



# Canadian Centre for Management Development



For the  
period ending  
March 31, 1997



Improved Reporting to Parliament —  
Pilot Document

Canada

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## Foreword

On April 24, 1997, the House of Commons passed a motion dividing what was known as the *Part III of the Estimates* document for each department or agency into two documents, a *Report on Plans and Priorities* and a *Departmental Performance Report*. It also required 78 departments and agencies to table these reports on a pilot basis.

This decision grew out of work by Treasury Board Secretariat and 16 pilot departments to fulfil the government's commitments to improve the expenditure management information provided to Parliament and to modernize the preparation of this information. These undertakings, aimed at sharpening the focus on results and increasing the transparency of information provided to Parliament, are part of a broader initiative known as "Getting Government Right".

This *Departmental Performance Report* responds to the government's commitments and reflects the goals set by Parliament to improve accountability for results. It covers the period ending March 31, 1997 and reports performance against the plans presented in the department's *Part III of the Main Estimates* for 1996-97.

Accounting and managing for results will involve sustained work across government. Fulfilling the various requirements of results-based management – specifying expected program outcomes, developing meaningful indicators to demonstrate performance, perfecting the capacity to generate information and report on achievements – is a building block process. Government programs operate in continually changing environments. With the increase in partnering, third party delivery of services and other alliances, challenges of attribution in reporting results will have to be addressed. The performance reports and their preparation must be monitored to make sure that they remain credible and useful.

This report represents one more step in this continuing process. The government intends to refine and develop both managing for results and the reporting of the results. The refinement will come from the experience acquired over the next few years and as users make their information needs more precisely known. For example, the capacity to report results against costs is limited at this time; but doing this remains a goal.

This report is accessible electronically from the Treasury Board Secretariat Internet site:  
<http://www.tbs-sct.gc.ca/tb/key.html>

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**Canadian Centre  
for  
Management Development**

**Performance Report**

**For the  
period ending  
March 31, 1997**

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The Right Honourable Jean Chrétien  
Prime Minister of Canada

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## **Section I: The Message**

In 1995, the Clerk of the Privy Council issued an ambitious challenge to the Public Service of Canada. To achieve the changes that will result in a Public Service capable of meeting the needs of Canadians in a new century, the executive cadre must have the vision and the ability to manage the transformation. They must understand and deal with global, social, economic and technological changes.

The Canadian Centre for Management Development, at the very heart of current government Public Service priorities because of its mandate to prepare executives for these roles, organized itself to meet the challenge by building the foundations of services focused on the new priorities. A streamlined structure and resources were inaugurated on January 1, 1997.

To remain a leader in executive learning and development, the Centre must strive to be a model of best practices in the design and delivery of its programs and services. The Board of Governors, executive and staff are committed to seeking feedback and to modifying its programs and services so that they can best serve its clients in tune with Public Service priorities.

I remain convinced that the Centre is an institution well-positioned to develop an innovative, highly skilled and responsive Public Service who value service to Canadians. I am therefore pleased to present the Centre's performance report for 1996-97.

## Section II: Departmental Overview

In recognition of the need for excellence in leadership of the federal Public Service, the Prime Minister announced in April 1988 the Government's decision to create a credible, national, world-class centre of excellence in teaching and research in public-sector management. The Canadian Centre for Management Development (CCMD) was officially established on December 1, 1991.

### Mandate, Roles and Responsibilities

We believe that Section 4 of the CCMD Act provides the Centre with an eloquent and enduring mandate that focuses on enhancing public-sector management capabilities and promoting a strong corporate culture within the federal Public Service.

The objectives of the Centre are:

- (a) to encourage pride and excellence in the management of the Public Service and to foster among Public Service managers a sense of the purpose, values and traditions of the Public Service;*
- (b) to help ensure that managers in the Public Service have the analytical, creative, advisory, administrative and other management skills and knowledge necessary to develop and implement policy, respond to change, including changes in the social, cultural, racial and linguistic character of Canadian society, and manage government programs, services and personnel efficiently, effectively and equitably;*
- (c) to help managers in the Public Service develop a successful cooperative relationship with staff members at all levels through leadership, motivation, effective internal communications and the encouragement of innovation, high-quality service to the public and skills development;*
- (d) to develop within the Public Service and to attract to the Public Service, through the Centre's programs and studies, persons who are of high calibre and who reflect the diversity of Canadian society, and to support their growth and development as public sector managers committed to the service of Canada;*
- (e) to formulate and provide training, orientation and development programs for managers in the public sector and particularly for senior managers in the Public Service;*
- (f) to study and conduct research into the theory and practice of public-sector management; and*
- (g) to encourage a greater awareness in Canada of issues related to public-sector management and the role and functions of government and to involve a broad range of individuals and institutions.*

## **Mission**

CCMD contributes to enhanced performance of the Public Service in serving Canadians, encourages pride and excellence, and serves as an agent of change by:

- supporting a corporate culture based on service;
- creating opportunities for learning collectively, in teams, across departments and with partners; and
- supporting current and future Public Service leaders in developing leadership skills.

## **Governance**

Between the announcement of its creation in 1988 and its establishment in law, CCMD worked under Orders in Council. Bill C-34, proclaimed into law on December 1, 1991, created CCMD as a departmental corporation, directed by a Principal with the rank of a deputy minister in the role of chief executive officer. CCMD is governed by a Board of Governors, which the Act, in Section 12, makes "... responsible for the conduct and management of the affairs of the Centre." Similar to other departmental corporations, CCMD's Board of Governors, as well as its Principal, are appointed by the Governor-in-Council. The Board members are appointed equally from the public and non-public sectors. The Clerk of the Privy Council is Chair of the Board, and the Secretary of the Treasury Board, the President of the Public Service Commission and the Principal of CCMD are ex-officio governors of the Board. For purposes of the Act, the minister responsible for CCMD is the Prime Minister.

## **Strategic Priorities**

In 1996–97, CCMD undertook to tighten its focus and strengthen its role in advancing the management agenda for change in the Public Service, consistent with the priorities of the Clerk of the Privy Council. At the same time, the Centre completed its first *Five-Year Review and Report to Parliament*, consistent with its legislation. Specific initiatives included:

- establishing new operating principles for the Centre;
- implementing a restructuring of the organization;
- creating new governance councils to improve the quality of executive learning programs and research, and their connection to corporate priorities; and
- implementing improvements to and rationalization of corporate administration.

The principles that now guide the Centre's operations are:

- Deputy Ministers are responsible for the development of their staff;
- CCMD activities are tied to corporate priorities, identified by the Clerk of the Privy Council, as head of the Public Service, and are guided by the advice of the Public Service Commission on leadership competencies;
- corporate leadership and corporate team development are the first priorities of CCMD;
- all programs and services are developed and offered only if they follow a continuum and are aligned with corporate development strategies;
- learning programs are complemented by world-class learning strategies such as on-the-job coaching, which reinforces individual responsibility for learning;



- building learning networks is a key process in achieving corporate objectives and in addressing cross-cutting issues;
- CCMD is an exemplary organizational model of what it teaches;
- CCMD participates with the other central agencies in corporate-wide succession planning for the executive group;
- modern technology is widely used to disseminate research and support learning programs and networks, and for two-way communications with our clients;
- the Centre is committed to the ongoing measurement of the results of its programs and services and to pursuing new breakthroughs in the area of measurement; and
- the Centre works collaboratively with other training institutions to ensure coherence.

## **Organization and Business Lines**

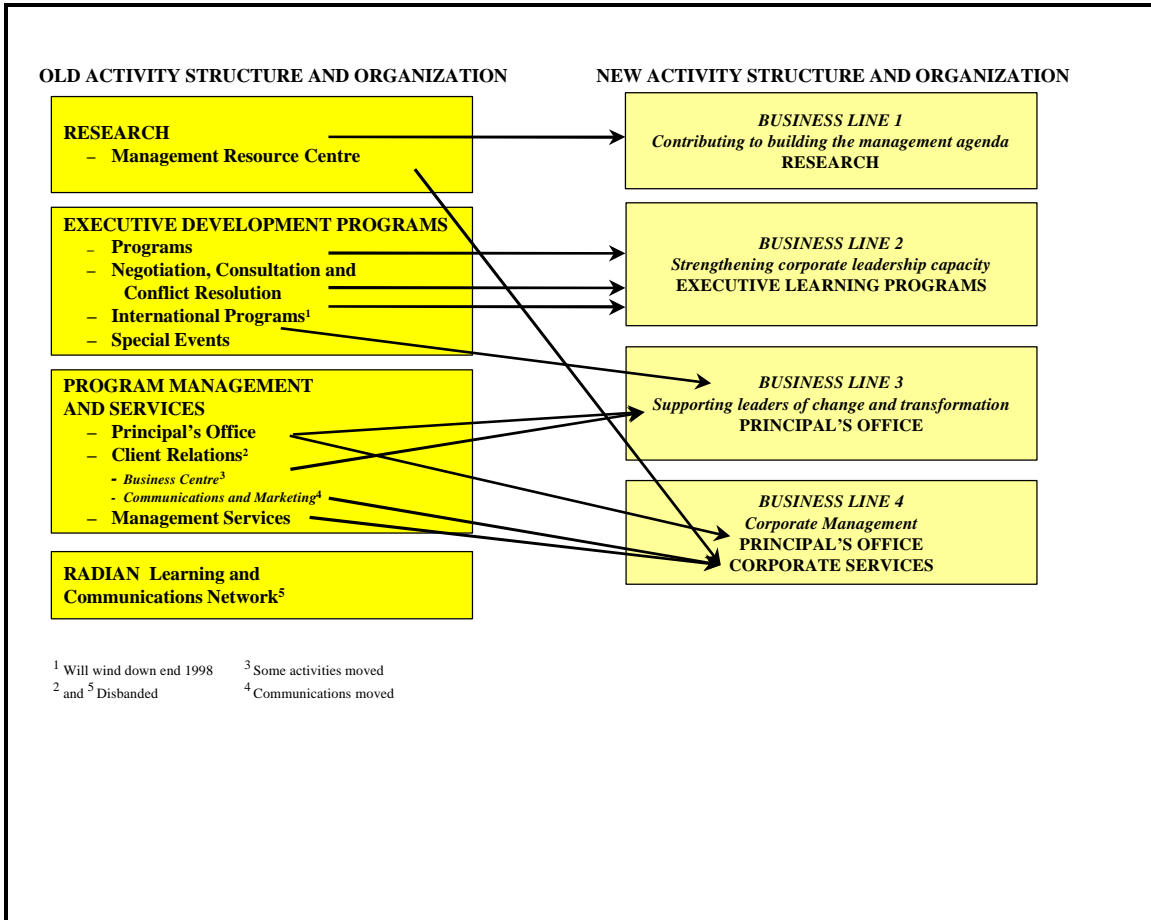
As overall budgets have been reduced in both private corporations and public-sector organizations, the emphasis in training and development has shifted from the development of individuals as an objective in itself to the development of individuals so that they will contribute to achieving organizational goals.

This shift also reflects the evolution of CCMD's programs and services. The emphasis now is on more innovative learning programs in which people interact, learn to work together, and experience a more participative learning program as departments and agencies seek to use executive learning to bring about change within their own organizations. CCMD has endeavoured to respond to new approaches to executive learning and to client needs as they change. The Centre has therefore been and will continue to be in a state of constant evolution.

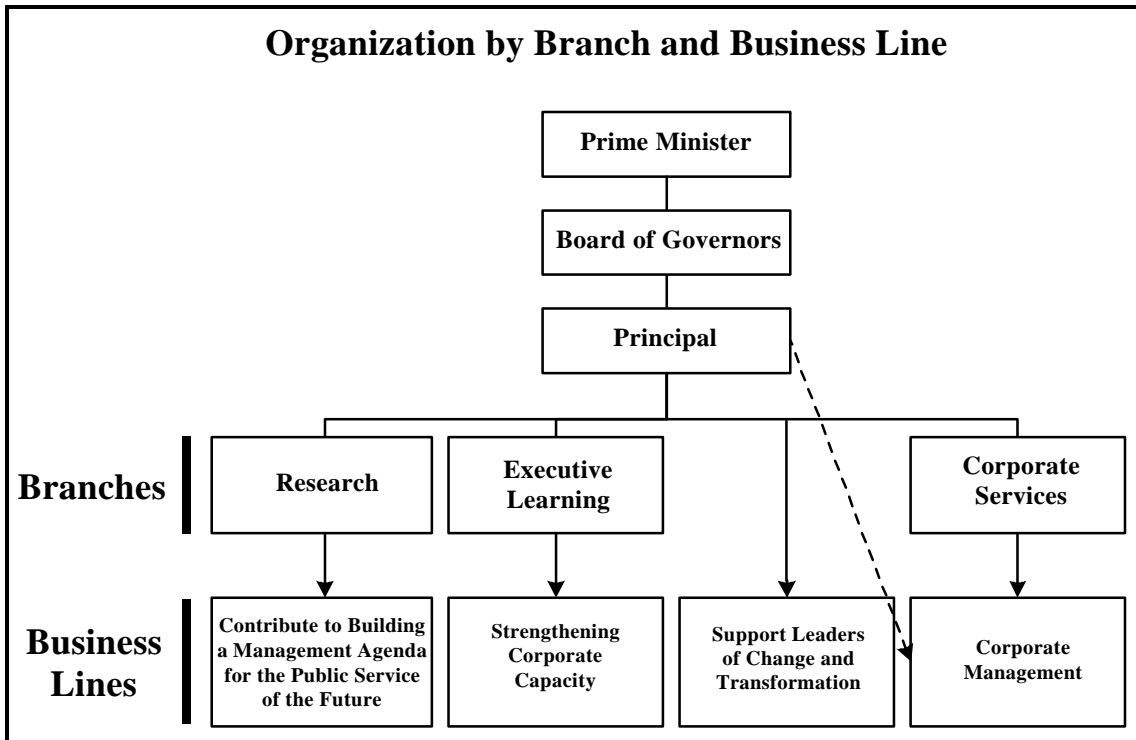
The year 1996–97 became one of intense activity during which the foundations were established for a repositioned CCMD. The Centre's organizational structures were streamlined so that resources could be shifted from administrative overhead to programs. The new activities and programs, reported here for the first time as business lines, are designed to reflect the objectives of the CCMD Act and support the Clerk's priorities.

To be effective, the business lines must operate synergistically, encouraging interaction and coordination throughout the organization and with clients and external stakeholders.

**Figure 1 Crosswalk Between CCMD Old and New Activity Structures and Organization**



**Figure 2 Organization Chart of the Canadian Centre for Management Development**



**Business Line 1** *Contribute to Building a Management Agenda for the Public Service*

Business Line 1 contributes to enhancing the performance of Public Service executives in serving Canadians by shaping, understanding and building commitment to a management agenda for the Public Service of the future. To meet client needs Business Line 1, in partnership with other central agencies, provides a corporate research program that identifies critical management issues and brings together key Public Service leaders, academics and leading thinkers to discuss, debate and dialogue on options for their resolution in an “action research” network learning mode. In addition, the Centre is establishing an international and domestic comparative knowledge base on Public Service renewal and reform, with lessons learned. Business Line 1 also provides a forum for discussions to better understand and generate visions of a renewed Public Service.

**Goal of Business Line 1**

Guide Public Service leaders through the reflection and definition process necessary to shape and understand the future of the Public Service, and to contribute to future management agendas.

**Accountability**

Vice-Principal, Research

**Resources spent in 1996–97**

Total:     \$2,000,000

**Business Line 2 *Strengthening Corporate Leadership Capacity Through Learning***

The aim of Business Line 2 is to enhance performance of Public Service executives in serving Canadians by creating opportunities to learn collectively and by developing a responsive, highly skilled and innovative executive cadre. Business Line 2 involves designing world-class learning opportunities that support the priorities of the Clerk, value service to Canadians in delivery and in policy-making, utilize modern leadership and management techniques, and value the creation of partnerships in public, private and voluntary sectors. Business Line 2 offers fora for exploring new ideas and learning from others through networks to solve corporate cross-cutting issues.

**Goal of Business Line 2**

For Public Service leaders, design and develop the learning opportunities to help Public Service executives develop the leadership skills to improve service to Canadians and implement renewal, both at a personal and systemic level, and impacting critical masses of executives, both horizontally across the Public Service and vertically in departments. Business Line 2 also provides reinforcement and supports continuous learning through networks and on-the-job coaching.

**Accountability**

Vice-Principal, Executive Learning Programs

**Resources spent in 1996–97**

Total:      \$8,600,000

**Business Line 3 *Support Leaders of Change and Transformation***

Deputy Ministers are facing the challenge of strategically repositioning their departments and managing the change process. CCMD must therefore be able to provide support for departmental change agendas through customized design of executive development programming. This requires identifying corporate learning needs that are common to more than one department; conducting make-or-buy analyses for the design and delivery of pilot programs to meet these needs; customizing learning programs for individual departments and other partner organizations if corporate applications are possible; organizing special learning events that cross departmental boundaries; and providing advice to departmental leaders on learning architectures, techniques, standards and providers of learning and leadership programs. This business line will develop the new business of CCMD through working with departments to develop creative and leading-edge learning interventions. As such interventions lead to revenue generation, they would be moved to Business Line 2 for delivery.

**Goal of Business Line 3**

Business Line 3 assists Deputy Ministers in improving teamwork to implement departmental change agendas and resolve departmental issues through appropriate learning experiences. Business Line 3 aims to migrate learning experiences across departmental boundaries and to assist top teams in using learning to address corporate and departmental issues.

**Accountability**

Principal

**Resources spent in 1996–97**

Total:      \$300,000

**Business Line 4 *Corporate Management***

While managing the transition to a new organization, Corporate Management must provide corporate leadership in all areas of corporate programs and services in support of the strategic directions of CCMD. It must be able to provide clients with efficient and effective management and administrative services in support of program delivery and future directions. This requires a governance and accountability system to guide and ensure a results-based performance regime; a business planning system and process that includes a focus on the human resources capabilities and issues; and an integrated, seamless and effective flow of ideas, processes and systems between business lines.

**Goal of Business Line 4**

To maximize CCMD's internal capacity and investment in its financial, human, information and materiel resources, and become an exemplary model of what it teaches.

**Accountabilities**

Principal  
Director General, Corporate Services

**Resources spent in 1996-97**

Total:      \$5,700,000

## Section III: Departmental Performance

### A. Performance Expectations

#### Context

It is important to describe the context and environment within which the Centre operates in order to understand the challenges and risks facing the Centre in its attempts to measure progress towards the results outlined in Figure 3 on page 13.

The degree to which these results can be attributed to the efforts of the Centre, in the short to medium term, will be influenced by several factors. First among these are the direction and focus of executive development and learning, which will influence the benchmarking the Centre does to design and develop its executive learning strategies and programs. Research<sup>1</sup> concludes that best practices companies link executive education directly to strategy and view it as a way to gain strategic advantage; their CEOs are committed and involved, they rely heavily on a senior-level advisory committee and they employ a continuous learning strategy and system, rather than ad hoc programs.

Best practices embrace customization of programs to ensure relevance and fit with strategies, including:

- external training support and outsourcing to design and deliver programs;<sup>2</sup>
- use of leadership profiles to clarify values and leadership processes;
- targeting a critical mass of executives to catalyze organizational change;
- action-oriented learning;
- shorter and more frequent learning experiences; and
- transferring learning back to the job.

Trends also show that although more effective measurements and evaluation have been rated as critically important to the design and development of executive learning, very little systematic evaluation is actually being done.

Keeping step with the evolution of executive learning approaches will require continuous adjustment and experimentation, with an inherent risk that some learning approaches may produce modest improvements, may require a significant lapse of time before meaningful measurement can be done, or measurement of their impact in achieving the desired results may be problematic or only anecdotally attributable to CCMD efforts.

A second important factor to consider in the measurement of CCMD results is the role of the Centre in the Government training structure, where it is a partner with central agencies of the Privy Council Office (PCO), Public Service Commission (PSC) and Treasury Board Secretariat (TBS) in virtually all its activities. TBS, as the employer, is responsible for establishing training policy to assist departments; the PSC is mandated by legislation, to “operate and assist deputy heads in the operation of staff training and development programs”; and CCMD is mandated “to formulate and provide training, orientation and development programs for managers ... particularly senior managers ...”

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<sup>1</sup> 1993, Executive Development Associates Biannual Trends Survey

<sup>2</sup> 1996, Conference Board of Canada Report



CCMD sets its program priorities according to the priorities of the Clerk, and is funded by Treasury Board to deliver the educational component of the Management Trainee Program. In the case of the Career Assignment Program (CAP), the PSC sponsors and funds and CCMD delivers the educational component. For the Accelerated Executive Development Program (AEXDP), the Centre is funded through appropriation to deliver the learning component. Because the PSC has a lead role to play in the design and management of the AEXDP, and collaborates with the Centre in the learning activities of the program, joint arrangements for the evaluation of the program are emerging. The evaluation is being sponsored by the PSC and managed by a steering committee of which the Centre is a member. Departments with their own training programs are also players in the field of learning, and the Centre has dedicated a business line to supporting deputy heads by equipping executive teams to handle departmental change and transformation initiatives. Thus partner agencies and departments also have an interest and role in achieving the results articulated by the Centre.

The Centre has always recognized the importance of assessing its performance and evaluating its programs and services. In November 1996, as required by its legislation, the Centre tabled its first *Five-Year Review and Report to Parliament*, which covered a retrospective assessment of the impact of the Centre and a prospective review of the relevancy and future of CCMD in light of executive education trends and best practices, and changes in the roles of government and the Public Service.

In its quest to improve service and ensure relevancy of its programs, CCMD has always sought feedback on needs and the effectiveness of its products and services by way of surveys of clients. But CCMD has recognized that client surveys focused at the individual level would not go far enough in assessing the impact of learning on performance.

In an effort to find more precision and assess the performance of program offerings, it went on to develop and test from 1994–96 a measurement system called the Product Offering Evaluation System (POES). This system was patterned after state-of-the-art university course evaluation practice at the time, and was suitable for assessing impact at the individual level. The system consists of questionnaires that examine the learning, behavioural impact, organizational results and overall reactions of participants. It has been tested in the Executive Leadership course and can be expanded and customized to other programs.

With the need to shift the CCMD focus to corporate needs, CCMD recognized that course assessments aimed at the individual level are limited in terms of providing performance information on the corporate-level results we now seek. We are convinced that these results are key to developing a highly skilled, innovative and responsive Public Service executive cadre capable of implementing the priorities of the Clerk. Therefore, we continue to explore more sophisticated survey diagnostic tools and models that are more likely to assess how effectively change is being implemented at the corporate level. We have also developed performance measures, which will continue to be refined as we learn.

## Summary of Performance Expectations

Figure 3 reflects high level results that appear in the Annual Report of the President of the Treasury Board.

**Figure 3 The Canadian Centre for Management Development**

| <b>Provide Canadians with:</b>  | <b>to be demonstrated by:</b>   |
|---|---|
| <p>a highly skilled, innovative and responsive Public Service executive cadre which:</p> <ul style="list-style-type: none"> <li>– values service to the public both in delivery and policy making;</li> <li>– utilizes up-to-date leadership skills; and</li> <li>– understands and encourages working in partnership with other levels of government, the private sector and the not-for-profit sector.</li> </ul> | <ul style="list-style-type: none"> <li>– commitment and alignment of Public Service executives to government priorities as articulated by the Clerk;</li> <li>– improved executive skill and competency levels; and</li> <li>– increased problem-solving within and between departments by groups of executives.</li> </ul> |

The Centre has further devised a performance measurement approach by business line for further reporting. This approach is outlined below:

### **Business Line 1** Contribute to Building a Management Agenda for the Public Service

#### **Performance Measurement Strategy**

The key measures and measurement approach for CCMD's contribution to building a management agenda for the future will include:

- measuring on an ongoing basis, CCMD's active collaboration with other central agencies in developing and maintaining a coordinated, system-wide approach to research;
- measuring number and quality of strategic- management information reports on an ongoing basis through CCMD networks and quality, subject to peer review of products;
- conducting periodic surveys of Public Service culture to measure the shift in Public Service leadership culture towards values and behaviours needed to implement the Clerk's priorities
- tracking on an ongoing basis, the degree of active participation of leading academics as a measure of the support gained for CCMD's action-research networks;
- tracking on an ongoing basis, the number, size and percentage of targeted leaders who continue to participate in action-research networks, and,
- through periodic opinion surveys, assess the effectiveness of action-research networks.

### **Business Line 2** Strengthening Corporate Leadership Capacity Through Learning

#### **Performance Measurement Strategy**

The key measures and measurement approach to assess CCMD's performance in strengthening corporate leadership capacity through learning will include:

- tracking on an ongoing basis the number of issues crossing departmental boundaries that are resolved by participants in learning programs;
- assessing the degree to which learning programs are tied to job assignments within AEXDP and in the evaluation of this program;
- assessing the effectiveness of program learning content in meeting the Clerk's priorities on an ongoing basis through benchmarking and client-opinion surveys, and through analysis of surveys of public opinion and of the culture of the Public Service;
- assessing improved on-the-job performance of AEXDP and EL graduates through participant and culture surveys;
- comparison of EX participation in EL program to total EX population;
- tracking the number of modules offered and the percentage of executives attending modules;
- ongoing review of the opinion of client deputies regarding coherence and continuity of leadership-development programs; and
- ongoing analysis of client opinion regarding the responsiveness of action-learning networks to the needs of participants.

### **Business Line 3** Support Leaders of Change and Transformation

#### **Performance Measurement Strategy**

The key measures and measurement approach to assess CCMD's support of leaders of change and transformation will include:

- periodic analysis of client opinion, percentage of executives attending and repeat participation of eligible executives;
- ongoing monitoring systems and benchmarking of the emergence and improvement of common best practices in departmental executive learning and leadership programs;
- monitoring the number of key functional and portfolio groups mobilized to effectively resolve key issues through departmental and functional teamwork ;and
- opinion surveys of deputy community.

### **Business Line 4** Corporate Management

#### **Performance Measurement Strategy**

The measures and measurement approach to assess corporate management and leadership provided will include:

- ongoing feedback from the CCMD internal governance system including the Clerk of the Privy Council, the Board of Governors and the deputy community,
- inclusion in corporate planning documents of human resources, financial, administrative and information elements of all business lines, ongoing monitoring of the transfer of research ideas and best practices to learning programs
- periodic surveys of client opinion;
- comparison of costs of corporate services relative to other business lines;
- tracking the number of networks of central agency, departments, PRC and deputy learning champions established by CCMD;
- monitoring the number of programs, using technology and client opinion to measure effective response to clients and inclusiveness in programming
- the establishment and ongoing review of core competencies in light of program needs to advance the business of CCMD.

## Resource Plans and Actual Expenditures

The following financial tables at figures 4 and 5 reflect the total planned, as compared with actual, expenditures by organization and business line. Figure 6 provides comparative financial details of business lines against previous years according to activities of the Centre.

**Figure 4 Resource Requirements by Organization and Business Line**

| Comparison of Total Planned Spending to Actual Expenditures, 1996–97, by Organization and Business Line (\$ millions) |   |  |  |                      |            |
|---|---|--|--|----------------------|------------|
| Business Lines  |   |  |  |                      |            |
| Organization  | Contribute to Building a Management Agenda for the Public Service of the Future | Strengthening Corporate Leadership Capacity Through Learning | Support Leaders of Change and Transformation (1) | Corporate Management | TOTALS (2) |
| Principal's Office  |   |  |  | 0.7                  | 0.7        |
|   |   |  |  | 1.1                  | 1.1        |
| VP - ELP (3)  |   | 10.0   | 0.2  |                      | 10.2       |
|   |   | 8.6  | 0.3  |                      | 8.9        |
| VP - Research (4)   | 1.9   |  |  |                      | 1.9        |
|   | 2.0   |  |  |                      | 2.0        |
| DG - Corporate Services (5)   |   |  |  | 4.4                  | 4.4        |
|   |   |  |  | 4.6                  | 4.6        |
| RADIAN Revolving Fund (6)   |   |  |  |                      | 0.0        |
|   |   |  |  |                      | 0.0        |
| TOTALS  | 1.9   | 10.0   | 0.2  | 5.1                  | 17.2       |
|   | 2.0   | 8.6  | 0.3  | 5.7                  | 16.6       |
| % of TOTAL  | 12.0  | 51.9   | 1.8  | 34.3                 | 100.0      |

Note: Planned spending includes Main Estimates, Supplementary Estimates and other authorities. Shaded numbers denote actual expenditures/revenues in 1996–97.

- (1) Additional funds were allocated to this business line in 1996–97 since objectives were refined as the year progressed.
- (2) All figures include employee benefit plans.
- (3) Expenditures were less than planned due to a repositioning towards core programs and the subsequent elimination of many non-core programs.
- (4) Additional funds were devoted to this activity as priorities changed during the year.
- (5) More funds were necessary to cover the expenses for the transition (e.g., cash-outs, ERI).
- (6) RADIAN is not a business line per se; it was eliminated in 1996–97 and is only shown here to correspond to the information presented in the Public Accounts.

**Figure 5 Comparison of Total Planned Spending to Actual Expenditures, 1996–97, by Business Line (\$ millions / FTEs)**

| Business Line   | FTEs | Operating (2) | Voted Contributions | Total Expenditures |
|---|------|---------------|---------------------|--------------------|
| Contribute to Building a Management Agenda for the Public Service of the Future | 23   | 1.7           | 0.2                 | 1.9                |
|   | 11   | 1.9           | 0.1                 | 2.0                |
| Strengthening Corporate Leadership Capacity Through Learning                    | 80   | 10.0          |                     | 10.0               |
|   | 68   | 8.6           |                     | 8.6                |
| Support Leaders of Change and Transformation                                    | 3    | 0.2           |                     | 0.2                |
|   | 3    | 0.3           |                     | 0.3                |
| Corporate Management  | 57   | 5.1           |                     | 5.1                |
|   | 54   | 5.7           |                     | 5.7                |
| RADIAN Revolving Fund (1)   | 10   |               |                     | 0.0                |
|   | 0    |               |                     | 0.0                |
| Totals  | 173  | 17.0          | 0.2                 | 17.2               |
|   | 136  | 16.5          | 0.1                 | 16.6               |
| Revenue credited to the Consolidated Revenue Fund                               |      |               |                     | (7.0)              |
|   |      |               |                     | (7.0)              |
| Cost of services provided by other departments                                  |      |               |                     | 2.3                |
|   |      |               |                     | 2.3                |
| Net Cost of the Program   |      |               |                     | 12.6               |
|   |      |               |                     | 12.0               |

**Note:** Planned spending includes Main Estimates, Supplementary Estimates and other authorities. Shaded numbers denote actual expenditures/revenues/FTEs in 1996–97.

- (1) RADIAN is not a business line per se; it was eliminated in 1996-97 and is only shown here to correspond to the information presented in the Public Accounts.
- (2) Operating includes contributions to employee benefit plans.

**Figure 6 Departmental Planned versus Actual Spending by Activity (\$ millions)**

| Activity                           | Actual<br>1993-94 | Actual<br>1994-95 | Actual<br>1995-96 | Total Planned<br>1996-97 | Actual<br>1996-97 |
|------------------------------------|-------------------|-------------------|-------------------|--------------------------|-------------------|
| Executive Development              | 4.9               | 4.3               | 3.2               | 10.2                     | 8.9               |
| Research                           | 1.4               | 1.6               | 1.9               | 1.9                      | 2.0               |
| Program Management and<br>Services | 4.5               | 4.0               | 4.0               | 5.1                      | 5.7               |
| RADIAN Revolving Fund              | 0.3               | 1.4               | 1.0               | 0.0                      | 0.0               |
| <b>Total</b>                       | <b>11.1</b>       | <b>11.3</b>       | <b>10.1</b>       | <b>17.2</b>              | <b>16.6</b>       |

**Note:** Because the activity/business line structure was changed in 1996-97, this particular table is presented using old activities rather than the new business lines. Planned spending includes Main Estimates, Supplementary Estimates and other authorities.

## **B. Performance Accomplishments**

### **Departmental Performance**

The Centre reported on some 1996–97 accomplishments in its 1997–98 Part III document. This Performance Report serves to highlight key accomplishments and update performance since the tabling of Part III. In 1996–97, CCMD undertook a business definition exercise, which helped refine the thinking about CCMD's role and clients and laid the foundation for future directions that are intended to strengthen the Centre's role in Public Service renewal. This planning exercise led to further work to develop the Centre's business lines and organization.

CCMD also completed an operational review, with an emphasis on streamlining corporate services in the short term while actively exploring innovative service delivery alternatives to achieve cost savings over the medium term. Since the results of the review entailed fundamental changes to the way the Centre was managed and organized, a Transition Team was formed to ensure that the Centre modelled best practices in leading the transition.

The Centre implemented the use of electronic media to the greatest extent possible to share information on Public Service reforms, leadership, executive learning and departmental innovations. On June 4, 1996, CCMD established a Web site, which can be accessed at <http://www.ccmd-ccg.gc.ca>.

A new human resources development plan was prepared for the Centre. Consistent with the plan, the Centre decided to implement a new and more vigorous approach to professional development by beginning work on defining the organizational competencies of CCMD.

Several new initiatives demonstrate the Centre's commitment to a more corporate focus and innovation in the design and delivery of learning research, programs and services: the Deputy Minister Armchair Series on the work of the Deputy Ministers' Task Forces established by the Clerk, the introduction of the new Program for Tribunal Members and the launch of the International Governance Network on Public Sector Reform. Detailed accomplishments by business lines follow.

## **Business Line Performance Accomplishments**

### **Business Line 1: *Contribute to Building a Management Agenda for the Public Service***

The Central Agencies Research Committee began in 1996–97 to build a corporate management research agenda and priorities to link CCMD research with corporate needs. In the context of the central agency research framework that was developed, CCMD and the Privy Council Office are developing a system-wide approach to research. The proposed CCMD focus is on “Modernizing Service Delivery,” comprising four potential elements: service delivery and organizational effectiveness, governance and accountability, managing change, and Public Service culture and values. The emphasis will be on measurement and performance reporting.

CCMD has launched an important new approach to research and learning in “action research networks.” This leading-edge practice of continuous learning enables senior executives to explore issues of common interest, strengthen the community and its ability to work together, exchange learning and best practices, learn from experts, develop and document new knowledge, build a Public Service agenda, and identify cross-cutting issues for further research. There are now Governance Networks, which include Assistant Deputy Minister (ADM) Networks and the International Governance Network, which link scholars and practitioners in 14 countries in an ongoing dialogue about governance issues and public-sector reform, produced a research report on the condition and roles of central agencies in member countries; and Critical Management Issues Networks.

CCMD research activities have now resulted in several publications available to Public Service executives:

- *Governance in a Changing Environment*, the first in a series on Governance and Public Management;
- eight studies on government organization, featuring lessons learned from the experiences of seven line departments, and a case study about the role of central agencies in this restructuring;
- research papers on “Downsizing and Teamwork,” “Service Quality” and “Re-engineering”;
- the first two volumes in a series of “Research and Management Practices” papers on “Special Operating Agencies”; and
- a joint CCMD/Conference Board of Canada paper on “Managing Change.”



## **Business Line 2: *Strengthening Corporate Leadership Capacity Through Learning***

During fiscal 1996–97, CCMD offered courses, seminars and other programs to an estimated 7,283 participants. Demand for the courses continued to be strong, and participation doubled in Armchair Discussions and other learning activities that required less time away from the office.

In spring 1996, one third of open-enrolment courses were discontinued following an assessment of their relevance to corporate priorities, client demand and availability of good-quality private-sector programs. This shift in emphasis resulted in \$1,400,000 less in actual expenditures compared to planned (Figure 4).

CCMD delivered programs designed to develop the future leaders of the Public Service, such as the Management Trainee Program, the Career Assignment Program and the Executive Leadership Program.

The Senior Executive Management Program (SEMP) piloted by CCMD in January 1995 was used to develop high-potential executives. Building on the success of the first two offerings in 1995, the program ran again in October 1996 with the second part of the program run in February 1997. Forty-eight executives were nominated by Deputy Ministers to participate in SEMP. Through the application of rigorous criteria, 25 of the executives nominated participated in February.

CCMD also contributed to the development of an Accelerated Executive Development Program to provide for the rapid development and movement of high-potential executives in line with the La Relève initiative. In collaboration with our Central Agency partners, CCMD undertook to customize learning programs to the development needs of executives selected for accelerated development. These learning programs include orientation, individual learning, coaching and networking components.

CCMD worked in partnership with the Department of Indian Affairs and Northern Development (DIAND) and the Government of the Northwest Territories (GNWT) to elaborate programs for the Aboriginal program. The first is Sivuliuqtit, which was developed in partnership with institutions and agencies under the Nunavut Act, DIAND and the GNWT and delivered in partnership with the Nunavut Arctic College. This management development program for Nunavut seeks to develop a cadre of 75 Inuit leaders for possible senior management positions with the future Nunavut Public Service. The College will assume full responsibility for the program on April 1, 1999. Secondly, during the report year, CCMD designed, redesigned and integrated an Aboriginal component into each of its core programs. This initiative was predicated on a long-term strategy aimed at achieving a fundamental change in the relationship between Aboriginal peoples and the Federal Government.

### **Business Line 3: *Support Leaders of Change and Transformation***

In the discussions around the Centre's repositioning of business directions, a significant amount of time was spent on the development of the third business line, which is intended to develop the new business of CCMD.

In 1996–97, to enhance the focus of this business line, CCMD worked to build a more coherent approach to the identification of corporate learning needs and the design and delivery of pilot programs through the active engagement of deputies, and worked to provide advice on learning architectures, systems and suppliers of learning and leadership programs. This new approach endeavours to be creative and leading-edge and to use a variety of intervention techniques, including on-the-job coaching and follow-up.

#### **Business Line 4: *Corporate Management***

Corporate management activities accomplished significant objectives in 1996–97. In November 1996, the Centre tabled its *Five-Year Review and Report to Parliament* in accordance with the Centre’s legislation. In preparing the report, CCMD’s activities and organization were reviewed in light of the purposes for which it was established and the operating context for the Centre. Trends in executive education and changes in the role of both the Government and the Public Service were considered and provided an informative backdrop in which to continue the CCMD planning exercises that had begun in 1995–96.

1996–97 was dominated by planning exercises to reposition the Centre through validation and elaboration of future business directions and developing corresponding business lines; organizational restructuring to enhance the alignment of the organization and its activities with corporate priorities; improvement of the overall efficiency and effectiveness of the Centre’s operations; and, the establishment of internal governance systems for CCMD programs that would be supplemented by the review of the Board of Governors. Setting up these internal systems included working with the Privy Council Office to develop a system-wide approach to research, and creating a committee of Deputy Ministers and central-agency officials to review all learning programs. Specific highlights follow.

- Four business lines were developed to give effect to future priorities and goals of the Centre. In parallel with this planning exercise, a major review of corporate functions was completed.
- A revised organizational structure was subsequently introduced, with three organizational units reporting to the Principal (Figure 2) and a reduction in staff by 30 percent.
- A transition team, led by Corporate Services, was set up to manage the placement of human resources while ensuring ongoing operations. Transition programs, including career counselling, financial planning and early retirement, were offered to 81 affected employees, including those whose jobs disappeared outright and those who would have to compete for the remaining jobs. Transition also involved setting up the new organizational structure and completing internal competitive processes for positions. Through this effort, the Centre was able to accelerate permanent and temporary placement of all affected staff through internal or external placement and incentive departure programs, resulting in \$200,000 more in actual compared with planned expenditures in 1996–97 (Figure 4) but saving in transition costs for future years. This work continued on into the development of the Centre’s Human Resources Plan, which will be incorporated into its business plan in future.
- With a view to streamlining administrative costs and shifting savings to the main business of CCMD, a facilities study was completed as part of the review of corporate functions. A wide range of factors were studied, including the pedagogical value of residential facilities, the views of the client community of executives and Deputy Ministers, and the costs and benefits of the present facilities. The study identified savings to the Crown of approximately \$1 million through consolidation, and has been included in the Centre’s business plan for further consideration;

- Corporate Services led the development of information technology improvements, including establishing a CCMD Web site and internal network to enhance rapid dissemination of information; introducing an electronic capability to diffuse research publications and eventually replace print publication where feasible; and working with learning program staff to implement electronic networks for use in learning programs.
- In 1996–97, the Centre worked to improve its internal governance mechanisms by creating structures for the governance of research and learning programs that provide oversight and direction, and, in turn, allow the Centre to provide more-informed advice to the Board of Governors. During 1996–97, CCMD worked with PCO to produce a central-agency research framework, which must be tested against the priorities of line departments. A committee of Deputy Ministers and central-agency representatives was established to review all learning programs and to provide advice on the architecture of the programs from entry to deputy level. Several meetings were held in 1996–97 and all programs were reviewed. The Centre received support for the general orientation of the programs and learning strategies, including action learning.

### C. Key Reviews

Two external reviews were completed, in the areas of official languages and privacy, but are not full program reviews.

| <b>Key Reviews</b>                               |
|--|
| <b>Results of Program Evaluation Studies</b>     |
| N/A  |
|  |
| <b>Results of Internal Audits</b>                |
| N/A  |
|  |
| <b>Other Key Reviews</b>                         |
| <b>Five-Year Review and Report to Parliament</b> |
|  |

## **Section IV: Supplementary Information**

### **A. Listing of Statutory and Departmental Reports**

*Five-Year Review and Report to Parliament  
December 1, 1991 to November 30, 1996*

### **B. Contacts for Further Information**

**Dr. Janet R. Smith**  
**Principal**  
**Canadian Centre for Management Development**

**Carole Jolicoeur**  
**Director General**  
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### **C. Legislation**

*Canadian Centre for Management Development Act*  
**(S.C., 1991, Chapter 16, C-34)**

## D. Financial Summary Table

The following tables summarize financial information presented in the Public Accounts.

### Planned Versus Actual Spending Tables

**Figure 7 Authorities for 1996–97: Part II of the Estimates**

Financial Requirements by Authority (\$ millions)

| Vote | Canadian Centre for Management Development                                    | 1996-97<br>Main Estimates | 1996-97<br>Total Authorities<br>(1) | 1996-97<br>Actual |
|------|---|---------------------------|-------------------------------------|-------------------|
| 5    | Program Expenditures  | 8.4                       | 9.1                                 | 8.5               |
| (S)  | Expenditures pursuant to Section 29.1 (1) of the Financial Administration Act | 7.6                       | 7.0                                 | 7.0               |
| (S)  | Contributions to Employee Benefit Plans                                       | 1.1                       | 1.1                                 | 1.1               |
| (S)  | RADIAN Revolving Fund   | 0.5                       | 0.0                                 | 0.0               |
|      | <b>Total Department</b>   | <b>17.6</b>               | <b>17.2</b>                         | <b>16.6</b>       |

(1) Main estimates plus supplementary estimates plus other authorities.

**Figure 8 Transfer Payments by Business Line (\$ millions)**

| Business Lines  | Actual<br>1993-94 | Actual<br>1994-95 | Actual<br>1995-96 | Total Planned<br>(1)<br>1996-97 | Actual<br>1996-97 |
|---|-------------------|-------------------|-------------------|---------------------------------|-------------------|
| <b>CONTRIBUTIONS</b>  |                   |                   |                   |                                 |                   |
| Contribute to Building a Management Agenda for the Public Service of the Future | 0.2               | 0.2               | 0.1               | 0.2                             | 0.1               |
| <b>Total Contributions</b>  | <b>0.2</b>        | <b>0.2</b>        | <b>0.1</b>        | <b>0.2</b>                      | <b>0.1</b>        |
| <b>Total Transfer Payments</b>  | <b>0.2</b>        | <b>0.2</b>        | <b>0.1</b>        | <b>0.2</b>                      | <b>0.1</b>        |

(1) Main estimates plus supplementary estimates plus other authorities.