Menno Simons College

International Development Studies

SKILLS LEARNING PROJECT

Final Report

Submitted by: Louise Simbandumwe

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EXECUTIVE SUMMARY

This project originated with an external review of the International Development Studies (IDS) program conducted in 2004-05. Participants in the consultation welcomed this initiative and expressed strong support for the provision of more opportunities for learning skills needed for work in the field of development. Consultations were conducted with students, alumni, employers (local and international), Menno Simons staff members, and external academics.

The review, as well as reflection among IDS faculty and feedback from students suggested that skills-related learning would be a valuable area for further development of the IDS program. This project sought to identify the most critical skills required by IDS students and avenues, both within and beyond the university, for providing students with priority skills that are not addressed in the current IDS curriculum. While it is recognized that skills-focused education can have abstract conceptual components, the emphasis of this project was to expand opportunities for students to learn and practice specific tools and techniques needed for work in the field of development.

Key Findings
A review of the courses offered by IDS programs in Canada revealed that most programs do not have a strongly developed skills components. Incorporating more opportunities for learning skills would add a distinctive dimension to the IDS program at Menno Simons College.

Employers strongly emphasized a number of general skills, such as cross-cultural competence, self-management skills and communication skills, when asked to identify priority skills required of entry level staff. When assessing job applicants a number of employers indicated that they would be prepared to provide on-the-job training with respect to some technical skills. However employers often identified general skills as non-negotiable core job requirements.

Continuing Education at the University of Winnipeg, and other Winnipeg institutions like Volunteer Manitoba and Red River College offer skills-focused courses and workshops. There is potential for working in collaboration with these institutions to provide opportunities for IDS students to learn important skills.

Menno Simons College is well positioned to offer expanded opportunities for skills learning in two ways. First, by placing greater emphasis on approaches to teaching that facilitate the acquisition of priority general skills in existing core courses. Second, by adding on an experimental basis, courses and workshops in the areas of Proposal Writing and Financial Management, Development Practice in a Cross-Cultural Environment, Facilitating Group Processes, Media & Public Relations, and Building and Maintaining Collaborative Partnerships. Improved pedagogical techniques combined with the introduction of new skills-focused courses will benefit traditional IDS students and may attract additional students, including non-traditional students to the program.

Background

ORIGINS OF THE PROJECT

The International Development Studies (IDS) program underwent an external review in 2004-05. The external reviewers' overall evaluation of IDS program was strongly positive. Dr. Friesen said that "IDS is obviously a first-class program at CMU, with a well-deserved and growing reputation across Canada and beyond," with a demonstrated "ability to attract a gifted faculty and student cohort."[1] Dr. Cummings commented that it has "a good core in both the 3 year and 4 year programs as well as an extensive set of IDS electives….I have a sense of a curriculum which could deliver an international development specialist as opposed to a liberal arts student with some exposure to the international issue."[2] The reviewers' recommendations for improvement and further development of the Program were thoughtful, and in many cases matched with the ideas put forward by IDS faculty in the self-reflective part of the review process. One area in which the reviewers recommended further development was the balance between theory and practice in the IDS degree. Dr. Cummings, who focused on curricular questions, observed that while the program had a good practicum component, in general the curriculum was "stronger with reference to theory, than it [was] with reference to practice."[3] The external reviewers recommended increased attention to practice-related issues through both the practicum and through required and elective courses. Students who participated in the external review, and in subsequent consultations on changes to the IDS program also identified opportunities for learning skills needed for work in the field of development as an area of strong interest.

The presence at the College of Louise Simbandumwe, as a Distinguished Esau Visiting Lecturer between January and April 2006 created an opportunity to carry out work in this area. Louise was asked to identify the most critical skills required by IDS students and to identify means for providing students with priority skills that are not currently addressed in the current IDS curriculum.[4]

PHASES OF THE PROJECT

The project was divided into three phases with each phase relating to different avenues for addressing identified gaps in skills learning opportunities within the IDS program. The majority of time was allocated to the first phase of the project. The phases of the project are as follows:

Phase 1: Skills-Focused Courses for Academic Credit

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[1] "External Appraisal of the International Development Studies Program at Canadian Mennonite University" (20 August 2004), 4.

[2] "External Review of the Curriculum of the Menno Simons College International Development Studies Three Year and Four Year Program" (7 December 2004), 3.

[3] "External Review of the Curriculum of the Menno Simons College International Development Studies Three Year and Four Year Program" (7 December 2004), 5.

[4] For a discussion of key questions, scope of the project, project steps and project deliverables please see the *Project Description and Activities* document that accompanies this report.

Phase 2: Extracurricular Skills Learning and Support
Phase 3: External Skills Learning Opportunities

PROJECT CONSULTATIONS

The response to the consultations on skills acquisition was very positive. Participants in the consultations welcomed this initiative and expressed strong support for strengthening the provision of skills learning opportunities in the IDS program. In general, students, alumni and employers articulated the greatest level of enthusiasm for this initiative. The response rate exceeded expectations. Virtually all the individuals who were approached agreed to participate. A total of 33 consultations were carried out and over 40 individuals provided input. Individual interviews and group consultation sessions were carried out with the following categories of respondents:

- ➢ 12 Employers (6 local & 6 international)
- ➢ 2 group consultations with MSC IDS students & alumni (one organized by student association & one focus group of 5 alumni & upper year students)
- ➢ 2 MSC IDS alumni
- ➢ 3 Canadian alumni from other IDS programs on an internship in Bangladesh
- ➢ 9 MSC faculty & staff
- ➢ 5 External academics or individuals with expertise in this area

PHASE 1

Skills-Focused Courses for Academic Credit

GAPS IN SKILLS LEARNING OPPORTUNITIES

The consultation process highlighted a number of priority skills required by IDS students to work effectively in the field of community development (locally and internationally). While it is recognized that skills-focused education can include abstract conceptual components, the emphasis of this project on identifying specific tools and techniques that have direct practical application to work in the field of development. Through the consultation process, the following gaps have been identified. The skills are listed in order of priority with the most critical skills listed first.

Cross-Cultural Competence
Cross-cultural competence was a cross-cutting theme that was seen as integral to many areas of development work. Virtually all of the respondents cited the importance of effectively utilizing a variety of acquired skills in an intercultural setting. The identified skills included: interpersonal communication, conflict resolution, teamwork, program planning, project management, and applied research.

Personal, Interpersonal & Self Management Skills
Employers strongly emphasized a number of general skills when asked to identify priority skills required of entry level staff. A number of employers indicated that they were prepared to provide on the job training with respect to technical skills such as budgeting and financial management if participants had limited skills in these areas. However, the skills listed below were often identified as non-negotiable core job requirements.
  Personal Skills
     ➢ Creative problem solving
     ➢ Flexibility
     ➢ Self-knowledge and realistic expectations
  Interpersonal Skills
     ➢ Leadership skills
     ➢ Interpersonal relationships
     ➢ Teamwork
  Self management
     ➢ Time management
     ➢ Organizational skills

Fundraising & Public Relations
The most commonly identified skill was proposal writing. Securing funding is a key challenge faced by NGOs and many lack capacity in this area. A number of respondents noted the importance of being able to utilize a results-based management approach and logical framework

analysis in developing proposals. Some employers articulated a strong link between fundraising and public relations skills. The key skills identified by respondents are as follows:

- Proposal writing and fund development
- Public relations and marketing
- Media relations
- Networking skills

Program Planning and Project Management

Program planning and project management skills were identified as priority areas by the majority of respondents. Respondents emphasized the ability to undertake all the steps in the project management cycle and the capacity to plan and manage projects in a cross-cultural setting. While the Program Planning, Monitoring and Evaluation course is currently offered as part of the IDS program, it is not a required course. The course, as it is currently configured, addresses a number of the priority areas highlighted by respondents. These priority areas include community planning techniques, results-based management, and logical framework analysis. This course also addressed evaluation skills which were identified as the most important area of applied research (see section below on Applied Research). A number of priority areas such as financial management, building collaborative partnerships, and implementing monitoring systems are not addressed through this course (or elsewhere in the IDS program). The key skills identified by respondents are as follows:

- Budgeting
- Financial management and understanding financial statements
- Results-based management
- Logical framework analysis
- Building and maintaining collaborative partnerships
- Team building and human resource management
- Implementing effective program monitoring systems

Communication Skills

Employers placed strong emphasis on written and oral communication skills. Many noted that all employees should be able to represent their organizations in a variety of settings (i.e. conferences, community meetings, liaising with funders, public presentations). To communicate effectively with their colleagues and various stakeholders, IDS program graduates must be able to adjust their style of communication from an academic approach to language that is appropriate for a variety of audiences. Priority skills identified by respondents include:

- Writing reports and other documents
- Public speaking and presentations
- Interpersonal communication
- Cross-cultural communication
- Developing effective messages

Applied Research Skills

Project evaluation skills were strongly emphasized by many respondents. Funding requirements were identified as a key driver behind the importance of this skill set. While many respondents identified participatory action research as a priority area, organizing focus groups and conducting interviews were the most commonly cited research techniques. The following skills were emphasized:

- Project evaluation
- Conducting focus groups
- Conducting interviews
- Conducting research in an intercultural environment
- Participatory action research techniques
- Designing and administering surveys
- Interpreting statistics

Conflict Resolution

The following areas of conflict resolution were emphasized:

- Cross-cultural skills
- Managing workplace conflict
- Managing conflict between organizations
- Negotiation skills

Training & Facilitation

Facilitating group processes and workshop design were identified by a number of respondents. The following skills were emphasized:

- Facilitation skills
- Conducting effective meetings
- Curriculum and workshop design

Computer Skills

Respondents indicated that an important skill was the ability to use computer software such as word processing applications, spreadsheets, database applications, presentation software, etc.

Community Organizing & Capacity Building

Building capacity and empowering others was seen by a number of respondents as central to the process of development. Areas of emphasis included:

- Community animation
- Event planning
- Board development and governance

SUMMARY OF PRIORITY SKILLS GAPS

Category	Critical	Important
Cross-Cultural Competence	➢ Cross-cultural communication ➢ Teamwork in a cross-cultural setting ➢ Program planning & project management in cross-cultural setting	➢ Applied research
Personal	➢ Creative problem solving ➢ Flexibility ➢ Self-knowledge/awareness	
Interpersonal	➢ Leadership skills ➢ Interpersonal relationships ➢ Teamwork	
Self Management	➢ Time management ➢ Organizational skills	
Fundraising & Public Relations	➢ Proposal writing ➢ Public relations & marketing	➢ Media relations ➢ Networking
Program Planning and Project Management	➢ Budgeting ➢ Financial management ➢ Results-based management ➢ Logical framework analysis	➢ Building and maintaining collaborative partnerships ➢ Team building and human resource management ➢ Implementing effective monitoring systems
Communication Skills	➢ Writing reports and other documents ➢ Public speaking and presentations ➢ Interpersonal communication	➢ Developing effective messages
Applied Research Skills	➢ Project evaluation ➢ Conducting focus groups ➢ Conducting interviews	➢ Conducting research in an intercultural environment ➢ Participatory action research techniques ➢ Designing and administering surveys ➢ Interpreting statistics
Conflict Resolution	➢ Managing workplace conflict	➢ Managing conflict between organizations ➢ Negotiation skills
Training & Facilitation	➢ Facilitation skills	➢ Conducting effective meetings ➢ Curriculum/workshop design
Computer skills	➢ Computer software applications	
Community Organizing & Capacity Building		➢ Community animation ➢ Event planning ➢ Board development and governance

ADDRESSING THE GAPS

Course Objectives & Approaches to Teaching

RECOMMENDATION #1: Provide students with more opportunities to acquire the general skills emphasized by employers by developing a clear set of objectives that address the acquisition of these skills. These objectives should be incorporated into the goals for the program and objectives for IDS core courses. Particular emphasis should be placed on the following skills:
- ➢ **Cross-cultural competence**
- ➢ **Creative problem solving**
- ➢ **Flexibility**
- ➢ **Self-knowledge**
- ➢ **Leadership skills**
- ➢ **Interpersonal relationships**
- ➢ **Teamwork**
- ➢ **Time management**
- ➢ **Organizational skills**
- ➢ **Writing a variety of documents for different audiences**
- ➢ **Public presentations for different audiences**
- ➢ **Interpersonal communication**

Emphasizing the acquisition of these skills is very much in keeping with goals that underpin a liberal arts education. The University of Winnipeg includes the following attributes and abilities in its mission statements: community building, appreciation of diversity, effective communication skills, the ability to read and listen critically, the development of a sense of responsibility to the community and the exploration of new ideas.[5]

The following list provides examples of specific objectives that could be incorporated into core IDS course offerings.
Students will:
- ➢ Analyze a situation and develop a clear definition of the underlying problem
- ➢ Apply a variety of tools and techniques to define the desired state after the problem has been solved
- ➢ Apply a variety of tools and techniques to identify a range of potential solutions to the problem
- ➢ Generate new and innovative solutions to identified problems
- ➢ Identify their strengths and weaknesses with respect to engaging in development work
- ➢ Demonstrate active listening skills
- ➢ Listen with increased respect and attention to the instructor and to other students in the class[6]

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[5] The University of Winnipeg General Calendar 05/06, pp 13-14
[6] Lifted from Ruth Rempel's handout presented at the Hungry Ghost lecture on April 21, 2006

➢ Effectively communicate their ideas to individuals from different cultural backgrounds
➢ Work effectively with individuals from different cultural backgrounds to complete assigned tasks
➢ Develop work plans with realistic timelines to complete required tasks
➢ Implement work plans to complete required tasks
➢ Improve their ability to manage their time to complete required tasks
➢ Improve their ability to produce written communication materials for different types of audiences
➢ Prepare and deliver oral presentations for different types of audiences

RECOMMENDATION #2: Adopt approaches to teaching that foster the acquisition of priority general skills.

It should be noted that IDS courses already incorporate approaches to teaching that foster these objectives. However, these approaches have not been incorporated in an intentional, systematic manner that is clearly linked to identified objectives. As a consequence, there appears to be considerable variability in the extent to which these objectives are being met in courses taught by different faculty members (even when teaching the same course).

Examples of approaches to teaching that could foster some of these skills include:

➢ **Writing for different audiences** - Providing students with more assignments that require different styles of writing. (i.e. reports to funders, articles for a newsletter, business memos, and business letters, etc.)
➢ **Evaluating presentation style** - In addition to evaluating students on the substance of their presentations, evaluate their public speaking skills, audience engagement, use of audiovisual tools, etc.
➢ **Assigning more group work** - Group assignments could provide an opportunity to learn team work, interpersonal communication and cross-cultural communication skills. Team members could be asked to evaluate each other on their collaborative skills.
➢ **Providing opportunities for more experiential learning** – The use of simulation games, group case studies and role playing can provide students with the opportunity to practice problem solving, organizational skills, collaborative skills, communication skills, etc…

RECOMMENDATION #3: Provide supports that will enable faculty to continuously improve their teaching skills and facilitate the sharing of teaching ideas and resources

Menno Simons College is clearly committed to providing a quality educational experience for students. Much of the discussion regarding the quality of teaching appears to focus on class size and the balance between courses taught by permanent faculty vs. sessionals. While these are important factors, it is also essential to provide faculty with an environment that supports the continuous improvement of their pedagogical skills.

Potential avenues for providing supports include:

> **Centre for Innovation in Teaching and Learning** – Explore the potential of shaping the services and supports offered within the university through the Centre for Innovation in Teaching and Learning. Because the centre is in the process of being revived, this may present an opportunity to make specific requests about the resources and services which would be of most assistance to faculty. Examples include information sheets on topics such as setting course objectives, designing small group exercise, addressing different learning styles, etc.

> **Intra-departmental workshops** – Allocate time to develop objectives for the overall program, common course objectives and the opportunities to share and explore teaching techniques, resources and ideas. It could be helpful to bring in an external person with expertise in particular areas to facilitate the process of developing common objectives and to lead some of the workshops. Sessional lecturers should be invited to participate in these workshops.

> **Professional development** – Encourage lecturers to access pedagogical professional development opportunities by allowing them to apply for additional professional development funds to enroll in courses, attend conferences, and/or purchase teaching resources.

> **Sharing teaching resources** – Explore the idea of setting up an electronic community that is accessible to faculty and sessional lecturers to provide information on resources that are being utilized (i.e. activities, videos, guest speakers, simulation games, and case studies). The goal would be to encourage faculty to use existing resources (instead of reinventing the wheel) and to prevent the overuse of some resources in different classes (so that students are not subjected to the same activity multiple times).

> **Student evaluations** – Incorporate common objectives into the student evaluations and ask students to identify the specific tools and techniques that were of greatest assistance. This feedback could be shared with other lecturers through the online community.

> **Incentives to promote teaching excellence** – Explore avenues for promoting excellence in teaching by providing tangible incentives. One avenue would be to introduce regular assessments of teaching skills as part of the performance review process. This assessment should be linked to a collaborative process of establishing clear individual goals regarding teaching skills and the provision of supports towards achieving the defined goals (i.e. training, mentors, classroom resources, etc.). Another possibility would be to introduce an award to recognize excellence in teaching.

Response to Recommended Changes for 4 Year Program

The following changes being contemplated for the 4 year program will address some of the identified gaps in skills learning opportunities:[7]

➢ Making Program Planning, Monitoring and Evaluation a required course

➢ Increasing the emphasis on research skills through specifying a minimum of 9 credits and a maximum of 15 credits from a selection of applied research and skills courses to meet the Cognate requirement.

Potential Skills-Related Core & Area Courses

RECOMMENDATION #4: Add the following courses as options for the skills/research Cognate requirement:

RECOMMENDATION #5: Include a requirement or a recommendation that students take a minimum of 3 credits from one of the Applied Research options.[8]

COURSE	PREREQUISITES	OUTLINE INCLUDED?
Applied Research		
60/61.3920.3 Action Research Methods	60.1100/6 Introduction to International Development Studies or permission of either Coordinator or the instructor	NA
02.4208/3 Ethnographic Field & Research Methods[9]	02100/3 Cultural/Social Anthropology and at least 3 credit hours above the 1000 level in Anthropology or permission of instructor 02.1101/6 Introduction to Anthropology	✖ Requested but not provided
50.2126/3 Introduction to Research Design & Qualitative Research	50.1101/6 Introduction to Sociology or permission of instructor	✓
50.2125/3 Introduction to Quantitative Research Methods Note: Listed as an area course	50.1101/6 or permission of instructor	✓
53.1201/6 Introduction to Statistical Analysis	Pre-Calculus Mathematics 40S or Applied Mathematics 40S	✖ Not requested
44.2101/3 Introduction to Data Analysis	44199/6 Introduction to Psychology	✓
44.2102/3 Introduction to Research Methods	44.2101/3 Introduction to Data Analysis	✓

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[7] Although an investigation of language training was outside the scope of this project, it should be noted that the international employers strongly emphasized the importance of language acquisition. This lends support to the proposal to emphasize language courses as part of the Cognate requirement.

[8] The IDS Committee did not arrive at a clear consensus on whether to require or recommend at least one applied research course. Applied research skills were identified as priority skills by a number of potential employers but were not emphasized as strongly as other skills such as proposal writing. It could be helpful to have a focused discussion with IDS faculty about the priority that should be placed on applied research within the IDS program.

[9] 02.2114/3 Ethnographic Field Methods is listed as an area course for IDS but this course was not listed in the calendar.

COURSE	PREREQUISITES	OUTLINE INCLUDED?
84.4611/6 Environmental Impact Assessment Note: Listed as an area course	Completion of a minimum of 60 credit hours toward their degree or permission of the Director of Environmental Studies	✓
84.3610/3 Research Projects	Completion of a minimum of 60 credit hours toward their degree or permission of the Director of Environmental Studies	✓
84.3609/3 Research Methods and Design Note: This is a new course proposal (submitted February 2005 for publication the 2006/07 Calendar)	None listed in course proposal or on course outline	✓
95.3200/6 Feminist Research Methodologies	95.2343/6 Introduction to Women's Studies	✗ Not requested
41.3224/3 Research Project Design	None	✓
18.3320/3 Forms of Inquiry in Written Communication	Completion of 30 credit hours 18.1105/3 Academic Writing: the Social Sciences or 18.1110/6 Academic Writing: Extended or exemption from the writing requirement	✓
Conflict Resolution		
61.2252/3 Conflict & Communication	61.1200/6 or permission of CRS Coordinator	NA
61.2271/3 Conflict within Groups	61.1200/6 or permission of CRS Coordinator	NA
61.2431/3 Negotiation Theory & Practice	61.1200/6 or permission of CRS Coordinator	NA
61.3240/3 Conflict Resolution in the Workplace	61.1200/6 Introduction to Conflict Resolution Studies (CRS)	NA
Communication		
18.2131/3 Professional Style & Editing Note: Listed as an area course	18.1105/3 Academic Writing: the Social Sciences or 18.1110/6 Academic Writing: Extended or exemption from the writing requirement	✗ Requested but not provided
18.2140/3 Strategies for Technical & Professional Communication Note: Online course	18.1105/3, 18.1110/6 or exemption from the writing requirement	✓
18.2145/3 Theories & Practices of Oral Communication Note: Current area course	18.1105/3, 18.1110/6 or exemption from the writing requirement	✓
18.2350/3 Reading and Writing Online	18.1105/3, 18.1110/6 or exemption from the writing requirement	✓
44.3480/3 Interpersonal Communication	44.1000/6 Introductory Psychology 44.2300/3 Social Psychology I or permission of instructor	✓
Strategic Planning, Policy Analysis & Communication		
84.3603/3 Winnipeg & the Environment: A Case Study Approach	84.1600/3 Human-Environmental Interactions or permission of instructor	✓
Computer Skills		
92.1453/3 Introduction to Computers	None	✓
92.2914/3 Relational Database Application Development	None	✓

NOTE: Because some of the courses recommended as options for the skills/research Cognate requirement include similar content, students will only be able to receive credit for one of the courses. Student will only be able to receive credit for:

➤ 02.4208/3 Ethnographic Field & Research Methods **or** 18.3320/3 Methods of Inquiry in Written Communication **or** 50.2126/3 Introduction to Research Design & Qualitative Research

➤ 50.2125/3 Introduction to Quantitative Research Methods **or** 53.1201/6 Introduction to Statistical Analysis or 44.2101/3 Introduction to Data Analysis

➤ 84.3609/3 Research Methods and Design **or** 41.3224/3 Research Project Design

Potential Skills Courses Offered by Continuing Education and Other Institutions

RECOMMENDATION #6: Add the following courses offered by Continuing Education and other institutions as options for the skills/research Cognate requirement.[10]

COURSE	PREREQUISITES	OUTLINE INCLUDED?
Leadership		
CMU – 44.300/3 Organizational Leadership	45 Credit hours of university level courses	✖ Requested but not provided
ConEd – 16220 Leadership Development (36 hours)	None	✓
Communication		
RRC – H16C201 Business Communications (40 hours)	None	✓
CMU – 43.202/3 Oral Communication	None	✖ Not requested
ConEd – 15117 Effective Oral Communication	None	✓
Volunteer Management & Fundraising		
RRC – H16C302 Volunteer Management & Fundraising (20 hours)	None	✖ Not yet available
Training & Facilitation		
Con Ed 15246 – Training & Development (36 hours)	15245 Principles of Human Resource Management	✓
ConEd 15244 – Effective Facilitation: Groups, Meetings, & Workshops (36 hours)	None	✓

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[10] Courses consisting of less than 18 hours of instruction were not included on this list. These shorter courses have been included on the list of extracurricular course offerings available to IDS students.

NOTE: Because some of the courses recommended as options for the skills/research Cognate requirement include similar content, students will only be able to receive credit for one of the courses. Student will only be able to receive credit for:

➢ 18.2140/3 Strategies for Technical & Professional Communication **or** RRC – H16C201 Business Communications

➢ 44.300/3 Organizational Leadership (CMU) **or** ConEd – 16220 Leadership Development (36 hours)

➢ 18.2145/3 Theories & Practices of Oral Communication **or** 43.202/3 Oral Communication (CMU) **or** ConEd – 15117 Effective Oral Communication

RECOMMENDATION #7: Monitor the development of course offerings by the Centre for Leadership Studies and the Centre for Intercultural Communication at the University of British Columbia to determine if their future online course offerings could address the needs of IDS students.

The Centre for Leadership Studies at CMU is developing a course on Managing the Non-Profit Organization. If this course is implemented, it could be a potential addition to the list of course options for the skills/research Cognate requirement. The Centre for Intercultural Communication at the University of British Columbia (Continuing Studies) offers a number of courses that address some of the identified skills gaps. These courses are partially online but plans are underway to develop additional course offerings which will be fully online. Courses that could be of interest to the IDS program include:

➢ CIS502 Skills in Intercultural Communication (40 Hours)

➢ CIS601 Bridging Cultural Differences (40 Hours)

➢ CIS604 Building Multicultural Teams (40 Hours)

➢ CIS606 Exchanging Knowledge Across Cultures (40 Hours)

Changes to Existing Course Offerings

RECOMMENDATION #8: Make the following changes to courses that focus on development practice and skills, such as Program Planning, Monitoring & Evaluation :

➢ **Make sure that general course objectives are identified in the course description, and that specific course objectives are clearly outlined in a separate section of the course outline.**

➢ **Set realistic expectations with respect to the acquisition of skills in the course objectives.**

➢ **Where multiple sections are offered, develop a common course outline to ensure consistency in course content and in skill acquisition opportunities.**

The goal in courses such as Program Planning, Monitoring and Evaluaiton should be for students to gain exposure to tools and the opportunity to practice the application of these tools, as opposed to acquiring full technical proficiency in using these tools. Course descriptions and outlines should therefore indicate that students will be introduced to particular tools—logical framework analysis or results-based management, for example—and provided with the opportunity to practice skills in these areas.

The Development Practice course at Dalhousie provides an interesting model for courses like this. There are three sections of this course. The first four weeks in each section are focused on theory and analysis that pertain to each instructor's area of specialty (rural development, gender and development, community development). The rest of the course focuses strongly on skills and each instructor uses the same course outline for the latter part of the course (see attached course outline).

Potential New Course Offerings

RECOMMENDATION #9: Offer the following new courses and workshops on an experimental basis:

➢ **Course: Proposal Writing and Financial Management for Development Projects (3 credits) – Required Course**
➢ **Course: Development Practice in a Cross-Cultural Environment (3 credits)**
➢ **Short Course: Facilitating Group Processes (1.5 credits)**
➢ **Short Course: Media & Public Relations (1.5 credits)**
➢ **Short Course: Selected Topics in a Development Practice (1.5 credit)**
➢ **Short Course: Building and Maintaining Collaborative Partnerships (1.5 credits)**

Priority	Title & Course Description	Level
1	**Proposal Writing and Financial Management for Development Projects (3 credits)** **Prerequisite:** Introduction to International Development Studies or permission of the instructor This course provides an overview of the current non-profit funding environment and the skills required to develop funding proposals and to meet financial reporting requirements. The course will explore the theoretical perspectives and practical considerations that guide the actions of national and international funding organizations. Emphasis will be placed on developing skills related to researching potential funding sources, matching organizational priorities with funding programs, cultivating funding relationships, writing funding proposals, developing budgets and cash flow forecasting. The course will highlight the financial information needs of a variety of stakeholders. Students will develop skills related to analyzing financial statements, using financial information for participatory decision making and providing financial reports to non-profit Boards and funding organizations.	3rd year
2	**Development Practice in a Cross-Cultural Environment (3 credits)** **Prerequisite:** None Cross-cultural competence, the ability to work effectively in a cross-cultural setting, is of critical	2nd year

Priority	Title & Course Description	Level
	importance in the field of international development. The course examines cross-cultural theories and their application to working on development projects across cultures and national boundaries. Emphasis will be placed on building skills in the areas of interpersonal communication, conflict resolution, negotiating, collaborative decision making, and developing effective teams	
3	**Facilitating Group Processes (1.5 credits)** Prerequisite: Introduction to International Development Studies or permission of instructor This course focuses on providing the knowledge and the skills required to effectively facilitate group processes for community development in a local or international development context. Students will be introduced to principles of adult education and popular education theory. Emphasis will be paced on practicing skills related to planning, designing and facilitating group processes such as meetings, community consultations, and workshops in a cross-cultural setting.	2nd year
4	**Media and Public Relations (1.5 credits)** **Prerequisite:** None This course provides an introduction to the principles and practice of public relations for the non-profit sector. The course will provide an overview of the evolution of the discipline, its function in non-profit organizations and the ethics of different public relations approaches. Students will learn and practice techniques related to developing communication strategies and creating promotional materials for different audiences. Particular emphasis will be placed on writing for public information media, developing news releases, compiling media kits, organizing media events and providing media interviews.	2nd year
5	**Selected Topics in Development Practice (1.5 credits)** **Prerequisite:** Poverty Focused Development or permission of instructor This course introduces a particular area of best practice in community development or community economic development. The course will review the theory and principles that inform this area of development practice. Emphasis will be placed on providing exposure to the skills required by practitioners involved in this area of development.	3rd year
6	**Building and Maintaining Partnerships (1.5credits)** **Prerequisite**: Introduction to International Development Studies or permission of instructor Nongovernmental organizations (NGOs) involved in international development work are increasingly seeking to establish partnerships amongst themselves as well as cross-sector partnerships with other actors such as government agencies, intergovernmental organizations, funding bodies and business enterprises. This course will seek to clarify the concept of partnership by exploring different definitions and models of partnership. Students will identify and analyze the challenges, risks and limitations associated with attempting to transform the aspirations behind partnerships into reality. Emphasis will be placed on developing knowledge and skills required to establish and maintain effective partnerships.	4th year

RECOMMENDATION #10: An outreach and marketing strategy should be developed to promote these new course offerings to non-traditional students. These courses should not be positioned as direct competitors to Volunteer Manitoba's or Red River's course offerings. Key constituencies include immigrant service agencies, ethno-cultural community groups and international NGOs.

Volunteer Manitoba, the main organization providing training to the non profit sector in Winnipeg, provides a broad range of skills courses. These courses, which are usually 3 or 6 hours in length, address many of the priority skills gaps identified in this project. For a list of the most relevant courses offered by Volunteer Manitoba see the section of *External Skills Learning Opportunities.* Volunteer Manitoba provides customized training sessions so it may be possible to work in collaboration with this organization to develop and deliver components of a Selected Topics in Development Practice course.

Red River College has recently launched a Community Development /Community Economic Development two-year diploma program in collaboration with a consortium of local NGOs. The development of these programs was based, in part, on the results of an extensive community-based consultation process that included practitioners, funders and policy makers.

In addition to exploring the potential of working in collaboration with these institutions, Menno Simons could also investigate the development of providing learning opportunities for groups that are currently underserved. A promising avenue is to offer learning opportunities that address the specific needs of immigrant-serving agencies and emerging ethno-cultural community organizations. Many ethno-cultural community groups are seeking to develop and deliver community development programs for their community members. However, they often lack the skills and the knowledge to build viable community-based organizations that can effectively develop and implement projects in the Canadian context. It is anticipated that, due to lack of financial resources, many of these groups may not have the funds required to access skills learning opportunities. Ensuring access for these groups would likely require raising funds to provide subsidized or free learning opportunities to selected participants. This option would allow Menno Simons to offer quality learning opportunities to a constituency that is presently underserved while building on the strengths of the IDS program.

MAINTAINING A FOCUS ON SKILLS LEARNING

RECOMMENDATION #11: Designate a specific staff person to facilitate the process of reviewing the recommendations, setting realistic measurable goals, guiding the implementation of selected recommendations, and monitoring progress in achieving goals. This individual should be provided with an appropriate amount of teaching release or release from other duties to reflect this additional responsibility.

Allocating dedicated staff resources to this area will help to ensure that the enhancement of skills learning in the IDS program continues to be an area of focus. Given the introduction of an honours program and significant changes to the 3 and 4 year programs, there is a risk that this area will not be fully incorporated into the change process.

PHASE 2
Recommended Extracurricular Learning & Support

CONSULTATION FINDINGS

The consultation process highlighted the attributes that IDS students require to access employment opportunities and to work effectively in the field of community development (locally and internationally). The following areas were identified:
- ➢ Work experience (volunteer, local & overseas)
- ➢ Knowledge of resources
- ➢ Realistic expectations of working in the field
- ➢ Strong links to networks in the sector

EXISTING SUPPORTS

RECOMMENDATION #12: Ensure that resources are available to support the continuous improvement and accessibility of the Practicum Program.

The external reviewers recognized the Practicum Program as a truly distinctive cornerstone program and included a recommendation to develop a stronger funding base for the Practicum Program. The reviewers emphasized the importance of allocating funds to this program so that finances would not present a barrier to students in need.[11] Results from the skills learning consultation process also highlighted the importance of the experiential learning that occurs through the practicum program. The program offers students the opportunity to gain work experience, exposure to the challenges and the benefits of working in the field, enhanced knowledge of resources and the opportunity to make links with practitioners and potential employers.

RECOMMENDATION #13: Ensure that Student Services has the resources required to further develop and strengthen skills learning programs and supports available to students.

Student services provides seminars and workshops on a variety of topics and disseminates information about job opportunities. These program offerings can provide students with skills and a stepping stone toward establishing networks and access to job opportunities. The Director of Student Services has identified a number of priority initiatives for future development that could provide students with the opportunity to enhance their skills. These initiatives include:
- ➢ Offering a broader range of skills workshops (i.e. leadership skills, facilitation skills, self care, organizing an event, etc.)

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[11] Harry Cummings and Len Friesen, *Joint Appraisal of the International Development Studies Program, Canadian Mennonite University*, 2005, pg. 2

- ➢ Providing a tutoring program
- ➢ Introducing a job shadowing program for IDS students
- ➢ Offering career planning and job search workshops

Limited time and insufficient funds were identified as key constraints preventing the full implementation of these initiatives.

NEW PROGRAMMING POSSIBILITIES

RECOMMENDATION #14: Work with other institutions and community groups to develop learning opportunities that would benefit IDS students, community organizations and community residents. Emphasis should be placed on forging links with:
- **The CMU Leadership Institute**
- **Human rights and social justice advocacy organizations**
- **The Mennonite Central Committee and other potential employers (local and international)**
- **Ethno-cultural community groups**
- **Volunteer Manitoba**

The following possibilities for extracurricular program offerings are based largely on ideas generated by IDS staff members and potential community partners. These ideas are not listed in order of priority.

Community Development Workshop Series Focusing on Ethno-Cultural Communities – Volunteer Manitoba already provides a wide range of affordable training opportunities for the non-profit sector. Instead of providing programming that duplicates what is already on offer by Volunteer Manitoba, Menno Simons could seek to provide learning opportunities for constituencies that are presently underserved and in areas that build on the strengths offered by the IDS program. There may be potential for Menno Simons to work with emerging ethno-cultural community groups and immigrant-serving agencies to develop customized workshops that address their specific needs (i.e. conducting needs assessments in a cross-cultural setting, establishing a charitable organization in Canada, setting up systems of financial accountability, etc.). Menno Simons could explore the potential of working in collaboration with Volunteer Manitoba to develop these program offerings. The workshops would also be open to students. It is anticipated that a sizeable proportion of organizations and individuals who would benefit from these workshops would have limited funds to pay for them. Therefore, implementing this initiative would likely require raising funds to provide subsidized or free learning opportunities to participants who lack the ability to pay.

Activism Workshop Series – Work with other groups such as Amnesty International or the popular education centre (currently in the planning stages) to deliver a series of activism workshops. The workshops would be open to students and to members of the public. Possible topics include:
- ➢ Spiritual & emotional health
- ➢ Working with the media
- ➢ Public speaking skills
- ➢ Lobbying and advocacy

- ➢ Facilitation skills
- ➢ Community organizing
- ➢ Creative campaigning

CMU Leadership Institute – Continue to support initiatives such as the *Leadership Development for Non Profit Organizations* course that is currently under consideration. A key issue will be to encourage CMU to broaden the constituency they aim to serve to include community development organizations, ethno-cultural community groups, IDS program graduates and international development practitioners. Other potential course offerings that could be explored with CMU include courses in areas such as participatory management and micro-enterprise development. Organizations like Mennonite Economic Development Associates and Supporting Employment & Economic Development Winnipeg could be potential partners for these types of course offerings.

International Development Orientation – Work with the Mennonite Central Committee and other NGOs to plan and develop an International Development Orientation that addresses the needs of new NGO staff members, IDS students who are planning an international practicum, and graduating IDS students who are pursuing international employment or internship opportunities. The orientation would be held on an annual basis and would address basic community development and organizational development skills in a cross-cultural context. Using the Summer Institute format could be an option for the International Development Orientation.

PHASE 3
External Skills Learning Opportunities

PROJECT GOAL

The focus of this last phase of the project was to identify and develop a user-friendly list of free or affordable learning opportunities that address identified priority skills needed by IDS students. This listing would include courses, workshops, or seminars provided through continuing education, other institutions and community organizations.

FINDINGS & IMPLICATIONS

Students lack information about the skills required by employers – Students sometimes lack a realistic view of the nature of the work they will be required to do and may not be fully aware of their strengths and weaknesses.
Implications
➢ Students could benefit from a self-assessment tool which would allow them to assess their skills in relation to the priority skills identified in the first phase of this project
➢ A draft self-assessment questionnaire has been developed to accompany the list of learning options. It is hoped that once this tool is refined and tested, it could help students select learning or volunteer opportunities to address their skills deficits.

Lack of regularly scheduled skills learning opportunities - There are very few free or affordable learning opportunities offered on a regular basis which addressed the skills gaps identified in the first phase of the project. The Winnipeg Leisure Guide, for example, advertised a number of affordable leadership development workshops (under $20) in their Spring/Summer 2005 edition but the most recent edition only includes one relevant workshop. Free or affordable learning opportunities tend to be offered on an ad hoc basis by various community groups. Often these skills workshops are advertised through electronic mail lists. In addition to learning opportunities, other information that could be of benefit to students is also disseminated through these avenues (i.e. job postings, conferences, publications, emerging trends, lobbying/advocacy initiatives, etc.).
Implications
➢ A list of key contacts and electronic mail lists has been compiled. The Director of Student Services will be provided with this list so she can receive notices and forward relevant information to IDS students.
➢ Key contacts were asked if they would be open to adding students to their dissemination lists. Key contacts who agreed to be added to the list and/or relevant websites have been included on a list of links to learning opportunities.

Volunteer Manitoba is the main organization providing training to the non-profit sector in Winnipeg – There are a broad range of courses on offer through Volunteer Manitoba. These courses address many of the priority skills gaps identified in the first phase of this project.

Implications:
- ➢ If the IDS program intends to recruit practitioners from non-profit agencies for skills based course offerings, these courses should not be positioned as direct competitors to Volunteer Manitoba's course offerings.
- ➢ If IDS intends to work with non-profit organizations to develop extracurricular skills-focused offerings, IDS should work in collaboration with Volunteer Manitoba or select a particular niche (e.g. fledgling ethno-cultural community groups) and deliver customized education to address their specific needs.

Emergence of online courses – the online delivery of skills training appears to be a growing trend. However, these training opportunities tend to focus primarily on the business community.
Implications:
- ➢ The list of skills opportunities includes two institutions offering online courses designed to address the needs of the non-profit sector: Charity Village and the Centre for Intercultural Communication at the University of British Columbia (Continuing Studies).

RECOMMENDATIONS

RECOMMENDATION #15: Refine and finalize a self-assessment tool for students to assist them with identifying their skills needs. This tool could be disseminated through Student Services and other avenues such as selected 3rd or 4th year required courses.

RECOMMENDATION #16: Student Services should maintain a list of skills learning opportunities available to students. This list should be updated on an annual basis.

RECOMMENDATION #17: Student Services should provide students with a list of electronic networks that provide information about training opportunities, conferences, emerging trends and job postings. This list should be updated on an annual basis.

The accompanying handouts for dissemination to students include:
- ➢ Draft self-assessment questionnaire
- ➢ List of skills learning institutions and opportunities
- ➢ List of electronic networks

Doing Development in the Real World

Top 12 Skills Required of IDS Graduates

1. **Cross-Cultural Competence**

2. **Personal Skills** (creative problem solving, flexibility, self-knowledge & realistic expectations)

3. **Interpersonal Skills** (leadership, interpersonal relationships & teamwork)

4. **Self Management Skills** (time management & organization skills)

5. **Fundraising & Public Relations**

6. **Program Planning and Project Management**

7. **Communication Skills**

8. **Applied Research Skills**

9. **Conflict Resolution Skills**

10. **Training & Facilitation**

11. **Community Organizing & Capacity Building**

12. **Computer Skills**

Fill out the Self-Assessment to help you identify your training needs

This list is based on consultations conducted in 2006 with international employers, local employers, IDS graduates, IDS students, IDS faculty and external academics/experts. Participants were asked to identify the key skills required for entry level positions in local and international development NGOs. A total of 33 consultations were carried out and over 40 people contributed their ideas about development related skills.

IDS SKILLS SELF-ASSESSMENT (ROUGH DRAFT)[12]

1. When presented with a problem are you able to use different techniques to identify innovative solutions? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

2. Are you flexible in your approach to work? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

3. Do you know your short-term and long-term goals? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

4. Can you accurately describe your strengths and weaknesses? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

5. Do you have strong leadership skills? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

6. Do you interact well with others? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

7. Do you work well as part of a team? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

8. Do you manage your time well when you are working on many different tasks? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

9. Are you good at planning, organizing and completing your work? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

10. Do you know how to write a good funding proposal? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

11. Do you know how to build strong relationships with funding organizations? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

12. Are you good at networking? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

13. Are you able to communicate effectively with different people? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

14. Are you able to work effectively in a cross-cultural setting? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

15. Are you able to make good public presentations? Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

16. Are you able to write in different styles for different types of audiences? (i.e. brochures, reports, press releases, etc.) Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

17. Do you know how to use logical framework analysis to design a Definitely! ❑   Somewhat ❑   Not Sure ❑   Need Help! ❑

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[12] This questionnaire needs to be refined and tested.

project?

18. Do you know how to plan, implement and evaluate a project using a results-based management approach?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
19. Are you able to use different approaches to evaluate a project?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
20. Do you know how to plan and conduct a focus group?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
21. Do you know how to plan and conduct a research interview?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
22. Do you have good interpersonal conflict resolution skills?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
23. Do you have good cross-cultural conflict resolution skills?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
24. Do you know how to plan and conduct an effective meeting?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
25. Do you know how to plan and facilitate a workshop?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
26. Do you know how to plan and implement a successful event?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
27. Do you know how to work with community members to genuinely involve them in the development process?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
28. Do you know how to work effectively with a volunteer Board in a non-profit organization?	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑
29. Are you able to use computer software applications (word processing, spread sheet, database, graphics design, web design, etc.)	Definitely! ❑	Somewhat ❑	Not Sure ❑	Need Help! ❑

I need to learn more and/or gain experience in the following areas:

_____   _____

_____   _____

_____   _____

_____   _____

PROFESSIONAL DEVELOPMENT TRAINING ORGANIZATIONS

Organization	Mission	Contact Information
Charity Village ⚒	*Charity Village provides job postings, information and resources for the non profit sector in Canada through its website.*	160 Main Street South P.O. Box 92536, Brampton, ON L6W 4R1 Website: charityvillage.com
Centre for Intercultural Communication ⚒ The University of British Columbia Continuing Studies	*CIC provides programs and resources to enhance communication across cultures. CIC offers online courses designed to address the challenges faced by organizations and individuals in international and multicultural settings.*	410 - 5950 University Boulevard Vancouver, BC V6T 1Z3 Phone: (604)822-1436 Fax (604) 822-0388 Email cic@cstudies.ubc.ca Website: cic.cstudies.ubc.ca
Mediation Services ✍ Training & Certificate Program	*Mediation Services is an organization which promotes peace and restorative justice within the community by empowering people, through education and mediation, to resolve conflict using non-violent conflict resolution processes.*	302 – 1200 Portage Avenue Winnipeg, MB R3G 0T5 Phone: (204)925-3410 **Fax: (204) 925-3414** Email: info@mediationserviceswpg.ca Website: mediationserviceswpg.ca
Red River College Community Development/ Community Economic Development Program	*This program was established to upgrade the skills of people who are involved, or would like to be involved, in revitalizing low-income, inner-city communities in Winnipeg*	2055 Notre Dame Avenue Winnipeg, MB R3H 0J9 Phone: (204) 632-3960 Website: www.rrc.mb.ca
Volunteer Manitoba Training & Development	*Volunteer Manitoba supports groups and individuals in the voluntary sector to develop and enhance their capacity to anticipate, understand, celebrate, and meet community needs in Manitoba.*	410-5 Donald Street South Winnipeg, MB R3L 2T4 Phone: (204) 477-5180 Fax: (204) 284-5200 Email: vm@mts.net Website: volunteermanitoba.ca
U of W Toastmasters Club ✍	*At Toastmasters, members learn by speaking to groups and working with others in a supportive environment. Each meeting gives everyone an opportunity to practice public speaking skills.*	University Of Winnipeg, Rm 2M70 515 Portage Avenue Winnipeg, MB R3B 2E9 Phone: (204) 669-2685 Email: uwtoastmasters@hotmail.com Website: toastmasters.org

✍ Subsidy available for individuals living on a low income   ⚒ Online course

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings.

Organization	Mission	Contact Information
U of W Division of Continuing Education ⊟	*The Division of Continuing Education provides over 300 courses and programs in a broad range of areas.*	294 William Ave. Winnipeg, MB R3B 0R1 Phone: (204) 982-6633 Website: www.uwinnipeg.ca/index/dce
City of Winnipeg Community Services Department **Leisure Guide**	*The Community Services Department seeks to enhance quality of life by delivering integrated neighbourhood services that build community capacity and contribute toward the protection of our public health, safety and environment, and to provide for the diverse cultural, recreational, knowledge pursuit, and information needs of the citizens of Winnipeg.*	2-395 Main Street Winnipeg, MB R3B 3N8 Phone: (204) 986-5663 Fax: (204) 986-7569 Website Email: Community Services@winnipeg.ca Website: winnipeg.ca/cms/leisure/

👍 Subsidy available for individuals living on a low income   ⊟ Online course

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings.

PROFESSIONAL DEVELOPMENT COURSE OFFERINGS

Course Title	Skill Area	Length	Cost	Institution	Website
Board Governance	Board Development	14 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Board Dynamics✋	Board Development	1 day	$175	Mediation Services	mediationserviceswpg.ca
Board Development	Board Development	20 hours	Not Available	Red River College	www.rrc.mb.ca
Effective Leadership of Non-Profit Boards	Board Development Leadership	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Roles & Responsibilities of the Board	Board Development	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Visioning, Strategizing, and Being Successful as Board	Board Development Strategic Planning	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Public Speaking	Communication	12 hours	$62.20	Community Services	winnipeg.ca/cms/leisure/
Effective Feedback Skills and Strategies	Communication	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Effective Oral Communication	Communication	36 hours	$425	Continuing Education	www.uwinnipeg.ca/index/dce
Effective Visual Communications	Communication	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Effective Written Communication	Communication	36 hours	$425	Continuing Education	www.uwinnipeg.ca/index/dce
Enhancing Communication in the Workplace	Communication	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Effective Facilitation: Groups, Meetings and Workshops	Communication	36 hours	$425	Continuing Education	www.uwinnipeg.ca/index/dce
Mastering Reports and Proposals	Communication	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Presenting to Challenging Audiences	Communication	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Writing for Public Relations	Communication	36 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce

✋ Subsidy available for individuals living on a low income   ⛓ Online course

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

Course Title	Skill Area	Length	Cost	Institution	Website
	Public Relations				
Interpersonal Communications 1	Communication	40 hours	$390	Red River College	www.rrc.mb.ca
Business Communications	Communication	40 hours	$390	Red River College	www.rrc.mb.ca
Public Speaking♬	Communication	NA	$95/year $30Joining Fee	UofW Toastmasters Club	toastmasters.org
Feedback Skills	Communication	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Communication at Work♬	Communication & Interpersonal	1 day	$175	Mediation Services	mediationserviceswpg.ca
Difficult Conversations♬	Communication & Interpersonal Skills	2 days	$350	Mediation Services	mediationserviceswpg.ca
Advanced PowerPoint or Powerful Professional Presentations	Computer Applications	12 hours	$260	Continuing Education	www.uwinnipeg.ca/index/dce
Building and Managing Projects with Microsoft Project 2000	Computer Applications Project Planning	21 hours	$480	Continuing Education	www.uwinnipeg.ca/index/dce
Database Technologies Level 1: Introduction to Databases with MS Access 2000	Computer Applications	12 hours	$240	Continuing Education	www.uwinnipeg.ca/index/dce
Web Management	Computer Applications	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Managing Conflict	Conflict Resolution	36 hours	$425	Continuing Education	www.uwinnipeg.ca/index/dce
Managing & Resolving Conflict in the Workplace	Conflict Resolution	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Interpersonal Conflict Resolution♬	Conflict Resolution	2 days	$300	Mediation Services	mediationserviceswpg.ca
Coaching for Conflict Resolution♬	Conflict Resolution	2 days	$350	Mediation Services	mediationserviceswpg.ca
Dealing with Anger♬	Conflict Resolution	2 days	$350	Mediation Services	mediationserviceswpg.ca
Culture and Conflict♬	Conflict Resolution	2 days	$350	Mediation Services	mediationserviceswpg.ca

♬ Subsidy available for individuals living on a low income   ⊞ Online course   29

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

Course Title	Skill Area	Length	Cost	Institution	Website
Building Respectful Workplaces♋	Conflict Resolution	1 or 2 days	$175/day	Mediation Services	mediationserviceswpg.ca
Delivering Negative Feedback♋	Conflict Resolution	1 day	$175	Mediation Services	mediationserviceswpg.ca
Assessing Your Organization♋	Conflict Resolution	2 days	$350	Mediation Services	mediationserviceswpg.ca
Informal Mediation for Managers♋	Conflict Resolution	2 days	$350	Mediation Services	mediationserviceswpg.ca
Dealing with Bullies in the Workplace♋	Conflict Resolution	1 day	$175	Mediation Services	mediationserviceswpg.ca
Polarities: Managing Unresolvable Issues♋	Conflict Resolution	1 day	$175	Mediation Services	mediationserviceswpg.ca
Gender Conflict: Starting the Conversation♋	Conflict Resolution	1 day	$175	Mediation Services	mediationserviceswpg.ca
Mediation Skills Level 1♋	Conflict Resolution	3 days	$525	Mediation Services	mediationserviceswpg.ca
Mediation Skills Level II♋	Conflict Resolution	3 days	$525	Mediation Services	mediationserviceswpg.ca
Workplace Mediation♋	Conflict Resolution	3 days	$525	Mediation Services	mediationserviceswpg.ca
Mediation Practice♋	Conflict Resolution	2 days	$350	Mediation Services	mediationserviceswpg.ca
Power Plays: Tools for Dealing with Power Imbalances♋	Conflict Resolution	1 day	$175	Mediation Services	mediationserviceswpg.ca
Shifting from Positions to Interests♋	Conflict Resolution	1 day	$175	Mediation Services	mediationserviceswpg.ca
Conflict Resolution	Conflict Resolution	40 hours	Not Available	Red River College	www.rrc.mb.ca
Conflict in a Female Dominated Workplace	Conflict Resolution	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Introduction to Conflict Management	Conflict Resolution	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Cross-Cultural Awareness	Cross-Cultural	20 hours	$270	Red River College	www.rrc.mb.ca

♋ Subsidy available for individuals living on a low income   ⛓ Online course   30

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

Course Title	Skill Area	Length	Cost	Institution	Website
Making Program Evaluation Work	Evaluation	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Effective Facilitation: Groups, Meetings and Workshops	Facilitation	36 hours	$425	Continuing Education	www.uwinnipeg.ca/index/dce
Facilitation Skills	Facilitation	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Training and Development	Facilitation	36 hours	$375	Continuing Education	www.uwinnipeg.ca/index/dce
Leading Meetings✎	Facilitation	1 day	$175	Mediation Services	mediationserviceswpg.ca
Consensus Decision Making✎	Facilitation	1 day	$175	Mediation Services	mediationserviceswpg.ca
Effective Group Facilitation Skills	Facilitation	12 hours	$190	Volunteer Manitoba	volunteermanitoba.ca
Effective Training Skills	Facilitation	12 hours	$190	Volunteer Manitoba	volunteermanitoba.ca
Establishing & Monitoring a Budget	Financial Management	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Financial Management for Non-Financial Managers	Financial Management	36 hours	$375	Continuing Education	www.uwinnipeg.ca/index/dce
Financial Management for the Not-for-Profit Sector	Financial Management	14 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Budgeting & Finances	Financial Management	20 hours	$270	Red River College	www.rrc.mb.ca
Accounting & Budgeting Fundamentals	Financial Management	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Proposal Writing⛗	Fundraising	2 hours 3 month license	$127	Charity Village	charityvillage.com
Grant Seeking⛗	Fundraising	2 hours 3 month license	$127	Charity Village	charityvillage.com
How Fundraising works⛗	Fundraising	1 hour 3 month license	$97	Charity Village	charityvillage.com
Case for Support⛗	Fundraising	2 hours 3 month license	$127	Charity Village	charityvillage.com

✎ Subsidy available for individuals living on a low income   ⛗ Online course   31

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

Course Title	Skill Area	Length	Cost	Institution	Website
Effective Gant and Proposal Writing	Fundraising	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Fundraising for the Not-for-Profit Sector	Fundraising	14 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Volunteer Management & Fundraising	Fundraising Volunteer Management	20 hours	Not Available	Red River College	www.rrc.mb.ca
Most Neglected, Most Important Fundraising Tool: Your Case Statement	Fundraising	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Project Planning and Proposal Writing⚇	Fundraising & Program Planning	40 hours	$695	Centre for Intercultural Communication	cic.cstudies.ubc.ca
Emotional Intelligence✍	Interpersonal	1 day	$175	Mediation Services	mediationserviceswpg.ca
Communication at Work✍	Interpersonal & Communication	1 day	$175	Mediation Services	mediationserviceswpg.ca
Assertiveness Communication✍	Interpersonal Communication	1 day	$175	Mediation Services	mediationserviceswpg.ca
EQ: Emotional Intelligence	Interpersonal Skills	7 hours	$225	Continuing Education	www.uwinnipeg.ca/index/dce
Difficult Conversations✍	Interpersonal Skills & Communication	2 days	$350	Mediation Services	mediationserviceswpg.ca
Leadership Development	Leadership	36 hours	$595	Continuing Education	www.uwinnipeg.ca/index/dce
Effective Leadership of Non-Profit Boards	Leadership Board Development	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Leading in a Changing Environment	Leadership	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Managing Effective, Efficient & Enjoyable Meetings	Leadership	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca

✍ Subsidy available for individuals living on a low income   ⚇ Online course   32

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

Course Title	Skill Area	Length	Cost	Institution	Website
Meeting Procedure with Robert's Rules of Order	Leadership	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Managing the Media	Media	14 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Advanced Media Manager	Media	9 hours		Volunteer Manitoba	volunteermanitoba.ca
Media Kit for Non-Profits	Media	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Negotiating and Influencing Skills	Negotiation	14 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Negotiation – Theory & Practice	Negotiation	40 hours	Not Available	Red River College	www.rrc.mb.ca
Creative Thinking for Problem Solving	Problem Solving	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Project Planning and Proposal Writing⌨	Program Planning & Fundraising	40 hours	$695	Centre for Intercultural Communication	cic.cstudies.ubc.ca
Building and Managing Projects with Microsoft Project 2000	Project Planning Computer Applications	21 hours	$480	Continuing Education	www.uwinnipeg.ca/index/dce
Event Management	Project Planning	14 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Managing Projects for Better Results	Project Planning	7 hours	$200	Continuing Education	www.uwinnipeg.ca/index/dce
Conference Planning	Project Planning	20 hours	Not Available	Red River College	www.rrc.mb.ca
Project Planning & Development	Project Planning	40 hours	$420	Red River College	www.rrc.mb.ca
Successful Project Planning	Project Planning	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Ten Steps to Managing a Successful Event	Project Planning	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Effective Proposal Writing	Proposal Writing	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Public Relations Fundamentals I	Public Relations	36 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce
Writing for Public Relations	Public Relations Communication	36 hours	$350	Continuing Education	www.uwinnipeg.ca/index/dce

✍ Subsidy available for individuals living on a low income   ⌨ Online course   33

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

Course Title	Skill Area	Length	Cost	Institution	Website
Goal Setting & Strategic Planning	Strategic Planning	6 hours	$99	Volunteer Manitoba	volunteermanitoba.ca
Visioning, Strategizing, and Being Successful as Board	Strategic Planning Board Development	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Managing Your Priorities	Time Management	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Work/Life Balance	Time Management	7 hours	$175	Continuing Education	www.uwinnipeg.ca/index/dce
Volunteer Management & Fundraising	Volunteer Management Fundraising	20 hours	Not Available	Red River College	www.rrc.mb.ca
Manage Risk in Volunteer Programs	Volunteer Management	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Manage Risk in Volunteer Programs	Volunteer Management	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Strategies for Involving Youth	Volunteer Management	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Strategizing for Recruitment Success	Volunteer Management	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Strengthening Volunteer Involvement	Volunteer Management	3 hours	$70	Volunteer Manitoba	volunteermanitoba.ca
Volunteer Management Introduction (Level 1)	Volunteer Management	3 day	$260	Volunteer Manitoba	volunteermanitoba.ca
Volunteer Management Introduction (Level 2)	Volunteer Management	3 days	$260	Volunteer Manitoba	volunteermanitoba.ca

✎ Subsidy available for individuals living on a low income   ⛁ Online course

NOTE: This listing is based on information provided by the training organizations. It is the responsibility of students to obtain updated information about course offerings and to assess the quality and suitability of these offerings. Your feedback on these training options is welcomed.

LINKS TO FREE OR AFFORDABLE SKILLS LEARNING OPPORTUNITIES

Getting Connected

From time to time free or subsidized skills learning opportunities are provided for community members. These opportunities are often advertised through electronic mail lists. You can find out about these opportunities by joining these lists or asking Student Services to forward the most relevant notices to you.

Joining the Lists
You can ask to be added to these lists by providing your email address. In addition to finding out about workshops and seminars, you will also receive information about upcoming learning opportunities, conferences, social justice campaigns, job postings, etc. The section below provides information about joining email outreach lists that focus on local and international development.

Asking Student Services to Send You Notices
If you are concerned about being overwhelmed by emails, you can simply pass on your email address to Student Services at Menno Simons College. Student Services will pass on the notices that appear to be of greatest relevance to students. To be added to the Student Services email outreach list, contact Bre Woligroski at s.woligroski@uwinnipeg.ca

Electronic International and Local Development Networks

Canadian Association for the Study of International Development (CASID)

To join the CASID listserv visit:
http://www.casid-acedi.ca/english/listserv.htm

To find out more about CASID visit:
http://www.casid-acedi.ca/

Institute of Urban Studies (IUS), University of Winnipeg

To be added to the IUS email outreach list visit:
https://mta.uwinnipeg.ca/mailman/listinfo/iuscommunitylink

To find out more about IUS visit:
http://ius.uwinnipeg.ca/

The Canadian CED Network (CEDNET)

To be added to the local CEDNET email outreach list contact:
Brendan Reimer, Regional Coordinator (Prairies and Northern Territories)
Phone: (204) 927-3203
Email: breimer@ccednet-rcdec.ca
Brendan welcomes inquires and questions from students abut community development and community economic development.

To find out more about CED NET visit:
http://www.ccednet-rcdec.ca

Community Economic Development (CED) Training Intermediary

The CED Training Intermediary is hosted by the Community Education Development Association (CEDA). The CED Training Intermediary organizes workshops in various inner-city neighborhoods. These workshops are generally open to inner-city residents. The CED Training Intermediary does not maintain a listserv or email outreach list but they will provide you with information about new training opportunities if you contact them. To find out about upcoming training contact:
Tammy Ernst
Co-ordinator, CED Training Intermediary
Phone: 582-5800 ext. 17
Email: tammy@ceda.wpg.org

Partners for Careers

Partners for Careers operates an electronic mail list on community development with particular emphasis on youth. To be added to the Partners for Careers email outreach list contact:
Roberta Hewson, Executive Director
Email: rhewson@gov.mb.ca

CONCLUSIONS

Menno Simons College is well positioned to offer expanded opportunities for skills-focused educational opportunities. Placing greater emphasis on approaches to teaching that facilitate the acquisition of priority general skills is very much in keeping with the College's commitment to excellence in teaching. Improved pedagogical techniques combined with the introduction of new skills courses will benefit traditional IDS students and may attract additional students, including non-traditional students to the program. These non-traditional students include practitioners currently working for local and international NGOs and community residents seeking to initiate community development projects. If Menno Simons is successful in providing skills-focused educational opportunities that address the needs of immigrant-serving organizations and members of ethno-cultural community groups, their participation could enhance local community development efforts while providing an enriched learning environment that fosters the acquisition of a range of cross-cultural skills.

ATTACHMENTS

I: List of Project Recommendations

II: Project Description & Activities

III: Preliminary List of IDS Skills for Potential Academic Credit

ATTACHMENT I: Project Recommendations

Phase 1: Skills Learning for Academic Credit
RECOMMENDATION #1: Provide students with more opportunities to acquire the general skills emphasized by employers by developing a clear set of objectives that address the acquisition of these skills. These objectives should be incorporated into the goals for the program and objectives for IDS core courses. Particular emphasis should be placed on the following skills:

- ➢ Cross-cultural competence
- ➢ Creative problem solving
- ➢ Flexibility
- ➢ Self-knowledge
- ➢ Leadership skills
- ➢ Interpersonal relationships
- ➢ Teamwork
- ➢ Time management
- ➢ Organizational skills
- ➢ Writing a variety of documents for different audiences
- ➢ Public presentations for different audiences
- ➢ Interpersonal communication

RECOMMENDATION #2: Adopt approaches to teaching that foster the acquisition of priority general skills.

RECOMMENDATION #3: Provide supports that will enable faculty to continuously improve their teaching skills and facilitate the sharing of teaching ideas and resources

RECOMMENDATION #4: Add the following courses as options for the skills/research Cognate requirement:

- ➢ 60/61.3920.3 Action Research Methods
- ➢ 02.4208/3 Ethnographic Field & Research Methods
- ➢ 50.2126/3 Introduction to Research Design & Qualitative Research
- ➢ 50.2125/3 Introduction to Quantitative Research Methods
- ➢ 53.1201/6 Introduction to Statistical Analysis
- ➢ 44.2101/3 Introduction to Data Analysis
- ➢ 44.2102/3 Introduction to Research Methods
- ➢ 84.4611/6 Environmental Impact Assessment
- ➢ 84.3610/3 Research Projects
- ➢ 84.3609/3 Research Methods and Design
- ➢ 95.3200/6 Feminist Research Methodologies
- ➢ 41.3224/3 Research Project Design
- ➢ 18.3320/3 Forms of Inquiry in Written Communication
- ➢ 61.2252/3 Conflict & Communication
- ➢ 61.2271/3 Conflict within Groups
- ➢ 61.2431/3 Negotiation Theory & Practice

- 61.3240/3 Conflict Resolution in the Workplace
- 18.2131/3 Professional Style & Editing
- 18.2140/3 Strategies for Technical & Professional Communication
- 18.2145/3 Theories & Practices of Oral Communication
- 18.2350/3 Reading and Writing Online
- 44.3480/3 Interpersonal Communication
- 84.3603/3 Winnipeg & the Environment: A Case Study Approach
- 92.1453/3 Introduction to Computers
- 92.2914/3 Relational Database Application Development

RECOMMENDATION #5: Include a requirement or a recommendation that students take a minimum of 3 credits from one of the Applied Research options.

RECOMMENDATION #6: Add the following courses offered by Continuing Education and other institutions as options for the skills/research Cognate requirement.
- 44.300/3 Organizational Leadership (Canadian Mennonite University)
- 16220 Leadership Development (Continuing Education)
- H16C201 Business Communications (Red River College)
- 43.202/3 Oral Communication (Canadian Mennonite University)
- 15117 Effective Oral Communication (Continuing Education)
- H16C302 Volunteer Management & Fundraising (Red River College)
- 15246 Training & Development (Continuing Education)
- 15244 Effective Facilitation: Groups, Meetings, & Workshops (Continuing Education)

RECOMMENDATION #7: Monitor the development of course offerings by the Centre for Leadership Studies and the Centre for Intercultural Communication at the University of British Columbia to determine if their future online course offerings could address the needs of IDS students.

RECOMMENDATION #8: Make the following changes to courses that focus on development practice and skills, such as Program Planning, Monitoring & Evaluation :
- Make sure that general course objectives are identified in the course description, and that specific course objectives are clearly outlined in a separate section of the course outline.
- Set realistic expectations with respect to the acquisition of skills in the course objectives.
- Where multiple sections are offered, develop a common course outline to ensure consistency in course content and in skill acquisition opportunities.

RECOMMENDATION #9: Offer the following new courses and workshops on an experimental basis:
- Course: Proposal Writing and Financial Management for Development Projects (3 credits) – Required Course
- Course: Development Practice in a Cross-Cultural Environment (3 credits)
- Short Course: Facilitating Group Processes (1.5 credits)
- Short Course: Media & Public Relations (1.5 credits)

➢ Short Course: Selected Topics in a Development Practice (1.5 credit)
➢ Short Course: Building and Maintaining Collaborative Partnerships (1.5 credits)

RECOMMENDATION #10: An outreach and marketing strategy should be developed to promote these new course offerings to non-traditional students. These courses should not be positioned as direct competitors to Volunteer Manitoba's or Red River's course offerings. Key constituencies include immigrant service agencies, ethno-cultural community groups and international NGOs.

RECOMMENDATION #11: Designate a specific staff person to facilitate the process of reviewing the recommendations, setting realistic measurable goals, guiding the implementation of selected recommendations, and monitoring progress in achieving goals. This individual should be provided with an appropriate amount of teaching release or release from other duties to reflect this additional responsibility.

Phase 2: Extracurricular Skills Learning and Support
RECOMMENDATION #12: Ensure that resources are available to support the continuous improvement and accessibility of the Practicum Program.

RECOMMENDATION #13: Ensure that Student Services has the resources required to further develop and strengthen skills learning programs and supports available to students.

RECOMMENDATION #14: Work with other institutions and community groups to develop learning opportunities that would benefit IDS students, community organizations and community residents. Emphasis should be placed on forging links with:
➢ The CMU Leadership Institute
➢ Human rights and social justice advocacy organizations
➢ The Mennonite Central Committee and other potential employers (local and international)
➢ Ethno-cultural community groups
➢ Volunteer Manitoba

Phase 3: External Skills Learning Opportunities
RECOMMENDATION #15: Refine and finalize a self-assessment tool for students to assist them with identifying their skills needs. This tool could be disseminated through Student Services and other avenues such as selected 3rd or 4th year required courses.

RECOMMENDATION #16: Student Services should maintain a list of skills learning opportunities available to students. This list should be updated on an annual basis.

RECOMMENDATION #17: Student Services should provide students with a list of electronic networks that provide information about training opportunities, conferences, emerging trends and job postings This list should be updated on an annual basis.

ATTACHMENT II: Project Description & Activities

Background

Key drivers behind this project are views expressed by faculty, feedback from students and the results of an external review of the IDS program conducted by Harry Cummings and Len Friesen. Harry Cumming concluded that the curriculum felt "stronger with reference to theory, than it is with reference to practice."[13] The two external reviewers jointly recommended "that the curriculum provide for a course or courses or the development of a recognized skill in program and project development."[14]

Key Questions

Identify the gaps:

1. What are the priority skills (not currently offered through the IDS program) that IDS students need in order to work effectively in their chosen field?

Recommend avenues to address the gaps:

2. How can the IDS program support students in acquiring these skills?
    - What types of skills learning opportunities is the Menno Simons IDS program best positioned to provide?
    - How should these opportunities be provided?
    - How can Menno Simons support students in acquiring priority skills offered by other training institutions?

Scope of the Project

- While skills learning can include abstract conceptual components, the emphasis is on providing students with the opportunity to learn and practice specific tools and techniques which will have direct practical application to work in their chosen field.

- This project will emphasize the acquisition of skills to carry out effective international and local community development work with NGOs.

- This project will examine more general skills that apply to a broad range of development work.

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[13] Harry Cummings, *External Review of the Curriculum of the Menno Simmons College International Development Three Year and Four Year Program,* December 7, 2004

[14] Harry Cummings and Len Friesen*, Joint Appraisal of the International Development Studies Program, Canadian Mennonite University*, 2005

- Consultations with faculty, staff members, students, alumni, employers and external academics will focus on obtaining timely guidance with respect to courses offered for credit in the IDS program (to be submitted to the Curriculum Committee).
- This project will not examine the issue of language skills.
- This project will examine applied/practical research methods.

Deliverables

➢ **A report providing recommendations on skills learning opportunties that should be offered for credit in the IDS program to address identified gaps in the provision of priority skills for IDS students.**

➢ **Proposals for new courses, experimental courses and revisions to courses.**

➢ **A report providing recommendations on skills learning opportunities that may be offered through continuing education or special events to address identified gaps in the provision of priority skills for IDS students.**

➢ **A user-friendly list of existing free or affordable learning opportunities that address identified priority skills needed by IDS students.**

➢ **A final project report detailing research steps, key findings and recommendations.**

Project Activities

Task	Activities
Background Research & Work plan development	✓ Reviewed Menno Simons IDS website. ✓ Conducted an online search and reviewed IDS program course offerings (focused mostly on Canada but also looked at some overseas programs that advertised a skills building component). ✓ Reviewed relevant internal IDS documents. ✓ Reviewed relevant articles and documents on IDS programs and IDS skills learning. ✓ Developed list of preliminary potential skills/learning related to three phases of the project. ✓ Developed draft work plan. ✓ Reviewed draft work plan with Ruth & Jerry. ✓ Completed Preliminary exploratory interviews with Jerry, Ruth R., Ruth T., & Bre. ✓ Finalized work plan. ✓ Finalized list of preliminary potential skills/learning related to three phases of the project. ✓ Reviewed and course descriptions IDS and CRS program offerings. Noted the course offerings that addressed or could potentially preliminary list of potential skills/learning. ✓ Reviewed course outlines IDS courses and noted skills-focused components or potential for incorporating additional skills teaching in the courses.
Information Gathering from Faculty	✓ Developed list of questions & interview guide. ✓ Draft questions/interview guide provided to Jerry & Ruth for feedback. ✓ Revised and finalized questions/interview guide (see attached). ✓ Emailed questions to all faculty and invited responses. ✓ Interviews conducted with 9 MSC faculty & staff (including preliminary interviews).
Information Gathering from IDS Students & Alumni	✓ Attended student consultations on response to external review. ✓ Designed discussion guide. ✓ Draft discussion guide provided to Jerry & Ruth for feedback. ✓ Revised and finalized discussion guide. ✓ Set date, time and place for discussions. ✓ Identified students and send out invitations. ✓ Consultation session and interviews conducted with 7 upper level students and alumni. ✓ Feedback via email from 1 MSC alumni and 3 Canadian alumni from other IDS programs.
Information Gathering from Prospective Employers and	✓ Designed questions/interview guide. ✓ Draft interview guide provided to Jerry & Ruth for feedback.

Task	Activities
Academics	✓ Revised and finalized interview guide. ✓ Identified prospective employers and compile contact information. ✓ Interviews conducted with 12 prospective employers (6 local & 6 international). ✓ Interviews conducted with 5 external academics or other key individuals.
Recommendations for Courses/Skills Workshops	✓ Reviewed course descriptions by looking at calendars and online information for courses offered U of W, Continuing Education, and external training institutions (identified through interviews and internet search). ✓ Conducted an internet search and reviewed course descriptions and course outlines of skills-focused courses that addressed identified priority skills (largely done online). ✓ Obtained and reviewed course outlines and/or more detailed descriptions on relevant courses from external institutions. ✓ Identified key contacts and discussed the potential of IDS students taking individuals courses at external institutions. ✓ Compiled preliminary recommendation for courses to be offered for academic credit. ✓ Consulted with staff and students to obtain feedback. Preliminary. recommendations provided to all CRS and IDS staff by email and they were invited to provide feedback. Made arrangements to meet with key staff in IDS and CRS to obtain feedback. ✓ Conducted a quick scan of the literature related to potential new course offerings. ✓ Developed experimental course proposals for proposed new course offerings. ✓ Compiled list of courses from U of W, Continuing Education, and Red River College that were considered for inclusion but not selected and reasons they were not selected. ✓ Compiled list of individuals (and their contact information) at other educational and training institutions that should be contacted regarding listing their courses for credit in the IDS program. Contacted these individuals to gauge their openness to this prospect. The list of individuals and their contact information provided to Ruth R. ✓ Revised recommendations for courses to be offered for academic credit. ✓ Revised experimental course proposals.
Recommendations for Professional Development/ Special Events	✓ Consulted with IDS staff on potential extracurricular learning and support possibilities. ✓ Compiled preliminary recommendations for extracurricular learning opportunities and support. ✓ Obtained feedback from IDS Committee members. ✓ Revised recommendations on extracurricular learning opportunities and support.
Listing of Relevant External Skills Learning	✓ Initiated discussions with key local contacts regarding relevant external skills learning opportunities and electronic networks. ✓ Investigated potential external skills learning opportunities on the internet. ✓ Identified key contacts at Mediation Services, Red River College, the Centre for

Task	Activities
	Intercultural Studies and Volunteer Manitoba to obtain their permission to be included on the list of skills learning opportunities and to obtain updated information on their skills programs and prices.
	✓ Identified and contacted individuals linked to various electronic networks (or visited their websites) to obtain information on how students could join the networks. Obtained information from individuals who managed the less formal electronic networks on whether they wanted their contact information provided to students or if they only preferred to be in linked with the Director of Student Services at Menno Simons College.
	✓ Compiled preliminary recommendations, draft self-assessment questionnaire, list of external learning options, and list of electronic networks.
	✓ Consulted with IDS Committee members and Director of student Services regarding preliminary materials.
	✓ Finalized recommendations, draft self-assessment questionnaire, list of external learning options, and list of electronic networks.
Final Project Report	✓ Developed Executive Summary of key finding and recommendations.
	✓ Compiled final versions of reports/recommendations on the three phases of the projects.

Consultation Questions

Introductory Comments

The International Development Studies program at Menno Simons College (Winnipeg, Canada) is exploring the possibility of expanding our skills-related course offerings. These skills courses would complement our academic offerings and help prepare students to work as development professionals at entry level positions. We are seeking your input to help us identify the critical skills required by development practitioners.

Questions for IDS Faculty

1. What are the most critical practical skills that IDS students need to acquire to work effectively in international or local community development NGOs? *(prompt – what is it that entry level staff do, what types of tasks do they take on? If they do not mention all of the categories, introduce the other categories and ask for their assessment of the importance of each category – ask them to rank them high, medium or low priority)*

2. Which courses provided students with the opportunity to acquire these skills? *(prompt for methods of instruction and opportunities to practice these skills)*

3. Which of these priority skills are not fully addressed through the current IDS program?

4. Can these gaps be addressed by changing the objectives of existing course offerings? How?

5. Are there any new course offerings you would suggest? What topics/skills should these courses include?

Questions for CRS Faculty

1. What process did you use to identify the skills workshops that are currently offered? Why were these workshops selected?

2. Is there a practical skills component in other course offerings? Which courses? *(prompt for details on the specific skills and opportunities for students to practice the skills).*

3. How well is this approach working? Have you received feedback from students?

4. Are you considering providing additional skills training courses? Why/why not?

5. What are the priority conflict resolution skills that IDS students need to acquire to work effectively in international or local community development NGOs?

Questions for External Academics

1. What are the most critical practical skills that IDS students need to acquire to work effectively in international or local community development NGOs? *(prompt – what is it that entry level staff do, what types of tasks do they take on? If they do not mention all of the categories, introduce the other categories and ask for their assessment of the importance of each category – ask them to rank them high, medium or low priority)*

2. In your view, which of these priority skills are not adequately addressed through many of the current undergraduate IDS programs?

3. Are you aware of any Canadian or international IDS programs that offer a substantial skills training/professional development component? *(prompt for additional information about the nature of the training and any contacts they can provide)*

Questions for Students & Alumni

1. What are the most critical practical skills that IDS students need acquire to work effectively in international or local community development NGOs? *(prompt – what is it that entry level staff do, what types of tasks do they take on? If they do not mention all of the categories, introduce the other categories and ask for their assessment of the importance of each category – ask them to rank them high, medium or low priority)*

2. What were the most useful skills you acquired through the IDS program? How did you acquire these skills? *(prompt for actual courses, methods of instruction, opportunities to practice skills).*

3. After your practicum or once you had graduated, were there any courses offered through the IDS program that you wish you had taken?

4. Which of these priority skills are not fully addressed through the current IDS program?

5. Can these gaps be addressed by changing the content of existing course offerings? How?

6. Are there any new course offerings you would suggest? What topics/skills should these courses include?

Questions for Potential Employers

1. What are the main skills that your organization is looking for when hiring entry level program staff? *(prompt – what is it that entry level staff do, what types of tasks do they take on? If they do not mention all of the categories, introduce the other categories and ask for their assessment of the importance of each category – ask them to rank them high, medium or low priority)*

2. Have you hired students from the Menno Simons IDS program? Have you hired graduates from other IDS programs?

3. *(If answered 'yes' to above question)* In your experience, what are some of the key skills that these graduates have acquired through their education?

4. In your experience, what are some of the critical skills that university graduates from IDS or other programs often lack?

Questions sent by email (IDS program graduates from other Universities)

The International Development Studies program at Menno Simons College (Winnipeg, Canada) is exploring the possibility of expanding our skills-related course offerings. These skills courses would complement our academic offerings and help prepare students to work as development professionals. We are seeking your input to help us identify the critical skills required by development practitioners. For more information about the Menno Simons program, please visit our website at: http://io.uwinnipeg.ca/~msc/acad_02_ids.htm

We would appreciate it if you could take some time to answer the following questions:

1. Please provide a brief summary of the type of community development work you have undertaken within the past 5 years. Please include your international experience as well as any relevant local work in Canada.

2. What type of academic training have you completed in the field of international development? Please include the name of the program and the qualifications received (diploma, certificate, bachelors, masters, etc.)

3. In your view, what are the most critical practical skills that International Development Studies students need to work effectively in international or local community development NGOs?

4. What were the most useful skills you acquired through your program of academic study? How did you acquire these skills?

5. Were there any critical skills that were not fully addressed through your program of study? If 'yes', please describe and provide some suggestions of how these gaps could have been addressed in your academic program.

6. Please provide any additional information or suggestions that we should consider for this project.

Thank you for taking the time to provide us with this information

Questions sent by email (potential employers)

The International Development Studies program at Menno Simons College (Winnipeg, Canada) is exploring the possibility of expanding our skills-related course offerings. These skills courses would complement our academic offerings and help prepare students to work as development professionals at entry level positions. We are seeking your input to help us identify the critical skills required by development practitioners. For more information about the Menno Simons program, please visit our website at: http://io.uwinnipeg.ca/~msc/acad_02_ids.htm

1. What are the most critical practical skills that International Development Studies (IDS) students need to work effectively in international or local community development NGOs?

2. In your experience, what are some of the key skills that IDS program graduates acquire through their education?

3. Are there any critical skills that are not fully addressed through their programs of study? If 'yes', please describe and provide some suggestions of how these gaps could be addressed through an academic program.

4. Are you aware of any Canadian or international IDS programs which offer a substantial skills training/professional development component? If 'yes', could you please identify these programs and institutions

ATTACHMENT III: Preliminary List of IDS Skills for Potential Academic Credit

(List of categories used to guide the interview process)

Conflict Resolution Skills
- Cross-cultural conflict resolution skills
- Interpersonal conflict resolution skills
- Conciliation skills
- Conflict within groups
- Community conflict
- Organizational conflict
- Mediation skills
- Negotiation skills

Applied Research Methods
- Participatory action research
- Interpreting statistics
- Interviewing techniques
- Planning & implementing a research project
- Designing surveys
- Conducting focus groups
- Participant observer
- Participatory rural appraisal
- Rapid rural appraisal

Program Planning, Monitoring and Evaluation
- Budgeting and financial management
- Program Evaluation/Assessment
- Understanding financial statements
- Leadership skills – HR
- Event planning
- Time management, organizational skills
- Strategic planning
- Program design & planning
- Project Appraisal – quantitative tools
- Project Planning tools & software
- Environmental assessments
- Negotiating Needs assessments
- Mapping community assets
- Environmental scans
- Continuous program improvement
- Negotiating development relations: government, NGOs and consultants
- Managing consultants and employees
- Volunteer recruitment and management

- Recruitment & marketing
- Management information systems

Spiritual & Emotional Health
- Maintaining spiritual and emotional health
- Sustaining Hope
- Self reflection skills
- Spiritual disciplines for social change
- Exploring Values
- Creating a supportive work environment

Communication & Training & Activism
- Public speaking/presentation skills
- Public relations/community engagement
- Writing reports
- Workshop design
- Cross-cultural communication
- Community organizing skills
  - Pedagogy for social change
  - Non violent organizing for social change
- Media relations
- Facilitation skills
- Working collaboratively/Team work
- Networking skills
- Interpersonal communication
- Reading and writing online/web design
- Office communications
- Academic writing: the social sciences
- Lobbying and advocacy skills
- Professional style and editing

Fundraising & Resource Development
- Grant and proposal writing
- Essentials of fundraising (overview of principles, strategic issues and methods)
- Managing relationships with funders
- Grant seeking
- Public relations for fundraising
- Planning, managing and evaluating of fundraising campaigns
- Ethics and professionalism in fundraising
- Planned giving
- Major gifts
- Corporate partnerships
- Direct mail
- Entrepreneurial activities in fundraising
- Special events fundraising

Other
  - Computer skills
  - NGO/Board governance
  - Knowledge of community organizations & resources
  - Attitude – realistic expectations of nature of work/impact
  - Creativity/problem solving
  - Experience – demonstrated work on projects with local orgs (staff or volunteer work)
  - Demonstrated organizational ability
  - Attitude – self reflection/knowledge of biases