



# Canadian Centre for Management Development

## Performance Report

For the period ending  
March 31, 2002

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 of the Government of Canada are structured in several parts. Beginning with an overview of total government spending in Part I, the documents become increasingly more specific. Part II outlines spending according to departments, agencies and programs and contains the proposed wording of the conditions governing spending which Parliament will be asked to approve.

The *Report on Plans and Priorities* provides additional detail on each department and its programs primarily in terms of more strategically oriented planning and results information with a focus on outcomes.

The *Departmental Performance Report* provides a focus on results-based accountability by reporting on accomplishments achieved against the performance expectations and results commitments as set out in the spring *Report on Plans and Priorities*.

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 funds.

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## Foreword

In the spring of 2000, the President of the Treasury Board tabled in Parliament the document “Results for Canadians: A Management Framework for the Government of Canada”. This document sets a clear agenda for improving and modernising management practices in federal departments and agencies.

Four key management commitments form the basis for this vision of how the Government will deliver their services and benefits to Canadians in the new millennium. In this vision, departments and agencies recognise that they exist to serve Canadians and that a “citizen focus” shapes all activities, programs and services. This vision commits the Government of Canada to manage its business by the highest public service values. Responsible spending means spending wisely on the things that matter to Canadians. And finally, this vision sets a clear focus on results – the impact and effects of programs.

Departmental performance reports play a key role in the cycle of planning, monitoring, evaluating, and reporting of results through ministers to Parliament and citizens. Departments and agencies are encouraged to prepare their reports following certain principles. Based on these principles, an effective report provides a coherent and balanced picture of performance that is brief and to the point. It focuses on outcomes - benefits to Canadians and Canadian society - and describes the contribution the organisation has made toward those outcomes. It sets the department’s performance in context and discusses risks and challenges faced by the organisation in delivering its commitments. The report also associates performance with earlier commitments as well as achievements realised in partnership with other governmental and non-governmental organisations. Supporting the need for responsible spending, it links resources to results. Finally, the report is credible because it substantiates the performance information with appropriate methodologies and relevant data.

In performance reports, departments and agencies strive to respond to the ongoing and evolving information needs of parliamentarians and Canadians. The input of parliamentarians and other readers can do much to improve these reports over time. The reader is encouraged to assess the performance of the organisation according to the principles outlined above, and provide comments to the department or agency that will help it in the next cycle of planning and reporting.

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This report is accessible electronically from the Treasury Board of Canada Secretariat Internet site:  
<http://www.tbs-sct.gc.ca/rma/dpr/dpre.asp>

Comments or questions can be directed to:

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**CANADIAN CENTRE FOR MANAGEMENT  
DEVELOPMENT**

*Performance Report*

**FOR THE PERIOD ENDING  
MARCH 31, 2002**

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The Right Honourable Jean Chrétien  
PRIME MINISTER OF CANADA

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## MINISTER'S MESSAGE

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In the Knowledge Age, *innovation* is key to the success and prosperity of a nation. The cultivation of this spirit depends on human talent and the investment a country makes in the creativity and skills of its people. The Government of Canada recognizes the imperative of investing in its citizens and those who serve them — Canada's federal public servants.

To stay at the leading edge and remain relevant to the needs of Canada and Canadians, the Public Service must be able to perform effectively as a national institution, fulfill its mission of providing excellent service and advice to those it serves, and maintain the confidence of Canadians and those who are elected to represent Canadians.

The Canadian Centre for Management Development (CCMD) is mandated to support the continuous training, development and learning needs of federal Public Service managers. Over the past year, CCMD heightened its value as a centre of expertise for learning as it deepened the federal learning culture and broadened its reach across Canada.

In February 2002, I had the pleasure of tabling the Centre's second Five-Year Review in Parliament. Highlighting substantial accomplishments, this document underscored the dynamic, global knowledge economy in which today's public servants will serve our country. To be certain, the Canadian Centre for Management Development has a central role to play in preparing Public Service managers to meet and master these challenges.

I am pleased to present the Centre's performance report for the period 2001/2002.

Jean Chrétien  
Prime Minister of Canada

## **OUR MISSION – CCMD’S WORKING ENVIRONMENT**

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The Government of Canada has recognized that in the Knowledge Age, the most important investment a country can make is in its people. Knowledge and skills, and the ability to apply them, will progressively stand out as the most important comparative advantage of nations. They will be key to productivity gains and innovation in all sectors, and will be critical to the success and sense of security of citizens. It is in this context that the federal Public Service will be called upon to fulfill its mission as a national institution serving Canada and Canadians in the twenty-first century.

Within this strategic context, the learning needs of the Public Service management cadre over the next ten years will be greater than it has been since at least the early 1970s. The Public Service faces a significant demographic challenge. Approximately 70 per cent of the executive cadre will be eligible to retire by 2010 and 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 and will not have the years of preparation and experience of their predecessors. Replenishment will not come wholly from within. 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. A higher proportion of recruits to be drawn from culturally and ethnically diverse backgrounds will create additional challenges, including preparing the Public Service to work and serve in a multicultural environment and preparing managers to create an environment supportive of cultural diversity.

Created in 1991, the Canadian Centre for Management Development is the only corporate institution dedicated to support the continuous training, development and learning needs of Public Service managers. Through its activities, CCMD seeks to build the intellectual capacity of the Public Service in domains such as governance, public sector management, learning and leadership, to fortify the capacity of the Public Service management community and support the learning needs of Public Service managers.

In developing and championing the learning needs of Canada’s Public Service managers, CCMD strives to:

- Ensure that Public Service managers are prepared to meet the managerial and contextual demands of public service in the Knowledge Age;
- Safeguard Canada’s professional, non-partisan and diverse Public Service — a hallmark of the Canadian system of governance; and
- Support the knowledge needs of Canada’s Public Service managers, allowing them to provide the highest quality of service to Canadians.

Through a year of continued growth, CCMD developed innovative approaches to learning in the Public Service in 2001-2002. Notable among the Centre's achieved outcomes:

- *Leading innovative networks, CCMD advanced efforts to entrench a learning culture in the Public Service and create an environment conducive to lifelong learning.*
- *Through international engagement, CCMD broadened Canadian knowledge on leading global practices in the areas of governance, public sector management, learning and leadership.*
- *CCMD supported managers' knowledge needs and promoted a learning culture in the Public Service through the delivery of nearly 100 timely and innovative Learning Events.*
- *CCMD implemented and refined the Core Curriculum for Managers, created to support the common knowledge needs of managers in Canada's Public Service.*
- *Through the launch of Campus-e, CCMD heightened the accessibility of knowledge and learning opportunities to Public Service managers.*

#### **MANAGING IN THE KNOWLEDGE AGE**

The Public Service of Canada contributes to the quality of life of Canadians and has a key role to play in ensuring that Canada stays at the leading edge of the knowledge revolution. In the Knowledge Age, Public Service managers will require new, or enhanced skills to operate effectively.

- They will need to 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 multicultural teams and manage in a cross-cultural environment.
- They must be skilled at managing networks and teams of skilled workers and be flexible and adaptable in dealing with non-hierarchical structures.



## PERFORMANCE FRAMEWORK, 2001-2002

The Canadian Centre for Management Development carries out its mission by *creating knowledge* that supports the learning needs of Canada's Public Service; and *transferring knowledge* to those who serve Canadians. These strategic outcomes were presented in the Centre's revised Performance, Reporting and Accountability Structure in October 2000, and are summarized below.

<b><i>The Canadian Centre for Management Development is committed to:</i></b>		
	<b>Provide Canadians with:</b>	<b>To be demonstrated by:</b>
<b>Knowledge Creation</b>	<ul style="list-style-type: none"> <li>▪ A world-class centre of expertise in domains such as governance, public sector management, learning and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participation of acclaimed academics and leading thinkers in CCMD's research program and action research networks.</li> <li>▪ Domestic and international demand for CCMD research and learning products.</li> <li>▪ International status as a centre of expertise in governance, public sector management, learning and leadership.</li> </ul>
<b>Knowledge Transfer</b>	<ul style="list-style-type: none"> <li>▪ A Public Service management cadre that is well prepared to serve Canada and Canadians in the Knowledge Age.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevance of CCMD programs and services to the skills and knowledge needs of Public Service managers.</li> <li>▪ Public Service management and participant satisfaction with CCMD products and services, including courses, events, conferences and learning networks.</li> <li>▪ Recognition of the role of learning in improved management performance and in achievement of mission and organizational objectives.</li> </ul>
<p><b>Accountability:</b> Vice-President for International Cooperation; directors general for: Career Development Programs; Computer-Based Learning Programs, Corporate Learning Programs; Learning Events; Policy Strategy and Communications; Public Administration Programs; Strategic Research and Planning.</p>		

The Centre's performance for the 2001-2002 period is presented in accordance with these strategic outcomes and with a view to the *2001-2002, 2002-2003 Report on Plans and Priorities*.

This year, CCMD continued to refine its reputation as a world-class centre of expertise in the fields of governance and public sector management, through knowledge creation activities at both the national and international levels. The value of these activities was

enhanced in 2001-2002 as CCMD reached an unprecedented level of Public Service managers through the classroom, e-learning, and CCMD Learning Events.

### *Evaluating Our Work*

The Canadian Centre for Management Development is committed to the continual improvement of its learning and development activities. To this end, the Centre seeks out information regarding the relevance and suitability of its programs and services — what was learned? Was this a useful experience? Were behaviors changed because of this intervention? Was the learning transferred to the work environment?

Presently, CCMD addresses these questions through a client feedback system. Data is routinely collected through methods including surveys, interviews and focus groups. Feedback from the Centre’s classroom learning programs is gathered and analyzed by an independent agency, Consulting and Audit Canada. This independent oversight ensures data integrity, comparability of the feedback across programs, and the objectivity of the analysis. Client feedback is routinely analyzed, allowing services to be improved on a timely basis and in a manner that is responsive to client needs.

In general, feedback information gathered during the past five years indicates a consistently high level of satisfaction among the Centre’s clientele. For further information see Chapter IV in CCMD’s *Five-Year Review*, available at <http://www.ccmd-ccg.gc.ca>.

Addressing the long-term or secondary impact of learning interventions is a more difficult task, and one which CCMD is beginning to explore. As noted in CCMD’s *Five Year Review*, this is not inconsistent with private sector practices. A recent study by the American Society of Training and Development reveals that over three quarters of organizations surveyed have “client reaction” evaluation mechanisms such as those used by CCMD, but less than 10 per cent of those surveyed actually measure learning impact on business results.

This is of particular relevance to CCMD’s performance reporting requirements:

- The Centre serves Canadians *indirectly*: In supporting the learning needs of Public Service managers, the Centre contributes to an increased capacity, within the Public Service, to serve Canadians.
- The Centre is actively involved in long-term organizational culture change – in fostering and promoting a *learning culture* in the Public Service of Canada.

**2001-2002 INNOVATION  
CLIENT “IMPACT ASSESSMENT SURVEY”**

CCMD continues to make groundbreaking advances in the way it evaluates performance. During 2001-02, a client “impact assessment survey” was designed and implemented for the “Diversity: Vision & Action” course. This type of evaluation measures a course’s contribution to individual and organizational development several months after course completion as participants apply the lessons learned. This project was conducted in partnership with TBS’s Embracing Change Support Fund. Preliminary results (reported in January 2002) suggest that, for two-thirds of participants, the course has a very high impact in promoting “diversity maturity,” “leader as teacher” practices, and the learning organization. A full report of the results and their implications will be released during the 2002-2003 fiscal year.

While support of these activities is fundamental to operations, there is not, as yet, an effective means of measuring the direct impact of such interventions on either service levels to Canadians or management performance.

In refining and implementing CCMD’s evaluation framework, a balance will need to be struck between collecting reliable information for managing programs and developing affordable, outcome-related indicators to report on performance.

## *Performance Accomplishments*

### **Strategic Outcome One: KNOWLEDGE CREATION**

**In 2001-2002, CCMD continued efforts to provide Canadians with a world-class centre of expertise in governance, public sector management, learning and leadership.**

<b>RESOURCES USED *</b>	
Appropriation:	\$1,935,678
Revenue:	\$ 94,434
Institutional purchases:	\$ 629,000
<i>Human resources</i>	<i>26 full-time employees</i>

\*This table includes only direct expenditures and persons (indeterminate and term employees, secondments and those hired under section 15.2 of the *CCMD Act*) directly employed in delivering this strategic outcome

### *Governance and Public Sector Management*

<b>Outcome</b>	<ul style="list-style-type: none"> <li>An unprecedented number of federal Public Service managers accessed the knowledge developed and captured through CCMD’s <i>Action Research Roundtables</i>.</li> </ul>
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CCMD promotes greater awareness of issues related to governance and public sector management through its action research program.

#### **1) ACTION RESEARCH**

In 2001-2002, CCMD elevated the level of knowledge in the field of governance and public sector management through five Action Research Roundtables.

Characteristic of CCMD innovation and timeliness, the 2001-2002 Roundtable series brought together practitioners, academics, and leading thinkers to work on immediate management issues facing Canada’s Public Service – Workplace Well-Being, Mechanisms to

#### **WHAT IS ACTION RESEARCH?**

★ Practitioners and experts from both inside and outside government work together and develop practical advice to deal with pressing management challenges.

★ Roundtable topics are selected by managers and senior executives to address issues that are urgent and important for Canada’s Public Service as a whole.

★ By design, CCMD’s *Roundtable Process* encourages participants to both contribute and learn.

Through a CCMD survey, participants of the 2001-2002 series confirmed that the Roundtables made a good use of their potential to contribute and produce high-quality products.

Work Horizontally, Science and Public Policy, Internal Services, and Public Service Innovation.

The leading-edge knowledge captured during these sessions led to the production of five key written reports, (available at <http://www.ccmd-ccg.gc.ca>) and the development of two on-line courses, which will be available to all federal managers in 2002-2003. Roundtable products were also integrated into CCMD's classroom offerings and Learning Events, providing broad access for federal managers across Canada.

In 2001-2002, CCMD launched its first survey to gain feedback from federal public servants regarding how Roundtable products are used in the workplace. Based on 2000-2001 Roundtable products, the survey confirmed their value as timely, focused and practical products that Public Service managers integrate into their working environment. CCMD will refine this feedback tool in 2002-2003, with the goal of enhancing the effectiveness of CCMD's *Action Research Process*.

#### TAPPING INTO ROUNDTABLE KNOWLEDGE

In response to widespread client demand, CCMD distributed over 10,000 Action Research Roundtable publications in 2001-2002. In addition, the Roundtable publications were downloaded nearly 55,000 times from CCMD's Web site.

Among the most popular Roundtables: the Learning Organization guide, and Risk Management.

The knowledge generated through these activities was also available at and disseminated through CCMD's classroom offerings and Learning Events.

### Learning

<b>Outcome</b>	<ul style="list-style-type: none"><li>▪ Through its leadership of innovative networks, CCMD advanced efforts to entrench a learning culture in the Public Service and create an environment conducive to lifelong learning.</li></ul>
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In order to access and benefit from the learning opportunities available to them, Public Service managers must operate in an environment where learning is both supported and encouraged. It is also essential that as the Public Service adapts to serve in the Knowledge Age, it is recognized for its knowledge, innovation and creativity.

To these ends, CCMD has assumed a leadership role in fostering a culture of learning in the Public Service through dynamic support of the Deputy Minister Learning and Development Committee (LDC) and the Network of Learning and Development Institutes (NLDI). As the secretariat for both LDC and NLDI, the Centre is engaged in the knowledge creation process that propels the work of both the Committee and the Network.

#### D) LEARNING AND DEVELOPMENT COMMITTEE

In June 2001, LDC released its *Progress Report*, which included a Proposed Learning Policy for the Public Service of Canada, a proposal for a Public Service wide e-learning infrastructure, and a Learning Innovation Seed Fund.

Following the release of the report, Treasury Board Secretariat undertook further consultations regarding the implementation of the LDC's Proposed Learning Policy — a clear commitment to learning in the Public Service and a pivotal step in becoming a learning organization.<sup>1</sup>

### LDC INTERNATIONAL RECOGNITION

LDC was awarded a Certificate of Achievement from the Commonwealth Association for Public Administration and Management (CAPAM). The certificate was given for **innovations in governance** since the Committee's inception in 1999. CCMD can take great pride in this achievement.

## II) NETWORK OF LEARNING AND DEVELOPMENT INSTITUTES

NLDI represents intensive work by CCMD to develop a network of executives with general management responsibility for learning, training and development programs.

### WORKING HORIZONTALLY

LDC and NLDI represent vital horizontal initiatives aimed at enhancing the role and effectiveness of learning in the public service.

**A landmark in horizontal cooperation,** NLDI agreed to act as the Steering Committee for the pilot project to create a Public Service wide e-learning infrastructure — a recommendation that flowed from the LDC *Progress Report*.

To learn more about the work of LDC and NLDI go to CCMD's Web site:  
[http://www.ccmd-ccg.gc.ca/ldc/index\\_e.html](http://www.ccmd-ccg.gc.ca/ldc/index_e.html)

Created in September 2001, NLDI is a community of practice that endeavours to learn, share expertise and best practices in order to serve the learning needs and interests of the Public Service as a whole.

The Network hosted the first-ever Public Service Learning Summit during its first year of operation. Attended by over 500 Public Service managers and learning specialists, this successful event provided a space for exchange and debate on learning and learning organizations.

## Leadership

<b>Outcome</b>	<ul style="list-style-type: none"> <li>CCMD supported Public Service managers in the development of their leadership skills through the enhancement of the Centre's leadership expertise and the development of a leadership curriculum.</li> </ul>
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In the Knowledge Age, where innovation and creativity define success, the development of effective leadership skills is essential.

<sup>1</sup> *The Continuous Learning Policy for the Public Service of Canada* was approved by Treasury Board, effective May 1, 2002.

To this end, CCMD structured a Leadership Curriculum that develops the specific leadership capacities required by Public Service managers: foundation skills, leading-change skills, and strategy-specific skills. Within the curriculum, CCMD successfully developed and piloted three new courses, Mikawiwin: Leadership and Aboriginal Affairs, Leading Scientific Teams, and Leading for Results. For further information on these courses visit [http://www.ccmd-ccg.gc.ca/leadership/index\\_e.html](http://www.ccmd-ccg.gc.ca/leadership/index_e.html)

To assess the quality of its Leadership Curriculum, the Centre systematically evaluated these offerings and consistently achieved favourable ratings. In 2001-2002, CCMD also initiated an impact assessment of the leadership course Diversity: Vision and Action.

### *International Activities*

<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ Through international engagement, CCMD broadened Canadian knowledge on leading global practices in the areas of governance, public sector management, learning, and leadership.</li> <li>▪ CCMD strengthened its professional capacity to acquire and disseminate knowledge related to such global practices.</li> </ul>
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Becoming a world-class centre of excellence in governance, public sector management, leadership and learning requires that CCMD acquire a global perspective in these fields.

In 2001-2002, CCMD actively engaged the international community. The Centre developed institutional linkages with public sector learning organizations, pursued strategic partnerships with international organizations, and participated in and organized international initiatives. Through this involvement, CCMD broadened Canada’s knowledge of leading global practices, and benchmarked its own activities with that of the international community. (See CCMD’s *Five-Year Review*.)

<p><b>CCMD AS A LEARNING ORGANIZATION</b></p> <p>CCMD’s international activities are linked as <b>learning opportunities for Canadian Public Service managers</b>. In 2001-2002, managers participated in:</p> <ul style="list-style-type: none"> <li>▪ <u>International conferences</u>: Changing Governance and Public Sector Reform in the Americas;</li> <li>▪ <u>Study tours</u> in Singapore and Malaysia;</li> <li>▪ <u>International projects</u> in Jamaica, Chile, Costa Rica and Namibia, which delivered key workshops and seminars, built on Canada’s expertise in public sector management and governance.</li> </ul>
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Notable among CCMD’s international activities was the Second Public Leadership Forum in Singapore, co-hosted by CCMD and the Singapore Civil Service College. The conference addressed issues of key importance to Canada’s public service: recruitment, retention and learning and brought together senior leaders in public sector reform from sixteen nations. The address delivered at the Forum by CCMD’s President (“Different Circumstances... Common Challenge, Common Purpose”) is available at

[http://www.ccmd-cg.gc.ca/about/newsroom/speeches\\_e.html](http://www.ccmd-cg.gc.ca/about/newsroom/speeches_e.html)

In 2001-2002, CCMD continued to support the work of the Partnership for International Cooperation. The Partnership is a voluntary grouping of federal departments, agencies, parliamentary institutions and tribunals that pursue international, sector-specific cooperative projects and initiatives in the fields of governance and public sector management.

In acquiring international knowledge, CCMD endeavours to expose Canada's public servants to global issues, and to promote good governance abroad. In 2002-2003, CCMD will further develop its strategy to integrate international knowledge into CCMD courses and continue its participation in projects of the International Partnership for Cooperation.

## Strategic Outcome Two: KNOWLEDGE TRANSFER

Providing Canadians with a Public Service management cadre that is well prepared to serve Canada and Canadians in the Knowledge Age.

**In 2001-2002, CCMD continued to transfer its knowledge to Public Service managers through a variety of means, including in-class courses, learning events, computer assisted learning, and publications.**

<b>RESOURCES USED *</b>	
Appropriation:	\$6,247,743
Revenue:	\$8,393,665
Institutional purchase:	\$4,566,050
<i>Human resources</i>	<i>86 full-time employees</i>

\*This table includes only direct expenditures and persons (indeterminate and term employees, secondments and those hired under section 15.2 of the *CCMD Act*) directly employed in delivering this strategic outcome

### *Classroom-Based Training and Learning*

<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ CCMD was able to reach nearly 25 per cent more Public Service managers through classroom-based learning experiences than in 2000-2001.</li> <li>▪ CCMD implemented and refined the <i>Core Curriculum for Managers</i>, created to support the common knowledge needs of managers in Canada's Public Service.</li> </ul>
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In 2001-2002, CCMD classroom-based training and learning continued to be a valuable forum to transfer knowledge to Canada's public service managers. Again, the Centre realized excellent results:

- Course selection grew nearly 70 per cent with CCMD courses being offered across Canada.

- In 2001-2002, participation in open-enrolment classroom training rose 23 per cent. This continues an upward trend that has seen participation increase nearly fivefold in the past three years.
- CCMD's clients consistently rated their classroom learning experiences highly, and were enthusiastic about recommending courses to colleagues.

2001-2002 also saw the successful launch of CCMD's *Core Curriculum for Managers*. This group of courses, designed to support the common knowledge needs, vision, and values of Public Service managers, was delivered 23 times (16 times in the National Capital Region and seven times in the regions) reaching 480 managers.

In addition to course development to enhance its ongoing curriculum, CCMD entered into an agreement with Treasury Board Secretariat to design and deliver an integrated series of Modern Comptrollership-related learning opportunities. Two courses were produced in 2001-2002 to address this key corporate priority.

CCMD's open-enrolment, classroom-based training is operated under a cost-recovery regime. Although significant results have been achieved, CCMD faces the ongoing challenge of maintaining high quality products, remaining relevant and current, and being cost-effective, while *at the same time* balancing the allocation of resources to new product design and development against projected revenue generation capability.

### ***Career Development***

<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ Corporate management development programs were refined and revised in a responsive manner, with a view to the future needs of the federal Public Service.</li> <li>▪ CCMD provided targeted learning activities for deputy ministers, associate deputy ministers, and assistant deputy ministers aimed at enhancing their collective leadership role.</li> </ul>
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CCMD supports corporate, departmental, individual and functional community needs for career development. Corporately, CCMD 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). Courses are offered commensurate with available corporate funding.

- In 2001-2002, overall participation in the educational component of corporate management development programs increased from 3,818 participant days in 2000-01, to 5,799.



A 33 per cent increase in participants, unchanged funding levels, and TBS guidance motivated the development of a new and innovative Personal Learning Service (PLS) for the MTP Learning Component. The PLS is flexible, tailored to client learning needs, and enables CCMD to provide service to up to 250 participants within the current budget allocation.

**CAP EVALUATION**

As part of the Direxion program’s ongoing evaluation, participants from the 2000 cohort completed a six-month follow-up survey in early 2002. The results demonstrated that **the program has had a lasting impact** with participants indicating a high degree of satisfaction with, and usefulness of their learning. Participants also responded that this course had a direct impact on their behaviour as a leader.

2001-2002 also saw significant advancements in Direxion — the educational component of the CAP program. Direxion received advanced standing for 4 (of 16) credits with Dalhousie University’s Master of Public Administration Management.

To expand the impact of this high-quality curriculum, CCMD offered Direxion to non-CAP participants on a cost-recovery basis. In 2001-2002, 140 Public Service managers, 50 of which were sponsored by departmental executive development programs or functional communities, participated in Direxion.

In 2001-2002, CCMD increased its activities in support of the development needs of deputy ministers, associate deputy ministers and assistant deputy ministers. Prominent among these activities was the Orientation Program for new associate deputy ministers and deputy ministers, and the DM Roundtable discussions.

***Learning Events***

<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ CCMD supported managers’ knowledge needs and promoted a learning culture in the Public Service through the timely and innovative delivery of Learning Events.</li> </ul>
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Custom-designed with the busy Public Service manager in mind, Learning Events provide a way for managers from across Canada to come together to exchange ideas, transfer knowledge and create new knowledge in a “just-in-time” learning environment.

- Through Learning Events, CCMD reached over 7,500 Public Service managers in 2001-2002 — a remarkable increase of 75 per cent in one year.
- In the past year, the number of events offered by CCMD grew from 73 to 97. This included six major conferences, 23 workshops, 8 thematic events, and 40 armchair discussions, all offered on a full cost-recovery basis.

Through Learning Events, the Centre strengthens the sense of community and inclusiveness among Public Service managers. This goal was realized on several occasions in 2001-2002, most notably:

- The CCMD-organized *Managers National Professional Development Forum* established a national community of managers and launched to the forefront the National Managers Community Council (NMCC).
- The *Learning Summit* brought together outstanding expertise and cemented a partnership among CCMD, the Deputy Minister Learning and Development Committee and the Network of Learning and Development Institutes.
- The first-ever *Exchange Study Tour* made a significant contribution to improving the mutual understanding of roles and responsibilities between central agencies and Quebec's regional managers and executives.

Attentive to innovation and improvement, CCMD also attributes the success of Learning Events to strong working relationships that have been fostered with several organizations, including central agency policy centres, manager networks and federal regional councils.

By *plugging-in* to networks and *acting fast*, CCMD has heightened its ability to satisfy the pressing learning needs of Canada's federal Public Service managers.

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

<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ Through the launch of Campus-e, CCMD heightened the accessibility of knowledge and learning opportunities to Public Service managers.</li> </ul>
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Computer-assisted learning is a means of supporting self-learning and learning in the workplace, while achieving Public Service-wide economies of scale through centralized purchasing and provision. In its pursuit of computer-based programs, CCMD has augmented its existing offerings and increased the convenience of knowledge and learning opportunities available to managers.

In 2001-2002, CCMD spearheaded several innovations in computer-based learning both within the Centre and across the Public Service:

- CCMD took on the challenge of e-learning and launched its own Campus-e in June 2001— a library of 100 off-the shelf learning resources and 7 custom-designed courses for managers. Over 1,000 subscribers currently use this tool.
- A curriculum of classroom-based and online-courses was developed to help Public Service managers understand the emerging concepts and models of e-government. These courses were enriched by a series of armchair sessions that addressed specific challenges of the e-government agenda.

## ***Strengthening CCMD's Service Capacity***

<b>Outcome</b>	<ul style="list-style-type: none"><li>▪ In strengthening financial management systems and technological infrastructure, the Centre improved its ability to deliver streamlined and timely service to managers.</li></ul>
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In 2001-2002, the Canadian Centre for Management Development improved its internal systems with the objective of enhancing its capacity to serve federal Public Service managers.

Consistent with objectives outlined in the *Report on Plans and Priorities*, CCMD made sound progress in implementing *Report: Assessment of Financial Management: Canadian Centre for Management Development*. Twelve of the 24 recommendations were completed, action is underway to implement five recommendations, and a plan of action was developed for remaining items. In strengthening financial management systems, the Centre improved its ability to deliver accurate and timely service to its clients.

The Centre also expanded and strengthened its information management and information technology (IT) infrastructure to facilitate program delivery and computer-based learning through electronic media. In 2001-2002, CCMD's IT infrastructure provided support to an organization that increased by a factor of 50 per cent, and an external Web site that saw an increase in user sessions of 40 per cent. Through infrastructure improvements, CCMD's clients gained access to 80 on-line courses and the ability to register and pay for courses through a streamlined on-line system.

### ***The Way Forward***

Pursuant to section 19(3) of its Act, the Canadian Centre for Management Development completed the second Five-Year Review of its activities and organization in 2001-2002.

This comprehensive study, which is available at <http://www.ccmd-ccg.qmde> underscores the imperative of learning in the Knowledge Age, provides comparative trends for the Public Service and for CCMD, outlines the organization and activities of CCMD and feedback for its clients, and details a path forward.

From this study, and from CCMD's continuous interaction with Public Service managers over the course of 2001-2002, one point is clear — *learning is the key to the creation of a modern, high-quality public service*. It is neither a luxury nor an option but an essential investment in the Public Service and in the future of Canada.

## Annex A: Financial Performance

### FINANCIAL TABLE 1 — SUMMARY OF VOTED APPROPRIATIONS

This table explains the way Parliament votes resources to CCMD. The first line refers to the appropriation voted on an annual basis. The second line is a statutory appropriation and refers to cost-recovery activities; the amount shown can only be spent upon earning the equivalent amount in revenue. As revenue forecasts change throughout the year, the authority correspondingly changes. Finally, the third line refers to the Employer's Contributions to Employee Benefit Plans, which is a fixed percentage of the Centre's salary costs.

<b>Financial Requirements by Authority (thousands of dollars)</b>				
		<b>2001-2002</b>		
<b>Vote</b>	<b>Canadian Centre for Management Development</b>	<b>Planned Spending</b>	<b>Total<sup>1</sup> Authorities</b>	<b>Actual</b>
5	Program Expenditures	12,192	17,681	16,866
(S)	Expenditures pursuant to Section 29.1 (1) of the <i>Financial Administration Act</i>	6,543	8,579	8,579
(S)	Contributions to Employee Benefit Plans	1,390	1,448	1,448
<b>Total</b>		<b>20,125</b>	<b>27,708</b>	<b>26,893</b>
(1) Includes Main Estimates, Supplementary Estimates and other authorities.				

**FINANCIAL TABLE 2 — COMPARISON OF TOTAL PLANNED SPENDING TO ACTUAL SPENDING**

This table explains the way resources outlined in Table 1 were used by CCMD. It also shows the net cost of the Program to the Crown by adding the cost of services provided to CCMD free of charge by other departments, such as space provided by Public Works and Government Services Canada.

<b>Departmental Planned Versus Actual Spending (thousands of dollars)</b>			
<b>Canadian Centre for Management Development</b>	<b>2001-2002</b>		
	<b>Planned Spending</b>	<b>Total<sup>1</sup> Authorities</b>	<b>Actual</b>
FTEs	164	185	185
Operating <sup>2</sup>	19,950	27,533	26,739
Capital	C	C	C
Grants & Contributions	175	175	154
<b>Total Gross Expenditures</b>	<b>20,125</b>	<b>27,708</b>	<b>26,893</b>
Less:			
Respendable Revenues pursuant to Section 29.1 (1) of the <i>FAA</i>	6,543	8,579	8,579
<b>Total Net Expenditures</b>	<b>13,582</b>	<b>19,129</b>	<b>18,314</b>
<b>Other Revenues and Expenditures</b>			
Proceeds from the disposal of surplus Crown Assets	0	5	0
Cost of services provided by other departments	1,820	1,979	1,979
<b>Net Cost of the Program</b>	<b>15,402</b>	<b>21,113</b>	<b>20,293</b>
(1) Includes Main Estimates, Supplementary Estimates and other authorities.			
(2) Includes contributions to employee benefit plans.			

**FINANCIAL TABLE 3 — HISTORICAL COMPARISON OF TOTAL PLANNED SPENDING TO ACTUAL SPENDING**

This table provides an historical perspective on the use of resources by CCMD. The increased spending over the years results from the tenfold expansion in the client base of the Centre and the growing demand for programs offered on a cost-recovery basis.

<b>Historical Comparison of Departmental Planned Versus Actual Spending (thousands of dollars)</b>					
<b>Business Line</b>	<b>Actual 1999-00</b>	<b>Actual 2000-01</b>	<b>2001-2002</b>		
			<b>Planned Spending</b>	<b>Total<sup>1</sup> Authorities</b>	<b>Actual</b>
Canadian Centre for Management Development	17,784	24,005	20,125	27,708	26,893
<b>Total</b>	<b>17,784</b>	<b>24,005</b>	<b>20,125</b>	<b>27,708</b>	<b>26,893</b>

(1) Includes Main Estimates, Supplementary Estimates and other authorities.

**FINANCIAL TABLE 4 — RESPONDABLE REVENUES PURSUANT TO SECTION 29.1 (1) OF THE *Financial Administration Act***

This table compares forecast and actual revenues for CCMD. Again, the increased revenue-generating activities over the years results from the expansion in the client base of the Centre and increased program offerings.

<b>Responsible Revenues Pursuant to Section 29.1(1) of the <i>FAA</i> (thousands of dollars)</b>					
<b>Business Line</b>	<b>2001-2002</b>				
	<b>Actual 1999-00</b>	<b>Actual 2000-01</b>	<b>Planned Revenues</b>	<b>Total Authorities</b>	<b>Actual</b>
Canadian Centre for Management Development	5,392	6,177	6,543	8,579	8,579
<b>Total Responsible Revenues</b>	<b>5,392</b>	<b>6,177</b>	<b>6,543</b>	<b>8,579</b>	<b>8,579</b>

**FINANCIAL TABLE 5 — TRANSFER PAYMENTS**

This table provides an historical perspective on how much was transferred by CCMD to other organizations over the years. The intention of this small contributions fund is for the Centre to support the activities of others, such as the Institute for Public Administration of Canada, which are working towards the same goals.

<b>Transfer Payments (thousands of dollars)</b>					
<b>Canadian Centre for Management Development</b>	<b>Actual 1999-00</b>	<b>Actual 2000-01</b>	<b>2001-2002</b>		
			<b>Planned Spending</b>	<b>Total Authorities</b>	<b>Actual</b>
<b>Grants</b>	-	-	-	-	-
<b>Contributions</b>	175	173	175	175	154
<b>Total Transfer Payments</b>	175	173	175	175	154