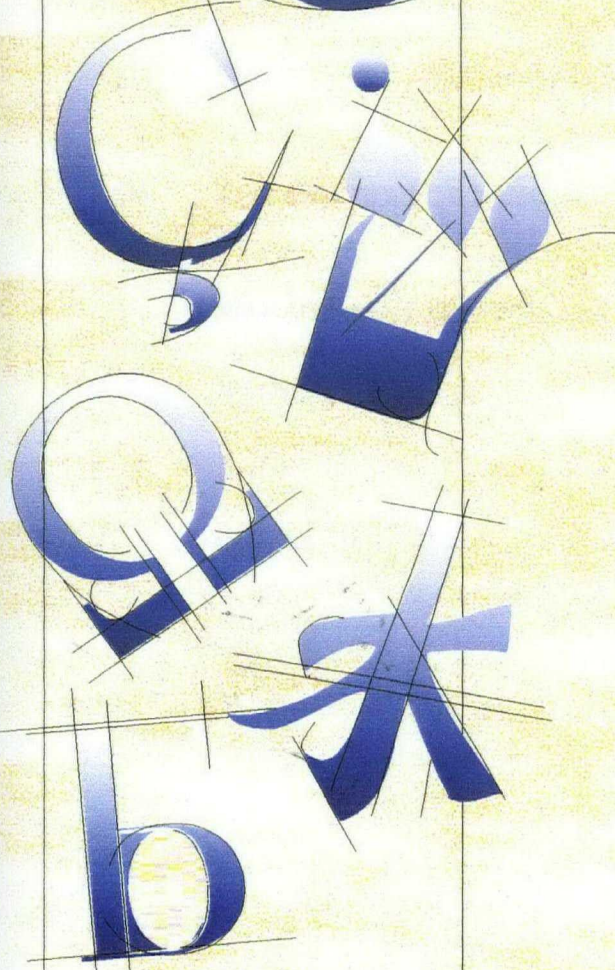


Canadian Foreign Service Institute

Annual Report

1997 - 1998



Department of Foreign Affairs  
and International Trade

Canada

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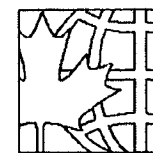
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## **FOREWORD: THE DIRECTOR GENERAL'S OVERVIEW**

The Canadian Foreign Service Institute is pleased to present its Annual Report for 1997-98, its sixth year of operation. With its three Centres of excellence – the Centre for Professional Development, the Centre for Intercultural Learning and the Centre for Language Training, supported by the Division of Management Services – the Institute deployed a wide array of learning services both within and outside the Department of Foreign Affairs and International Trade. During the year, processes of change in the Department were reflected in the objectives set for the Institute. As described in the following pages, the increasing role of information technologies in Canadian diplomacy is posing new challenges for the learning function.

The need to provide value for money, emphasized in last year's report, is continuing to receive ongoing and close attention by the Institute's Management Committee.

An important occurrence for the Institute this year was the presentation of a Report to the Department's Executive Committee on the Departmental Learning Function. This report led to a reinforced mandate for the Institute as the functional authority for learning in DFAIT. (The full text of the Executive Committee Decision is contained in Annex I).

Challenges for the coming year are many. The Department's Foreign Language Training Policy will go through a full scale review. New activities designed to assist departmental employees functioning effectively in foreign cultures are being developed. A "Virtual Campus" is being created that will promote and deliver training at each of Canada's 157 overseas locations.

The Institute is changing as the Department and the conduct of international diplomacy are changing. We in the Institute are looking forward to the new challenges. We are confident we can meet them.

The Dean of the Institute since its founding, Mr. Graham Mitchell, retired in February 1998. I was named to replace him. Graham created an organization that has become a vibrant part of the culture of the Department of Foreign Affairs and International Trade. It positively affects the careers of most employees. We are now able to build on all that he achieved.

A.C. de Hoog  
Director General  
Canadian Foreign Service Institute

## **THE CANADIAN FOREIGN SERVICE INSTITUTE**

The Canadian Foreign Service Institute is one of more than 40 diplomatic academies around the world. Created in April 1992, the Institute provides a focus for learning in the Department of Foreign Affairs and International Trade (DFAIT).

The Institute delivers individual and organizational development advice and services to DFAIT's management and staff. Learning programs are available for all employees at headquarters and are progressively more accessible to staff abroad. Most programs are delivered through contracted resources supplemented by DFAIT subject-matter experts. Language training is offered in both official languages and 42 foreign languages. Most CFSI learning programs take place at the Bisson campus in Hull, Quebec.

The Institute also helps to train foreign service staff of Citizenship and Immigration Canada and employees of the Canadian International Development Agency (CIDA) and its executing agencies and partners, and individuals funded through its projects. We recently began providing services to federal and provincial institutions on a cost-recovery basis. This client base is being extended to the private sector.

## I. 1997 IN REVIEW

1997 was a year of change for the Department of Foreign Affairs and International Trade which was reflected in the activities of the Institute.

The Executive Committee's discussion of the learning function in the Department which took place on December 5, 1997 led to a specific conclusion that the Institute "should stand as a symbol of excellence in the foreign service and that the highest importance should be attached to its role". This clear expression recognized the recognition of the contribution to the Department's professional excellence rendered by the Institute and set a challenge for the coming years.

This reaffirmation of the Institute's central importance took place amidst a general increase in new and exciting learning directions. For the Centre for Professional Development (CFSP), these included:

- ◆ an expanded role in the area of investment training;
- ◆ an "Influence Strategies and Economic Reporting" course covered in the US;
- ◆ the completion of the electronic version of the Strategic Planning Aid to negotiation;
- ◆ the signing of a Memorandum of Understanding with the Information and Technology Management Bureau (SXD) for the design and delivery of Signet training;
- ◆ a key facilitation role in the Department's Bureaux Business Planning Process;
- ◆ the completion of 15 pilot courses in the area of distance learning and the development of the prototype of the Virtual Campus;
- ◆ the articulation of a comprehensive strategy for Locally Engaged Staff training at DFAIT's 157 locations world-wide as part of the comprehensive Human Resources Strategy which went into a new phase of development in 1997;
- ◆ the completion of preparations for a broader approach to the training of recruits called the Foreign Service Development Plan (FSDP).

For the Centre for Intercultural Learning, the achievements in 1997 were:

- ◆ the provision of self-learning programs, learning guides and group services for 1,500 staff members of the APEC 1997 Canada Coordinating Office which organized the Vancouver APEC meeting;
- ◆ the development with the Centre for Language Training of "The Language and Intercultural Project Syllabus";
- ◆ a cumulative two year cost reduction in the provision of intercultural services to CIDA amounting to 28%.

For the Centre for Language Training, the main results were:

- ◆ language training provided to 768 individuals;
- ◆ significant cost reductions in long-term language training;
- ◆ the development with the Centre for Intercultural Learning of a pilot project by which intercultural effectiveness training is incorporated in foreign language training;
- ◆ the establishment of distance learning projects in Spanish and German;
- ◆ a 250% increase in the language testing program (680 tests in 1997; 253 tests in 1996).

## II. THE CENTRE FOR PROFESSIONAL DEVELOPMENT

### Our Services

The Centre for Professional Development (formerly the Professional School of the Canadian Foreign Service Institute) provides the Department of Foreign Affairs and International Trade (DFAIT) with a full range of training and performance improvement services which include performance analysis, training design, delivery and evaluation, training project management, organizational development and individual training services.

Using state-of-the-art performance improvement, training and project management techniques, the Centre provides a setting where professional learning supporting all DFAIT business lines is organized in close partnership with DFAIT sectoral managers and experts. The Centre does not have a faculty. It relies on private sector training experts and on DFAIT subject matter experts and trainers to deliver competitive, high quality learning services to its clients.

### Our Environment

The Centre for Professional Development found itself at the centre of an unprecedented number of processes put in train by DFAIT in response to international trends and to government-wide initiatives for reform of the Public Sector through the strengthening of its policy capacity, the modernization of the service delivery function and the building of a vibrant national Public Sector adapted to future needs.

The Human Resource Strategy, the Trade Commissioner Service's Performance Measurement Initiative (PMI), the introduction of a new Integrated Management System (IMS), the renewal of the SIGNET infrastructure and software suites (SRP) are all instruments of change which will have a significant impact on how we do our work in the future.

These processes of change have substantial implications for organizational development, change management and training. They are forcing significant increases in strategic investments in training and development to ensure that the DFAIT workforce is capable of delivering on commitments.

Meeting such challenges is all the more demanding in that. Several years of downsizing have resulted in low recruitment, a need to modify program delivery at home and abroad, transformation of work processes induced by rapid technological progress and a greater reliance on locally engaged staff to promote Canadian interests abroad and to provide quality services to Canadians. This requires new skills sets in an environment where learning is a continuous process.

### Supporting DFAIT Business

The Centre assumed new responsibilities for the management of the training function in DFAIT resulting from new directions from Executive Committee and the need to eliminate the fragmentation, to rationalize and to integrate the professional training effort in DFAIT while ensuring that bureaus continue to play an active role in the training process. 1997/98 was an important transition year during which training such as Trade, SIGNET, Human Rights, Media Relations previously delivered through other training centres was integrated under the Centre's management.

The Centre assumed the responsibility for the delivery of the third year programme of the TCS training initiative. The main project undertaken was an Investment Development course for Asia-Pacific posts delivered in February 1998.

CFSP also developed several new courses such as the "Competitive Intelligence" course and learning tools such as the Intranet guide for trade officers at Headquarters and abroad. Building on the success of the "Public Advocacy" course, we delivered the new "Influence Strategies and Economic Reporting" course to political/economic relations, and public affairs and trade officers in the USA.

In the area of International Security and Cooperation and Public Diplomacy, the Centre took over the responsibility for Human Rights training and began exploring the possibility of building on the success of that course to develop a new training package which would include International Humanitarian Law. The Centre also prepared with Environmental Services Division a work plan to develop training in support of the Sustainable Development Strategy. It provided training to liaison officers for the Ottawa Conference on the Global ban of landmines. The integration of media relations training into the curriculum has laid the foundation for the development of additional training in support of the communications function. The foundations were laid for the design and delivery in Europe of a major Public Advocacy training programme based on the highly successful programme delivered in the US in 1996.

*"The Asia-Pacific investment training programme provided an excellent opportunity to a large number of Canada based and locally engaged staff trade officers to be exposed to investment development and retention techniques."*

Mel MacDonald, Tokyo

The Centre completed the electronic version of the Strategic Planning Aid to Negotiation (SPAN) to assist negotiating teams with strategies and tactics to manage negotiation processes. In a related development which bodes well for future international cooperation projects, CFSP delivered its negotiation course to entry-level Brazilian foreign service officers.

*"CFSP was instrumental in facilitating the redesign of the department's Bureaux Business Planning framework through the provision of the appropriate external consultancy skills, the development and implementation of training for key participants in the exercise and the provision of constant monitoring and feedback to ensure that design and conceptual flaws were rapidly identified and corrected".*

Doreen Steidle,  
Director General, SMD.

In the Corporate Services area, the most significant development was the signing of a Memorandum of Understanding between the Information Management and Technology Bureau and the Institute for the design and delivery of SIGNET training. This transfer of the Informatics Learning Centre constitutes a first step towards integrating IMT training with other types of training. It also provides CFSI with the opportunity to build a training infrastructure that will accommodate the needs of several major technology enabled projects.

A significant effort was expended to develop a training strategy, implementation plan and budget for the IMS project that took into account good training practices, lessons learned and the DFAIT environment. The IMS training team has worked hard to deliver the first tranche of IMS training on time for the April implementation of the first phase of the project. Similarly, the SIGNET renewal project was launched and initial planning and scoping of the training effort was completed.

Another development centered in the integration of training into new initiatives by functional bureau. For the first time in 1997/98, CFSI was able to analyze Bureaux Business Plans in a timely manner and to integrate this information into its own business plan ensuring that training is directly supportive of DFAIT business plan objectives.

In connection with this, the Centre assisted the business planning process of the Department by providing performance consultancy services to Resource Planning and Management Secretariat in the redesign of the process.

An on-going training program of 14 individual courses for members of the Administrative and Technical Staff was given in FY 1997-98. Preliminary steps were also taken in conjunction with Rotational Administrative Personnel Division and Recruitment Staffing and Workforce Adjustment Services to develop an Information Management Certificate Program.

#### Distance Learning and the Virtual Campus

1997/98 was an exciting year. The Centre ventured into the area of distance learning by piloting 15 paper-based courses using e-mail, conference calls and on-line advisors.

Recognizing that DFAIT's IMT infrastructure can be used to serve as the vehicle of choice for distance learning, the Centre led the way by developing a prototype Virtual Campus within the SIGNET environment. The Virtual Campus will enable CFSI to adapt existing knowledge-based training to decentralized delivery, to contain the increase in training costs and to make training more universally accessible. Progress with the development of the Virtual Campus has been made possible through the continuous support of the Information and Technology Management Bureau.

Based on the joint 1996 SPD/CFSI study, an integrated LES training strategy has been developed and approved by the Human Resources Steering Committee. The strategy calls for the use of distance learning (through the CFSI Virtual Campus currently under development), in-Canada classroom training, on-the-job learning and coaching at missions, and the development of a worldwide learning network.

The strategy was piloted in 1997 for the LES property and materiel management programme. Combining core competencies such as client service, knowledge of Canada and of DFAIT and job specific competencies such as contract management and negotiations, property and materiel management, the programme was delivered using a 40 hour distance learning course as a pre-requisite for a three weeks in-Canada session. Results exceeded expectations.

*"Our Property and Materiel Manager (PMM) returned to the mission and to his work with a refreshed and more focused approach. He is now developing a far more informative and service oriented style. Our PMM has absorbed the Canadian way of approaching property management. I heartily support LES training in Canada. It makes management's job so much easier. Our PMM returned to the post fully confident having acquired new knowledge and skills."*

Extract from a mission  
comments

**Information Management and Technology Training**

In 1997, 1,683 participants attended courses available at headquarters on information management and technology. The courses in highest demand were C4, Internet Signet IconDesk and Quattro Pro. Two challenges face the Centre regarding the training on Information Management and Technology for the coming months. First, we must ensure that we perform SIGNET Renewal training effectively and second, address training at missions. Starting early 1999, SIGNET Renewal will bring a new mail package with some collaborative capabilities to the desktop as well as an upgraded suite and graphical user interface. The impact on the operations of the Centre is that roughly 85% of the courses that are delivered now will have to be modified to reflect the changes on the desktop.

**Entry-level Programme**

In 1997/98, the Centre welcomed its sixth class of entry-level rotational officers. With 47 participants, this was the largest group ever to participate in the programme which was delivered in three tranches comprising core competencies training, job-specific training and the Study Tour of Canada.

CFSP was also busy planning for the introduction in 98/99 of the Foreign Service Development Programme. Combining Canadian Centre for Management Development with CFSI training, it will connect DFAIT more effectively and visibly to the broader Public Service and it will ensure that recruits are equipped with managerial and foreign service skills meeting today's needs early in their career.

**Pre-posting Programme**

Major progress was accomplished in 1997-98 with the introduction of a new approach to pre-posting training. This year, a study of the various positions to be staffed was undertaken with a view to develop a master profile which guided us in the development of a draft pre-posting programme based on actual jobs. The programme was further refined following individual interviews with employees being posted abroad to discuss their actual training needs. As a result, the programme was well targeted and attendance was high.

**Management Development**

The Heads of Mission programme remains the most significant single component of the pre-posting training effort and a major element of the CFSP Management Development curriculum. For the first time this year, HOMs were provided with a comprehensive guide outlining the role, responsibilities and where they can turn for support in carrying out their responsibilities.

The "Managing Program and Staff Abroad" course was well attended this year. It was delivered twice to 50 participants. Other management development courses were offered and the "Management Orientation Programme" for middle managers was redesigned based on La Relève competencies as they apply to DFAIT. This course has been recognized by the inter-departmental community as one of the best of its kind.

**Individual Training**

The Individual Professional Training and the Outside Working Hours Programmes were very popular this year with both CBS and LES, rotational and non-rotational employees. They not only provided employees with the opportunity to access just-in-time training tailored to their specific needs, but also to continue their own personal and professional development as employees in the foreign service.

**A Few Statistics**

In fiscal year, the Centre provided 33,223 days of training to 4,315 participants. This is almost twice the level of activity registered last year. The Centre had 15 employees at the beginning of the year and 18 employees at the end of the year. We used the services of 170 private sector training experts and hundreds of DFAIT subject matter experts. Our reference level budget was \$2.6 million and we received \$270,000 in incremental resources. (See Annex II for details).

*"I was pleasantly surprised by the quality of the training. It is very useful to be able to share the experiences of colleagues who have had to assume such responsibilities before. It helped me focus on my future role as HOM".*

Extract from evaluation forms.



### III. THE CENTRE FOR INTERCULTURAL LEARNING

The Centre for Intercultural Learning became part of the Institute on April 1, 1996. It continues to provide training that enhances the intercultural effectiveness of individuals and organizations involved in CIDA-funded development assistance programs and serves a growing number of other clients on a cost-recovery basis. It has a growing profile in DFAIT where intercultural effectiveness is an important competency for employees serving abroad.

The program of services helps overcome intercultural barriers. The success of overseas work – whether international development, diplomacy or business – often depends on intercultural skills wedded with technical, professional or business expertise. These might include negotiation skills across cultures, cross-cultural teaching and management skills. Particular countries or regions within a country often call for different solutions.

#### What is Intercultural Effectiveness?

Intercultural effectiveness has many facets. At the individual level, a person's capability to work and live in another culture can depend on the intercultural skills and knowledge they have acquired. In addition, there are personality traits that research has shown are predictive of intercultural success. Equally important, there are organizational values and practices that are conducive to intercultural cooperation and success. While there may be many factors that influence international success, there is little doubt that intercultural effectiveness is one of the most important among them.

#### 1997-1998 General Overview

The Centre provided services to over 250 different organizations from the private, public, and para-public sectors. Revenues totalled \$4.3 million including the \$45,000 DFAIT appropriation. The Centre provided training to 3,636 people. Training delivery occurs across Canada and overseas. The Centre produced 3,598 country anthologies to support its programs and to respond to individual requests.

#### DFAIT Highlights

##### 1. APEC

The Centre played a major role in the preparation for the 1997 APEC Conference in Vancouver. Tasks to be undertaken by the 1,500 staff and volunteers of the APEC 1997 Canada Coordinating Office (ACCO) meant interacting with large and culturally varied groups of delegates. Given the potential for miscommunication and resulting impact on APEC relations, ACCO management turned to the Centre for assistance.

The project challenged the Centre to demonstrate its flexibility and creativity in customizing a learning program that would meet ACCO's needs. Given the limited funds and limited time available for preparing staff and volunteers, the Centre determined that the most cost-effective and engaging solution for improving ACCO staff skills was a combination of a self-learning program delivered via video and learning guides and large group sessions facilitated by one of the Centre's experts.

The customized program focussed on communication barriers that can exist between members of different cultures and on strategies for overcoming them. Separate sessions were held for APEC volunteers, media relations officers and liaison officers. To assist APEC volunteers/staff in their self study, the Centre prepared anthologies covering the social, political, economic, environmental and cultural context of each of the 18 participating countries. The video, "Below the Surface", the accompanying learning guides and the anthologies were all produced within the facilities of the Centre.

The video and learning guide were subsequently reused for training the liaison officers at the Ottawa Conference on the Global Ban of Landmines.

*... I received excellent cooperation from everyone at the Centre from the initiation of this huge undertaking to its completion. Over 1,300 people had the privilege to learn from "Below the Surface" and, my only regret is that because of time constraints, more people were not reached. I took every opportunity at staff meetings and other gatherings to mention your wonderful support and promote the excellence of the Centre.*

Huguette St-Pierre  
Training Coordinator, APEC

*"I am most impressed with the video, the context and presentation were excellent with just the right amount of humour. Congratulations on a super job!"*

APEC Attendee

*"I found this to be an excellent vehicle for communicating the cross-cultural awareness message. I have attended and delivered many sessions myself, so, this high recommendation is based on my comparisons to other tools. Great job!"*

APEC Attendee

2. Synergy and Collaboration Within the Institute

"The Language and Intercultural Project syllabus" was the product of a joint initiative with the Centre for Language Training which started in 1996-1997 and was completed in 1997-1998. The syllabus was prepared to support the teaching and learning of intercultural awareness, country specific cultural knowledge and the development of intercultural communicative skills within the foreign language training programs.

The intent is that the material in this syllabus be integrated with the material of the Language Curriculum so that the language, cultural learning and intercultural skill development are learned together.

In 1997-1998 CFSL implemented the syllabus as part of a pilot program.

The "Managing Staff Abroad" course continued to evolve as a joint project with the Centre for Professional Development. The knowledge and skill elements required for intercultural effectiveness when managing staff abroad were integrated throughout the course.

Working with the Centre for Professional Development a video and accompanying guide on the history of Canada was produced. The objective of the film and guide is to provide locally engaged staff with a general understanding of Canada's social history so that they can perform their duties as a representative of Canada more effectively.

The Centre played a lead role in the creation and launch of the Institute Internet site. The Internet is a principle vehicle for the Centre to communicate with its varied client base comprised of organizations from the public, para-public and private sectors.

*"Excellent course; truly benefitted from dialogue process, leadership, conflict resolution".*

Course participant

*"It is very important that all Foreign officers posted abroad receive this training".*

Course participant

Overall Objectives and Achievements

1. Efficient Program Delivery

CFSC has over the past two years exceeded its commitments to CIDA to reduce costs by 5% per annum for services received. In 1996-1997, costs went down by 8%, in 1997-1998 by 20% resulting in savings of more than \$650,000. These were extraordinary and one-time, the result of a greatly increased demand that exceeded CIDA's allotted budget and a decision by the Centre to postpone several important program development initiatives. Every effort was made by the Centre to serve as many individuals as possible who needed training. As a consequence, 280 more individuals were trained than the 1,900 provided for in the allotted budget. Over 200 executing agencies benefitted from the Centre's services.

2. Organization and Resources

Having affirmed its mission in 1996-1997, the Centre dedicated itself to defining the core competencies and organizational structure needed to fulfil its objectives. The Centre was organized into four units reflective of its business lines; Client Service, Performance Improvement, Performance Support, Training Programs.

The objective was to ensure that the Centre can adjust its human resources rapidly to changes in demand; that its resource mix match its objectives and that processes are imbedded within the CIL. To support this objective, the Centre implemented a process of recruitment and a program of continuing professional development to upgrade the performance consultants in the intercultural field are rare. The Centre's recruitment and development initiative will continue into the next year and beyond.

3. Implement a Performance-Based Learning Model

Below is an example chosen to illustrate the application of the Centre's new performance-based approach to learning.

The Performance Improvement Approach Applied to Project Start-ups.

The CIL used the findings of its extensive analysis of "Technical Advisor Effectiveness" completed in 1996-1997 to operationalize its results-oriented learning approach. Requests to support several CIDA/Egypt projects provided an excellent opportunity to demonstrate the contribution the CIL can make to improved performance. Each step of the Performance Improvement Approach as it was applied to the CIDA/Egypt Environmental Theme Project is described.

## Step 1: The Project's Objectives and the Context/Environment

A CIL Performance Consultant, working with the CIDA Project Manager and Project Team, completed an analysis of the conditions in the field faced by all the delivery partners and the key stakeholders. The objective was a successful project start-up that would maximize involvement and contribution of the Egyptian partners and build the capacity of the project teams to achieve sustainability of the project outcomes.

## Step 2: The desired performance

It was agreed that to achieve the projects' objectives, team members would need to demonstrate a shared understanding of expectations for the project and a shared understanding and utilization of the processes and tools common to the project such as:

- Results based management;
- Problem solving and decision making techniques;
- Processes for effective team work and intercultural collaboration; and
- Processes for clarifying the interests and perspectives of diverse project participants.

## Step 3: The actual performance

A CIL performance consultant observed performance at several points over a period of one year. Differences in expectations existed among delivery partners. Some executing agencies were unfamiliar with the Egyptian context. In the field, there was an inconsistent understanding among Canadians and Egyptians as to the needs to be addressed, the expected results, project methodology and project management.

## Step 4: The performance gap

A comparative analysis of the actual and the desired performance revealed a need for:

- The Canadian advisor to increase his/her knowledge of Egyptian socio-cultural factors and context and how these factors impact upon the work environment;
- The Canadian advisor to increase his/her understanding of the expectations and roles played by different groups and organizations i.e. farmers, extension workers, research scientists, government ministries, etc.;
- Tools and processes to improve dialogue; and
- A shared understanding among all stakeholders of criteria for project success.

## Step 5: Cause Analysis and the Solution

This step analyses barriers to achieving the desired performance, determines the causes (such as lack of knowledge, competency deficiency, inappropriate policies, processes, tools, etc.) and determines the appropriate methods/approaches to achieve the desired performance. The analysis is used to custom design a comprehensive and effective solution. For Egypt projects, CIL teams conducted a multi-project pre-departure workshop that combined both intercultural and "project success criteria" learning and an in-country inception start-up project workshop with emphasis on exchange of perspectives/expectations of each stakeholder. Additionally, the CIL developed a tool box of project management and team building work aids and provided workshops on their use.

## Step 6: Follow-up: Are the learnings being applied in the work environment?

In 1998 the CIL will monitor the output of performance improvement activities and their impact.

"In my professional life, I have attended numerous workshops, seminars and conferences, of which, this CIDA Kafr El Sheik workshop was most different and I believe, by far, the best..."

Such bringing together of project stakeholders who included farmer men and women, village extension workers, private sector representatives, representatives from other involved ministries, EEAs, Canadian and Egyptian CEAs and CIDA officials, has not been done in the past by a donor agency in Egypt...

Facilitation training for people from the project's own team of Egyptian and Canadian partners was an excellent idea that would definitely lead to future sustainable benefits and would allow for more collaboration and stronger contribution of all project team members, both Egyptian and Canadian...

The results achieved during the three days included a better understanding of the project and its context, a better understanding of the interests and perspectives of the various project stakeholders, the acquisition of new and innovative tools and methods for effective collaboration and the building of a common vision and a shared approach in the project...

I left this workshop feeling that I taught and learned and that I gained new knowledge, skills and insights. I left with an enthusiasm for the strength and potential of Egypt-Canada Cooperation."

Ibtessam El Abd  
First Secretary  
Egyptian Ministry of International Cooperation

The shift to the new performance-oriented emphasis is also illustrated in the work that has been completed on the development of a Learning Performance Framework for In-Canada Students and Trainees. An extensive review of the needs of this group resulted in the establishment of a framework that provides guidance to CIL trainers both in measurable learning outputs at the end of training and observable performance in the work/training setting.

Twelve performance categories were identified such as knowledge of day to day functions (i.e. transportation, banking); adaptation to cultural differences; language skills, negotiation/problem solving; adaptation of learning/teaching styles, etc. Taking the latter as an example, learners at the end of the learning session would be expected to demonstrate that they can formulate a realistic plan of study or skill transfer; identify possible constraints in transferring learnings to the home country context; identify key differences in learning and teaching styles in Canada and the home country and develop strategies to work effectively with the differences.

Given that the learners have achieved the above, they would be expected to demonstrate in the work/training setting that they can, for example, follow through on a plan of study; achieve passing grades, complete assignments, utilize their work/study supervisor appropriately when needed, etc.

Over the next few years the Centre will progressively implement this more rigorous approach to defining needs and specifying expected outcomes. Clients will increasingly be able to see the link between the cost of services offered and the benefits of improved performance.

#### **Future Directions**

The Centre's priority objectives for 1998-1999 are to:

Implement an organizational and supplier strategy to maximize CIL operations and to ensure the provision of the highest quality products and services at the lowest cost;

Undertake an applied research project which will contribute to the intercultural field by defining the knowledge, skill and behavioural requisites of an interculturally effective individual;

Launch an Internet-based product line which supports intercultural learning and reaches a large audience; and

Develop a business development strategy for expanding the Centre's client base.

The longer term objectives (1998-2001) are to:

Be recognized as a first class provider of intercultural services and products;

Be recognized internationally as leaders in performance-driven intercultural solutions;

Develop an entrepreneurial, client-centered, cost sensitive, innovative culture;

Meet the business development targets as established in the business development strategy; and

Provide clients with cost-benefit assessments of the Centre's program.

#### IV. THE CENTRE FOR LANGUAGE TRAINING

The Centre for Language Training manages DFAIT language training activities in Canada, and offers pre-assignment courses as well as courses for knowledge maintenance and development; it also administers the allocation of funds to the geographical branches to facilitate language training in missions. The Centre offers its services to other federal government departments and agencies.

During the year, the Centre for Language Training provided courses to employees in 10 departments and agencies, representing 36% of its clientele: Canadian International Development Agency (CIDA), Elections Canada, Statistics Canada, CBC, departments of Citizenship and Immigration, Revenue, Environment, Natural Resources, Agriculture and National Defence. CIDA is the largest client by far among the above organizations, accounting for 31.5% of total students.

The Centre for Language Training works closely with Personnel sectors and missions abroad to ensure that DFAIT employees have the language skills they need to carry out their duties effectively. It is also in touch with many universities and associations, in order to keep up to date and at the cutting edge of language training. Course quality is evaluated annually, and program content is regularly validated to ensure that it continues to meet clients' needs.

In 1997-98, the Centre for Language Training was able to provide courses based on a communicative approach in both official languages and 42 foreign languages to Canadian government employees. The courses are intended to promote early use of linguistic and cultural knowledge in a working environment or, more simply, to facilitate social integration abroad. As international policy and the priorities of DFAIT and other departments evolve, the Centre can add new languages quickly on request to its list of offerings. In this way, elementary and intermediate course plans have been developed for 35 languages.

Several specialists in language training are employed by the Centre to manage all training programs and ensure that courses remain of high quality and evolve to incorporate new language-teaching technologies and methods. All teachers are native speakers, with various specialized university degrees; they are recruited by private schools which ensure that their skills and expertise meet the standard expected by DFAIT.

##### Statistics

There were 768 students registered for official and foreign language courses taught in Canada. These courses were either part-time (minimum of 3 hours per week) or full-time (maximum of 24 months).

In foreign languages, 548 students studied 34 languages and took 9,256 days of training in all, representing a 12% increase in the total number of clients, and a 31% increase in instruction time since 1996-97. Pre-assignment courses in particular increased considerably after DFAIT implemented measures allowing employees to take the training they need to carry out their duties abroad efficiently.

*Official Languages*, 220 employees (including 28 EX) took full-time or part-time courses.

A budget was allocated to the geographical branches for mission training. We have no data on the number of participants in the program. This will be changed in 1998-99, as new training budgets will be allocated and new policies applied to language training abroad.

##### Achievements, 1997-98

Intensive advanced courses in Japanese and Arabic were offered for the first time this year at the Centre for Language Training. Advanced Japanese was previously taught in Japan; repatriating the course has saved about \$250,000 per participant.

All missions have been requested to update the language skill levels required to enable employees to function effectively abroad. The new data allowed a more accurate assessment of the Personnel Branch's expectations for foreign language training.

A pilot project was launched to promote the inclusion of cross-cultural material in foreign language classes.

A qualitative evaluation of Al-Mumteez courseware was carried out, with positive results.

Pasajes Latinoamericanos courseware was developed, and will soon be available.

Ortho+ courseware was reviewed, and is now available on the Institute's web site.

A project for teaching written Spanish and German via e-mail was implemented. The course has been offered three times, to 93 employees from Headquarters and missions abroad. The experience was positive, and will be continued.

##### Virtual Campus

The Centre took advantage of its expertise in computer-assisted learning and gradually joined the Virtual Campus. Two pilot projects were carried out in Spanish, with the participation of 12 employees.

**Testing Skills**

Language skill tests (speaking and reading) confirm the ability of DFAIT employees and foreign service candidates to work in a foreign language. They are available to employees of other departments as well for a fee. It should also be noted that the Testing Unit recently called for tenders and succeeded in reducing evaluation costs.

This unit has been on a continuous growth curve since it was founded in 1993. Its expansion was especially remarkable in 1997-98: 630 tests were performed, or almost 2.5 times the 1996-97 total (253 tests).

**V. MANAGEMENT SERVICES**

Management Services comprises the Office of the Director General of the Institute as well as the Institute's Management Services Division. The Director General's Office provides overall strategic direction to the Institute ensuring that its policies support the business lines of the Department and that the Schools operate within a coherent, integrated context.

The main function of the Management Services Division is to provide day to day support for the three pedagogical centres. In this regard it is an important unifying agent within the Institute as it works for administrative and management efficiency. An important aspect of this function is the trust that the learning Centres have made in the services afforded to them by Management Services. During the fiscal year 1997/98 considerable advances were made in this regard and it has allowed the Institute management some flexibility to divert resources from overhead to actual learning and training programs at a time when training dollars are becoming critically scarce and the training function is becoming increasingly important to the Department.

On the Information Technologies front, Management Services Division brokered an agreement of interested parties to fund the cost of setting up an IT training facility in the Lester B. Pearson building. This was seen as a critical addition to our training facilities on the Bisson Campus to allow for Department wide training on such applications as IMS, Signet Renewal, Peoplesoft and other new IT applications looming on the horizon. The nature of much of this new technological based training is that the programs are normally of less than half a day in duration. Only by having such a facility in the headquarters building can a high rate of participation by departmental employees be expected.

Financial statistics for the Institute's are contained in Annex III.

## Annex I

Executive Committee  
Record of Meeting  
December 5, 1997CFSI

The Executive Committee discussed a study of the Canadian Foreign Service Institute. The study reviewed CFSI's mandate and the relationship between CFSI and Departmental managers and made recommendations for improvement. It took a preliminary look at the Department's overall resource picture for training and found that Departmental initiatives (including for example the Human Resources Strategy, UCS, Signet Renewal, the International Trade Strategy, the TCS Performance Measurement Initiative) pose additional training needs most of which cannot be met by current allocations. The study also reviewed in a preliminary way the increasing complexity for the training function posed by IMT. Finally, it determined a need to update the Departmental Foreign Language Training Policy.

The Committee agreed that CFSI should stand as a symbol of excellence in foreign service and that the highest importance should be attached to its role. It should not be seen as one bureau among others. USS stated that training should be championed by deputy ministers and the Executive Committee. In light of this discussion the Committee decided as follows:

- i. The mandate of CFSI be as follows:

The Canadian Foreign Service Institute has functional authority for Departmental training and is responsible for:

- a) recommending to Executive Committee the policy and framework for the management and coordination of training;
- b) designing and delivering corporate training;
- c) monitoring all Departmental training and, with the involvement of the Office of the Inspector General, assessing its effectiveness in annual reports to Executive Committee. These reports are also to be forward-looking and form the basis of CFSI's annual business plan which is to be approved by Executive Committee;
- d) providing advice and assistance to Bureaus on their specific training needs; reviewing Bureaus training projects that cost \$50,000 or more; promoting inter-Bureau cooperation to achieve the highest level of common training;
- e) supporting foreign policy objectives by i) providing training on a cost recovery basis to other organizations, and ii) organizing occasional seminars or colloquia on substantive issues.

ii. Governance for CFSI

That a senior Departmental Committee meet several times a year to review training developments and to make recommendations to the Executive Committee. CFSI is to propose to the Executive Committee the composition and terms of reference for this Committee.

iii. Addressing Change

That a detailed forecast be prepared for Executive Committee by CFSI and the Resource Planning and Management Secretariat, with the full involvement of relevant Bureaus, on the training implications of processes of change underway in the Department in such areas as informatics, trade and human resource planning and development with special emphasis on the role that the Department's technology infrastructure can play in training. That options for addressing emerging training needs and resource implications be spelled out. That training components of new initiatives be detailed in those initiatives from now on and that training forecasts become a standard feature of annual reports on training.

iv. Foreign Language Training

That priorities for the CFSI foreign language training budget be jointly set by CFSI and SPD. That CFSI and SPD develop a Departmental Foreign Language Training Policy for Executive Committee consideration by April 1998.

The Committee also asked that the study of CFSI be made available to the Department via the Intranet.

**ANNEX II**

**CFSP: Professional Development Statistics 97/98**

<b>Fiscal Year 97/98</b>	<b>Budget (\$)</b>	<b>Student/Days</b>
IMT-Info Management and Technology	183,000	2737
MNG-Management Development	216,000	3679
IBD-International Business Development TEP-Trade and Economic Policy	325,000	1001
ISC-International Security and Cooperation PDI-Public Diplomacy	132,000	463
COA-Consular Administration	305,000	842
FIA-Financial Administration PEA-Personnel Administration PMA-Property and Material Administration	148,000	1020
SET-Security Training	50,000	
Professional Training for Officers	253,000	5978
TRA-Training The Trainers	19,000	87
Entry-Level	392,000	9214
Admin/Information Assistant Program	152,000	5049
Individual Professional Training	171,000	
Outside Working Hours	87,000	
Distance Learning	96,000	99
Virtual Campus	166,000	
LES Training	81,000	215
Organizational Development	12,000	1848
Project Management	82,000	
Reference Level	2,600,000	
Incremental Resources	270,000	



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## ANNEX III

## Expenditure of Departmental Appropriations

	1994/95	1995/96	1996/97	1997/98
LANGUAGE TRAINING	\$3,112,424	\$2,860,334	\$2,760,652	\$3,094,574
INTERCULTURAL EFFECTIVENESS			\$173,773	\$44,603
PROFESSIONAL DEVELOPMENT	\$2,173,694	\$1,928,313	\$2,161,497	\$2,769,841
MANAGEMENT SERVICES	\$789,349	\$830,483	\$483,509	\$164,379
SALARIES	\$2,104,073	\$2,339,134	\$2,440,694	\$2,515,360
CAPITAL	\$106,683	\$66,146	\$84,066	\$103,455
TRAINING FUNDS TRANSFERRED TO BRANCHES	\$1,777,625	\$1,810,023	\$1,251,431	\$135,369
TOTAL	\$10,063,848	\$9,834,433	\$9,355,622	\$8,827,581

## Revenues from Outside Sources

	1994/95	1995/96	1996/97	1997/98
LANGUAGE TRAINING	\$312,107	\$482,315	\$205,694	\$288,318
INTERCULTURAL EFFECTIVENESS			\$3,795,289	\$4,000,266
PROFESSIONAL DEVELOPMENT	\$76,035		\$443,918	\$88,816
MANAGEMENT SERVICES			\$132,000	\$138,810
TOTAL	\$388,142	\$482,315	\$4,576,901	\$4,516,210

## Total Training Expenditures

	\$10,451,990	\$10,316,748	\$13,932,523	\$13,343,791
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