



**ESTIMATES**

# **Canadian Centre for Management Development**

**2001-2002  
Estimates**

Part III – Report on Plans and Priorities

**Canada**

## The Estimates Documents

Each year, the government prepares Estimates in support of its request to Parliament for authority to spend public monies. This request is formalized through the tabling of appropriation bills in Parliament. The Estimates, which are tabled in the House of Commons by the President of the Treasury Board, consist of three parts:

**Part I – The Government Expenditure Plan** provides an overview of federal spending and summarizes both the relationship of the key elements of the Main Estimates to the Expenditure Plan (as set out in the Budget).

**Part II – The Main Estimates** directly support the *Appropriation Act*. The Main Estimates identify the spending authorities (votes) and amounts to be included in subsequent appropriation bills. Parliament will be asked to approve these votes to enable the government to proceed with its spending plans. Parts I and II of the Estimates are tabled concurrently on or before 1 March.

**Part III – Departmental Expenditure Plans** which is divided into two components:

- (1) **Reports on Plans and Priorities (RPPs)** are individual expenditure plans for each department and agency (excluding Crown corporations). These reports provide increased levels of detail on a business line basis and contain information on objectives, initiatives and planned results, including links to related resource requirements over a three-year period. The RPPs also provide details on human resource requirements, major capital projects, grants and contributions, and net program costs. They are tabled in Parliament by the President of the Treasury Board on behalf of the ministers who preside over the departments and agencies identified in Schedules I, I.1 and II of the *Financial Administration Act*. These documents are to be tabled on or before 31 March and referred to committees, which then report back to the House of Commons pursuant to Standing Order 81(4).
- (2) **Departmental Performance Reports (DPRs)** are individual department and agency accounts of accomplishments achieved against planned performance expectations as set out in respective RPPs. These Performance Reports, which cover the most recently completed fiscal year, are tabled in Parliament in the fall by the President of the Treasury Board on behalf of the ministers who preside over the departments and agencies identified in Schedules I, I.1 and II of the *Financial Administration Act*.

The Estimates, along with the Minister of Finance's Budget, reflect the government's annual budget planning and resource allocation priorities. In combination with the subsequent reporting of financial results in the Public Accounts and of accomplishments achieved in Departmental Performance Reports, this material helps Parliament hold the government to account for the allocation and management of public funds.

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**Canadian Centre  
for  
Management Development**

**Report on Plans and Priorities  
2001–2002**

**For the  
period of  
2001–2002 to 2003–2004**

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The Right Honourable Jean Chrétien  
Prime Minister of Canada

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## **Section I: Messages**

### **Minister's Message**

The world is in the midst of an unprecedented transformation from an industrial-based to a knowledge-based economy and society. Just as this transformation is changing the way we do business, the way we communicate and the way we live, so too it is changing the way the Public Service serves Canada and Canadians.

To stay at the leading edge, to remain relevant to the needs of Canada and Canadians and to maintain the trust of those it serves, the Public Service of Canada is increasingly becoming a knowledge-based organization. It must be adept at continually improving its performance through new ideas, knowledge and insight. It must be recognized for its sustained commitment to people – to their knowledge, know-how and creativity. It must invest in their lifelong learning. In a word, it must become a learning organization.

The Canadian Centre for Management Development is well positioned to assist in creating a learning culture in the Public Service of Canada. It is the only legally mandated institution dedicated to serving the training, development and learning needs of managers. It is committed to becoming a world-class centre of excellence in governance, public sector management, leadership and learning. It is dedicated to preparing Public Service managers to meet the challenges they face in leading, managing and offering the best possible policy advice and service to Canada and Canadians in the knowledge age.

As the Public Service of Canada strives to attract and retain its fair share of talent, the demand for training, development and learning will grow and intensify. This signals a challenging time for the Canadian Centre for Management Development.

I am pleased to present the Centre's Report on Plans and Priorities for the period 2001-2002 to 2003-2004.

## Management Representation Statement

<b>MANAGEMENT REPRESENTATION/DÉCLARATION DE LA DIRECTION</b> <i>Report on Plans and Priorities 2001-2002/Rapport sur les plans et les priorités de 2001-2002</i>	
<b>I submit, for tabling in Parliament, the 2001–2002 Report on Plans and Priorities (RPP) for the Canadian Centre for Management Development.</b>	<b>Je présente, en vue de son dépôt au Parlement, le Rapport sur les plans et les priorités (RPP) de 2001–2002 du Centre canadien de gestion.</b>
<p>To the best of my knowledge, the information:</p> <ul style="list-style-type: none"> <li>• accurately portrays the mandate, priorities, strategies and planned results of the Canadian Centre for Management Development;</li> <li>• is consistent with the disclosure principles contained in the <i>Guidelines for Preparing a Report on Plans and Priorities</i>;</li> <li>• is comprehensive and accurate;</li> <li>• is based on sound underlying departmental information and management systems.</li> </ul> <p>I am satisfied as to the quality assurance processes and procedures used for the RPP's production.</p> <p>The Planning and Reporting Accountability Structure (PRAS) on which this document is based has been approved by Treasury Board Ministers and is the basis for accountability for the results achieved with the resources and authorities provided.</p>	<p>À ma connaissance, les renseignements :</p> <ul style="list-style-type: none"> <li>• décrivent fidèlement le mandat, les plans, les priorités, les stratégies et les résultats escomptés du Centre canadien de gestion;</li> <li>• sont conformes aux principes de divulgation de l'information énoncés dans les <i>Lignes directrices pour la préparation du Rapport sur les plans et les priorités</i>;</li> <li>• sont complets et exacts;</li> <li>• sont fondés sur de bons systèmes d'information et de gestion sous-jacents.</li> </ul> <p>Je suis satisfaite des méthodes et des procédures d'assurance de la qualité qui ont été utilisées pour produire le RPP.</p> <p>Les ministres du Conseil du Trésor ont approuvé la structure de planification, de rapport et de responsabilisation (SPRR) sur laquelle s'appuie le document et qui sert de fondement à la reddition de comptes sur les résultats obtenus au moyen des ressources et des pouvoirs fournis.</p>
<p>Name/Nom :</p> <p>Date :</p>	

## **Section II: Departmental Overview**

### **2.1 What's New**

In order to have the structure and flexibility it needs to effectively achieve its mandate, the Planning, Reporting and Accountability Structure for the Canadian Centre for Management Development (CCMD) has been reduced from four business lines to one. This will better ensure that all CCMD programs and services are working together to create a learning culture in the Public Service, build the capacity of the Public Service management community and support the training, development and learning needs of Public Service managers.

### **2.2 Mandate, Roles and Responsibilities**

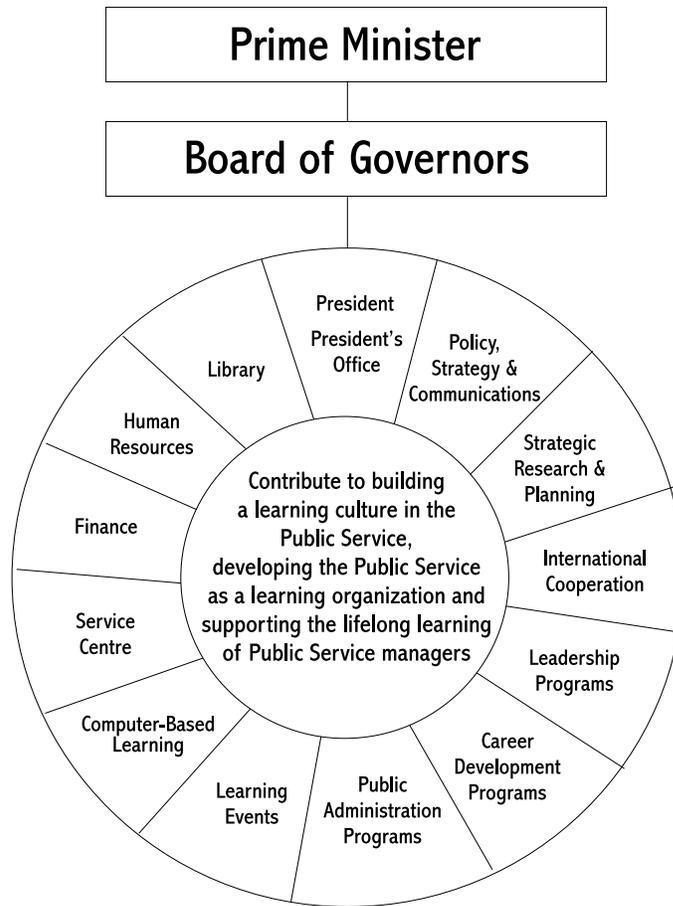
The Canadian Centre for Management Development (CCMD) was officially established by an Act of Parliament (i.e., Bill C-34) on December 1, 1991.

CCMD has a broad mandate to support the management development needs of public service managers. The following seven objectives were legislated for CCMD in Section 4 of the CCMD Act:

1. to encourage pride and excellence in the management of the Public Service and to foster among Public Service managers a sense of the purpose, values and traditions of the Public Service;
2. to help ensure that managers in the Public Service have the analytical, creative, advisory, administrative and other managerial skills and knowledge necessary to develop and implement policy, respond to change (including changes in the social, cultural, racial and linguistic character of Canadian society), and manage government programs, services and personnel efficiently, effectively and equitably;
3. to help managers in the Public Service develop a successful cooperative relationship with staff members at all levels through leadership, motivation, effective internal communications and the encouragement of innovation, skills development and high-quality service to the public;
4. to develop within the Public Service, and to attract to the Public Service, through the Centre's programs and studies, persons who are of high calibre and who reflect the diversity of Canadian society, and to support their growth and development as public sector managers committed to the service of Canada;

5. to formulate and provide training, orientation and development programs for managers in the public sector and particularly for senior managers in the Public Service;
6. to study and conduct research into the theory and practice of public sector management; and
7. to encourage a greater awareness in Canada of issues related to public sector management and the role and functions of government and to involve a broad range of individuals and institutions in the Centre's pursuit of excellence in public administration.

CCMD carries out this mandate through the following organization structure:



## 2.3 Departmental/Program Objectives

CCMD's objective is to build the intellectual capital of the Public Service in domains such as governance, public sector management, learning and leadership and, transfer this knowledge to Public Service managers to build the capacity of the Public Service management community and support the learning needs of Public Service managers.

## 2.4 Planning Context

### The Public Service-Wide Context

The world is in the midst of an unprecedented transformation from an industrial-based economy and society to a knowledge-based economy and society. The Government of Canada has recognized that in the knowledge age, the most important investment a country can make is in its people. It has recognized the importance of investing in education, innovation and lifelong learning. Human capital is to the knowledge age what physical capital was to the industrial age. It is in this context that the Public Service will be called upon to fulfill its mission as a national institution serving Canada and Canadians, while maintaining the trust of those it serves.

To stay at the leading edge and remain relevant to the needs of Canada and Canadians, the Public Service, as an institution, must be able to attract and retain *its fair share of talent*, in an increasingly competitive and highly mobile labour market. To do this, it must be recognized for its sustained commitment to people – their knowledge, know-how and creativity. It must invest in their *lifelong learning*. It must recognize that there is a mutual obligation – an obligation on the part of employees to take charge of their own professional development and on the part of the organization to offer an environment that is conducive to learning.

At present, not enough is known about the investment that the Public Service of Canada makes in its people or the impact it is having. Public Service-wide systems to capture learning activities and expenditures and methods of evaluating outcomes are not sufficiently developed. However, one measure of whether an organization is maintaining and upgrading its human capital is its *investments in training*. While a lack of common definitions may make comparisons difficult, *there is early evidence that spending on training in the Public Service may be lagging behind other employers in Canada and abroad*.

For instance, data from the 1999-2000 Public Accounts of Canada shows that *0.97 percent of the federal salary budget is dedicated to training and education services, including expenditures on official languages training*. By comparison:

- An American Society for Training and Development (ASTD) study indicates that *U.S. companies* categorized as “Training Investment Leaders” spend on average 3.6 percent of payroll on employee training. (Source: The 2000 ASTD State of the Industry Report)
- A Conference Board of Canada report shows that *Canadian organizations* spend an average of 1.6 percent of payroll on training and development and that the financial services sector leads other sectors at 2.7 percent. According to the Conference Board, “Canadian survey respondents reported lower per capita expenditures on training than respondents in the United States, Europe and Asia-Pacific countries.” (Source: Conference Board of Canada 1999 Outlook on Training and Development)
- A British Columbia Auditor General Study in 1999, states that in France, 3.8 percent of the salary budget is devoted to civil servant training under a labour-management agreement on continuing education. Ireland targets 3 percent of its public service payroll to training and development. (Source: Auditor General of British Columbia, 1999/2000 Report 3: Maintaining Human Capital in the British Columbia Public Service: The Role of Training and Development)
- Singapore guarantees 12.5 days of training per year to its public service employees. (Source: Public Service for the 21<sup>st</sup> Century, (PS21), Innovation and Learning, [www.gov.sg.ps21](http://www.gov.sg.ps21))

At the same time, *the learning needs of the Public Service management cadre is growing* and, over the next ten years, will be greater than it has been since at least the early 1970s. To understand why, one only needs to look at:

- Who will be the Public Service managers of the future?
- What will the Public Service managers of the future be called upon to do?

#### ***A. Who Will Be the Public Service Managers of the Future?***

We know that 80 percent of the executive cadre will be eligible to retire by 2010 and that feeder groups to the executive category face similar retirement rates. Efforts to better reflect diversity in the Public Service will increase the pace of external recruitment and transform the composition of the management cadre.

This means that:

- People will move more quickly through the ranks. Because public servants moving to the management and executive cadres from within will *move up faster than before* and may have to skip several levels, they will not have the years of preparation and experience of their predecessors. They may have absorbed most of the basic knowledge they will need, but will not have acquired all the *know-how* – such as managing people, financial resources, information, consultations and core business processes – that they will need to be a credible manager and leader and that the growing complexity of their task will require.
- Replenishment will not come wholly from within. The Public Service will consist of increasing numbers of employees who will move in and out of the Public Service over the course of their career. *Recruits from external sources* will have a *knowledge gap* in terms of familiarity with Public Service in areas where there is a need for common knowledge – in particular in the areas of Public Service values and ethics, but also understanding public service-wide systems, processes, practices and priorities.
- A higher proportion of recruits will be drawn from culturally and ethnically diverse backgrounds. The commitment to a *more diverse Public Service* will create additional challenges, including preparing the Public Service to *work and serve in a multi-cultural environment* and preparing managers to create an environment *supportive of cultural diversity*.
- As the Public Service evolves from an institution built around job security to an *institution built around employability* a deliberate human resource development strategy will be needed to maintain and upgrade the skills and competencies of its workforce. This need will be compounded by the fact that managers will move in and out of the Public Service and will, as well, need to be supported in managing contingent employees, who will move in and out. What the Public Service will have to offer is not security in exchange for loyalty but learning and capacity building in exchange of contribution to mission.

**B. What Will Public Service Managers of the Future Be Doing?**

Public service managers will serve in a very different environment than their predecessors. The knowledge intensity of their work will continue to increase, they will be called upon to create an environment that attracts, retains and gets the best out of highly skilled and highly mobile knowledge workers, they will need to master and exploit the full potential of modern technologies. In fact, it is already happening.

The *nature of work* is changing :

- Employment growth in Canada in the 1990's has been led by workers with a post secondary degree/diploma in all sectors of the economy – while the employability of low skilled workers has been declining. Between 1990 and 1998, two million new jobs were created in Canada for high school and university graduates, while one million jobs requiring only elementary school education disappeared.
- In the Public Service, the *knowledge intensity of work has increased at every level* – public service work is increasingly about creating, using and brokering knowledge. Our support staff have become experts in informatics and communications technologies, our regulatory functions require discretion and judgement, our officers have become advisors, conflict managers and mediators and our managers have become consensus builders. Whereas ten years ago, 60 percent of the public service was composed of blue collar workers, today 60 percent of the public service is composed of knowledge workers – and their talent is in great demand.
- Work is becoming increasingly complex. Once organized around well-defined predictable tasks, it is now focused on challenges and achieving broad results as more predictable and repetitive functions have been eliminated, contracted out, privatized or turned over to third parties.

The *workplace* is changing:

- The organization of work is moving from individual responsibility to *team responsibility* and accountability, from vertical structures to networks, from single centres of power to multiple centres of power.
- The *policy and service delivery functions are converging* as services provided by the public sector become more intangible and knowledge based – requiring skills such as strategic advice, rigorous analysis and judicious counsel – skills previously regarded as policy skills.
- *Technology* has entered into virtually every facet of the workplace – there is more of it and it is more available. Computer literacy is increasingly a job requirement at all levels.
- *Employees expectations* are changing from job security to employability and more temporary attachment to the job, provided the work is challenging and they have an opportunity to grow and develop.

- A growing portion of work (policy and service delivery) is done through networks and teams. Service delivery is focused on the needs of citizens rather than the organization providing the service. Policy issues are increasingly interdependent and are no longer compartmentalized along institutional lines. *Managing networks* is as key as managing vertical structures.

*Citizens expectations* are changing. Citizens are *better connected*, better informed and they expect to have a say in the decisions that will affect them most. They have *high service expectations* - they want to be served on their terms, according to their needs.

This means that Public Service managers will require *new, or enhanced, skills to operate effectively in the knowledge age*:

- They will deal with issues of *greater complexity*.
- They will need to know how to manage knowledge, innovation, experimentation and risk *in a public sector context* and in accordance with *public sector values*.
- Quality of service will require making decisions in a fast paced environment, while *relying more on judgement, values and general principles* rather than manuals, procedures and guidelines.
- They will be expected to *manage multi-cultural teams* and manage in a cross-cultural environment.
- They will need to *master the use of modern technologies*.
- They must be skilled at *managing networks and teams* of skilled workers and be flexible and adaptable in dealing with non-hierarchical structures.
- Conflict resolution, consensus-building and communications skills will be *essential management tools*.
- They will need to become lifelong learners.

All of this signals that the context within which CCMD will carry out its mandate will be significantly different than it has been in the past. The demand for training, development and learning will grow over the planning period. The pressure on the Public Service to respond to this demand will become increasingly intense as it works to attract and retain its fair share of talent in a knowledge economy and society, where human capital is an organization's key asset.

## The CCMD Context

The Canadian Centre for Management Development was created in 1991 as the corporate centre responsible for the training and development of Public Service managers. It is the only legally mandated institution dedicated to supporting the training, development and learning needs of Public Service managers. Accordingly, CCMD plays an important role in supporting Public Service managers at all levels to meet the challenges they face in leading, managing, and offering the best possible service and policy advice to Canada and Canadians in the knowledge age.

### A. CCMD Funding

CCMD has three sources of funds:

- core funding
- earmarked funding for corporate priorities
- cost recovery

When CCMD was created it received *core funding* of \$10 million, based on a formula of \$2,000 for each member of the management category, in order to meet the core learning needs of Public Service managers. Despite an increase in the size of the management categories over time, budget reductions over the years have reduced this funding to \$7.1 million today.

CCMD also receives earmarked funds tied to specific corporate priorities:

- Central funding is provided to CCMD to pay for the educational component of corporate management development programs such as the Management Trainee Program, the Career Assignment Program and the Accelerated Executive Development Program.
- From time to time, central funding is provided to address other corporate priorities on a short term basis. For example, over the past year CCMD has accessed funding to support courses on aboriginal issues (Employment Equity Positive Measures Program Intervention Fund) and diversity (Employment Equity Embracing Change Support Fund) and for a secretariat to support the Partnership for International Cooperation, on a pilot-project basis.

Beyond its core and earmarked funding, CCMD relies on *cost recovery* through fees charged to departments, agencies and other users.

CCMD uses cost recovery to:

- Help close the gap between the corporate learning needs of managers and the corporate funding provided.
- Allow for the provision of courses and events that go beyond identified corporate needs but are of benefit to departments and managers.
- Provide a mechanism to assess the support, interest and demand for its products and services and provide a benchmark against external providers.

CCMD's increasing dependence on cost recovery is acting as a barrier to access training, development and learning by Public Service managers, in particular managers in the regions and middle managers.

### **B. CCMD Refinancing and Facility Expansion**

In June 1999, the CCMD Board of Governors, which is "responsible for the conduct and management of the affairs of the Centre", recognized that there has been a significant and growing gap between CCMD's programs and activities and its mandate. Over time, CCMD had scoped down its learning activities to focus mainly on executives, rather than the broader clientele of Public Service managers at all levels. The current pace of change in the Public Service and the demographic reality would suggest that the most pressing needs are now with managers below the executive group. The Board of Governors supported a pragmatic, step-by-step approach to building partnerships and expanding the reach of CCMD programming. It endorsed the general orientation of CCMD to become a management centre open to federal public service managers and present in the lives of federal public service managers in all departments and all regions.

One year later, in June 2000, the Board of Governors noted the significant progress that had been made, within existing reference levels, to meet the goals it had set a year earlier to serve managers in all regions. The number of course offerings and participants had more than doubled. Regional offerings were up from 7 percent to 27 percent of total offerings. Participation in learning events was expected to increase by over 75 percent. The Board of Governors recognized that CCMD had reached the limit of what it could do within existing resources. It agreed on the need for refinancing and encouraged CCMD to pursue refinancing options.

The CCMD Board of Governors, at its June 1999 meeting, also noted that to properly function as a learning centre, CCMD needs modern tools of the trade, which includes modern, state of the art training facilities. It noted that CCMD lacked many of the modern facilities it needs to accommodate new programming and learning approaches, mainly

special purpose space for courses and events. In particular, it does not have space such as an amphitheatre, computer labs or distance learning rooms. Renting space in the current market environment has often not proven feasible. Furthermore, renting space affects the fee structure of courses and events thus increasing costs to users and creating a barrier to learning.

CCMD has undertaken work with Public Works and Government Services Canada to explore options which would preserve the efficiency benefits of a single campus, maintain a central location that is critical to attendance and address the problem in a reasonable time.

CCMD is continuing to work on a refinancing strategy to address these issues.

### ***C. Five Year Review***

The year 2001 marks the tenth anniversary of the coming into force of the *Canadian Centre for Management Development Act*. As is required under the Act, CCMD will prepare its second five-year review for tabling in Parliament this year. This will provide an opportunity to further engage Parliamentarians on the progress that CCMD has made over the past five years in achieving its mandate and its directions for the future.

## 2.5 Departmental Planned Spending

### Departmental Planned Spending

(thousands of dollars)	Forecast Spending 2000-2001*	<b>Planned Spending 2001-2002</b>	Planned Spending 2002-2003	Planned Spending 2003-2004
Budgetary Main Estimates (gross)	18,969.0	<b>20,125.0</b>	20,199.0	19,137.0
Non-Budgetary Main Estimates (gross)	0	<b>0</b>	0	0
Less: Respendable revenue	0	<b>0</b>	0	0
<b>Total Main Estimates</b>	18,969.0	<b>20,125.0</b>	20,199.0	19,137.0
Adjustments**	4,916.8	<b>0</b>	0	0
<b>Net Planned Spending</b>	23,885.8	<b>20,125.0</b>	20,199.0	19,137.0
Less: Revenue Credited to the Consolidated Revenue Fund pursuant to Section 29.1 (1) of the <i>Financial Administration Act</i> ***	5,800.0	<b>6,543.0</b>	6,543.0	6,143.0
Plus: Cost of services received without charge	1,751.0	<b>1,819.9</b>	1,819.5	1,791.8
<b>Net cost of Program</b>	19,836.8	<b>15,401.9</b>	15,475.5	14,785.8
<b>Full Time Equivalents</b>	131	<b>163</b>	163	163

Note: Totals include contributions to employee benefit plans.

- \* Reflects the best forecast of total planned spending to the end of the fiscal year.
- \*\* Adjustments are to accommodate approvals obtained since the Main Estimates and are to include Budget initiatives, Supplementary Estimates, adjustments to revenues, etc.
- \*\*\* This amount can be spent only upon earning of the equivalent amount in revenue.

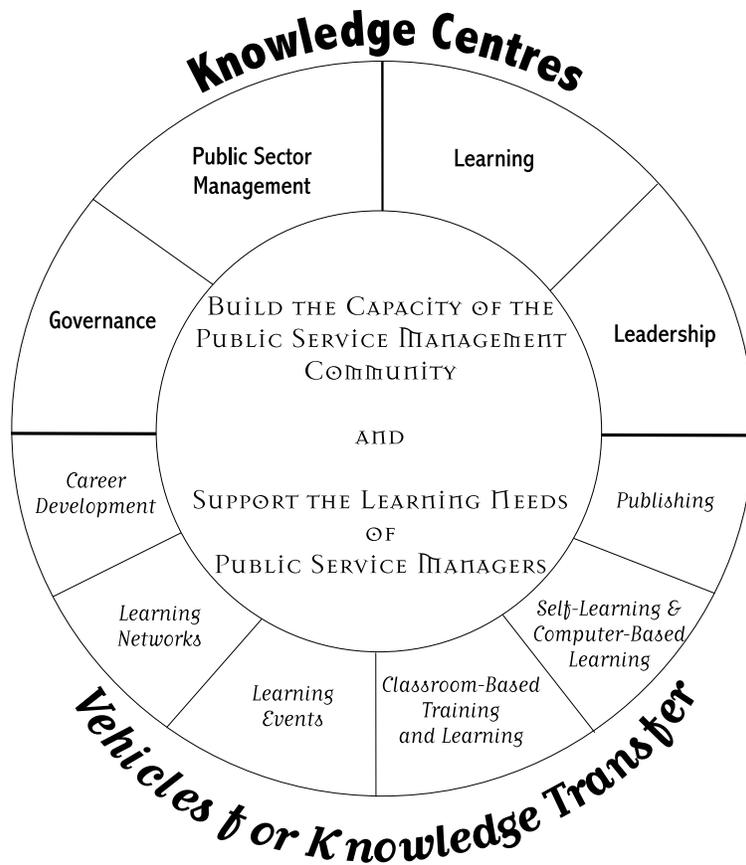
# Section III: Departmental Plans, Results Activities and Resources

## 3.1 Business Line Details

The Canadian Centre for Management Development business line contributes to the development of the Public Service as a learning organization and to the lifelong learning of Public Service managers.

### Business Line Objective

CCMD's objective is to build the intellectual capital of the Public Service in domains such as governance, public sector management, learning and leadership and, transfer this knowledge to Public Service managers to build the capacity of the Public Service management community and support the learning needs of Public Service managers.



## **Business Line Description**

CCMD contributes to the Public Service learning agenda and to helping the Public Service become a learning organization, committed to lifelong learning. It brings together Public Service managers, academics and leading thinkers to study, debate and conduct long-term and action research into current and emerging governance, public sector management, learning and leadership issues. It contributes to improving the knowledge of best practices from Canada and around the world, offers a single window to countries and international organizations seeking access to Canadian public sector knowledge and know-how, and carries out corporately-funded federal international cooperation activities on a pilot project basis. It provides training courses designed to help Public Service managers develop the leadership skills and acquire the knowledge and know-how they need to serve in the knowledge age. It offers training programs to support career and community development, learning events to help managers share and exchange in real time and deepen their understanding of issues and computer-based learning to support self-learning, knowledge sharing and learning networks. CCMD operates as a service centre through which Public Service managers can become a vibrant management community.

## **3.2 Key Results Commitments, Planned Results, Related Activities and Resources**

### **Key Results Commitments**

To provide Canadians with a world-class centre of expertise in domains such as governance, public sector management, learning and leadership.

### **Planned Results**

CCMD will continue its efforts to become a world-class centre of expertise in governance, public sector management, learning and leadership.

### ***Longer-term Research***

Long-term research will continue to focus on governance and public sector management. Beginning in 2001-2002, a second phase of research will examine specific issues flowing from the four themes identified and approved by the CCMD Board of Governors last year:

- The first theme examines the concept of citizenship and the changing relationship between citizens and the State as a result of globalization, value pluralism, diversity and changing expectations about the role of government. It will also explore the impact of public consultation and citizen engagement policies and processes.
- The second theme focuses on democratic institutions. It will address, among other factors, the impacts of information technology on governance.
- The third theme will explore the changing role of government in the future. It will delve into the role of government in the knowledge age.
- The fourth theme will attempt to anticipate future public service reform. It will address the primary challenge of transforming the public service into a learning organization that is better able to serve in the knowledge age.

As these research projects advance over the planning period, their value will be judged, not only by the quality of the research, but by the extent to which they advance the state of knowledge on the four themes and help ensure that the Public Service of Canada is better able to anticipate and prepare for the future.

### ***Action Research***

CCMD also undertakes short term action research which brings together practitioners, academics and experts to work for a short period of time to address immediate and critical management issues facing Public Service managers. The first round of short term action research projects, which focused on horizontality, the learning organization, the Social Union Framework Agreement and risk management have been completed. These action research projects, which makes leading edge knowledge available quickly to managers so it can be applied to the work environment, have been very successful and a number of documents are in the process of being released.

A measure of their lasting contribution will be the extent to which the knowledge captured by these action research projects is put to use by Public Service managers. A key focus over the next year will be to ensure the wide distribution of the results from the first series of action-research projects.

The success of this initiative will lead to further rounds of action research beginning next year. Over the planning period, two more rounds will be launched following the same approach as in the first series. At the same time, efforts will be made to become more agile at moving the results of action research into the classroom, learning events and on-line learning products.

### ***Learning***

One of the key challenges that the Public Service faces as it adapts to serve in the knowledge age is to be recognized for its knowledge, innovation and creativity. It must be adept at continually improving its performance through new ideas, knowledge and insight. It must be recognized for its sustained commitment to people – to their knowledge, know-how and creativity. It must be at the leading edge of public sector management and administration. It must invest in lifelong learning. In short, it must become a learning organization.

The CCMD Board of Governors has stated that CCMD's role must go well beyond training and development and that it is expected to provide leadership in creating a culture of learning in the Public Service and in challenging current practices and promoting best practices.

Through its support of the Deputy Minister Committee on Learning and Development, CCMD will strive to promote a learning culture in the Public Service and to create an environment that is conducive to lifelong learning.

CCMD will also strive to advance the body of knowledge in adult education and learning by scanning for best practices in Canada and abroad, building its internal expertise and ensuring that its knowledge permeates all CCMD activities so that they reflect the most advanced state of the art in adult education and learning.

### ***Leadership***

To serve in a knowledge age – in an environment where innovation and creativity will define success – will require that managers develop their leadership skills. To support Public Service managers in developing their leadership skills, CCMD will advance its efforts to become a centre of excellence in public sector leadership and leadership development and a knowledge centre for best practices in these areas. It will strive to be known for:

- Its expertise in leadership and leadership development.
- Its knowledge of leading edge practices in leadership development methods, products and services in Canada and abroad.
- Its contribution to the knowledge base in these areas through the creation and dissemination of new practices.

### ***International Activities***

CCMD's goal to become a world-class centre of excellence in governance, public sector management, leadership and learning requires it to have an international perspective and that it build up a body of knowledge of best practices in these fields through cooperation and exchanges with other public sectors around the world. Through its international activities CCMD strives to:

- Broaden the knowledge of Public Service managers on global and international issues.
- Stay apprised of leading practices in governance, public administration and reform, learning and leadership development.
- Share Canadian expertise with countries facing similar challenges.
- Provide services in support of the *Partnership for International Cooperation*.

Over the next three years, CCMD will further develop its international program. It will identify and build a network of public sector learning centres around the world both to benchmark its own performance and to exchange best practices. It will also host and

participate in conferences, seminars and personnel exchanges for this purpose. For example, in 2001, CCMD and the Singapore Civil Service College will co-host a seminar bringing together public management specialists from across Asia to exchange best practices in recruitment, retention and learning. CCMD will also undertake, through its research program, studies of best practices of the leading public sector learning organizations around the world. CCMD will also selectively assist counterpart organizations in other countries by sharing CCMD know-how and will open some of its learning programs to officials from other countries. The comparative knowledge gained from all these activities will be used to enrich the curriculum of CCMD learning programs.

CCMD will provide leadership to the various activities of the *Partnership for International Cooperation* and be the home for its secretariat. CCMD will provide a forum for strategic planning, operate a brokerage service to match demands for expertise with supply, assist in project design and execution, offer tailored training programs in support of Partnership projects, and develop the mechanisms to capture the lessons learned from international cooperation and make them available to member departments, agencies and institutions, thereby building the capacity of the Canadian public sector.

## **Key Results Commitments**

To provide Canadians with a Public Service management cadre that is well prepared to serve Canada and Canadians in the knowledge age.

## **Planned Results**

CCMD will continue to transfer its knowledge to Public Service managers through a variety of means including in-class courses, learning events, computer-assisted learning and publications.

### ***Classroom-Based Training and Learning***

Building on its expertise in leadership development, CCMD will work to be a recognized centre of excellence in leadership development for public sector managers and a provider of choice in leadership programs through offering a family of *leadership development courses* designed to meet the diverse needs and circumstances of Public Service managers.

Over the planning period, CCMD will:

- Strive to be the provider of choice for training in public sector leadership development for Public Service managers, generally, as well as for corporate development programs (i.e. Management Trainee Program, Career Development Program and Accelerated Executive Development Program), by adapting its offerings to respond to emerging best practices.
- Broaden the reach of its leadership development courses within the Public Service by expanding the range of offerings to better reflect the diverse needs and circumstances of Public Service managers.
- Provide leadership development training and services beyond the Public Service to other public sector institutions and organizations if it contributes to CCMD's mission of supporting the learning of federal Public Service managers and can be achieved on a full cost recovery basis.
- Work to make its family of leadership and leadership development courses financially self-sustaining.

As noted above, the pace of change in the Public Service and the demographic reality would suggest that the most pressing training and development needs over the planning period will lie with managers below the executive group. Following the direction of its Board of Governors, CCMD is taking a pragmatic, step-by-step approach to expanding the reach of its programming to provide services to all federal public service managers.

A new Public Administration Programs group was created in the fall of 2000 to:

- Identify *fundamental corporate requirements* which are common to all Public Service *managers* irrespective of department or job.
- Identify the *common knowledge needs* of Public Service *managers* where there is a corporate duty of care by the employer to ensure a common knowledge among all managers or a common need of managers to act in a similar or concerted way.
- *Develop a curriculum* that could be delivered to Public Service managers across the country.

Design and development of a curriculum, built around the common knowledge needs of managers, is underway. Design work will continue and CCMD will introduce courses for middle managers over the planning period commensurate with the funding that is available.

### ***Career Development***

CCMD supports corporate, departmental, individual and functional community needs for career development. Corporately, it offers the educational component of the corporate management development programs such as the *Accelerated Executive Development Program (AEXDP)*, the *Career Assignment Program (CAP)* and the *Management Trainee Program (MTP)*.

Over the planning period, CCMD will:

- Strive to remain a world class provider of corporate career development programs. As participation in the MTP, CAP and AEXDP programs grows, CCMD will revise and refine the educational components of these programs to maintain and improve their relevance to the individual and collective needs of participants commensurate with the corporate funding provided.
- Expand the impact of Public Service-wide investments in the educational component of corporate career development programs by making the educational components more widely available within the Public Service on a full cost recovery basis.

- Explore the possibility of reaching out, on a full cost recovery basis, to the broad public sector to include participation by managers in provincial, territorial and municipal governments on the Career Development Program, a six week leadership program for aspiring executives.
- Take a more active role in supporting community development needs, beginning with Deputy Ministers, Associate Deputy Ministers and Assistant Deputy Ministers. CCMD has already begun to provide services to these communities including orientation programs and roundtable discussion groups for Deputy Ministers. To the extent that funding permits these services will be expanded and, for Assistant Deputy Ministers, a learning and development program, modelled on the AEXDP program, will be developed in partnership with The Leadership Network, the Public Service Commission and the Privy Council Office.
- Work with other functional communities (e.g. policy community, science community etc.) as they organize their learning and development needs to better assess and understand their needs and offer advice and support to the extent that funding permits.

### ***Self-Learning and Computer-Based Learning***

In a learning organization, learning takes place at all times and in all places – including the workplace. One of the main barriers to learning is finding the time to learn – time is the scarce resource. To be a learning organization, departments need to provide the time and space for managers to learn in the workplace, during the working day. Learning must be part of the work.

If these conditions exist then computer-assisted learning can be an important enabler. Computer-assisted learning can contribute to self-learning and allow managers to take charge of their learning at the time and place of their convenience. Computer-assisted learning is about convenience, not distance. It is about supporting classroom learning not replacing it.

Over the past 12 months, CCMD has taken concrete steps to develop a computer-based learning program appropriate for public service managers. Prototype on-line learning products have been built and tested, weekly web-cast events were piloted, and extensive pilot testing of both self directed and instructor led on-line courses are underway.

Based on this experience, CCMD will, over the planning period:

- Create a system to ensure that *self directed on-line learning* products that meet Public Service standards with respect to contents and relevance can be put in the hands of Public Service managers in both official languages in a cost-effective way for the Public Service as a whole.
- Put the intellectual property of CCMD in the hands of Public Service managers wherever they may be, through *pre- and post support for in-class courses, instructor-led on-line courses, broadcasting live special events and on-line discussion fora*.
- Continue the development of *on-line learning support tools* such as the learning architecture and “Learning Coach” which help participants conduct self assessments of learning needs and to develop personalized learning plans. The “Learning Coach” has the potential to be at the centre of the development of individual learning plans. Refinements will continue to be made to this tool to ensure its currency and relevance.

To be successful, implementation of the Government On-Line commitment across all federal departments should be supported by a major investment to train and prepare managers. Success of this initiative is as much about people and their skills as it is about technology. CCMD is prepared, if requested and funded, to undertake this responsibility by developing and offering courses to help public service managers understand the emerging concepts and models for e-government, address the leadership and change management challenges, and provide support to the implementation of electronic delivery of government services.

### ***Learning Events***

Learning events provide an opportunity for managers to learn from each other in real time on issues of immediate concern or interest. Learning events differ from in-class training in organization, structure and duration. Custom designed with the busy public service manager in mind, they provide a way for managers to come together to exchange ideas, transfer knowledge and create new knowledge in a “just-in-time” learning environment often involving large numbers of public service managers. Participants can react and learn quickly about an emerging issue or interest.

Building on the success of its Armchair Discussions and Thematic Series, learning events represent a high potential growth area for future learning activity at CCMD. The current challenge is to diversify content and format, expanding into conferences, workshops and study tours to meet the diverse needs of managers at all levels. A second objective is to extend their reach and impact by making them available across the country live and via

modern technology such as webcasting, videoconferencing and business television. The high profile nature of learning events is expected to further create the opportunity to revitalize the relationship between CCMD and its clients and to make CCMD an active player in developing the public service as a learning organization.

Planned results for the planning period will be to:

- Support the creation of a learning culture in the Public Service and the progress of the Public Service toward becoming a learning organization through deepening the understanding by Public Service managers about learning, lifelong learning, innovation and knowledge management.
- Creating and strengthening the sense of community and inclusiveness among public service managers through face-to-face exchanges.
- Becoming adept at seizing the moment by reacting, anticipating and organizing events in real time to address issues of immediate concern to managers.
- Generating revenue to be able to support departments, groups and organizations and facilitate their efforts to become learning organizations and use CCMD products and tools.

## **Related Activities**

In support of its planned results, CCMD will:

- Expand and strengthen the information management and information technology infrastructure at CCMD so that it can be used as a stable and secure platform for CCMD program delivery and computer-based learning, including modernizing the management information system and streamlining the registration/invoicing process to provide better client service and easier access for participants.
- Continue its efforts to expand the reach of its programs and services to Public Service managers in all regions of the country.
- Learn to manage the people and activities of CCMD as a model learning organization.
- Implement the recommendations of an independent consultant study *Report: Assessment of Financial Management: Canadian Centre for Management*

*Development* in order to strengthen CCMD's financial management systems including streamlining payment and revenue processes, developing a multi-year financial model and refining the costing model.

- Undertake the second five-year review of the activities and organization of CCMD pursuant to Section 19(3) of the CCMD Act.

## Section IV: Joint Initiatives

### 4.1 Horizontal Initiatives

Not applicable

### 4.2 Collective Initiatives

#### *Deputy Minister Committee on Learning and Development*

The CCMD Board of Governors has indicated that it expects CCMD to go beyond training and development and play a leadership role in creating a culture of learning in the Public Service and to challenge current practices and promote best practices.

In this context, CCMD will continue to involve Deputy Ministers and Associate Deputy Ministers through the Deputy Minister Learning and Development Committee. This Committee, chaired by the President of CCMD, strives to promote a learning culture in the Public Service, ensure better coordination of learning and development activities across the Public Service and assist the Clerk of the Privy Council and the Deputy Minister community to shape a learning agenda for the Public Service. In the coming year it will explore the establishment of a network of Heads of Federal Public Service Training Institutes.

<b>Collective Initiative</b>	<b>Key Results Commitment</b>	<b>Partners</b>	<b>Money Allocated by Partners (\$ Millions)</b>	<b>Planned Results</b>
Deputy Minister Committee on Learning and Development	To provide leadership in creating a learning culture in the Public Service and building a Public Service learning organization	Leader: CCMD  15 federal departments and agencies	0.65  In kind contributions	To oversee the implementation of the 44 recommendations in <i>Directions for the Future</i>  To monitor and report on departmental and system-wide performance

### ***Partnership for International Cooperation***

CCMD is a member of the *Partnership for International Cooperation*, a collective initiative of over 40 Government of Canada departments and agencies, tribunals and parliamentary institutions, aimed at helping other countries to build their public sector capacity and provide single-window access to Canadian public sector expertise.

Canada is viewed internationally as having one of the best public sectors in the world. Canada has also developed some unique public sector capacity over the years as a result of our experience in governing a federal, bilingual, multi-cultural and geographically diverse democracy with two legal systems. Many countries find Canadian public sector expertise valuable not just for the knowledge or systems Canada has developed but also for the way they are applied. The values in Canadian society underlying our systems of public administration are seen as significant assets by other countries. While much work to respond to this growing demand is being undertaken by individual federal government organizations, their effectiveness has been increased by the creation in April 2000 of the *Partnership for International Cooperation*.

The Partnership offers one-stop access to the public sector expertise of a variety of institutions, enables federal institutions to carry out strategic planning together for international projects, executes projects abroad in governance and public management and shares the knowledge acquired among partner organizations.

<b>Collective Initiative</b>	<b>Key Result Commitment</b>	<b>Partners</b>	<b>Money allocated by Partners (\$ millions)</b>	<b>Planned Results</b>
Partnership for International Cooperation	<p>To build the capacity of public sector institutions in other countries through sharing of Canadian expertise</p> <p>To build the global knowledge of federal public institutions</p>	<p>Leader: CCMD</p> <p>42 federal departments, agencies, tribunals and parliamentary institutions</p>	0.4	<p>Improved access to federal public sector expertise</p> <p>Increased capacity of federal institutions to deliver international cooperation projects</p> <p>System created to capture and disseminate international learning and best practices</p>

## Section V: Financial Information

**Table 5.1: Summary of Transfer Payments**

(thousands of dollars)	Forecast Spending 2000-2001	<b>Planned Spending 2001-2002</b>	Planned Spending 2002-2003	Planned Spending 2003-2004
<b>Grants</b>	0	<b>0</b>	0	0
<b>Contributions</b>	175.0	<b>175.0</b>	175.0	175.0
<b>Other Transfer Payments</b>	0	<b>0</b>	0	0
<b>Total</b>	175.0	<b>175.0</b>	175.0	175.0

**Table 5.2: Source of Respendable and Non-Respendable Revenue**

(thousands of dollars)	Forecast Revenue 2000-2001	<b>Planned Revenue 2001-2002</b>	Planned Revenue 2002-2003	Planned Revenue 2003-2004
<b><i>Respendable Revenue pursuant to Section 29.1 (1) of the Financial Administration Act</i></b>				
Project Management Services	12.0	<b>100.0</b>	100.0	100.0
Learning Products and Services	5,751.0	<b>6,415.0</b>	6,414.0	6,013.0
Room Rental Administration	37.0	<b>28.0</b>	29.0	30.0
<b>Total</b>	5,800.0	<b>6,543.0</b>	6,543.0	6,143.0
<b><i>Total Non-Respendable Revenue</i></b>	n/a	<b>n/a</b>	n/a	n/a

**Table 5.3: Net Cost of Program for the Estimates Year**

(thousands of dollars)	CCMD
Planned Spending (Main Estimates)	20,125.0
<i>Plus: Services Received without Charge</i>	
Accommodation provided by Public Works and Government Services Canada (PWGSC)	1,285.4
Contributions covering employees' share of employees' insurance premiums and expenditures paid by TBS	534.5
Workman's compensation coverage provided by Human Resources Canada	0
Salary and associated expenditures of legal services provided by Justice Canada	0
	1,819.9
<i>Less: Respendable Revenue Pursuant to Section 29.1(1) of the Financial Administration Act</i>	
	6,543.0
<b>2001-2002 Net Program Cost</b>	<b>15,401.9</b>