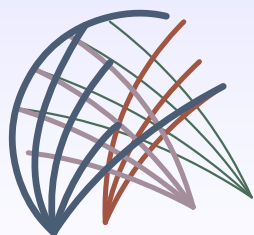


Training of Diplomats: Guarantee Training Effectiveness through Use of Quality Assurance System (ISO 10015)

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www.csend.org, www.AdeQuaTE.org



Diplomacy Dialogue





Reference Literature

- **Value From Training: A Requisite Management System ISO 10015 and Its Application by Lichia Yiu & Raymond Saner**
- *(published in “Foreign Ministries: Managing Diplomatic Networks and Optimising Value”, Edited by Kishan S. Rana and Jovan Kurbalija, 2007, Geneva/Malta: DiploFoundation)*



Topics to be covered

- To discuss the changing contexts within which diplomats have to function effectively.
- To discuss the training needs needed to face challenges of post modern diplomacy
- To explore the use of quality assurance tools, such as ISO 10015 to enhance the training impact of diplomatic training institutions.

Forces impacting the Field of Diplomacy



- Globalisation – “the world is flat”
- Rethinking of state functions
- Increasing regulatory strengths of the international governance bodies (e.g., government, trade, labour conditions, human rights, environmental issues)
- Growing link of non-economic issues with trade concessions (e.g., human rights, labour conditions, environmental conservation)
- Tension between states, multinational companies and host countries due to common and divergent interests
- Activism of global NGOs and their organisational capacity to conduct transborder advocacy campaigns.

Other Factors Are Also Involved

(Rana, 2005)



- **Greater demand of all ministries of state government to participate in foreign affairs**
- **Heterogeneity of topics and actors in bilateral, regional and global dialogue amplified by ICT proliferation**
- **Transformation of the tasks that professional diplomats are required to handle**
- **Responsibility of the MFA to provide value to its plural partners within and outside government, e.g. shaping agendas, operate agile networks, and ensure that the diplomatic system works to ensure a “whole government” style of coherence**
- **Heightened public expectations, and the involvement of these publics into foreign affairs.**

Post-Modern Diplomacy & Continued Growth of Diplomatic Processes

(R.Saner & V. Michalun, 2009)



- **Affected the role and function of the MFA and its structure**
- **Affected the role and responsibility of the professional diplomats and their competence requirements**
- **Heightened the need for agility and adaptation capacity both at the institutional and individual levels**
- **Increased the demands for training (quantity), changed its content and success criteria (results based).**

Responses from the Diplomatic Schools and Institutes



- **Not being perceived as responding to the changing work requirements, operational structures and environmental challenges in a timely and apt manner.**
- **Tend to stick to the time honoured way of lecturing with limited adoption of new learning methodology and innovation .**
- **Scant concern paid to the issue of learning transfer and workplace performance**



The Crucial Questions?

- **Do the diplomatic schools and institutes sufficiently address the competence gap within the MFA in light of the challenges of postmodern diplomacy?**
- **Do the diplomatic schools and institutes strive toward results based training and education?**
- **Do the diplomatic schools and institutes vigorously monitor their own performance and impact on the performance of MFA?**

The Solution?



- **Training quality management system and bottom line based quality culture.**
- **The use of ISO 10015 Quality Standard for Training and Education**



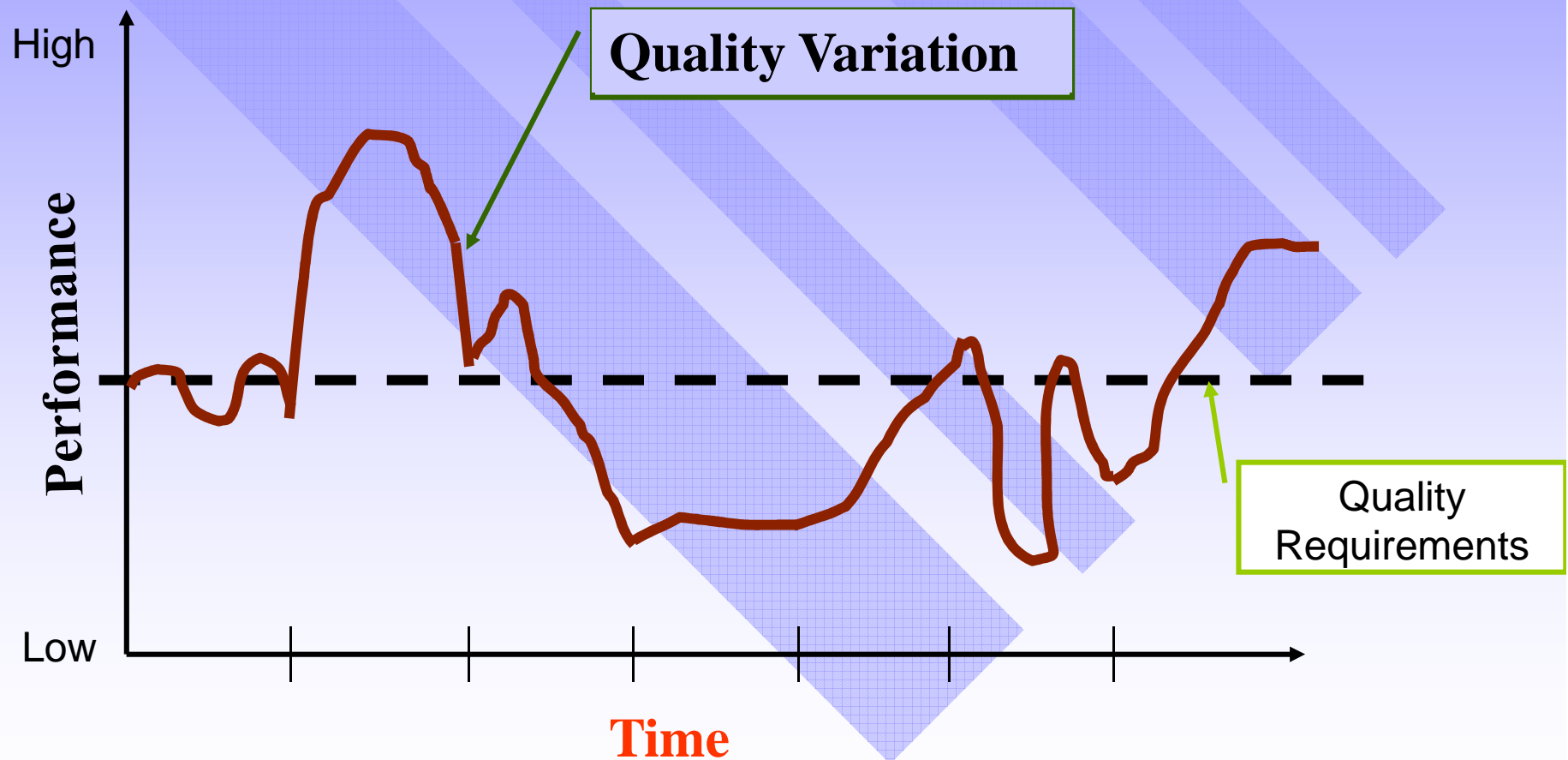
What is Quality Assurance?

Definition 1:

- It is a **process control procedure** to **reduce variation of products or outcomes**



Training Performance Overtime

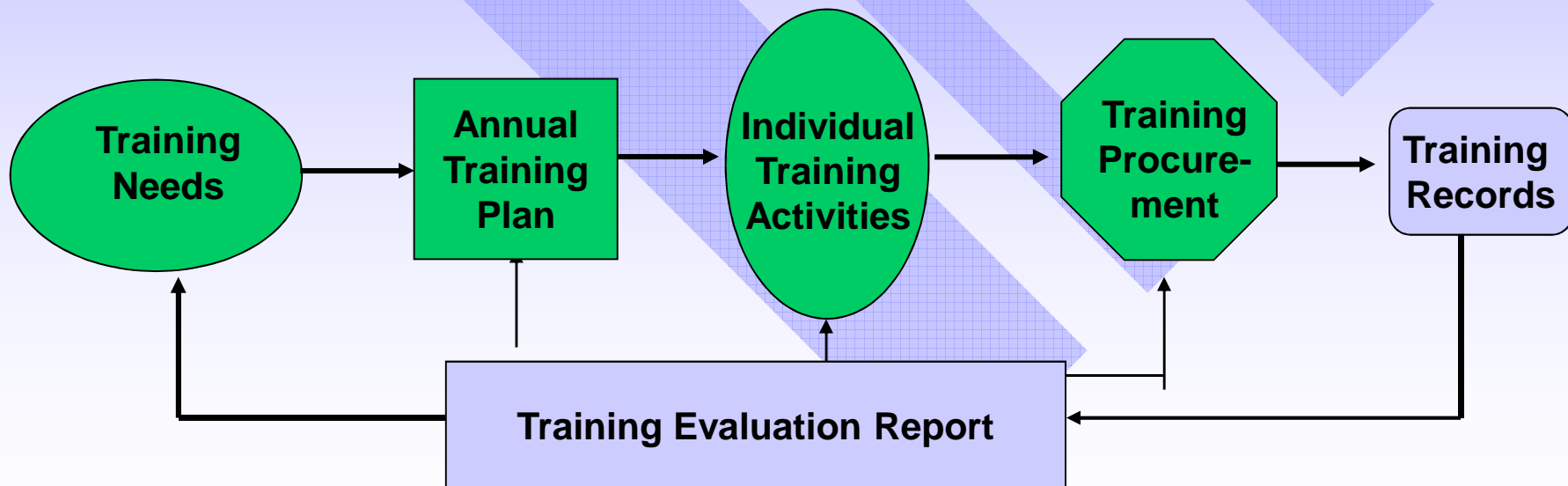




What is Quality Assurance?

Definition 2:

It is monitoring the functioning of the whole supply chain (work processes) on a on-going basis



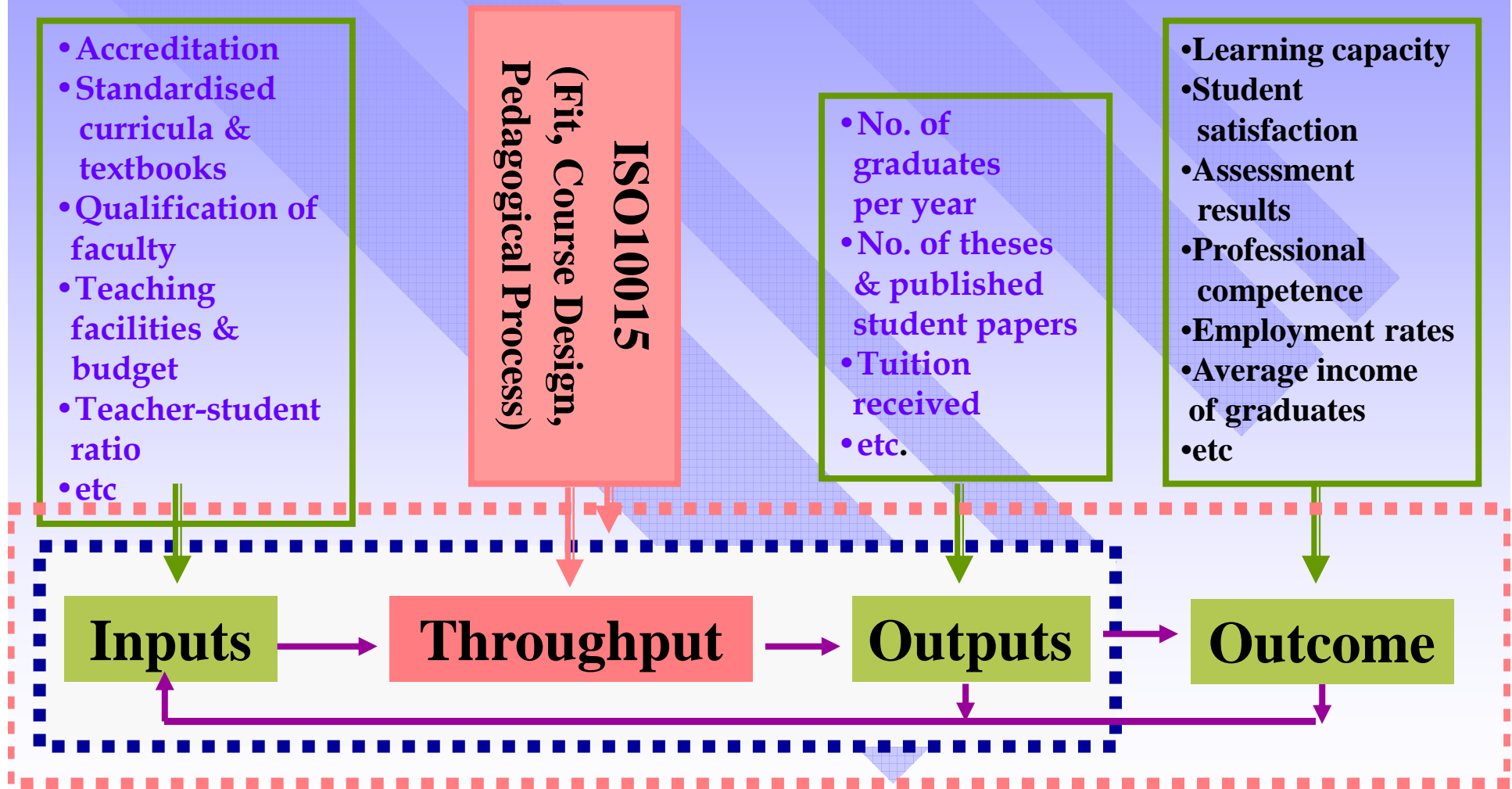


What is Quality Assurance?

Definition 3:

- It is a management tool which empowers the managers within the diplomatic schools and institutes to review and to assess the pedagogical process of learning; and to adapt standard curricula according to changing demands

Quality Management in Education



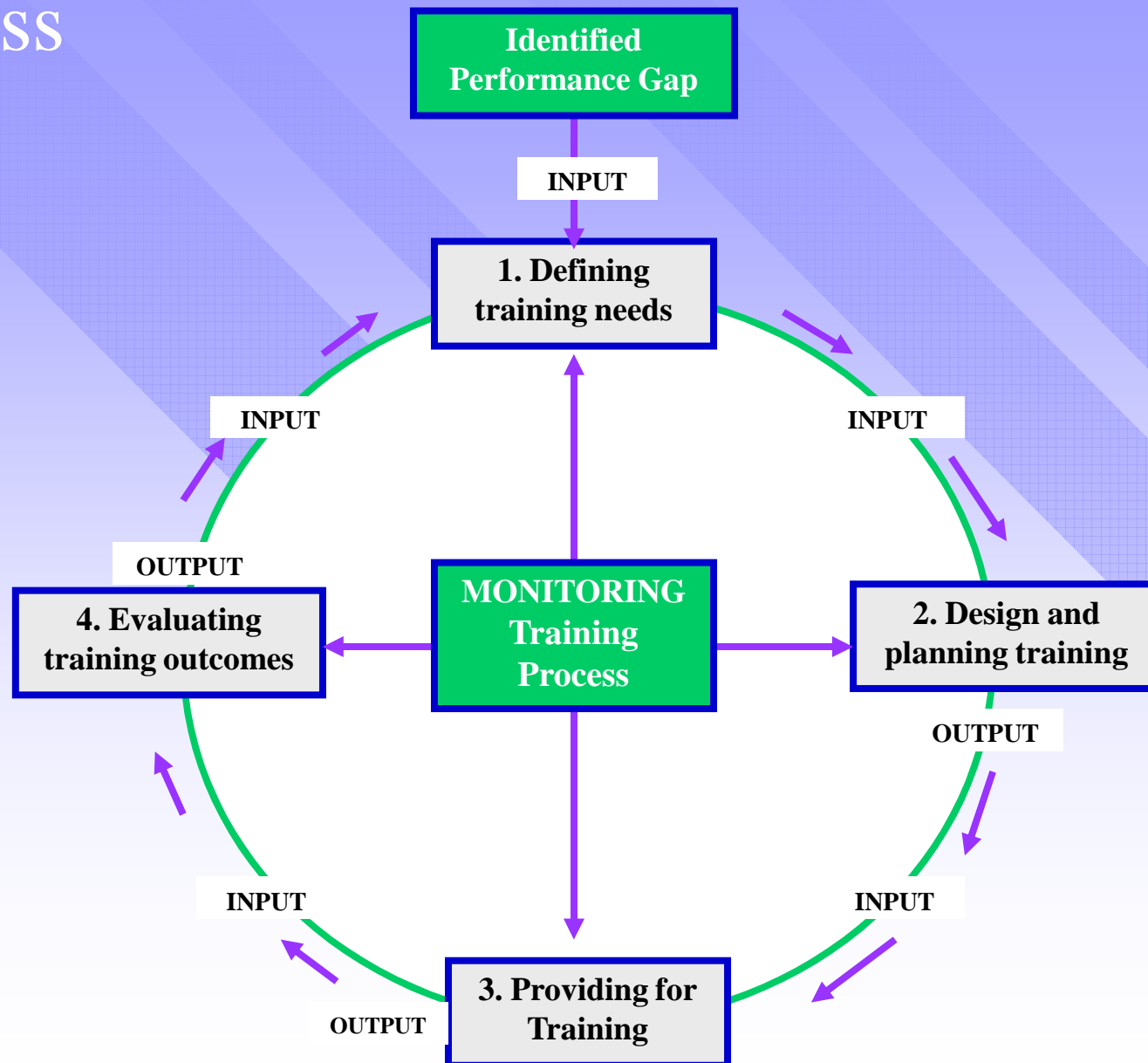


What is Quality Assurance?

Definition 4:

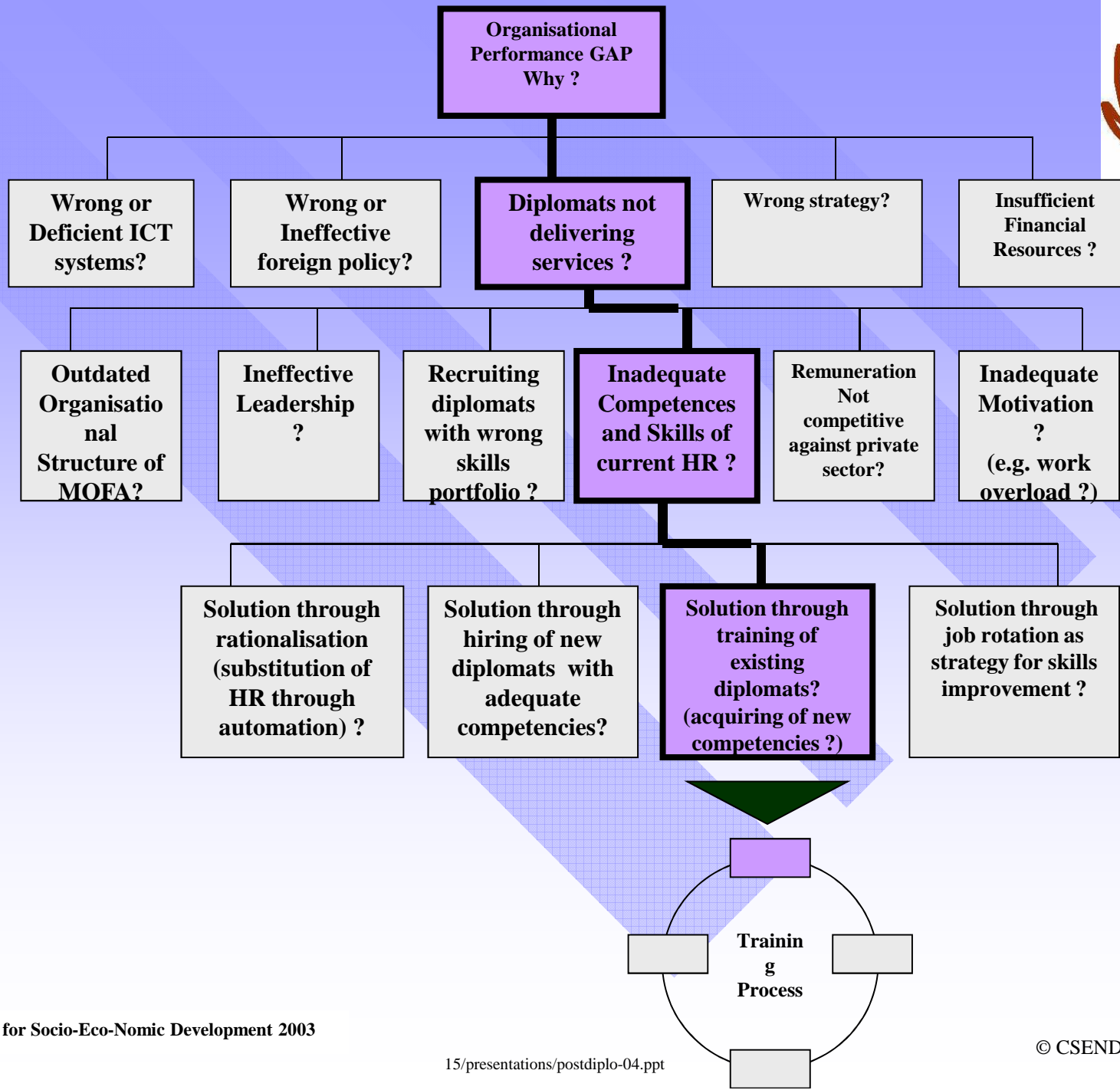
- **It is a participation vehicle which engages the stakeholders of lifelong learning in an on going basis between services providers and multi-level users**
- **It is a systemic commitment to synchronising work requirements and competence acquisition**

Three Key Components: Training Process

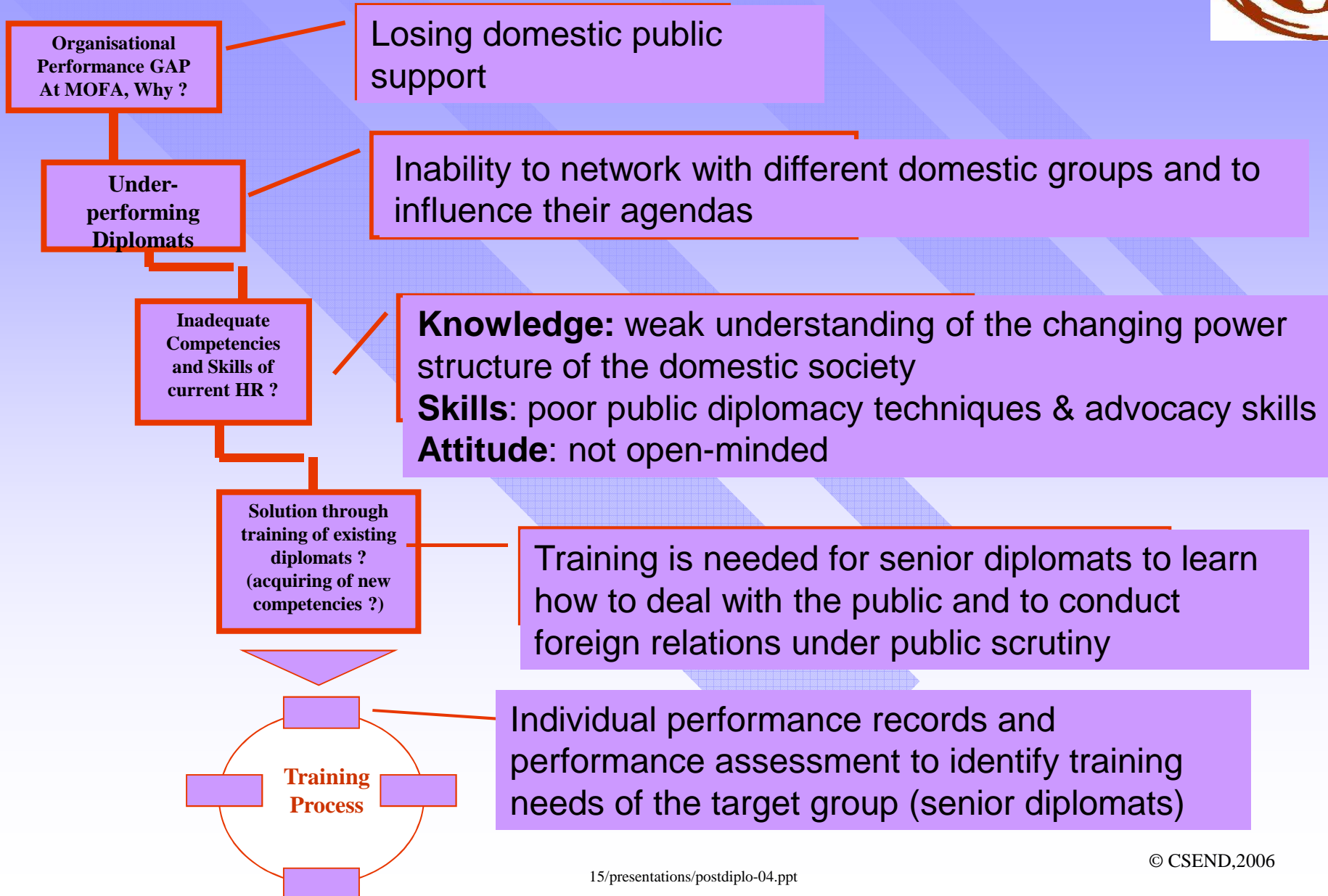




Linking Training with Organisational Performance



Linking Training with Organisational Performance





Benefits?

- Structured approach to training investment and utilisation (competence management)
- Instructional design and system development
- Built in momentum and culture for continuous improvement through monitor and learning
- Integrate the learning (the diplomatic schools and course work) with doing (workplace performance and effectiveness) within the MOFA value chain
- Memory bank: gathering, storing and transmitting proprietary information and know-how of MOFA

Survey of 15 central governments on how they plan and implement in service training

(Book published by IIAS, Brussels, 1997)

An International Comparative Study - Saner, Strehl, Yiu, 1997



Countries and Region studied:

- Algeria
- Austria
- Cameroon
- Canada
- France
- Germany
- Hong Kong
- Italy
- Lithuania
- Mexico
- Quebec
- Slovenia
- Switzerland



Key Findings from “In-Service Training as an Instrument for Organisational Change in PA

- **Consensus** - “Agreement that well organised and need oriented training concepts should play a major role for the development of an efficient and effective bureaucracy”
- **Reality** - “Training is neither sufficiently need and demand oriented nor reflecting day-to-day best practice. None of the counties report systematic training need analysis”



Key Findings from “In-Service Training as an Instrument for Organisational Change in PA

- **Reality** - “Systematic development of target group oriented training programmes is *not undertaken in most of the countries studied*”
- **Reality** - “Traditional administrative culture and attitudes represent a hindrance to a modern utilisation of training. **Training is often seen as remedial, sometimes even as punitive-corrective**”



Key Findings from “In-Service Training as an Instrument for Organisational Change in PA

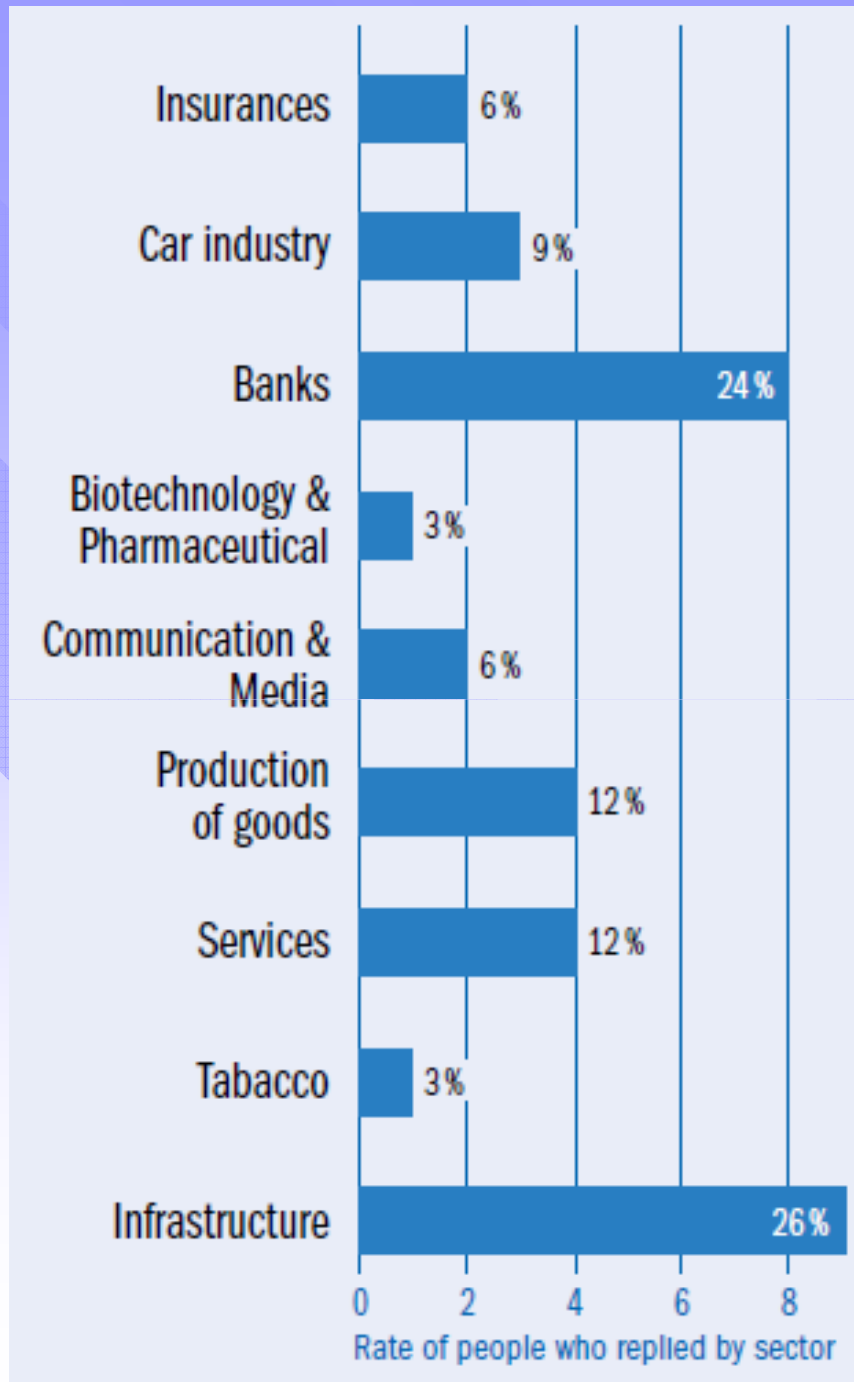
- **Reality** - “**Interrelationships** between training and change or vice versa are **not analysed** to a sufficient degree in order to be a fruitful basis for a programme design”
- **Reality** - “**Transparency** in regard to budget, policy making and implementation criteria in the field of central government training **is absent** in almost all countries or available only in statistics which are difficult to access and compute”

Survey of 100 European Enterprise and their quality management of in-service training

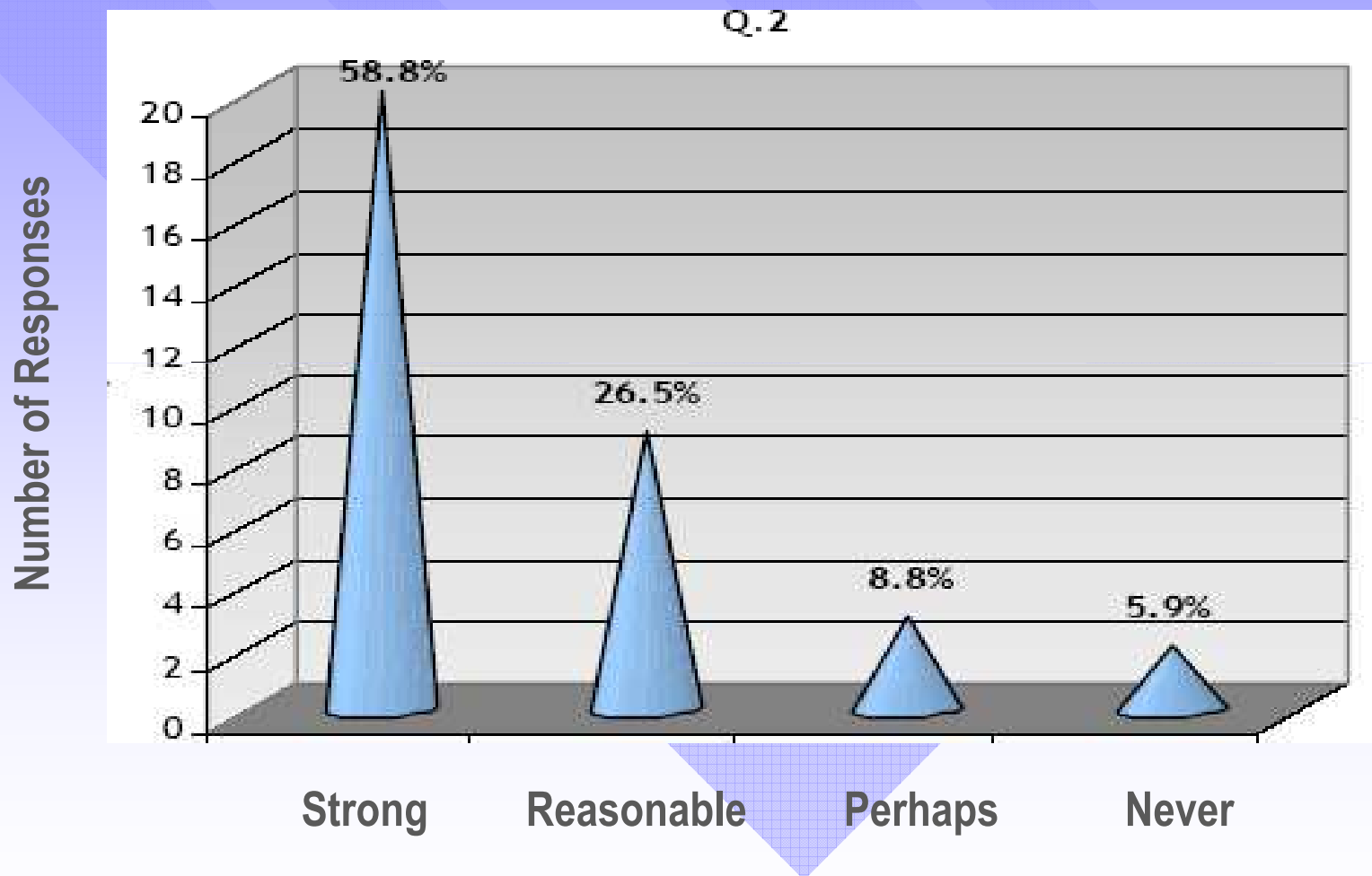
(L.Yiu & R.Saner, 2008)

Sectors represented in the survey

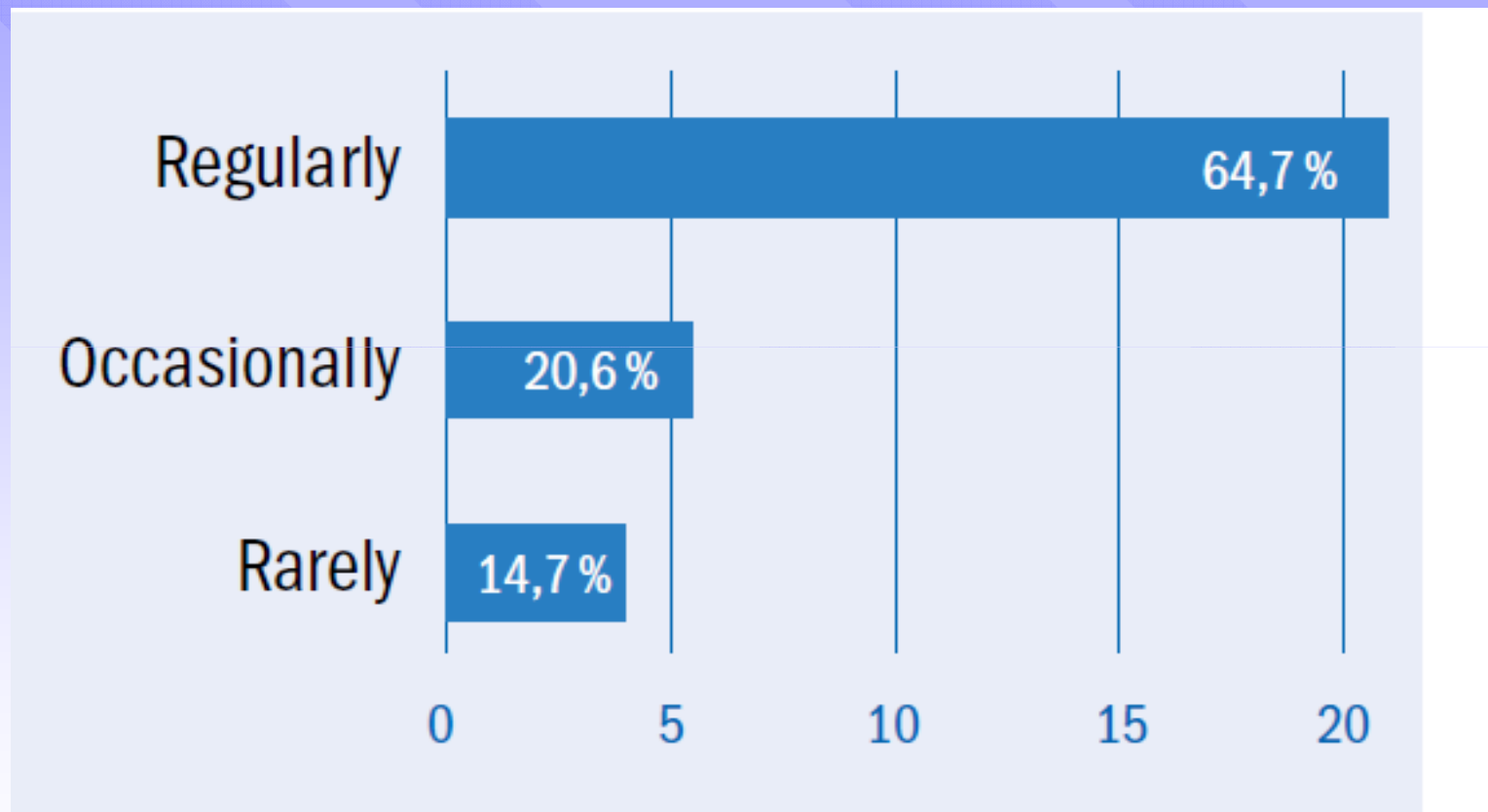
Sample



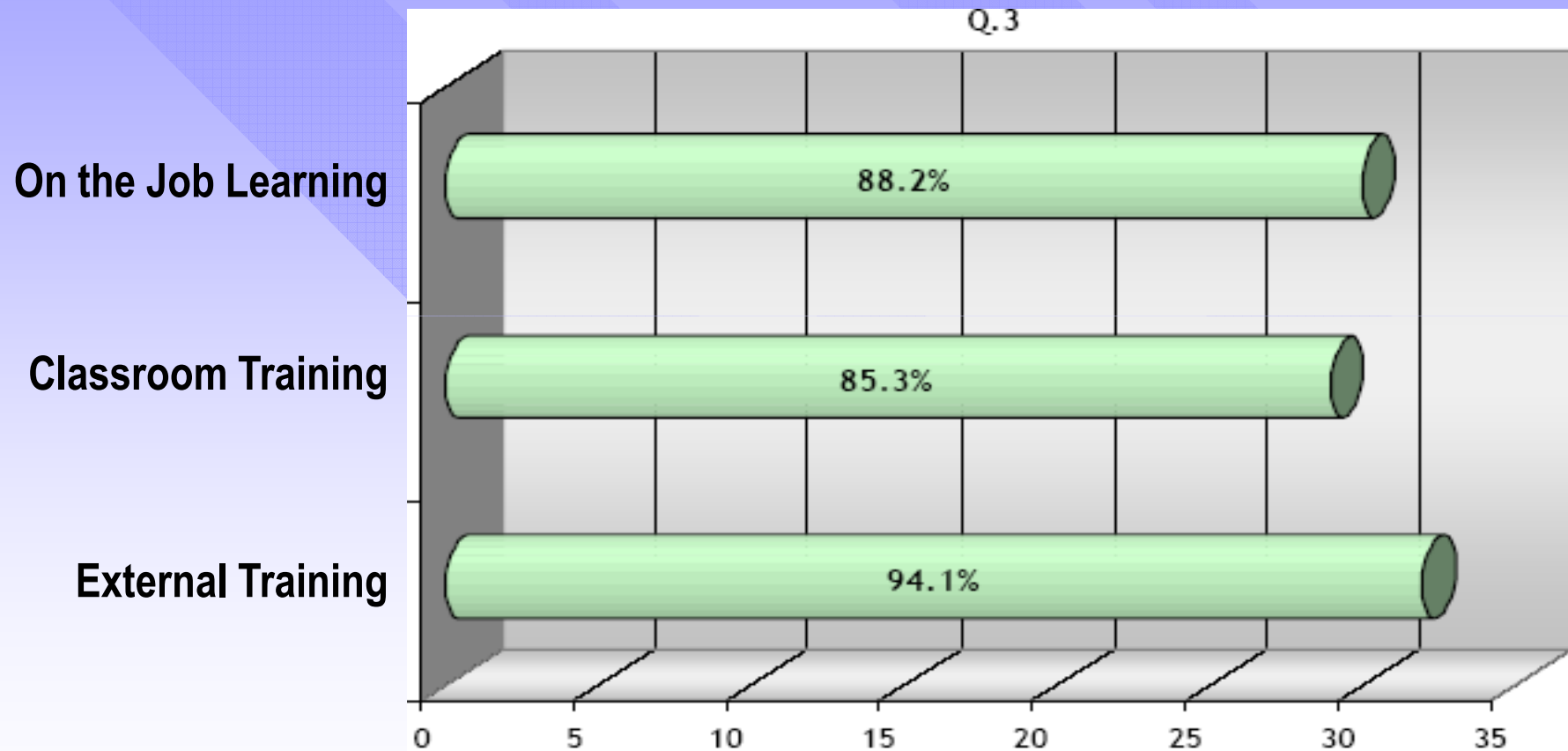
To what extent should training impact the productivity or performance of the organisation?



How often does management require to see results of training?



What kind of training activities most commonly undertaken?



Types of Training evaluation carried out in companies surveyed



	Very Often	Sometimes	Never	Total Ranking
Employee Satisfaction	76.5% (26)	17.6% (6)	5.9% (2)	1
Learning Acquisition	29.4% (10)	44.1% (15)	26.5% (9)	4
Transfer of Learning on the Job	61.8% (21)	23.5% (8)	14.7% (5)	2
Performance Improvement (Individual or Group)	50.0% (17)	17.6% (6)	32.4% (11)	3

(n = 34)

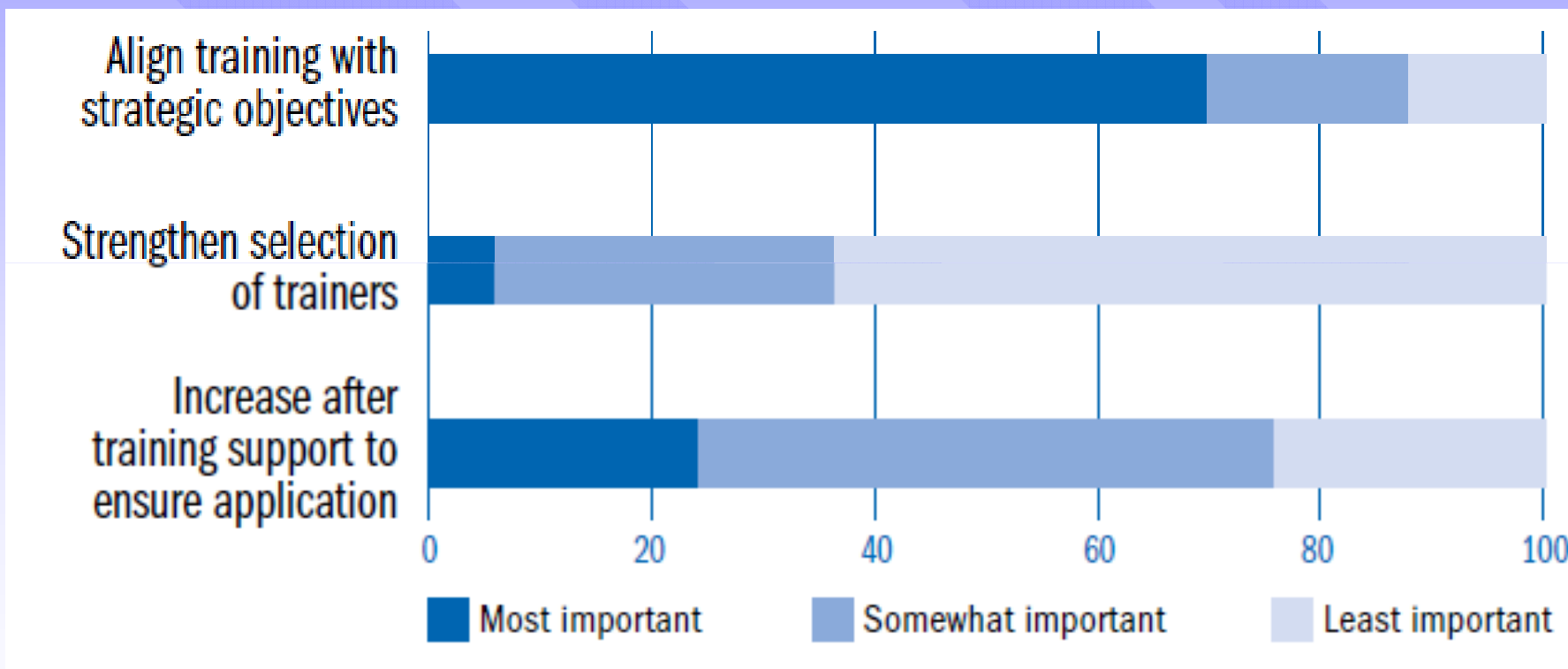
What Changes Would Be Most Useful To Undertake in a Reassessment of Training?



	Most Important	Somewhat Important	Least Important	Total Ranking
Align Training with Strategic Objectives	<u>69.7%</u> <u>(23)</u>	18.2% (6)	12.1% (4)	1
Strengthen Selection of Trainers	6.1% (2)	30.3% (10)	<u>63.6%</u> <u>(21)</u>	<u>3</u>
Increase After Training Support to Ensure Application	24.2% (8)	<u>51.5%</u> <u>(17)</u>	24.2% (8)	2

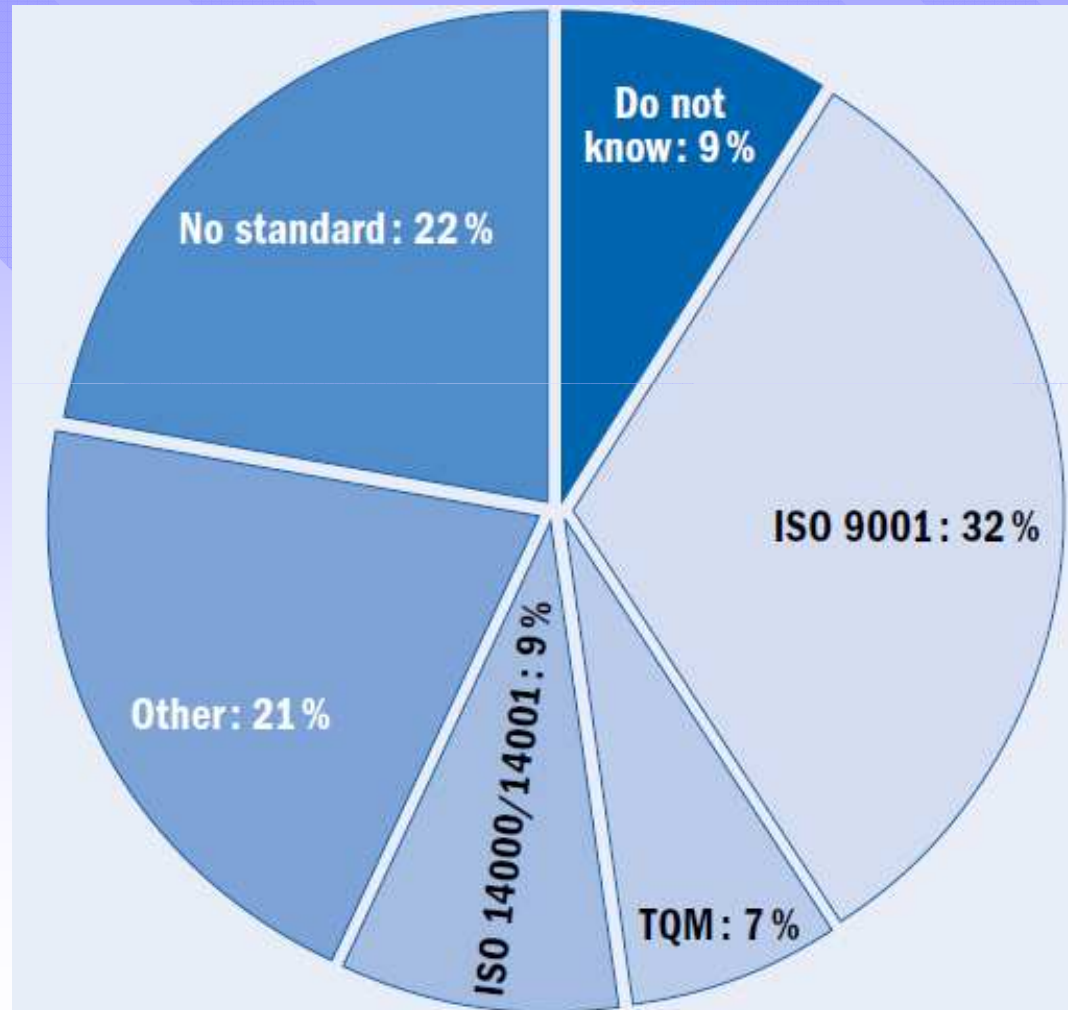
(n = 33)

What Changes Would Be Most Useful To Undertake in a Reassessment of Training?



(n = 33)

Which quality management standard was implemented by your company?



Thank you for your attention!
Lichia Yiu and Raymond Saner

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www.csend.org

