



# Canadian Centre for Management Development

2002-2003  
Estimates

Part III – Report on Plans and Priorities

Canada

**Canadian Centre  
for  
Management Development**

**2002–2003 Estimates**

**Report on Plans and Priorities**

---

The Right Honourable Jean Chrétien  
Prime Minister of 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 tabled in the spring 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.

© Her Majesty the Queen in Right of Canada, represented by  
the Minister of Public Works and Government Services, 2002

Available in Canada through your local bookseller or by mail from  
Canadian Government Publishing (PWGSC)  
Ottawa, Canada K1A 0S9

Telephone: 1-800-635-7943  
Internet site: <http://publications.pwgsc.gc.ca>

Catalogue No. BT31-2/2003-III-90

ISBN 0-660-61825-7



## TABLE OF CONTENTS

MESSAGES AND MANAGEMENT REPRESENTATION .....	1
Minister's Message .....	1
Management Representation Statement .....	2
RAISON D'ÊTRE .....	3
Overview .....	3
Leadership in Learning .....	3
Coordinating Learning Activities .....	4
The CCMD Context .....	5
Strategic Outcome I: Knowledge Creation .....	6
Research .....	6
CCMD International .....	8
Partnership for International Cooperation .....	9
Leadership Development .....	10
Supporting Learning .....	10
Strategic Outcome II: Knowledge Transfer .....	11
In-Class Courses .....	11
Learning Events .....	14
Computer-Assisted Learning .....	15
Career Development .....	16
ORGANIZATION .....	19
Strategic Outcomes and Business Line .....	19
Accountability .....	19
Departmental Planned Spending .....	20
ANNEX A: FINANCIAL INFORMATION .....	21
Table A.1: Summary of Transfer Payments .....	21
Table A.2: Source of Respendable and Non-Respendable Revenue .....	21
Table A.3: Net Cost of Program for the Estimates Year .....	22
ANNEX B: HORIZONTAL/COLLECTIVE INITIATIVES .....	23
Table B.1: Knowledge Creation: Horizontal/Collective Initiatives .....	23



## **MESSAGES AND MANAGEMENT REPRESENTATION**

### **Minister's Message**

In the knowledge-based economy and society, where innovation, knowledge creation and continuous learning are paramount to success, the Government of Canada has placed great importance on a Public Service that is innovative and equipped with the skills needed for the future.

The Canadian Centre for Management Development has a key role to play in supporting Public Service managers as they adapt and enhance existing skills and develop the new capabilities necessary to serve Canada and Canadians in the knowledge age. The Centre is the only legally-mandated corporate institution dedicated to serving the training, development and learning needs of Public Service managers. As such, it is uniquely positioned to also play a leadership role in building a strong corporate culture focused on lifelong learning.

The CCMD Board of Governors has recently submitted its *Five Year Review* and report to Parliament. The priorities and issues identified by the Board create an ambitious plan for CCMD to be a leader in promoting a learning culture in the Public Service, to continue to develop as a world class centre of excellence, and to support Public Service managers in developing and enhancing their skills as leaders serving Canada and Canadians.

I am pleased to present the Centre's Report on Plans and Priorities for the period 2002/2003 - 2004/2005.

## Management Representation Statement

<b>MANAGEMENT REPRESENTATION/DÉCLARATION DE LA DIRECTION</b> <i>Report on Plans and Priorities 2002-2003/Rapport sur les plans et les priorités de 2002-2003</i>	
<b>I submit, for tabling in Parliament, the 2002–2003 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 2002–2003 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>	



## **RAISON D'ÊTRE**

### **Overview**

CCMD programs and services work together under a single business line 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 individual Public Service managers.

These objectives are critical in the knowledge-based economy of today, where wealth creation and the well-being of citizens is rooted in people and in their capacity to learn. Just as learning will be key to the future success of nations, so too is it an essential investment in the future of the Public Service of Canada. Learning, and the capacity it unleashes, is key to creating a modern, high quality Public Service and ensuring its continued excellence for the future -- in service delivery and in policy development.

In January 2001, the Speech from the Throne recognized the importance of “a public service equipped with the skills for a knowledge economy and society” and committed to the modernization required to “ensure that the Public Service of Canada is innovative, dynamic and reflective of the diversity of the country”. The President of the Treasury Board, Madame Lucienne Robillard, acknowledged in her keynote speech to the Learning Summit -- the first ever Public Service conference focused solely on people -- that “transforming the Public Service into a learning organization is at the heart of its mission and *raison d'être*”(November 2001).

### **Leadership in Learning**

CCMD is well-placed to stimulate and facilitate the evolution of the Public Service into a learning organization and support managers at all levels in meeting the challenges they face in leading, managing, and offering the best possible service and policy advice to Canada and Canadians in the knowledge age. Created in 1991 as a corporate centre for management development, it is the only legally-mandated corporate institution dedicated to supporting the training, development and learning needs of Public Service managers.

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 learning culture, challenging current practices and promoting best practices. In its recent *Five Year Review* and report to Parliament ([www.ccmd-ccg.gc.ca](http://www.ccmd-ccg.gc.ca)), the Board indicated its view that CCMD will be called upon to play an even greater role in providing leadership in learning in the current and future environment, particularly because it is uniquely positioned to help instill a strong corporate learning culture. This role might be more important today than

ever before given the anticipated rapid upward mobility of managers, evidence of declining interdepartmental mobility, the creation of several new agencies outside the core Public Service, the demographic reality and the external recruitment that will need to take place.

The Board also recognized that CCMD cannot achieve all that needs to be done to promote learning in the Public Service on its own. The Speech from the Throne (January 2001) indicated that “Canada will only realize its full potential by investing aggressively in the skills and talents of its people”. The same applies to the Public Service and in the Board’s vision, the Public Service of Canada should stand out as a role model for other employers and be recognized for its commitment to innovation and lifelong learning. As part of achieving this vision, the Board endorsed the concept of an integrated approach to the corporate delivery of training, development and learning in the Public Service as an important means of promoting a learning culture and human capital development.

### ***Coordinating Learning Activities***

In accordance with the Board’s direction, CCMD has been working to provide leadership and support in promoting a learning culture within the Public Service. The Centre’s last Report on Plans and Priorities outlined work undertaken on a collective basis, through the deputy minister Learning and Development Committee, as well as the Centre’s intention to pursue linkages with training institutes of departments and agencies.

The Learning and Development Committee has continued its work and issued a *Progress Report* last June ([www.ccmd-ccg.gc.ca](http://www.ccmd-ccg.gc.ca)). CCMD has provided leadership and support to the committee and will continue this work throughout the planning period through its research and ongoing management of the committee.

The Network of Learning and Development Institutes was created to build linkages among executives with general management responsibility for learning and development programs in the Public Service. The Network provides a forum to share expertise, undertake joint research projects on issues of common interest, document and disseminate best practices, and provide a more integrated approach to learning. There are currently eighteen members who meet on a monthly basis. If supported, such efforts could lead to a common learning portal, common measurement tools, greater cohesion and better information and knowledge about the Public Service’s strategic investment in training, development and learning.

CCMD’s Board has also indicated its view that lifelong learning requires a seamless approach to learning between universities/community colleges and the workplace and that this needs to be further developed in the Public Service. The Board has asked CCMD to develop a strategy for partnerships with universities and community colleges in the next year, with a view to progressively implementing it over the next five years. To initiate

this work, CCMD has engaged a Senior Fellow who will be responsible for university and community college relations and will work closely with the Association of Universities and Colleges of Canada and the Association of Community Colleges of Canada on these issues.

### ***The CCMD Context***

Over the last several years, CCMD has worked to assume a leadership role in learning and to achieve improved performance through extending its reach and impact. It has done so in the face of declining corporate contributions per participant and an increasing reliance on cost recovery. Last year's Report on Plans and Priorities noted the need to consider re-financing options and the intention to explore options to address the need for modern facilities required to accommodate new programming and learning approaches (special purpose space such as an amphitheatre, computer labs or distance learning rooms).

An interim funding approach has been developed with the Treasury Board Secretariat to relieve constraints imposed by timing of revenues, and interim funding was received in 2001/2002 and 2002/2003 to address some of the most urgent priority learning needs of managers and to begin developing the infrastructure needed to support computer-assisted learning. However, the larger issues of space, the appropriate level of funding to support corporate learning priorities, and the impact of cost recovery on accessibility of programming, remain unresolved.

The Board of Governors noted in its *Five Year Review* and report to Parliament ([www.ccmd-ccg.gc.ca](http://www.ccmd-ccg.gc.ca)) that a proper balance will need to be struck between CCMD's role as a central service provider supporting Public Service-wide knowledge needs and corporate priorities, and its role as a learning centre focussed on the individual learning needs of managers. The Board indicated its intention to explore, in the year ahead, various models, from a departmental model to an agency model, to see how CCMD can best support the individual and collective needs of managers to meet the challenges of their time, and to identify the model best suited to CCMD's future reality.

In addition to internal assessments of key issues affecting CCMD's operations, the Task Force on Modernization of Human Resources Management will also be making recommendations during the planning period and it is recognized that these may have implications for CCMD, its partners and the overall environment surrounding training, development and learning.

Pending such considerations, the Centre will continue to strengthen itself as a centre of excellence in learning, and to serve as a champion for building a learning culture in the Public Service. In serving its clientele of managers, CCMD will continue to develop

common knowledge concepts of Public Service management, and also focus on building individuals' leadership skills and competencies, to ensure the overall excellence of the management cadre. For Canadians, benefits will arise indirectly through the role management plays in ensuring the continued excellence of the services delivered to them.

## **Strategic Outcome I: Knowledge Creation**

*A world class centre of excellence in domains such as governance, public sector management, learning and leadership.*

*Total Planned Spending: \$3,225,000*

To become a centre of excellence in the range of public sector priorities identified within this strategic outcome requires research, innovation and leadership. A centre of excellence not only remains abreast of current knowledge and practices, but also seeks to understand pressures for change and stays ahead of the curve in addressing those pressures.

### ***Research***

CCMD's *action-research program* is one of the primary means of creating relevant and timely knowledge. Action-research involves practitioners, academics and experts working together over a short time period on immediate and critical management issues in the Public Service. These projects make leading edge knowledge available quickly so that it can be applied to the work environment and incorporated into the classroom, learning events and on-line learning products. For the participants of the action-research, benefits occur through engaging in first-hand knowledge creation, as well as the experience of working with a diverse team toward a common purpose, and many have rated the experience as an exceptional learning opportunity.

CCMD's second round of action-research projects are underway. They are focussed on:

- values, ethics and accountability in science and policy in the S&T domain;
- innovation in the public service;
- institutional mechanisms supporting horizontal management;
- internal service delivery; and
- workplace well-being.

These projects will be completed in 2001/2002 and marketed and disseminated in the following fiscal year through print versions, CD-ROM and web-based products, and integration into CCMD's course offerings.

A major challenge for the Centre will be improving the efficiency of the action-research process. In 2002/2003 a new cycle will be established to launch three projects every six months. This will provide a more regular flow of information and allow for greater agility in responding to current issues. The first three projects will consider:

- bilingualism and language of work in federal institutions;
- taking stock of best practices in crisis management; and
- tools and processes of action-learning in different contexts.

CCMD will also make increasing use of its *Fellows Program* to benefit from the knowledge and expertise of highly-experienced individuals from the Public Service, academia, the private sector and elsewhere, who collaborate on research projects and activities related to CCMD's priorities. As noted in the discussion of Coordinating Learning Activities, one key priority in the coming year will be the development of a strategy for partnerships with universities and community colleges. In addition, over the next two years, CCMD Fellows will complete other projects related to governance and public management in areas such as:

- executives in transition (how individuals and organizations cope with the transition to retirement);
- the socio-demographic profile of deputy ministers and the evolving nature of their functions;
- the relationship between the parliamentary control agencies, parliamentarians and the public service and the need to create and sustain a dialogue;
- leading edge practices in innovation and knowledge management; and,
- the nature of public inquiries and Aboriginal law.

The value of these research projects will be judged through feedback and project evaluation, both in terms of the quality of the research, and the extent to which they advance the state of knowledge in governance and public sector management. The action-research model will also be assessed with a view to disseminating, both in Canada and abroad, the Centre's expertise and know-how in designing and managing action-research on public management issues.

CCMD will also continue its practice of convening an annual University Seminar to bring together university teachers and researchers specializing in public management. This event fosters dialogue between the Centre and academics on developments, changes and innovations in the Public Service. The upcoming Seminar will focus on key public policies, management priorities (such as human resources reform), economic context and the future of research in public administration, including an update on CCMD's research. The Seminar is linked to the Manion Lecture, CCMD's high profile event which brings together top academia and senior federal public servants and features an outstanding

Canadian or international practitioner in public management; in 2002 this will be the South African Minister for Public Service and Administration.

The Centre has adjusted its approach to longer-term research in the last year. After two years of funding exploratory research and dissemination, CCMD concluded that a key vehicle for knowledge creation in governance would be its international activities as well as participation in the Partnership for International Cooperation. The following section provides more detail on these international activities over the course of the planning period.

### ***CCMD International***

CCMD has developed an International Program to help make CCMD a world-class centre of excellence in governance and public sector management, and to bring the international dimension to Canadian public servants through CCMD learning opportunities. A new international calendar will permit international students to participate in CCMD courses. Study tours and seminars will be held in developing countries, and staff will participate in international projects and learning events to build the capacity of the public sectors in developing countries as part of Canada's foreign and development assistance programs.

In the coming year, CCMD International will focus on:

- Completion of a strategy for integrating international activities into all CCMD programs including the development of an international network of sister institutions.
- Development of a knowledge management system for the creation, capture and dissemination of international knowledge.
- Participation in Partnership projects.
- Offering, on a cost recovery basis, over 100 seats in 2002/2003 to international students in five courses: Leadership: Reflection & Action, Challenges of Public Policy Development, Leading for Results, Government on-line/IT Awareness, Diversity: Vision and Action.
- Offering, on a cost recovery basis, dedicated CCMD courses to an international clientele during the summer period in Canada and offering the same courses abroad on-site during the year.

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

As Canada's Public Service is considered to be among the best in the world, other countries are increasingly seeking access to Canadian public sector know-how and best practices. The need for a strategic federal response to an exponential growth in this demand has been identified for many years. The Partnership for International Cooperation, initiated by CCMD, fills this need. It is an important element in developing the Canadian Public Service as a world-class institution to serve Canadians in a global world.

This voluntary partnership was created in April 2000 and is currently comprised of over 40 federal departments, agencies, parliamentary institutions and tribunals. The secretariat to the Partnership, at CCMD, received Treasury Board approval as a three-year pilot project to support the efforts of member institutions to set common policy priorities, exchange information and best practices, and work together on international projects. The Partnership is aimed at offering a single-window access to Canadian public sector knowledge and know-how and provides public servants with the opportunity to compare and evaluate their practices against those of colleagues in other areas of specialization, and to learn from the experience of other countries through study tours, international projects, roundtables among federal departments and sharing of best practices

Over the planning period, the Partnership will encourage a strategic focus in its activities, supported by a review of foreign policy and international development assistance priorities by senior management of DFAIT and CIDA, with senior representatives of partner institutions. Interdepartmental participation to help implement Canada's obligations under the G-8 Summit and the New Initiative for African Development, will also contribute to an overall strategic approach.

The Partnership will also expand its capacity as executing agency for up to ten international projects in governance or public sector management, involving multiple federal institutions and operating on a full cost recovery basis. It is anticipated that up to forty incoming study tours will be hosted in 2002/2003.

Knowledge sharing is a key benefit of the Partnership's operation, and upgrades to its electronic platform, via CCMD, will be pursued to include up to ten thematic modules, based on previous experience. As the Partnership's knowledge base becomes robust in terms of scope and depth, a collaboration to link the Canadian and World Bank systems may be desirable. The Partnership will also work with CCMD to host a series of learning events on international issues for assistant deputy ministers and deputy ministers.

In 2002/2003, an evaluation of the Partnership pilot project will be completed for Treasury Board.

### ***Leadership Development***

CCMD will also 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. The Centre will strive to be known for its:

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

Establishing and enhancing such expertise is an ongoing challenge for CCMD, as is the ability to apply this knowledge to the needs, existing and anticipated, of leaders in the Public Service. Over the planning period, the Centre will carry out research in support of CCMD's overall approach to leadership development and continued reputation for excellence in this area.

In developing knowledge and understanding of best practices throughout the world, the Centre is always mindful of the need to create a Canadian capacity. CCMD is working to develop Canadian leadership products from practices that are the best in the world and in the coming year will train Canadians to deliver one of its key leadership courses, Leading Transitions, licenced from the Centre for Creative Leadership in the United States.

### ***Supporting Learning***

Becoming a learning organization requires a sustained commitment to people as well as continual improvement of performance through new ideas, insight, creativity and innovation. As discussed in the above section, Leadership in Learning, CCMD has been working to play a leadership role in facilitating the transformation of the Public Service into a learning organization. It will continue this work over the planning period through ongoing support to the deputy minister Learning and Development Committee and to the Network of Learning and Development Institutes. Such initiatives are important means of promoting a learning culture throughout the Public Service and building awareness of the importance of lifelong learning.

The Centre will also continue to strengthen itself as centre of excellence in adult education and learning by scanning for best practices in Canada and abroad and ensuring that this knowledge permeates all CCMD activities so that they reflect the most advanced state of the art in adult education and learning.



## **Strategic Outcome II: Knowledge Transfer**

*A Public Service management cadre that is well prepared to serve Canada and Canadians in the Knowledge Age.*

*Total Planned Spending: \$22,168,000*

In preparing managers for serving in today's knowledge age, CCMD will continue to strive to find improved ways of transferring knowledge to ensure its relevance, timeliness and accessibility. The Centre will do this through a variety of means: in-class courses, learning events, computer-assisted learning, career development programs and publications. Information on CCMD activities can be found on the Centre's website ([www.ccmd-ccg.gc.ca](http://www.ccmd-ccg.gc.ca)).

The key challenges in these knowledge transfer activities will be to maintain a high standard of quality in a cost-effective structure, while also addressing continued relevance, currency of content, and responsiveness to emerging issues. Operating in a cost recovery regime will continue to influence the Centre's decisions on course offerings and investments in design and delivery, as there is always a risk factor in undertaking expenditures that must be covered through revenue generation. The issues this creates for CCMD's future ability to expand its offerings and develop new course material is discussed in the *Five Year Review* and report to Parliament ([www.ccmd-ccg.gc.ca](http://www.ccmd-ccg.gc.ca)).

In general, CCMD measures its success in knowledge transfer through continuous participant feedback and evaluation. A growing base of satisfied customers, colleague referrals and growth in offerings are useful indicators and CCMD will continue to use client surveys and evaluations to gauge progress in this respect. In some cases, additional measurements may be used, and these are noted where applicable.

### ***In-Class Courses***

In expanding its reach to all managers of the Public Service, and in seeking to serve both corporate needs and those of individual managers, CCMD will continue to work to develop a curriculum of course offerings targeted to leadership, public administration and career development.

### ***Leadership***

CCMD has a strong reputation for excellence in leadership development. In the knowledge age, where innovation and creativity will define success, the ability of Public Service managers to lead effectively and inspirationally will be key to a culture that

encourages, nurtures and benefits from innovation. To support the leadership needs of Public Service managers, CCMD will advance its efforts to become a provider of choice to departments and agencies seeking to equip their executives and managers with the leadership skills necessary to serve effectively and deliver government policies and priorities in the knowledge age.

The CCMD leadership curriculum is based on the belief that leadership consists of many masteries, including the conventional masteries of personal, interpersonal, organizational and contextual, as well as the masteries associated with leading change, creating culture and learning organizations and providing strategic direction. No one course provides all the masteries a leader needs, and CCMD leadership courses are structured in three groups, connected to the strategic challenges facing the Public Service of Canada and the competencies identified for executives:

- foundation courses that assist executives and managers at different levels to begin their leadership development learning journey;
- leading change courses; and,
- strategy-specific courses connected to explicit Public Service strategies.

As indicated in the previous section concerning Knowledge Creation, an ongoing challenge is to ensure these leadership courses reflect the leading trends and best practices in leadership development and management education throughout the world.

#### *Public Administration Programs*

Public administration courses are comprised of Advanced Management Courses and the Core Curriculum for Managers. Both areas are undergoing changes commensurate with the rapidly evolving context of the Public Service.

There are two groups of Advanced Management courses targeted to executives and managers. The first is a series of management development courses focused on key competencies leading to shared vision and culture, while the second is centred around specific management functions and associated tools and techniques. In the coming year, three new design products will be added to this group of courses: Building Resilience: Concepts and Techniques for Executives; Risk Management in the Public Service: an Overview; and, Marketing in the Public Service.

The Core Curriculum for Managers provides a corporate perspective to complement department-specific management training related to missions, mandates and business plans. It is designed to ensure that Public Service managers, as a collectivity, benefit from a shared vision, a unity of purpose and a common body of government-specific knowledge.

The first six products of the Core Curriculum were successfully launched in 2001/2002 and two new courses are now being designed: Service Improvement in an E-Government Environment and, Modern Comptrollership: Concepts and Applications. These will be offered early in 2002/2003.

Throughout the planning period, the intention is to continue to offer a wide variety of learning options through the Core Curriculum so that it will evolve and be responsive to the changing learning needs of managers. Addressing corporate priorities through the Core Curriculum is effective, but the ability to quickly adapt and respond to emerging issues is constrained by a lack of funding dedicated to development and design purposes. As noted, such needs will continue to be balanced against revenue generation capability.

### *E-Government Curriculum*

Rapid advances in information and communications technology are creating a revolution in the acquisition, processing, and dissemination of knowledge. This revolution is having dramatic global economic, political, and cultural effects. Although the core responsibilities of future governments will remain unchanged, how these responsibilities are met will differ markedly, likely in ways that cannot be fully anticipated. Public institutions will inevitably transform, taking on entirely new activities while adapting traditional ones. If Canada is to fulfill its potential in the knowledge age, it must continue to equip its Public Service with elevated competencies. If it is to assume the role of a world leader in e-government, now is the time to do so.

The concept of e-government goes beyond providing Canadian citizens with easy access to information and services via the Internet. It extends the use of information and communications technology to enhance participatory democracy and improve cross-department integration. Hence, the Public Service must prepare to transform itself at all levels, and rethink basic questions about evolving citizen-government and intra-government interactions.

The e-Government Curriculum is a new element of CCMD's programs for 2002/2003. It was created by CCMD to help Public Service managers understand, embrace, and implement the enormous changes inherent in the transition to e-Government. Courses in the e-Government Curriculum are presented from the unique perspective of the Public Service. Guest speakers, selected from senior levels of the government and the private sector, consider topical issues in their areas of expertise. Theoretical concepts are reinforced through analysis of case studies drawn from existing e-Government implementations.

The e-Government Curriculum will complement CCMD's programs in Leadership and Public Administration in preparing the Public Service for the knowledge age. While

these learning programs will provide essential support for managers and leaders, this is a starting point. Operating on a cost recovery basis, an ongoing challenge of delivering a relevant and evolving e-government curriculum in this time of critical change will again be the availability of resources.

### *Learning Events*

Learning events provide an opportunity for managers to learn from leading experts and from each other in real time on issues of immediate concern or interest. Learning events differ from in-class training in organization, structure, purpose and duration. They seek to bring the best thinkers and practitioners into “just-in-time” contact with large numbers of Public Service managers. Custom-designed with the Public Service manager in mind, they provide a forum for managers to exchange ideas, transfer knowledge and create new knowledge. Participants can react and learn quickly about an emerging issue or priority.

Learning events represent a high growth area for learning activities at CCMD. Experience over the last two years has shown that learning events can attract thousands of Public Service managers and guest speakers from around the world. The current challenge is to develop the capacity to sustain current momentum by consolidating in-house expertise and establishing effective partnerships in all regions of the country.

A second priority will be to continue to extend the reach and impact of learning events 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 contributes to CCMD’s role in developing the Public Service as a learning organization.

Over the planning period, learning events will:

- Build a community of interest and community of practice within the management ranks of the Public Service.
- Develop methodologies and tools to anchor the learning acquired through conferences and seminars.
- Provide learning event support to Public Service-wide initiatives such as Modernization of Human Resources Management, modern comptrollership, government on-line and workplace diversity, seeking to effect cultural change within the management community.
- Open up participation in CCMD learning events to parliamentarians and, where there is mutual interest, to public sector colleagues at the provincial and municipal levels, as a means of effecting cultural change.

## ***Computer-Assisted Learning***

Computer-assisted learning holds great promise for promoting learning in the Public Service. While it is clearly not a replacement for other forms of learning, it can complement other methods and play a key role in addressing timeliness, accessibility and convenience for learners.

Employers in the private sector and in other public sectors around the world are increasingly looking to computer-assisted learning for its potential to enhance accessibility and reduce costs. Surveys show that they see the use of this type of learning growing in the near term. The Learning and Development Committee's *Progress Report, June 2001* ([www.ccmd-ccg.gc.ca](http://www.ccmd-ccg.gc.ca)) highlighted the potential benefits of computer-assisted learning and proposed wider access to this learning tool in the Public Service.

As part of its mandate to support the continued learning of leaders in the Public Service, CCMD has created "*Campus e*", a library of on-line courses that covers the subject areas of leadership, managing human performance, strategic planning, risk management, and leading. Users of these on-line courses tell us that on-line learning is effective, the material is applicable to the workplace and relevant to Public Service managers.

Like CCMD, many other departments are also experimenting with the use of on-line learning in their areas of responsibility. For an organization as large as the Public Service of Canada, a coordinated approach to purchasing on-line products could significantly reduce the cost to individual departments and enhance accessibility. As well, it could save departments and agencies the time and cost associated with developing or purchasing learning technologies and reviewing and assessing the relevance of course content.

However, implementing computer-assisted learning solutions across the Public Service is not without obstacles. As the cost-per-user of computer-assisted courses falls dramatically with the number of licences purchased, the benefits accrue to individual learners and departments, while the financial risk is borne by the service provider. In the coming year, CCMD will work with the Treasury Board Secretariat to find ways to maximize cost-effectiveness by capturing the economies of scale that can be achieved through coordinated purchases. This work will be linked with that of the Network of Learning and Development Institutes, which will be exploring the possibility of a Public Service-wide e-learning network, which could include a common learning portal, a library of on-line learning resources and a common technology infrastructure. Through these efforts, a key objective will be to achieve the widest possible access to on-line learning products across the Public Service at the lowest possible cost.

## ***Career Development***

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

The level of service provided to these corporate programs is commensurate with the level of corporate funding provided by corporate buyers, including overhead, design and evaluation. A key challenge in operating the educational component of the career development programs will be ensuring a timely, relevant and innovative curriculum in the face of limited resources and increasing numbers of participants.

Last year the AEXDP recruited additional visible minority participants in response to the Perinbaum report on the participation of visible minorities in the Public Service, and these individuals are now being integrated with the third group of AEXDP participants for the learning component. It is anticipated that over the planning period the program will also recruit visible minority participants from outside the Public Service, and they will likely require an orientation to the machinery of government and Public Service culture as part of the learning component.

An independent evaluation of the AEXDP is underway and in the coming year CCMD will need to respond to any recommendations concerning the learning component.

In the case of MTP, participant feedback has indicated that there is a need for greater flexibility in the design and delivery of the learning component. The curriculum has been strengthened by incorporating proven elements of other CCMD courses, and trainees have been provided with access to *Campus-e*.

The Treasury Board Secretariat has just completed a review of the MTP, the results of which will be considered early in 2002/2003. Recommendations concerning the improvement of the learning component of the program will have to be addressed in that context as well.

Beyond the formal programs, CCMD has extended career development learning opportunities through *Dirxion*, the educational component of the CAP, which is now offered to a wider audience of aspiring executives on a cost recovery basis. Its curriculum is intended to reinforce and develop director-level management competencies, providing managers with new techniques, lifelong skills as well as an awareness of Public Service priorities, the socio-economic diversity of Canada, Public Service values and ethics and a focus on service to Canadians.

Last year, in addition to the CAP participants, the Direxion program integrated participants from various executive development programs in the classroom. This allowed for greater availability of course offerings, provided the critical mass of francophone participants to offer the program in French and enriched the overall learning experience of participants through the added diversity.

Over the planning period, CCMD will seek to expand the reach of Direxion, marketing it on a cost recovery basis. In particular, potential partnering opportunities will be explored with departmental and functional communities' executive programs. CCMD will continue to work to determine the most effective role it can play in supporting participants and their lifelong learning, ranging from individual support of participants to development of learning plans or customized products for particular groups of participants.

CCMD also supports deputy ministers, associate deputy ministers and assistant deputy ministers through targeted programs and initiatives focusing on key Public Service priorities, emerging issues and leadership. These programs are designed to enhance their collective role as leaders in serving Canadians and advising the government and will be developed in conjunction with knowledge creation activities, e.g., in the international and research areas.

The corporate programs carry out evaluations on an ongoing basis. In the case of corporate programs, CCMD is working with partners (Treasury Board Secretariat, Public Service Commission) to also track the impact of the program on participants achievement of executive or more senior leadership positions and their relative rate of career advancement in the Public Service.





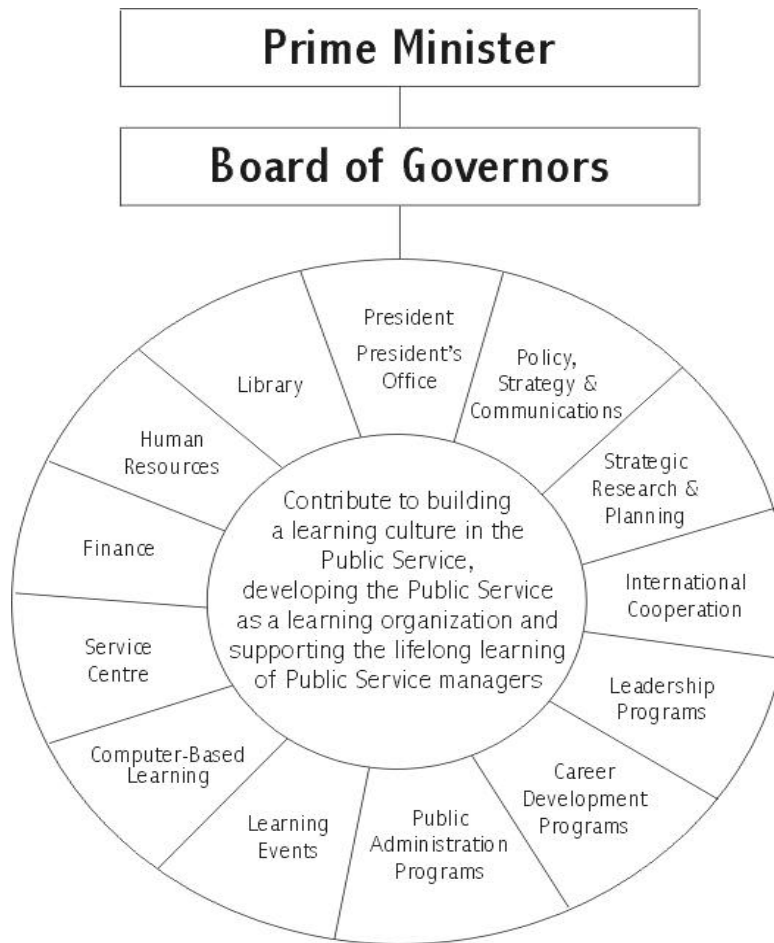
# ORGANIZATION

## Strategic Outcomes and Business Line

Business Line	Strategic Outcomes		Total
	Knowledge Creation	Knowledge Transfer	
Building the capacity of Public Service management community and supporting learning needs of Public Service managers	\$3,225,000	\$22,168,000	\$25,393,000

## Accountability

CCMD carries out its mission through the following accountability structure:



## Departmental Planned Spending

(thousands of dollars)	Forecast Spending 2001-2002*	<b>Planned Spending 2002-2003</b>	Planned Spending 2003-2004	Planned Spending 2004-2005
Budgetary Main Estimates (gross)	20,125.0	<b>25,393.0</b>	19,425.0	19,425.0
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>	20,125.0	<b>25,393.0</b>	19,425.0	19,425.0
Adjustments**	5,946.3	<b>0</b>	0	0
<b>Net Planned Spending</b>	26,071.3	<b>25,393.0</b>	19,425.0	19,425.0
Less: Revenue Credited to the Consolidated Revenue Fund pursuant to Section 29.1 (1) of the <i>Financial Administration Act</i> ***	8,000.0	<b>0</b>	0	0
Less: Non-Respendable Revenue	0	<b>7,500.0</b>	6,143.0	6,143.0
Plus: Cost of services received without charge	1,797.1	<b>2,016.1</b>	1,961.7	1,844.3
<b>Net cost of Program</b>	19,868.4	<b>19,909.1</b>	15,243.7	15,126.3

<b>Full Time Equivalents****</b>	161	<b>177</b>	177	177
----------------------------------	-----	------------	-----	-----

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.
- \*\*\*\* Full Time Equivalents (FTEs) is a measure of human resources utilization. It does not equal the number of employees working with the organization, which is generally greater than the FTE count.

## ANNEX A: FINANCIAL INFORMATION

**Table A.1: Summary of Transfer Payments**

(thousands of dollars)	Forecast Spending 2001-2002	<b>Planned Spending 2002-2003</b>	Planned Spending 2003-2004	Planned Spending 2004-2005
<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 A.2: Source of Respendable and Non-Respendable Revenue**

***Respendable Revenue***

(thousands of dollars)	Forecast Revenue 2001- 2002	<b>Planned Revenue 2002- 2003</b>	Planned Revenue 2003- 2004	Planned Revenue 2004- 2005
<b><i>Respendable Revenue pursuant to Section 29.1 (1) of the Financial Administration Act</i></b>				
Learning Products and Services	8,000.0	<b>0</b>	0	0
<b>Total</b>	8,000.0	<b>0</b>	0	0

***Non-Respendable Revenue***

(thousands of dollars)	Forecast Revenue 2001- 2002	<b>Planned Revenue 2002- 2003</b>	Planned Revenue 2003- 2004	Planned Revenue 2004- 2005
Learning Products and Services	0	<b>7,500.0</b>	6,143.0	6,143.0
<b>Total</b>	0	<b>7,500.0</b>	6,143.0	6,143.0

<b>Total Respendable and Non-Respendable Revenue</b>	8,000.0	<b>7,500.0</b>	6,143.0	6,143.0
--	---------	----------------	---------	---------

**Table A.3: Net Cost of Program for the Estimates Year**

(thousands of dollars)	CCMD
Planned Spending (Main Estimates)	25,393.0
<i>Plus: Services Received without Charge</i>	
Accommodation provided by Public Works and Government Services Canada (PWGSC)	1,392.8
Contributions covering employers' share of employees' insurance premiums and expenditures paid by TBS	609.3
Workman's compensation coverage provided by Human Resources Canada	14.0
Salary and associated expenditures of legal services provided by Justice Canada	0.0
	2,016.1
<i>Less: Non-Respendable Revenue</i>	7,500.0
<b>2002-2003 Net Program Cost</b>	<b>19,909.1</b>

## ANNEX B: HORIZONTAL/COLLECTIVE INITIATIVES

**Table B.1: Knowledge Creation: Horizontal/Collective Initiatives**

<b>Horizontal/Collective Initiative</b>	<b>Goal of the Initiative</b>	<b>Partners</b>	<b>Money Allocated by Partners</b>	<b>Planned Results</b>
<p><i>Deputy Minister Learning and Development Committee</i></p> <p>Launched in 1999, ongoing results</p>	<p>To promote a learning culture in the Public Service and build a Public Service learning organization</p>	<p>Leader CCMD</p> <p>16 federal departments and agencies</p>	<p>In kind contributions</p> <p>In kind contributions</p>	<p>Increased awareness of learning and development as a strategic investment; a Public Service-wide learning culture</p>
<p><i>Network of Learning and Development Institutes</i></p> <p>Launched in 2001, ongoing results</p>	<p>Build linkages through, e.g., sharing of expertise, joint research in areas of common interest</p>	<p>Leader: CCMD</p> <p>17 federal departments and agencies</p>	<p>In kind contributions</p> <p>In kind contributions</p>	<p>Greater cohesion and a more integrated approach to learning in the Public Service.</p>
<p><i>Partnership for International Cooperation</i></p> <p>Launched in 2000, ongoing results</p> <p>Funding of three year pilot project to be evaluated in 2002/2003</p>	<p>Build capacity of public sector institutions in other countries through sharing of Canadian expertise</p> <p>Build global knowledge of federal public institutions</p>	<p>Leader: CCMD</p> <p>42 federal departments, agencies, tribunals and parliamentary institutions</p>	<p>\$664,000</p> <p>In kind contributions</p>	<p>Improved access to federal public sector expertise</p> <p>Increased capacity of federal institutions to deliver international cooperation projects</p> <p>System to capture and disseminate international learning and best practices</p>