true when I entered the foreign service as a Trade Commissioner.

"When I was younger, a meeting with foreign service officers during a Forum for Young Canadians conference inspired me to apply. 'This is the kind of job that would send me all over the world,' I said to myself. After studying science at my CEGEP in St-Laurent, I turned to economics at university. After completing a Master's degree at the Université de Montréal, I began my career as an economist at the Canada Mortgage and Housing Corporation in Hull, Quebec.

"I think that to succeed in the foreign service, I need to possess excellent communication skills, allowing me to better express my ideas and opinions, to effectively explain and persuade. I hope the Canadian Foreign Service Institute will help me develop these skills.

"Because I will be responsible for promoting Canadian products and services, I expect to receive instruction in such matters as marketing, market studies, and import and export practices. I hope the knowledge I acquire at the Institute will allow me to help Canadian business in the international marketplace."

Alain Gendron
Trade Commissioner

TO OFFER PRACTICAL, RELEVANT AND EFFECTIVE PROGRAMS

The Canadian Foreign Service Institute is based in the National Capital Region, but it is accurate to say that its campus is the world. The Institute is neither confined to nor limited by its building, because the needs of Canada's foreign service demand the flexibility that allows programs to be offered when and where they are needed.

Nor are the Institute's programs set in stone. Rather, they adapt to changing circumstances and needs during their ongoing development. During this process, the Institute analyzes the tasks involved in particular jobs, incorporating into course designs the skills and knowledge necessary for the performance of those tasks. To enhance their relevance, programs are formulated in consultation with course participants as well as experts in the subjects being taught.

The Institute draws expertise from across Canada, including from educational institutions, non-governmental organizations and the private sector. This avoids the need for a large permanent staff and ensures quality in the design, development and delivery of programs.

TO MEET THE CHALLENGE

It is essential that those who manage Canada's foreign relations possess the skills, knowledge and dedication necessary to deal with the complexities, problems and opportunities presented by the international system. By providing the necessary training, the Canadian Foreign Service Institute plays a key role in assuring that the challenge is met.

October 1992