

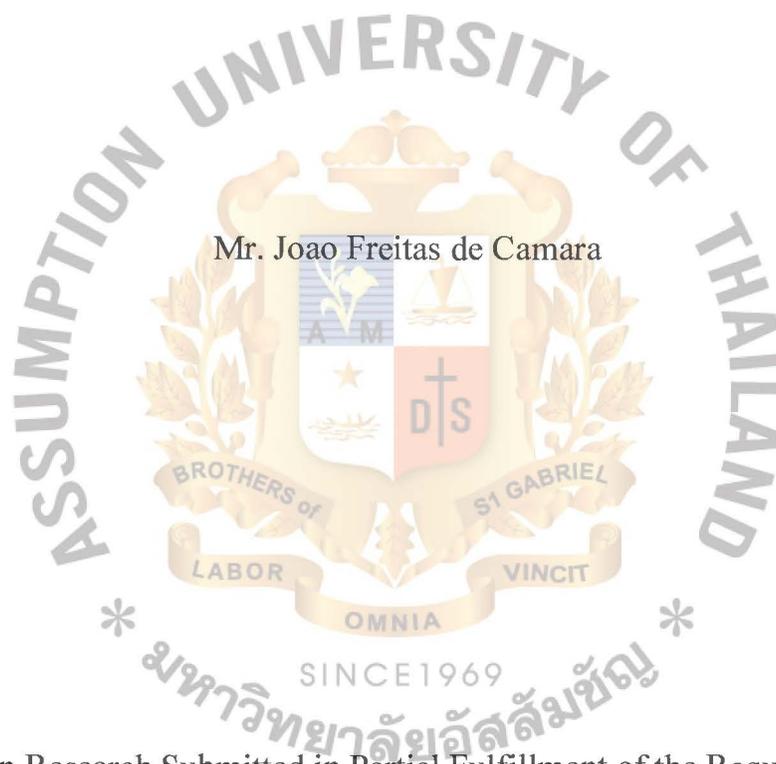


A Case Study on Capacity Building Requirements in Bilateral and Regional
Relations of the Ministry of Foreign Affairs of the Democratic
Republic of Timor-Leste and Proposed Organizational
Development Intervention (ODI) Program

Mr. Joao Freitas de Camara

An Action Research Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Management
in Organization Development and Management
Graduate School of Business
Assumption University
Academic Year 2010
Copyright of Assumption University

A Case Study on Capacity Building Requirements in Bilateral and Regional Relations
of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and
Proposed Organizational Development Intervention (ODI) Program



Mr. Joao Freitas de Camara

An Action Research Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Management
in Organization Development and Management
Graduate School of Business
Assumption University
Academic Year 2010
Copyright of Assumption University

Action Research Title	A Case Study on Capacity Building Requirements in Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and Proposed Organizational Development Intervention(ODI) Program
By	Mr. Joao Freitas de Camara
Major	Master of Management in Organization Development and Management MM (OD)
Action Research Advisor	Salvacion E. Villavicencio, Ph.D.
Action Research Co-advisor	
Academic Year	2/2010

The Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Master of Management in Organization Development and Management

K. Phothikitti

.....
Dean of Graduate School of Business, Kitti Phothikitti, Ph.D.

ACTION RESEARCH EXAMINATION COMMITTEE

Perla Rizalina Maturan Tayko Chairman

Program Director of OD, Perla Rizalina Maturan Tayko, Ph.D.

Salvacion E. Villavicencio Action Research Advisor

Salvacion E. Villavicencio, Ph.D.

Somchai Tantasanee External Member

Somchai Tantasanee, Ph.D.

Perla Rizalina Maturan Tayko Member

Program Director of OD, Perla Rizalina Maturan Tayko, Ph.D.

Zofia Olga Rummel-Syska Member

Zofia Olga Rummel-Syska, Ph.D.

ABSTRACT

The objectives of this case study were firstly, to analyze and describe the current situation and conditions of diplomacy in terms of capacity building requirements for foreign officers in Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste; secondly analyze and describe the development of the Ministry of Foreign Affairs and thirdly to design and develop and propose an appropriate ODI.

The researcher distributed 27 questionnaires and conducted interviews to the respondents who are composed of management, middle management and staff level of Bilateral and Regional Divisions of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste. The quantitative and qualitative data were analyzed to identify the perception of the foreign officers towards capacity building requirements, which they all agreed and expect to be implemented for the increase of their knowledge and skills to better serve the country and contribute for the development both individual and organizational capability.

The proposed ODI Program was positively accepted and this showed that overall perceptions towards capacity building requirements were rated at the relatively “Agree level”. This means that all the members of the two divisions were with great expectation to have the future foreign officers well equipped with appropriate intellectual tools to develop and perform successfully the daily implementation of their duties.

Due to the strong needs for capacity building for the increase and improvement of the foreign officers knowledge and skills, the researcher deem it necessary to concretize their aspirations into reality as recommendations in Chapter 5 for change interventions.



ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to Dr. Salvacion E. Villavincencio, my beloved advisor, for all the support, encouragement, dedication and patience in providing time for me in her busy scheduled activities to help me accomplishing this action research study. Her dedication, advice, guidance, consultations and recommendations have inspired me to the success of my thesis study.

More over, I would like also to express my deep gratitude to Dr. Perla Rizalina M. Tayko, for her support and guidance towards the accomplishment of my Thesis. My special thanks go to Dr. Sirichai Preudhikulpradap, A. Douglas and all the instructors who have shared their experience, knowledge and values of studying MMOD with me, providing valuable advices and guidance to achieve the objective of life with pride and dignity, through the path of humility, honesty, mutual cooperation and support, having human's life condition, as the focus of the attention.

Further more and particularly, I would like to express my thanks to my best friends, Ting-Kan Chow, Rattiya Hiranrat and Siriluck Pinijsuchjai for the inspiration and support provided, including all my entire classmates of MMOD batch

16, in which I have had a very good and valuable sharing of knowledge and experience during the past two years of hard work.

Lastly and most importantly, I would like to take this opportunity to express my especial gratitude to my beloved father, the late Francisco de Carvalho, who has been my inspiration in pursuing education and knowledge since my adolescence up to now, my mother Francisca do Nascimento, my spouse Ivia Lay de Câmara and my little daughter Mutsuresi and Mauatsi the little son, who have been experiencing a hard time without my presence in many occasions needed. However, support, encouragement and love, they have continuously been giving to me with full understanding, including my relatives and close friends.

João Freitas de Câmara, MMOD batch 16

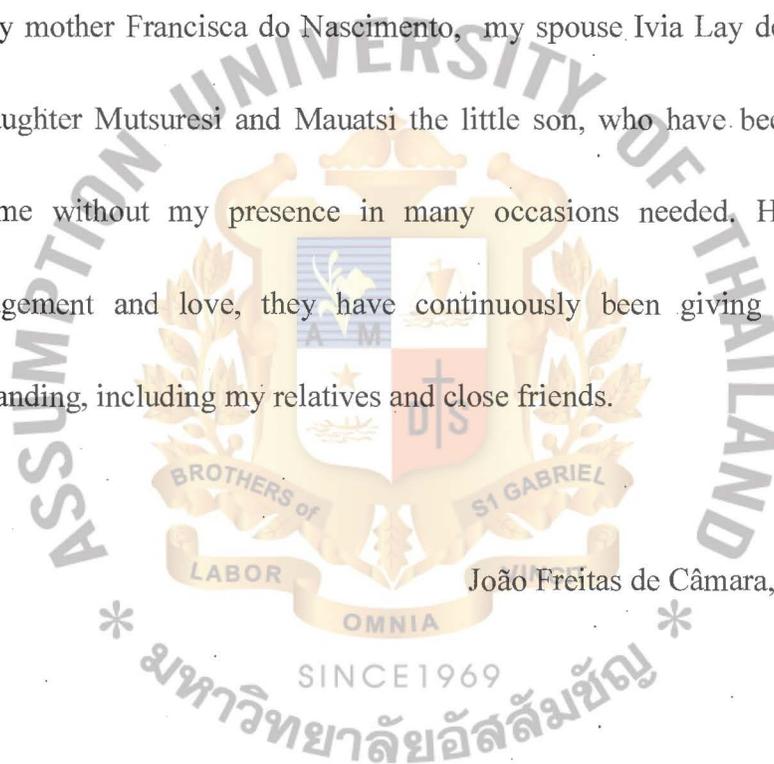


Table of Content

	Pages
ABSTRACT.....	i
ACKNOWLEDGMENTS.....	iii
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
CHAPTER 1 THE POTENTIAL CHALLENGE FOR CHANGE	1
1.1 Background of the Study	1
1.1.1 Global Context	1
1.1.2 Regional Context	3
1.1.3 National Context	3
1.2 Ministry Background	5
1.2.1 Profile of the Ministry	5
1.2.2 Current Situation of the Ministry	8
1.2.3 SWOTAR Analysis	13
1.3 Research Objectives	18
1.4 Statement of the Problem	18

1.5	Research Questions	18
1.6	Definition of Terms	19
1.7	Significance of the Study	22
1.8	Scope and Delimitation of the Study	24
CHAPTER 2	REVIEW RELATED LITERATURE AND	
	CONCEPTUAL FRAMEWORK	25
2.1	Organization as a System	26
2.2	Organization Development	28
2.3	Change Management	28
2.4	Review of Topic Related to Variables or Areas of Study	35
2.5	Conceptual Framework	39
CHAPTER 3	RESEARCH METHODOLOGY	46
3.1	Research Design	46
3.2	The Respondents	49
3.3	The Instruments	50
3.4	Data Collection – Techniques	52
3.5	Data Collection Procedure	53
3.6	Data Analysis	53

CHAPTER 4	PRESENTATION AND ANALYSIS OF DATA	54
4.1	The Respondents	54
4.2	Pre-ODI (Results)	
	Data are presented in tables/ pies/ bar graph, etc. with explanations/discussions	58
4.3	OD Interventions (An account/presentation of interventions implemented with objectives, venue and time frame or schedule indicated	64
4.4	Expected Outcome/Post ODI	
	Data are presented in tables/ pies/ bar graph, etc. with explanations/discussions	70
4.5	Comparison of the Pre and the Post ODI; Hypothesis/es ; Testing	70
CHAPTER 5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	72
5.1	Summary	
	Overview of the Research; Highlights of Findings	72
5.2	Conclusions	73
	Should be specific to the results of each variable/ area of study. Practical implication are drawn	
5.3	Recommendations	74
BIBLIOGRAPHY		76
EPILOGUE		78
	PART I – Demographic Profile	78
	PART II – Fields of Knowledge Needed and Period of Course	79
	PART III – Organizational Performance	81

PART IV – Individual Variables	82
PART V – Interview Guide	83
PART VI – Unstructured Interview	89



LIST OF TABLES

Table		Page
Table 1.2	SWOTAR Analysis	17
Table 2.1	Action Research Framework	41
Table 3.1	The Respondents	47
Table 3.2	Survey Structure	49
Table 3.4	Data Analysis	52
Table 4	Demographic Profile	56
Table 4.1	Interview Key Persons plus bilateral and regional respondents	63
Table 4.2	Informal and Unstructured Interview	65
Table 4.3	Online Questionnaire interview	65
Table 4.3.1	Short Term Course	66
Table 4.3.2	Short Term Course Period	67
Table 4.4	Medium Term Course	68
Table 4.4.1	Medium Term Course Period	69
Table 4.5	Long Term Course	70
Table 4.5.1	Long Term Course Period	71
Table 5	Recommendations	77

LIST OF FIGURES

Figure		Page
Figure 1	Charter of the Ministry of Foreign Affairs and Cooperation (MFAC) 2001-2007	7
Figure 1.1	Charter of the Ministry of Foreign Affairs (MFA) 2007- up to now	9
Figure 2	Organizing for Change	26
Figure 2.1	Human Resources Development	33
Figure 2.2	Five Steps Proposal for Diplomatic Training	35
Figure 3	Structural List of the Tasks	44
Figure 4	Flowchart Research Finding	58



CHAPTER I

The Potential Challenge for Change

This chapter describes the background of the study, global context, regional context and national context of Timor-Leste, related to a case study on capacity building requirements in bilateral and regional relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste. In the national context, it describes the historical background of the Ministry of Foreign Affairs with a focus on the bilateral and regional relations' presenting a SWOTAR analysis on the case. Chapter I, covers also research objectives, statement of the problems, research questions, definition of terms, significance of the study, scope and delimitation of the study.

1.1 Background of Study

1.1.1 Global context

Nowadays, "Diplomacy" is the front line strategy for all countries around the world in order to strengthening and deepening their solidarity and relationships with each other, for a better mutual development support and cooperation in the areas of bilateral, regional and even multilaterally. Therefore, it is important to have people who work in the areas of bilateral, regional and multilateral affairs to be well prepared and trained in the fields of international relations and in different areas of knowledge. For that to happen, the country

needs to have its own “National Diplomatic Training Center” or identify the other country with experienced Diplomatic Training Center and set up bilateral agreement to have its diplomats trained for a certain period of time until the country sets up conditions for its own diplomatic training center.

Timor-Leste can set up bilateral agreements with USA to send some of the Timorese diplomats to be trained there, for three to six months for short term period and then come back to practice at the Head Quarters before being posted to Timor-Leste’s Embassies abroad. Another alternative is to set up bilateral agreements with some countries in Europe like Portugal, England or Germany with which Timor-Leste already have good relations and send Timorese diplomats to be trained for specialization in certain areas in need, such as technical cooperation agreement, negotiations and so on, in their respective diplomatic Training Center and learn from the experiences of the above mentioned countries.

As a concrete example, the INSTITUTE OF DIPLOMACY AND FOREIGN RELATIONS (IDFR) of Malaysia, was first established under the Prime Minister’s Department on 1 July 1991 following a Cabinet decision dated 6 March 1991 and on 27 March 2004, IDFR officially became part of the Ministry of Foreign Affairs of Malaysia, which officially was launched on 12 August 1991 by then the Prime Minister, with the aims to provide basic training for future diplomats of Malaysia and several developing countries, as well as to provide follow-up training for those officers already in the diplomatic service.

Now, many countries around the world respectively Cuba, Pakistan, Kazakhstan, Bhutan, Bangladesh, Philippines, agree to send their selected people to the above mentioned Center considered with experience in diplomatic training to have their people trained during a period of one month or more, depending on the selected field of study, whether it is for the

short, medium or long term training, according to the strategic plan of their respective ministries. Ministry of foreign Affairs (2004) Institute of Diplomacy and Foreign Relations (IDFR) Web: [http://: www.kln.gov.my /web/guest/dd-idfr](http://www.kln.gov.my/web/guest/dd-idfr).

1.1.2 Regional Context

In terms of regional context, in modern societies, countries identified in a particular region tend to learn more from each other within the region for better understanding, providing facilities and mutual support and cooperation in all sectors of activities, namely, agriculture, economy, education, Culture, environment, communication, security and others, for the benefit of the country and the region. For that, their diplomats posted in the countries within the region, are provided with the knowledge related to the region in the above mentioned areas.

According to the speaker of the Ministry of Foreign Affairs of Malaysia (2001), Kuala Lumpur, offers diplomatic training every year for the developing countries, especially for diplomats of the Asian countries. So, this is an example of one of the countries in Asia which receives diplomats from other countries of the region to be trained in the area of diplomacy during a period of one month, every year. This is done under the sponsorship of the Government of Japan in coordination with the Government of Malaysia.

The subjects of the training are the basic general knowledge which involve, International Law, Human Rights, Environment, Human Trafficking, Drug Trafficking, Economy, norms of ethics, culture, etc.

1.1.3 National Context

In the *Book International Development in Assuring Quality in Higher Education* written by Grant Harman, Chapter 3, an Australian shadow Minister of Education commented: “Education has to be about excellence.... If it is not about quality, then all our effort, all our expenditure will have been for nothing because we will not have blighted the lives of our students, but damaged our ability to compete and survive in a world which does not owe us a living (Kemp, 1992)”.

The above comment reflects the situation of Timor-Leste as well in terms of international relations quality assessment. So, Timor-Leste as relatively a new country with less than 10 years old, has to struggle hard to build up its national quality education to reflect in its relationship with other countries bilateral, regional and globally, in order to be officially recognized as integrated part of the region as well as of the UN. By becoming an integrated part of the region and UN, Timor-Leste has to be aware of its responsibility to work in cooperation, both regionally and internationally in order to contribute with its work for the benefit of the region as well as internationally. For that to happen, capable human resources to work in different sectors of activities are really very critical and constitute the key issue of the country and the Ministry of Foreign Affairs to move the development ahead specially foreign diplomacy.

According to the Ministry of Foreign reports for the basics training on Diplomacy, Timor-Leste had been actively sending its first groups of diplomats to be trained in different countries in Asia, Europe and USA, namely in Malaysia, Norway, Portugal and Washington DC, at the end of 2001 and beginning of 2002, before the restoration of Independence, in May 20, 2002. Unfortunately, now there is no strategic and sustainable training plan for the Timorese diplomats and this is the reason for the researcher to develop this research study to

contribute with his ideas for the development of diplomacy of the Ministry of Foreign Affairs of Timor-Leste.

The areas considered as vital and a priority for the foreign relations to be considered are the following: Basics diplomatic training within the ASEAN countries and Diplomats with specialization in International Law to deal with bilateral, regional and multilateral agreements peace-making, trade, war, economics, culture, environment and human rights, defense, and many other areas of cooperation, bilateral as well as regionally. But, for that to happen, human resources to be allocated to different Missions abroad, needs to be equipped with knowledge and skills in order to inter-act positively for the benefit of the country, as well as regional and globally.

1.2 Ministry Background

1.2.1 Profile of the Ministry of Foreign Affairs

The Ministry of Foreign Affairs, was built in 2001 by the Minister of Foreign Affairs, Mr. José Ramos-Horta, actual President of the Republic, since the beginning of 2000, with 50 beginners of yang diplomats recruited and trained in different countries in Europe and Asia, namely, Portugal, Norway, Spain, England, Malaysia, Indonesia and Japan and Singapore.

The initial name given to the Ministry was “Ministry of Foreign Affairs and Cooperation (MNEC)” of the Democratic Republic of Timor-Leste, as part of the First to Third Constitutional Government with ups and downs during the first five years of the government, lead by the leader of the historical single political party with the leftist ideology. Later on, after the General Election in 2007, the 4th Government changed the name to “Ministry of Foreign Affairs”, with the main understanding that cooperation is the main task

of the Ministry, therefore there was no need to maintain the terminology “Cooperation” as the name for the foreign ministry.

The main role of the Ministry of Foreign Affairs is similar to the MFA of any country around the world, with exception of USA, whose minister is called Secretary of State, not Minister of Foreign Affairs. So, beside administrative and other domestic activities, the main role of the Ministry of Foreign Affairs is to strengthening international relations and promotion of investment for the development through bilateral, regional and multilateral cooperation as well as, fostering preventive diplomacy for the security and maintenance of peace and stability of the country, within the region and around the world.

Following is the Ministry of Foreign Affairs Structure (MFA) & its Chart. The Ministry of Foreign Affairs was structured as the following:

- Minister of Foreign Affairs
- **Coordinating Board**, is highest Body of the Ministry, composed by the Ministers, Sec. General, Directors, Representative of Ambassadors, Representative of Counselors, Secretaries and Consuls from Timor-Leste’s Embassies abroad, who gathers once a year to analyze and review the situation of the Ministry, during the past year.
- Two Vice-Ministers for Foreign Affairs
- One secretary-General which subordinates
- Eight (8) Divisions or Directorates, headed by one Director respectively,

as shown in the chart below:

- Protocol Division
- Bilateral Division
- Regional Division

- Multilateral Division
- Administration Division
- Consular Division
- Legal Division
- IT Division (It functions under the Direction of Secretary-General)

Chart of Ministry of Foreign Affairs and Cooperation (MFAC)

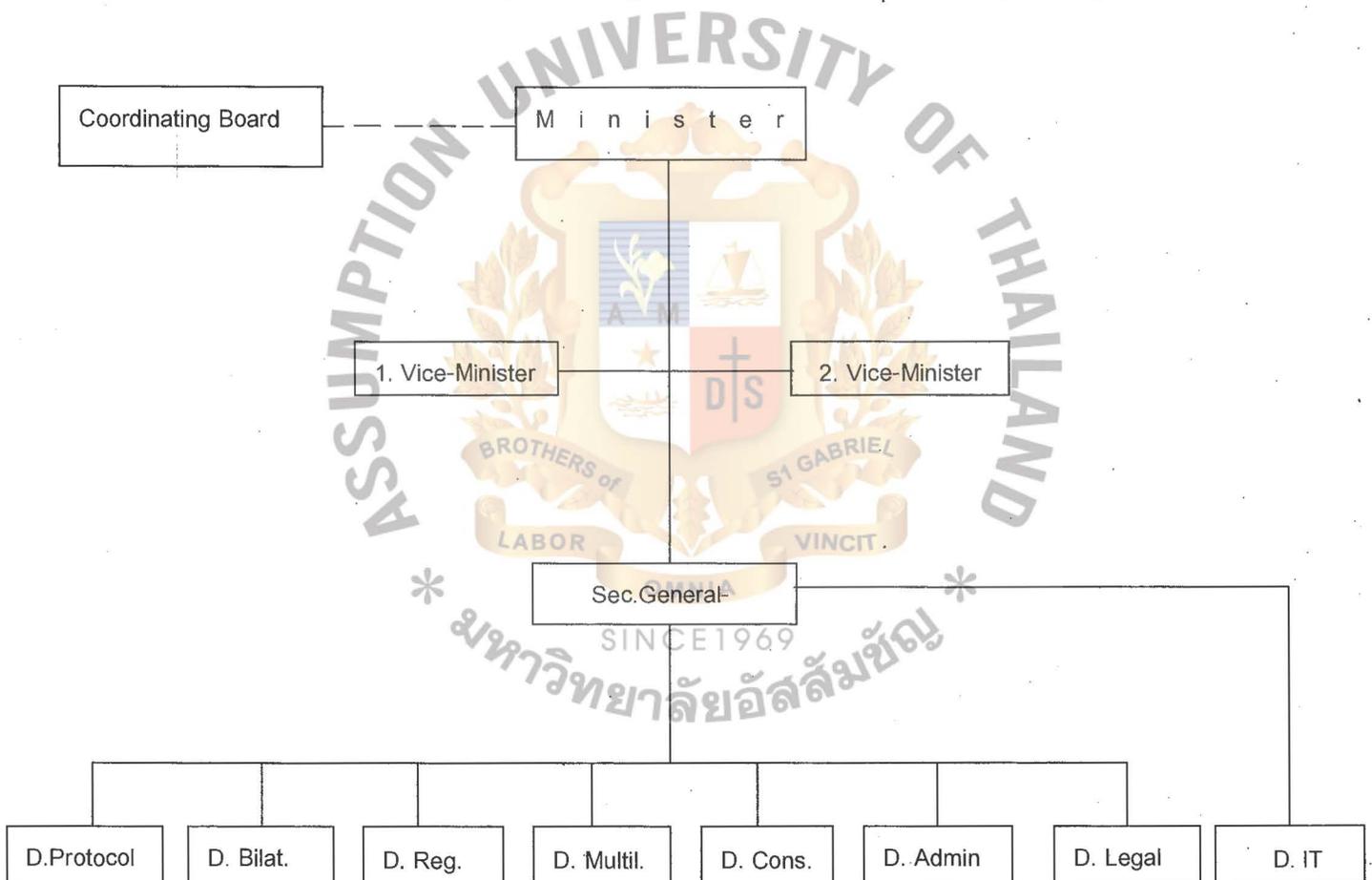


Figure 1 - Chart of the Ministry of Foreign Affairs and Cooperation (MNEC) August 2001 – August 2007

After the terms of the First Constitutional Government, when the result of the General Election determined the end of FRETILIN's (Frente Revolucionária de Timor-Leste

Independente/Revolucionary Front For the Independence of Timor-Leste) historical party's government at the end of July 2007, all the ministries had to face structural and organizational changes from the new government.

So, in August of the same year, the new Government formed by the coalition of the four political parties, namely CNRT (National Council for the Reconstruction of Timor-Leste), PD (Democratic Party), ASDT (Democratic Social Association of Timor-Leste) and PSD (Socialist Democratic Party), with the majority seats at the Parliament, made reform of all ministries including the Ministry of Foreign Affairs and Cooperation (MFAC) which had changed not only the name to Ministry of Foreign Affairs (MFA), but also the structure and the function as well.

1.2.2 Current Situation of the Ministry of Foreign Affairs (2007-2012)

The Structure of the above Ministry was changed after the new Government was formed as the result of the August 2007 General-Election. Below is the New Charter which shows the structure of the Ministry with the Minister of Foreign Affairs on top, followed by the Secretary- General, as the number two of the Organization who deals administrative issues as well as political. Under the Secretary-General, there are four national directors or director-generals who respectively lead the national directorate for external relations, national directorate for cooperation and regional integration, national directorate who is responsible for state protocol, legal and consular issues and the last one is the national directorate, responsible the administration of the Ministry of Foreign Affairs. (see the new chart below).

Chart of the Ministry of Foreign Affairs (MFA)

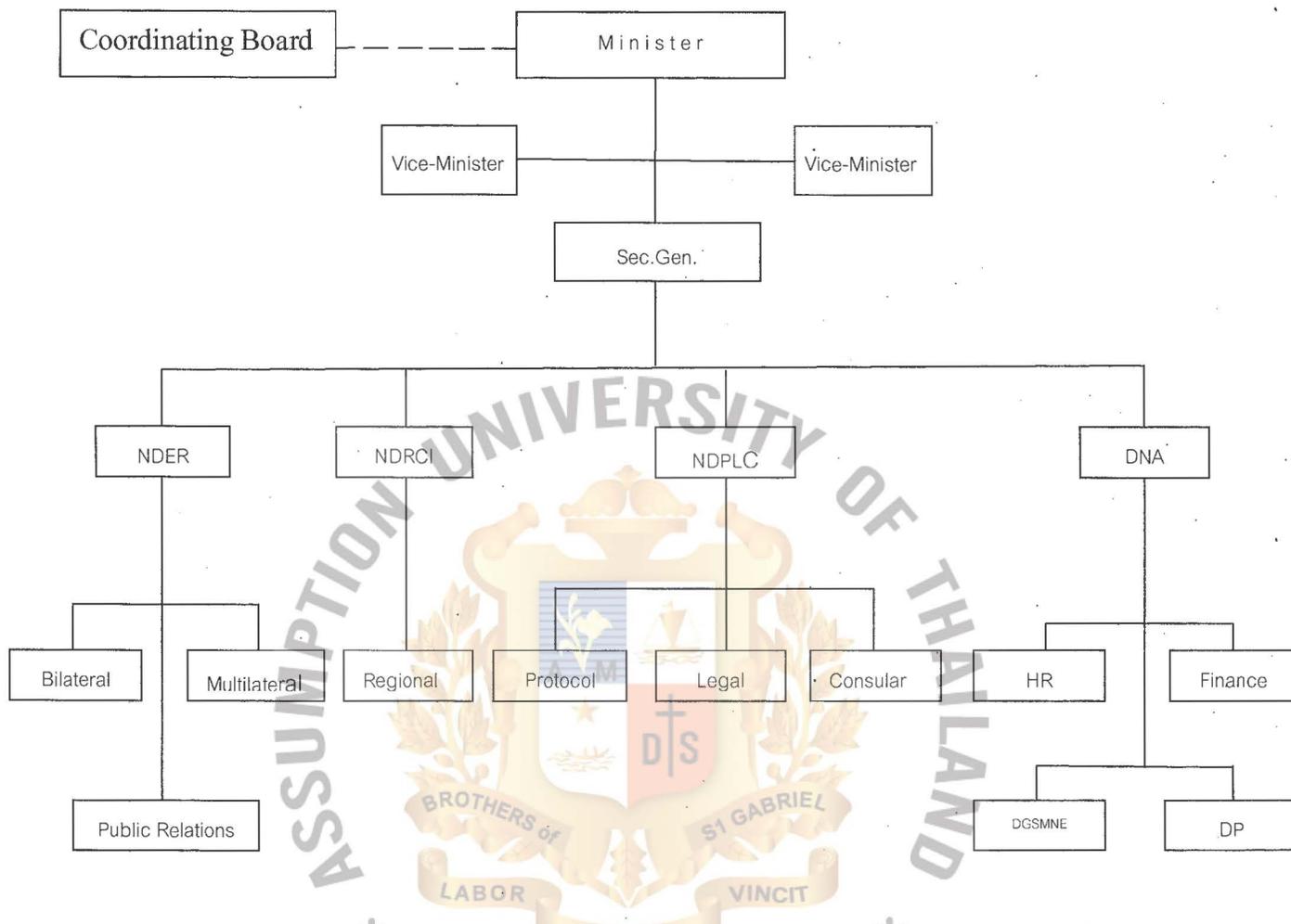


Figure 1.1 - Chart of the Ministry of Foreign Affairs (MFA) of the actual Government, August 2007 – August 2012

Explanation of the short terminologies.

Coordinating Board, is the highest Body of the Ministry, composed by the Ministers, Sec. General, Director-Generals, Directors, Representative of Ambassadors, Representative of Counselors, Secretaries and Consuls from Timor-Leste's Embassies abroad, who gathers once a year to analyze and review the situation of the Ministry, during the past year.

1. Sec. Gen. Secretary-General
2. NDER National Directorate for External Relations
3. NDRCI National Directorate for Regional Cooperation and Integration
4. NDPLC National Directorate for Protocol, Legal and Consular
5. NDA National Directorate for Administration
6. HR Human Resources

7. DGSMNE Management Division Services Ministry of Foreign Affairs
 8. DP Division of Patrimony

1.2.2.1 Foreign Relations and Diplomacy

The International relations or International studies in academic field, represents the study of foreign affairs and global issues among states within the international system, including the rôles of states, inter-governmental organizations, non-governmental organizations, international nongovernmental organizations, and multinational corporations. It is both an academic and public policy field, and can be either positive or normative as it both seeks to analyze as well as formulate the foreign policy of particular states. It is often considered a branch of political science (especially after 1988 UNESCO nomenclature), but an important sector of academia prefer to treat it as an interdisciplinary field of study.

Apart from political science, IR draws upon such diverse fields as economics, history, international law, philosophy, geography, social work, sociology, anthropology, psychology, and cultural studies/culturology. It involves a diverse range of issues including but not limited to: globalization, state sovereignty, ecological sustainability, nuclear proliferation, nationalism, economic development, global finance, terrorism, organized crime, human security, foreign interventionism and human rights.

In the specific situation of Timor-Leste, Foreign Relations means the State Positive and Normative Policy, enshrined in the Constitution of the Democratic Republic of Timor-Leste, which formulates the foreign policy of Timor-Leste in its bilateral, regional and multilateral relations. These relations, involve diverse fields as above mentioned in paragraph two.(see 2.3 paragrah 2).

3581 e.1.

Before describing about diplomacy of Timor-Leste, researcher would like to clarify first what is the meaning of diplomacy, from Wikipedia point of view. According Wikipedia, terminology diplomacy is an art and practice of conducting negotiations between representatives of groups or states. It usually refers to international diplomacy, the conduct of international relations through the intercession of professional diplomats with regard to issues of peace-making, trade, war, economics, culture, environment and human rights. International treaties are usually negotiated by diplomats prior to endorsement by national politicians.

In an informal or social sense, diplomacy is the employment of tact to gain strategic advantage or to find mutually acceptable solutions to a common challenge, one set of tools being the phrasing of statements in a non-confrontational, or polite manner.

Timor-Leste, as a young country, needs to start strategizing its foreign relations and diplomatic policy from now, in order to face and tackle wisely the future more complex and difficult multifaceted social problems. As mentioned above, the foreign relation sector involves very large multidisciplinary fields of knowledge, which takes quite a long time of theoretical and practical preparation, in order to gain experience to deal with the issues professionally at the international forum, in its bilateral, regional and multilateral negotiations.

So far, foreign relations and diplomacy of Timor-Leste is going quite well since the restoration of Independence in May 20, 2002 up to now. Immediately after that, in July of the same year, three Embassies were opened. One in Portugal, one in Indonesia and another one in Australia. Before the end of 2002, more Embassies were opened respectively in New York,

Tokyo and Beijing and now Timor-Leste has around 21 embassies all over the world, which is quite good for very young country as Timor-Leste.

1.2.2.2 Inefficiency Service Delivery

Since the first Government lead by Prime Minister Dr. Mari bin Amude Alkatiri, the attention given to the Ministry of Foreign Affairs was very limited, especially in terms of the salary increase for the civil servants, as well as, quantitative and qualitative improvement capacity and capability of human resources existent at that time.

As the consequence of the lack of attention from the Government in terms of salary increase as well as improvement of human resources quality, some of the civil servants, dissatisfied with their poor conditions of life, both material and intellectual, had resigned from their positions to find other better jobs mainly with international Organizations, for the improvement of their lives by getting good salaries and others found scholarships from other countries to continue their studies abroad in order to guarantee their future lives more to be more profitable.

Due to the degradation of the internal situation of the Country, the Foreign Services of Timor-Leste, could not function as effectively as expected to be. Qualitatively, there was no improvement at the Ministry of Foreign Affairs, due to the overloaded of activities at the Ministry caused by the lack human resources in quantity as well as quality. The recruitment of the new candidates for civil servants was stopped during three years consecutives. Small number of the personnel that assumed responsibilities at the Ministry had to be overloaded with various kinds of activities, to be done and because of the overloading activities, sometimes, the results could not come out as expected, due to the tiredness and the

dissatisfaction of having little time for resting and sufficient number of human resources capable to do the work properly and professionally.

1.2.2.3 Quantitative Improvement

Quantitatively, the Minister of Foreign Affairs had stipulated the increase of the number of civil servants by 2005 to 150 diplomats the minimum, but unfortunately, there was no implementation, because of the up down imposition on the limitation to only twelve thousand civil servants and no more increase of the quantity of civil servants of the country. That was the reason of the overloading activities, because of the limited human resources to do the work and resignation of some, dissatisfied with the low salary paid by the government, which was far from helping to building an enduring, sustainable family life.

1.2.3 SWOTAR ANALYSIS

The word SWOTAR, is the shorter terminology composed by six words with different meanings which constituted fundamental elements identified by the researcher as vital which can affect the life of the organization in terms of determining the success, failure, hope, challenges, dreams and the outcome of the organization. These words are respectively, Strengths, Weakness, Opportunities, Threats, Aspirations and Results. So, by having identified those terminologies, researcher's activities becomes easier in analyzing and describing the organization as a whole. Following is the identification of the existence of each terminology inherent to the organization.

1.2.3.1. Strengths

The strength of the Ministry of Foreign Affairs is clear. Within eight years of independence, Timor-Leste was successful in setting 18 embassies around the world, covering the total of 23 countries plus three consulate generals, respectively in Indonesia, Australia and Portugal.

By having more embassies, in the receiving countries around the world, more roles can be played by each embassy and more support can be obtained for the benefit of the country through the foreign missions of Timor-Leste abroad.

So, talking about "SWOT Analysis", based in the role of the Ministry of Foreign Affairs above clarified (1.2), the important issue to be developed for the smooth and successful implementation of the role for the achievement of the goals, is the improvement of the capacity and capability of human resources at the Ministry in order to fulfill the mission of foreign relation in the delivery of the services of external affairs diplomacy in an effective and efficient manner.

1.2.3.2. Weaknesses

The main problem faced by the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste is that, since the Ministry was founded and started officially its function in May 20, 2002, qualified human resources to develop the Ministry in general and especially in the area of diplomacy, was very limited and even in terms of quantity as well.

So, it is now eight years old that the Ministry has been leading the country's foreign relations, there is still a shortage of very qualified diplomats to lead a very large area of the country's diplomacy. The researcher sees the needs of change towards improvement through a strategic and holistic sustainable program of capacity building to the existent diplomats of bilateral and regional relations and periodical recruitment to increase the quantity as well. In the medium and long term, the creation of Timor-Leste's Center for Diplomatic Training in order to prepare future qualified diplomats, in terms of the increase of the capacity of human resources before they are posted in the front line to develop the country's diplomacy bilaterally, regionally and multilaterally.

The main problem, that needs to be addressed is to have a strategic plan for a sustainable development of capacity building of the Ministry of Foreign Affairs in general and particularly for future diplomats of the country.

1.2.3.3. Opportunities

Though the Ministry still facing innumerable weaknesses, there opportunities that need to be taking into consideration as benefit to further developed in order to gradually eliminate the weaknesses. So, one of the opportunities is external which comes from the availability of the budget from the oil and gas revenue to be applied and used for the countries' human resources capacity building, particularly for diplomats of bilateral and regional affairs. Another opportunity is strong support of the central government for capacity building of civil servants including diplomats, besides opportunities opened bilaterally by countries in the region as well as in Europe and America to receive Timorese diplomats for diplomatic training.

1.2.3.4. Threats

Despite the strengths, possessed by the Ministry of Foreign Affairs, if the serious weaknesses are not taken into consideration for changes, then it can be dangerous for the foreign relations of the country.

The first threat that the country will face if it happens, is the deterioration of the foreign relations weaknesses and as the consequence is the clouding of the image of the country and loose of credibility of international relations bilateral and regional and even internationally. These will impact the weakening deterioration of the country's economy, in terms of international support and cooperation, foreign investment, bilateral, regional and

multilateral support and cooperation. Considering that bilaterally Timor-Leste, is working with the neighboring countries the land border demarcation, maritime boundaries and well as the space or outer space delimitation. In terms of security, Timor-Leste is also working with the neighboring countries to prevent terrorist infiltration through human trafficking, drugs, money laundering that can be networked through the land and maritime boundaries. Just imagine, what will happen if Timor-Leste doesn't have its own diplomats qualified in those above mentioned areas. It will be a big mass in negotiations on those bilateral issues.

Regionally, when Timor-Leste becomes member of ASEAN, will have to be fully active in its participation in the hundreds of annual ASEAN meetings from the officials meetings up to head states meeting to discuss human rights issues, international organized crimes, human and drugs trafficking, many other different areas of development. It will be catastrophic for the country, if regional diplomats are strong. At the end the country without a strong diplomacy because of unqualified diplomats, can fall into a discrediting state, with low credibility and helpless.

1.2.3.5. Aspirations

The aspiration of the Ministry towards bilateral and regional participation is very optimistic and high. Efforts of Timor-Leste through the Ministry of Foreign Affairs' diplomats, to be integrated into the ASEAN is a big challenge of diplomacy, but also it constitutes a big aspiration of the Timorese people especially for diplomats. It means that the Ministry of Foreign Affairs needs to allocate a good number of qualified diplomats in Bilateral and Regional Relations of the Ministry of Foreign Affairs, ready to participate in hundreds of annual meetings.

Annually new graduates are expected to come from the National Universities as well as from the Universities abroad, both private and State scholarships to study in foreign countries. So, Bilateral and Regional Affairs can take the benefit of the new graduates from different Universities for recruitment and training, to become foreign officers in the future.

1.2.3.6. Results

The results of the this research is that the researcher would like to contribute with the ideas of the research program to help in developing Timor-Leste's Ministry of Foreign Affairs' bilateral and regional relations for diplomatic knowledge improvement.

So, as recapitulation the researcher would like to summarize that, "SWOTAR" describes the identification of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste's Bilateral and Regional strengths, weaknesses, opportunities, threats, aspirations and results in this Thesis Proposal, with the objective to contribute with researcher findings, the improvement of the quality and gradual increase of diplomats in terms of numbers to make Timor-Leste's foreign diplomacy stable and sustainable.

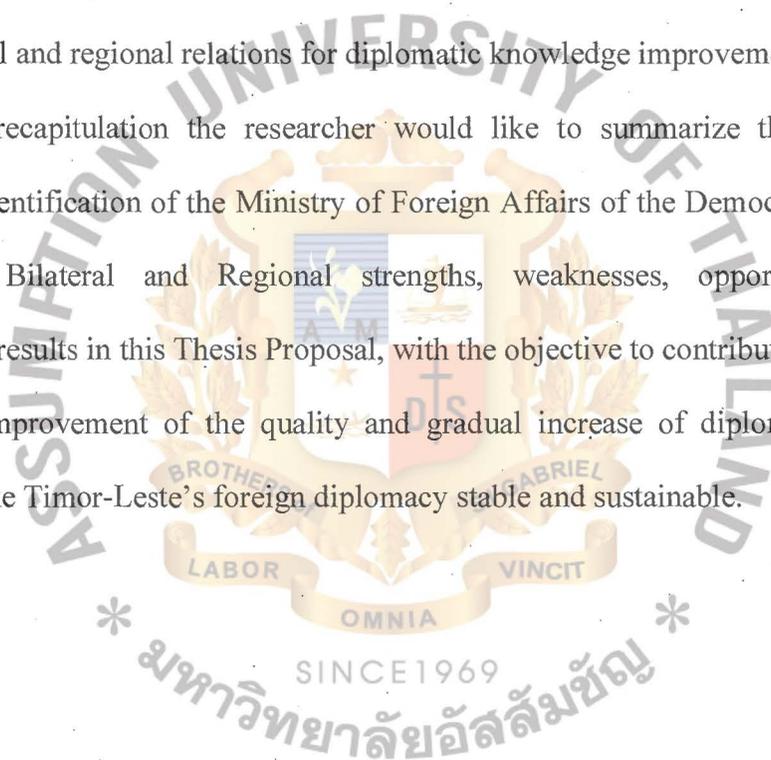


Table 1.3 – SWOTAR Analysis

Strengths	Weaknesses	Opportunities	Threats	Aspirations	Results
Structural system of the organization has been changed	Inadequate concrete strategic plan of the MFA for human capital quality development	Increase of new graduates both from National and foreign higher education	Without changes or quality Improvement the diplomacy of the country will be weaken	Qualified and capable diplomat of Timor-Leste's Foreign Relations	Effective and efficient services delivery to Strengthening and deepening bilateral and regional affairs diplomacy of the country
Bilateral and Regional Affairs reinforced with the return of posted diplomats	Needs significant effective structural system connections to drive changes for the MFA	Opportunities to increase the diplomats with new recruitments and in-house training	decrease the degree of credibility and attraction of foreign investors to invest in the country	Achievement of advanced level of development as other countries in the region	Better foreign officers performances with qualified services delivery
Available budget to support Ministry's development strategic plan	Need to Increase leadership capability to develop a sustainable strategic plan	Growing wishes to better develop the country with foreign investment			
Good will of the Government to support the development of foreign officers' diplomacy	Lack of sustainable recruitments plan and trainings to increase the knowledge and skills of human capital	Opportunities provided by the government in terms of financial support			

The above mentioned topic became the choice of the researcher to contribute to the Foreign Ministry with the findings of the research, for the improvement of the foreign officers knowledge and skills to better perform in a professional way the delivery of their daily duties related to the international issues.

1.3 Research Objectives

1.3.2 To analyze and describe the current situation and conditions of diplomacy in terms of Capacity Building Requirements.

1.3.1 To analyze and describe the development of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste.

1.3.3 To design and develop appropriate proposed ODI.

1.4 Statement of the Problem

The main purpose of the study is on the diagnosis of the capacity building requirements in Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste. This study also includes Proposed Organizational Development Intervention (ODI) Program for the Foreign Ministry.

1.5 Research Questions

- 1.5.1 What is the current situation of the Ministry of Foreign Affairs related to the foreign officers' capacity building requirements in the fields of negotiations, dialogue, problem solving, technical knowledge, technical cooperation?
- 1.5.2 What is the appropriate proposed ODI on capacity building requirements for the improvement of foreign relations diplomacy?

1.6 Definition of Terms

Capacity building, means necessary prerequisites to be fulfilled in order to have adequate quality knowledge improvement for the foreign officers. It means to develop and increase the knowledge of the Timorese Diplomats both posted and in the process of posting to the receiving countries in order to deepening their knowledge in their respective areas of responsibilities, so that the activities of their duties can be more fruitful and beneficial to the peoples of the receiving and sending countries. This means that the above mentioned diplomats have to be trained in their respective and specific areas of knowledge, especially for the new ones, before they are posted to the receiving countries or to represent the country in the regional meetings, workshops and conferences, according to the fields of knowledge specified in the Action Research Framework.

Negotiation, for formal discussion between two countries in order to reach an agreement on certain specific issue, such as human trafficking, land border demarcation issue, and so on.

Dialogue, is a synonym of negotiation which means a formal discussion between two groups or countries trying to solve a problem, which end in an agreement.

Technical cooperation, means mutual cooperation between technical people of two or more countries in specific field such as in agriculture, education, energy or any other field which is important to be developed in mutual support technically.

Technical Knowledge, is a capability of a foreign officer to do certain activity related to the foreign service, with knowledgeable experience and expertise in the issue.

Problem solving, here means identify and prepare someone to become expert in problem solving in a peaceful way.

Cultural Perspective Diversity, means decision making taken by the managers of the organization, need to have in mind and consideration of the existence of different perspectives and views of people with different culture, ethnic, believes and social structure in order to accommodate the values of diversities that enrich and strengthen the organization.

Ministry of Foreign Affairs, is one of the Government Institutions of the Country, that takes care the development of the State's relations with the International Community, through bilateral, regional and multilateral affairs.

Bilateral Relations used in this research, means the Division of the Ministry of Foreign Affairs, which deals with the diplomats working in the receiving countries to strengthening, fostering and deepening the relationship between the government and the peoples of the two countries, bilaterally.

Regional Relations here means, the Division of the Ministry of Foreign Affairs which deals with the diplomats working in the area of regional affairs, in order to fostering and deepening the relationship of the country with the identified regional countries.

Diplomacy, is the art played by diplomats in negotiations with the representatives of other countries and international organizations, in a such way that those representatives in the negotiation meetings, are convinced to accept the discussed proposed ideas among them.

International relations, relations established between two or more countries to discuss issues of common concerns for the benefit of the countries involved.

Human trafficking, means the act or business of illegally trafficking young people for labor or sex industry exploitation.

Illegal Drug Trafficking, the illegal drug trade is a global black market, competing with legal drug trade, dedicated to cultivation, manufacture, distribution and sale of those substances which are subject to drug prohibition laws. Most jurisdictions prohibit trade, except under license, of many types of drugs by drug prohibition laws.

International Law, is the term commonly used for referring to laws that govern the conduct of independent nations in their relationships with one another.

Bilateral Agreements, is an agreement or treaty established between two countries, which binds the two countries involved in their relationship with each other bilaterally.

Job Satisfaction, employee satisfied with his/her job in terms of salary, relationships and peers communication, which contributes for the benefit of the organization.

Top-down approach, approach by the managers of the organization in order to ease the flow of the communication between leaders and sub-ordinates to all the members to feel comfortable to serve the organization like members of the family and take the organization into success.

Regional Agreements, is an agreement or treaty established among the countries of an identified region which bounds all involved regionally.

International Organized Crimes, Transnational organized crime (TOC or transnational crime) is an organized crime coordinated across national borders.

1.8 Significance of the Study

- 1.8.1 The significance of the study is that this research result would contribute for reflections of the high level dignitaries of the Ministry responsible for Human Resources to move the bilateral and regional affairs ahead.
- 1.8.2 The result would help them to develop a guideline for a holistic and sustainable strategic plan of the Ministry for the improvement of quality services delivery.
- 1.8.3 The study also would provide information to the Ministry on the importance and needs of the selection of different fields of knowledge to empower Timorese diplomats for a more fruitful diplomacy on foreign relations.
- 1.8.4. The insight from the research would move them to approach and set up agreements with the country (ies) known as experienced with an International Diplomatic Training Center for diplomats.

Since the foreign diplomacy is the vanguard of the country in terms of gaining international support for economic development, environment, defense, security and so on, both bilateral and regional affairs human resources quality improvement is critical. A good diplomacy of any country will foster foreign relations and guarantee the strengthening of good ties bilateral and regionally with all countries around the world, easy coordination

with the neighboring countries to quickly support each other in case of any bilateral and regional turbulence or international criminal events or transnational crimes, like trafficking of drugs and human trafficking, that may circulate from one country to another.

The benefit of having the problem investigated, is not only for the foreign relations, but also to help shouldering the burden of some internal security institutions, police and military, civil society, community, national and global. Besides these benefits, it provides potential contribution to new knowledge and policy implications at several levels, national, regional and even globally.

1.9 Scope and Delimitation of the Study

The scope and delimitation of the researcher's study research is focused on the Ministry of Foreign Affairs, but limited to the human resources capacity building requirements and readiness for change of foreign officers in bilateral and regional relations.

As above stated, the Foreign Ministry is an Institution of the country that deals with other countries through bilateral and regional relations to promote and defend the country's interest, value, culture, identity and solidier in bilateral, regional and international cooperation to safeguard the common interests for the benefit of all.

So, the scope and the delimitation of the study is focused only on two main areas of the Ministry that deal with diplomacy and the conditions needed to have the foreign diplomacy of Timor-Leste run smoothly with effective and efficient way, so that the country can benefit from the results of their diplomatic activities mainly in the areas of development in all sectors, including attracting investors, strengthening defense and security as well as supporting one another in natural disasters occurrences, etc.

To be more clear, the scope and the delimitation of the study focuses on the roles of bilateral and regional affairs, and their priorities identified and planned to be implemented for the short, medium and long term period of time to have the foreign diplomacy successful, stable and sustainable.

This ODI is proposed by the researcher, with the intention for improvement concerns of the actual Timorese Diplomats quality and quantity real situation in the country. However, the acceptance and approval of the concepts and the ideas of the ODI proposal, can not be implemented immediately after the ODI proposal is submitted to the Ministry of Foreign Affairs. The reason is that the decisions are not made by the Management level, after they have entire completion reading of the ODI proposal on the researched capacity building program.

First, the Human Resources and the Planning Divisions have to elaborate a holistic strategic plan and submit it to the Council of Ministers on behalf of the Ministry and at the appropriate time, submit it to the Council of Ministers for first approval.

Secondly, after the approval by the Council of Ministers, there will be another submission at the Council of Ministers level to the National Parliament with the whole strategic plan of the Government for one year financial budget to get the second and the final approval from the National Parliament in order to have the budget guaranteed for the Ministry's implementation of the plan. So, the decision is not internal of the Ministry of Foreign Affairs only, but also dependent from external factors, which are the decisions of the Council of Ministers and the National Parliament, according to the National Primary Priorities of the Country. It is a long process and all will be dependent on the final decision of

the National Parliament. So, this is the reason why my ODI to be proposed to the Foreign Ministry can not be implemented, due to the influence and dependency of the external factors.



CHAPTER 2
REVIEW OF RELATED LITERATURE
CONCEPTUAL FRAMEWORK

In Chapter two the researcher describes the review of literature that is related to the topic of the research study. The Chapter is divided into three main parts which are, Organization as a System, Organization Development and Change Management respectively including reviews on topics related to variables or areas of study. The Conceptual Framework which is found at the end of this chapter.

2.1 Organization as a System

Systems are the nerves of the organization, the processes and connections that can switch the organization on – or stop anything happening at all! Organization systems are generally considered boring, but the truth is they can be very powerful levers for change. As system organization has its rules and regulations to guide, control and monitor the way of acting, attitudes, behaviors, interrelations with each other as well as their activities in order to be aligned with the principles, strategy, vision and mission of the organization for the sake of the achievement of its goals and objectives. For that to happen the system of the organization has to be good and accepted by all the members of the organization and conditions are created to benefit all the members and satisfy their primary needs, so that their dedication to work for the success of the organization is maximized to guarantee the achievement of goals.

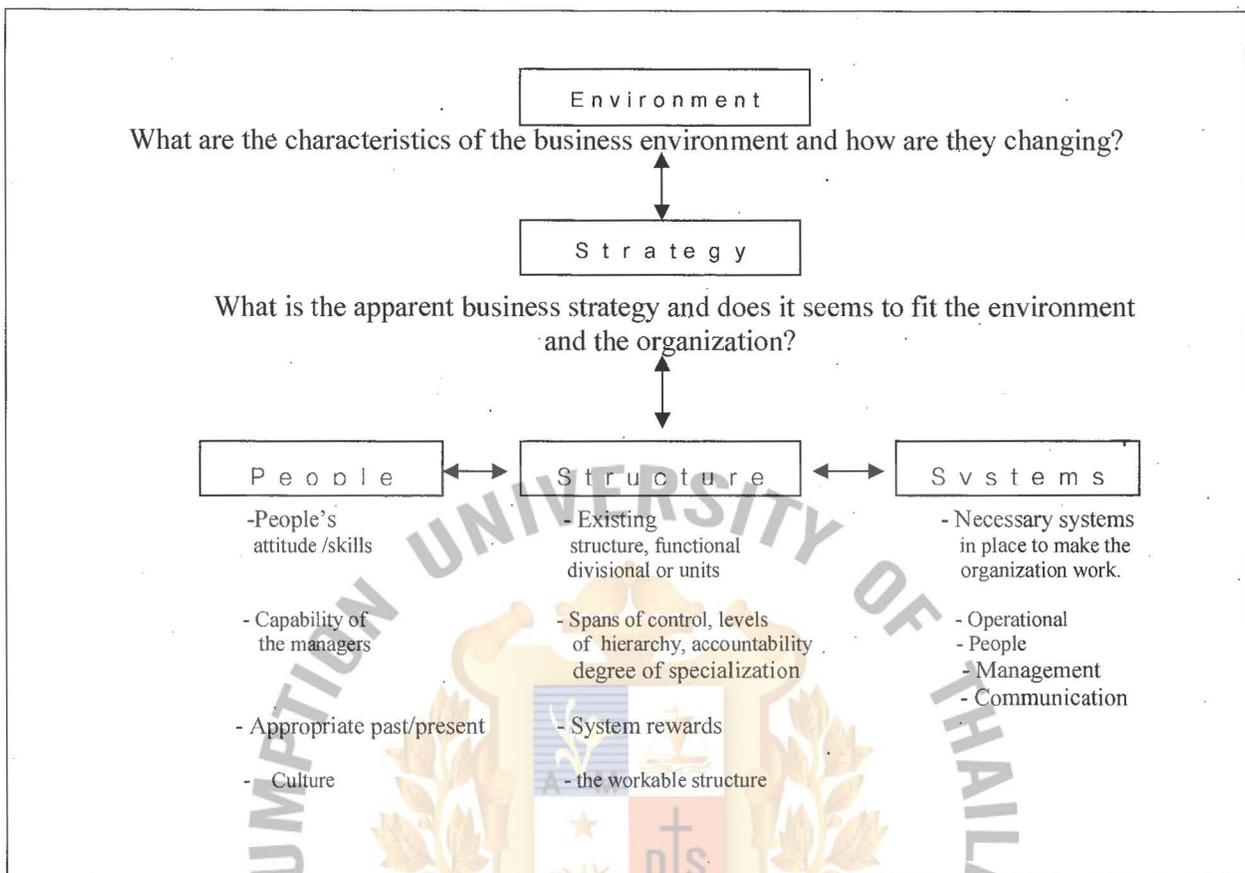


Figure 2.1 – Organizing for Change

Larry E. Greiner, 1972 in the above Figure 2.1, illustrates the functioning of an organization as a system that leads to change. For that to happen attention has to be given to the environment, strategy, people, structure and the system to guarantee its optimal operation, so that the target of the organization is achieved.

Jim Belasco in his book *Teaching the Elephant to Dance* (1990) says, “Regardless of the intentions expressed in the strategic plan, where you put your key people and money, is the direction in which your organization is going to move”.

As it can be seen in the figure 2.1 at the top, organization as a system and its functioning to flow smoothly, communication from the top down and from the bottom up

as well as among the different units of the organization also, need to be done smoothly in the same direction.

Divisional structure that functionally operates from the top down, parts of the system that connects one another has to have feedback for the activities to smoothly run with vision and the mission of the organization to guarantee the achievement of the organizational goals. So, for all these to happen smooth and successfully, it is necessary to getting the right number of people with right skills and attitudes in the right jobs.

“Even if you have the resources in place now, Greiner tells us that you won’t for very long. Of course, when you do identify a misfit, for example the need for marketing skills, there will be always a time lag in acquiring those skills. Whether you train, recruit from outside, or even make people redundant, it all takes time and must be planned for assessing people, structure and systems” (Greiner, 1998, p. 119).

So, having in consideration all the above mentioned characteristics of the organization, a conclusion can be drawn, that planning, capacity building of human resources to get qualified working people is very important for any organization to be successful in the achievement of the organizational goals.

2.2 Organization Development

According to J.P. Kotter (1996), Organization development (OD) is not an easily defined single concept. Rather, it’s a term used to encompass a collection of planned-change interventions built on humanistic-democratic values that seek to improve organizational effectiveness and employee well-being.

In organizational development, on the top of the organization is Minister of Foreign Affairs who supervise and manage it politically and administratively. But, in terms of implementation, the Secretary-General is the one who works in coordination with the National Directors to deal with administrative issues. When the minister is absent from the country the Secretary-General deals with both political and administrative ones in coordination with the National Directors. This system has not been effective in practice, due to the lack of qualified human resources to make the communication flow. “According to Koch (1992), Ovretveit (1992, p.1) and Egan (1993, pp. 14, 122-123) suggest that quality is a social construct based on culture and expectations, which are made up of values and beliefs, and that these directly influence quality.

Another appropriate model found in the literature review is Maxwell’s six dimensions of quality (Maxwell, 1992).

2.3 Change Management

A lot of theories, books, workshops and tests have been devoted to helping managers identify their own and others’ personal or interpersonal styles. One may ask if this leader is an introverted or extroverted person? Do managers care more about control, inclusion, or affection? Do they behave more like parents or like children? Are they superstars concerned for both people and production “country club” managers who care only about people, or hard-driving taskmakers who ignore human needs and feeling (Blake and Mouton, 1969).

In the 1980s, the forty-year-old Myers-Briggs Type Indicator (Myers, 1980) became (and has since remained) an enormously popular tool for examining management styles. Build on principles from Jungian psychology, the inventory assesses four dimensions: introversion versus extroversion, sensing versus intuition, thinking versus feeling, and perceiving versus judging. On the basis of scores on those dimensions, it categorizes an

individual into one of sixteen types. A central assumption underlying the Myers-Briggs approach is that each style has its strengths and weaknesses and no one style is universally better than any other. A second key assumption is that interpersonal relationships are much less confusing and frustrating if individuals understand and appreciate both their own style and those of co-workers.

According to Kurt Lewin, successful change in organization should follow three steps: unfreezing the status quo, which means changing to overcome the pressure of both, individual resistance and group conformity. Then enter in to a movement as a process that transforms the organization from the status quo to a desired end state. And refreezing to stabilize a change intervention by balancing driving and restraining forces to make the new change permanent.

2.4 Review on Topics Related to Variables or Areas of Study

2.4.1 Capacity Building Requirements

J.P.Kotter, in his book, *Leading Change* (1996) states that, there are six interventions that change agents might consider using them as model for their activities, as the following:

- Sensitivity training, Survey Feedback, Process Consultation, Team Building, Intergroup Development and Appreciative Inquiry.

Sensitivity training, is a method of changing behavior through unstructured group interaction. The group is process oriented, which means that individuals learn through observing and participating, rather than being told. A professional creates opportunity for participants to express their ideas ; beliefs and attitudes. There is no leadership role in the group.

Survey Feedback approach, is a tool for assessing attitudes held by organizational members, identifying discrepancies among member perceptions, and solving the differences.

Process Consultation (PC), the purpose of process consultation is for an outside consultant to assist a client, usually a manager, “to perceive, understand, and act upon process events” with which the manager must deal. It might include work flow, informal relationships among unit members, formal communication channels and with emphasis in involvement.

Team Building, uses high inter-action group activities to increase trust and openness among team members.

Intergroup Development, seeks to change attitudes, stereotypes, and perceptions that groups have of each other.

Appreciative Inquiry, most OD approaches a problem-centered. They identify a problem or set of problems, then look for a solution. Appreciative Inquiry (AI) accentuates more the positives. Rather than looking for problems to fix, this approach seeks to identify the unique qualities and special strengths of an organization, which can then be built on to improve performance. It focuses on an organization’s successes rather than on its problems.

The Appreciative Inquiry process essentially consists of four steps, respectively, discovery, dreaming, design and destiny. In the final step, participants discuss how the organization is going to fulfill its dream. This typically includes the writing of action plans and development of implementation strategies. So, in conclusion it can said that the action starts with the entry, contracting, diagnosing of the collected data then feedback , planning change, intervention and evaluation.

2.4.2 Strategic Plan for Capacity Building

The Book entitled “**The Six Secrets of Change**” of Michael Fullan (2008) is a clear example of Change Management. The researcher based his study of the Change management in the Six Secrets of Change as it can be seen in below explanation from the book of of Michael Fullan (2008):

Love Employees, Customers and Stakeholders, the first thing to do is to have strong commitment in taking care and love the employees, customers as well as the stakeholders. Means that in an organization the manager has to put into consideration that the employees, customers and the stakeholders are the main components that can guarantee the success of the organization, therefore especial attention, good care and love are crucial for the sake of the organizational achievement goals.

Purposeful Peers Interaction, connection among them, purposeful peers interaction, so that the relationship among the peers become strong and stable. This means that, it is necessary to put them to interact with each other and be aligned with the goals of the organization. The flow of the Communication within the organization is crucial for the success and achievement of the goal.

Capacity Building san judgementalism, the following thing to do is to create conditions to increase the employee capacity, competencies, new opportunities, get new ideas and expertise, in another words, provide them capacity building to better develop the organization without judgementalism.

Strong internal cultural accountability, create internal condition to assume responsibility and accountability as a culture.

Safe Navigation, means implementing all the conditions above mentioned the organization is able to achieve its objective, though has to navigate through calamities and in difficult situations.

For the foreign officers strategic plan for capacity building, researcher will propose to the Ministry of Foreign Affairs the following steps, having in consideration the above mentioned six secrets of change from Michael Fullan:

1. Preparation of a yearly budget for in-house and overseas training.

2. Announcement to the public on the recruitment of 40 candidates for foreign offices every year, with their respective fields of knowledge for short, medium and long term future preparation for capacity building.

3. Follow the concept of five steps shown below, in different phases.

4. Similarly select based on their specialization of technical skills or technical knowledge, in the areas identified as the priorities for the country.

A CONCEPT DEVELOPED FOR DIPLOMATS CAPACITY BUILDING

Human Resources Development as part of the literature review, an Organization can not be Developed without individuals and individuals cannot last without organization. So, human resources is very important to be developed its capability in order to better serve the organization and drive the organization towards success and achievement of its goals and objectives.

As the figure 2.2 shows, human resources need to be developed its capability in order to maximize its productivity. But for that to happen coaching, training are necessary to increase the knowledge and skills, so that their performances and services delivery can be optimal to guaranteed the success of the organization. Without capacity building of human resources through courses, training and coaching, not much can be done and even if its done, the quality can not be guaranteed as expected.

Management of human resources is another key for the success of the organization. In the management of human resources, the manager of the organization needs to know the brain map in order to select the right person for the right task to do. If the manager is not able to select the right person for certain jobs and does not coach, guide and supervise

appropriately, the organization will fail in the achievement of its objectives. Managers have to influence the subordinates in order to align with vision and the mission of the organization and make communication flow top down and bottom up, so that the subordinates feel comfortable like working in a family's organization.

Managers have to be people oriented and pay more attention to the needs of the subordinates and cannot concentrate the whole attention only in the profit of the organization. Of course, profit is important, but if the manager is not able to take care of the people who work for the organization's needs, it will not last for long. Turnover will take place.



Figure 2.2 - Human Resources Development

The concept below, is a creative idea based on the experience of some neighboring countries, who prepare their diplomats every year in their National Diplomatic Training Center gradually, starting from the first year after the recruitment of the candidates to the Ministry of Foreign Affairs is done. The successful candidates are submitted to the regular in-house training during a established period of time . After that followed by practice at the Ministry in different areas respectively, bilateral, regional and multilateral.

The qualified ones are sent for practice at the Embassies during a certain period of time, (3-6 months) and they are sent back to the Head Quarters, before they are sent out for training in any country agreed bilaterally for diplomatic training, which normally takes one month. The fields of knowledge are general but involve all international relations issues, including human rights, environment, Transnational Organized Crimes, etc.

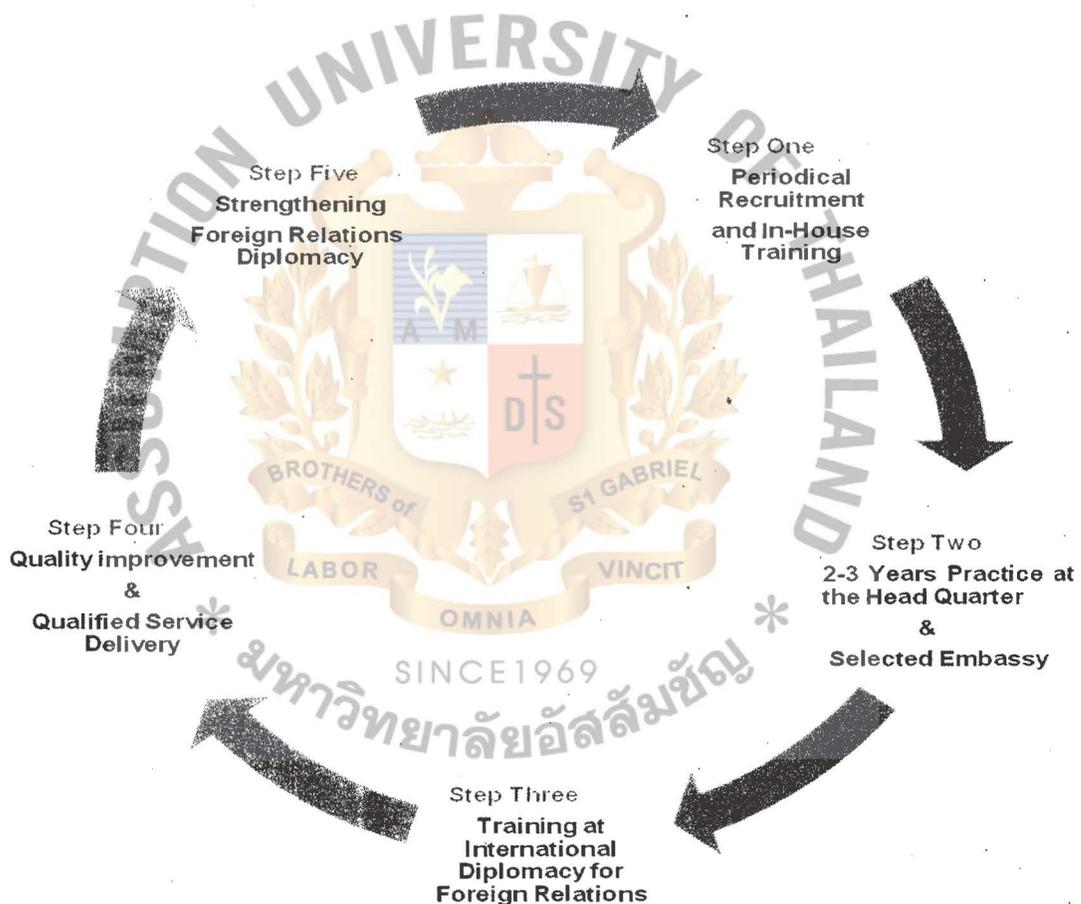


Figure 2.3 – Five Step Development Processes

According to the researcher observation, it is necessary to develop five steps development processes to achieve a sustainable diplomacy as follows:

Step One

Recruitment of new candidates for the positions of diplomats to work at the bilateral and regional affairs is crucial to maintain the sustainable human resources. But, it is not enough to recruit alone. It has to follow a holistic program that guarantees the regeneration of the system of HR of the Institution. So, after the recruitment the next step should be capacity building for the new recruited diplomats and submit them to an in-house training to test their working capability and commitment for the new recruits to provide basic knowledge for them on foreign relations activities, norms and regulations of the Ministry. Get to know what are the norms of conduct that regulate their activities and performances related to the foreign representatives within the country.

Step Two

Step Two, is the practice of the theory learnt during the Step One 1, to demonstrate individual capability and quality performance of absorption of the basic principles learnt. The quality of individual performances shown during a period of two to three years practice at the Ministry and six months at any of Timor-Leste's Embassy abroad, will determine whether he/she is suitable to be posted as a diplomat to the Embassies accredited to the receiving countries, after they pass a written examination.

Step Three

Phase 3, is the period of one month for diplomatic training abroad, as the last step training before posting to the embassies accredited to the receiving countries. This diplomatic training, is compulsory for all those interested to be posted as diplomats at the embassies.

Step Four,

Is the implementation of the knowledge acquired from the previous diplomatic training, in-house and abroad and the opportunity given to the diplomat to deepening his /her

knowledge in specific areas in order to better serve his country in the foreign relations services.

Step Five

Is the period of time where a diplomat is considered to be an expert in the field of diplomacy after a long experience in gaining knowledge through theory and practice. So, the diplomat is considered capable in his/her area of specialization and can provide better contribution for the development of the country in the area of diplomacy.

2.3.1 Review of Topic related to Variables or Areas of Study

Leading in a Culture of Change (Michael Fullan, 2008). "The six secrets of Change, is appropriate for the review of topic related to variables or areas of study which are mainly, bilateral and regional relations, where is needed to make diplomatic quality improvements through capacity building in the area of international relations. The variables are the fields of knowledge such as Economics, International Law, Human Rights Law, ICC, environmental law, international relations and so on. *Capacity Building san judgementalism*, expressed in the book of Six Secrets of Change, reflects the ideas of the researcher shown in the table of Action Research Framework (Pre-ODI) with the purpose to increase the employees capacities, competencies, new opportunities, new ideas and expertise, in another word, provide them capacity building to better develop the organization .

2.3.2 Action Research Framework

Constitute the areas identified by the researcher in order to make changes or improvement in bilateral and regional relations. Considering that these are two from the three areas of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste which deal with the Country's foreign diplomacy, it is crucial that the researcher concentrate his

efforts to work on the identification of the strengths, weaknesses, opportunities, threats, Aspirations and results in this research study, to further contribute with his ideas to the Ministry of Foreign Affairs, for the improvement of future diplomats quality in their international services delivery.

Pre-ODI: In Pre- ODI, the researcher has identified at the Ministry of Foreign Affairs, two main areas of international relations that needs to be developed in terms of foreign officers performances qualifications and services delivery of Timor-Leste's diplomats. Since the foundation of the Ministry, there were difficulties faced by the Ministry in the implementation of its activities effective and efficiently due to very limited availability of quantitative as well as qualitatively human resources. As indicated in the table of Action Research Framework, the researcher has identified variables and motivators for change, such as the need for the development of a holistic plan for short, medium and long term capacity building development of various fields of knowledge in order to increase and improve the capability of foreign officers to better perform the delivery of foreign services efficient and effectively.

ODI The researcher proposed to the Ministry a concept to develop identified areas considered as priority for the country to respond actual challenges that country faces bilateral, regional and even multilaterally.

The main fields of knowledge to be proposed by the researcher are the following:

First Step (Short Term period of training):

- Get a general understanding in the four main fields of knowledge such as Geneva Convention on Diplomatic and Consular Relations, Law of the Treaties, as well as in Norms and conduct.

Second Step (Medium Term Period of training):

- In the Medium Term period of time training, it should involve the following fields of knowledge:
 1. Economics
 2. Business Administration and Trade
 3. International Criminal Law
 4. Human Trafficking
 5. Drug Trafficking
 6. Natural Disasters and Environmental Law
 7. National and Regional Security
 8. Moral and Ethics

This second step can be postponed for later implementation after the Ministry has its own Diplomatic Institution. The new recruitment policy should have in consideration the candidates capability in the areas above mentioned.

Third Step (Long Term period of training)

- Involves specialization in the above mentioned areas. The long term period of training is very important for the foreign officers, because for the specialization it needs really good preparation for the selected ones to become experts in their respective areas in order to better serve not only the Ministry of Foreign Affairs, but also the country as a whole.

Post ODI constitutes the expectations that the Ministry of Foreign Affairs would achieve after the development of human capital in the Bilateral and Regional Affairs as proposed by the researcher.

The researcher, has identified the readiness of foreign officers towards change, through the observation of the managers' relationships with their respective subordinates, culture of the organization, mission and strategy , including job satisfaction.

Besides identifying attitudes towards change, the researcher has also identified how far is the involvement of the foreign officers towards change, as one of the important step to see their readiness in terms of active participation towards change, as it can be seen in the table below, related to the proposed Action Research Framework.

ACTION RESEARCH FRAMEWORK

The table 2.1 of the Action Research Framework, shows the three phases of the research, namely Pre-ODI, ODI and Desired Results.

In the Phase of Pre-ODI, researcher identified the conditions, fields of knowledge for capacity building. In the phase of ODI, researcher proposed to the Foreign Ministry the identified fields of knowledge for capacity building in order to create conditions for change towards improvement. Last phase is the Desired Results, which constitutes the desired results for the foreign officers after the implementation of the proposed ODI capacity building program.

Table 2.1 - Action Research Framework

Pre ODI	Proposed ODI	Desired Results.
Capacity Building Requirements		
Organizational Variables		
A. Fields of Knowledge Needed		
Short Term	Short Term	Short Term
<ol style="list-style-type: none"> 1. Coaching all diplomats on the Geneva Convention on Diplomatic Relations. 2. Increase diplomats knowledge in Geneva Convention on Consular Relations 3. Improvement of diplomats knowledge in the field of Law of the Treaties. 4. Increase diplomats knowledge in Norms of conduct 5. Increase diplomats in Moral and Ethics knowledge. 	<ol style="list-style-type: none"> 1. Six months intensive training. 2. Six months intensive training. 3. Six months intensive training. 4. Three months intensive training. 5. Three months intensive course 	<ol style="list-style-type: none"> 1. Expect diplomats understanding of duties on Diplomatic Relations. 2. Better understanding of diplomats on duties of Consular Relations. 3. Increase the number of diplomats with knowledge in Law of the Treaties. 4. Expect diplomats better understanding on norms and conduct. 5. Expect diplomats good knowledge in Moral and Ethics.
Medium Term	Medium Term	Medium Term
<ol style="list-style-type: none"> 1. Coaching diplomats knowledge in International Human Rights Conventions 2. Need to have diplomats knowledgeable on Human Trafficking 3. Add the knowledge of diplomats in Drug Trafficking 4. No expertise in the area of Law of the Treaties 5. No expertise in the area of Human Rights Laws 6. Need to have expertise in the area of the Law of the Sea. 7. Expertise is needed in the field of Outer Space Law 	<ol style="list-style-type: none"> 1. Six months intensive training 2. Three months intensive course 3. Three months intensive course 4. Propose two years specialization in the Law of the Treaties. 5. Two years specialization in Human Rights Laws. 6. Propose two years specialization in the Law of the Sea 7. Two year specialization in Outer Space Law 	<ol style="list-style-type: none"> 1. Expected diplomats good understanding on IHRC 2. Disposal of capable diplomats in Human Trafficking 3. Availability of diplomats expert in Drug Trafficking 4. Available of expertise in the Law of the Treaties. 5. Disposal of expertise in Human Rights Laws 6. Expect expertise in the Law of the Sea. 7. Availability of advisers on Outer Space Law
B. Foreign Officers Diplomacy Enhancement on Technical Skills Needed		
Long Term	Long Term	Long Term
<ul style="list-style-type: none"> ➤ 1. <i>Negotiation</i> - Important to have expertise in the area of Negotiation ➤ 2. <i>Dialogue</i> - Need to have Expertise in the area of dialogue ➤ 3. <i>Problem Solving</i> - Increase expertise in the area of problem solving ➤ 4. <i>Technical Cooperation</i> - No expertise in the area of technical cooperation. 	<ul style="list-style-type: none"> ➤ 1. Proposed selection one best candidate PhD Graduated for 2 years course in the Area Negotiation, every 2 years. ➤ 2. Proposed selection one best candidate, Master/PhD Graduated for 2 years course, every 2 years in the area of Dialogue. ➤ 3. Proposed selection one best candidate Master or PhD Graduated for 2 years course and practice, in the area of problem solving, every two years. ➤ 4. Proposed selection of two best candidates, Master or PhD Graduated for two years course and practice, every 2 years 	<ul style="list-style-type: none"> ➤ 1. Available of credible experts in the negotiations of Government bilateral issues ➤ 2. Disposal of credible experts in National and International dialogues on different issues. ➤ 3. Expect credible and influential people's participation in the problem solving, national and internationally. ➤ 4. Availability of experts in the area of technical cooperation agreements on bilateral relations.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter three describes the methodology used by the researcher in the research design, the respondents and the instruments in this study. It describes also Data Collection – Techniques and Data Collection Procedure. The instruments used during the process of research have passed the test of reliability and at the end the researcher analyzed the data collected, before addressing the recommendation to the Bilateral and Regional relations of the Ministry of Foreign Affairs, to close this research study.

3.1 Research Design

What the researcher did in this study, is an action research on the capacity building requirements of foreign officers in Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and proposed organizational development intervention program.

Since capacity building is a continuous learning process to increase the knowledge for the improvement of performances and services delivery, in this study the researcher preferred to use the concepts of (Kurt Lewin, 1940), who states that, action research is not used to solve a problem by finding out what is wrong, but rather a pursuit for knowledge about how to improve. Another similar concept says, “Action research is not learning why certain behaviors happen, but how they can do things better (O’Brien, 1998)”. So, starting from these two concepts, action research to be done by the researcher is not going to be used for solving

problems by identifying what is wrong, but pursuit for knowledge on how to do the improvement in the bilateral and regional relations of the Ministry of Foreign Affairs. The researcher also will use demographic interview with foreign diplomats to identify development process of foreign diplomats in terms of learning by doing, with the purpose to provide a reliable information to the bilateral and regional relations of the Ministry of Foreign Affairs in the recommendation for the improvement of the Timorese human capital in the area of diplomacy.

To diagnose the current situation at the bilateral and regional relations of the Ministry of Foreign Affairs, the researcher has used quantitative and qualitative analysis in this study. The survey questions were on the organizational and individual variables affecting behavioral intentions of the foreign officers that leads to their readiness to change and organizational performances.

In this research, the diagnosis activities were conducted during the Pre-ODI stage. OD interventions could not be implemented so the Post- ODI results are not available for analysis.

Below is Figure 3.1 showing the list of tasks corresponding to the three Phases of OD.

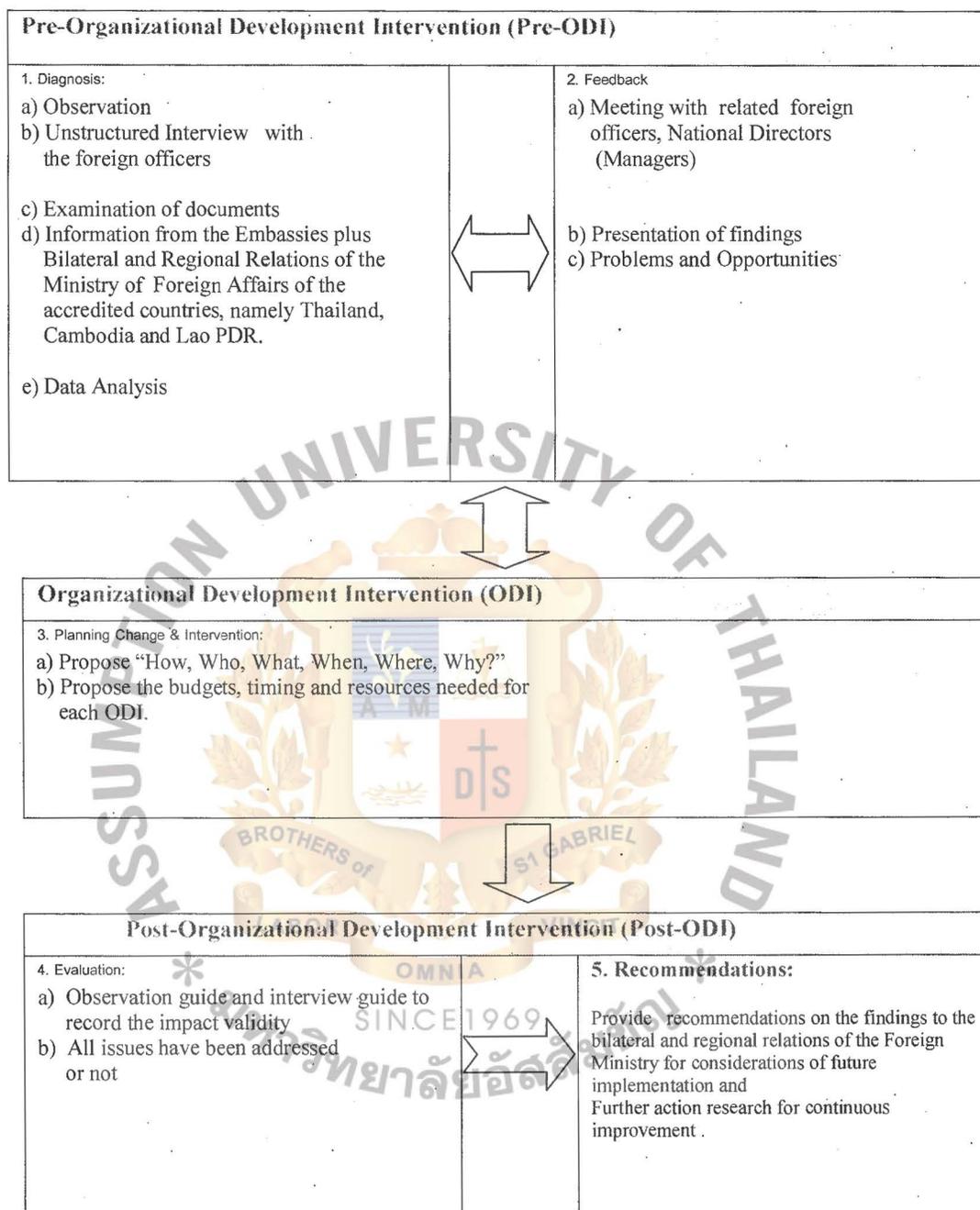


Figure 3.1 - Structural List of the Tasks

Short explanation on the structural list of the tasks to be done during the process of the data collection is provided by the researcher namely the three phases are as follows: Pre-ODI, ODI and Post ODI.

I. Pre Organizational Development Intervention (Pre-ODI):

1. Diagnosis Process:

During the Pre-ODI, researcher gathered all data through observations and unstructured interviews with foreign officers from Foreign Ministries, examined documents, gathered information from the Embassies and Ministries of Foreign Affairs of the accredited countries, and proceeded with the analysis of the collected data.

2. Feedback:

After the analysis of the collected data, researcher report the findings to the Managers of the Bilateral and Regional relations of the Foreign Ministry, including presentation of the problems and opportunities.

II. Organizational Development Intervention (ODI)

3. Planning Change and Intervention:

During the ODI, researcher propose to managers of the Bilateral and Regional Relations of the Foreign Ministry the prepared plan to change the situation identified during the Pre-ODI. In this case, researcher cannot implement ODI, because the budget for the implementation of ODI does not depend directly from the Foreign Ministry, but the Central Government and the National Parliament. So, the ODI is proposed for consideration for possible implementation in the future time.

III. Post-Organizational Development Intervention (ODI)

4. Evaluation:

During the last phase, the researcher made an evaluation of all the activities done during the observations guide and interviews to record the impact of validity and see if all the issues have been addressed.

5. Recommendation:

The final step, the researcher provides recommendations to the Bilateral and Regional Relations of the Ministry of Foreign Affairs on the findings to be considered for future implementation in order to make changes for the improvement of foreign officers for the sake of Timor-Leste's Diplomacy.

3.2 The Respondents

The Respondents in this study is divided into two groups, respectively, Internal and external ones. The internal group is composed by managers, supervisors and staff of Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and the composition of the external group is the selected Embassies and managers of Bilateral and Regional Relations of the accredited countries, and the total population will be 25, as indicated below in the table 3.1 – Respondents, with more details in Appendix A.

Table 3.1 - The Respondents

Areas of Diplomacy	Levels of Employment	Internal		External		Total
		Bilateral	Regional	Embassies from different regions	MEAs of the receiving countries	
Management		2	2	3	3	10
Supervisors		2	2	-	-	4
Staff		6	5	-	-	11
The Total number of Respondents						25

3.2 The Instruments

The Instruments used during the process of the elaboration of this Thesis Proposal is as follows:

Observation Guide

The researcher has prepared a list of questions in the observation guide with the purpose to focus on the variables related to the readiness to change of foreign officers.

Questionnaires

Considering that the researcher is faced with the time constraints, the researcher has used during the Pre ODI, questionnaires concerning the budget, recruitment and knowledge enhancement opportunities, fields of knowledge (short, medium and long term) and readiness for change of foreign officers.

The researcher used unstructured questionnaires, addressed to carrier Ambassadors accredited to the Kingdom of Thailand, minimum three from each region to gather more data on capacity building process, budget, recruitment and availability of diplomatic training centre for knowledge enhancement.

An unstructured interview was conducted on the managers of bilateral and regional relations of the receiving countries where researcher is accredited to namely, Thailand, Cambodia and Lao PDR for comparative study.

Considering that the employees working in bilateral and regional relations of the Ministry of Foreign Affairs of Timor-Leste are very limited, which is less than ten people each, all of them have been accessed by using demographic based questionnaires or open-ended questions.

Table 3.2 – Survey Structure

Survey Structure		
Part I	1. Gender 2. Age 3. Position 4. Experience 5. Income	5 Questions
Part II	Organization Variables 1. Fields of Knowledge 2. Short Term Course 3. Medium Term Course 4. Long Term Course	25 Questions
Part III	Organizational Performance	2 Questions
Part IV	Individual Variables 1. Leadership Mindset 2. Cultural Diversity Perspective 3. Vision, Mission and Strategy 4. Job Challenge 5. Recognition 6. Paradoxical Responsibility 7. Personal Life 8. Interpersonal Relations	44 Questions
Part V	Involvement of Foreign Officers Towards Change	6 Questions
Total		60 Questionnaires

Interview Guide

In the Pre ODI phase, informal interviews were used to draw out the area of focus for improvements. Instead of writing a list of fixed questions, the researcher prepared a list of topics for discussion with basis on Hokey Min's (2007) studies and Herzberg's Two Factor Theory. This is to avoid negative interpretations or misunderstanding that may come from the interviewees and avoidance of researcher to look like asking problem-picking questions.

Document Checklist

Researcher used also document checklist to enrich the collection of data.

3.4 Data Collection Technique

In this study, the researcher used questionnaires for survey, did observation and interview.

Observation

The researcher used unstructured guidelines for the preliminary findings, during the foreign officers working time to observe their daily work, work conditions, behaviors, horizontal relations and address certain questions while working.

Use of Questionnaires

For Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste the questionnaires were delivered by hand on Friday and collected on Monday, because normally all government employees are relaxed on Friday for general cleaning, so they can take time to do it and on Monday the answers of the questionnaires can be collected.

For the Ambassadors and receiving countries' managers, the questionnaires were delivered through online correspondence, accompanied by a Note Verbale from the Embassy, to help speeding up the process.

Interview

The interview technique was done by using questions based on the Pre ODI variables which are mainly related to the capacity building of human capital and readiness to change of the foreign officers of bilateral and regional relations.

3.5 Data Collection Procedure

The researcher distributed questionnaires to employees on Friday and collect them on Monday. When all the questionnaires are collected, the researcher did the analysis of data through Statistical Package for Social Science (SPSS) to determine the results and report it to the managers as feedback of data gathering.

The ODI cannot be implemented immediately, because all depends on the Annual Action Plan submitted once a year for the approval of the Council of Ministers and National Parliament, normally at the end of the Annual Fiscal Year, which is in November every year. So, the researcher was limited to propose ideas found and give recommendations to the Ministry through the managers of Bilateral and regional relations.

3.6 Data Analysis

In this research, Data Analysis used by researcher are both qualitative and quantitative. All the results generated from observations and interviews, will form qualitative data and all the results coming from the questionnaires that have been analyzed using Statistical Package for Social Science (SPSS), form the quantitative data.

Qualitative Analysis

Qualitative Data Analysis (QDA) model designed by John V Seidel (1998) the developer of Ethnography, is an easy and understandable model used by the researcher, during the process of collecting qualitative data.

According to Seidel (1995), QDA is not just simply *collecting, thinking* and *noticing* about things and write a report about the things, but the three steps happen in a congruent and interactive way. Seidel listed three types of characteristics, namely the iterative and progressive, recursive and holographic. Interactive and progressive represent a repeating cycle of the three.

So, the researcher decides to use this QDA model to find in all the qualitative methods to collect data and find out patterns. The researcher will first record things that have been noticed through observations and interviews. After things have been collected, the next step is sorting the data or grouping the data. When the researcher sorts things out, last will be thinking of the patterns, relationships and discoveries of the things collected.

Quantitative Analysis

All the Collected Data was computed into Statistical Package for Social Science (SPSS) to calculate the results.

Table 3.3 – Data Analysis

Demographic Profiles	<ol style="list-style-type: none"> 1. Gender 2. Age 3. Position 4. Experience 5. Income 	Frequency Statistics
Organization Variables	<ol style="list-style-type: none"> 1. Fields of Knowledge 2. Short Term Training 3. Medium Term Training 4. Long Term Training 	Two Stage Regression Analysis
Individual Variables	<ol style="list-style-type: none"> 1. Leadership mindset 2. Cultural Diversity perspective 3. Vision, Mission and Strategy 4. Job challenge 5. Recognition 6. Paradoxical Responsibility 6. Personal Life 7. Interpersonal Relations 8. Individual Involvement in Change 	Two Stage Regression Analysis
Organization Performance	<ol style="list-style-type: none"> 1. Individual Performance 2. Organization Performance 	<ol style="list-style-type: none"> 1. Two Stage Regression Analysis 2. T-test

For the demographic profiles, the researcher used frequency statistics to describe the characteristics of the respondents as a whole. The researcher will use two stage regression analyses to test the relationship. The first stage is to test the relationship between individual and organizational factors. The second stage is to test between individual involvement and organizational performance.



CHAPTER 4

Presentation and Analysis of Data

This chapter presents and describes the research findings and data analysis of the case study on capacity building requirements and readiness for change of the foreign officers in bilateral and regional relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and the proposed ODI program, based on the research objectives and research questions. The study covers the entire action research process with two phases as follows. Phase I: Diagnose of the current situations and analyze the capacity building requirements and readiness for change of the foreign officers in bilateral and regional relations of the Ministry of Foreign Affairs; Phase II: identify and develop ODI; and Phase III evaluation. Therefore the researcher divided this presentation of the findings into four parts which were:

- 1) Demographic Profiles.
- 2) Quantitative Data Analysis of the case study on capacity building requirements.
- 3) Pre-OD Intervention and OD Intervention and
- 4) Qualitative Data Analysis.

4.1 Ad1. Demographic Profiles of the Respondents

Following is the explanation of the diagnosis done on the demographic profile of Bilateral and Regional Division members including three influenced external members of the Ministry of Foreign Affairs.

Demographically, researcher had identified the following characteristic of the foreign officers involved in the research of online questionnaire, which gave positively their agreement on the capacity building requirements in which, eight of them are men and six others are women. From the total of 14 respondents, eight of them were aged between 26 and 30 years old

and six others were between 31 and 40 years old.

In terms of years of experience, Secretary-General is the only one who has nine years work experience followed by Acting Secretary-General with eight years work experience and the other three with six, five and four years work experience respectively. The rest, two of them have four years experience, three with three years of experience and four others have only two years and from those who have two up to five years experience, were never been submitted to any internal nor overseas training, with exception of one of them who have experienced three years posting at the Embassy in one of the ASEAN countries. So, majority of them without any capacity building training for the improvement of their knowledge and skills, to perform and deliver their daily services qualitatively and they are desperate for the demands of capacity building requirements.

Below is the Table 4, which shows demographic diagnosis on bilateral and regional divisions including the three key persons of the Ministry of Foreign Affairs.

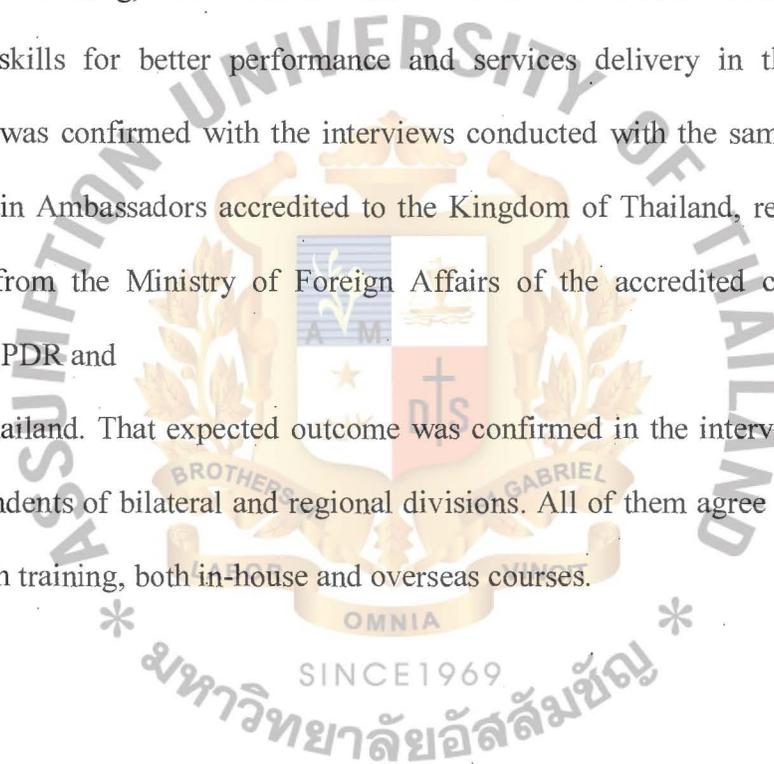
Table 4 - Demographic Profile

N0.	Man	Woman	Age	Divisions & Positions	Years of Experience	Income Level
				BILATERAL DIVISION		
1	1		31-40	Director General	6	561 above
2	-	1	26-30	Director	4	461-561
3	1	-	31-40	Assistant Director	2	361-460
4	-	1	26-30	African Desk staff	2	261-361
5	-	1	26-30	American Desk staff	3	261-361
6	-	1	26-30	Asian Desk staff	2	261-361
				REGIONAL DIVISION		
7	1	-	31-40	Director-General	7	561 above
8	-	1	31-40	Assistant Director	4	361-460
9	1	-	26-30	Staff	2	261-361
10	1	-	26-30	Staff	3	261-361
11	1	-	26-30	Staff	3	261-361
				KEY PERSONS		
12	-	1	31-40	Secretary-General	9	561 Above
13	1	-	31-40	Acting S-G	8	561 Above
14	1	-	26-30	Human Resources Director	5	461-561
Total	8	6			2 Years= 4	261-361= 6
Grand Total		14	26-30=8 31-40=6		3 Years= 3	361-460= 2
					4 Years= 2	461-561= 2
					5 Years= 1	561 Above= 4
					6 Years= 1	
					7 Years= 1	
					8 Years= 1	
					9 Years= 1	

Ad2. Quantitative Data Analysis of the Case study on Capacity Building Requirements.

The Flowchart of the Research Finding shown in the below figure 4, A and B, summarizes the diagnosis process of interviews and questionnaires distributed to the directors and staffs of bilateral and regional divisions of the Ministry of Foreign Affairs.

As it can be seen in the Figure 4 on the flowchart, the Action Research or Research Findings were summarized into two parts. One is Quantitative Data Analysis and the other is on the Qualitative Data Analysis. From the Qualitative Analysis, researcher had found out that, all respondents which questionnaires were distributed, have responded positively, that they agree with the proposed fields of knowledge for short, medium and long capacity building through training, both in-house and overseas to increase their knowledge and improve their skills for better performance and services delivery in their future daily activities. This was confirmed with the interviews conducted with the same respondents as well as to certain Ambassadors accredited to the Kingdom of Thailand, regionally selected and Directors from the Ministry of Foreign Affairs of the accredited countries, namely Cambodia, Lao PDR and Kingdom of Thailand. That expected outcome was confirmed in the interview conducted to the same respondents of bilateral and regional divisions. All of them agree with the capacity building through training, both in-house and overseas courses.



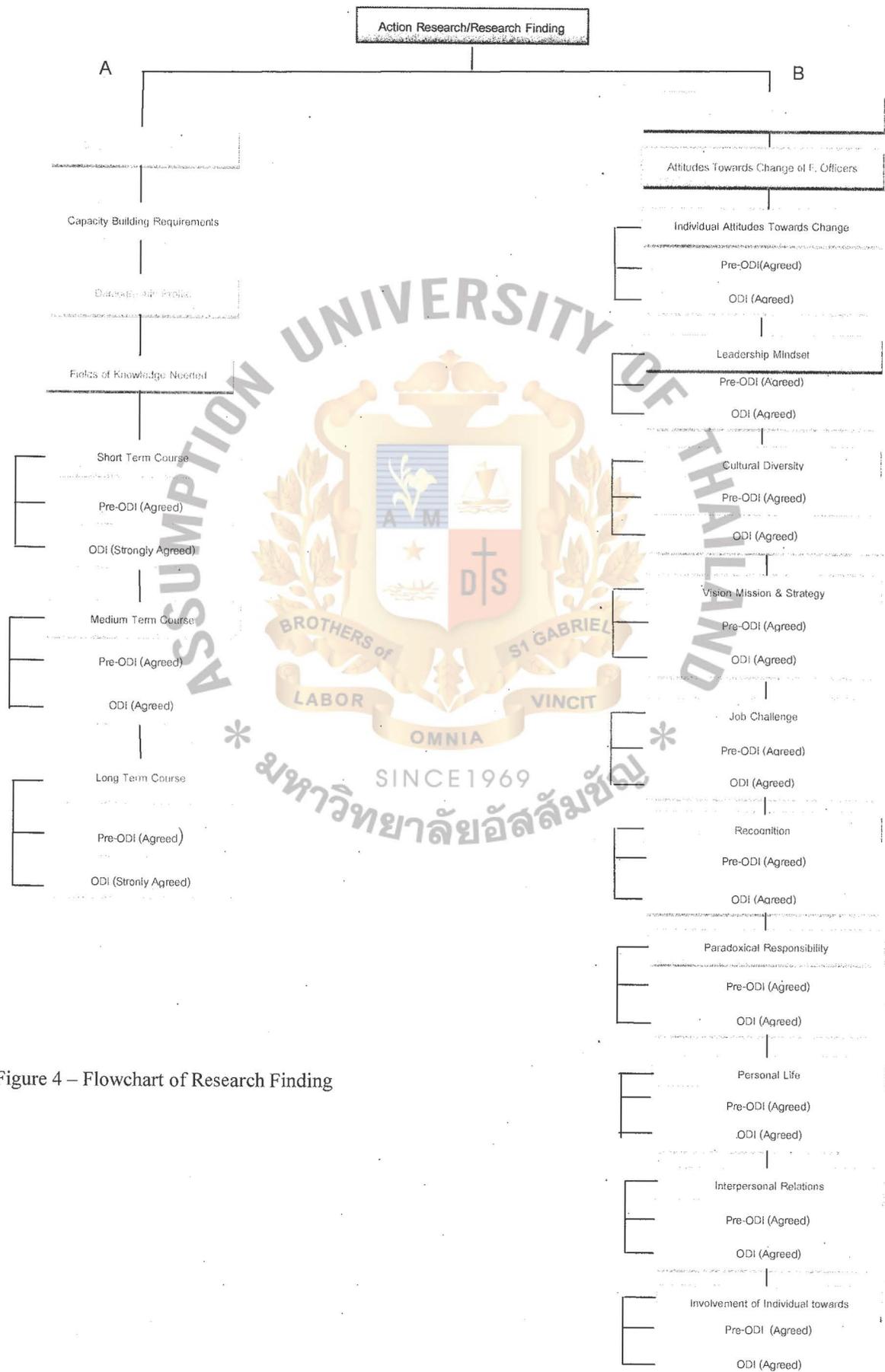


Figure 4 – Flowchart of Research Finding

4.2 Pre-ODI

a) Observation

Observations conducted during four working days respectively in the Division of Bilateral and Regional relations had shown that, vertical and horizontal communication flows normal within the above mentioned Divisions from the top-down and bottom-up, between the heads of the Divisions and the staff as well as the coordination of the activities between the Directors of each Division and their respective staffs and vice-versa. However, observing the large areas of the two divisions and the small number of staff working within each division, it is hard to imagine, they are able to work in an effective and efficient manner, because each staff is tasked to do activities that are normally done by two or three different persons, if the result is expected to be qualified as 100% productive. For that, the increase of the number of staff for the two above mentioned Divisions through recruitment and training is highly recommended.

b) Interview

Due to very limited number of staff in the two Divisions of Bilateral and Regional relations of the Ministry of Foreign Affairs, the researcher succeeded to conduct in two separate days the Interview activities to all of them. Below is the table 4.1 which shows the demographic profile of foreign officers of bilateral division and regional divisions, including the three key persons and advisors of the Ministry.

Besides, online questionnaires, the researcher also conducted interviews to all of them. All bilateral and the regional staff agreed with the increase of human resources as well as capacity building of the foreign officers to have adequate task distribution and

improvement of services delivery quality. For the regional affairs the scope or magnitude of the activities comparing with bilateral affairs, is still inferior due to the priority of the regional focus concentration resides in Asia, which is Timor-Leste's efforts to become member of ASEAN Countries in 2012 or a few years later. Although Timor-Leste had applied to be member of few regional institutions, the main focus resides in ASEAN, due to its geographical position within the region of Southeast Asia. Although the regional division had registered slightly changes, accumulation of tasks still notorious, where the demand of the human resources increase through recruitment still strong. Considering the existence of tasks accumulation on the hands of small number of staffs and the low quality of the existent human resources, the impact on communication both within the Division and Ministry as well as with the regional partners is poor. That is the reason of continuous demand of human resources increases in terms of number through recruitment and periodical training for the improvement of the quality of foreign officers performances and services delivery.

Considering the connectivity of the issues discussed in this action research, interview was conducted also with key people responsible for the whole Ministry as well as for the area of Human Resources and some advisors who are experienced in the related matters in their country of origin, as it can be seen in the separate table below on some of the key influenced persons of the Ministry.

Questions addressed to them:

1. What is the actual and future plan for the foreign officers especially for future diplomats of Bilateral and Regional Relations?
2. Is there any plan to increase the number of foreign officers?
3. How far is the change that the Ministry has made related to foreign officers?

4. Any plan for in-house training or overseas training for foreign officers to improve service delivery quality?
5. How big is the budget for periodical recruitment and training?

The Acting Secretary-General, who has the role as the general supervisor of the Ministry of Foreign Affairs administratively, were interviews related to the actual and the future plan of the Ministry of Foreign Affairs for diplomats in terms of capacity building requirements, including their individual involvement towards change.

There are small improvements of the actual situation of bilateral and regional divisions in terms of numbers, including other divisions, though insufficient and much still needs to be done. The acting Secretary-General is going to continue with the plan already set up by his predecessor, which is the result of the gathering of all the staff, directors, advisors and the Minister last June to discuss about the improvement of the whole Ministry, he said during the interview. "We are moving step by step starting from the organizational improvement to come to the individual ones later on. It is going to take time, but slowly we are moving ahead".

The researcher also met with the former Secretary-General who was nominated as Ambassador to China a few months ago and asked her about the actual and the future situation of the Ministry of Foreign Affairs, as she was leading the gathering of the foreign officers of the Ministry of Foreign Affairs last June. She said, the Ministry has made some changes although small, especially in terms of organizational structure of the Institution. The Ministry had set up plans for changes to happen at the Ministry, but unfortunately institutionally it needs first to foster institutional capability strengths and after that will follow with individual ones. Now, tasks have been given to each division, including bilateral and

regional affairs to elaborate their own programs in order to move ahead in terms of institutional and individual quality improvements.

The results of the interview had shown that all of the respondents agreed with need of capacity building to increase the knowledge of diplomats or foreign officers within in-house and overseas periodical courses to better develop their personal skills, performances and services delivery.

The researcher also met the Director of Human Resources, who also agree with the capacity building requirements for the foreign officers. The Ministry had gathered and discussed about changes to be done at the Ministry and the Division of Human Resources is working on the preparation for more recruitments in future.

Researcher had also conducted interviews with three advisors from the Ministry, from Portugal and Japan, who had been tasked to work on the rules and regulations of the Ministry. Due to their experiences in foreign offices in their country of origin, they shared their experiences about capacity building of foreign officers within in-house and overseas training.

As it can be seen in the Table 4.1, the total number of interviews conducted were for 17 respondents, including key persons of the Ministry of Foreign Affairs and three advisors and all of them agree with the proposed fields of knowledge needed for capacity building of the foreign officers.

Table 4.1 - Interview

Institutional Position Levels of Employment	Acting Secretary-General	Former SG actual Ambassador	1. Director-General* 2. Director*1 3. Assistant Director*2	Staffs	Experts	Total
Supervisor (Key person)	1	-	-	-	-	1
Former Supervisor (Key Peron)	-	1	-	-	-	1
Human Resources (Key Person)	-	-	1	-	-	1
Legal & Regional Advisors	-	-	-	-	3	3
Bilateral Division	-	-	1* 1*1 1*2	3	-	6
Regional Division	-	-	1* 1*2	3	-	5
Total	1	1	6	6	3	17
Grand Total						17

Interview Conducted with Key Persons, Bilateral & Regional Divisions and Advisors

Informal and unstructured interview was conducted to selected Ambassadors from different regions around the world, and Directors of the Ministry of Foreign Affairs of the Accredited Countries, respectively Cambodia, Lao PDR and Thailand, *Table 4.2* below, shows the informal and unstructured interviews, conducted to Ambassadors of Brazil, Cuba, Lao PDR, Malaysia, Portugal, South Africa and Vietnam in bilateral meetings and official receptions, about how their own respective countries have conducted capacity building for their diplomats in the past? Did they conduct it at the Ministry of Foreign Affairs of their respective countries or through bilateral and regional agreements with their neighboring countries? And what were the requirements for capacity building for their diplomats? Same questions were addressed to the Directors of the researcher's accredited countries, namely Cambodia, Lao PDR and Thailand.

Mostly all of them have responded by emphasizing the importance of human resources capacity building, especially, diplomats. In terms of place of training, different were the answers. Some of them have their own diplomatic training center within their

respective country, but others have to send their diplomats to be trained in the neighboring countries through bilateral and regional agreements or sponsored by the third rich countries, like Japan, European Union or USA.

Informal and unstructured interviews, were conducted to Ambassadors of the countries above mentioned, regionally selected and Directors of certain ASEAN Countries to which the researcher is accredited to, as representative of his country. The purpose was to get data collection for comparative study, in order to see the way they had been conducted human resources capacity building in their own respective countries, so that Timor-Leste as a new country can follow the positive steps done by different countries around the world.

So, the total number of respondents interviewed were twenty five (25), in which seventeen from the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and eight others from regional selection of foreign Ambassadors accredited to the Kingdom of Thailand and Directors of the Ministry of Foreign Affairs of the Cambodia, Lao PDR and the Kingdom of Thailand.

Table 4.2 – Informal and Unstructured Interview

Institutional Position Institution	Ambassadors	Director-General	Deputy Director-General	Director of Regional Desk	Total
1. Embassy of Brazil	1	-	-	-	1
2. Embassy Cuba	1	-	-	-	1
3. Embassy of South Africa	1	-	-	-	1
4. Embassy of Malaysia	1	-	-	-	1
5. Embassy of Portugal	1	-	-	-	1
6. MFA Cambodia	-	-	1	-	1
7. MFA Lao PDR	-	1	-	-	1
8. MFA Thailand	-	-	-	1	1
Grand Total					8

c) Online Questionnaire

The online questionnaires were distributed to the total of 11 respondents respectively, six (6) from bilateral division and other five (5) from regional division, as it can be seen in the Table 4.1

Table 4.1- Online Questionnaire Interview Respondents

Institutional Position	Director-General	Director	Assistant Director	Staffs	Total
Bilateral Division	1	1	1	3	6
Regional Division	1	-	1	3	5
Total	2	1	1	6	11
Grand Total					11

4.3 ODI

In the area of capacity building requirements, after analysis of data collected from the eleven respondent of bilateral and regional divisions, researcher used the cumulative percentage to rate the degree of strongly disagree, disagree, agree and strongly agree of the respondents, as it can be seen in the respective tables below, related to the **Short, Medium and Long Term Courses**.

4.3.1 For the Short Term Course, it was registered 2 members agreed and the 9 others strongly agreed with proposed subjects for the training in order to increase their knowledge and do properly their tasks. No one disagrees nor strongly disagrees. So, the cumulative Percent is 100% Strongly Agreed with the short term course (Table 4.2).

Table 4.2 - Short Term Course

Short Term Course		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0	0
	Disagree	0	0.0	0	0
	Agree	2	2.0	2.0	2.0
	Strongly agree	9	9.0	9.0	9.0
	Total	11	100.0	100.0	100.0
Missing	100.00	0	0.0	0	
Total		11	100.0	100.0	

Cumulative Percentage for the Short Term Course – 100% Strongly Agree

On the Course Period for the Short Term, all of the eleven (11) respondents from bilateral and regional divisions agree 100% to have it during six months period of time.

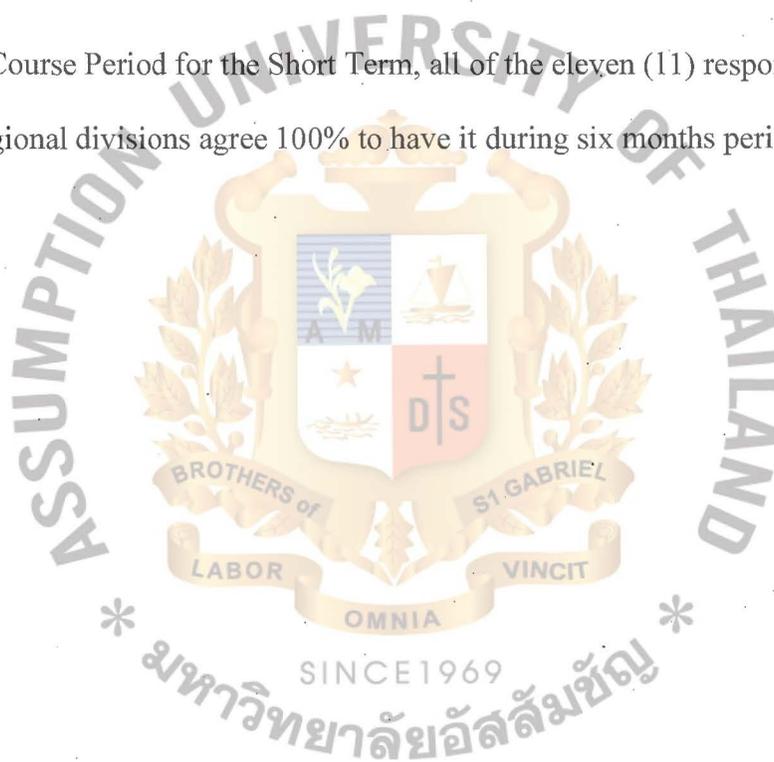


Table 4.2.1 - Short Term Course Period

Geneva Conventions on Diplomatic Relation		Frequency		Percent	Valid Percent	Cumulative Percent
		6 months	12 months			
Valid	Strongly disagree	-	-	0.0	0	0
	Disagree	-	-	0.0	0	0
	Agree	7	-	7.0	7.0	7.0
	Strongly agree	4	-	4.0	4.0	4.0
	Total			11.0	11.0	100.0
Missing	100.00	11		0.0	0	
Total		11.0		11.0	100.0	
Geneva Convention on Consular Relations		Frequency		Percent	Valid Percent	Cumulative Percent
		6 months	12 months			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	5	-	5.0	5.0	5.0
	Strongly agree	6	-	6.0	6.0	6.0
	Total			11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		11.0		11.0	100.0	
Norms and Conduct		Frequency		Percent	Valid Percent	Cumulative Percent
		6 months	12 months			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	3	-	3.0	3.0	3.0
	Strongly agree	8	-	8.0	8.0	8.0
	Total			11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		11.0		11.0	100.0	
Moral and Ethics		Frequency		Percent	Valid Percent	Cumulative Percent
		6 months	12 months			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	4	-	4.0	4.0	4.0
	Strongly agree	7	-	7.0	7.0	7.0
	Total			11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		11		11.0	100.0	

4.3.2 In the **Medium Term Course**, all the 11 respondents were distributed with the questionnaires and after three days they were returned and the result was that, six of them agreed and five others strongly agreed with the medium term course. So, the result is 100% agreed with the Medium Term Training (Table 4.3).

Table 4.3 - Medium Term Course

Medium Term Course	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Agree	6	6.0	6.0	6.0
Strongly agree	5	5.0	5.0	5.0
Total	11	100.0	100.0	100.0
Missing 100.00	0	0	0	
Total	11	100.0	100.0	

Cumulative Percentage for the Medium Term Course – 100% Agree

On the Course Period for the Medium Term, all of the eleven (11) respondents from bilateral and regional divisions agree 100% to have it during three months period of time for Human Rights Conventions, Human Trafficking and Drugs Trafficking, considering that these subjects are more relevant for police and not for foreign officers. However, Law of the Treaties, Human Rights Law, Law of the Sea/Maritime Law and Outer Space Law, need more time for specialization and they are more relevant for the foreign officers.

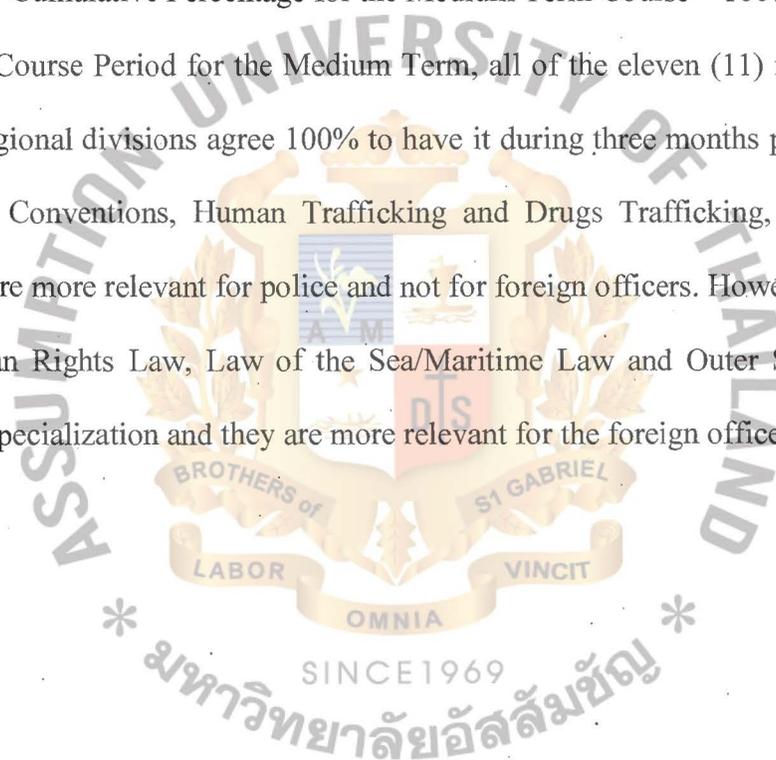


Table 4.3.1 Medium Term Course Period

Coaching Human Rights Conventions		Frequency		Percent	Valid Percent	Cumulative Percent
		3 months	6 months			
Valid	Strongly disagree	-	-	0.0	0	0
	Disagree	-	-	0.0	0	0
	Agree	8	-	8.0	8.0	8.0
	Strongly agree	3	-	3.0	3.0	3.0
	Total	11		11.0	11.0	100.0
Missing	100.00	11		0.0	0	
Total		100.0		11.0	100.0	
		11				
Human Trafficking		Frequency		Percent	Valid Percent	Cumulative Percent
		3months	6 months			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	2	-	2.0	2.0	2.0
	Strongly agree	9	-	9.0	9.0	9.0
	Total	11		11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		100.0		11.0	100.0	
		11				
Drugs Trafficking		Frequency		Percent	Valid Percent	Cumulative Percent
		3 months	6 months			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	6	-	6.0	6.0	6.0
	Strongly agree	5	-	5.0	5.0	5.0
	Total	11		11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		100.0		11.0	100.0	
		11				
Law of the Treaties		Frequency		Percent	Valid Percent	Cumulative Percent
		3 months	2 years			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	2	-	2.0	2.0	2.0
	Strongly agree	-	9	9.0	9.0	9.0
	Total	11		11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		100.0		11.0	100.0	
		11				
Human Rights Law		Frequency		Percent	Valid Percent	Cumulative Percent
		3 months	2 years			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	5	-	5.0	5.0	5.0
	Strongly agree	-	6	6.0	6.0	6.0
	Total	11		11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		100.0		11.0	100.0	
		11				
Law of the Sea/Maritime Law		Frequency		Percent	Valid Percent	Cumulative Percent
		3 months	2 years			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	-	4	4.0	4.0	4.0
	Strongly agree	-	7	7.0	7.0	7.0
	Total	11		11.0	11.0	100.0
Missing	100.00	11		0	0	
Total		100.0		11.0	100.0	
		11				
Outer Space Law		Frequency		Percent	Valid Percent	Cumulative Percent
		3 months	2 years			

Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	-	8	8.0	8.0	8.0
	Strongly agree	-	3	3.0	3.0	3.0
	Total	11		11.0	11.0	100.0
Missing	100.00	100.0		0	0	
Total		11		11.0	100.0	

4.3.3 In the **Long Term Course** for Technical Skills, 3 agreed and 8 strongly agreed, because they think that the Ministry really needs national experts instead of recruiting all the time from other countries. So, once again it was registered 100% agreed with the long term course for technical skills. The diagnosis of the Action Research was done by using Cumulative Percentage to measure the rate of strongly disagree, disagree, agree and strongly agree of the respondents through the obtained answers of the questionnaires distributed to the respondents. See, Table 4.4 below.

Table 4.4 - Long Term Course

Long Term Course/Technical Skills	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Agree	3	3.0	3.0	3.0
Strongly agree	8	8.0	8.0	8.0
Total	11	100.0	100.0	100.0
Missing 100.00	0	0	0	
Total	11	11.0	100.0	

Cumulative Percentage for the Long Term Course – 100% Strongly Agree

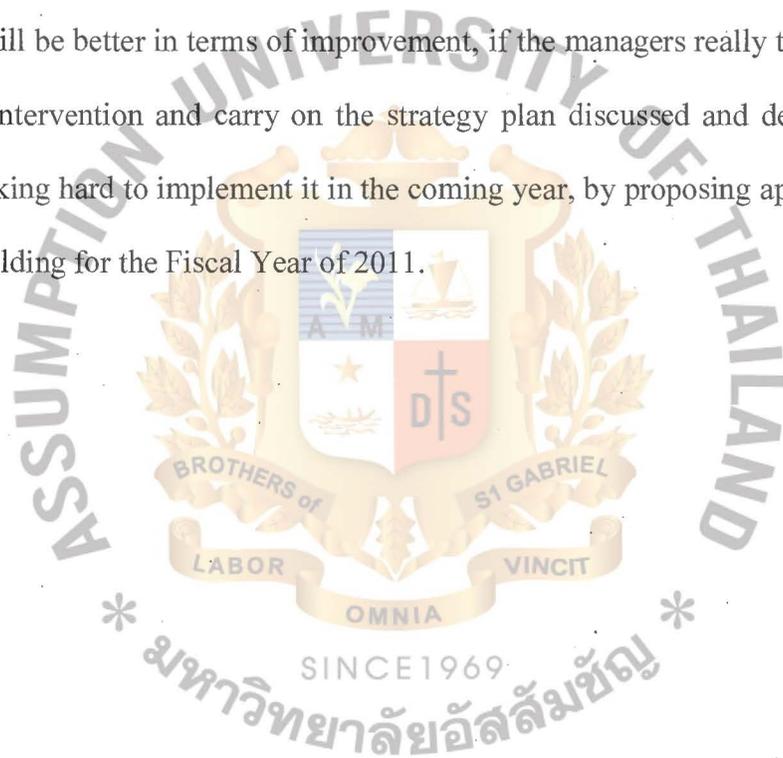
On the Course Period for the Long Term, all of the eleven (11) respondents from bilateral and regional divisions agree 100% to have it during two years period of time for Negotiation, Dialogue, Problem Solving and Technical Cooperation to get appropriate skills in order to perform adequately.

Table 4.4.1 - Long Term Course Period

Negotiation		Frequency		Percent	Valid Percent	Cumulative Percent
		1 year	2 years			
Valid	Strongly disagree	-	-	0.0	0	0
	Disagree	-	-	0.0	0	0
	Agree	-	4	4.0	4.0	4.0
	Strongly agree	-	7	7.0	7.0	7.0
	Total	11		11.0	11.0	100.0
Missing	100.00	100.0		0.0	0	
Total		11.0		11.0	100.0	
Dialogue		Frequency		Percent	Valid Percent	Cumulative Percent
		1 year	2 years			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	-	6	6.0	6.0	6.0
	Strongly agree	-	5	5.0	5.0	5.0
	Total	11		11.0	11.0	100.0
Missing	100.00	100.0		0	0	
Total		11.0		11.0	100.0	
Problem Solving		Frequency		Percent	Valid Percent	Cumulative Percent
		1 year	2 years			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	-	4	4.0	4.0	4.0
	Strongly agree	-	7	7.0	7.0	7.0
	Total	11		11.0	11.0	100.0
Missing	100.00	100.0		0	0	
Total		11		11.0	100.0	
Technical Cooperation		Frequency		Percent	Valid Percent	Cumulative Percent
		1 year	2 years			
Valid	Strongly disagree	-	-	0	0	0
	Disagree	-	-	0	0	0
	Agree	-	5	5.0	5.0	5.0
	Strongly agree	-	6	6.0	6.0	6.0
	Total	11		11.0	11.0	100.0
Missing	100.00	100.0		0	0	
Total		11		11.0	100.0	

4.4 Desired Results

Considering that the diagnosis of the proposed fields of knowledge resulted in the confirmation of 100% Strongly Agree for the Short and Long Term Courses and Agree for the Medium Term, the conclusion taken is that, the future of the foreign officers of Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste, will be better in terms of improvement, if the managers really take seriously the proposed OD Intervention and carry on the strategy plan discussed and developed in June 2010; then working hard to implement it in the coming year, by proposing appropriate budget for capacity building for the Fiscal Year of 2011.



CHAPTER 5

Summary, Conclusions and Recommendations

This chapter describes the summary of the whole research from Chapter 1 to Chapter 4 and draws conclusions on the findings that the researcher had found and provides recommendations to be addressed to the Company that facilitated the action research findings, in this case to Bilateral and Regional divisions of the Ministry of Foreign Affairs, as the result of researcher's findings, whether to improve, correct or further research to find more information.

5.1 Summary Overview of the Research

After all the work done including action research, related to the Case Study on Capacity Building Requirements of Foreign Officers in Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste, the researcher can summarize it as the following:

Researcher have collected information from three main sources namely, Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste, Foreign Officers of Thailand, Cambodia and Lao PDR and seven Ambassadors from four continents accredited to the Kingdom of Thailand.

1. The main source was from Bilateral and Regional Divisions of the Ministry of Foreign Affairs, during two weeks of intensive activities in conducting action research through observation, interview and online questionnaire. The information collected was not limited only from the two divisions, but also from the key persons of the Ministry, such as from the Acting Secretary-General, Former Secretary-General, Human Resources Director and Advisors from Portugal and Japan. All of them recognized the need of making changes,

through institutional and personal improvement and all stated that it will take time to make big changes, due to the lack of human resources capable at the moment.

2. The second source of data collection originated from the Foreign officers of the Kingdom of Thailand, Cambodia and Lao PDR. The foreign officers from above mentioned countries, have also shared their experiences about the importance of human resources capacity building, not only conducted within in-house training, but also sending their diplomats to study and be trained in neighboring countries through bilateral or regional agreements.
3. The third source was respectively from Ambassadors of Brazil, Cuba, South Africa, Portugal, Vietnam, Malaysia and Lao PDR, who also shared their experience on how they conducted training for their diplomats within and outside their respective countries.

So, from the three sources there is a common view, which is periodical capacity building and training for human resources to develop the skills and improve the knowledge is crucial for the success of the Ministry of Foreign Affairs.

5.2 Conclusions

The action research conducted from the three sources above mentioned in the summary, shows that human resources capacity building for foreign officer of bilateral and regional relations of the Ministry of Foreign Affairs is crucial and constitutes a big challenge for the managers of Bilateral and regional affairs.

For the smooth implementation of the foreign officers activities, Bilateral and Regional Divisions have to start working seriously on the follow up of the decision made to make changes for the Ministry in general and in their specific divisions, particularly.

The researcher will do his best to support the two divisions of Foreign Affairs to achieve the objective of their strategic plan.

5.3 Recommendations

Based on the findings the researcher would like to recommend to the Bilateral and Regional Relations the following:

- Planning to select new qualified candidates for the respective Bilateral and regional Divisions for future recruitments, as it can be see in the Table 5, so that the desire of the respondents can become concrete, after the period of time stipulated in the strategic plan.
- Selection of candidates for In-House and Overseas Training
- Scheduling the Program
- Budget preparation

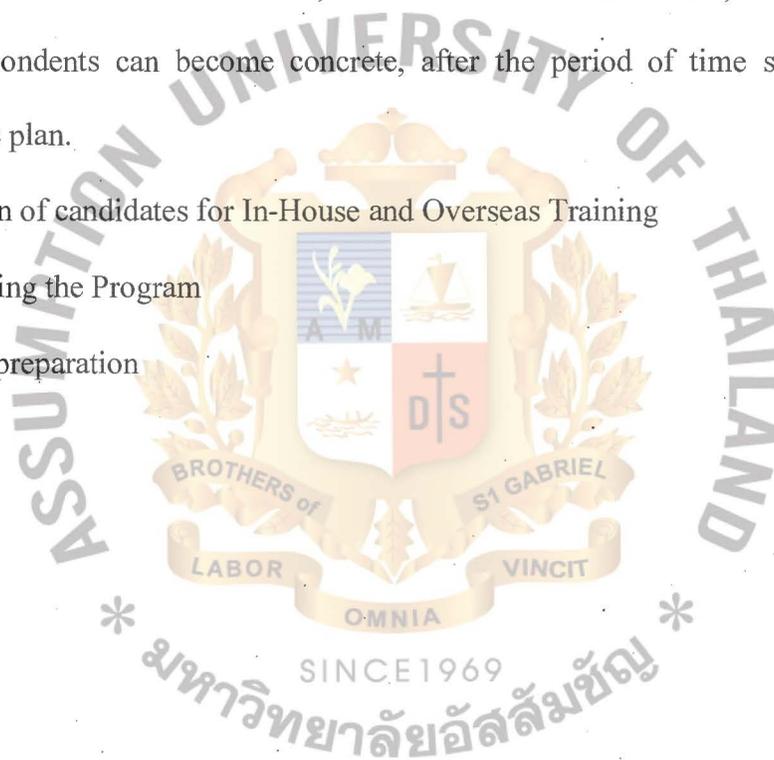


Table 5 – Action Research Framework

Pre-ODI Diagnosis	Proposed ODI A. Field of Knowledge	Desired Results
Short Term		
1. Six Months training 2. Six Months Training 3. Six Months Training 4. Six Months Training	1. Int. Convention Diplomatic Relations 2. Int. Convention on Consular Relations 3. Code of Conduct 4. Moral and Ethics	1. Better understanding on diplomatic Relations 2. Better understanding to take of the own citizen 3. Better performances 4. Better understanding of other people, with consideration and respect
Medium Term		
1. Three months training 2. Three months training 3. Three months training 4. Two years Course 5. Two years Course 6. Two years Course 7. Two years Course	1. Human rights Convention 2. Human Trafficking 3. Drugs Trafficking 4. Law of the Treaties 5. Human Rights Law 6. Law of the Sea/Maritime L 7. Outer Space Law	1. Active participation in international conferences 2. Able to detect human trafficking with international coordination and cooperation 3. Able to detect drugs trafficking with international coordination and cooperation 4. Able to advise the Ministry in the law of the Treaties after two years 5. Able to protect HRL 6. Able to protect national Sea Boundaries 7. Able to protect national space jurisdiction
Long Term		
1. Two years training to gain more negotiation skills 2. Two years training to gain more dialogue skills 3. Two years Training to gain more experience in Problem solving 4. Two years training for Technical cooperation Skills	1. Negotiation 2. Dialogue 3. Problem Solving 4. Technical Cooperation	Desired to have experts available in the mentioned areas after 2 years of training.

- Prepare the budget to be proposed for in-house and overseas training
- Planning for periodical training for sustainability.
- Continuous research for continuous improvement.



EPILOGUE

As additional idea for reflection of this Case Study on Capacity Building Requirements in Bilateral and Regional Relations of the Ministry of Foreign Affairs of the Democratic Republic of Timor-Leste and Proposed Organizational Development Intervention Program, the researcher would like to share the following experience in this brief epilogue.

As it happens in other Government Institutions of Timor-Leste, it is difficult to have a bilateral and regional foreign officers' capacity building requirements be done in a short period of time, especially for a country aged eight years old, which was marked by political instability and constant changes of the Government leadership, like Timor-Leste had faced during the first, second and third Constitutional Government at the beginning of 2006 to the end of 2007, is a challenging task.

From the experience during the data collection, the I found out that to have a successful capacity building for the officers of the Institution in general and for bilateral and regional relations in particular, a good plan only, is not sufficient. It needs a strong and persistent leadership, with great consistency in the plan, supported by capable assistants to cooperate with him in the implementation of the planned program, is crucial. Beside this, other factors considered very determinant as well, which affect the whole plan were, security and political stability of the country, which can guarantee the smooth implementation of the plan.

During the first Constitutional Government, from May 20, 2002 to April 2006, recruited international advisers, had elaborated strategic plan for the development of the Ministry, including capacity building for the foreign officers. Unfortunately, there was lack of persistent and strong leadership, consistent with the plan. Under the drawer the elaborated

plan was kept.

From April 2006 to the last quarter of 2007, two consecutive Prime Ministers came to power, for the Transitional Governments. They couldn't do much, unless to sustain the peace and stability for the General Election to take place smoothly without any conflict and the new Minister of Foreign Affairs was appointed as well. But, unfortunately considering the short period of time and adding to the lack of security and political instability, much couldn't be done. The elaborated plan supposed to be implemented, had failed.

After the General Election that took place in August 2007, the fourth Constitutional Government was formed and the new Minister of Foreign Affairs was appointed to lead the Ministry.

A review of the whole situation of the Ministry took place in June 2010, and after that another strategic plan was elaborated, but this time the leadership lacks of capable assistants to cooperate with him in the implementation of the plan. So, as it was stated previously, for a successful implementation of a plan, a strong leadership, persistent and consistent with the plan needs to be considered and supported by national security and political stability, are essential and most crucial ones.

The researcher will do my the best to support the above mentioned Divisions of the Ministry in order to fulfill the aspirations of their officers for the quality improvement of their performances through gradual and periodical capacity building program of their respective Divisions.

BIBLIOGRAPHY

A. Books

Single Author Book

Bolman, L. (2003). *Reframing Organizations*. San Francisco: Jossey Bass.

Crane, T. (1998), *The Heart of Coaching*. San Diego, California 92127: FTA Press, a Division of Crane Business Group Inc. 11052 Picaza Place.

Fullan, M. (2008), *The Six Secrets of Change*. San Francisco: Jossey Bass.

Harman, G. (1992) *International Development in Assuring Quality in Higher Education Asia and the Pacific* : Alma Graft.

Marquardt, M. (2004). *Optimizing the Power of Action Learning*. Mountain View, CA 94043: Davies –Black Publishing, a Division of CPP Inc.

O'Loughlin, D. (2009). *Facilitating Transformation*. Singapore: Phoon Kok Hwa, Candid Creation Publishing.

Book With Two Authors

Laubenstein, J. & Schuler, R. (1996) *Organizational Change*. AAL and IPS: Planning and Implementing Teams.

Sashkin, M. & Sashkin, M. G. (2003), *Leadership That Matters*. San Francisco, CA 94104-2916: Berrett-Koehler.

B. Journals

Journal with Single Author

Belasco, J. (1990). Teaching the Elephant to Dance. *Assessing People, Structure and Systems 1(1)*, 116-141.

Wall, A. (2001), Evaluating an undergraduate Unit Using a Focus Group. *Quality Assurance in Education. 9 (1)*, 23-31.

Journal With Two Authors

Bingham, R. & Ottewill, R. (2001). Whatever Happen to Peer Review? Revitalising the Contribution of Tutors to Course Evaluation. *Quality Assurance in Education. 9(1)*, 32-39.

Drennan, L. & Beck, M. (2001). Teaching Quality Performances Indicators- Key Influences on the UK Universities' Scores. *Quality Assurance in Education. 9 (2)*, 92-102.

Kabouridis, G. & Link, D. (2001), Quality Assessment of Continuing Education Short Courses. *Quality Assurance in Education, 9(2)*, 103-109.

Lawrence, J. & McCollough, M. (2001) A Conceptual Framework for Guaranteeing Higher Education. *Quality Assurance in Education. 9 (3)*, 139-152.

Peterson, P. & Quarstein, V. (2001), Assessment of Case Study Courses. *Quality Assurance in Education. 9(1)*, 46-53.

Storr, L. & Hurst, K. (2001), Developing a Quality Assurance Framework for In-Service Training and Development. *Quality Assurance in Education* 9(3), 132-138.

81

Journal with More Than two Authors

Stevens, G., Bareham, J. & Bourner, T. (2001) The DBA in British Universities: Assessments and Standards. *Quality Assurance in Education*. 9 (2), 61-71.

Louw, L. & Bosch, J. & Venter, D. (2001), Quality Perceptions of MBA Courses and Required Management Competencies. *Quality Assurance in Education* 9 (2), 72-79.

Louw, L., Bosch, J. & Venter, D. (2001), Graduates' Perceptions of the Quality of MBA Programmes. *Quality Assurance in Education*. 9(1), 40-45.

C. Online Source

Ministry of foreign Affairs (2004) Institute of Diplomacy and Foreign Relations (IDFR) Web:

[http://: www.kln.gov.my /web/guest/dd-idfr.](http://www.kln.gov.my/web/guest/dd-idfr)



APPENDIX

ONLINE QUESTIONNAIRE

PART I - Demographic Profile

Please put a checkmark [✓] in front of the answer.

1. Gender

Male Female

2. Age

25 or below 26-30 31-40 41-50 51 or above

3. Position title

Director

Policy Officer/Acting Director

Assistant Policy Officer

Staff

Others _____

4. Years of experience in this organization (in months)

5. Income Level

\$160 or below \$161 - \$180 \$181 - 260 \$261 - \$360
 \$361 - \$460 \$461 - \$560 \$561 or above

PART II - Fields of Knowledge Needed and Period of Course

Please indicate the extent to which you agree or disagree with the following statements.

1= Strongly Disagree; 2= Disagree; 3= Agree; 4= Strongly Agree

Organizational Performance	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Fields of knowledge				
1. Four fields listed in the short term are really in need for diplomats	1	2	3	4
2. All diplomats are obliged to know the listed fields of knowledge	1	2	3	4
3. The mentioned fields of knowledge are compulsory for all the diplomats	1	2	3	4
4. Without those mentioned fields of knowledge diplomats are not able to perform adequately	1	2	3	4
5. More international conventions needs to be added to the mentioned fields of knowledge	1	2	3	4
Training period				
1. For short term training period, maximum should be one semester.	1	2	3	4
2. More time is needed for training of the foreign officers	1	2	3	4
3. Proposed period of training is sufficient for diplomats capacity building	1	2	3	4
4. For better absorption of the proposed subjects should be given more than one year	1	2	3	4

5. Normal short term training does not take more than six months Course. 1 2 3 4

Medium Term of Training

1. Subjects selected for Medium Term Training crucial for foreign Officers 1 2 3 4
2. Subjects selected are of less relevance for diplomats 1 2 3 4
3. knowledge on selected subjects brought from the Universities are sufficient for diplomats 1 2 3 4
4. Additional and technical capabilities are needed for foreign officers 1 2 3 4
5. Training on selected subjects are very crucial for foreign officers capability increase 1 2 3 4

Period of Training

1. For Medium term of training the proposed period of time is appropriate * 1 2 3 4
2. More time is needed for training of foreign officers มหาวิทยาลัยอัสสัมชัญ SINCE 1969 1 2 3 4
3. Proposed period of training is sufficient for diplomats capacity building 1 2 3 4
4. For better absorption of the proposed subjects should be given more than two years 1 2 3 4
5. Normal Medium term of training does not take more than two years. 1 2 3 4

A. Long Term training

1.Enhancement of technical skills is crucial for foreign officers	1	2	3	4
2.Technical skills in the selected Areas for long term course is necessary	1	2	3	4
3.Long Term course for technical skills is very important for foreign officers	1	2	3	4
4.Increase of technical skills is crucial for foreign officers	1	2	3	4
5.Succesfull diplomacy of foreign officers will very much be dependent on the diplomats skills	1	2	3	4

PART III - Organizational Performance

Please indicate the extent to which you agree or disagree with the following statements.

1= Strongly Disagree; 2= Disagree; 3= Agree; 4= Strongly Agree

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My Ministry has been successful in achieving the goals	1	2	3	4
2. I have contributed a lot to the success of the Foreign Ministry	1	2	3	4

PART IV - Individual Variables

Please indicate the extent to which you agree or disagree with the following statements.

1= Strongly Disagree; 2= Disagree; 3= Agree; 4= Strongly Agree

Organizational Performance	Strongly Disagree	Disagree	Agree	Strongly Agree
----------------------------	-------------------	----------	-------	----------------

A. Attitudes towards change

Leadership Mindset

1. Smooth communication top-down, bottom up and laterally.	1	2	3	4
2. Information flow from top-down, bottom up and laterally.	1	2	3	4
3. Always in alignment with the Principles and goals of the Ministry	1	2	3	4
4. Strong internal and organizational culture of foreign officers	1	2	3	4
5. Strong team spirit of solidarity and cooperation among the foreign Officers	1	2	3	4

Cultural Diversity Perspective

1. Strong flow of communication as organizational culture	1	2	3	4
2. Cultural diversity is not an obstacle to strengthen internal foreign officers relationships	1	2	3	4
3. Cultural diversity enrich work creativity among foreign officers	1	2	3	4
4. I am proud working as foreign officer of the Ministry of Foreign Affairs, among other diplomats.	1	2	3	4
5. Cultural diversity is a sign of enhancement of foreign officers solidarity and alignment with the objectives of the Ministry	1	2	3	4

Vision Mission and Strategy

1. Created conditions for quality improvements in order to reach the goals of the Ministry.	1	2	3	4
---	---	---	---	---

2. Foreign officers alignment with the Visio and Mission of the Ministry is proved to be effective and efficient with the successes in the past.	1	2	3	4
3. Foreign officers are good in terms of quality improvement and organizational alignment.	1	2	3	4
4. The Ministry has reached so far more than 50% of quality improvement and 100% organizational alignment	1	2	3	4
5. Foreign Officers annual evaluation has proved the efficiency and effectiveness of the organizational alignment and quality improvement.	1	2	3	4
Job Challenge				
1. Creation of a reward system for the best performances in order to motivate and give the foreign officers spirit of courage and braveness to work.	1	2	3	4
2. Demand of quality and professionalism to be accepted member of the foreign officer	1	2	3	4
3. The number of the actual foreign officers at the Bilateral and Regional affairs are sufficient to cover the foreign relations services.	1	2	3	4
4. Foreign officers need to be increased numeric and significantly in order to be able to covering foreign services.	1	2	3	4
5. Special requirements is needed for candidates to foreign officers applicants	1	2	3	4

Recognition

1. I got recognition when I have done something exceptional	1	2	3	4
2. My contributions are valued by others.	1	2	3	4
3. The Ministry provided yearly reward for the best employee	1	2	3	4
4. Expressions of gratitude are common in the workplace	1	2	3	4
5. Recognition revitalizes my work dynamism	1	2	3	4

Paradoxical Responsibility

1. Foreign officers need to be aware of facing controversial decision	1	2	3	4
2. Paradoxical responsibility often appears in diplomatic relations	1	2	3	4
3. Foreign officers have to be ready to facing controversial issues.	1	2	3	4
4. I have control over how I do my my work	1	2	3	4
5. I have a word in decisions that are related to my job	1	2	3	4
6. I always do all my required tasks	1	2	3	4
7. I know what are my Responsibilities	1	2	3	4
8. Responsibility reflects maturity in thoughts and actions	1	2	3	4

Personal Life

1. Care for families health and financially sufficiency can guarantee diplomats work stability.	1	2	3	4
2. I come to work for financial reasons.	1	2	3	4

3. I come to work to support my family's daily expenses.	1	2	3	4
4. I spend the weeks ends with my family	1	2	3	4
5. Sometimes I spend the weekends with my friends	1	2	3	4
6. Personal life affects my turnover intention	1	2	3	4

Interpersonal Relations

1. I trust my co-workers	1	2	3	4
2. I trust my supervisors	1	2	3	4
3. I have good cooperation with my co-workers every time I need them	1	2	3	4
4. My team is very cooperative with other teams of the Ministry	1	2	3	4
5. Interpersonal relationship affects my turnover intention	1	2	3	4

Involvement of foreign officers towards change

Involvement

1. I have a say in decision making related to my job	1	2	3	4
2. Everybody is given opportunity to express their ideas	1	2	3	4
3. Access to information is equal for all the foreign officers	1	2	3	4
4. I have been involved in Important activities of the Ministry	1	2	3	4
5. All the foreign officers have equal opportunity	1	2	3	4

6. I feel proud to be member of the foreign officer

	1	2	3	4
--	---	---	---	---

INTERVIEW GUIDE

PART V – Interviews were also addressed to the Key Respondents of the Ministry of Foreign Affairs

1. What is the actual and future plan for the foreign officers especially for future diplomats of Bilateral and Regional Relations?
2. Is there any plan to increase the number of foreign officers?
3. How far is the change that the Ministry has made related to foreign officers?
4. Any plan for in-house training or overseas training for foreign officers to improve service delivery quality?
5. How big is the budget for periodical recruitment and training?

UNSTRUCTURED INTERVIEW

PART VI – Unstructured interview conducted with the Foreign Officers of the Ministry of Foreign Affairs of Cambodia, Lao PDR and Thailand including Ambassadors from different continents.

1. How does the Ministry conduct human resources capacity building for foreign officers ?
2. Does the Ministry conduct In-House at the Training every year for diplomats of Foreign Affairs?
3. Does the Ministry have any bilateral or regional agreement with other countries for capacity building purposes?

4. How is the overseas training program for foreign diplomats is conducted at the Ministry of Foreign Affairs?
5. What are subjects selected as the primary matters for their capacity building?
6. What is period of time for capacity building in terms of training?



THE ASSUMPTION UNIVERSITY LIBRARY

