

**Canada School
of Public Service**

2004 - 2005 Estimates

Report on Plans and Priorities

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1.0 Messages and Management Representation

1.1 Minister's Message

I am pleased to present the Report on Plans and Priorities of the Canada School of Public Service. This report covers key plans, priorities and expected results for the period 2004/2005 – 2006/2007.

Launched on April 1, 2004, the Canada School of Public Service brings together three well-established federal organizations – Training and Development Canada, Language Training Canada and the Canadian Centre for Management Development – to provide one-stop access to the common learning public servants need to effectively serve Canada and Canadians and ensure a more unified approach to serving the learning needs of federal public servants across Canada.



Canadians rely on a high quality, well-managed, professional and ethical Public Service. The School, through its role in supporting the common learning, training and development needs of public servants, is the ideal vehicle to instil a shared sense of values among all public servants, to promote an understanding of modern public sector administration and management and support the professional development of public service employees. As language training is a significant element in the professional development of public servants, it will be a very important part of the School's mandate.

The School is uniquely positioned to help make lifelong learning a reality in the Public Service of Canada and to ensure that all public servants have access to the knowledge and skills they need to perform effectively. It is concrete evidence that the Government of Canada, as a major employer, is committed to investing in human capital and supporting continuous learning for its people.

The Honourable Reginald B. Alcock
President of the Treasury Board

1.2 President's Message

This is an exciting time for the Canada School of Public Service and for learning in the Public Service. As the building blocks for a more unified approach to learning are being put into place, we, at the School, are well placed to assist in supporting public servants in their efforts to continuously enhance results for Canadians.



The three organizations that form the Canada School of Public Service – the Canadian Centre for Management Development and the Public Service Commission's Training and Development Canada and Language Training Canada – bring years of expertise and achievements to the new School. With the passage of the *Public Service Management Act*, the development of common learning priorities in the Public Service and the integral nature of learning and development to success in the knowledge age, we have impressive opportunities before us to achieve even more.

During the planning period, and particularly over the next year, implementation of the new Canada School of Public Service will be the key priority for us. Building an integrated team focused on a single mission, establishing corporate management and financial structures, and through it all, managing the process of change will require significant effort. Those efforts are *our* building blocks to ensuring we have the ability carry out our work effectively and efficiently. The other side of the equation is the critical work we are undertaking to develop a new curriculum, to plan and implement new learning methodologies and to develop new partnerships to increase and enhance our service capacity.

These challenges are presented in this Report on Plans and Priorities and I look forward to the work ahead of us. Your comments and suggestions are welcomed. Further information including departmental contacts and our Internet address can be found in Section 6: Other Information.



1.3 Management Representation Statement

I submit, for tabling in Parliament, the 2004–2005 Report on Plans and Priorities (RPP) for the Canada School of Public Service.

This document has been prepared based on the reporting principles and disclosure requirements contained in the Guide to the preparation of the 2004-2005 *Report on Plans and Priorities*:

- it accurately portrays plans and priorities of the Canada School of Public Service;
- the planned spending information in this document is consistent with the directions provided in the Minister of Finance's budget and by the Treasury Board Secretariat;
- it is comprehensive and accurate; and
- it is based on sound underlying departmental information and management systems.

The reporting structure on which this document is based has been approved by Treasury Board Ministers and is the basis for accountability for the results achieved with the resources and authorities provided.

Name: _____

Title: President and Chief Executive Officer
Canada School of Public Service

Date: _____

2.0 Raison d'être

The Canada School of Public Service contributes, through learning, to building and maintaining a modern, high quality, well-managed and professional Public Service. By ensuring that public servants have access to the common learning they need to effectively serve Canada and Canadians, the School aims to:

- *encourage pride and excellence in public service;*
- *foster a common sense of purpose, values and traditions;*
- *help ensure that public servants have the knowledge, competencies and skills needed to serve Canada and Canadians;*
- *support the growth and development of public servants committed to the service of Canada;*
- *assist deputy heads meet their organization's learning needs; and*
- *pursue excellence in public sector management and public administration.*

Common learning includes the core knowledge, competencies and skills that all public servants require.

3.0 Planning Overview

The School seeks to be an active partner, with federal departments/agencies, in the development and provision of learning opportunities and part of the broader commitment by the Government of Canada to Public Service excellence and continuous learning.

Our focus is on the achievement of two key strategic outcomes – *Knowledge Acquisition* and *Knowledge Transfer*.

| | |
|------------------------------|---|
| Knowledge Acquisition | To be a leading, internationally recognized centre of expertise in public administration, management and adult learning, knowledgeable in serving the common learning needs of public servants. |
| Knowledge Transfer | To be the preferred choice of public servants in meeting their common learning needs in the areas of leadership development, public administration and management, professional development and official languages training, with the capacity to support the employer in promoting a culture of learning and innovation throughout the federal Public Service. |

In this planning period, as we implement the Canada School of Public Service, we will also work diligently on achieving *Management Excellence* within our organization to ensure the School is well-structured to deliver its mandate and strategic outcomes.

Annex 'A' provides a summary of key financial information.

3.1 Environment

The Government of Canada is committed to a 21st Century Public Service that grows human capital, nurtures innovation and manages knowledge as a strategic asset. The Public Service and the environment in which we operate are in the early days of profound culture changes in which training and learning will be viewed increasingly as an investment that is essential to the excellence of the services provided to Canadians.

Bill C-25, the *Public Service Modernization Act* (PSMA), received Royal Assent November 7, 2003. The *Act* represents the first major overhaul to the federal human resources management regime in the past thirty-five years. It establishes a new Canada School of Public Service to integrate and deliver learning to serve the common learning needs of all employees in the federal Public Service.

The School amalgamates the Canadian Centre for Management Development (CCMD), Training and Development Canada (TDC) and Language Training Canada (LTC).

The School will have a lead role in:


- helping the employer implement the learning components of the building blocks for a modern Public Service; and
- developing a unified approach to serving the common learning and development needs throughout the Public Service.

During 2003/04, the President of CCMD, working closely with the President of the Public Service Commission, was tasked with leading and managing the transition process to create the Canada School of Public Service on April 1, 2004. While significant preparatory work was undertaken to ensure a successful launch, much remains to be done.

**Building Blocks of a
Modern Public Service ***

- [Continuous Learning Policy](#)
- [Values & Ethics Code](#)
- [Action Plan for Official Languages](#)
- [Management Accountability Framework](#)
- [Guidance for Deputy Ministers](#)
- [Public Service Modernization Act](#)

* Web addresses are included in Section 6: Other Information.



3.2 Building on Achievements

CCMD was a recognized leader in Public Service learning and in promoting a culture of learning in the Public Service. Similarly, the Public Service Commission's Training and Development Canada and Language Training Canada were leaders in their respective fields. Harmonizing the learning activities of these three significant organizations to

create the Canada School of Public Service builds on their respective past achievements while responding to the new challenges in Public Service learning.

To begin this process, consultations were carried out in 2003 with public servants across the country to obtain learner input concerning the role and function of the proposed School. There was great enthusiasm and support for the concept of the School and for the role it could play in enabling a culture of learning and in serving as a focal point for learning in the Public Service. In particular, the importance of being attentive to the needs of all public servants across the country was highlighted.

The consultations also reinforced the importance of addressing affordability and accessibility concerns of clients. Previous Reports on Plans and Priorities by the former CCMD identified the impacts of cost recovery on training/learning accessibility as an issue. For the coming year, the School has frozen its prices in order to maintain the existing degree of affordability. In the current planning period and as part of implementation, the School will pursue the issue of affordability with planned studies of pricing, costing, client department/user needs and the development of the business, financial and marketing models for the new School.

Guided by client needs and corporate-level initiatives to develop a more unified approach to learning in the Public Service, the School will work to:

- generate, acquire, manage and disseminate knowledge products relevant to the School's mandate in order to position the School as a leading, internationally-recognized centre of expertise in public administration and management and adult learning; and
- manage the provision of a wide range of evidence-based learning services to meet the common learning needs of public servants and, with the Public Service Human Resources Management Agency and other organizations across government, create the conditions that allow learning to thrive.

4.0 Plans and Priorities by Strategic Outcome

4.1 Summary

School priorities for the planning period and their contributions to the achievement of our strategic outcomes are highlighted in this Section. Particular emphasis is placed on the range of critical activities leading to the implementation of the Canada School of Public Service and its positioning for the future.

| Strategic Outcome | Priorities | Type of Priority |
|---------------------------------|--|------------------|
| 1. Knowledge Acquisition | <u>Pursue Partnership Opportunities:</u> <ul style="list-style-type: none">▪ develop research and learning partnerships with universities and community colleges;▪ establish links with other learning service providers in the public and private sectors and with sister organizations in other countries;▪ connect with other learning institutes within the Public Service to share expertise and knowledge; and,▪ conduct a needs analysis, course design and development to ensure timely implementation of the <i>PSMA</i>. | Ongoing |
| 2. Knowledge Transfer | <u>Focus on Learning Needs:</u> <ul style="list-style-type: none">▪ design, develop and implement a learning program for senior leaders;▪ work with the Public Service Human Resource Management Agency (PSHRMA) to clarify core learning requirements;▪ ensure provision of training for human resource specialists and for managers with new responsibilities under the <i>PSMA</i>, anticipated to be required by March 2005 (labour relations issues) and December 2005 (staffing issues).▪ implement the School's curriculum and blended learning strategy; and▪ work with the PSHRMA and others to review official languages service delivery and develop new language training approaches. <u>Ensure that Clients have a Voice in the School:</u> <ul style="list-style-type: none">▪ implement outreach strategies to seek client views including the Pan-Canadian Learner Forum;▪ implement new business development model/marketing strategy; and▪ implement the use of technologies to expand the reach of School learning opportunities. | Ongoing |

4.2 Building the Canada School: Management Excellence

During the planning period there are three key priority areas associated with building the right fundamentals for the School:

- Manage Change – integrate CCMD, TDC and LTC to build one team, focused on one mission;
- Build an Integrated Team – implement School governance/organization structures and essential human resource infrastructure; and
- Create a Modern Organization – implement modern systems, processes, infrastructure and a new financial framework to strengthen management practices.

As part of implementing the School and ensuring the right fundamentals, we are committed to the establishment of modern comptrollership practices and the management accountability framework. Our *Excellence in Management* project, which will be implemented during the planning period, involves the examination, evaluation, operational review and update of all management policies and practices, and an evaluation of management capacity. This information will be used to identify management improvement priorities and to prepare an action plan that ensures adequate project follow-up.

As well as internal priorities, the School will also focus on key external priorities to ensure the Canada School of Public Service fulfils its integral role in the comprehensive renewal of human resource management in the federal Public Service and contributes to the Government's commitments to continuous learning and to a unified approach to serving the common learning needs of employees at all levels. Our strategic agenda for change is to revitalize learning and position the School for the future. The immediate priorities over the next twelve months of the planning period are:

| | |
|---|--|
| Change Management/ Implementation | <ul style="list-style-type: none">▪ change management and related corporate development activities leading to the School's implementation and <i>one team, one mission</i>. |
| Development of Multi-Year Fiscal Framework | <ul style="list-style-type: none">▪ financial management/comptrollership activities to develop a multi-year fiscal framework that provides for the financial integrity and sustainability of the School. |
| Training Products and Services | <ul style="list-style-type: none">▪ integrate/revise our product and service offerings to provide clear, consistent and comprehensive programming to meet the common learning needs and priorities for federal Public Service employees at all levels. |
| Organization Development | <ul style="list-style-type: none">▪ human resources activities to ensure the School has the talents that it needs to accomplish its mandate while achieving corporate objectives with respect to diversity, official languages and learning. |

| | |
|--|--|
| Asset Integration | <ul style="list-style-type: none"> activities to rationalize space to ensure the physical infrastructure is in place to support initial School operations, and to evaluate and implement practical and affordable space solutions for the way ahead; the lack of special purpose space – classrooms, amphitheatre, conference facilities – was noted in CCMD's RPP last year. |
| Systems, Processes & Platform Harmonization | <ul style="list-style-type: none"> information management, information technology and operations/process analysis activities to harmonize our systems and work processes. |
| Corporate Planning/ Business Development | <ul style="list-style-type: none"> planning and business development activities that position the School for the future such as studies of the environment, market needs/priorities and potential product/service offerings. |

Specific implementation initiatives are further highlighted in Sections 4.3 and 4.4 under the appropriate Strategic Outcome.

4.3 Strategic Outcome – Knowledge Acquisition

| Planned Spending (\$ 000s) | | |
|----------------------------|-----------|-----------|
| 2004/2005 | 2005/2006 | 2006/2007 |
| 3,386* | 2,986 | 2,462 |

* It is anticipated that in addressing training requirements related to the *PSMA*, the School will require access to additional funds to establish the necessary learning infrastructure, including some Knowledge Acquisition activities.

Knowledge Acquisition is the result of processes to create and acquire applied training and learning knowledge. The following describes the School's research and knowledge acquisition activities.

4.3.1 Research and University Relations

Research and University Relations activities contribute to the achievement of School priorities with respect to a focus on Public Service common learning needs and the pursuit of partnership opportunities.

University and Community College Strategies

The relationship between the School and universities comprises four key elements: creating seamless learning pathways between the Public Service and Canadian schools and programs of public administration; building stronger linkages in research; supporting the discipline of public administration and its efforts at succession planning; and fostering discussion between senior practitioners and members of the academic community.

The School has achieved advanced standing for its courses at Dalhousie University, the Ecole nationale d'administration publique and the University of Ottawa and continues to seek out new opportunities; candidates are being sought for federal public servant-in-residence positions within universities during the 2004/2005 academic year; and the Young Mentorship Initiative, aimed at mentoring young scholars, is continuing.

The School will also continue to host the University Seminar and the Canada School of Public Service (CSPS)/Canadian Association of Programs in Public Administration (CAPPA) Symposium. The University Seminar brings together university researchers and teachers specializing in public administration and fosters dialogue on developments, changes, and innovations in the Public Service of Canada. The Seminar will continue to be linked to the Manion Lecture, which brings together academics and senior federal public servants and features an outstanding Canadian or international practitioner in public management. The CSPS/CAPPA Symposium provides for a discussion of the issues facing the Public Service of Canada, and an opportunity for CAPPA members to inform practitioners of the developments within the discipline of public administration.

During the planning period, the School intends to strengthen the relationship with community colleges. Partnerships with community colleges across Canada will be explored in an effort to provide federal public servants with professional development, public administration and leadership courses. A pilot project will be launched with a number of community colleges to assess the potential for partnerships, including delivery of some of the training related to the implementation of the *PSMA*.

Fellows Program

Through its Fellows Program, the School benefits from the knowledge and expertise of highly experienced individuals from the Public Service, academia and the private sector. Fellows collaborate on research projects and activities related to the School's priorities and have an opportunity to expand their knowledge while enriching the School through research, study and teaching. In 2004/2005, Fellows will continue work on:

- Canada-US relations: a learning and governance perspective; and
- the new management accountability framework and modern comptrollership.

During the planning period, the School will re-profile the Fellows Program to attract candidates from a larger group within the executive community.

Research

Action Research

Action research involves practitioners, academics and experts working together over a short time period on issues of immediate relevance to managers. These projects make leading-edge knowledge available quickly so that it can be applied to the work

environment and incorporated into the classroom, learning events and on-line learning products.

Three projects will be launched in each fiscal year during the planning period. In 2004/2005, action research publications to be released are Managing Canada-US Relations, Managing Communications and Employee Engagement. Action research roundtable publications can be accessed through the School website.



Governance Research

Started in November 2002, the School's governance research agenda is an ongoing, multi-year program. The aim is to develop linkages that allow this work to feed directly into School learning programs.

The first publication of the governance research program – on responsible government – was launched in February 2004. Publications targeted for release in 2004/2005 include horizontal management, legitimacy and public confidence, a Canadian model of the Public Service, accountability and comparative trends in public management.

The first issue of a new periodical on public administration and governance issues is expected to be published in the Fall. This periodical will provide a platform for discussion and reflection on major issues and concerns in Canadian public administration and promote the new School as a centre of excellence. It will be published twice a year initially; the feasibility of publishing on a quarterly basis will be explored.

Learning and Leadership

The School will launch new learning and leadership research programs starting in 2004/2005 and continuing on an ongoing basis. A particular emphasis will be given to research in the area of language training to support the School's efforts in the development of new training tools and approaches. The aim of these new programs is to complement existing governance and public management research.

International Research Strategy

Work will continue to build active research linkages with institutes and networks of public administration worldwide in order to expand the School's public administration and governance research capacity. The School will seek closer relationships with the Commonwealth Association for Public Administration and Management, the International Institute of Administrative Sciences and the Organization for Economic Cooperation and Development. The plan is to launch an initial, joint research initiative in 2004/2005.

4.3.2 International Learning Programs

The School will seek to remain at the leading edge of knowledge about the best practices in public sectors around the world. The objective is to access the best practices of public sector learning institutions in other countries by:

- increasing public sector expertise through strengthening and adding to the School's relationships with sister organizations internationally;
- continuing to help globalize the Canadian Public Service through the exchanges and delegations that these relationships foster; and,
- promoting good governance abroad, in line with Canadian foreign policy, through technical transfer opportunities to build the professional capacity of public sectors in other countries and through institutional coaching of sister public sector learning organizations.

Over the planning period, the School will continue major initiatives such as:

- the Technical Cooperation Project with Brazil's National School of Public Administration involving the ongoing migration of our programs, methodologies and research which is contributing to Brazilian public sector reform and building the capacity of senior government decision makers;
- the Public Sector Reform Project with the Presidential Administration of Russia which, with our colleagues from the Privy Council Office, Treasury Board Secretariat, Justice and the Public Service Commission, involves assisting the Presidential Administration identify and implement projects to further Russian public sector reform;
- the *Projet d'appui à la réforme administrative (PARA) du Bénin*, a five-year project funded by the Canadian International Development Agency, to build capacity and institutional support in public administration and good governance which involves change management, organization design and leadership coaching/training for Benin reform leaders and management development learning, training and coaching activities with Benin public servants; and
- the institutional coaching of sister public sector learning organizations such as the South African Management Development Institute, Chinese School of Public Administration and the Management and Development Institute of Jamaica.

4.3.3 Network of Learning and Development Institutes

The School will continue to chair the Network of Learning and Development Institutes (NLDI), which is comprised of representatives from fifteen departments and agencies. The Network was initiated in 2002 and serves as a forum for sharing expertise and

knowledge, with the purpose of improving the contribution of learning and development across the Public Service.

4.3.4 Knowledge Management

The School will focus on two streams of knowledge management activity during the planning period:

- curriculum review and planning; and
- knowledge and information management.

Curriculum Review and Planning

A fundamental review of the combined curriculum of CCMD, TDC and LTC was launched in 2003/2004. The objectives were to:

- integrate our current and planned learning programs into curricula that guide learners through a series of learning activities; and
- develop a new learning philosophy for the School that makes the best use of classroom courses, learning events and on-line activities to provide effective learning at affordable costs.

Work will continue during the planning period. The aim is to ensure that the School's offerings are aligned with the core knowledge areas defined by the employer. Outputs will include the School's curricula framework, development of a number of curriculum in accordance with blended learning structures and the piloting, testing and refining of these products.

A key priority within this curriculum review will be the development of training required to support implementation of the *PSMA*, including a needs analysis, course design and development, and establishing delivery mechanisms. It is anticipated that the blended learning approach and exploration of new partnerships will play an important role in this work.

Knowledge and Information Management

Over the planning period, the School will implement:

- a management information system to record and track key performance indicators that will help guide the School in critical decisions on strategy, policy and business planning;
- an intellectual property management framework to ensure the School's knowledge capital is adequately used and protected;
- library and records management systems to support the School's research needs and ensure compliance with government information policies; and

- learner evaluation processes for evaluating all learners as they complete learning programs.

4.4 Strategic Outcome – Knowledge Transfer

| Planned Spending (\$ 000s) | | |
|----------------------------|-----------|-----------|
| 2004/2005 | 2005/2006 | 2006/2007 |
| 74,182* | 65,413 | 53,944 |

* It is anticipated that in addressing training requirements related to the *PSMA*, the School will require access to additional funds to establish the necessary learning infrastructure.

The relevance, timeliness and accessibility of training/learning experiences are critically important to the Government of Canada. During the planning period, the School is committed to improving the processes that lead to the transfer of knowledge. The following describes important planned knowledge transfer initiatives.

4.4.1 Client Relations and Partnerships

Client Relations and Partnerships is the primary point of entry to the School for departments, regions, communities, international clients and individual learners. It's focus is on four streams of activity that contribute to the achievement of School priorities with respect to the pursuit of partnership opportunities and ensuring clients have a *voice* in the School. The international stream of activities within Client Relations is focused primarily upon Knowledge Acquisition and therefore this activity is discussed above in section 4.3.2, International Learning Programs.

Pan-Canadian Learners Forum

The Forum, planned for October each year, is an important part of the integrated approach to governance adopted by the School. The Forum provides learners and the Regions with a *voice* in decision-making about School directions by soliciting their input. Participants generally include representatives from:

- Federal Regional Councils
- Network of Learning and Development Institutes
- Various Other Horizontal Networks
- Unions
- National Middle Manager's Council
- Heads of Learning Forum
- Advisory Committee on Values and Ethics
- National Youth Network
- Human Resources Council
- Association of Professional Executives

Client Services

Client Services is responsible for managing the overall relationship between the School and its clients and for building an ongoing liaison with learners.

Registrar/Registration

The School has developed an integrated Learner Registration Management System. During the planning period, work will continue to integrate registration processes to better serve the School's clients. Priorities will include standardization of the registration process and system, development of a school-wide cancellation policy and implementation of a 1-800 number to better serve clients. In addition, current practices will be reviewed, key stakeholders consulted and service standards developed in 2004/2005.

Marketing and Outreach

Development of a client relationship management system is key to a marketing strategy. In a client-responsive organization, the ability to effectively market products and services depends upon the capture and analysis of client intelligence. The School needs to understand the different market segments it can serve and define preferences for each. A first priority will be to coordinate promotional activity of the various programs and explore the potential to integrate, or centralize, such activity.

Organizational Learning

The School provides advice to federal departments and agencies on how to move forward on their commitments as continuous learning organizations and how to improve their performance through tailored learning strategies and investments. Over the planning period, the School will focus on developing a systematic approach for accessing mentoring and coaching services for Public Service executives.

Conferences/Special Events

The successful staging of conferences and special events has contributed significantly to Public Service learning opportunities over the past three years. The School will continue to build on this foundation during the planning period by:

- supporting the establishment and branding of the new School;
- opening up new frontiers using live and interactive technology such as videoconferencing and business television; and
- further developing methodologies and tools to anchor the learning acquired through conferences and special events.

Regional Service Delivery

The focus of the School's regional offices is to ensure that the regions, which employ approximately 60 percent of the Public Service workforce, are well served in their learning needs. During the planning period, regional offices will:

- build on the relationships with regional public servants to better understand their learning needs;
- contribute, through their on-the-ground knowledge and expertise, to the development of a client relationship management system for the School; and,
- increase their awareness of the entire range of the School's products and services in order for them to better serve learners in their region.

In serving the regions, an early priority of the School will be to establish, implement and manage a province-by-province service delivery network. A possible contributor to this objective will be the pilot project mentioned in Section 4.3.1, which explores new relationships with community colleges.

4.4.2 Leadership and Learning Centres

The Leadership and Learning Centres cluster is comprised of the Leadership and Career Development Centre, Public Administration Development Centre, the Professional Development Centre and the Language Training Centre.

The Leadership and Learning Centres work closely together to:

- assist the employer identify and meet Public Service common learning requirements;
- support the Public Service Human Resource Management Agency's implementation of *Public Service Modernization Act* provisions;
- assist in the review of the School curriculum, rationalize current course offerings and develop a new, integrated suite of course and product offerings;
- implement partnerships and alternate, or blended, learning methodologies to enhance the effectiveness and reach of the School's learning activities;
- in concert with the overall marketing and outreach strategy, undertake integrated marketing and business development activities to promote the School and its course and product offerings, and

Leadership and Learning Centres *

- [Leadership and Career Development Centre](#)
- [Public Administration Programs](#)
- [Professional Development Centre](#)
- [Language Training Centre](#)

* See School web address in Section 6: Other Information.



- work with central agencies in support of the comprehensive review to develop a modern approach to official languages training.

Leadership and Career Development Centre

During the planning period, the Leadership and Career Development Centre will:

- expand our learning programs for Deputy Ministers and ADMs and, working with PCO, develop programs for Heads of Agencies, senior officials appointed to departments/agencies from outside the Public Service and Ministers;
- work with the Public Service Human Resources Management Agency to develop core learning needs of public servants related to the Management Accountability Framework, which will position the School to develop training and development to respond to those learning needs;
- continue to contribute to the work of increasing the number of Canadian universities which provide students with credits for participation in School learning programs; and,
- develop a mandatory core curriculum for all executives in key functional areas, including human and financial management.

Public Administration Development Centre

During the planning period, the Public Administration Development Centre will:

- continue to offer managers and executives a wide variety of learning opportunities and options through the Core Curriculum for Managers and Advanced Management Courses; and
- work with the Public Service Human Resources Management Agency to ensure that programs for managers evolve and address common learning priorities identified by the employer.

Professional Development Centre

The Professional Development Centre will:

- continue to provide calendar and contracted courses to develop the skills and competencies needed to perform current and future Public Service jobs;
- continue to support the professional development needs of specific functional communities in the Public Service such as human resources and finance;
- work with the Public Service Human Resources Management Agency to address the employer's common learning requirements for employees and

to develop a Public Service Orientation Program for new recruits to introduce them to the culture, values, traditions and the workings of the Public Service;

- develop a *Train-the-Trainers* program to help departments implement the government's learning policy; and
- continue to advise and support departments in carrying out their own mission-specific, operational job training.

Language Training Centre

During the planning period, the Language Training Centre will continue to deliver quality language training and diagnostic services and to develop new products and materials for statutory and non-statutory language training. The Language Training Centre will:

- reduce current language training waiting lists while also providing language training to over 3,000 students per year consistent with the program requirements identified in 2003 Action Plan for Official Languages;
- implement new technological infrastructure; and
- implement new blended learning methodologies and tools, in both official languages, for public servants from coast to coast.

The School and the Public Service Commission, in collaboration with the Public Service Human Resources Management Agency, will undertake a review of governance and service delivery arrangements for Public Service official languages training, including testing. The intent is to develop a language training delivery model that meets current requirements while being adaptable to future needs, and that reflects a modern approach to bilingualism, addresses issues related to feeder groups, employment equity and the regions, and recognizes that the acquisition of second language skills is an important aspect of career development.

4.4.3 E-Learning and Blended Learning

On-line learning is an effective means of promoting learning in the Public Service. In April 2003, *Campusdirect* was launched as a pilot project to develop an appreciation of *e-learning* concepts and provide a basis for developing effective *e-learning* strategies for employees; provide a cost-effective package of on-line learning opportunities for all employees; provide a facility for knowledge communities to distribute learning to their members across the Public Service; and provide a meaningful interface for organizations with established *e-learning* strategies.

Early results from the pilot project are promising. *Campusdirect* will undergo a full evaluation in 2005/06 to assess its learning effectiveness and financial viability in serving the longer-term learning needs of the Public Service.

Campusdirect has provided the School with a broad suite of on-line learning products, a technical infrastructure that can deliver e-learning to close to all public servants, and valuable experience in developing and operating an on-line learning service. This capacity has allowed us to explore more advanced forms of on-line learning. Over the planning period, the School will develop a model for blended learning that will better integrate on-line and classroom learning. This blended learning model will be the basis for curriculum development in priority learning areas, including training for human resource specialists and managers, related to implementation of the PSMA.

4.5 Major Activities, Timelines and Milestones

Figure 1 (*below*) highlights major School activities, timelines and milestones during the planning period.

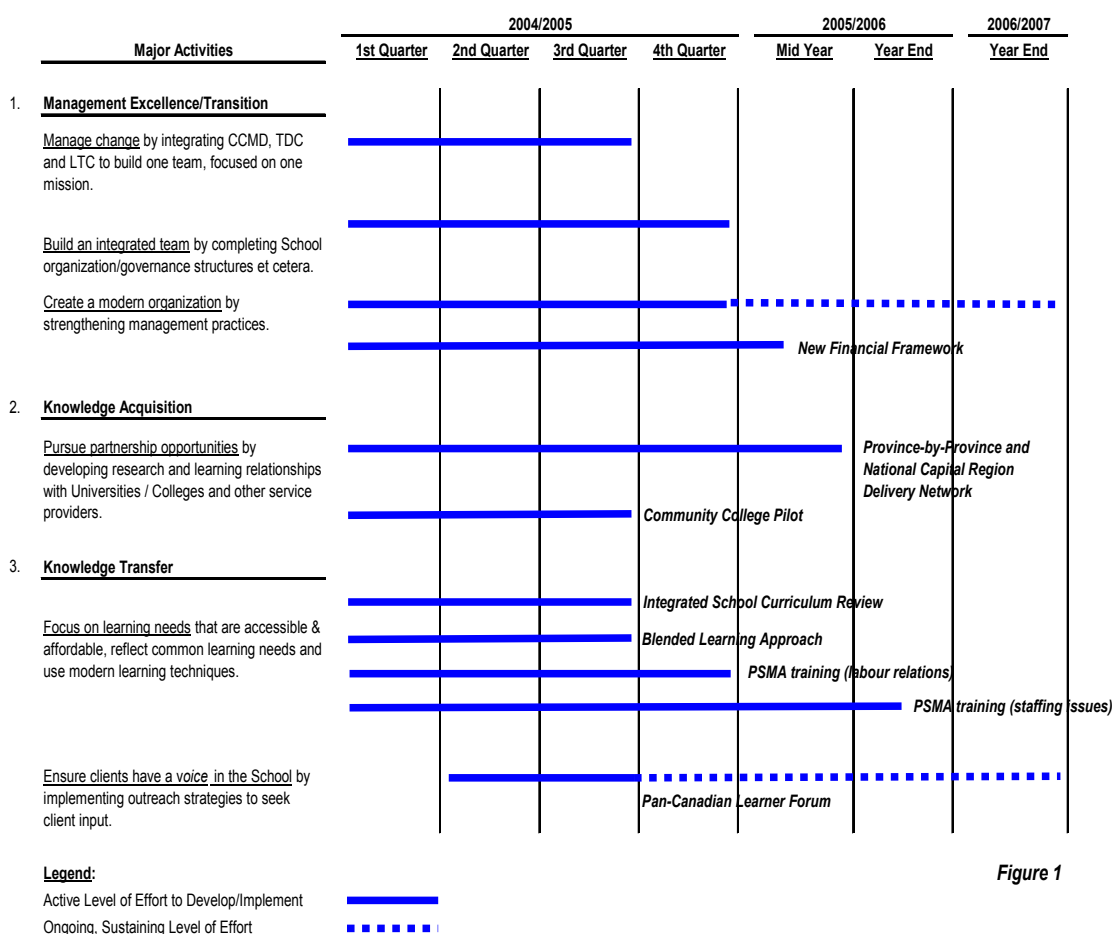


Figure 1

5.0 Organization

5.1 Responsibilities

The School comprises five organization clusters:

| | |
|--|---|
| Corporate Management | <ul style="list-style-type: none">▪ The President's Office▪ Policy, Planning and Communications▪ Corporate Services▪ Human Resources |
| Client Relations and Partnerships | <ul style="list-style-type: none">▪ client registration (i.e.: the School's registrar);▪ advice to departments/agencies on organizational learning;▪ outreach activities;▪ delivery of tailored, large-scale and just-in-time learning opportunities such as conferences and events;▪ regional delivery of School programs through a province-by-province service delivery network; and▪ international learning programs. |
| Leadership and Learning Centres | <ul style="list-style-type: none">▪ leadership and career development;▪ public administration/management development;▪ professional development/train-the-trainers; and▪ official languages. |
| Research and University Relations | <ul style="list-style-type: none">▪ basic research of contemporary governance, public administration, management, leadership and learning;▪ applied and action research on pressing public sector challenges; and▪ university and community colleges relations, negotiations and accreditation. |
| Knowledge Management and Advanced Education | <ul style="list-style-type: none">▪ expertise in adult learning and learning delivery methods including computer-assisted learning and distance learning (e.g.: web-casting and videoconferencing);▪ knowledge management expertise (i.e.: management information, client intelligence, intellectual asset management and knowledge & expertise sharing);▪ learner/learning evaluation, assessment and certification; and▪ library/e-library and records management. |

5.2 Organization and Accountability

The School's activities contribute to a single business line. Figure 2 (*below*) highlights the elements of the organization, including the dollar amounts and full-time equivalents, and the linkages to this business line.

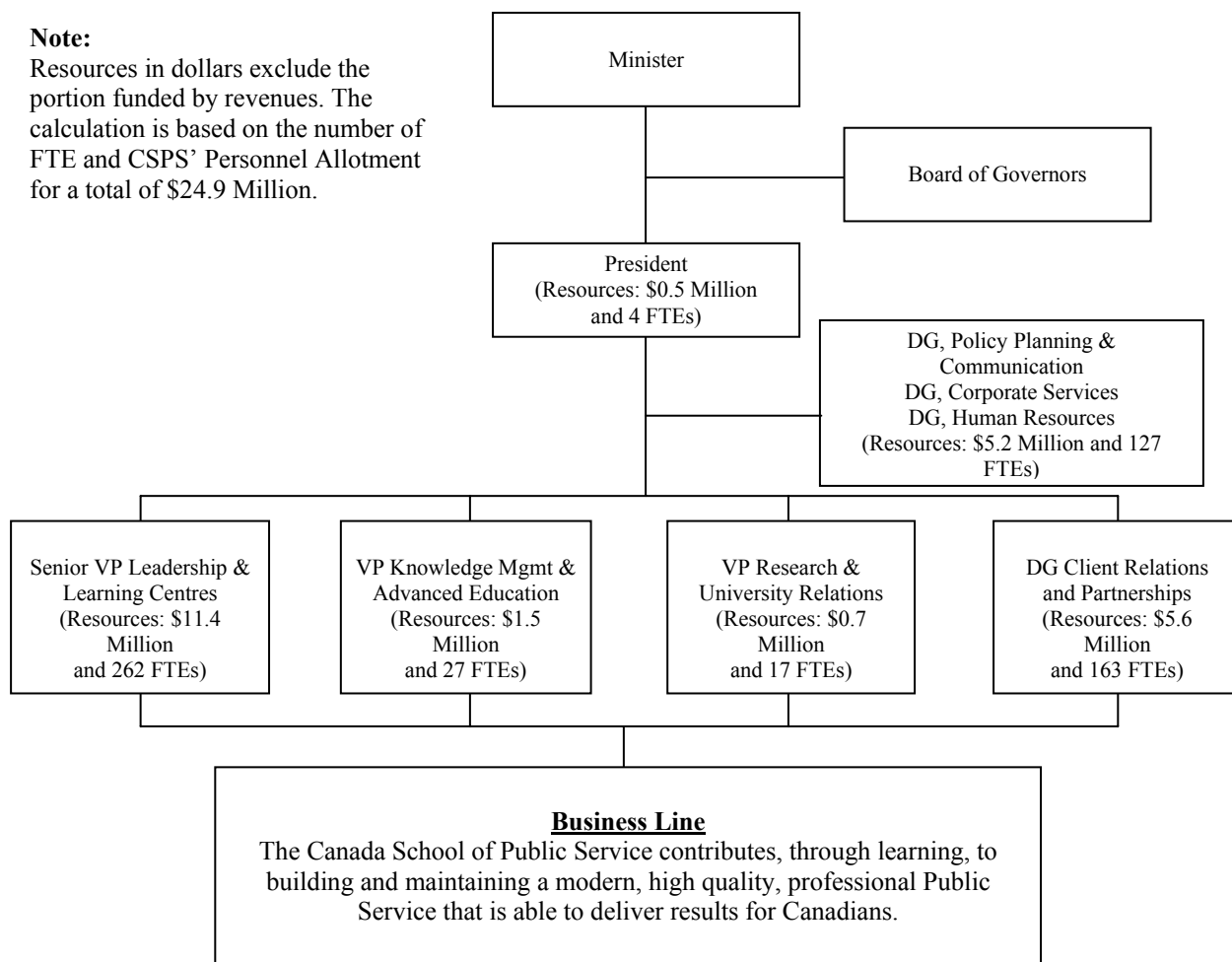


Figure 2

In addition, the School has implemented a systematic governance model. It includes:

- a **Board of Governors** that is established in legislation and responsible for the conduct and management of the School; chaired by the Clerk of the Privy Council and Secretary to Cabinet, the Board of Governors meets twice during each fiscal year in December and June.
- the position of **President** which is also established in legislation; the President is the chief executive officer of the School and is responsible for supervision over and direction of the work and staff of the School.
- a **Senior Vice President** who helps oversee operations and is responsible for the Learning and Leadership Centres.

- an **Executive Committee** which oversees the general direction and work of the School; it meets weekly and also conducts special purpose meetings in November to approve strategic directions/priorities, in March to approve branch business plans/budgets and in September and in January to review progress and approve course corrections.
- an **Internal Audit and Evaluation Committee** to oversee the application of the School's Internal Audit and Evaluation policies. The Committee is responsible for establishing the annual internal audit and evaluation plans, overseeing all internal audit and evaluation work within the School and providing advice and recommendations to Executive Committee on the results of audits and evaluations and the appropriate follow-up action. The Committee meets at least twice a year, in advance of Board of Governor meetings.
- a **Management Committee** to assist with the operations of the School; the Committee meets twice per year; in December, to inform managers of the Board's decisions on strategic directions and priorities for the coming year; and in April, to discuss annual business plans and their implementation.

5.3 Departmental Planned Spending and Trends

| Departmental Planned Spending (thousands of dollars) | Forecast Spending 2003/2004 * | Planned Spending 2004/2005 | Planned Spending 2005/2006 | Planned Spending 2006/2007 |
|--|-------------------------------------|---|----------------------------------|----------------------------------|
| Budgetary Main Estimates (gross) | 27,366 | 29,341 | 20,956 | 20,256 |
| Non-Budgetary Main Estimates (gross) | 0 | 0 | 0 | 0 |
| Less: Respendable revenue | 0 | 0 | 0 | 0 |
| Total Main Estimates | 27,366 | 29,341 | 20,956 | 20,256 |
| <i>Adjustments**</i> | 7,100 | 1,231 | 0 | 0 |
| <i>Adjustments***</i> | | 46,996 | 47,443 | 36,150 |
| Net Planned Spending | 34,466 | 77,568 | 68,399 | 56,406 |
| Less: Revenue Credited to the Consolidated Revenue Fund pursuant to Section 29.1 (1) of the <i>Financial Administration Act</i> **** | 3,704 | 0 | 6,143 | 6,143 |
| Less: Adjustments*** | | 13,995 | 14,415 | 14,847 |
| Less: Non-Respendable Revenue | 9,000 | 12,000 | 0 | 0 |
| Plus: Cost of services received without charge | 2,477 | 2,851 | 2,849 | 2,849 |
| Net Cost of Program | 24,239 | 54,424 | 50,690 | 38,265 |
| Full Time Equivalents*** | 240 | 600 | 600 | 600 |

Notes: Totals include contributions to employee benefit plans.

* Reflects the best forecast of total planned spending to the end of the fiscal year.

** Adjustments are to accommodate approvals obtained since the Main Estimates and are to include Budget initiatives, Supplementary Estimates, adjustments to revenues, et cetera.

*** Include adjustments in 2004-2005 and subsequent years, for the Canada School of Public Service, to include the Public Service Commission's Training and Development Canada and Language Training Canada.

**** This amount can be spent only upon earning the equivalent amount in revenue.

Spending Trends

Reliance on cost recovery raises issues of affordability of the School's programming. These concerns were reiterated in the 2003 consultations on the creation of the School.

During the planning period, the identification of common learning needs and the analysis of pricing, costing, client/department/user requirements will contribute to the development of a business, financial and marketing framework for the School. As noted previously, the School will need access to additional funding to deliver training related to the implementation of the *PSMA*.

6.0 Other Information

The following provide useful links to the School's website as well as important documents/publications.



Selected Websites

| | |
|--|---|
| Canada School Public Service | http://www.myschool-monecole.gc.ca |
| Treasury Board Secretariat | http://www.tbs-sct.gc.ca |
| Public Service Commission | http://www.psc-cfp.gc.ca |
| Public Service Human Resource Management Agency | http://www.tbs-sct.gc.ca/pshrmac-agrhfp/ |

Selected Documents – Building Blocks of a Modern Public Service

| | |
|---|---|
| Continuous Learning Policy | http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/tb_856/pclpsc-pacfpc_e.asp |
| Values & Ethics Code | http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_851/vec-cve_e.asp |
| Action Plan for Official Languages | http://www.pco-bcp.gc.ca/aia/default.asp?Language=E&page=actionplan |
| Management Accountability Framework | http://www.tbs-sct.gc.ca/maf-crg/index_e.asp |
| Guidance for Deputy Ministers | http://www.pco-bcp.gc.ca/default.asp?Page=Publications&Language=E&doc=gdm-gsm/gdm-gsm_doc_e.htm |
| <i>Public Service Modernization Act</i> | http://www.psc-cfp.gc.ca/centres/whats_new/psma_e.htm |

Annex A: Financial Information

Table A.1: Summary of Transfer Payments

| (thousands of dollars) | Forecast Spending 2003/2004 | Planned Spending 2004/2005 | Planned Spending 2005/2006 | Planned Spending 2006/2007 |
|--------------------------------|-----------------------------------|---|----------------------------------|----------------------------------|
| Grants | 0 | 0 | 0 | 0 |
| Contributions | 175 | 175 | 175 | 175 |
| Other Transfer Payments | 0 | 0 | 0 | 0 |
| Total | 175 | 175 | 175 | 175 |

Table A.2: Source of Respendable and Non-Respendable Revenue

| Respendable Revenue (thousands of dollars) | Forecast Revenue 2003/2004 | Planned Revenue 2004/2005 | Planned Revenue 2005/2006 | Planned Revenue 2006/2007 |
|---|----------------------------------|--|---------------------------------|---------------------------------|
| <i>Respendable Revenue pursuant to Section 29.1(1) of the Financial Administration Act</i> | | | | |
| Learning Products and Services * | 3,704 | 13,995 | 20,558 | 20,990 |
| Total | 3,704 | 13,995 | 20,558 | 20,990 |

| Non-Respendable Revenue (thousands of dollars) | Forecast Revenue 2003/2004 | Planned Revenue 2004/2005 | Planned Revenue 2005/2006 | Planned Revenue 2006/2007 |
|--|----------------------------------|--|---------------------------------|---------------------------------|
| Learning Products and Services | 9,000 | 12,000 | 0 | 0 |
| Total | 9,000 | 12,000 | 0 | 0 |

| | | | | |
|--|--------|---------------|--------|--------|
| Total Respendable and Non-Respendable Revenue * | 12,704 | 25,995 | 20,558 | 20,990 |
|--|--------|---------------|--------|--------|

- * Includes adjustments for the Canada School of Public Service, to include the Public Service Commission's Training and Development Canada and Language Training Canada

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

| (thousands of dollars) | CSPS |
|---|---------------|
| Planned Spending Main Estimates | 77,568 |
| <i>Plus: Services Received without Charge</i> | |
| Accommodation provided by Public Works and Government Services Canada (PWGSC) | 2,244 |
| Contributions covering employers' share of employees' insurance premiums and expenditures paid by TBS | 607 |
| Workers' compensation coverage provided by Human Resources Canada | 0 |
| Salary and associated expenditures of legal services provided by Justice Canada | 0 |
| | 2,851 |
| <i>Less:</i> | |
| <i>Non-Respendable Revenue</i> | 12,000 |
| <i>Revenue Adjustments</i> | 13,995 |
| | 25,995 |
| 2004-2005 Net Program Cost | 54,424 |

* It is anticipated that in addressing training requirements related to the *PSMA*, the School will require access to additional funds to establish the necessary learning infrastructure.