EKOS Research Associates Inc.

Client Perspective Research 2018

Findings Report

Prepared for:
CANADA SCHOOL OF PUBLIC SERVICE

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CLIENT PERSPECTIVE RESEARCH 2018
Findings Report

Prepared for the Canada School of Public Service
Supplier's name: EKOS Research Associates Inc.
June 2018

This public opinion research report presents the results of an online survey conducted by EKOS Research Associates Inc. on behalf of the President of the Treasury Board. The research study was conducted with civil servants across Canada and employees of the Canada School of Public Service between March and May 2018.

Cette publication est aussi disponible en français sous le titre : Recherche sur le point de vue de la clientèle de 2018

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EXECUTIVE SUMMARY

The Canada School of Public Service (CSPS) was established in 2004 to provide a broad range of learning opportunities and establish a culture of learning within the public service. To deliver on its mandate, CSPS launched GCcampus, an online learning portal designed to provide a government-wide, integrated approach to sharing learning resources, reducing costs of training for clients and effectively deploying technology to advance federal public servants' continuing education. GCcampus represents a primary point of interaction with CSPS for many of its clients within the public service. In order to ensure that it is effectively marketing its learning opportunities to this population, and, moreover, that these opportunities are responsive to the needs of the public service, CSPS identified the need to conduct research on its brand among the public service.

An online survey (Phase 1) was conducted with 4,632 federal public servants, drawn from a random selection of employees who are indeterminately employed within the federal public service. The Phase 1 results were based on a random selection drawn from a database of 247,540 public servants, representing 94% of the total population of 262,696 public servants. The final sample obtains a +/- 1.5 percentage point margin of error, calculated at a 95% confidence interval (i.e., had the entire population of public servants been interviewed, individual survey results among the entire population would be within 1.5 percentage points of the results, 19 times out of 20). The survey was conducted between late March and mid-April, using a questionnaire requiring 24 minutes on average to complete. The response rate for the survey was 13%. A similar survey (Phase 2) was also conducted with 348 individuals considered to be members of internal audiences, including CSPS employees and those working outside CSPS to liaise with departments. This includes Departmental Training Coordinators or Points of Contact (POC) that liaise with CSPS on training programs that benefit public servants in their departments. This attempted census, capturing 36% of the population, was collected online in April, using a 24-minute survey questionnaire.

Given the high degree of coverage of the population of public servants used for the random sample selection, as well as the significant sample size of public servants, we believe that the results of the Phase 1 survey may be extrapolated to the entire population of federal public servants with confidence. The Phase 2 results are based on an attempted census with a response rate reflecting roughly one in three members of the population. We are not aware of any significant response bias, other than a slight over representation of CSPS employees, for which the results were weighted in the analysis. Therefore, we also believe that the results of Phase 2 may be extrapolated to the population of internal audiences with confidence.

Phase 3 consists of 20 focus groups conducted with Phase 1 survey respondents. The purpose of the groups was to provide additional context to the survey results, adding the dimension of personal experience to add context to the quantitative survey findings. The groups were divided between the

regions (with 11 groups conducted among participants outside of the National Capital Region (NCR)) and Ottawa (with 9 groups conducted among participants working in the NCR).

Key Findings

Awareness (Public Servants)

Survey results highlight broad awareness of CSPS among federal public servants. In fact, nine in ten (89%) indicated that they had heard something about the organization. Familiarity with the CSPS GCcampus portal is somewhat lower, although three quarters (75%) have heard of it, and about half of public servants understand that GCcampus is the CSPS online platform. As expected, familiarity with CSPS and GCcampus is considerably higher among internal audiences, although not as high for the portal as it is for the School.

Results further suggest that public servants have known about these services for many years and are routinely kept up-to-date. Among those who have heard of CSPS, the majority first heard of the organization more than two years ago. Initial exposure to GCcampus is significantly more recent, with just three in ten having first heard of the service during this time frame. Clear majorities said they have heard, read, or seen something about CSPS or GCcampus within the past year.

During the focus groups, participants also indicated a high level of awareness of both CSPS and GCcampus, but many also said they were not clear on what either CSPS or GCcampus offer them. "Unknown" was among the most common descriptions of both CSPS and GCcampus when Phase 1 survey respondents were asked to describe each with a single word or phrase. Focus group participants often echoed this in remarks that encouraged the School to communicate with them and with their management more clearly and completely about what it is that they have to offer public servants.

Along with the general lack of familiarity with the School, focus group participants were also unclear on the relationship between the "Canada School of Public Service" and "GCcampus." During the Phase 1 survey, respondents were split between those who identify GCcampus as the online portal to CSPS products, and those who said they did not know what the relationship between the two is. During the focus group discussions, it became clear that while many intuited the relationship between the School and GCcampus, it was more a matter of guesswork than knowledge gained as a result of a clearly and consistently communicated brand.

This lack of clarity seems to have also contributed to a misperception about what GCcampus actually is. While many focus group participants understand it to be a portal to CSPS products, many described it as the "online arm" or as consisting only of online offerings, rather than understanding GCcampus as the online portal for all dealings with the School, both online and in-person. By

comparison, CSPS is seen as the broader and more encompassing brand, whereas GCcampus is seen as merely an online spin-off.

In terms of a brand that best communicates what the School offers public servants, most focus group participants said that the "Canada School of Public Service" is the clearer, and better-known option. That said, GCcampus remains a viable option as a sub-brand, provided it is presented under a common look and feel, according to some.

Reach (Public Servants and Internal Audiences)

Results demonstrate wide-ranging use of the products and services offered, given that eight in ten public servants who have heard of CSPS and GCcampus indicated that they have used them (more than seven in ten of all public servants). For most public servants responding in the Phase 1 survey, services used were courses, workshops or training programs, attended online or in-person, although about one in three read or used information or watched videos available on GCcampus. Two in three of those public servants aware of the website have created a GCcampus account, and four in ten have accessed products and services on the site. Among those who have accessed products and services, half accessed them within the past three months, although one in seven said it was more than two years ago. For eight in ten public service users of the services or products, the primary motivation was that it was required of them. However, more than one in three also said that they found something that was of interest to them, and another 18% had something recommended to them by a colleague.

Three in four public servants attending a course, workshop or training did so online. However, this method is somewhat less popular for events, where just under two in three attended online. Email consistently ranks as the most effective method for reaching public servants with information about CSPS and GCcampus, although colleagues and supervisors were also commonly mentioned. Supervisor referrals appear far more effective in eliciting attendance, as a clear plurality of public servants (43%) cited their supervisor as the medium through which they most recently accessed a CSPS product or service.

During the focus groups, participants often said that the School seems to be moving more of its courses online. For most, this is not seen as a positive direction. The online learning environment was described by many as limited in value and lacking in the person-to-person interactions between students and instructors that aid in learning through shared experiences. Participation in events online – described by participants as "webinars" – are seen as fraught with technical challenges. Even when functioning properly, these are seen by several as a more limited form of participation than in-person. On the other hand, in terms of communicating about CSPS offerings, email was also identified as the most effective means of providing this information, according to many participants.

Many did, however, emphasize the need to target email communications to the particular needs of users.

Internal audiences responding in the Phase 2 survey are much more likely to have engaged with CSPS, accessing and using a greater number of products and services, including more than eight in ten who have taken a course, workshop or other training online, and almost as many who have attended in-person. Seven in ten have also used GCcampus material and/or watched a video, and nearly as many have also participated in events, conferences or armchair discussions, either in-person or online.

Feedback on CSPS Products and Services (Public Servants and Internal Audiences)

Public servants responding to the Phase 1 survey who have attended a recent event, conference, or armchair discussion are reasonably satisfied with CSPS/GCcampus events. Most (four in five) rated their experience with the most recent event, conference, or armchair discussion as positive. Three in four feel it was well organized, and nearly as many indicated that it was easy to register for and attend a CSPS/GCcampus event. Two in three expressed significant interest in attending future events, and/or would recommend other events to friends or colleagues. Less positive is the fact that only half of public servants who attended an event, conference, or armchair discussion feel they learned something that they were later able to apply to their work, although one in five said "maybe" or were unsure.

Internal audiences in Phase 2 are considerably more positive. As with public servants, organization is the top-rated aspect of these events, while relevance is rated less positively. In Phase 2, ratings were provided separately for events held in-person and online, with in-person events garnering more positive results, with the exception of relevance for which results are the same.

Similar to attitudes towards events, the majority of public servants in Phase 1 who attended are satisfied with the most recent course, workshop or other training opportunity. Three in four public servants who have attended CSPS/GCcampus training feel that it was well organized. Nearly as many found it easy to register for and attend. Somewhat less positively, roughly two in three believe CSPS/GCcampus training to be very relevant, they would be very interested in attending future courses or workshops, the training provided a lot of useful information, or they would recommend other courses or workshops to friends or colleagues. Less positive input was provided about the instructor of the course or workshop, with only half rating the performance positively, although more than one third were not sure or do not recall. As with events, only just over half of attendees believe they learned something from the training that they were able to later apply to their work.

Internal audiences in Phase 2 are considerably more positive than other public servants with regard to the evaluation of training, and as with events, in-person training garners higher ratings than training

delivered online. In-person training rated positively by between eight and nine in ten internal audience members, with welcoming nature and organization at the top of the list, followed by interest in future training, and willingness to recommend the training to others. In the case of in-person training, relevance is not too far down the list. Ease of registration in online training is rated the most positively (78%), while organization and relevance fall somewhere just below. Interest in future online courses and willingness to make a recommendation to others, however, fall considerably below these (67% and 69%, respectively). Lower still, the welcoming nature of an online course is only rated positively by 56%.

Relative to events and training, satisfaction with material is slightly lower. Seven in ten public servants in Phase 1 rated the information or videos found through CSPS or GCcampus positively. Just under seven in ten found the information and/or videos easy to access or well organized. Slightly fewer found that material relevant or that they would be interested in accessing more material in the future. Again reflecting a less positive result, roughly six in ten believe the information or videos provided useful information or that they would recommend the material to friends or colleagues. As with the courses and discussions, just over half of public servants in the survey feel that they were able to later apply the information in print or video to their work, again suggesting only a moderate impact.

Results are marginally higher among internal audiences responding in Phase 2, with three in four agreeing that it was easy to access, well organized, relevant and sparked interest in future material. Seven in ten also said they would recommend the material to others.

Phase 2 respondents also provided their second-hand observations about public servants' perception of the performance of CSPS. Results point to the welcoming environment as the aspect of the School held in highest regard, followed by the relevance and usefulness of the products and services. Ease of access and organization are judged by internal audiences to be the areas in which public servants have the least positive view of the School. These results, however, run counter, to some extent, to the actual feedback provided by public servants in Phase 1.

Most public servants and internal audiences (Phases 1 and 2) who accessed services or products feel the experience with accessing and using products and services offered by CSPS or GCcampus is easy. Only one in three, however, said they have not had any challenges with accessing CSPS or GCcampus services. Challenges experienced related predominantly to slow connection speeds, difficulty obtaining log-on information, or the website freezing or crashing. More than eight in ten did not have any difficulty accessing products or services from CSPS or GCcampus in the official language of their choice.

Phase 3 focus group participants expressed a range of views about the products and services offered by the School, from those who described their experience as extremely valuable, to those who found

very little use in courses and events they had participated in from the School. Participants were far more likely to describe their experience with courses and events than they were of materials. A common criticism was that CSPS course offerings lack a central focus and cohesive structure that enables clients to clearly understand the CSPS brand and role it plays in the training arena among public servants (i.e., the space it occupies in terms of training for public servants). Perhaps more importantly, this lack of organizational structure seems to make perusing and finding relevant courses a more daunting task, according to some. Further, the CSPS overall service offering is also seen by some as lacking in clear value in terms of assisting public servants with critical elements of either their current job, or their career progression. These two perceptions are brought together under the overall view among many that CSPS courses are too diffusely targeted to be valuable to people in meeting specific challenges in their day-to-day jobs, or in achieving specifically focused career objectives.

Client Service with CSPS (Public Servants and Internal Audiences)

One in four Phase 1 public servants who are aware of CSPS services have contacted CSPS or GCcampus with questions or issues related to a product or service offered, nearly half within the past year. Feedback about the service provided in that contact is reasonably positive. Three in four of those who contacted CSPS or GCcampus for support feel that the person they dealt with was courteous. On the other hand, just under two in three felt that the client support person they dealt with understood their needs. Only half feel that the person they dealt with provided good information or advice, was able to satisfactorily answer the question or problem, was generally knowledgeable, or that the question or problem was solved in a reasonable amount of time.

As might be expected, the incidence of contact among internal audiences (Phase 2) is considerably higher at six in ten. Feedback on the contact is similar, although results for the courteousness of the individual contacted are higher.

Interest in a Mobile App (Public Servants and Internal Audiences)

Interest in a mobile app is fairly low, with only about one quarter of public servants indicating any likelihood of downloading a CSPS or GCcampus app. Internal audiences are more receptive than other public servants with over half indicating some likelihood of using it. Many less interested in an app indicated either significant barriers with being able to use an app (e.g., limitations of BlackBerrys, no access to a smart phone for work purposes), or a preference for using the website, and/or reserving apps for other, more commonly used purposes.

If an app were available, half would be interested in some of the tested features, including course materials, information about events, courses or other products, or job aids. Responses among internal audiences, however, are considerably less positive. In terms of suggestions provided by

public servants and internal audiences for app content or features, the most frequently put forward include tailored suggestions for training and/or events, and notifications about upcoming events, ability to maintain a calendar, and receive last-minute notifications. Another key feature put forward is the ability to build and maintain a personal profile or learning history of courses taken and certificates completed, as well as learning objectives. Finally, features related to language tools and the ability to keep important or frequently needed information (e.g., list of key terms, flashcards) were also put forward.

Interest in Future Products and Services (Public Servants and Internal Audiences)

There is moderately high interest among public servants in hearing more about learning opportunities offered by CSPS or GCcampus, with seven in ten somewhat or very interested, although only one in four indicated a strong interest. When asked about suggestions for products or services that would be of particular interest, central themes related to courses in language training and/or retirement planning. These were followed by suggestions for courses and events to address soft skills (e.g., time management, communications, team dynamics, etiquette) and performance development tools (e.g., software, project management).

Among managers of other public servants, four in five managers agree that continuous learning opportunities result in staff who are more productive and happier with their careers. One third, however, feel that it is difficult to allow staff the time needed for continuous learning while still meeting work objectives. Most see the value in sending staff for continuous learning since they will get the needed training on the job.

Among internal audiences, time constraints are seen as a primary barrier to pursuing further learning, according to eight in ten, and four in ten believe that public servants would prefer to seek learning opportunities outside of the federal government. Another one third feel that many public servants – particularly older ones – simply do not see continuous learning as necessary. One in four also believe that supervisors within their organization are not supportive of continuous learning.

Feedback on CSPS Communications (Internal Audiences)

While internal audiences in Phase 2 indicated broad satisfaction with the quality of the information they receive from the School, concerns were flagged in other areas. For example, only six in ten feel they receive enough information from CSPS, and just over half feel that the information is timely.

In terms of the services provided by CSPS, half had used the Departmental Annual Learning Report or the Director's newsletter. Just over four in ten had made use of self-service reports in I-LMS or the POC Forum, and about one in three have used the Operations Dashboard, the RTC plenary sessions, or RTC training.

Among users of these products and services, results are varied. Nine in ten find the RTC's training useful, and eight in ten rated the director's newsletter and RTC plenary sessions as helpful. Only two in three, however, said the same about the self-service reports in I-LMS and the POC Forum. Six in ten found the Departmental Annual Learning Report and the RTC working groups to be of use, and only half feel the operations dashboards are helpful.

Internal Audience Views about their Perceived Value (Public Servants and Internal Audiences)

Although three in four CSPS employees feel comfortable contributing ideas, only six in ten feel that management is listening. Other employees supporting the School are even less apt to feel comfortable in contributing ideas or that their contribution will be listened to by the School. Highlighting similarly modest results, roughly six in ten CSPS employees and others supporting the School believe that their work is valued by the School, management, and public servants. The same proportion believes that the School is heading in the right direction.

POLITICAL NEUTRALITY CERTIFICATION

This certification is to be submitted with the final report submitted to the Project Authority.

I hereby certify as Senior Officer of EKOS Research Associates Inc. that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research.
Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

Signed by: Will Daley (Vice-President)

1. BACKGROUND AND METHODOLOGY

1.1 BACKGROUND

The Canada School of Public Service (CSPS) was established in 2004 to provide a broad range of learning opportunities and establish a culture of learning within the public service. Canada's public service consists of approximately 262,696 individuals nationwide working across the federal departments and agencies. In order to ensure that it is effectively marketing its learning opportunities to this population, and, moreover, that these opportunities are responsive to the needs of the public service, CSPS identified the need to conduct research on its brand among the public service.

To deliver on its mandate, CSPS launched GCcampus in 2016. GCcampus is an online learning portal designed to provide a single point of service where public servants can access the full range of products and services offered by CSPS, including interactive and open online resources, videos, courses, seminars and events. The objective of GCcampus is to provide a personalized platform where public servants can find products and services relevant to them and keep track of courses they have completed. GCcampus also offers segmented communities that aggregate content based on the needs of employees, supervisors, managers and executives.

The central question in this research is how the distinct CSPS and GCcampus brands are viewed by public servants and, ultimately, how these brands can be managed in a way that most effectively communicates to target audiences within the public service what CSPS has to offer them.

To this end, the research was designed to achieve a comprehensive understanding of the behaviours and attitudes of the CSPS core clientele. The ultimate strategic objectives for the School include the following:

> Understanding the **key segments** within the population of public servants, how they differ in their attitudes towards the School and the learning opportunities it provides, and how they may best be reached through marketing efforts.

> Establishing **brand awareness** with respect to both CSPS and GCcampus in order to establish the penetration of each within the population and the extent to which the relationship between the two brands is understood.

› Gauging the **brand equity** that CSPS and GCcampus brands have in terms of the relevance and credibility, strengths and weaknesses that public servants identify with respect to each.

› Measuring the **brand experience and expectations** of each brand in terms of how clients have interacted with each and how these interactions inform their perspectives on the two brands.

1.2 METHODOLOGY

In order to meet the research objectives, EKOS implemented a methodology consisting of three major phases of research. The three phases include:

› **Phase 1:** Quantitative survey research among the general population of public servants, including an oversampling of those who have recently interacted with the School.

› **Phase 2:** Quantitative survey research among "internal" audiences, including CSPS employees and the community of individuals across the public service who act as liaisons between their departments and the School.

› **Phase 3:** Qualitative focus groups conducted among Phase 1 respondents, consisting of 20 groups, with 11 conducted with public servants working in regions outside of the NCR and 9 conducted among those working in the NCR.

Phase 1 (Survey of Public Servants)

Phase 1 research consisting of a survey conducted online among n = 4,632 public servants between March 27 and April 11, 2018, including 4,032 completed in English and 600 completed in French. The sample was developed through the use of three distinct sample sources, including:

› A core sample of public servants drawn from a database of 247,540 contacts provided by the Treasury Board of Canada Secretariat, representing nearly the entire population of public servants working for the Government of Canada.

› An adjunct sample of 69,203 public servants known to have previously used CSPS products or services provided by CSPS.

› An adjunct sample of 7,488 EX-level public servants provided by CSPS.

An evaluation of the three sources resulted in a database of 242,461 unique records representing 92% of the entire population of public servants (as per 2017 data). From this basis, a sample frame of n = 40,000 unique records were randomly selected and sent invitations to participate in the survey via email. Following the initial invitation, non-responding records were sent two reminder notices during the field window. Based on this, a 13% response rate was achieved (measured using the calculation below).

Sample Frame	40,000
Invalid/Undeliverable records	3,742
Unresolved records (U) (Sent successfully without response)	30,272
In-scope, non-responding (IS)	1,449
Refused to participate	95
Started, but did not complete	1,354
Completed surveys (C)	4,632
Response Rate = C/(U+IS+C)	13%

The final sample of 4,632 provides a margin of error of 1.5 percentage points calculated at a 95% confidence interval. The margin of error is higher among subgroups within the data. The major subgroups are indicated in Table 1. The sample was weighted on the basis of region, department size and level of service (EX vs. non-EX).

Phase 2 (Survey of Internal Audiences)

Phase 2 represents the perspective and experiences of internal audiences. The survey was an attempted census completed online by 348 individuals (230 CSPS employees and 118 employees of other departments), including 261 completed in English and 87 completed in French. Following thorough testing, the survey was collected between April 5 and 26, taking an average of 24 minutes to complete. The bilingual survey was administered through a first invitation and three follow-up (i.e., reminder) emails to non-respondents.

Of the initial 999 employees in the population from the client-provided list (598 CSPS employees and 401 POCs from other departments), 28 email addresses were returned as undeliverable. From the remaining functional sample of 971, three refused and 54 were started but not completed, along with the 348 completed cases, for a response rate of 35.8%. Since the survey attempted to include all members of the intended population (i.e., was an attempted census), the application of a margin of error to the survey results is not applicable.

The final sample was weighted to restore the proportion of CSPS employees (67% based on the actual number of completed cases) to the population proportion of 60%. No other information was available and, therefore, no other weighting was applied.

Phase 3 (Focus Groups with Public Servants)

In order to better understand public servants' attitudes towards the School, a series of 20 focus groups were conducted between April 24 and May 10 among Phase 1 respondents who agreed to participate in follow-up research. Each focus group lasted between one and a half and two hours. Groups were conducted in-person in professional focus group facilities, with the exception of the group with public servants in the North, which was conducted over a telephone conference call.

Eleven groups were conducted with participants outside of the NCR, while the remaining nine were conducted among participants inside the NCR. Outside of the NCR, groups were conducted in the following locations:

> Vancouver (2 groups)

> Calgary (2 groups)

> Toronto (2 groups)

> Montreal (2 groups)

> Moncton (1 group)

> Halifax (1 group)

> The North (1 group among participants from Nunavut, the Northwest Territories and the Yukon)

The discussions were conducted in both official languages, with five of the 20 groups conducted in French (including both groups in Montreal, the Moncton group and two of the groups in the NCR).

The nine groups conducted in the NCR were segmented on the basis of specific audience profiles, with four conducted among "less engaged" participants, four among "more engaged" participants and one group among "partners." These segments were defined on the basis of responses to the Phase 1 survey as follows:

> The "less engaged" participants included those who said they are less likely to recommend the School to a colleague and are less interested in learning more about the School (with ratings to both questions of 5 or less on the scale of 1 to 7).

> Conversely, the "more engaged" participants included those who said they are likely to recommend the School to a colleague and are interested in learning more about the School (with ratings to both questions of 6 or 7 on the scale of 1 to 7).

> The "partners" consisted of public servants working at the EX level who said they are more likely to recommend the School to a colleague and are interested in learning more about the School.

A total of 135 participants took part in the groups. While many of the sessions were filled, particularly in the NCR, there was some difficulty in fully recruiting within the regions. In a few locations, assistance was required from within the public service to recruit participants (e.g., Calgary and Francophones in Moncton). The size of individual groups ranged from a low of two participants to a high of 10 participants. Participants were paid an honorarium of $75 in thanks for their time as discussions were held outside of work hours (i.e., evenings).

1.3 NOTE TO READERS

Detailed findings are presented in the sections that follow. Overall results are presented in the main portion of the narrative and are typically supported by graphic or tabular presentation of results. Only Phase 1 results from the broader public servant population are graphically presented. Where applicable comparisons can be made, they are presented on charts in the right-hand column (in red). Where there are results of Phase 2 internal audiences that do not have a direct comparison with Phase 1 respondents (broader public servants), these results have been presented in tabular format.

Bulleted text is also used to point out any statistically and substantively significant differences between subgroups of respondents. If differences are not noted in the report, it can be assumed that they are either not statistically significant[1] in their variation from the overall result or that the difference was deemed to be substantively too small to be noteworthy. If not specified, readers should assume differences described in any bullets relate to Phase 1 results among public servants. Because of the number of cases collected in Phase 2, only the largest differences have been reported in bullets, and where these exist, "internal audiences" and or "Phase 2" has been bolded to signal to readers that this is a difference found among Phase 2 (internal audience) respondents.

Results for the proportion of respondents in the sample who either said "don't know" or did not provide a response may not be indicated in the graphic representation of the results in all

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[1] Chi-square and standard t-tests were applied as applicable. Differences noted were significant at the 95% level.

cases, particularly where they are not sizeable (e.g., 10% or less). Results may also not total to 100% due to rounding. In some cases, compound branching logic has implications for lower subsets of respondents. Only the main subset is described in charts, striving for the greatest clarity in communicating the sample base for each survey item. The programmed survey instrument, including complete branching logic, can be found in Appendix A.

1.4 SAMPLE CHARACTERISTICS

The following table presents a profile of the public servants responding to the Phase 1 survey, as well as the Phase 2 respondents representing "internal" audiences (CSPS employees and the community of individuals across the public service who act as liaisons between their departments and the School). This includes demographic characteristics related to age, education, minority/equity group status, and region, as well as their tenure in the public service and whether or not they have employees reporting to them.

Table 1: Demographic Table (Phase 1 and Phase 2)

Table 1a: Age

Age	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
18 to 24 years	3%	5%
25 to 34 years	16%	14%
35 to 44 years	25%	29%
45 to 54 years	31%	32%
55 to 64 years	19%	15%
65 years or older	2%	1%
I prefer not to say	4%	5%

1b: Gender

Gender	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
Male	45%	20%
Female	51%	76%
I prefer not to say	4%	3%

Table 1c: For how many years have you worked as a public servant?

Number of years	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
Less than a year	7%	6%
Between 1 and 2 years	11%	6%
Between 2 and 3 years	6%	2%
Between 3 and 5 years	6%	2%
Between 5 and 10 years	13%	16%
Between 10 and 20 years	32%	43%
More than 20 years	25%	25%
Don't know / Not sure	1%	0%

Table 1d: Do any public servants currently report directly to you?

Public servants reporting to you	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
Yes	24%	36%
No	75%	63%
Don't know / Not sure	1%	1%

Table 1e: How many public servants report directly to you?

Number reporting to you	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	1,408	122
1 to 2	22%	28%
3 to 4	26%	27%
5 to 6	21%	23%
7 to 10	32%	22%

Table 1f: How many public servants report to you either directly or indirectly (reporting to someone who reports to you)?

Number reporting directly or indirectly	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	1,353	114
1 to 2	17%	26%
3 to 4	17%	17%
5 to 10	28%	26%
11 to 30	22%	19%
31+	16%	13%

Table 1g: Education

Education	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
A high school diploma or equivalent	9%	8%
Registered apprenticeship or other trade certificate or diploma	3%	3%
College, CEGEP, or other non-university certificate or diploma	20%	17%
University certificate or diploma below bachelor's level	4%	6%
Bachelor's degree	35%	42%
Postgraduate degree above bachelor's level	26%	20%
I prefer not to say	2%	4%

Table 1h: Equity

Equity	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
Indigenous person	4%	4%
Visible minority	15%	11%
Person with a disability	6%	5%
None of the above	69%	75%
I prefer not to say	8%	7%

Table 1i: Province/Region

Province/Region	Phase 1 Public Servants	Phase 2 Internal Audiences
n=	4,632	348
National Capital Region	41%	68%
British Columbia	9%	1%
Alberta	6%	2%
Saskatchewan	2%	1%
Manitoba	4%	2%
Ontario	16%	11%
Quebec	12%	12%
New Brunswick	3%	2%
Nova Scotia	4%	1%
Prince Edward Island	1%	1%
Newfoundland and Labrador	2%	0%
Territories	0%	0%

The unweighted Phase 1 sample was very closely aligned with the population based on department size, age and gender. It differed from the population of public servants, however, in a few key respects:

> The sample contained a higher proportion of EX-level survey respondents (at 14% compared to 3% in the population)

> The sample contained a lower proportion of public servants in the NCR (32% compared to 41% in the population)

While weighting was applied to align the final sample and results to the population, the potential for a non-response bias exists within public servants in the NCR, as well as public servants below the EX level of service. However, in both cases, the samples are sufficiently high and are aligned closely enough to other population characteristics (i.e., age and gender) to suggest that the potential for such bias to skew the reported results is low and non-systemic.

The Phase 2 sample represents a census-style sample of the populations of study (CSPS employees and the population of Points of Contact (POC), Organizational Learning Coordinators (LC) and Required Training Coordinators (RTC) interfacing between their departments and the School). This means that the entire population was provided with an equal opportunity to respond. The characteristics of the population are largely unknown. For example, we do not have information about the age, gender, region or department size of respondents. Weighting was applied to correct the proportion of CSPS employees to others, but apart from this, we cannot say with certainty that the results reflect the entire population as no comparable effort (such as a census) exists to provide a point of comparison. That said, given the confined nature of the population, the relatively large sample obtained and the equal opportunity of the population to respond, we have no reason to believe the results are not an accurate reflection of the population.

In order to better assess the interaction and relationships between different dimensions explored in the subgroup analysis featured in the bullets, it is helpful to understand the following patterns:

> Among public servants in the sample, men are generally older than women, and also report lower levels of education than women.

> Those with less education (i.e., high school completion) are typically older. There is a younger profile among public servants with a university degree.

> Supervisors and EXs are typically older than other public servants with a higher concentration of men than women. While these patterns are true, supervisors and EXs, nonetheless, report higher levels of education.

> Those self-identifying as a person with a disability are older than average. Visible minorities, on the other hand, are among the youngest in the sample and they are also among the most educated.

> Public servants located in the NCR are also among the most educated, and there is a higher concentration of supervisors and EXs than found in the regions, as well as a higher concentration of men.

> There is greater diversity in terms of education and backgrounds among employees in large departments. Employees in medium to smaller-sized departments tend to have a higher education profile, and higher concentrations of supervisors and EXs, as well as employees located in the NCR.

> In the **Phase 2 survey** intended for internal audiences, 66% are CSPS employees and 34% are employees with other departments (based on unweighted data), including POCs or their delegates (20%), departmental RTCs (16%), and LCs (4%).

> Among the non-CSPS employees responding to the **Phase 2 survey**, 45% are from large departments with 2,000 or more employees, 21% are from medium-sized departments (500 to 1,999 employees), and 34% are from departments with fewer than 500 employees.

2. FAMILIARITY WITH CSPS/GCCAMPUS

2.1 UNPROMPTED AWARENESS OF CSPS

Results reveal broad awareness of CSPS among federal public servants. Respondents were asked, unaided, if they know of an establishment within the Government of Canada that offers common learning to federal public servants. Three quarters (74%) indicate that they are aware of such an organization, a figure that rises to eight in ten (83%) among recent users of CSPS products and services (i.e., within the last two years). Seven percent of respondents said that they may have heard of this organization and very few (3%) indicated that they had not. One in six (16%) are unsure.

Graph 1: Unprompted Awareness of CSPS (Public Servants)

"To the best of your knowledge is there an organization within the Government of Canada that offers common learning to federal public servants?"

Total (n=4632)
Recent users (n=3159)

EKOS Research Associates Inc.

Base: All respondents   Public Service Survey 2018
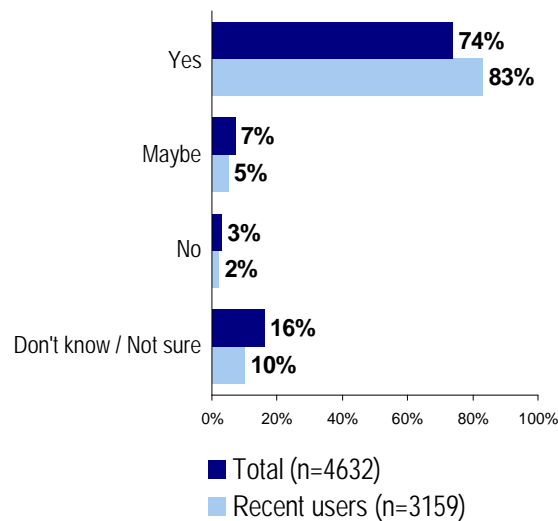
> Public servants who are university graduates and those who work in the NCR are considerably more likely to recognize the existence of a government organization that

provides learning to federal public servants (81% and 85%, respectively). The same is also true of those who supervise other employees (90%), and EXs in particular (96%).

› Compared to the other age cohorts, younger public servants (those under 35) are less likely to have heard of a centralized training establishment (66%). This is also the case with public servants who self-identify as Indigenous (67%) or a member of a visible minority (66%). Public servants in large departments are also less apt to be aware of this (71%).

2.2   PROMPTED RECALL OF CSPS/GCCAMPUS

Once again, the results of Phase 1 reveal that the vast majority of public servants are aware of CSPS. Nine in ten respondents (89%) indicated that they had heard something about the organization, compared to 6% who had not. Familiarity with the CSPS GCcampus portal is somewhat lower, although three quarters (75%) have heard of the service, compared to 12% who had not.

Graph 2: Prompted Recall of CSPS/GCcampus (Public Servants)

"Before answering this survey, had you ever heard, seen or read anything about either of the following…?"

Legend:
- Canada School of Public Service
- GCcampus

Category	Canada School of Public Service	GCcampus
Yes	89%	75%
Maybe	3%	8%
No	6%	12%
Don't know / Not sure	2%	5%

EKOS Research Associates Inc.

Base: All respondents (n=4632)

Public Service Survey 2018
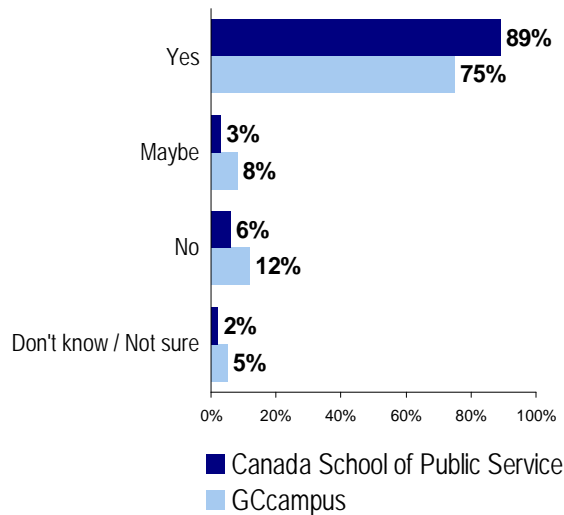
> Once again, public servants who are university graduates (93%) and those who work in the NCR (97%) are more apt to recognize CSPS. The same is also true of those who supervise other employees (98%), and EXs in particular (100%).

> Recent users of CSPS services (86%), university graduates (78%), and those located in the NCR (79%) are all more likely to have heard of GCcampus. Those aged 55 and over (65%) are least likely to recognize the online portal.

> Awareness is lower among public servants in British Columbia (70%) and Ontario (71%).

2.3   PAST EXPERIENCE WITH CSPS SERVICES

Phase 1 results suggest wide-ranging use of the products and services offered by CSPS among those who are aware of it. Fully eight in ten respondents aware of CSPS and/or GCcampus (80%) indicated that they have used these services, while one in ten (11%) have not. Ten percent are uncertain.

Graph 3: Past Experience with CSPS Services (Public Servants)

"Have you ever used any of the products or services offered by the Canada School of Public Service?"

80%

10%

11%

- Yes
- No
- DK/NS

EKOS Research Associates Inc.

Base: Aware of CSPS
(n=4195)

Public Service Survey 2018
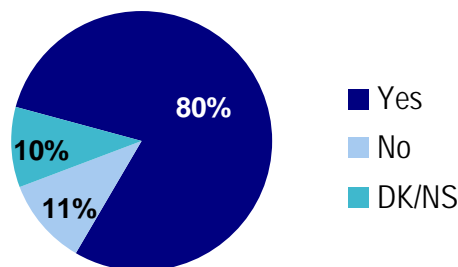
> Those who work in the NCR (87%), as well as supervisors (92%), and EXs in particular (97%), are more likely to have used the services offered by CSPS. The prevalence is also higher among recent users (91%), and medium-sized departments (86%).

> Compared to others, university graduates and women are somewhat more likely to have used these services (82% for each).

2.4   PRIMARY SOURCES FOR INFORMATION ABOUT CSPS

Phase 1 respondents who are aware of CSPS were asked to identify the sources from which they receive information about CSPS. Email ranks as the most popular medium among public servants, with six in ten (63%) indicating that they had read about the organization in an electronic communiqué. Just under half (46%) had heard about CSPS through a colleague who had used the service, and four in ten (40%) say they were referred by their supervisor. A handful mentioned mandatory training (5%), online research (3%), and past experiences with the organization (3%). One in ten (11%) are uncertain.

Graph 4: Primary Sources for Information about CSPS (Public Servants)

"Have you ever heard, seen or read about the Canada School of Public Service (CSPS) from any of the following sources?"

Source	Percentage
I received an email about the CSPS	63%
I heard about the CSPS from colleagues who have used its services	46%
I was referred to the CSPS by the person I report to	40%
Mandatory training/training plan, my department/hr, training coordinator/manager	5%
Website/online, own inquiry/research	3%
Previous course taken, knew of them for years	3%
Network/colleagues/friends	1%
Other	1%
Don't know / Not sure	11%

EKOS Research Associates Inc.

Base: Aware of CSPS
(n=4195)

Public Service Survey 2018

> Supervisors (78%), and EXs in particular (87%), are more likely to have heard about CSPS through an email. This is also true of employees working in small departments (74%). A similar pattern exists regarding colleagues as a source of information.

> Public servants who are located in the NCR are more likely to have heard about CSPS through an email or colleagues (68% and 57%, respectively). Employees in each of the regions are consistently less likely than NCR employees to have heard about CSPS through colleagues (37% to 39%). Employees located in the Quebec region are also less apt to report a referral from a supervisor (28%), compared with other public servants.

> The likelihood of hearing about CSPS through a supervisor declines with age (from 48% to 34%). Younger public servants (i.e., those under 35) are least likely to have heard about the organization via email (54%).

> Recent users are consistently more likely to have heard of CSPS through each of the media tested (68% heard through an email, 51% through colleagues and 47% through a supervisor).

2.5   TIMING OF MOST RECENT EXPOSURE TO CSPS

According to Phase 1 survey results, the vast majority of public servants who are aware of CSPS have seen or heard something pertaining to CSPS within the last year. Four in ten (38%) have heard something in the past month, while one in five (22%) encountered information about CSPS within the past three months. One in ten have heard something about CSPS between three and six months ago (10%) or between six months and a year ago (8%). Just one in ten (9%) last heard something more than a year ago. One in eight (13%) are uncertain.

Graph 5: Timing of Most Recent Exposure to CSPS (Public Servants)

"To the best of your recollection, when was the last time you heard, saw or read anything either about or from the Canada School of Public Service?"

Response	Percentage
Within the past month	38%
Within the past 3 months	22%
Between 3 and 6 months ago	10%
Between 6 months and a year ago	8%
Between 1 and 2 years ago	5%
More than 2 years ago	4%
Don't know / Not sure	13%

EKOS Research Associates Inc.
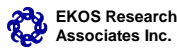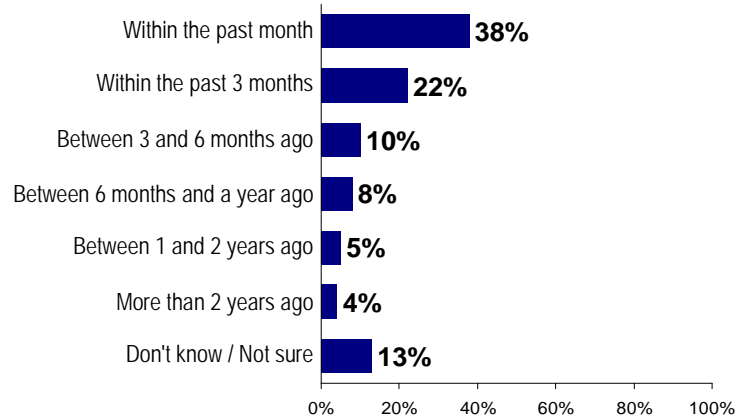
Base: Aware of CSPS
(n=4195)

Public Service Survey 2018

❯ Supervisors (50%), and EXs in particular (63%), along with recent users (45%), and those who work in the NCR (43%) are the most likely to have heard about CSPS in the past month, compared with other public servants. Employees in large departments (35%) are less likely than other public servants to have heard about CSPS within the past month.

2.6   TIMING OF INITIAL EXPOSURE TO CSPS

According to Phase 1 respondents, most public servants who are aware of CSPS have known about CSPS for several years. Six in ten public servants (59%) initially heard about CSPS more than two years ago. One in eight (12%) heard of the organization one to two years ago, while 6% estimate the time frame to be between six months and a year. One in ten (10%) first heard of CSPS within the past six months. One in eight (13%) did not provide a response.

Graph 6: Timing of Initial Exposure to CSPS (Public Servants)

"To the best of your recollection, when was the first time you heard, saw or read anything either about or from the Canada School of Public Service?"

Category	Percentage
Within the past month	5%
Within the past 3 months	2%
Between 3 and 6 months ago	3%
Between 6 months and a year ago	6%
Between 1 and 2 years ago	12%
More than 2 years ago	59%
Don't know / Not sure	13%

EKOS Research Associates Inc.
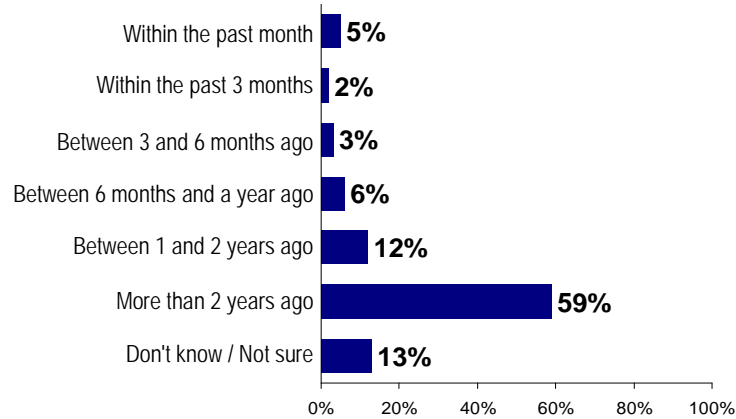
Base: Aware of CSPS
(n=4195)

Public Service Survey 2018

❯ Public servants located in the NCR are more likely to put the timing of their first exposure to CSPS at more than two years ago (67%). CSPS is a somewhat newer reality for many in the regions, including 16% in Ontario and Quebec who have known about CSPS for one to two years. One in five (21%) of employees in the Pacific region have only been aware of CSPS for the last year or less.

❯ Those under the age of 35 are much less likely to say they first heard of CSPS more than two years ago (38%) and, instead, are more likely to estimate the time frame at between three months and two years ago (48%, compared to 23% on average).

2.7 FAMILIARITY WITH CSPS

Most public servants in Phase 1 who are aware of CSPS feel they have at least some familiarity with it, although, for most, this familiarity is only modest knowledge. Based on the results of the survey, just one in ten federal public servants (12%) believe they are "very" familiar with CSPS, while about half (47%) would say they are somewhat familiar. Three in ten (30%) do not believe they are particularly familiar with CSPS and one in ten (10%) are not familiar with it at all.

Naturally, internal audiences in Phase 2, such as CSPS employees and POCs within other departments, are familiar with the organization, with two in three (63%) saying they are very

familiar with it and one in three (33%) indicating slightly lesser familiarity. Interestingly, responses are similar among CSPS employees and others responding to the survey.

Graph 7: Familiarity with CSPS (Public Servants and Internal Audiences)

"How familiar are you with the Canada School of Public Service (CSPS)?"

Phase 2
(n=348)

	Very familiar	63%
Somewhat familiar		33%
Not very familiar		4%
Not at all familiar		0%

- Very familiar: 12% / 16%
- Somewhat familiar: 47% / 55%
- Not very familiar: 30% / 25%
- Not at all familiar: 10% / 4%

■ Total (n=4195)
■ Recent users (n=3039)
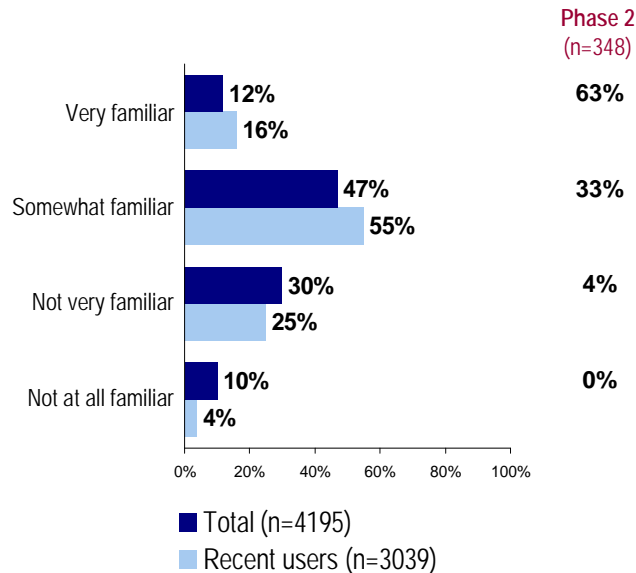
EKOS Research Associates Inc.

Base: Aware of CSPS   Public Service Survey 2018

› Again, university graduates (63%) are comparatively more likely to rate themselves as familiar with CSPS. The same is also true of those who supervise other employees (79%), and EXs in particular (90%). Higher than average proportions of employees self-reporting as Indigenous or visible minorities are also more familiar with CSPS (62% and 61%). The same is true of employees in small (70%) and medium-sized departments (66%).

› Those located in the NCR (70%) are also comparatively more familiar than regional employees with CSPS. Public servants in the Quebec region are significantly less likely to say they are familiar with it (35%). In fact, 53% said they are not very familiar with CSPS and sizeable proportions of the British Columbia, Prairie and Ontario regions are also less familiar (15% to 16% indicated that they are not at all familiar).

› Among **Phase 2 respondents**, employees outside of CSPS in large departments are the most likely to say they are very familiar with CSPS (75%).

2.8 INCIDENCE OF HOLDING A GCCAMPUS ACCOUNT

According to Phase 1 survey results, roughly two thirds of public servants who are aware of GCcampus (64%) have created an account, while four in ten (39%) have used services offered through the online portal. Just one in ten (12%) have neither created an account nor accessed these services. One in six (17%) offered no response.

Perhaps not surprisingly, recent users of CSPS services are somewhat more likely to have created a GCcampus account (72%) and accessed products and services via GCcampus (47%).

Graph 8: Incidence of Holding a GCcampus Account (Public Servants)

"Have you ever created an account on GCcampus or used any of the products or services offered on GCcampus?"

Total (n=3792)
Recent users (n=2916)

EKOS Research Associates Inc.

Base: Aware of GCcampus   Public Service Survey 2018
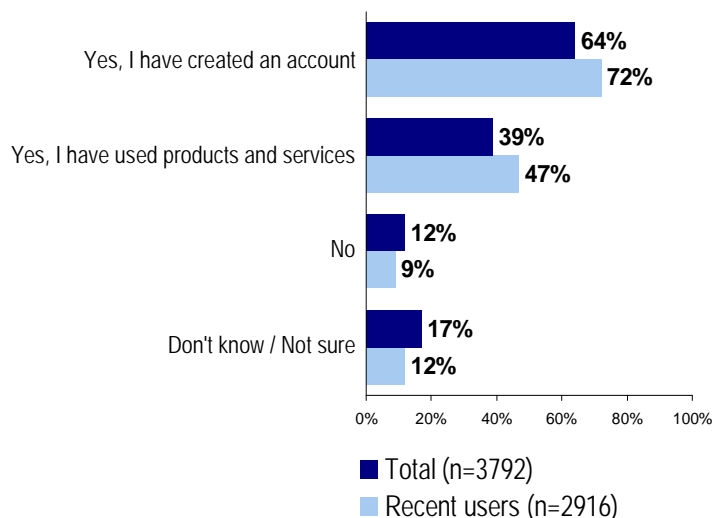
❯ Public servants who work in the NCR (67%), those under 35 (68%), and those with a university education (66%) are more likely than their counterparts to have created a GCcampus account. This is also more often true of supervisors (68%), and EXs in

particular (72%). A similar pattern exists among these segments in terms of having used the products and services offered via GCcampus (ranging from 42% to 46%).

› Those aged 55 and over are less likely to have accessed these services (57%). Creation of an account or use of products and services seems to be lowest in the British Columbia region (57% and 31%, respectively).

2.9 PRIMARY SOURCES FOR INFORMATION ABOUT GCCAMPUS

Those Phase 1 respondents who are familiar with GCcampus were asked to identify the sources through which they had read or heard about the service. Half (51%) recall receiving an email about GCcampus. One third cited a referral from a supervisor (34%) or a colleague who had used GCcampus (33%). One in five (22%) are uncertain.

Graph 9: Primary Sources for Information about GCcampus (Public Servants)

"Have you ever heard, seen or read about GCcampus from any of the following sources?"

Source	Percentage
I received an email about GCcampus	51%
I was referred to GCcampus by the person I report to	34%
I heard about GCcampus from colleagues who have used GCcampus products or services	33%
Website/online, own inquiry/research	2%
Previous training/course taken	1%
Other	1%
Don't know / Not sure	22%

EKOS Research Associates Inc.

Base: Aware of GCcampus
(n=3792)

Public Service Survey 2018
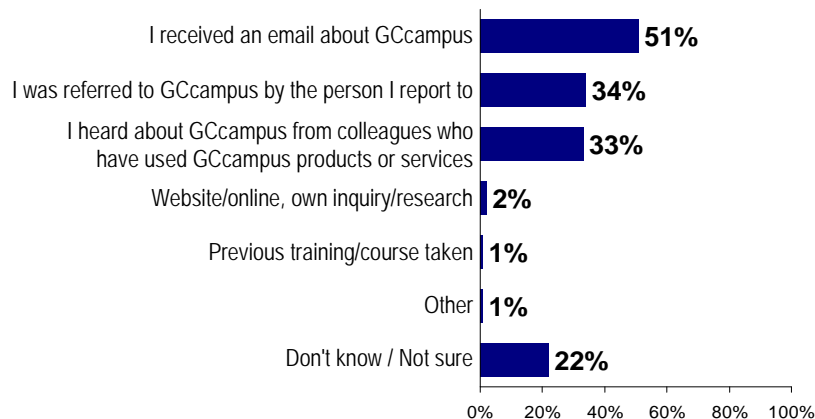
› Men (55%) and university graduates (54%) are more likely than other public servants to cite email as a primary source of information, as are supervisors (61%), particularly

EXs (67%). The same pattern holds among supervisors (61%), and EXs in particular (67%), as well as among employees working in small departments (61%).

❯ Those who work in the NCR are more likely than regional employees to mention a referral from a supervisor (37%). Those in the Prairie region are more likely than other public servants to point to an email (55%), while this is least likely in Ontario (47%). Employees in the British Columbia, Prairie and Ontario regions are less likely than others to have heard through colleagues (27% to 28%).

❯ Public servants under 35 are more likely than older cohorts to have received information regarding GCcampus through a supervisor (41%) or a colleague (39%).

❯ Recent users are more likely to have heard about GCcampus through email (56%), supervisor referrals (39%), and colleagues (37%).

2.10 TIMING OF MOST RECENT EXPOSURE TO GCCAMPUS

Among those public servants in Phase 1 who are familiar with GCcampus, most have seen or heard something about the online portal within the last year. Roughly one in five have heard something within the past month (23%) or within the past year (21%). One in ten have heard something about the service between three and six months ago (11%) or between six months and a year ago (9%). Six percent most recently encountered information regarding GCcampus between one and two years ago, while 3% have not heard anything in the past two years. One quarter (26%) did not provide a response.

Graph 10: Timing of Most Recent Exposure to GCcampus (Public Servants)

"To the best of your recollection, when was the last time you heard, saw or read anything either about or from GCcampus?"

Category	Percentage
Within the past month	23%
Within the past 3 months	21%
Between 3 and 6 months ago	11%
Between 6 months and a year ago	9%
Between 1 and 2 years ago	6%
More than 2 years ago	3%
Don't know / Not sure	26%

EKOS Research Associates Inc.
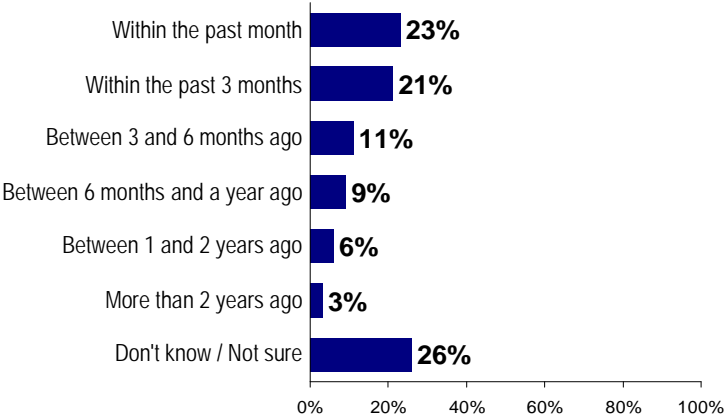
Base: Aware of GCcampus
(n=3792)

Public Service Survey 2018

› Supervisors (27%), and EXs in particular (30%), as well as those in small and medium-sized departments (28% and 27%, respectively) are more likely than others to have heard about GCcampus within the past month.

2.11 TIMING OF INITIAL EXPOSURE TO GCCAMPUS

Phase 1 results suggest that, among those public servants who are familiar with GCcampus, most have known about the service for some time. When asked when they had initially heard of the online learning portal, one in ten respondents indicated that they were first made aware in the past six months (11%) or between six months and a year ago (10%). One in five (22%) first heard of the service between one and two years ago, while three in ten (29%) place the time frame at two or more years ago. One quarter (26%) are uncertain.

Graph 11: Timing of Initial Exposure to GCcampus (Public Servants)

"To the best of your recollection, when was the first time you heard, saw or read anything either about or from GCcampus?"

Category	Percentage
Within the past month	3%
Within the past 3 months	3%
Between 3 and 6 months ago	5%
Between 6 months and a year ago	10%
Between 1 and 2 years ago	22%
More than 2 years ago	29%
Don't know / Not sure	26%

EKOS Research Associates Inc.
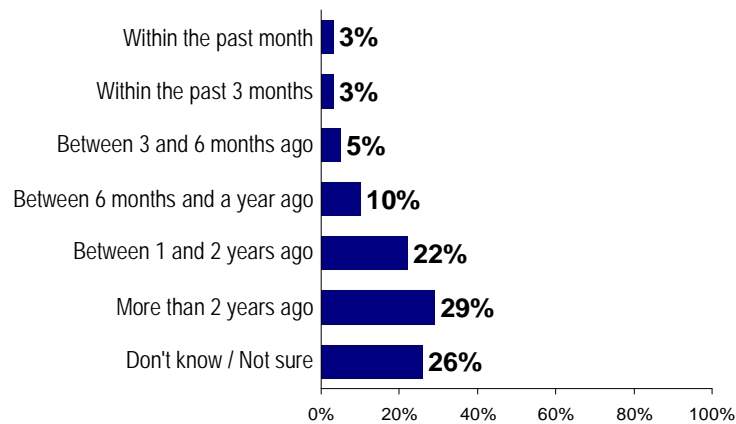
Base: Aware of GCcampus (n=3792)

Public Service Survey 2018

> Those under the age of 35 are significantly more likely to have first heard of GCcampus within the past two years (67%, compared to 43% on average), while those aged 45 and over (35% to 36%), as well as supervisors (40%) and EXs (39%), are more apt to have initially heard of the service more than two years ago.

2.12 FAMILIARITY WITH GCCAMPUS

Phase 1 results reveal that most public servants who are aware of GCcampus – while tepid in their self-assessments – feel they are at least vaguely familiar with it. While just 7% would rate their familiarity as high, one third said they are somewhat familiar (35%). An additional one in three said they are not very familiar (33%) and one in five (22%) are not familiar with GCcampus at all.

Recent users of CSPS services within the last two years are slightly more apt to be somewhat familiar with GCcampus (41%), and are somewhat less likely to say they are not at all familiar with it (15%).

Internal audiences (Phase 2) such as CSPS employees and POCs within other departments are again generally familiar with GCcampus, although to a lesser degree than with CSPS. Nearly half (45%) rated themselves as very familiar with it and the same proportion (44%) said they are somewhat familiar with it. CSPS employees, however, were less apt to indicate that they are very familiar with it (39% versus 55% among others responding to the survey).

Graph 12: Familiarity with GCcampus (Public Servants and Internal Audiences)

"How familiar are you with GCcampus?"

	Phase 2 (n=348)
Very familiar	7% / 9% — 45%
Somewhat familiar	35% / 41% — 44%
Not very familiar	33% / 32% — 9%
Not at all familiar	22% / 15% — 1%

■ Total (n=3792)
■ Recent users (n=2916)

EKOS Research Associates Inc.

Base: Aware of GCcampus   Public Service Survey 2018
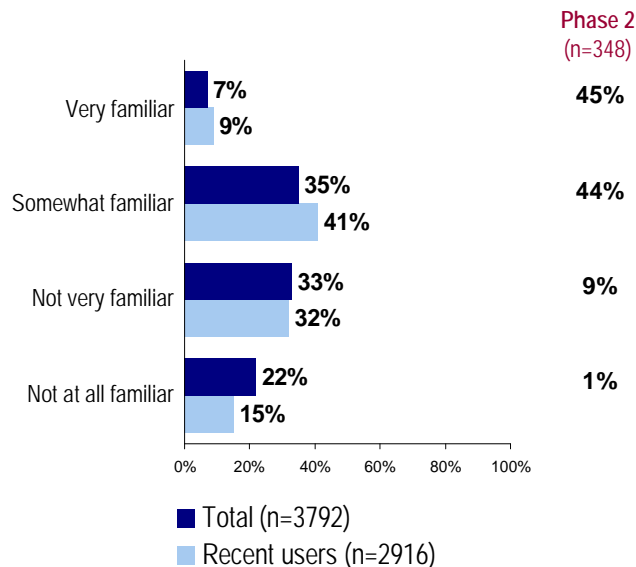
> Supervisors and EXs (49% of each) are most familiar with the portal, along with those self-identifying as Indigenous (47%) or visible minorities (47%), as well as those working in small and medium-sized departments (47% and 48%, respectively).

> Public servants located in the NCR are the most familiar with the portal (47%). Employees in the Quebec region are notably less likely to rate themselves as familiar (28% with 50% indicating they are not very familiar with it). This is also true of employees in the British Columbia and Prairie regions where 27% of each indicated that they are not at all familiar with the portal.

> Among **Phase 2 respondents**, employees outside of CSPS who are working in large departments are the most likely to say they are very familiar with GCcampus (64%).

2.13 UNDERSTANDING OF RELATIONSHIP BETWEEN CSPS AND GCCAMPUS

Results suggest moderate understanding among public servants of the relationship between GCampus and CSPS among those public servants who are aware of them. Just under half of respondents aware of either one (45%) understand that GCcampus is the CSPS online platform through which public servants can access its products and services. A similar proportion (47%), however, are uncertain. A handful incorrectly believe that GCcampus points to CSPS services, but as a separate entity (4%), or that there is no relationship between GCcampus and CSPS (4%).

Almost without exception, internal audiences (Phase 2), CSPS employees and key POCs within the departments have a clear understanding of the relationship between CSPS and GCcampus, with 92% providing the correct response. A handful, however, are unclear on this point.

Graph 13: Understanding of Relationship between CSPS and GCcampus (Public Servants and Internal Audiences)

"To the best of your knowledge, which of the following best describes the relationship, if any, between GCcampus and the Canada School of Public Service?"

Phase 2
(n=348)

GCcampus is the online platform where public servants can access products and services offered by CSPS — 45%	92%
GCcampus points to services offered by CSPS, but is a separate entity — 4%	5%
GCcampus has no relationship to CSPS that I'm aware of — 4%	0%
Don't know / Not sure — 47%	3%

0%   20%   40%   60%   80%   100%

EKOS Research Associates Inc.
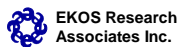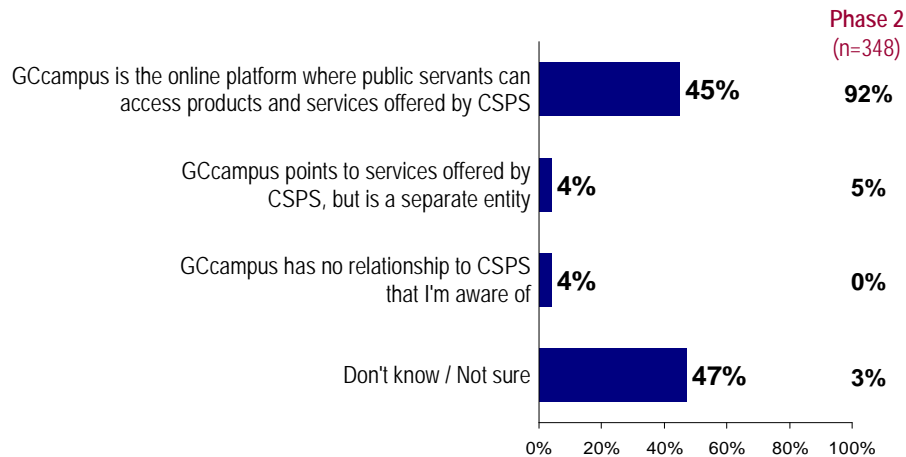
Base: Aware of either CSPS or GCcampus, unaided (n=4375)

Public Service Survey 2018

> Those in the public service who work in the NCR (57%, compared with 35% to 38% in each region), recent users of CSPS services (55%), and university graduates (51%) are all more likely to correctly understand the relationship between CSPS and GCcampus. The same is true of those who supervise other employees (60%), and EXs in particular (74%), as well as recent users (60%).

> Compared to the other age cohorts, those aged 55 and over (37%) are least likely to recognize that GCcampus is the CSPS online platform, as are those in large departments (44%) and people who self-identify as having a disability (39%).

Internal audiences responding to the Phase 2 survey were asked whether they think that CSPS, GCcampus, or both best communicate what the organization has to offer. Results suggest a split, with 40% suggesting CSPS, and 16% suggesting GCcampus, but 36% suggesting that both be used.

a)   Focus Group Perspectives

As found among public servants in the Phase 1 survey results, the focus group discussions highlighted a similar variation in understanding. Many participants said that they do not have a clear sense of what the relationship is between CSPS and GCcampus, while others said they are generally familiar with it as the portal through which they could access content from CSPS. Few participants, however, clearly understand GCcampus as the portal through which **all** of the products and services offered by CSPS may be accessed. More typically, participants see GCcampus as the part of CSPS focused on courses, events and materials offered exclusively online. While some participants had experience logging on to CSPS, few recognize the role it plays as a personalized account centre for all the dealings an individual has with CSPS.

—I see GCcampus and CSPS as the same thing, just a portal to get to the CSPS course offerings.

—On va à GCcampus pour avoir un cours, mais on ne sait pas que c'est l'école qui est derrière ça. Et le look est tellement différent.
[Translation: We go to GCcampus for courses, but we don't know that the School is behind it. And the look is so different.]

—I thought it was just the online portion of the school.

—The GCcampus is more online related courses.

—I could be wrong but I thought it was strictly online and it's like a library almost of online training that's provided by the government.

—CSPS is broader than GCcampus. CSPS contains more information, more tools about training and self-awareness in general, so I find it to be more information based. Whereas GCcampus is like your university portal of classes and courses so it will list specifically what you can enroll into.

2.14 AIDED RECALL OF CSPS/GCCAMPUS

Prompting Phase 1 respondents with a description of the organization did little to boost awareness, indicating that whatever awareness exists is already top of mind. Among those public servants who are not aware of CSPS or GCcampus, just one in ten (10%) recognize CSPS when provided with a description, while one in seven (15%) indicated that they "may" have heard about it. Six in ten (60%) maintained that they have not heard about CSPS. Similarly, just one in ten (10%) have heard of GCcampus, while 13% "may" have heard of it. Roughly two thirds (64%) have not heard of the service.

Graph 14: Aided Recall of CSPS/GCcampus (Public Servants)

"Based on this description, do you recall hearing, seeing or reading anything about the following…?"

■ Canada School of Public Service
■ Gccampus

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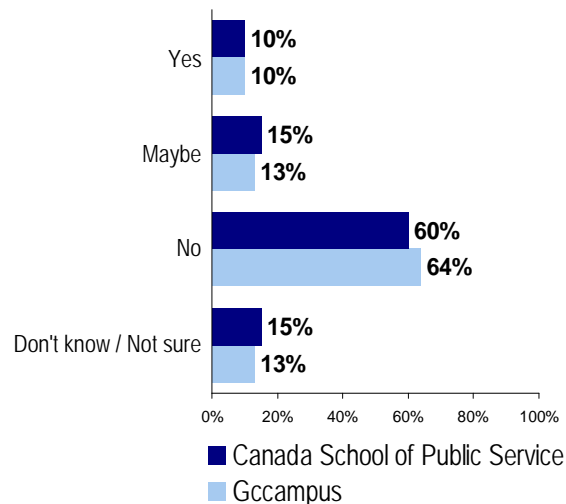
Base: Not aware of either CSPS or GCcampus
(n=258)

Public Service Survey 2018

❯ Based on prompted recall, employees in the Quebec and Ontario regions indicated higher recall although this is based on relatively few cases (36 in Quebec and 51 in Ontario). Those under 35 are the most sure they have not heard of CSPS.

3. USE OF CSPS/GCCAMPUS

3.1 SPECIFIC SERVICES USED

Phase 1 respondents who are aware of either CSPS or GCcampus were asked to identify the specific services offered by CSPS that they have used in the past. Two thirds (66%) indicated that they have participated in courses, workshops, or other training programs online, while just under half (45%) have attended these programs in-person. Three in ten (29%) have read or used information provided on GCcampus, while one quarter (25%) have watched videos using this service. One in six attended events, conferences, or armchair discussions in-person (18%) or have participated in these events online (16%). One in ten (10%) did not respond.

Internal audiences responding in the Phase 2 survey are much more likely to have engaged with CSPS, accessing and using a greater number of products and services. For example, 84% have taken a course, workshop or other training online, and 77% have attended in-person. About seven in ten have used GCcampus material (71%) and/or watched a video (69%). Nearly as many have also participated in events, conferences or armchair discussions, either in-person or online (73% and 63%, respectively).

Table 2: Specific Services Used

There are a variety of products offered by the Canada School of Public Service. All of these are available through GCcampus. To the best of your recollection, which of the following products, if any, have you used in the past?

-	Phase 1 Public Servants	Phase 2 Internal Audiences
n= Aware of CSPS or GCcampus (aided and unaided)	4,440	230[2]
I have participated in courses, workshops or other training programs online	66%	84%
I have attended courses, workshops or other training programs in-person	45%	77%
I have read or used information provided on GCcampus	29%	71%
I have watched videos on GCcampus	25%	68%
I have attended events, conferences and armchair discussions in-person	18%	73%
I have participated in events, conferences and armchair discussions online	16%	63%

[2] Phase 2 included CSPS employees only.

-	Phase 1 Public Servants	Phase 2 Internal Audiences
n= Aware of CSPS or GCcampus (aided and unaided)	4,440	230[2]
I have participated in GCcampus online forum discussions	2%	8%
Other (specify)	1%	5%
I have never used any products offered by CSPS and/or GCcampus	8%	0%
Don't know / Not sure	10%	0%

> Women, the university-educated, as well as supervisors, EXs in particular, and recent users, are all consistently more likely than other public servants to have used each of the services tested. This is also true of employees in smaller departments.

> Employees who work in the NCR are also more likely than those in the regions to have used a range of products and services. Those in Quebec and Ontario are typically least apt to have attended events, participated in training, or read material or accessed videos. Employees in British Columbia are also less apt to have participated in training (58%). Those in the Prairie region are less apt to have attended a conference (13% in-person or 10% online).

> The likelihood of having used information on GCcampus or having watched videos on GCcampus is highest among those under 35 (38%), but declines steadily with age. Public servants under the age of 35 are less likely to have attended a training seminar in-person (35%), and more likely to have done so online (71%), while those aged 55 and over are less apt to have participated in training online (60%).

> The incidence of reading information or watching videos is higher among public servants who self-identify as Indigenous (37% and 33%, respectively).

3.2   ISSUES WITH ACCESSING CSPS IN PREFERRED LANGUAGE

More than eight in ten of those in Phase 1 who have accessed products or services (85%) report that they have not had any difficulty accessing products or services from CSPS or GCcampus in the official language of their choice, although 10% said that they have experienced this issue.

Results are similar among Phase 2 respondents with 15% indicating difficulty accessing products or services in their own language.

Graph 15: Issues with Accessing CSPS in Preferred Language (Public Servants and Internal Audiences)

"Have you ever had difficulty accessing products or services from the Canada School of Public Service or GCcampus in the official language of your choice?"

5%

10%

Phase 2
(n=229)
users

■ Yes   15%

■ No   82%

■ DK/NS   3%

85%
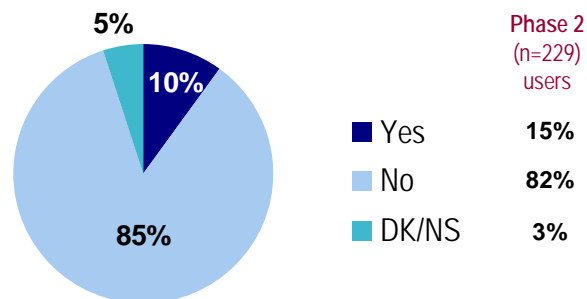
Base: Has accessed services of either CSPS or GCcampus (n=3576)

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Associates Inc.

Public Service Survey 2018

❯ Public servants in the Quebec region are more likely than those in other regions to report difficulty accessing products or services in their official language of choice (16%).

a)   Focus Group Findings

Focus group participants also expressed satisfaction with the availability of products and services in both languages from CSPS. A few Francophone participants in the NCR spoke of limited availability of courses offered in French (with more options in Montréal or Québec). Others talked about inadequate translations or courses that were described as "bilingual," but took place primarily in English.

—One of the problems I have with in-person training is when the course is listed as bilingual, it's generally more in English than it is in French.

—Il y a beaucoup de matériel qui est traduit, mais dernièrement je crois qu'il y a un grand effort qui est mis pour améliorer les traductions, ça se voit, mais il reste toujours des erreurs en français.
[Translation: A good deal of material is translated but, recently, I believe that a lot of effort is going into improving translations, you can see it, but there are still errors in the French.]

3.3   USE OF CSPS/GCCAMPUS ONLINE SERVICES

Phase 1 results suggest a broad preference among public servants for accessing CSPS services online. Among those respondents in the survey who have used services offered by CSPS, nine in ten (89%) have accessed them online. Just 6% indicated that they have not used the internet to access these services.

Graph 16: Use of CSPS/GCcampus Online Services (Public Servants)

"Have you ever accessed a product or service offered by the Canada School of Public Service or GCcampus online?"

5% 5%

89%

- ■ Yes
- ■ No
- ■ DK/NS

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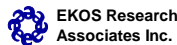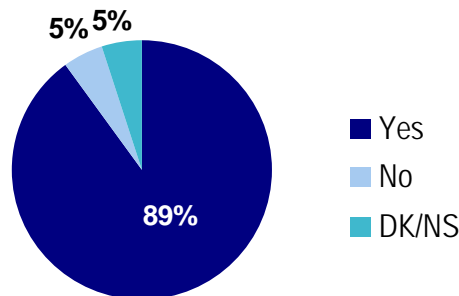
Base: Has accessed services of either
CSPS or GCcampus
(n=3576)

Public Service Survey 2018

> Not surprisingly, recent users of CSPS services are somewhat more likely to say they have accessed these products (93%, compared to 56% of other respondents). This is also true of EXs (93%).

a)   Focus Group Perspectives (Online vs. Offline Learning)

It was often noted among focus group participants in both the NCR and in the regions that more and more of the CSPS course offerings are being delivered online. This is consistent with the finding that three in four Phase 1 respondents taking a course said the most recent course they took was online. Overall, few participants said they preferred online courses to those offered in-person. Online courses were often described as a less engaging way to learn than in-person courses which allow person-to-person interactions between students and instructors.

—I've seen a change over the years. When I first joined, it was very easy to get to Ottawa to take courses and now there's a lot of restrictions on travel budgets, etc., so the days of getting a week off to do management training or whatever is very limited.

—I find now with the Canada School, the negative is they offer a lot more courses online than they do in class, it seems. Online

> training in the work environment isn't as effective or productive when you've got other things going on and you just don't do it.

The fact that online courses are available wherever and whenever users find them convenient to access was often described as a double-edged sword. Arguing for the advantages of online, some participants said that online spared them the hassles of travelling and the inconvenience of taking time out of the office. On the other hand, many countered that completing courses at their desks means frequent interruptions with work-related issues that make it more difficult to concentrate on the material than if the course was held in-person. For others, the flexibility of being able to complete the course at a time of their own choosing also allows more room for procrastination, with some pushing it off indefinitely.

> —I'm able to do it at home, at my own pace on the evenings and weekends, in my pajamas, with a glass of wine.
>
> —I can just defer online training forever because there's always something that needs to be done today to serve the public or my manager or somebody who needs help with something.

Participants distinguished courses that are more appropriate for online delivery and those that are better suited to in-person delivery. Courses that involve the delivery of factual information were often described as more appropriate for an online context. Examples given by participants included technical courses, courses on financial delegation, and courses that are more process-oriented, focus on routine material (such as time management) or are of an introductory nature. On the other hand, courses that depend more on person-to-person interactions or on more subjective topics were described as more valuable when delivered in-person and less valuable in an online context. Some participants explained that it was their impression that online does not allow students to share or ask questions specific to their experience. Courses on conflict resolution, management psychology or diversity in the workplace were described as examples of courses that are less appropriate for online delivery.

> —I think it depends on the type of training. The time management course I took just recently was perfect for online. I didn't need to talk to anyone else, it was almost operational. But something like a strategic communications course, you're really only going to benefit when you share and talk.
>
> —I think some courses do lend themselves to online, like technical knowledge. But kind of breaking down our misunderstandings and such is probably better done in-person.

—We had to do a mandatory online diversity course, which is probably not good to do online.

—Ça dépend des sortes de cours je pense. Moi, j'aime apprendre des sujets techniques, lire, l'essayer. Pour les cours techniques, je trouve que c'est mieux en ligne. Si je prends un cours d'Excel, j'aime l'essayer, je n'aime pas ça si tout le monde bavasse dans la classe.
[Translation: I think it depends on the types of courses. Personally, I like learning about technical subjects, reading, trying them out. I find that technical courses are better online. If I take an Excel course, I want to try it out, I don't like it when everyone is chatting in class.]

—Il y a des cours que j'ai suivi en ligne qui auraient été une perte de temps en personne, comme, par exemple, des cours de service à la clientèle, bienvenue à Travaux Publics, etc.
[Translation: There are some online course I've taken that would have been a waste of time in person—for example, client service courses, welcome to Public Works, etc.]

A few participants pointed to more interactive forms of distance learning as having the potential to offer better online learning opportunities than what they had typically experienced through online courses offered by CSPS. One participant in Toronto described taking an online course using the online learning platform Moodle. This participant described the course as fostering interpersonal connections with other public servants in a similar way to how a typical in-person course might. He was, however, an exceptional case. Most participants described their experience with online courses from CSPS as offering no person-to-person interactions.

Other participants mentioned webinars as having the potential to replicate an in-person experience, enabling them to have a dialogue with the instructor and other students. However, comments about webinars often recounted technical challenges in connecting that made participating difficult or impossible. Even when the technology did work, some said that in their experience, webinars typically offered them very limited opportunities to provide feedback, ask questions or contribute to the conversation.

—I've been on webinars from time to time. And while it's better than clicking through pages on your own, you don't really get much opportunity to interact when you're one of 80 people participating. When they finally ask the people online if they have any questions, the time is almost up.

> —I've had several courses that I've done that way (WebEx) and I like the interaction because you can actually communicate with the instructor, and the best part is that the instructor actually says to you "when you go to do this, if you have a problem send me an email." Guess what? You now have an instantaneous coach to help you through problems when you initially start to work in a program or system.

3.4 CHALLENGES WITH ACCESSING CSPS/GCCAMPUS SERVICES

While one in three respondents in Phase 1 (35%) who accessed services or products online did not experience any challenges with accessing CSPS or GCcampus services, roughly three in ten noted slow connection speeds (32%), difficulty obtaining log-on information (29%), or the website freezing or crashing (27%). A small proportion elected to describe difficulties with navigating the products or services online in the "other" line (4%), along with technical or interface challenges (3%), or that the status update was not working (2%). Nine percent did not recall the nature of any difficulties.

Results among Phase 2 internal audience respondents highlight slightly more frequent issues with speed connection (50%) and freezing or crashing on the website (48%), which may be reflective of the greater intensity of contact made by this segment relative to other public servants. Another 12% indicated a range of other challenges with no central theme.

Graph 17: Challenges with Accessing CSPS/GCcampus Services Online (Public Servants and Internal Audiences)

"Have you ever experienced the following challenges when accessing one of these products or services online?"

Phase 2
(n=208)
online users

Challenge	Percentage	Phase 2
Slow connection speeds	32%	50%
Difficulty obtaining log-on information	29%	21%
Website freezing or crashing	27%	48%
Difficulty navigating/hard to find information/cumbersome to use	4%	--
Poorly/inconsistently designed course/interface, technical problems with access	3%	--
Status update not working (completion report, course history)	2%	--
No challenges	35%	25%
Don't know / Not sure	9%	2%

0% 20% 40% 60% 80% 100%
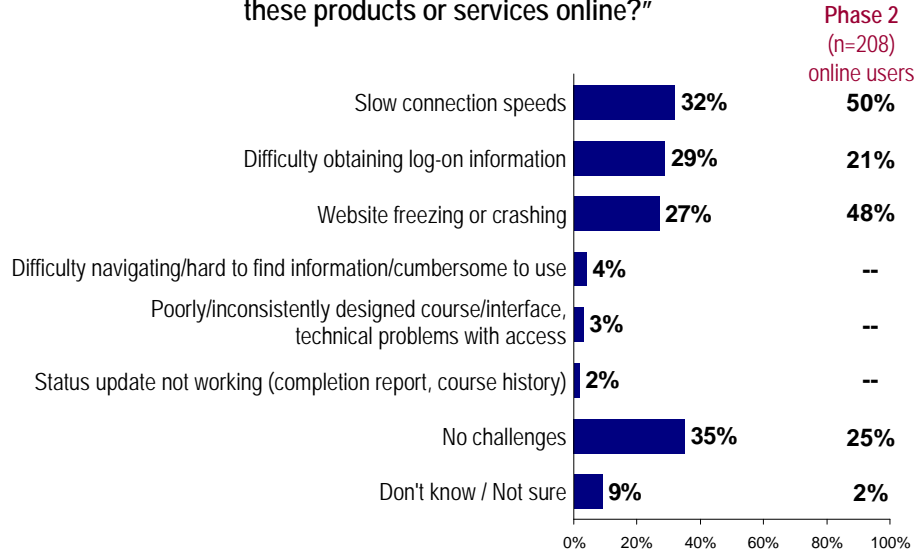
Only items with 2% or more shown in chart

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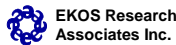
Base: Has accessed services of either CSPS or GCcampus online (n=3172)

Public Service Survey 2018

❯ Regionally, public servants in Quebec are less apt to describe the website freezing or crashing (17%) or slow connection speeds (27%). Those in British Columbia pointed more often to slow connection speeds (43%). Those in the Atlantic region were least apt to report any challenges (40% said there were no challenges).

❯ The university-educated more often cited difficulty obtaining log-on information, compared with others (31%).

❯ Recent users are more likely to note each significant challenge (connection speeds, freezing/crashing, and difficulty logging on, ranging from 27% to 33%). This pattern translates into more frequent reports of challenges among supervisors (32% to 37%), and EXs in particular (39% to 43%). It is also the case, however, among those with a disability (38% for freezing and logging on but 46% for slow connection speeds), compared with other public servants. EXs are also more likely than others to report difficulty navigating and/or finding information they are looking for on the site (13%).

❯ **Phase 2 respondents** in the regions are more apt to report issues with connection speeds (66%) and freezing or crashing of the website (59%).

a)   Focus Group Perspectives

In general, focus group participants reiterated that accessing CSPS products and services was fairly easy to do. Few participants described encountering any major issues they could not easily resolve. However, many participants did mention experiencing difficulty accessing "the site" (without specifying the name of the site) because they could not recall the username or password. The problem, they said, was the result of a combination of factors: they do not access the site frequently enough to readily recall their information; and the site requires username and password combinations that are very different from their other usernames and passwords, and, therefore, are much more difficult to recall.

> —I just always forget my password and then I have to call... it's like Fort Knox to get into the account. The password has to be more complex than any other government password, it's not very flexible, it's just another thing I have to remember.
>
> —Keeping on top of my passwords and logins for each and every one of them, it's a pain in the neck.

While some participants experienced difficulty remembering their password, others described difficulty with the username. Several wondered why such seemingly stringent security is needed to access the site and why access could not be made easier by allowing users more flexibility when creating usernames and passwords, or even by recognizing their credentials as users on a Government of Canada network.

> —The username is really not intuitive, I keep forgetting it and I think, why isn't it just my email or something?
>
> —Why can't it be like GCpedia, where it just recognizes you're on a government network and it lets you in? That would be a lot easier.

Connectivity was the other major issue described when accessing CSPS products and services, even in urban centres, such as Calgary, where high-speed internet is commonplace. Northern participants, in particular, pointed to slow internet connections as a barrier to participation in some types of courses, and even more so for events, such as webinars. In fact, webinars were singled out as particularly challenging to access, even among those for whom internet connection is not typically an issue.

> —Our internet in an office in downtown Calgary is painful during the vast bulk of the work day. You can have the best content in

the world, but if access is a pain – well, of course, you are just going to say "no, sorry."

—I registered for a webinar but when the time came, I couldn't connect to it. I tried for 20 minutes before finally giving up – by that time, why bother?

—Talking about webinars… I haven't sat in on one so far that hasn't had some kind of technical issue.

Apart from the technical challenges of credentials and connectivity, some participants also pointed to difficulties with navigating and searching the website as another barrier to finding specific courses they were searching for, or, more generally, finding out about the options available to them. It is important to note that these impressions were not based on a specific review of the current version of GCcampus and may be based on earlier versions of the portal.

> —I found the actual process of getting on, finding a course and even cancelling said course quite easy. But in terms of taking time to look through it or know what's offered or what's relevant to me in my position, I still have no idea.
>
> —The search functions in the old website are better as far as trying to find things in a specific location.

3.5 TIMING OF MOST RECENT USE OF CSPS/GCCAMPUS SERVICES

Phase 1 results further suggest that among public servants who have used CSPS services, most do so on an ongoing basis. One quarter of respondents (25%) last accessed CSPS services within the past month and an additional one in four (25%) used them within the past three months. One in seven reported their most recent use at between three and six months ago (15%) or at between six months and a year ago (13%). One in ten said they had last used CSPS services between one and two years ago (10%) or more than two years ago (7%).

Graph 18: Timing of Most Recent Use of CSPS/GCcampus Services (Public Servants)

"To the best of your recollection, how recently did you access any of the products provided by the Canada School of Public Service or GCcampus?"

Category	Percentage
Within the past month	25%
Within the past 3 months	25%
Between 3 and 6 months ago	15%
Between 6 months and a year ago	13%
Between 1 and 2 years ago	10%
More than 2 years ago	7%
Don't know / Not sure	5%

0% 20% 40% 60% 80% 100%

Base: Has accessed services of either CSPS or GCcampus
(n=3576)

Public Service Survey 2018

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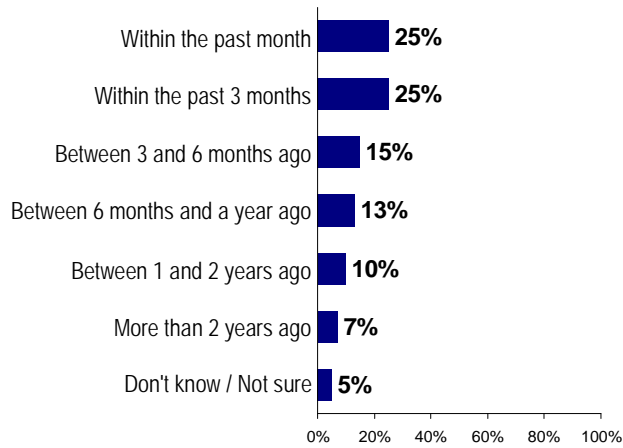
3.6   TIMING OF INITIAL USE OF CSPS/GCCAMPUS SERVICES

Phase 1 results highlight that public servants who use CSPS services have been doing so for quite some time. Just over half (54%) first accessed CSPS services more than two years ago, while one in five (18%) initially used the services between one and two years ago. One in ten estimate the time frame at between six months and a year ago (8%) or within the past six months (9%).

Graph 19: Timing of Initial Use of CSPS/GCcampus Services (Public Servants)

"When was the first time you used a product offered by either the Canada School of Public Service or GCcampus?"

Base: Has accessed services of either CSPS or GCcampus
(n=3576)

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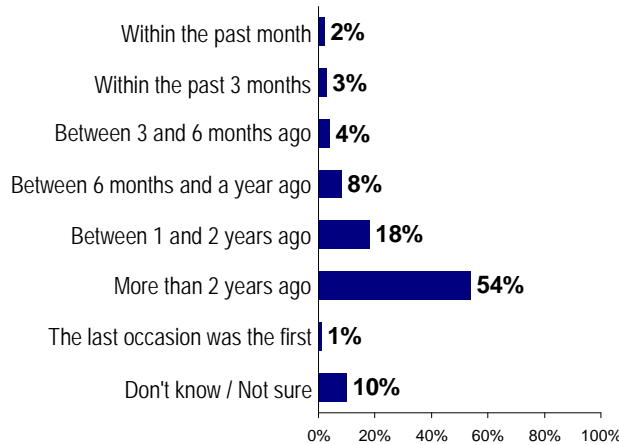
Public Service Survey 2018

> Public servants who work in the NCR are more likely to have initially used CSPS and GCcampus products more than two years ago (61%), as is the case among supervisors (75%) and EXs (78%). Employees in the Prairie and Ontario regions are more likely than others to say it was between one and two years ago (22%). Those in the Quebec region are somewhat newer to these services, with 26% having accessed them in the past year or less.

> Those under the age of 35 are much more likely to say they first used these products within the past two years (67%, compared to 36% on average). Those aged 45 and over, in contrast, are more likely to estimate their time frame at more than two years ago (64%).

> Recent users are more likely to say that they initially accessed these products within the past two years (41%), while non-users are more apt to place the timing at more than two years ago (64%).

3.7 FREQUENCY OF USE OF CSPS/GCCAMPUS SERVICES

According to Phase 1 survey results, among those public servants who have used CSPS or GCcampus services, three in ten (29%) have done so five or more times in the past two years. One in ten accessed these services three (11%) or four times (8%) during this time frame. One in seven (14%) have availed themselves of these services twice, and one in ten (11%) have used the services only once. One quarter (27%) are unsure.

Phase 2 survey respondents (internal audiences including CSPS employees and POCs in the departments) are strong users of CSPS/GCcampus products and services. They are much more likely to have accessed many different products, with 60% reporting use of five or more different products. Only 11% said that they have only used one or two products themselves.

Graph 20: Frequency of Use of CSPS/GCcampus Services (Public Servants and Internal Audiences)

"How many different products and services offered by either the Canada School of Public Service or GCcampus have you used (or taken part in) in the past 2 years?"

Phase 2
(n=229) users

	Phase 1	Phase 2
Only one	11%	3%
2	14%	8%
3	11%	9%
4	8%	12%
5 or more	29%	60%
Don't know / Not sure	27%	9%

Base: Has accessed services of either CSPS or GCcampus
(n=3576)

Public Service Survey 2018

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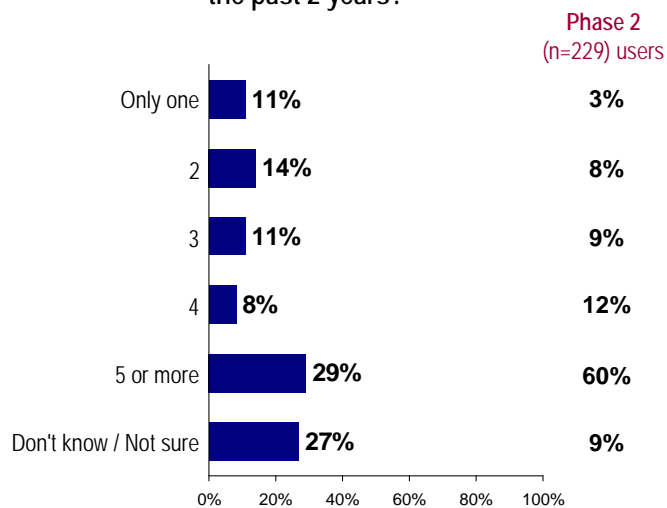
> Those public servants under 45 are more likely to have used five or more products (33%), while those aged 55 and over are less likely to have done so (22%).

> Women (32%), and those self-identifying as members of a visible minority (34%) are each more likely to report the most frequent use of these products or services (i.e., five times or more in the past two years), compared with their counterparts. This is also the case for supervisors (34%).

> Frequency of use is also comparatively higher among public servants in the Prairie region (34% say five or more times).

3.8 REASONS FOR USING CSPS/GCCAMPUS SERVICES

Phase 1 respondents who have used the services offered by CSPS were asked about their motivation. The vast majority (79%) cited requirements from their supervisor or organization as a primary motive for using these services. Four in ten (38%) indicated personal interest. One in five (18%) said they were inspired by recommendations from colleagues, while one in seven (14%) attribute their participation to information they received directly from CSPS. Just 2% cited ongoing learning and career advancement in the "other" line.

While Phase 2 respondents are as likely as other public servants to have been required to use services and products offered by CSPS, half (54%) also said that they were motivated by interest, and another one in three (32%) were following a recommendation from a colleague or information they received directly from CSPS (38%). Another 17% indicated a variety of other reasons with no central theme.

Graph 21: Reasons for Using CSPS/GCcampus Services (Public Servants and Internal Audiences)

"Which of the following best describes what caused you to use the products or services offered by CSPS and/or GCcampus in the past?"

		Phase 2 (n=229) users
Because it was required of me by a supervisor or my organization	79%	77%
Because I found something that was of interest to me	38%	54%
Based on the recommendation of a colleague	18%	32%
Because of information I received directly from CSPS or GCcampus	14%	38%
Ongoing learning, language training, career advancement	2%	--
Other	1%	17%
Don't know / Not sure	2%	2%

0%   20%   40%   60%   80%   100%

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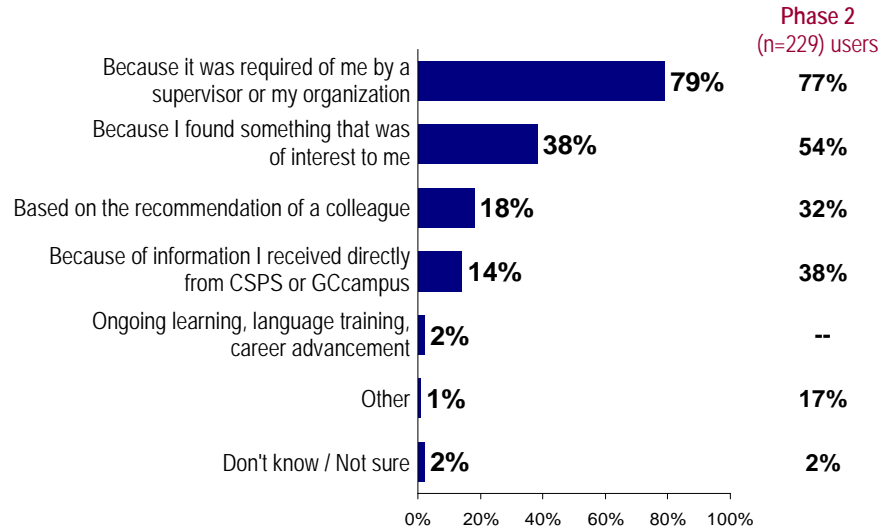
Base: Has accessed services of either CSPS or GCcampus
(n=3576)
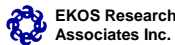
Public Service Survey 2018

> Women (43%), visible minorities (42%) and the university-educated (41%) more often describe general interest as their primary motivation for using these services, compared with their counterparts, which is also more often the case among supervisors (42%) and EXs (50%), as well as those in small and mediums-sized departments (45% and 44%, respectively).

> Those who work in the NCR more often indicated interest (43%) or recommendations from colleagues (22%). Those in the Prairies are the most apt to have been required to take the training (83%). Interest was least often a motive among those in the Prairies and Quebec (30% in each case).

> Those under the age of 35 are more apt to have attributed their use of CSPS services to recommendations from colleagues (26%).

3.9   CSPS/GCCAMPUS EVENTS

a) **Medium Used to Access CSPS/GCcampus Events**

Those Phase 1 respondents who attended an event hosted by CSPS were asked whether this was online or in-person. Based on survey results, six in ten public servants (58%) who have attended an event, conference, or armchair discussion have participated online, while about four in ten (37%) attended in-person.

Graph 22: Medium Used to Access CSPS/GCcampus Events (Public Servants)

"You indicated that you have attended an event, conference or armchair discussion provided by the Canada School of Public Service or GCcampus. Thinking about the most recent occasion, did you attend online or in-person?"

5%

37%

58%

■ Online
■ In-person
■ DK/NS

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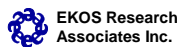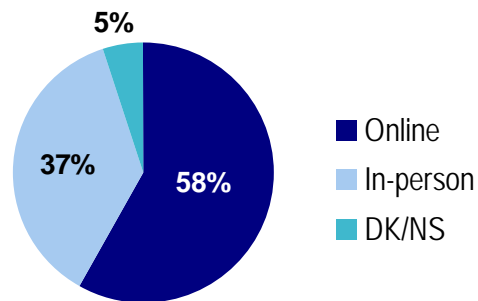
Base: Participated in a CSPS/GCcampus event
(n=1275)   Public Service Survey 2018

› Public servants under the age of 35 are somewhat more likely to have attended in-person (45%). Supervisors (63%), on the other hand, are more apt to have attended online.

b) **Types of Events Attended**

Public servants in Phase 1 who have participated in an event, conference, or armchair discussion – either in-person or online – were asked to describe the topics that were covered. Responses vary widely and do not centre on any one theme. One in five (19%) said they addressed issues related to workplace wellness and mental health, while slightly fewer (16%) discussed careers

and networking in the public service. About one in ten cited topics related to Indigenous affairs (9%), diversity and inclusion (7%), and innovation (7%). One in ten (11%) did not provide a response.

Table 3: Types of Events Attended

Which of the following topics or purposes, if any, reflect the most recent event, conference or armchair discussion you attended?

-	Phase 1 Public Servants
n= Participated in an event	1,224[3]
Workplace wellness and mental health	19%
Careers and networking in the public service	16%
Indigenous affairs	9%
Diversity and inclusion	7%
Innovation	7%
Digital	5%
Official languages	4%
Project management	4%
Results matter	3%
Open government	3%
Leadership/management/executive mentoring	2%
Communication/public engagement	1%
HR/labour relations/hiring/harassment	1%
Pay/compensation/finance/Phoenix system	1%
Other	6%
Don't know / Not sure	11%

> Public servants located in British Columbia are more likely to have attended discussions related to Indigenous affairs (18%), while those in Atlantic Canada are more apt to have discussed careers and networking (24%), and diversity and inclusion (16%).

> The likelihood of having attended an event covering careers and networking in the public service naturally declines with age (from 31% among those under 35 to 7% among those aged 65 and over).

> College-educated public servants are comparatively more likely than those with more or less education to have attended an event centred on workplace wellness and mental

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[3] Excludes 51 who indicated "Don't know / Not sure" related to attendance.

health (28%), which is also a more prominent theme of training attended in the Ontario region (25%), as well as among supervisors (22%) and EXs (24%).

c) Impact of CSPS/GCcampus Events

According to Phase 1 survey results, half of public servants who attended an event, conference, or armchair discussion (53%) feel they learned something that they were later able to apply to their work. Roughly one quarter (28%) feel they possibly learned something to apply to their work, and another one in eight (13%) feel they did not learn anything applicable.

Graph 23: Impact of CSPS/GCcampus Events (Public Servants)

"Did you learn anything from the event, conference or armchair discussion you attended that you were later able to apply to your work?"

Legend:
- Yes — 53%
- Maybe — 28%
- No — 13%
- DK/NS — 7%

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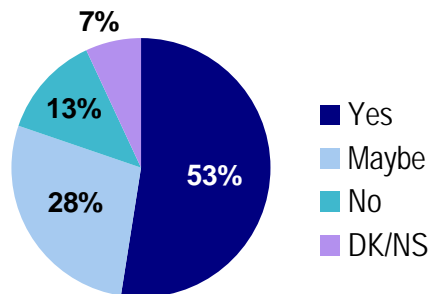
Base: Participated in a CSPS/GCcampus event
(n=1224)   Public Service Survey 2018

Excludes 51 who indicated "Don't know / Not sure"

> Those in the Ontario region (60%), as well as those who are 55 or older (59%) are the most likely to indicate an impact on learning that could be later applied to their work.

d)   Attitudes to CSPS/GCcampus Events

According to Phase 1 survey results, three in four public servants (75%) who have attended a recent event, conference, or armchair discussion feel it was well organized. Seven in ten indicated that it was easy to register for and attend a CSPS/GCcampus event (72%), that they would be very interested in attending future events (71%), or that they would recommend other events to friends or colleagues (69%). Roughly three in five feel that the event, conference, or armchair discussion was very relevant (64%) or that they felt very welcome (63%). Three in five believe the CSPS/GCcampus event provided a lot of useful information (59%).

Graph 24: Attitudes to CSPS/GCcampus Events (Public Servants)

"Based on your most recent experience with an event, conference or armchair discussion, please indicate whether you agree or disagree with the following statements."

Base: Participated in a CSPS/GCcampus event (n=1224)   Public Service Survey 2018

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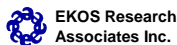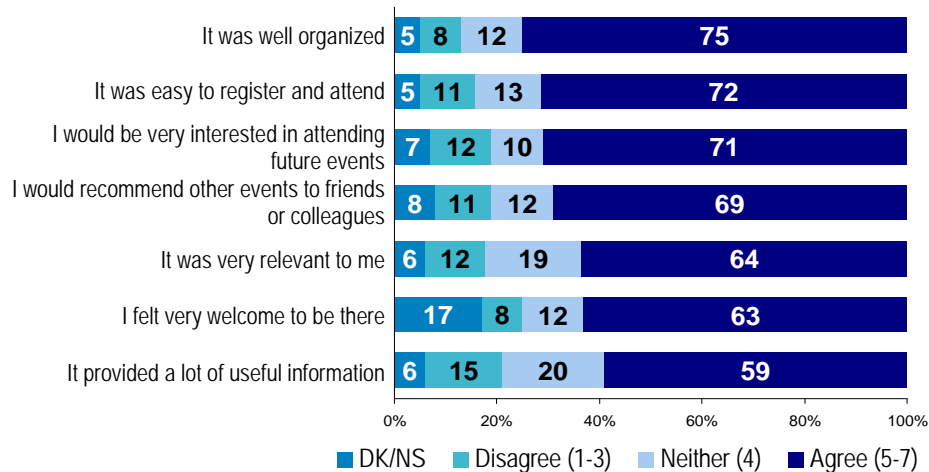
Excludes 51 who indicated "Don't know / Not sure"

> Women are generally more positive than men, in particular, agreeing that they would recommend other events to friends or colleagues (73%), or that it provided a lot of useful information (63%).

> Younger public servants (under 35) are more apt to feel the event was well organized (81%) or that they felt very welcome (73%), while older respondents (aged 55 and over) are less apt to feel the event was easy to register for and attend (64%), that they would be very interested in attending future events (60%), or that it was very relevant (55%).

›   Visible minorities are more positive than others about the relevance (73%) and usefulness of the information (63%).

›   Supervisors are less positive than others about the usefulness of the information (55%) and also of the welcoming environment (58%).

›   People who self-identified as having a disability are systematically less positive across each of the areas tested. They more often rated their experience negatively in terms of the organization (64%), ease of registration (57%), usefulness of the information (53%), relevance (58%), and welcoming nature of the environment (51%), and were also somewhat less apt to say they are interested in attending future events (69%), or that they would recommend the events to others (61%). Although this segment is only represented by roughly 75 individuals for this set of questions, on average, one in four to one in six disagreed with any given statement.

Compared with public servant assessments in Phase 1, internal audiences in Phase 2 are considerably more positive. In Phase 2, respondents were asked separately about events held in-person and online showing that in-person events are seen more positively, typically 10 points higher, with the exception of relevance for which results are the same. As with public servants in Phase 1, organization is the top-rated aspect of these events, while relevance is rated less positively.

Table 4: Attitudes of Internal Audiences Towards CSPS/GCcampus Events

Based on your most recent experience attending an event, conference or armchair discussion in-person/online, please indicate whether you agree or disagree with the following statements.

-	In-Person Events (% agree)	Online Events (% agree)
n= Internal audiences who attended an event	168	144
It was well organized	93%	83%
It was easy to register and attend	87%	77%
I would be very interested in attending future events	87%	78%
I would recommend other events to friends or colleagues	89%	79%
It was very relevant to me	77%	79%
I felt very welcome	89%	74%

Source: Phase 2 Survey respondents – CSPS employees only

›   Phase 2 respondents in the regions are more positive about the welcoming nature of the events (96% in-person and 90% online).

e) Overall Satisfaction with CSPS/GCcampus Events

Based on the Phase 1 survey results, most public servants who have attended a recent event, conference or armchair discussion are satisfied with CSPS/GCcampus events, with four in five (78%) rating their experience with the most recent event, conference, or armchair discussion as positive. Only 7% say their experience was negative.

Results are very similar for Phase 2 respondents with 89% providing a positive rating of events, conferences, or discussions attended in-person, and 78% saying the same about online events, conferences or discussions.

Graph 25: Overall Satisfaction with CSPS/GCcampus Events (Public Servants and Internal Audiences)

"Overall, how would you rate your experience with the most recent event, conference or armchair discussion you attended?"

		Phase 2	
		"In-person" (n=168)	"Online" (n=144)
Negative (1-3)	7%	3%	5%
Neither (4)	11%	5%	10%
Positive (5-7)	78%	89%	78%
Don't know / Not sure	4%	3%	6%

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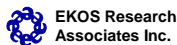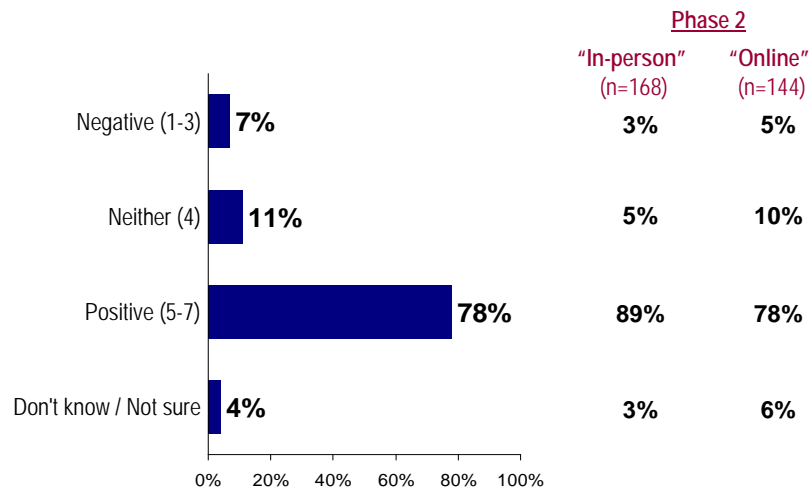
Base: Participated in a CSPS/GCcampus event (n=1224)

Public Service Survey 2018

Excludes 51 who indicated "Don't know / Not sure"

> Public servants located in the Ontario region are more likely to have had a positive experience (84%), while those in the Atlantic region are least likely to have had a positive experience (66%).

> Younger public servants, under the age of 35 (86%), are generally more positive about their experience. This is also true of those with less education (i.e., high school completion) (88%), compared with those with higher education. The overall rating is also more positive in small departments (87%).

> People who self-identified as having a disability are systematically less positive about their overall experience (67%).

f)   Focus Group Perspectives

Focus group participants most often described their experience with courses when asked about their interactions with CSPS. Many also mentioned participating in events held by CSPS, however, particularly armchair discussions. These were seen as good opportunities to network (if attending in-person) and, also, to hear colleagues discussing current issues confronting public servants and the government broadly. Timing was described as a particular challenge with respect to participating in armchair events, both from the perspective of making time to attend or participate, but also in terms of the timing of events themselves. This was mentioned in the West, where one participant said he often saw events that interest him, but which are scheduled as early as 8:00 am, EST, translating to 5:00 am, PST.

—They have a lot of those networking events and armchair discussions and I think there is a desire to go more in that area in terms of leadership.

—I've sat in on a few armchair discussions… There was one recently that PCO was a part of. They're good opportunities to hear discussions about current issues in government.

—I love the sound of some of the discussions, I would love to just listen in, but it's not going to happen. I've seen events that were interesting, but they always seem to take place early in the morning. A course at 8:00 am Ottawa-time is 5:00 am here. I'm not going to make it that early!

3.10 CSPS/GCcampus Training

a)   Medium Used to Access CSPS/GCcampus Training

Those Phase 1 respondents who have participated in a training opportunity were asked whether they participated in their most recent session online or in-person. Three quarters (74%) undertook this training online, while one quarter (23%) participated in-person.

Graph 26: Medium Used to Access CSPS/GCcampus Training (Public Servants)

"You indicated that you have participated in a course, workshop or other training opportunity provided by the Canada School of Public Service or GCcampus. Thinking of the most recent occasion, did you participate online or in-person?"

3%
23%
74%

■ Online
■ In-person
■ DK/NS

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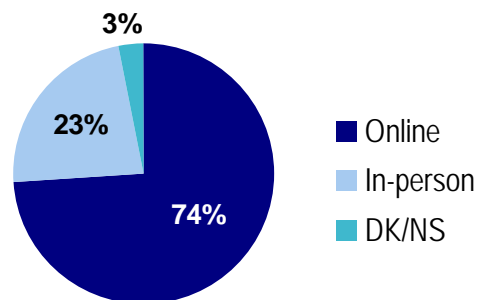
Base: Participated in a CSPS/GCcampus course
(n=3306)   Public Service Survey 2018

❯ Online participation is higher among women than it is among men (78% versus 71%). It is also most prominent in the Quebec region (78%).

❯ Employees of mid-sized to small-sized departments are more apt to have participated in-person (28% to 32%). This is also true of those who have not used CSPS services recently (43%).

b)   Types of Training Accessed

Those Phase 1 respondents who participated in training – either online or in-person – were asked to describe the subject matter covered in these sessions. Again, respondents described a wide array of topics. One in five (19%) covered workplace wellness and mental health. About one in ten, meanwhile, cited issues related to official languages (9%), diversity and inclusion (8%), careers and networking in the public service (7%), project management (6%), and pay systems and compensation (6%). One in eight (12%) did not provide a response.

Table 5: Types of Training Accessed

Which of the following topics or purposes, if any, reflect the most recent course, workshop or other training opportunity you participated in?

-	Phase 1 Public Servants
n= Participated in a CSPS/GCcampus course	3,226[4]
Workplace wellness and mental health	19%
Official languages	9%
Diversity and inclusion	8%
Careers and networking in the public service	7%
Project management	6%
Phoenix, pay system, compensation	6%
Leadership, management or director training	4%
Digital	4%
Indigenous affairs	3%
HR, staffing	3%
Results matter	2%
Security	2%
Financial management, costing	2%
Innovation	1%
Open government	1%
GCDocs	1%
Mandatory/required training	1%
Other	7%
Don't know / Not sure	12%

[4] Excludes 80 who indicated "Don't know / Not sure."

> Public servants who work in the Prairies are more likely to indicate they addressed topics related to workplace wellness and mental health (26%). Those in the Quebec region are the most likely to have pursued training on diversity and inclusion (12%).

> Indigenous employees are more apt than others to have taken training on Indigenous issues (12%), while visible minorities are more likely than other employees to have taken training on workplace wellness (24%) and official languages (13%).

> Supervisors (9%) and EXs (10%) are most likely to have taken training on leadership and management. EXs, in particular, are more likely to have taken training related to the Phoenix pay system and/or compensation (13%).

> Training related to careers and networking is more likely to have been taken in-person rather than online (18% versus 3%). Topics more likely to have been addressed in an online training session include workplace wellness and mental health (21% versus 13%) and the Phoenix pay system/compensation (8% versus 0%).

c) Impact of CSPS/GCcampus Training

According to Phase 1 survey results, over half of attendees (58%) believe they learned something from the course, workshop or other learning opportunity that they were able to later apply to their work. One quarter (24%) feel the training may have had an impact, and one in eight (12%) feel the training did not have an impact on their work.

Graph 27: Impact of CSPS/GCcampus Training (Public Servants)

"Did you learn anything from the course, workshop or other learning opportunity that you were later able to apply to your work?"

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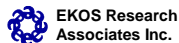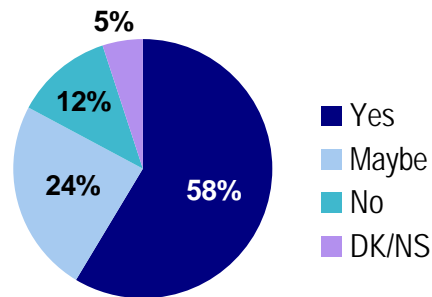
Base: Participated in a CSPS/GCcampus course
(n=3226)

Public Service Survey 2018

Excludes 80 who indicated "Don't know / Not sure"

> Women are more apt than men to believe they learned something they were later able to apply to their work (61%). This is also true of those located in the NCR (61%) and those most engaged with CSPS (73%).

> Supervisors (64%) and EXs (68%), as well as visible minorities (65%) and employees in small departments (67%) are also more likely to have indicated an impact.

d)   Attitudes to CSPS/GCcampus Training

Similar to attitudes towards events, three in four public servants (Phase 1) who have attended a course, workshop or other training opportunity (76%) feel that it was well organized. Nearly as many (72%) found it easy to register for and attend. Roughly two in three believe CSPS/GCcampus training was very relevant (66%), that they would be very interested in attending future courses or workshops (65%), that the training provided a lot of useful information (64%), or that they would recommend other courses or workshops to friends or colleagues (64%). Six in ten (59%) felt very welcome at their course, workshop or other training opportunity.

Graph 28: Attitudes to CSPS/GCcampus Training (Public Servants)

"Based on your most recent experience with a course, workshop or other training opportunity, please indicate whether you agree or disagree with the following statements."

Base: Participated in a CSPS/GCcampus course
(n=3226)   Public Service Survey 2018
Excludes 80 who indicated "Don't know / Not sure"

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Associates Inc.
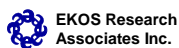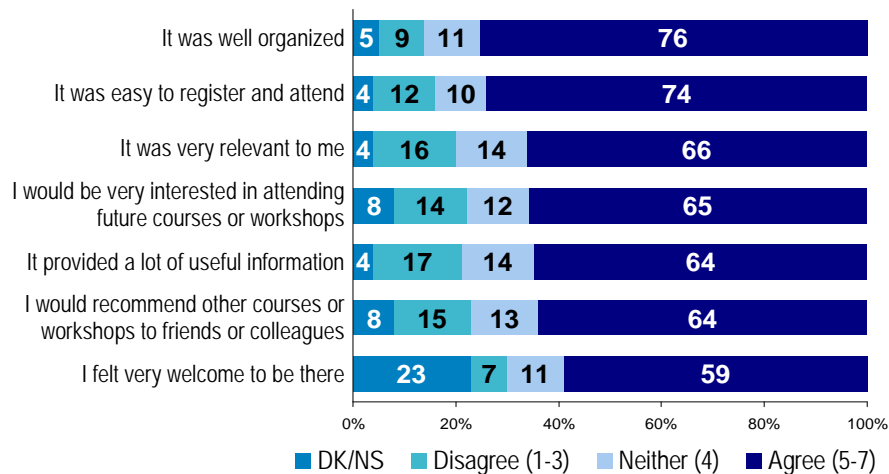
> ❭ Compared to other respondents, women, recent users and visible minorities are consistently more likely to express a positive point of view.

> ❭ Public servants located in the NCR are somewhat more likely to feel that the training was easy to register for and attend (77%), and that they would recommend other courses or workshops (67%). Those located in Quebec are more likely than those in other regions to say they felt very welcome (71%).

> Younger participants (under 35) more often expressed the view that the training was easy to register for and attend (78%), and that it was well organized (79%).

> EXs are among those more positive about the relevance (71%).

> Those with a high school education are more likely than those with higher education to say they would recommend the other courses or workshops to friends or colleagues (69%).

> Public servants with a disability are consistently less likely to offer a positive appraisal for each of the aspects of the training, course or workshop.

Compared with public servant assessments in Phase 1, internal audiences in Phase 2 are considerably more positive. In Phase 2, respondents were asked separately about training they attended in-person and online showing that in-person events are seen much more positively. In-person training was accorded a positive rating by between eight and nine in ten internal audience respondents, with welcoming nature and organization at the top of the list, followed by interest in future training, along with willingness to recommend the training to others. In the case of in-person training, relevance is not too far down the list (rated positively by 81%). Ease of registration is rated the most positively for online training (78%), while organization and relevance fall somewhere just below (73% and 74%, respectively). Interest in future courses and willingness to make a recommendation to others, however, fall considerably below these (67% and 69%, respectively), and the welcoming nature of the online course is not felt in the same way as the in-person course with only 56% providing a positive rating.

Table 6: Attitudes of Internal Audiences to CSPS/GCcampus Training

Based on your most recent experience attending a course, workshop or other training opportunity in-person/online, please indicate whether you agree or disagree with the following statements.

-	In-Person Training	Online Training
n=	178	193
It was well organized	87%	73%
It was easy to register and attend	85%	78%
It was very relevant to me	81%	74%
I would be very interested in attending future events	84%	67%
I would recommend other courses or workshops to friends or colleagues	83%	69%
I felt very welcome	88%	56%

Source: Phase 2 Survey respondents – CSPS employees only

> Employees in the regions are more apt to have rated the registration as easy (85%) and that the environment was welcoming (62%), compared with employees in the NCR.

e) Overall Satisfaction with CSPS/GCcampus Training

Based on the Phase 1 survey results, the majority of attendees are satisfied with the most recent course, workshop or other training opportunity, with three in four (76%), reporting a positive experience. One in ten (10%) rated their experience as negative, and 11% rated it as neither a positive nor a negative experience.

Graph 29: Overall Satisfaction with CSPS/GCcampus Training (Public Servants and Internal Audiences)

"Overall, how would you rate your experience with the most recent course, workshop or other training opportunity you participated in?"

	Phase 1	Phase 2 In-person (n=178) users	Phase 2 Online (n=193) users
Negative (1-3)	10%	4%	10%
Neither (4)	11%	4%	11%
Positive (5-7)	76%	85%	75%
Don't know / Not sure	3%	6%	4%

Base: Participated in a CSPS/GCcampus course (n=3226)

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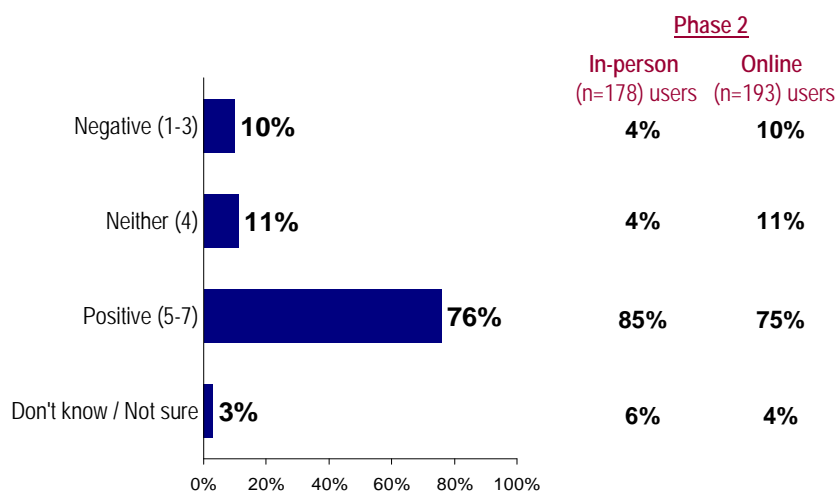
Public Service Survey 2018

Excludes 80 who indicated "Don't know / Not sure"

> Visible minorities (81%), and employees in small-sized departments (84%) provided a more positive rating of their experience with their most recent training.

> EXs are less positive on average than other public servants (70%), as are people with a disability (69%), and those located in British Columbia (71%).

f) Satisfaction with CSPS/GCcampus Training Instructor

According to Phase 1 results, over half of participants (54%) rated the performance of the instructor of the course or workshop positively. Notably, more than one third (38%) were not sure or do not recall. Very few (3%) rated the instructor's performance as negative and 5% rated the performance neutrally.

Graph 30: Satisfaction with CSPS/GCcampus Training Instructor (Public Servants)

"Overall, how would you rate the performance of the instructor of the course or workshop that you attended?"

Category	Value
Negative (1-3)	3%
Neither (4)	5%
Positive (5-7)	54%
Don't know / Not sure	38%

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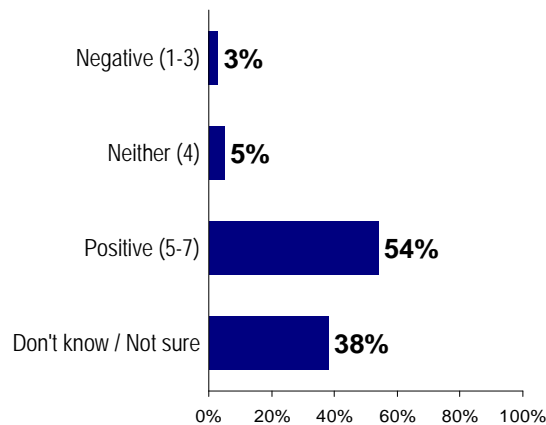
Base: Participated in a CSPS/GCcampus course (n=3226)

Public Service Survey 2018

Excludes 80 who indicated "Don't know / Not sure"

› Women (56%) and visible minorities (60%) are generally more positive than men about the performance of the instructor.

› Younger participants are generally less sure of the instructor's performance and, therefore, less likely to rate the performance as positive (48%).

g) Focus Group Perspectives (On CSPS Training)

When asked about their interactions with CSPS, focus group participants most often described their experience with courses delivered by CSPS. Comments were generally positive. In particular, participants often pointed to how the courses were specifically tailored to the public service as a particular advantage. In a few cases participants mentioned taking courses from third-party suppliers that had an orientation and a focus that did not speak to the practical needs of work in the public service.

> —It was probably some of the most vibrant on the edge-of-your-seat training I've ever had and it's stuck with me to this day.
>
> —Being new to public service and not understanding all those boxes, you need to check to apply to jobs internally, I found that training immensely helpful.
>
> —Un cours sur les budgets, ce n'était pas passionnant, mais le matériel était très bien et le prof très compétent.
> [Translation: A course on budgets, it wasn't exciting, but the material was great and the instructor was very competent.]

To underline the unique value of courses offered by CSPS, participants often contrasted the theoretical learning that new public servants brought with them from their universities with the realities that public servants encounter. CSPS is seen, by some, as providing a more grounded and practical form of training.

> —I can have someone come in with a degree in public policy from McGill and that's fine. But they don't teach the practical side of it. They don't teach students how policy is actually made and how it really works in government.

Although impressions were largely positive on the whole, participants also often said that the offerings were too general in nature to be of significant use to them.

> —The courses I've taken are often not what I expect them to be, I'm often disappointed. It's either too general, or frankly, some of the lessons could be condensed into a shorter period.
>
> —Everything CSPS offers is an overview and they never drill down to anything specific.
>
> —The courses that your own department or your own agency is providing are more relevant to your job, might get you promoted or something like that.

Participants who have taken in-person courses from CSPS often described the instructors as competent, knowledgeable and very helpful. A particular benefit identified by many is the fact that instructors are typically public servants and, therefore, can offer more practical guidance and advice than instructors coming from outside the public service, who do not have the same understanding of the specific circumstances and challenges of working in the public service.

> —What I like is how they get instructors who were previously with the public service, so they bring that perspective to training courses.
>
> —Sometimes when you take a course somewhere else, they just don't offer examples that mean anything in the context of the Government of Canada.
>
> —J'aime l'idée que c'est nos gens (du gouvernement) qui donnent les cours, c'est des fonctionnaires, ils ont une connexion avec moi.
> [Translation: I like the idea that our people (government) are the ones giving the courses—they're public servants, they connect with me.]

3.11 CSPS/GCCAMPUS MATERIAL

a) Types of Material Accessed

Those respondents in Phase 1 who watched videos or read information provided by CSPS were asked to describe the subject matter. Again, results reveal a broad array of topics. One in five accessed videos on workplace wellness and mental health (19%). Roughly one in ten mentioned official languages (10%), diversity and inclusion (10%), Indigenous affairs (7%), and careers and networking in the public service (7%). One in four (23%) did not provide a response.

Table 7: Types of Material Accessed

You indicated that you have read information or watched videos provided by the Canada School of Public Service or GCcampus. Which, if any, of the following topics best reflect the information or videos you accessed?

-	Phase 1 Public Servants
n=	1,567
Workplace wellness and mental health	19%
Official languages	10%
Diversity and inclusion	10%
Indigenous affairs	7%
Careers and networking in the public service	7%
Project management	4%
Digital	3%
Financial, pay, Phoenix, HR	3%
Innovation	2%
Open government	2%
Information management, security, web accessibility, access to information	2%
Leadership, management training, mentoring	2%
Results matter	1%
GCDocs	1%
Took their mandatory training / required training	1%
Other	3%
Don't know / Not sure	23%

> Those who work in the Prairies (31%), as well as public servants who are 55 and over (27%), are more likely than others to have accessed video content related to workplace wellness and mental health. This is also more often true of employees in small departments (29%).

> Indigenous employees are more apt to have accessed content on Indigenous issues (20%).

> Employees in British Columbia are more likely than others to have accessed information or videos on careers and networking (13%).

b)   Impact of CSPS/GCcampus Material

Just over half of Phase 1 respondents using these materials (51%) feel that they were able to later apply the information in print or video to their work. One in four (27%) feel that they were "maybe" able to apply the material to their work. Fourteen percent are not sure and 9% say they were not able to apply the material.

Graph 31: Impact of CSPS/GCcampus Material (Public Servants)

"Did you learn anything from the information you read or video you watched that you were later able to apply to your work?"

Legend:
- Yes
- Maybe
- No
- DK/NS

14%
8%
51%
27%

EKOS Research Associates Inc.

Base: Used CSPS/GCcampus material
(n=1567)

Public Service Survey 2018
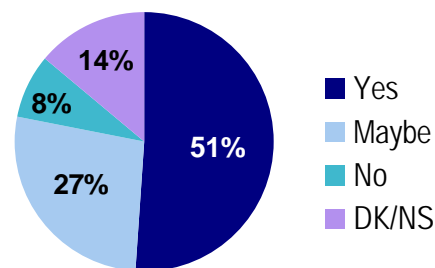
> Public servants located in British Columbia, Saskatchewan and Alberta are often less equivocal than those in other regions about whether or not they learned something from training that they were able to apply to their work (37% and 34% said "maybe").

> Indigenous public servants (65%) and older participants are more positive than younger participants about the impact of the training (57%). The assessment is also most positive among employees of medium-sized departments (58%).

c) Attitudes to CSPS/GCcampus Material

Phase 1 respondents who used information and/or videos found through CSPS or GCcampus generally hold moderately positive views. Seven in ten agreed that the information and/or videos were easy to access (69%) and well organized (68%). Slightly fewer found that the material was very relevant (64%) or indicated that they would be very interested in accessing more material in the future (64%). Roughly six in ten believe the information or videos provided a lot of useful information (63%) or that they would recommend the material to friends or colleagues (61%).

Results are marginally higher among Phase 2 CSPS employees and POCs in other departments, with three in four agreeing that it was easy to access (76%), well organized (75%), sparked interest in future material (75%), and relevant (74%). Seven in ten (71%) also said they would recommend the material to others.

Graph 32: Attitudes to CSPS/GCcampus Material (Public Servants and Internal Audiences)

"Thinking about the information and/or videos you found through CSPS or GCcampus, please indicate whether you agree or disagree with the following statements."

Phase 2
"% Agree"
(n=189) users

Statement	DK/NS	Disagree (1-3)	Neither (4)	Agree (5-7)	Phase 2 "% Agree"
It was easy to access	13	10	8	69	76%
It was well organized	15	7	10	68	75%
The material was very relevant to me	14	11	12	64	74%
I would be very interested in accessing more material in the future	14	11	10	64	75%
It provided a lot of useful information	14	11	13	63	--
I would recommend this material to friends or colleagues	16	11	12	61	71%

■ DK/NS ■ Disagree (1-3) ■ Neither (4) ■ Agree (5-7)

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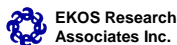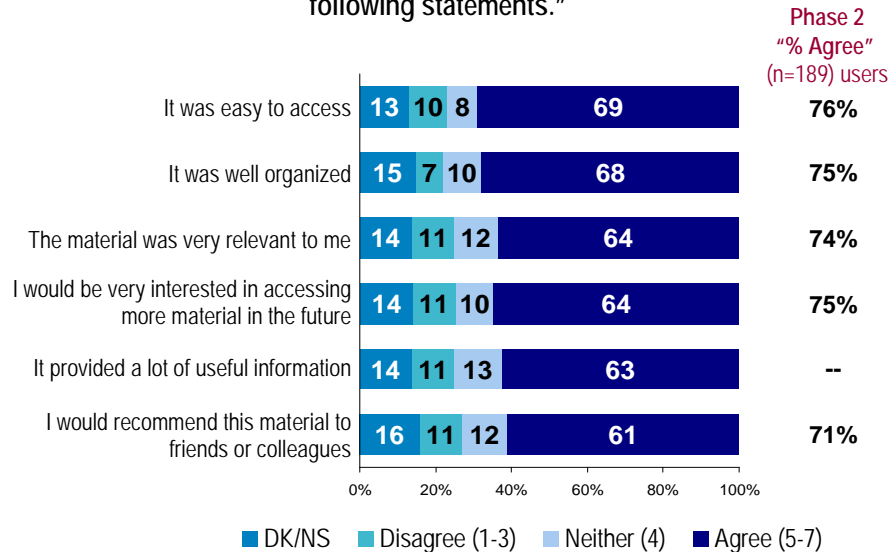
Base: Used CSPS/GCcampus material (n=1567)

Public Service Survey 2018

> Compared to other respondents, women, recent users, and those with a high school education are consistently more positive in their assessments.

> Those self-identifying as members of a visible minority are more likely than others to indicate an interest in accessing more material in the future (72%) and are more likely to recommend the material to others (69%).

> Public servants located in the Prairies are less likely to feel the material provided a lot of useful information (17% disagree). Those in Quebec are more apt to feel the information was easy to access (78%).

> Public servants with a disability are among the least positive on each of the aspects of the information and/or videos, with between one in three and one in four providing negative ratings.

> Among Phase 2 respondents, fewer in small departments indicated that it was well organized (61%). However, caution should be used in interpreting the results, as they are based on 46 respondents.

d) Overall Satisfaction with CSPS/GCcampus Material

Among Phase 1 respondents who had used CSPS/GCcampus material, seven in ten (71%) rated the information or videos found through CSPS or GCcampus as positive. Only 6% rated the material as negative. About one in ten said the material is neither negative nor positive (10%) or are not sure (12%).

Again, results are marginally higher among Phase 2 CSPS employees and POCs in other departments who have used this material, with 82% indicating an overall positive rating.

Graph 33: Overall Satisfaction with CSPS/GCcampus Material (Public Servants and Internal Audiences)

"Overall, how would you rate the information or videos you've found through CSPS or GCcampus?"

	Phase 1	Phase 2 (n=188) users
Negative (1-3)	6%	6%
Neither (4)	10%	6%
Positive (5-7)	71%	82%
Don't know / Not sure	12%	6%

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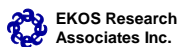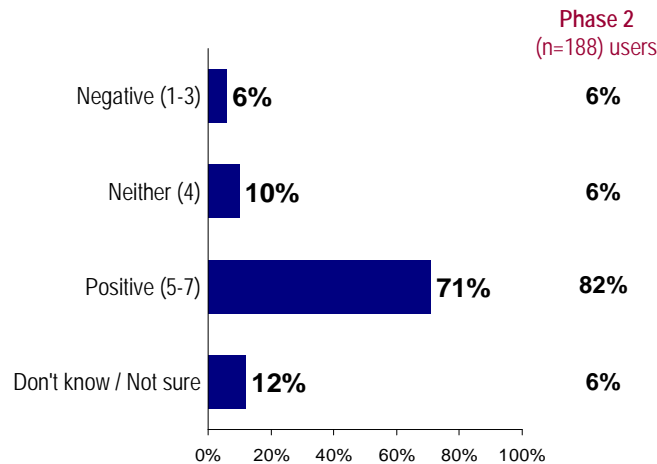
Base: Used CSPS/GCcampus material (n=1572)

Public Service Survey 2018

> Those with high school education (82%) are generally more positive than their counterparts about the material.

> Those with a disability are among the least positive (47% with 18% disagreeing).

e)   Focus Group Perspectives

Few public servants in the focus groups spoke of products other than the courses or armchair discussions. Few – if any – participants, for example, described turning to CSPS or GCcampus as an information resource independent of the information that is provided through the course offerings. A few, however, recognize that CSPS offers more than courses and events. One participant, in particular, recalled watching video blogs on the site.

> —Some are blogs, some are video blogs, I've listened to it in the past. They're not overly creative – it's not inspirational – but there may be one or two take-home points that you can get from a three-minute video, but it fills the time.

Another participant suggested that it would be worthwhile having reference materials from courses provided online so that if a particular course provides a chart or slide of useful information it can be downloaded and saved for future reference.

4. ATTITUDES TO CSPS/GCCAMPUS

4.1 GENERAL ATTITUDES TO CSPS/GCCAMPUS

Roughly two thirds of Phase 1 respondents who have used services or products agree with statements related to CSPS and GCcampus overall. Seven in ten feel that CSPS or GCcampus is organized (70%). Two in three feel it contains a lot of useful information (67%), CSPS or GCcampus is very relevant to them or feel that it is easy to access products and services (66%). Similarly, almost two in three are very interested in learning more and/or feel that they would recommend to friends or colleagues (64%), or that CSPS or GCcampus is very welcoming (63%, although nearly 14%, are unsure).

Graph 34: General Attitudes to CSPS/GCcampus (Public Servants and Internal Audiences)

"Thinking about the Canada School of Public Service and GCcampus overall, please indicate whether you agree or disagree with the following statements."

	DK/NS	Disagree (1-3)	Neither (4)	Agree (5-7)	Phase 2 "% Agree" (n=348)
Well organized	6	10	14	70	71%
Lots of useful information	6	13	14	67	--
Very relevant to me	6	13	15	66	85%
Easy to access products and services	5	15	14	66	63%
Very interested in learning more	8	15	14	64	76%
I would recommend CSPS and/or GCcampus to friends or colleagues	8	14	14	64	80%
Very welcoming	14	9	14	63	73%

■ DK/NS ■ Disagree (1-3) ■ Neither (4) ■ Agree (5-7)

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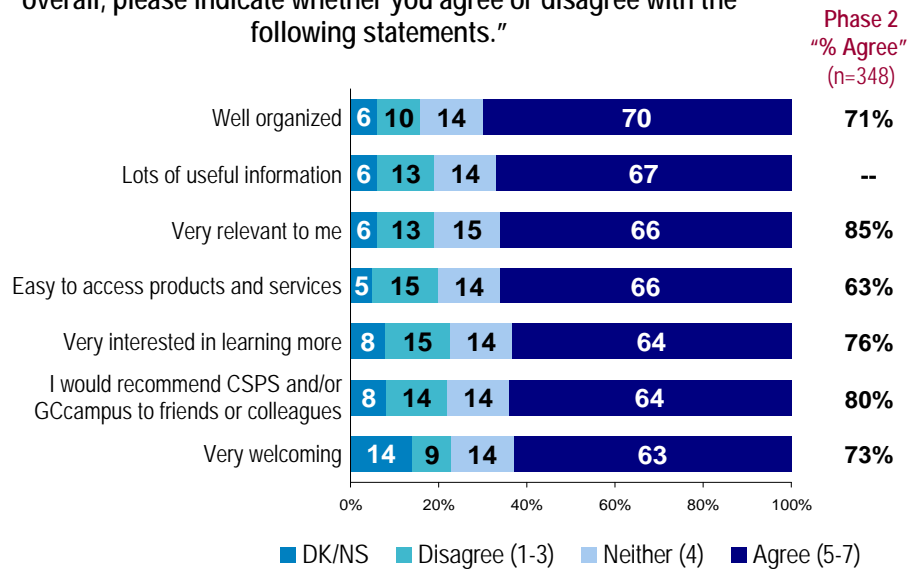
Base: Aware of either CSPS or GCcampus (n=3576)

Public Service Survey 2018

> Women and recent users are more likely to agree with each of the six statements. This is also true of supervisors, and EXs in particular.

> Those under the age of 45 are more likely to agree that CSPS is relevant (69% to 71%), provides useful information (70% to 71%), and is easily accessible (69% to 70%). Those aged 55 and over are less apt to express interest in learning more (61%).

> Public servants located in the NCR are consistently more likely to agree with each of these statements, while those in British Columbia, the Prairies, and other parts of Ontario are less apt to do so.

> Those who self-identify as members of a visible minority are generally more positive with regards to the usefulness of the information (74%) and ease of access (71%), and are more apt to indicate interest in learning more (72%) and willingness to recommend CSPS and GCcampus to others (71%).

> Employees of medium and smaller-sized departments are generally more positive than those from large departments.

> Public servants with a disability are among the least positive on each of the aspects of the training, course or workshop, with one in five providing a negative rating on each of the aspects.

> Among **Phase 2 respondents**, employees outside of CSPS who are working in large departments are less positive (51%) than those in smaller organizations in terms of their interest in learning more, and whether they would recommend CSPS to others (70%). Employees outside of CSPS are less positive than CSPS employees in ratings of the welcoming environment (66%) and interest in learning more (54%).

4.2 QUALITATIVE PERSPECTIVES ON THE BRANDS

a) The CSPS Brand

During the Phase 1 survey, respondents were asked to describe CSPS using a single word or phrase. Respondents most often simply described CSPS in plain terms as an organization that offers training to public servants. Among those who provided more descriptive language, the most common words used are listed below (in order of frequency).

- ◇ Useful
- ◇ Helpful
- ◇ Educational
- ◇ Mandatory

- ❖ Targeted to the public service
- ❖ Informative
- ❖ Accessible
- ❖ Useless
- ❖ Convenient
- ❖ Online
- ❖ Knowledgeable
- ❖ Relevant
- ❖ Professional development
- ❖ One-stop-shop
- ❖ Ineffective
- ❖ Generic
- ❖ Unknown

These descriptions were also reflected, in various ways, in comments from focus group participants. Participants often described CSPS as a useful or helpful resource, but they also often said that the usefulness of CSPS is limited by the generic nature of the courses offered. Many participants described this as an inherent challenge of CSPS in trying to serve the entire government. Others, however, feel that there are opportunities for CSPS to provide more specific learning opportunities.

> —The courses are covered in the training budget, which is nice, you're not paying out of pocket.
>
> —I think what CSPS does is great, but I think there are limits to it and there could be more focus on finding ways to make this more impactful and meaningful for people because a lot of it does leave me with an empty feeling when I finish.
>
> —The CSPS is a hidden gem that many people don't even know exists and the only way you're going to find out is if you dig because you are going to find very few departments, and I've worked in a couple, that actually promote it.
>
> —Pour tous les fonctionnaires, en relations de travail on leur donne le même cours. Mais attention, dépendant de la complexité des employés, de leur poste, de leur ministère, de leur convention collective, ils auraient besoin d'adapter aux besoins spécifiques de certains profils.

[Translation: All public servants get the same course on labour relations. However, depending on the employees' complexity, their position, their department or their collective agreement, the course would have to be adapted to the specific needs of certain profiles.]

Negative comments focused more often on the themes of CSPS not offering enough specific learning opportunities to be useful. Comments about the lack of specificity applied both to the general nature of individual courses, but also to the lack of clear and logical organization or structure in the course offerings as a whole. Many participants said they could not easily see a means of furthering their career or obtaining skills helpful to their specific jobs through the offerings they had seen from CSPS.

Mandatory courses (specifically related to the Phoenix pay system) were often used as prime examples of CSPS courses that many participants do not see as useful, but rather as make-work assignments that have little application to day-to-day work. Whether positively or negatively disposed towards CSPS, few participants described CSPS as innovative in either the delivery or content of its product offerings. It is rather seen as providing "generic" learning opportunities, with limited new or cutting-edge content.

—I see them as someone who has their arms open wide to welcome everyone, but sometimes gets lost at the same time. They make a lot of effort to accommodate everyone and meet their needs as much as possible.

—CSPS is a bureaucrat, a very stereotypical sort of later career stage bureaucrat, not very willing to try new things.

—This School cannot be everything to everybody so I think they have to say, what do they want to be and how many groups can we represent, and not try to be everything to everyone.

—You get this sort of store-brand feeling from the Canada School.

—You know those people that know a lot of stuff but you just can't talk to them because there's so much stuff and every time you talk to them it takes forever? When I go on the Canada School, it's like "good god there's a lot of crap on here."

b)   The GCcampus Brand

Phase 1 survey respondents were also asked to describe GCcampus using a single word or phrase. As with descriptions of CSPS, respondents most often described GCcampus in prosaic terms as an online school with courses for public servants. Among those who offered more explanatory language to describe GCcampus, the most common terms (in order of prevalence) were as follows:

- ❖ Convenient
- ❖ Useful
- ❖ Accessible
- ❖ Unknown
- ❖ Confusing
- ❖ Helpful
- ❖ Informative
- ❖ Resourceful
- ❖ Useless

In both the Phase 1 survey and Phase 3 focus groups, respondents and participants generally had less to say about the portal as a specific entity distinct from CSPS. For many focus group participants, GCcampus is a name they have heard or seen while on the site, but are not clear about what GCcampus does or the precise nature of its relationship with CSPS. Many of those who understand this relationship described it as the online arm of CSPS, offering only online options, with CSPS being oriented towards in-person options.

> —Just talking to coworkers, I think there's a lot of confusion honestly about GCcampus, what is that? They know the name Canada School of Public Service, it registers with us. But, GCcampus, it's like, are they related? Are they two separate entities?
>
> —I did not know that the two are linked. I knew there are courses that I have to do on GCcampus; I had the impression that at the CSPS there are courses that you have to register [for] and go to class.
>
> —Je n'ai jamais pensé à ça. Je ne sais pas pourquoi ils ont deux noms, mais ça ne me dérange pas.
> [Translation: I never thought of that. I don't know why there are two names, but it doesn't bother me.]

> —Moi, je ne les sépare pas dans ma tête.
> [Translation: I don't separate the two in my mind.]
>
> —Il y a plein d'universités qui font ça, ça ne me mélange pas. Je les vois comme ensemble. Si tu veux t'inscrire à un cours tu le fais sur la plate-forme. Ils sont intégrés.
> [Translation: Many universities do that, it doesn't confuse me. I see them as being together. If you want to register for a course, you do it on the platform. They're integrated.]

c)   Picking a Brand: CSPS or GCcampus

When focus group participants were asked which brand, CSPS or GCcampus, better described the products and services offered by CSPS, most said that CSPS is more familiar to them, but also that it represents a clearer and more descriptive name. In addition, many said it is their impression that the name "Canada School of Public Service" sounds more serious and credible than "GCcampus," which to them sounds "too informal" or "too fashionable" to be taken seriously. Others also pointed to the similarity between "GCcampus" and other resources, such as "GCconnex" or "GCcollab." This similarity, they feel, would cause CSPS to lose its distinctive identity in a crowded field.

While participants often said they are not clear on the rationale for having two names, only a few said that one or the other name should be discontinued outright. Most are open to the idea of GCcampus existing as a sub-brand within the overall CSPS offering, with the proviso that there is a common look and feel to avoid confusion.

> —I have a preference for CSPS but I see where GCcampus is going. There's GCconnect, GC everything, it's always GC, so I see they're doing a streamlined branding of things.
>
> —Personally, I like CSPS. We see GC this and GC that everywhere – it makes it sound very government-specific. The CSPS name defines what they do and what they're for.
>
> —People adapt to change, but it's hard when they keep changing the brand, so to me it's the CSPS, that's its identity. I don't understand why they had to rebrand it.
>
> —Your identity is Canada School of Public Service. Stick with it, there's substance in that. GCcampus means nothing to me.

—Why would you have two brands? What's the point? There should be one place that you go to, whatever it is and that's the offerings and what they're doing.

—Canada School of Public Service as a name, as a brand, I actually feel pretty good about. That makes sense, it is the school of public service. Great. Do I understand entirely what they're trying to do? No. Do I understand the difference between the myriad of GCcampus, GCconnect, GC whatever? No. But the concept of a Canada School of Public Service, yeah, I can get behind that.

—Canada School of Public Service sounds more formal, GCcampus is more informal to me.

—Personally, I would go with GCcampus. GCcampus to me actually says it's a campus, it's somewhere I can find the courses I want and learn. The CSPS just sounds like a website to me, it sounds like a home base where I can find out about GC or the government in general, but GCcampus seems to me the place where I get the learning I want.

—J'aime l'école de la fonction publique, on est fonctionnaires et ça dit ce que ça dit. GCcampus c'est plus à la mode, ça fait gouvernement du Canada.
[Translation: I like School of Public Service, we are public servants, and the name says so. GCcampus is trendier, it's more Government of Canada.]

4.3   OVERALL PERFORMANCE OF CSPS

Of those Phase 1 respondents aware of CSPS and/or GCcampus, seven in ten (73%) rate the performance of CSPS positively overall. Just under one in ten rate CSPS negatively (8%). Twelve percent provided a more neutral rating and another 7% are not sure.

Graph 35: Overall Performance of CSPS (Public Servants and Internal Audiences)

"Overall, how would you rate the performance of the Canada School of Public Service?"

	Phase 1	Phase 2 (n=348)
Negative (1-3)	8%	7%
Neither (4)	12%	11%
Positive (5-7)	73%	82%
Don't know / Not sure	7%	6%
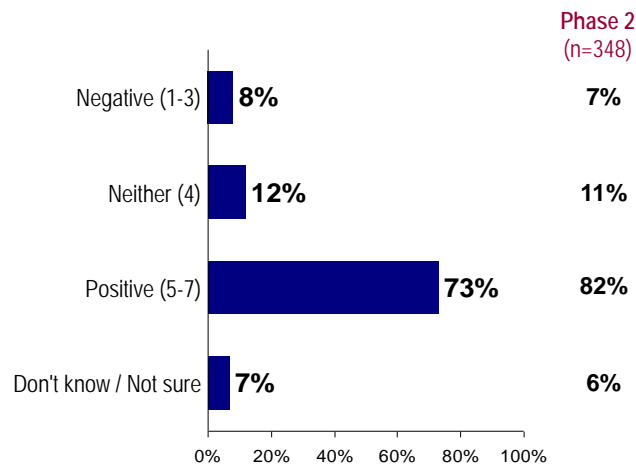
Base: Aware of either CSPS or GCcampus
(n=3576)   Public Service Survey 2018

> As with general attitudes towards CSPS/GCcampus, recent users (75%), and those most familiar with (80%) and engaged with CSPS (96%) are all more positive. This is also true of women (76%) and EXs (79%).

> Public servants located in the NCR are more apt to provide a positive review (75%), while those in British Columbia, the Prairies, and the rest of Ontario are comparatively less likely to do so (69% to 70%).

> Public servants with a disability are more negative, with 16% indicating a negative rating.

Phase 2 respondents were asked about public servants' perception of the performance of CSPS. They were asked to do this by estimating the proportion of public servants they believe have a positive assessment about the School. While results are fairly spread out in terms of the proportion of public servants perceived to think positively, the welcoming environment seems to be the aspect of the School held in highest regard (according to Phase 2 respondents as a second-hand estimate of the view point of public servants). This is followed by the relevance and usefulness of the products and services, of which 38% of Phase 2 respondents judged that between 60% and 80% of public servants hold a positive view. Products that are easy to access and well organized are judged by Phase 2 respondents as the areas in which the fewest public servants have a positive view of the School. These results, it should be noted, seem to run counter to the actual results provided by public servants in Phase 1.

Table 8: Internal Audiences' Perception of Public Servant Assessment of CSPS/GCcampus Performance

In each of the following respects, what percentage of public servants would you say have a positive opinion of the performance of the Canada School of Public Service?

Phase 2 (Internal Audiences) n=348	0 to 20%	21% to 40%	41% to 60%	61% to 80%	81% to 100%	Don't know / Not sure
Providing relevant products and services	5%	11%	25%	38%	11%	10%
Providing useful products and services	3%	11%	23%	38%	14%	11%
Providing products and services that are easy to access	5%	15%	27%	29%	13%	10%
Being well organized	6%	13%	29%	29%	12%	11%
Providing a welcoming environment	4%	8%	19%	32%	24%	13%
Overall performance	4%	13%	31%	34%	9%	9%

Source: Phase 2 Survey respondents

> Employees outside of CSPS, particularly those working in larger departments, are the least positive on most of these aspects.

4.4   QUALITATIVE PERSPECTIVE: CSPS COURSE OFFERINGS LACK LOGICAL STRUCTURE

A common criticism of CSPS, among both positively and negatively disposed participants, is the perception that the course offerings lack a clear and cohesive structure or logical organization that enable one to understand what is offered, and how it may be relevant to any given public servant. For example, some pointed to a lack of substantive categorization of courses, such as would be found in an academic institution (e.g., by program type, and degree or level). For others, they hinted at a preference to see course offerings classified according to entry into the public service, addressing technical aspects of a current job, overarching issues for anyone working in the public service, those intended to assist with career advancement and planning, and those geared to retirement, taking more of a life-cycle approach to categorization. In either case, many discussions highlighted an overall impression among many of a "hodgepodge" of courses, with limited rhyme or reason to the course listing.

—I enjoyed the courses I took and I found them very helpful. The one criticism I have of the School is that when one is trying to progress in one's career you don't really know what to take. There's no syllabus laid out to say if you want to get here this is what you have to do.

—Si on parle de « project management, » ils ont 3 ou 4 cours, mais on dirait qu'il n'y a pas de ligne logique du premier cours au quatrième cours. Je voudrais être « project manager, » j'aimerais savoir qu'est-ce qui serait une ligne logique que je devrais prendre, de moins complexe à plus complexe.
[Translation: In terms of project management, there are 3 or 4 courses, but it seems like there is no logical connection from the first to the last. I would like to be a project manager, I would like to know the logical steps to follow, from the least complex to most complex.]

—The School should be a pathway for GC employees to identify their career paths and have options to develop a structured and strategic plan on how to achieve those objectives. This has to be done, of course, in conjunction with your operational demands, your supervisor, and your chief, but there should be a more structured way of achieving those objectives.

—C'est difficile de s'y retrouver, quelles formations sont applicables à nous. Il n'y a pas d'aide en ligne, de chat. Tu cherches, puis tu abandonnes. Le moteur n'est pas convivial. Le catalogue défile, ça ne finit plus.
[Translation: It's difficult to navigate, to know what training applies to us. There is no online help or chat room. You search and then you give up. The engine is not user-friendly. The catalogue list goes on and on.]

4.5 REASONS FOR NOT HAVING USED SERVICES RECENTLY

Among those respondents in Phase 1 who are not recent users, half (48%) indicated that they had not used any products or services from CSPS or GCcampus recently because there was no requirement to do so. One third (35%) said that they had not seen or found any products or services of interest. One in six indicated that they have not accessed CSPS or GCcampus recently because they are expecting to leave the public service in the near future (17%). A number of respondents volunteered additional reasons for not having used these services. One in seven feel they do not have enough time (14%) to use any products or services. A few had not heard about it recently (8%), do not like online courses (4%), do not have a training budget (4%), or have access issues (2%).

Graph 36: Reasons for Not Having Used Services Recently (Public Servants)

"Which of the following reasons, if any, describes why you haven't used any products or services from CSPS or GCcampus recently?"
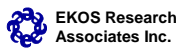
Base: Has not accessed services for two years or longer
(n=301)   Public Service Survey 2018

❯ Men are more likely than women to say they have not been required to use any products or services lately (56%). This is also more often true of supervisors (59%), as well as employees of mid-sized departments (60%) than it is of other public servants.

❯ As might be expected, older public servants (aged 55 and over) more often pointed to retirement or leaving the public service in the near future (38%).

4.6 EASE OF ACCESSING CSPS/GCCAMPUS SERVICES

Three in four respondents in Phase 1 who accessed products or services offered by CSPS or GCcampus feel the experience was somewhat (56%) or very (22%) easy. Sixteen percent did not find it easy, with 12% saying it was "not very" and a further 4% saying it was "not easy at all."

Results are very similar among internal audiences (Phase 2).

Graph 37: Ease of Accessing CSPS/GCcampus Services (Public Servants and Internal Audiences)

"Which of the following best describes your experience with accessing and using products and services offered by the Canada School of Public Service and GCcampus?"

Phase 2
(n=348)

	Phase 1	Phase 2
Very easy	22%	27%
Somewhat easy	56%	58%
Not very easy	12%	12%
Not easy at all	4%	2%
Don't know / Not sure	5%	1%

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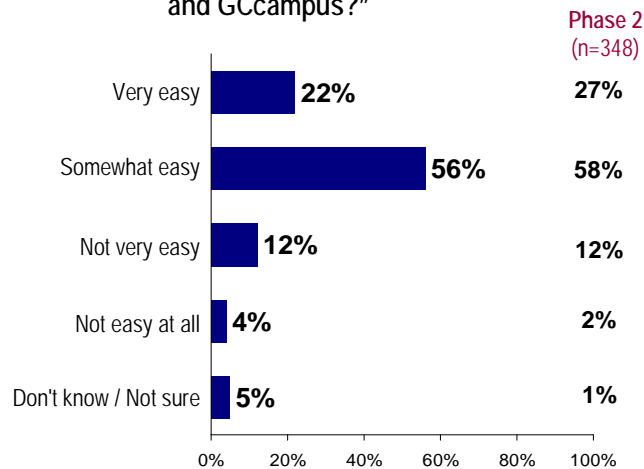
Base: Has accessed services of either CSPS or GCcampus (n=3576)
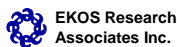
Public Service Survey 2018

> Visible minorities (83%) are more likely to indicate the experience was easy.

> EXs and persons with a disability are each more likely than others to describe the experience as not very or not at all easy (24% among EXs, and 29% among those with a disability).

> Among **Phase 2 respondents**, results are more positive among CSPS employees (88% say very or somewhat easy).

5. CLIENT SUPPORT

5.1 CONTACT WITH CSPS/GCCAMPUS

Among those public servants in Phase 1 who have accessed CSPS and GCcampus products and services, one in four (25%) have contacted CSPS or GCcampus with questions or issues related to a product or service offered. Seven in ten (69%) have not, and 7% are not sure.

Phase 2 respondents who have accessed CSPS and GCcampus products and services are more than twice as likely as other public servants to have contacted the School or GCcampus, given that 61% reported contact at any point. This is much higher among other internal audiences (84%) than it is among CSPS employees (46%).

Graph 38: Contact with CSPS/GCcampus (Public Servants and Internal Audiences)

"Have you ever contacted the Canada School of Public Service or GCcampus with questions or issues related to a product or service they offer?"

	Phase 2 (n=348)
■ Yes	61%
■ No	36%
■ DK/NS	3%

EKOS Research Associates Inc.

Base: Has accessed services of either CSPS or GCcampus (n=3576)

Public Service Survey 2018
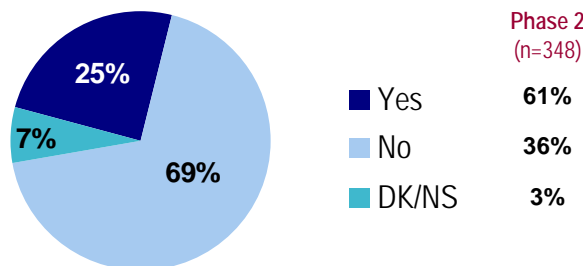
> Contact with CSPS or GCcampus is more likely among women (26%), public servants who are older (28%), those with a university education (27%), and employees located in the NCR (29%), compared with other employees. Those in Atlantic Canada are least likely to have made contact at 18%.

> Supervisors (37%), and EXs in particular (41%), are also considerably more likely to have made contact.

> The rate of contact is also higher among those with a disability (34%).

> Mid-sized departments (29%) also report a somewhat higher rate of contact.

> **Phase 2 respondents** working outside of CSPS are considerably more likely to have made contact (84%).

5.2   TIMING OF MOST RECENT CONTACT

One in ten (8%) Phase 1 respondents who have contacted CSPS did so within the past month. Just over one in ten have contacted CSPS or GCcampus within the past three months (13%), between three and six months ago (13%), or between six months and one year ago (14%). One quarter of those who have contacted CSPS or GCcampus have made contact either between one and two years ago (25%) or more than two years ago (24%).

Contact is more frequent among Phase 2 CSPS employees who have contacted someone at the School. One in four (26%) have made contact within the past month. Three in ten (30%) made contact a year ago or more, compared with half of other public servants.

Graph 39: Timing of Most Recent Contact (Public Servants and Internal Audiences)

"When did you last contact someone at the Canada School of Public Service or GCcampus?"

Phase 2
(n=106) contacted
(CSPS only)

Category	Phase 1	Phase 2
Within the past month	8%	26%
Within the past 3 months	13%	14%
Between 3 and 6 months ago	13%	8%
Between 6 months and a year ago	14%	16%
Between 1 and 2 years ago	25%	19%
More than 2 years ago	24%	11%
Don't know / Not sure	4%	5%

0%   20%   40%   60%   80%   100%

EKOS Research Associates Inc.
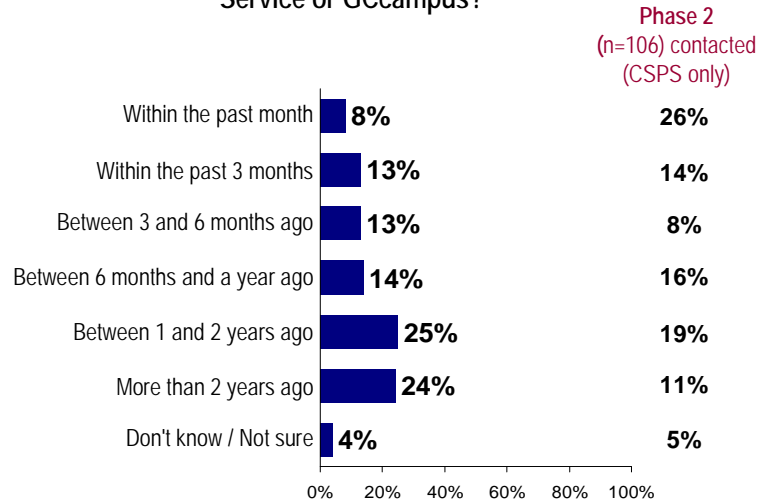
Base: Has contacted CSPS or GCcampus
(n=934)

Public Service Survey 2018

> Public servants in Atlantic Canada tended to have contacted the School or GCcampus between one and two years ago (34%). Public servants in Quebec are more likely than those in other regions to have made contact more recently, within the past three months (21%).

> Those who are younger (under the age of 35) are more likely to have made contact between six months and one year ago (24%).

> Those with a disability are more likely than others to have made contact more than two years ago (35%).

5.3   ATTITUDES TO CSPS/GCCAMPUS CLIENT SUPPORT

Three in four of those in Phase 1 who contacted CSPS or GCcampus for support (74%) feel that the person they dealt with was courteous. Just fewer than two in three (62%) indicated that the client support person they dealt with understood their needs. Over half feel that the person they dealt with provided good information or advice (58%), was able to satisfactorily answer the question

or problem (58%), was knowledgeable (57%), or that the question or problem was solved in a reasonable amount of time (57%).

Among internal audiences responding to Phase 2, results for the courteousness of the individual contacted are higher (84%). Other results are similar to those found among other public servants in Phase 1, although ratings for obtaining a satisfactory answer and solution are marginally lower (53% and 51%, respectively, said this completely described the outcome).

Graph 40: Attitudes to CSPS/GCcampus Client Support (Public Servants and Internal Audiences)

"How well do each of the following statements describe the experience you had when contacting the Canada School of Public Service or GCcampus?"

Phase 2
"% Completely"
(n=205) contacted

Statement	DK/NS	Not at all	Somewhat	Describes completely	Phase 2 "% Completely"
The person I dealt with was courteous	7	5	13	74	84%
The person I dealt with understood my needs	7	10	21	62	59%
The person I dealt with provided good information and/or advice	7	10	25	58	56%
I was able to get a satisfactory answer to my question or problem	4	14	24	58	53%
The person I dealt with was knowledgeable	10	9	25	57	58%
My question or problem was solved in a reasonable amount of time	4	16	23	57	51%

■ DK/NS ■ Not at all ■ Somewhat ■ Describes completely

EKOS Research Associates Inc.

Base: Has contacted CSPS or GCcampus
(n=934)

Public Service Survey 2018

> Public servants who are between 35 and 44 are more likely than younger or older age cohorts to say all statements describe their experience completely.

> Those with a high school education (71%) are more likely than those with higher education (57%) to say that the person they dealt with provided good information or advice.

> Women (65%) are more likely than men (59%) to feel that the person they dealt with understood their needs.

> Public servants with a disability are the least positive about their contact experience, with higher than average proportions saying it does not describe their experience. Some caution should be used in interpreting the results given the smaller sample size (n=69).

> Of **Phase 2 respondents**, results are consistently lower among those who are not CSPS employees, particularly those from large departments.

5.4 TIME TAKEN TO RESOLVE PROBLEM

Half of those in Phase 1 who contacted CSPS or GCcampus (49%) say that their question was answered or their problem was solved within one day. One in five (21%) reported that it took a few days. Few believe that it took a week (5%), a few weeks (4%), less than a month (2%), or longer than one month (3%). One in ten indicated that the question or problem has not been resolved (9%) or do not recall how long it took (8%).

Results among Phase 2 respondents are perhaps marginally less favourable with 39% indicating a one-day turnaround on a response and/or resolution and 28% reporting a two-day turnaround.

Graph 41: Time Taken to Resolve Problem (Public Servants and Internal Audiences)

"In total, how long did it take to answer your question or solve your problem after initially contacting someone at the Canada School of Public Service or GCcampus?"

		Phase 2 (n=205) contacted
Within one day	49%	39%
Within a few days	21%	28%
Within a week	5%	8%
Within a few week	4%	5%
Within a month	2%	0%
Longer than 1 month	3%	2%
My question or problem has not been resolved	9%	8%
Don't know / Not sure	8%	10%

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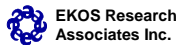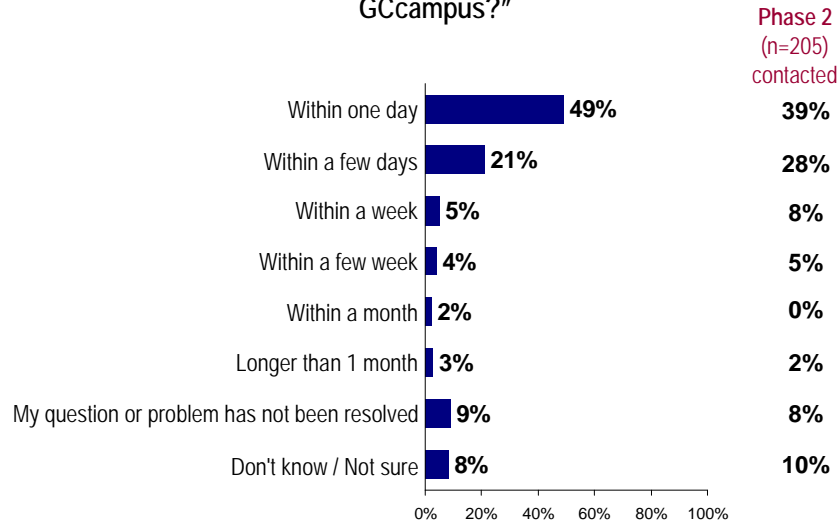
Base: Has contacted CSPS or GCcampus (n=934)

Public Service Survey 2018

> A full 22% of those with a disability reported that their question or problem has not been resolved.

> Public servants in the NCR (55%) and Ontario region (57%) are more likely than others to report a resolution within one day. Employees in British Columbia and the Prairies are more apt to say it took a few days (31% and 30%, respectively). One-day resolution was also much more prevalent among employees in mid-sized (59%), and small-sized (64%) departments in particular.

> Younger public servants (10%) are more likely than others to report an interval of one month.

> Those with less education (11%) more often believe it took a few weeks.

> Among **Phase 2 respondents**, the pattern is similar in terms of location with those in the NCR indicating a one-day turnaround much more frequently, 44% versus 28% in the regions. The regions were more apt to say it took a few days (41%). CSPS employees are also more likely to report a one-day resolution (52%), compared with 28% among employees outside of CSPS.

5.5   MODE OF CONTACT WITH CLIENT SUPPORT

Half of public servants in Phase 1 who contacted CSPS or GCcampus (52%) initially contacted someone by telephone. Four in ten (42%) made initial contact by email.

Among CSPS employees who have made contact (Phase 2), half as many (28%) have made contact by telephone. One in three have made contact either directly by email (11%) or by emailing the generic box (22%). Another 23% have contacted the Client Contact Centre.

Graph 42: Mode of Contact with Client Support (Public Servants and Internal Audiences)

"How did you initially contact someone at the Canada School of Public Service or GCcampus with your question or problem?"

	Phase 1	Phase 2 (n=106) CSPS only
Telephone	52%	28%
Email	43%	33%
Client Contact Centre (CCC)	NA	23%
Other	2%	16%
Don't know / Not sure	2%	--

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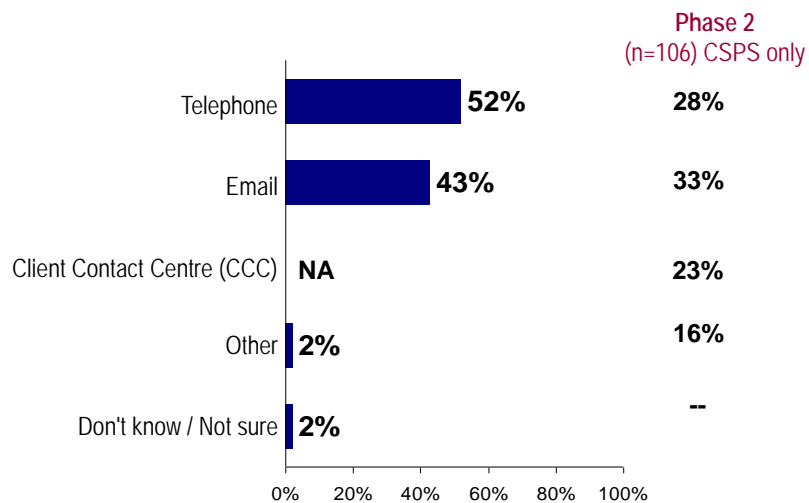
Base: Has contacted CSPS or GCcampus (n=934)

Public Service Survey 2018

> Those located in the NCR (58%) are more likely than those in the regions to have made contact by telephone, as is the case with supervisors (58%) and EXs (59%).

5.6 INCIDENCE OF ADDITIONAL CONTACT WITH CLIENT SUPPORT

More than half of those in Phase 1 who made contact (55%) indicated that they required no additional contact after their initial contact with CSPS or GCcampus. One in five (20%) had additional contact by email. Another 15% had additional contact by telephone. Four percent had in-person contact and 1% experienced some other form of interaction. Just under one in ten (8%) did not recall.

Graph 43: Incidence of Additional Contact with Client Support (Public Servants)

"After your initial contact, did you interact with anyone at the Canada School of Public Service or GCcampus in any other way?"

Category	Percentage
Email	20%
Telephone	15%
In-person	4%
Other	1%
None/No additional contact	55%
Don't know / Not sure	8%

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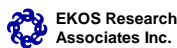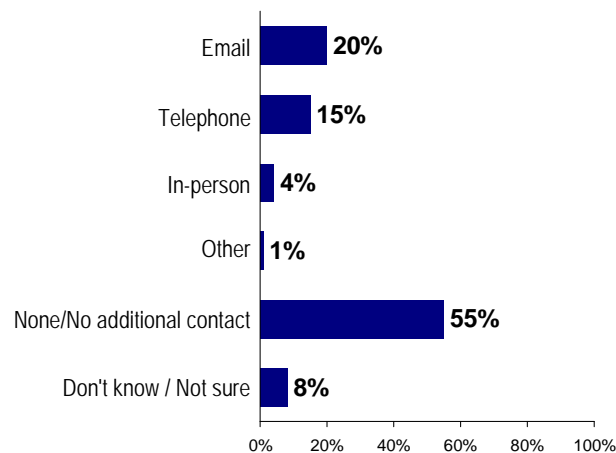
Base: Has contacted CSPS or GCcampus (n=904)   Public Service Survey 2018

Excludes 30 respondents indicating "don't know / not sure" to method of initial contact

> Younger public servants (aged 44 and under) (65%) are more likely than those who are older (49% to 53%) to report an inquiry that required no additional contact.

> Those with a disability (30%) are more apt to have had follow-up contact by telephone.

6. MODE OF COMMUNICATION

6.1 SOURCE OF INFORMATION ABOUT SERVICE MOST RECENTLY USED

Phase 1 respondents who accessed products or services at CSPS and/or GCcampus were asked to identify the media through which they had most recently accessed them. According to the results of the survey, half of public servants (51%) were asked to attend by a supervisor. One in four (23%) received an email with information regarding CSPS or GCcampus. One in six sought information directly from the CSPS website (16%) or obtained information through a colleague (15%), while just over one in ten (12%) encountered information through GCcampus. Other sources were cited by fewer respondents and 5% did not provide a response.

Table 9: Source of Information about Service Most Recently Used

How did you learn about the product or service you most recently accessed at the Canada School of Public Service or GCcampus?

-	Phase 1 Public Servants
n= CSPS/GCcampus product and service users[5]	3,463
I was asked to attend by my supervisor	51%
I received an email with information about it from CSPS and/or GCcampus	23%
I saw information about it on the Canada School of Public Service website	16%
I heard about it from a colleague	15%
I saw information about it on GCcampus	12%
Mandatory/required training	4%
I saw information about it on GCpedia and/or GCconnex	3%
My department, HR, management	2%
I saw information about it on social media	1%
Other	2%
Don't know / Not sure	5%

> ❯ Supervisors (27%), and EXs in particular (38%), are more likely to have received an email.

---

[5] 111 respondents are missing from this question due to late entry of this survey item in the collection of the sample.

> Employees located in the regions are considerably more likely to have been asked by their supervisor (57% versus 45% among those in the NCR).

6.2 PREFERRED MODE OF COMMUNICATION

Phase 1 respondents were asked to list the media through which they would prefer to be contacted by CSPS regarding its products and services. Based on the results, public servants have a strong preference for email, expressed by 80% in the survey. One in five (21%) would prefer to seek the information themselves via the CSPS website, while one in seven (14%) opted for GCcampus. One in twenty expressed interest in communicating through GCpedia/GCconnex (6%), a mobile application (6%), or social media (5%).

Phase 2 respondents were asked the question in a slightly different way so the comparison of results is not clear cut. However, results indicate that email, the School website, and GCpedia/GCconnex are at the top of the list. A mobile app and social media, as well as intranet are not seen as popular options by comparison.

Graph 44: Preferred Mode of Communication (Public Servants)

"Which of the following ways, if any, would be best for the Canada School of Public Service or GCcampus to reach you with information about their products and services?"

Phase 2
(n=348)

	Phase 1	Phase 2
Email	80%	69%
Canada School of Public Service website	21%	62%
GCcampus	14%	59%
GCpedia and/or GCconnex	6%	42%
An application on my mobile device	6%	28%
Social media	5%	36%
Dept website, newsletter, internal dept comm.	1%	--
Through dept contacts specific to role	1%	--
Do not wish to receive any communications	1%	--
Intranet	--	32%
Other	1%	9%
Don't know / Not sure	9%	3%

EKOS Research Associates Inc.

Base: All respondents
(n=4632)

Public Service Survey 2018
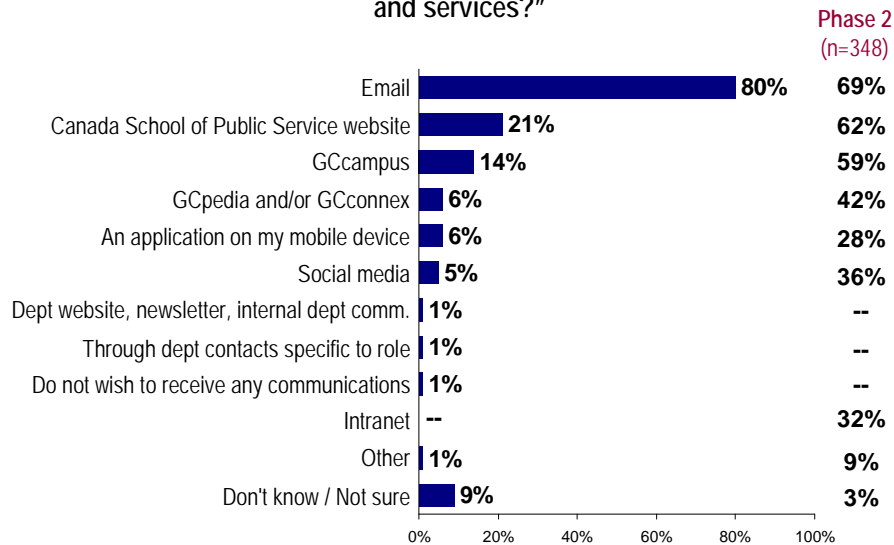
❯ Regionally, those in the NCR (26%) and Quebec (25%) are more likely to prefer the CSPS website. Those in the NCR are also more likely to cite CGcampus (17%), and GCpedia and/or GCconnex (9%).

❯ Preference for using the CSPS website is lower among public servants under the age of 35 (13%), although favoured to some extent among those who are older (24% to 25%), as well as by supervisors (27%) and EXs (32%), compared with their counterparts.

❯ Recent users of CSPS services, as well as those most familiar and engaged with CSPS, are more likely to select email (84% of recent users and 85% of those familiar) and GCcampus (17% of both recent users and those familiar) as their preferred modes of communication.

a)   Focus Group Perspectives (Communicating with the Audience)

Reflecting the Phase 1 survey findings, focus group participants also commonly pointed to email as the right means of communicating information about CSPS. Few mentioned alternative means of communicating (i.e., social media) as more direct or likely to capture their attention. Many participants said they had received emails from the School in the past, usually with information about upcoming courses or events. Most described these emails as welcome, even if they do not always contain anything of interest to them personally. Some suggested that emails from the School be more targeted to the needs and interests of the individuals receiving them. Many extended this beyond just emails, to the design of the website, pointing to Amazon and Apple as websites that curate recommendations, based on a person's history with the School.

> —Now I get the regular emails from CSPS, because I put myself on there, and I'm finding out about Career Boot Camp and a whole bunch of other stuff that's there.
>
> —The emails in general are a good idea, but I do agree with the fact that they could be better targeted. If that was a possibility, for example, if they knew based on your course history that you tend to be in the management stream then it would send you things that were more targeted towards that.

Several participants across all regions said that the emails they received from the School often refer to courses scheduled within a short period of time (a few days, for example). Many suggested that the School provide more advanced notice of courses, enabling public servants to

make the necessary plans to participate, including managing work load, and making travel arrangements for in-person courses or events.

> —I get the emails but they usually come too late to do anything about it. We need more than a few days' notice if we're going to be able to send someone to participate in a course.
>
> —Surtout en avance. Au moins une semaine d'avance au lieu d'une journée.
> [Translation: Especially in advance. At least one week in advance, instead of one day.]
>
> —Ça m'est déjà arrivé qu'un webcast me soit communiqué à moins d'une journée d'avis.
> [Translation: Once I was informed about a webcast with less than a day's notice.]

Several participants said that while it is important for the School to communicate with them, it is as important – or more important – for the School to communicate its offerings to their managers. This recommendation stemmed from a perception that the School is not well known to managers and, perhaps in part as a result, that training opportunities are often not encouraged, beyond mandatory courses.

> —What I personally would like is that CSPS, GCcampus, whatever, contacts the managers, contacts the higher level of the structure in whatever agency it is and they will let us know. They will have a meeting "this is what we have, people, anyone interested?" It has to be that way.
>
> —The role of the manager is to guide and motivate the employees and ensure their career development and that does not happen in the public service, or I have not experienced that.
>
> —They have to work with the deputy ministers. No one is going to send their people on the course unless they are authorized and encouraged to do so from the very top.

Others suggested that the School could be doing more in-person outreach. One participant suggested, for example, that the School has a booth at the annual Public Service Week

events. The in-person approach was described as a better approach to address the perceived lack of knowledge about the School and what it does.

> —I'm responsible for setting up the [National] Public Service Week activities in our building. It would be great if the School set up a booth, too. We never see them, so it would be a good opportunity to meet them and find out what they offer.
>
> —Il faudrait avoir un cours, pas par email ni sur Internet, où on nous explique comment ça fonctionne. Premièrement, il y a plein de monde qui ne sait pas qu'il faut s'inscrire à GCcampus, que tu peux créer un profil, ce qu'on y retrouve et comment l'utiliser. Quelle est la panoplie de cours offerts, est-ce du leadership, de la vérification, etc. Pas besoin d'être long, venez nous rencontrer dans chaque ministère.
> [Translation: There should be a course, not by email or on the Internet, that explains how it works. First, a lot of people don't know that you have to register for GCcampus, that you can create a profile, what you find there or how to use it. What kinds of courses are offered? Are there leadership courses, auditing courses, etc.? Doesn't need to be long, come meet with us in each department.]
>
> —The only time you ever hear anything about the School is when you're told to do a mandatory course online.

7. DEMAND FOR CSPS/GCCAMPUS APP

7.1 LIKELIHOOD OF USING CSPS/GCCAMPUS APP

According to the Phase 1 survey results, just over one quarter of public servants are likely to use a CSPS or GCcampus app (10% very likely and 18% somewhat likely). The majority say that it is not very likely (23%) or not likely at all (43%) that they would download the app for mobile devices.

Internal audiences captured in Phase 2 are more receptive than other public servants to the idea of a mobile app. Eighteen percent said they would be very likely to use it and another 34% would be somewhat likely to use it. Only 8% said they would not be likely to use it at all, compared with almost half of other public servants.

Graph 45: Likelihood of Using CSPS/GCcampus App (Public Servants and Internal Audiences)

"If you saw an app for mobile devices from the Canada School of Public Service or GCcampus, how likely do you think you would be to download it?"

Phase 2
(n=348)

Very likely	10%	18%
Somewhat likely	18%	34%
Not very likely	23%	27%
Not likely at all	43%	8%
Don't know / Not sure	5%	13%

EKOS Research Associates Inc.

Base: All respondents
(n=4632)

Public Service Survey 2018

98 • EKOS RESEARCH ASSOCIATES, 2018
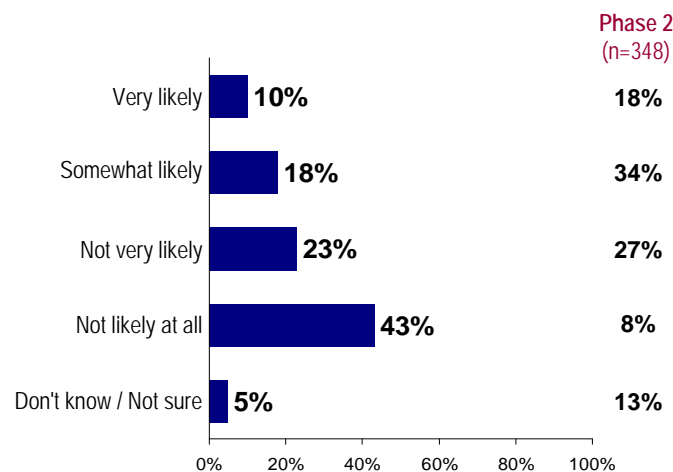
> Public servants located in British Columbia and in the NCR are least likely to have indicated that they would be likely to download the app. In fact, 70% and 69%, respectively, said they would be unlikely to do so. This is also the case with older (55 or older) (73%) and university-educated (68%) public servants.

> Visible minorities (40%) are the most likely to download the app.

> **Phase 2 respondents** outside of CSPS who are from large departments are more likely than others to say they would not use a mobile app.

Among both public servants responding in Phase 1 and internal audience respondents in Phase 2, those less interested in a mobile app described a lack of access to work devices on which to install and use the app, and reticence of public servants to use their own personal device (and data plan) for work purposes. Another common theme relates to the type of technology available for those who do have a work device (e.g., BlackBerry) which does not accommodate good access (ability to download and operate apps, slow connection speeds, small screen sizes). Lack of comfort among some public servants with technology and use of apps were also pointed out as barriers. Many respondents also said that they do not like apps in general, they are tired of apps taking up space on their devices and screens, and that they would prefer to reserve apps to serve functions that are necessary at least a few times each week, if not daily. A smaller number of respondents focused specifically on participation in training by telephone, through the app, seeing this as a poor method through which to participate. A small number also said that an app is not needed, given that in-person and online method options are available already, and another conduit is not necessary.

7.2   INTEREST IN VARIOUS FEATURES OF A MOBILE APP

Based on Phase 1 survey results, half of public servants would be interested in some features through a mobile app, including course materials (50%), information about events, courses or other products (50%), or job aids (50%). Roughly four in ten would be interested in eBooks (43%), the ability to take online courses through the app (43%), personalized information and updates (43%), or videos (40%). More than one third are interested in case studies (37%), live webcast events (35%), or podcasts (34%). One in five indicate that they are interested in blogs (21%) on the app.

In spite of higher interest more generally among Phase 2 respondents, internal audiences provided more lukewarm responses regarding interest in many of the specific types of material, including study materials (28%), information about events and courses (41%), job aids (37%), eBooks (26%), participating through the app (30%), personalized updates (33%), videos (31%) and case studies (17%).

Graph 46: Interest in Various Features of a Mobile App (Public Servants and Internal Audiences)

"How interested would you be in the following features if they were available on a mobile app provided by the Canada School of Public Service or GCcampus?"

Phase 2
% interested (1/2)
(n=348)

Feature	DK/NS	Not interested (3-4)	Interested (1-2)	Phase 2 %
Course materials	10	40	50	28%
Information about events, courses/other products	10	39	50	41%
Job aids	11	40	50	37%
eBooks	11	47	43	26%
Ability to take online courses through the app	11	46	43	30%
Personalized information and updates	12	46	43	33%
Videos	11	49	40	31%
Case studies	12	52	37	17%
Live webcast events	11	54	35	34%
Podcasts	12	53	34	28%
Blogs	12	67	21	12%

■ DK/NS ■ Not interested (3-4) ■ Interested (1-2)
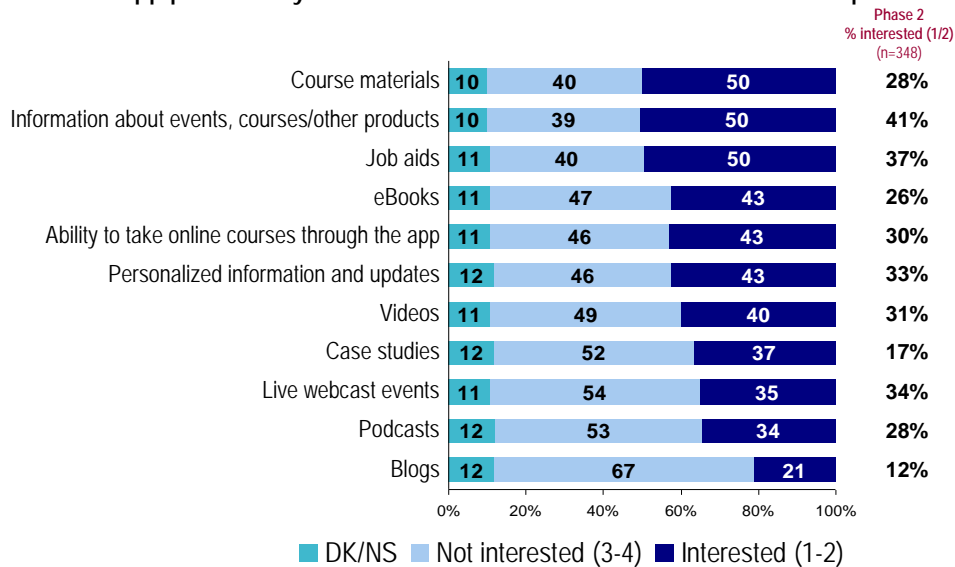
Base: All respondents
(n=4632)   Public Service Survey 2018

> Women are more likely than men to express an interest in information about events, courses and other products (53%); job aids (52%); personalized information and updates (44%); podcasts (37%); or live webcast events (37%). Men are more likely to be interested in case studies (39%).

> Public servants located in the NCR (38%) are more likely than those in the regions to be interested in podcasts, as are EXs (43%). Interest is greater in the Ontario region in all other features.

> Interest is also generally higher across all tested features among those under 45, and visible minorities, as well as among recent users of CSPS.

> Those self-identifying as an Indigenous person are more likely than others to express an interest in obtaining information about events and courses or products (54%) and taking a course online through the app (47%).

Phase 1 and Phase 2 survey respondents were again asked, following the rating of specific elements of a mobile app, what they would like featured in an app. The most popular suggestions made by respondents in Phase 1 and Phase 2 included: tailored suggestions and notifications about upcoming events; the ability to maintain a calendar; and last-minute notifications such as reminders, last-minute changes, critical information about course/location logistics and so on. Another key theme centred on the ability to maintain a personal profile and learning history, learning objectives, courses taken, and certificates for completed courses or events (including ready access to copies of certificates). Language tools and the ability to keep important or frequently needed information (e.g., list of key terms, flashcards) were also frequently described. A few suggested that the mobile app could ease the registration process.

a)   Focus Group Perspectives

Focus group participant views about a CSPS/GCcampus mobile app were mixed. Most said they would not be very interested in an app, citing a variety of reasons. Top among these are that many public servants do not have a work-assigned mobile device and would not (or are unwilling) to use their own personal device for this purpose, functionality issues with BlackBerrys (often issued to public servants), and lack of a clear additional need that is not already served through the website. The first and the latter reasons point to the added sentiment among many public servants that they would use the website while in the work environment and an app would more typically be reserved for an "outside of work" environment. Therefore, an app is just not something they would use for work-related training in their "off time," after hours. A smaller number of participants, however, do see an app from the School as worthwhile, saying it could allow them to more conveniently use CSPS services on their own time, particularly during their commute to and from work on public transportation. This use, they said, could be well suited to shorter courses, information or articles, as opposed to the longer, online courses the School offers.

—I'm not convinced a lot of people would want to be doing this on their own time outside of work. I'm more inclined to think people would do their research at work and not at home on a Saturday morning.

— I think the problem is that now people are getting exhausted with apps, and for most of us the devices that we put them on are personal devices… like we don't have WI-FI in the office.

—Pour des capsules pas trop longues, ce serait pratique. [Translation: It would be useful for short items.]

—Je pourrais faire le cours en ligne en autobus.
[Translation: I could do the online course on the bus.]

8. INTEREST IN FURTHER LEARNING

8.1 INTEREST IN LEARNING MORE ABOUT CSPS/GCCAMPUS

According to Phase 1 survey results, there is interest among public servants in hearing more about learning opportunities offered by CSPS or GCcampus. About one quarter (25%) are very interested (including 28% of recent users) and another half (48%) are somewhat interested (including 50% of recent users). About one in five are not very interested (15%) or not at all interested (8%).

Graph 47: Interest in Learning More about CSPS/GCcampus (Public Servants)

"How interested would you say that you are in hearing more about learning opportunities offered by CSPS or GCcampus in the future?"

Total (n=4632)
Recent users (n=3159)
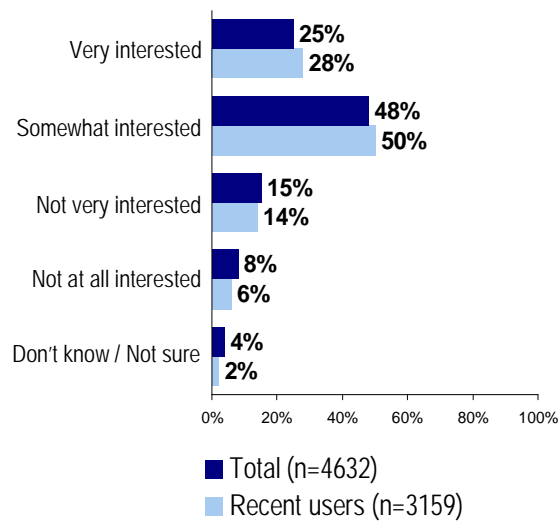
EKOS Research Associates Inc.
Base: All respondents
Public Service Survey 2018

> Women (29%), those located in the Atlantic (29%) or Ontario (29%) regions, public servants who self-identify as Indigenous (32%) or members of a visible minority (37%)

and recent users (28%) are typically very interested in learning more, compared with their counterparts.

> Older public servants (55 or older) are less likely to want to learn more about future learning opportunities (10% not at all interested), as is the case among people with a disability (13% not at all interested).

> Supervisors and EXs are more moderate in their interest, with higher than average proportions (52% and 58%, respectively) describing themselves as "moderately interested."

Phase 1 and Phase 2 respondents were also asked late in the survey about suggestions of products or services that would be of particular interest. Respondents to Phases 1 and 2 were quite varied in their responses. However, to the extent that there were central themes, they most often pointed to specific types of training. Most often suggested were courses in language training and/or retirement planning. These were followed by suggestions for courses and events to address soft skills (e.g., time management, communications, team dynamics, etiquette) and performance development tools. Also frequently requested were courses related to diversity and inclusion, and courses related to Indigenous issues in particular. There were also some suggestions for more in-person, classroom courses, as well as greater use of methods such as webinar interfaces and short videos.

8.2 GENERAL ATTITUDES TO LEARNING

Among supervisors of other public servants responding in Phase 1, two thirds (67%) agree that they actively look for opportunities to enhance their own skills and training. Over half (54%) say their work responsibilities do not leave enough time to pursue continuous learning opportunities. Just under half agree that to get the most from a learning opportunity, in-person methods are needed rather than online (49%) or that the best way to learn is by doing rather than sitting in a classroom (45%). Over one quarter of managers agree that if continuous learning opportunities are needed, they would prefer to do so at a school or university outside of the Government of Canada (28%). Nearly one in five agree that there are enough learning opportunities available in their organization without going to CSPS or GCcampus (18%) or that they are at a point in their career where they do not perceive a need for continued learning (18%).

Among Phase 2 respondents, time constraints are seen as a primary barrier to pursuing further learning. Indeed, eight in ten (80%) feel that the work responsibilities of public servants leave them with too little time to pursue continuous learning opportunities. Four in ten (38%) believe that public servants would prefer to seek learning opportunities outside of the federal government, while one third (34%) say that many public servants – particularly older ones – simply do not see

continuous learning as necessary. One quarter (24%) believe that supervisors within their organization are not supportive of continuous learning, and one in five (18%) believe there are enough learning opportunities without having to go through CSPS or GCcampus.

Graph 48: General Attitudes to Learning (Public Servants and Internal Audiences)

"Please indicate whether you agree or disagree with the following statements using the scale provided."

Statement	DK/NS	Disagree (1-3)	Neither (4)	Agree (5-7)	% Agree
I actively look for opportunities to enhance my skills and training	4	14	16	67	--
My work responsibilities don't leave enough time to pursue continuous learning opportunities	4	26	16	54	80%
To get the most from a learning opportunity, I need to participate in-person, not online	4	30	17	49	--
I feel the best way for me to learn is by doing, not sitting in a classroom	4	27	24	45	--
If I need to pursue continuous learning opportunities, I would prefer to do so at a school or university outside of the Government of Canada	7	46	19	28	38%
There are enough learning opportunities available to me in my org. without going to the Canada School of Public Service or GCcampus	9	57	16	18	18%
My supervisor and/or organization are not supportive of continuous learning opportunities	6	65	10	18	24%
I'm at a point in my career where I don't see the need for continuous learning opportunities	3	69	9	18	34%

0% 20% 40% 60% 80% 100%

■ DK/NS ■ Disagree (1-3) ■ Neither (4) ■ Agree (5-7)

EKOS Research Associates Inc.

Base: Has public servants reporting directly to them (n=1428)

Public Service Survey 2018

> Recent users are more likely to disagree with almost all statements. However, they are more likely to agree that they actively look for opportunities to enhance skills and training (72%).

> Those in the NCR (30%) and British Columbia (30%) are more likely than others to agree that if they need to pursue continuous learning, they would prefer to do so at a school or university outside of the Government of Canada. Public servants in the Quebec region are more apt to agree that there are enough learning opportunities available in their organization without going to CSPS or GCcampus (24%), that they are at a point in their career where they do not see a need for learning opportunities (23%), or that their supervisor is not supportive of continuous learning opportunities (23%). Those located in British Columbia (59%) and Ontario (57%) are more likely to say their work responsibilities do not leave enough time to pursue learning opportunities. Those

in British Columbia are more likely than other regions to say that to get the most of a learning opportunity, they need to participate in-person, not online (55%). Those in Atlantic Canada are more likely to agree they learn by doing, not sitting in a classroom (54%).

> Public servants between the ages of 35 and 54 are more apt to agree that their responsibilities do not leave enough time to pursue continuous learning opportunities (57%). Those over 55 are more apt to say that they are at a point in their career that they do not see the need for learning opportunities (39%), and least likely to agree they actively look for opportunities to enhance skills and training (57%). Younger public servants (under the age of 35) are more apt to agree that if they need to pursue continuous learning opportunities, they would prefer to do so at a school or university (33%). However, they are also more likely to agree that the best way to learn is by doing, not sitting in a classroom (52%).

> Those with a university education are more likely to agree that they would prefer to pursue learning opportunities at a school or university outside of the Government of Canada (31%), as well as to participate in-person rather than online (51%), and that they actively look for opportunities to enhance their skills and training (71%). Those with high school or college education are more likely to agree that the best way to learn is by doing and not sitting in a classroom (50%).

> Visible minorities are more likely than others to report that they actively look for training opportunities (74%), that they feel the best way to learn is by doing (51%), and that they would prefer to pursue training or education outside of the Government of Canada (33%).

> Time constraints are a concern for supervisors and EXs (61% and 65%, respectively, agree that work responsibilities don't leave enough time).

> People with a disability are also more likely than others to identify time constraints (61%). They are also the most likely to agree that their supervisor and/or organization are not supportive of continuous learning (25%).

> EXs are the most apt to disagree that the best way for them to learn is by doing (32% disagree and only 38% agree), which is also the case among employees in small (35% agree) and medium-sized (41% agree) departments.

> Both supervisors, and EXs in particular, are also more likely than others to say there are NOT enough learning opportunities in their own organizations without going to CSPS/GCcampus (61% and 66%, respectively, disagree that there are enough learning opportunities in their organization).

> Among **Phase 2 respondents** outside of CSPS, those in large departments are more apt to agree that there are managerial staff who are not supportive of continuous learning.

8.3 VIEWS ON SENDING STAFF TO CONTINUOUS LEARNING

Four in five (81%) supervisors responding in Phase 1 agree that sending reporting staff for continuous learning opportunities results in staff who are more productive and happier with their careers. Only one third (35%) agree that it is difficult to allow staff the time needed for continuous learning while still meeting work objectives. Nine in ten (90%) disagree that they do not see the value in sending staff for continuous learning since they will get the needed training on the job.

Graph 49: Views on Sending Staff to Continuous Learning (Public Servants)

"As someone who manages other public servants, please indicate whether you agree or disagree with the following statements."

Statement	Disagree (1-3)	Neither (4)	Agree (5-7)
Sending the staff who report to me for continuous learning opportunities results in staff who are more productive and happier with their careers	6	9	81
It is difficult to allow the staff I manage the time they need for continuous learning while still meeting our work objectives	48	14	35
I don't see the value in sending the staff I manage for continuous learning, since they will get the training they need on the job	90	5	3

■ Disagree (1-3) ■ Neither (4) ■ Agree (5-7)

EKOS Research Associates Inc.
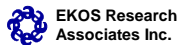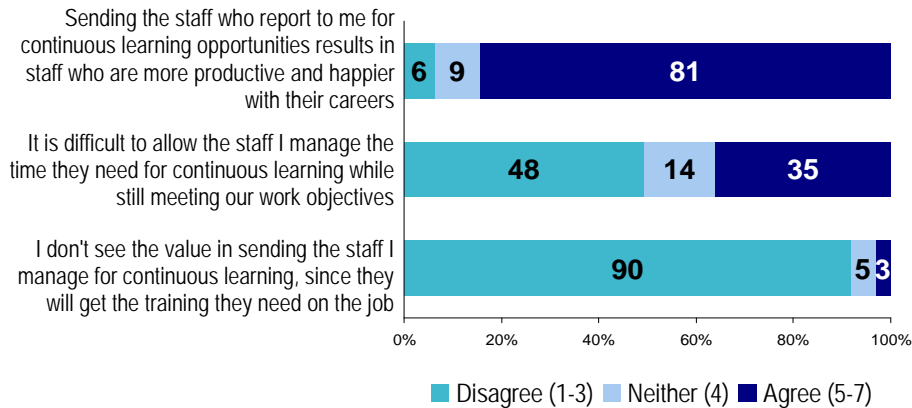
Base: Has public servants reporting directly to them (n=1428)   Public Service Survey 2018

> Women are more likely than men to see the value in continuous learning (93% disagree that they don't see the value). This is also more often expressed by EXs (87%) than their counterparts, as well as among employees in mid- (89%) to smaller-sized departments (89%).

› EXs are similarly less likely (58% disagree) than others to agree that it is difficult to allow staff the time they need for continuous learning.

› Employees in mid-sized to smaller-sized departments are least likely to agree with the sentiment that continuous learning does not have value (94% and 95% disagree, respectively).

9. Sources of Information about CSPS/GCcampus

9.1 Use of Products for Internal Audiences

Phase 2 respondents who worked outside of CSPS as a Point of Contact, a Required Training Coordinator, or a Learning Coordinator were asked to identify the media through which they ordinarily communicate with CSPS. About one third typically went through a dedicated RTC phone line (36%) or a client email inbox (34%), while a similar proportion turned to a dedicated RTC email inbox (29%) or a client service manager (29%). One in five (22%) directly contacted someone other than a client service manager, while one in seven usually used a client phone line (14%) or a GCconnex group (14%). Just 3% expressed a preference for in-person communication.

Table 10: Methods of Communication Among Internal Audiences

Through which of the following ways do you ordinarily communicate with the Canada School of Public Service?

-	Phase 2 Internal Audiences
n=	118
Client Contact Centre: dedicated RTC phone line	36%
Client contact: dedicated RTC email inbox	29%
Client email inbox: csps.clients.efpc@canada.ca	34%
Client phone line	14%
Client Service Manager (CSM)	29%
Directly contacting someone other than the CSM	22%
GCconnex group (RTC Community Network or Learning Transformation Point of Contact Group)	14%
In-person	3%
Other (specify)	13%
Don't know / Not sure	2%

These Phase 2 respondents were also presented with a series of statements regarding the information provided by CSPS and asked to rate the extent to which they agree or disagree with each one. Results suggest broad satisfaction with the quality of the information itself, but reveal concerns about how information requests are handled. Three quarters (74%) agree that the information they receive from CSPS is accurate, while slightly fewer (69%) believe the information they receive is clear. Relatively few respondents (13% to 14%) disagree with these statements.

Six in ten (59%) feel they receive enough information from CSPS, although three in ten (28%) feel the information is inadequate. Similarly, 57% agree that the information received from CSPS is timely, while one in five (22%) disagree with this assessment.

Table 11: Evaluation of Information from CSPS (Internal Audiences Only)

To what extent do you agree or disagree with the following statements when you contact the school?

-	Disagree (1–3)	Agree (5–7)
n=	118	118
The information I get from the Canada School of Public Service is accurate	13%	74%
The information I get from the Canada School of Public Service is clear	14%	69%
I feel I get enough information from the Canada School of Public Service	28%	59%
The information I get from the Canada School of Public Service is timely	22%	57%

Source: Phase 2 Survey respondents (n=348)

> ❯ Those **Phase 2** (non-CSPS) employees representing small-sized to medium-sized organizations consistently expressed more favourable views of the information provided by CSPS by a 20-point gap or greater in most cases.

> ❯ Those working in large departments are the most likely to disagree, particularly with there being sufficient information (38% disagree) and timely information (34% disagree), as well as accurate and clear (21% in each case).

These Phase 2 respondents were further asked to identify the services provided by CSPS that they had used or with which they were familiar. Half had used the Departmental Annual Learning Report (52%, while a further one third – 31% – were aware of the product) or the Director's newsletter (50%, while an additional 23% were aware). Just over four in ten had made use of self-service reports in I-LMS (44% in addition to 31% aware) or the POC Forum (43% plus 27%). Roughly one third had availed themselves of the Operations Dashboard (36% plus 31%), the RTC plenary sessions (36% plus 37%), or RTC training (30% plus 51%). Just one in five (20% plus 38%) had participated in an RTC Working Group.

Table 12: Awareness of Products Available for Internal Audiences

Are you aware of the following products and services available to you from the Canada School of Public Service?

-	Aware, and have used	Aware, but have not used	Somewhat aware	Not aware
n=	118	118	118	118
Self-service reports in I-LMS	44%	16%	15%	21%
Operations Dashboard	36%	13%	18%	29%
Departmental Annual Learning Report	52%	20%	15%	11%
Director's newsletter / POC Bulletin	50%	11%	12%	23%
RTC training	30%	21%	20%	23%
RTC plenary sessions	36%	20%	17%	23%
RTC Working Group	20%	24%	14%	38%
POC Forum	43%	19%	8%	25%

Source: Phase 2 Survey respondents (n=348)

> ❯ Those representing large organizations were comparatively more likely to have used the director's newsletter (64%).

> ❯ In terms of the Operations Dashboard, those in the NCR are more likely to have used it (42% versus 24% in the regions).

> ❯ A similar pattern exists for the RTC Working Group where 50% of those in the regions indicated that they were not aware of it.

Phase 2 respondents who indicated that they have used the products and services offered to them from CSPS were asked to rate each of the services they used in terms of their usefulness. While these results should be interpreted with caution due to the small sample sizes, clear majorities rated each of these services as useful. Nine in ten (91%) say the RTC training is useful, while roughly eight in ten perceive the director's newsletter (80%) or RTC plenary sessions (76%) to be helpful. Two thirds award favourable reviews to the self-service reports in I-LMS (67%) and the POC Forum (65%). Six in ten found the Departmental Annual Learning Report (61%) and the RTC Working Groups (58%) to be of help, while half (50%) offered a similar appraisal of the Operations Dashboard. Relatively few rated any of these services as not useful (4% to 16%).

Table 13: Evaluation of Products for Internal Audiences

You said you have used the … in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

-	Not Useful (1–3)	Moderately Useful (4)	Useful (5–7)
Self-service reports in I-LMS (n=52)	12%	21%	67%
Operations Dashboard (n=42)	17%	33%	50%
Departmental Annual Learning Report (n=61)	16%	18%	61%
Director's newsletter / POC Bulletin (n=59)	5%	12%	80%
RTC training (n=35)*	6%	3%	91%
RTC plenary sessions (n=42)	7%	14%	76%
RTC Working Group (n=24)*	4%	21%	58%
POC Forum (n=51)	6%	25%	65%

* Caution should be used in interpreting the results due to small number of respondents

Phase 2 respondents were subsequently asked to provide some comments to contextualize their assessments of these tools.

> **Self-service reports** were described by some as less useful because they are not intuitive, and for some, not user-friendly. Others said that the information is not always accurate, or can generally be out of date. Those finding these reports useful said they are helpful in confirming or validating their own internal information about completion rates.

> **Operations dashboards** were described by some as less useful because they are not always accurate, or are outdated. A few said they involve considerable work to develop and that there is limited interest in them internally (e.g., from management). A few also said that more specific details are required to fulfill their needs.

> **Departments' annual learning reports** were described by a few as not very well tailored to their needs. A few said that more details are required, and a few said that too many assumptions have been made in some interpretations. Again, a few said that these reports are of limited interest to them internally.

> The **Director's newsletter / POC Bulletin** were described by a few as being of less value because of the limited frequency, and detail. A few also said that they find them confusing. Those who found them useful said they provide important updates, although several among those finding them useful suggested that they would be of even greater value if provided more frequently.

> **RTC training** was generally described as a useful learning tool.

> The **RTC plenary sessions** were generally described as a good vehicle for networking and sharing information across departments.

> The **Point of Contact (POC) Forum** is viewed by some as less useful because topics can be repetitive, and the information can be of limited use. In general, comments suggest that the usefulness can be viable and this vehicle may not be being used to its maximum potential. For others, it is useful as a vehicle for sharing information.

10. PERCEPTION OF BEING VALUED AMONG INTERNAL AUDIENCES

Both CSPS and other department employees were asked to react to a series of statements designed to reflect the extent to which they feel that their work is valued, and whether they feel they are able to contribute ideas and innovation and have it considered. Their overall perception about the direction of the School was also captured. Among CSPS employees, more than three in four (77%) feel comfortable enough to contribute ideas. However, only 59% feel that management is listening, although 9% indicated that they do not know one way or the other. Highlighting similarly modest results, roughly six in ten believe that their work is valued by the School, management, and public servants. The same proportion (61%) believes that the School is heading in the right direction.

Outside of CSPS, only 49% feel they can approach the School with new ideas, although one in four said that they do not know, likely never having tried to or thought about making this type of contribution. Further, only 33% feel that the input they provide is or would be listened to, although again, a high proportion (29%) said that they do not know. More positively, seven in ten feel that the work they do is important. Two in three (64%) feel this work is valued by their organization, and 60% feel it is valued by product and service users in their organization. As with CSPS employees, only 62% feel that the School is heading in the right direction.

Table 14: Perception of Value Experienced by Internal Audiences

-	CSPS (Agree 5–7)	Other Departments (Agree 5–7)
n =	230	118
If I have a new idea or approach, I feel comfortable sharing it with my colleagues/CSPS	77%	49%[6]
Generally speaking, I think things at the Canada School of Public Service are heading in the right direction	61%	62%
In general, I feel that the work I do is valued by the School / I feel the work I do is important	61%	70%
I feel that the work I do is valued by senior management / management in my organization	59%	64%
I feel that the work I do is valued by the public servants who use the products and services the Canada School of Public Service delivers in my organization	58%	60%
I feel that management at the Canada School of Public Service listens to my ideas / I feel that CSPS listens to my ideas	57%	33%[7]

Source: Phase 2 Survey respondents

> ❯ Those **Phase 2 employees** working outside of CSPS in larger departments are less apt to feel the School is moving in the right direction (45%). This segment is also less apt to agree that they feel the School listens to ideas (30%).

> ❯ Employees located in the regions are more positive in terms of perceived importance of the work they do (81%) and the perception that public servants value the work they provide (76%).

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[6] 25% indicated that they did not know.

[7] 29% indicated that they did not know.

APPENDIX A
PHASE 1 SURVEY INSTRUMENT
(PUBLIC SERVANTS)

APPENDIX A: Phase 1 Survey Instrument (Public Servants)

WINTRO
Web Intro
Thank you for participating in this survey. It should take approximately 15 minutes to complete. This public opinion survey is on training opportunities and/or resources available to public servants. If you need to stop and return to the survey later, you may do so.

As a reminder, your participation in the survey is voluntary (you may stop answering at any time) and confidential. EKOS Research Associates will not share any information that would identify you individually in association with your responses.

If you have any questions about how to answer the survey, please contact Jérémie Blanc at the following address: jblanc@ekos.com

If you feel that you have received this email in error, or have other questions about the survey, please contact Will Daley at the following address: wdaley@ekos.com

INSTRUCTIONS

* Please consider the questions and your answers carefully.

* On each screen, after selecting your answer, click on the "Continue" or "Back" buttons at the bottom of the screen to move forward or backwards in the questionnaire.

* If you leave the survey before completing it, you can return to the survey URL later, and you will be returned to the page where you left off. Your answers up to that point in the survey will be saved.

QREGION
In which of the following regions or provinces do you work?

National Capital Region (Ottawa or Gatineau)	50
British Columbia	1
Alberta	2
Saskatchewan	3
Manitoba	4
Ontario	5
Quebec	6
New Brunswick	7
Nova Scotia	8
Prince Edward Island	9
Newfoundland and Labrador	10
Yukon	11
Northwest Territories	12
Nunavut	13
Outside of Canada	21
Other, please specify:	77
Don't know / Not sure	99

QAGE

In what year were you born?

Record year:	77
I prefer not to say	99

QAGE1

As a reminder, please understand that your personal information will remain confidential. May we place you into one of the following age categories?

18 to 24 years	1
25 to 34 years	2
35 to 44 years	3
45 to 54 years	4
55 to 64 years	5
65 years or older	6
I prefer not to say	99

QGENDER

What is your gender?

Male	1
Female	2
Other, please specify:	77
I prefer not to say	99

QGROUP

Please indicate your occupational group.

(If you are in an acting position, specify the group of the acting position.)

Please specify	9999
AB	1
AC	2
AD (NFB)	3
AD (NRC)	4
AG	5
AI	6
AO	7
AR	8
AS	9
AS (NFB)	10
AU	11
BI	12
CH	13
CIASC	14
CIEXC	15
CIPTC	16
CISPC	17
CM	18
CO	19
CR	20

PG	77
PH	78
PI	79
PL	80
PM	81
PM-MCO	82
PO-IMA	83
PO-TCO	84
PR	85
PS	86
PY	87
RCO	88
RE	89
REG	90
REX	91
RLE	92
RO	93
RO (NRC)	94
SC	95
SE	96
SG	97
SI	98
SO	99
SP (CRA)	100
SP (NFB)	101
SR	102
ST	103
SW	104
TC	105
TI	106
TO	107
TR	108
UT	109
VM	110
WP	111
Other	112
I prefer not to say	999

QGROUP1

 Please indicate your level. If you are in an acting position, specify the level of the acting position (for example, for FI-03, indicate "03").

Please specify	9999
01	1
02	2
03	3
04	4
05	5
06	6
07	7
08	8
09	9
10	10

11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
I prefer not to say	99

QLEVEL1

Which of the following best describes how recently you entered management in the public service?

I am not a manager	98
Within the past year	1
Within the past 3 years	2
More than 3 years ago	3
Don't know / Not sure	99

QTENURE

For how many years have you worked as a public servant?

Less than a year	1
Between 1 and 2 years	2
Between 2 and 3 years	3
Between 3 and 5 years	4
Between 5 and 10 years	5
Between 10 and 20 years	6
More than 20 years	7
Don't know / Not sure	99

QSUPERVISOR

Do any public servants currently report directly to you?

Yes	1
No	2
Don't know / Not sure	99

QSUPERVISOR1

How many public servants report directly to you?

Enter number:	77
Don't know / Not sure	99

QSUPERVISOR2

How many public servants report to you either directly or indirectly (reporting to someone who reports to you)? If you don't know the precise number, please provide an approximation.

Enter number:	77
Don't know / Not sure	99

QEDUCATION

Which of the following best reflects the highest level of education you have obtained?

Less than a high school diploma	1
A high school diploma or equivalent	2
Registered apprenticeship or other trade certificate or diploma	3
College, CEGEP, or other non-university certificate or diploma	4
University certificate or diploma below bachelor's level	5
Bachelor's degree	6
Postgraduate degree above bachelor's level	7
I prefer not to say	99

QEEQUITY [1,3]

Do any of the following apply to you?

Please choose all that apply.

I identify as an Indigenous person	1
I am a visible minority	2
I am a person with a disability	3
None of the above	98
I prefer not to say	99

QA1

To the best of your knowledge is there an organization within the Government of Canada that offers common learning to federal public servants?

Yes	1
Maybe	2
No	3
Don't know / Not sure	99

QA2

What is the name of this organization?

Please specify	77
Don't know / Not sure	99

PREQA3

Before answering this survey, had you ever heard, seen or read anything about either of the following:

QA3A

Canada School of Public Service

Yes	1
Maybe	2
No	3
Don't know/ Not sure	99

QA3B

GCcampus

Yes	1
Maybe	2
No	3
Don't know/ Not sure	99

QB1 [1,3]

Can you please describe what the Canada School of Public Service (CSPS) does?

Please specify	77
Don't know / Not sure	99

QB2

Have you ever used any of the products or services offered by the Canada School of Public Service?

Yes	1
No	2
Don't know / Not sure	99

QB3 [1,4]

Have you ever heard, seen or read about the Canada School of Public Service (CSPS) from any of the following sources?

Please choose all that apply.

I received an email about the CSPS	1
I heard about the CSPS from colleagues who have used its services	2
I was referred to the CSPS by the person I report to	3
Other (specify)	77
Don't know / Not sure	99

QB4

To the best of your recollection, when was the last time you heard, saw or read anything either about or from the Canada School of Public Service?

Within the past month	1
Within the past 3 months	2
Between 3 and 6 months ago	3
Between 6 months and a year ago	4
Between 1 and 2 years ago	5
More than 2 years ago	6
Don't know / Not sure	99

QB5

To the best of your recollection, when was the <u>first time</u> you heard, saw or read anything either about or from the Canada School of Public Service?

Within the past month	1
Within the past 3 months	2
Between 3 and 6 months ago	3
Between 6 months and a year ago	4
Between 1 and 2 years ago	5
More than 2 years ago	6
Don't know / Not sure	99

QB6

How familiar are you with the Canada School of Public Service (CSPS)?

Very familiar	1
Somewhat familiar	2
Not very familiar	3
Not at all familiar	4
Don't know / Not sure	99

QB7

If you could describe the Canada School of Public Service using a single word or phrase, what would it be?

Please specify	77
Don't know / Not sure	99

QC1 [1,3]

Can you describe what GCcampus is?

Please specify	77
Don't know / Not sure	99

QC2 [1,2]

Have you ever created an account on GCcampus or used any of the products or services offered on GCcampus?

Please choose all that apply.
Yes, I have created an account	1
Yes, I have used products and services	2
No	3
Don't know / Not sure	99

QC3 [1,4]

Have you ever heard, seen or read about GCcampus from any of the following sources?

Please choose all that apply.
I received an email about GCcampus	1
I heard about GCcampus from colleagues who have used GCcampus products or services	2

I was referred to GCcampus by the person I report to	3
Other (specify)	77
Don't know / Not sure	99

QC4

To the best of your recollection, when was the <u>last time</u> you heard, saw or read anything either about or from GCcampus?

Within the past month	1
Within the past 3 months	2
Between 3 and 6 months ago	3
Between 6 months and a year ago	4
Between 1 and 2 years ago	5
More than 2 years ago	6
Don't know / Not sure	99

QC5

To the best of your recollection, when was the <u>first time</u> you heard, saw or read anything either about or from GCcampus?

Within the past month	1
Within the past 3 months	2
Between 3 and 6 months ago	3
Between 6 months and a year ago	4
Between 1 and 2 years ago	5
More than 2 years ago	6
Don't know / Not sure	99

QC6

How familiar are you with GCcampus?

Very familiar	1
Somewhat familiar	2
Not very familiar	3
Not at all familiar	4
Don't know / Not sure	99

QC7

If you could describe GCcampus using a single word or phrase, what would it be?

Please specify	77
Don't know / Not sure	99

QD1

To the best of your knowledge, which of the following best describes the relationship, if any, between GCcampus and the Canada School of Public Service?

GCcampus is the online platform where public servants can access products and services offered by CSPS	1
GCcampus points to services offered by CSPS, but is a separate entity	2
GCcampus has no relationship to CSPS that I'm aware of	3

Don't know / Not sure   99

QNOTE1

As you may be aware, the **Canada School of Public Service (CSPS)** was created in 2004 to address the continuous learning needs of Canada's federal public service by offering courses, events, seminars and other products and services.

GCcampus was formally launched in 2016 to serve as the online platform where public servants can go to access products and services offered by CSPS.

PREQD2

Based on this description, do you recall hearing, seeing or reading anything about the following:

QD2A

Canada School of Public Service (CSPS)
Yes   1
Maybe   2
No   3
Don't know/ Not sure   99

QD2B

GCcampus
Yes   1
Maybe   2
No   3
Don't know/ Not sure   99

QD3 [1,8]

There are a variety of products offered by the Canada School of Public Service. All of these are available through GCcampus. To the best of your recollection, which of the following products, if any, have you used in the past?

Please choose all that apply.
I have attended events, conferences and armchair discussions in person   1
I have participated in events, conferences and armchair discussions online   2
I have attended courses, workshops or other training programs in person   3
I have participated in courses, workshops or other training programs online   4
I have read or used information provided on GCcampus   5
I have watched videos on GCcampus   6
I have participated in GCcampus online forum discussions   7
Other (specify)   77
I have never used any products offered by CSPS and/or GCcampus   98
Don't know / Not sure   99

QD4

Have you ever had difficulty accessing products or services from the Canada School of Public Service or GCcampus in the official language of your choice?

Yes	1
No	2
Don't know / Not sure	99

QD5

Have you ever accessed a product or service offered by the Canada School of Public Service or GCcampus online?

Yes	1
No	2
Don't know / Not sure	99

QD6 [1,4]

Have you ever experienced the following challenges when accessing one of these products or services online?

Please choose all that apply.

Slow connection speeds	1
Website freezing or crashing	2
Difficulty obtaining log-on information	3
Other (specify)	77
No challenges	98
Don't know / Not sure	99

QE1

To the best of your recollection, how recently did you access any of the products provided by the Canada School of Public Service or GCcampus?

I have never used a product offered by CSPS or GCcampus *[Remove user from service group]*	1
Within the past month	2
Within the past 3 months	3
Between 3 and 6 months ago	4
Between 6 months and a year ago	5
Between a year and 2 years ago	6
More than 2 years ago	7
Don't know / Not sure	99

QE2

When was the first time you used a product offered by either the Canada School of Public Service or GCcampus?

The last occasion was the first	1
Within the past month	2
Within the past 3 months	3
Between 3 and 6 months ago	4
Between 6 months and a year ago	5
Between a year and 2 years ago	6
More than 2 years ago	7
Don't know / Not sure	99

QE3

How many different products and services offered by either the Canada School of Public Service or GCcampus have you used (or taken part in) in the past 2 years?

Only one	1
2	2
3	3
4	4
5 or more	5
Don't know / Not sure	99

QE4 [1,5]

Which of the following best describes what caused you to use the products or services offered by CSPS and/or GCcampus in the past?

Please choose all that apply.

Because I found something that was of interest to me	1
Because of information I received directly from CSPS or GCcampus	2
Based on the recommendation of a colleague	3
Because it was required of me by a supervisor or my organization	4
Other (specify)	77
Don't know / Not sure	99

QF1

You indicated that you have attended an event, conference or armchair discussion provided by the Canada School of Public Service or GCcampus. Thinking about the most recent occasion, did you attend online or in person?

Online	1
In person	2
Don't know / Not sure	99

QF2

Which of the following topics or purposes, if any, reflects the most recent event, conference or armchair discussion you attended?

Official languages	1
Diversity and inclusion	2
Digital	3
Indigenous affairs	4
Workplace wellness and mental health	5
Results matter	6
Innovation	7
Careers and networking in the public service	8
Open government	9
Project management	10
Other (specify)	77
Don't know / Not sure	99

QF4

Did you learn anything from the event, conference or armchair discussion you attended that you were later able to apply to your work?

Yes	1
Maybe	2
No	3
Don't know / Not sure	99

PREQF5

Based on your most recent experience with an event, conference or armchair discussion, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QF5A

It was very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF5B

It provided a lot of useful information

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF5C

It was easy to register and attend

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF5D

It was well organized

Strongly disagree 1	1

2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF5E

I felt very welcome to be there

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF5F

I would be very interested in attending future events

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF5G

I would recommend other events to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF6

Overall, how would you rate your experience with the most recent event, conference or armchair discussion you attended? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5

6	6
Very positive 7	7
Don't know / Not sure	99

QG1

You indicated that you have participated in a course, workshop or other training opportunity provided by the Canada School of Public Service or GCcampus. Thinking of the most recent occasion, did you participate online or in person?

Online	1
In person	2
Don't know / Not sure	99

QG2

Which of the following topics or purposes, if any, reflects the most recent course, workshop or other training opportunity you participated in?

Official languages	1
Diversity and inclusion	2
Digital	3
Indigenous affairs	4
Workplace wellness and mental health	5
Results matter	6
Innovation	7
Careers and networking in the public service	8
Open government	9
Project management	10
Other (specify)	77
Don't know / Not sure	99

QG4

Did you learn anything from the course, workshop or other learning opportunity that you were later able to apply to your work?

Yes	1
Maybe	2
No	3
Don't know / Not sure	99

PREQG5

Based on your most recent experience with a course, workshop or other training opportunity, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QG5A

It was very relevant to me

Strongly disagree 1	1
2	2
3	3

4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG5B

It provided a lot of useful information

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG5C

It was easy to register and attend

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG5D

It was well organized

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG5E

I felt very welcome to be there

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG5F

I would be very interested in attending future courses or workshops

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG5G

I would recommend other courses or workshops to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG6

Overall, how would you rate your experience with the most recent course, workshop or other training opportunity you participated in? Please rate your view on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

QG7

Overall, how would you rate the performance of the instructor of the course or workshop that you attended?

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

QH1

You indicated that you have read information or watched videos provided by the Canada School of Public Service or GCcampus. Which, if any, of the following topics best reflect the information or videos you accessed?

Official languages	1
Diversity and inclusion	2
Digital	3
Indigenous affairs	4
Workplace wellness and mental health	5
Results matter	6
Innovation	7
Careers and networking in the public service	8
Open government	9
Project management	10
Other (specify)	77
Don't know / Not sure	99

QH3

Did you learn anything from the information you read or video you watched that you were later able to apply to your work?

Yes	1
Maybe	2
No	3
Don't know / Not sure	99

PREQH4

Thinking about the information and/or videos you found through CSPS or GCcampus, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QH4A

The material was very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QH4B

It provided a lot of useful information

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6

Strongly agree 7   7
Don't know/ Not sure   99

QH4C

It was easy to access
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QH4D

It was well organized
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QH4F

I would be very interested in accessing more material in the future
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QH4G

I would recommend this material to friends or colleagues
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QH5

Overall, how would you rate the information or videos you've found through CSPS or GCcampus? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

PREQI1

Thinking about the Canada School of Public Service and GCcampus overall, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

NOTE: Your opinion may be based on your own experience, or it could simply be the impression you have based on what you have seen, read or heard about CSPS and/or GCcampus.

QI1A

Very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI1B

Lots of useful information

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI1C

Easy to access products and services

Strongly disagree 1	1
2	2
3	3
4	4

5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI1D

Organized

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI1E

Very welcoming

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI1F

Very interested in learning more

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI1G

I would recommend CSPS and/or GCcampus to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QI2

Overall, how would you rate the performance of the Canada School of Public Service? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

QJ1

You indicated that you have used products or services provided by CSPS and/or GCcampus in the past, but the last time you did so was two 2 years ago or longer. Is this correct?

Yes	1
No	2
Don't know / Not sure	99

QJ2 [1,5]

Which of the following reasons, if any, describes why you haven't used any products or services from CSPS or GCcampus recently?

Choose all that apply.

I haven't been required to do so by my supervisor or my organization	1
I haven't seen or found anything of interest to me	2
I haven't heard about it from friends or colleagues recently	3
I'm retiring or leaving the public service in the near future	4
Other (specify)	77
Don't know / Not sure	99

QK1

Which of the following best describes your experience with accessing and using products and services offered by the Canada School of Public Service and GCcampus?

Very easy	1
Somewhat easy	2
Not very easy	3
Not easy at all	4
Don't know / Not sure	99

QK2

Have you ever contacted the Canada School of Public Service or GCcampus with questions or issues related to a product or service they offer?

Yes	1
No	2
Don't know / Not sure	99

QK3

When did you last contact someone at the Canada School of Public Service or GCcampus?

Within the past month	1
Within the past 3 months	2
Between 3 and 6 months ago	3
Between 6 months and a year ago	4
Between 1 and 2 years ago	5
More than 2 years ago	6
Don't know / Not sure	99

PREQK4

How well do each of the following statements describe the experience you had when contacting the Canada School of Public Service or GCcampus?

QK4A

I was able to get a satisfactory answer to my question or problem

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QK4B

My question or problem was solved in a reasonable amount of time

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QK4C

The person I dealt with was knowledgeable

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QK4D

The person I dealt with provided good information and/or advice

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QK4E

The person I dealt with understood my needs

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QK4F

The person I dealt with was courteous

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QK5

In total, how long did it take to answer your question or solve your problem after initially contacting someone at the Canada School of Public Service or GCcampus?

My question or problem has not been resolved	1
Within 1 day	2
Within a few days	3
Within a week	4
Within a few weeks	5
Within a month	6
Longer than 1 month	7
Don't know / Not sure	99

QK6

How did you initially contact someone at the Canada School of Public Service or GCcampus with your question or problem?

Telephone	1
Email	2
In person	3
Other (specify)	77
Don't know / Not sure	99

QK7 [1,4]

After your initial contact, did you interact with anyone at the Canada School of Public Service or GCcampus in any other way?

Choose all that apply.

[QK6 not = 1] Telephone	1
[QK6 not = 2] Email	2
[QK6 not = 3] In person	3
Other (specify)	77
None/No additional contact	98
Don't know / Not sure	99

QL0 [1,8]

How did you learn about the product or service you most recently accessed at the Canada School of Public Service or GCcampus?

Choose all that apply.

I saw information about it on the Canada School of Public Service website	1
I saw information about it on GCcampus	2

I received an email with information about it from CSPS and/or GCcampus	3
I heard about from a colleague	4
I was asked to attend by my supervisor	5
I saw information about it on social media	6
I saw information about it on GCpedia and/or GCconnex	7
Other (specify)	77
Don't know / Not sure	99

QL1 [1,7]

Which of the following ways, if any, would be best for the Canada School of Public Service or GCcampus to reach you with information about their products and services?

Choose all that apply.	
Canada School of Public Service website	1
GCcampus	2
Email	3
Social media	4
GCpedia and/or GCconnex	5
An application on my mobile device	6
Other (specify)	77
Don't know / Not sure	99

QL2

If you saw an app for mobile devices from the Canada School of Public Service or GCcampus, how likely do you think you would be to download it?

Very likely	1
Somewhat likely	2
Not very likely	3
Not at all likely	4
Don't know / Not sure	99

QL3 [1,3]

Why don't you think you would download an application like this?

Please specify	77
Don't know / Not sure	99

PREQL4

How interested would you be in the following features if they were available on a mobile app provided by the Canada School of Public Service or GCcampus?

QL4A

Podcasts	
Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4B

Videos

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4C

Information about events, courses and other products

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4D

Course materials

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4E

Ability to take online courses through the app

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4F

Blogs

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4G

Job aids (downloadable materials)

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4H

Live webcast events

Very interested	1

Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4I

eBooks

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4J

Case studies

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL4K

Personalized information and updates

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QL5 [1,3]

Are there any other features that you would want to include on a mobile app provided by the Canada School of Public Service or GCcampus?

| Please specify | 77 |
| Don't know / Not sure | 99 |

QM1

How interested would you say that you are in hearing more about learning opportunities offered by CSPS or GCcampus in the future?

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know / Not sure	99

QM2 [1,3]

In your own words, what opportunities would you be most interested in hearing more about from CSPS or GCcampus in the future?

Please specify	77
Don't know / Not sure	99

PREQM3

Please indicate whether you agree or disagree with the following statements using the scale provided.

QM3A

My work responsibilities don't leave enough time to pursue continuous learning opportunities

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3B

I'm at a point in my career where I don't see the need for continuous learning opportunities

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3C

My supervisor and/or organization are not supportive of continuous learning opportunities

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3D

If I need to pursue continuous learning opportunities, I would prefer to do so at a school or university outside of the Government of Canada

Strongly disagree 1	1
2	2
3	3

4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3E

To get the most from a learning opportunity, I need to participate in person, not online

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3F

I actively look for opportunities to enhance my skills and training

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3G

There are enough learning opportunities available to me in my organization without going to the Canada School of Public Service or GCcampus

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM3H

I feel the best way for me to learn is by doing, not sitting in a classroom

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

PREQM4

As someone who manages other public servants, please indicate whether you agree or disagree with the following statements.

QM4A

It is difficult to allow the staff I manage the time they need for continuous learning while still meeting our work objectives

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM4B

I don't see the value in sending the staff I manage for continuous learning, since they will get the training they need on the job

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM4C

Sending the staff who report to me for continuous learning opportunities results in staff who are more productive and happier with their careers

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QM5 [1,3]

Finally, are there any products or services that you would be particularly interested in seeing from the Canada School of Public Service or GCcampus in the future?

Please specify	77
Don't know / Not sure	99

QN1

 The Canada School of Public Service may wish to include you in follow-up research on some of the topics and issues covered in this survey. Would you be willing to be contacted to take part in this research?

Yes	1
No	2

QN2

Could you please provide the best email address and telephone number where we may reach you to participate in this follow-up research?

QN2TEL

Format: 6131112222
Do not include any dashes in the telephone number

Enter number	77
No response	99

QN2EMAIL

Email:	77
No response	99

COMM [0,1]

Do you have any additional comments?

Yes (please specify)	1
No	2

THNK

<[QN1=1] *Thank you! Please note that we may not contact everyone who agrees to participate in the follow-up research.*>

Thank you for completing this survey.

APPENDIX B
PHASE 2 SURVEY INSTRUMENT
(INTERNAL AUDIENCES)

WINTRO

Web Intro

Thank you for participating in this survey. It should take approximately 18 minutes to complete. This public opinion survey is on training opportunities and/or resources available to public servants. If you need to stop and return to the survey later, you may do so.

As a reminder, your participation in the survey is voluntary (you may stop answering at any time) and confidential. EKOS Research Associates will not share any information that would identify you individually in association with your responses.

If you have any questions about how to answer the survey, please contact Jérémie Blanc at the following address: jblanc@ekos.com

If you feel that you have received this email in error, or have other questions about the survey, please contact Will Daley at the following address: wdaley@ekos.com

INSTRUCTIONS

* Please consider the questions and your answers carefully.

* On each screen, after selecting your answer, click on the "Continue" or "Back" buttons at the bottom of the screen to move forward or backwards in the questionnaire.

* If you leave the survey before completing it, you can return to the survey URL later, and you will be returned to the page where you left off. Your answers up to that point in the survey will be saved.

PRIVACY NOTICE

Personal information is collected on a voluntary basis pursuant to the *Financial Administration Act*. As part of its review of the learning services offered to public servants across Canada, the Canada School of Public Service will use anonymous data to assess the efficiency and effectiveness of the School products and services in order to provide a basis for later comparison. The information collected is described under the Standard Personal Information Bank <a href="https://www.canada.ca/en/treasury-board-secretariat/services/access-information-privacy/access-information/information-about-programs-information-holdings/standard-personal-information-banks.html" target="_blank">Public Communications PSU 914. Your personal information is protected, used and disclosed in accordance with the *Privacy Act*. Please do not disclose unnecessary confidential information about yourself or other individuals. If you require clarification of this notice, you can contact the Canada School of Public Service's ATIP coordinator at <a href="mailto:csps.atipaiprp.efpc@canada.ca" target="_blank">csps.atipaiprp.efpc@canada.ca, at 613-301-3837 or at the following address: 373 Sussex Drive, Ottawa, Ontario, K1N 6Z2. If you are not satisfied with the

School's response to your privacy concern, you may wish to contact the Office of the Privacy Commissioner of Canada.

QREGION
In which of the following regions or provinces do you work?

National Capital Region (Ottawa or Gatineau)	50
British Columbia	1
Alberta	2
Saskatchewan	3
Manitoba	4
Ontario	5
Quebec	6
New Brunswick	7
Nova Scotia	8
Prince Edward Island	9
Newfoundland and Labrador	10
Yukon	11
Northwest Territories	12
Nunavut	13
Outside of Canada	21
Other, please specify:	77
Don't know / Not sure	99

QAGE
In what year were you born?

Record year:	77
I prefer not to say	99

QAGE1
As a reminder, please understand that your personal information will remain confidential. May we place you into one of the following age categories?

18 to 24 years	1
25 to 34 years	2
35 to 44 years	3
45 to 54 years	4
55 to 64 years	5
65 years or older	6
I prefer not to say	99

QGENDER
What is your gender?

Male	1
Female	2
Other, please specify:	77
I prefer not to say	99

QORG

 I am a ...

Canada School of Public Service employee	1
Departmental Point of Contact (POC)	2
Departmental Point of Contact Delegate (Delegate)	3
Organizational Learning Coordinator (LC)	4
Departmental Required Training Coordinator (RTC)	5

QSIZE

 What is the size of your organization?

Micro, less than 200 employees	1
Small, between 200 and 499 employees	2
Medium, between 500 and 1,999 employees	3
Large, more than 2,000 employees	4

QGROUP

 Please indicate your occupational group.

(If you are in an acting position, specify the group of the acting position.)

Please specify	9999
AB	1
AC	2
AD (NFB)	3
AD (NRC)	4
AG	5
AI	6
AO	7
AR	8
AS	9
AS (NFB)	10
AU	11
BI	12
CH	13
CIASC	14
CIEXC	15
CIPTC	16
CISPC	17
CM	18
CO	19
CR	20
CS	21
CX	22
DA	23
DD	24
DE	25
DE (NFB)	26
DM	27
DS	28
EC	29
EC (CRA)	30
ED	31

RE	89
REG	90
REX	91
RLE	92
RO	93
RO (NRC)	94
SC	95
SE	96
SG	97
SI	98
SO	99
SP (CRA)	100
SP (NFB)	101
SR	102
ST	103
SW	104
TC	105
TI	106
TO	107
TR	108
UT	109
VM	110
WP	111
Other	112
I prefer not to say	999

QGROUP1

Please indicate your level. If you are in an acting position, specify the level of the acting position (e.g., for FI-03, indicate "03").

Please specify	9999
01	1
02	2
03	3
04	4
05	5
06	6
07	7
08	8
09	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
I prefer not to say	99

QLEVEL1
Which of the following best describes how recently you entered management in the public service?

I am not a manager	98
Within the past year	1
Within the past 3 years	2
More than 3 years ago	3
Don't know / Not sure	99

QTENURE
For how many years have you worked as a public servant?

Less than a year	1
Between 1 and 2 years	2
Between 2 and 3 years	3
Between 3 and 5 years	4
Between 5 and 10 years	5
Between 10 and 20 years	6
More than 20 years	7
Don't know / Not sure	99

QSUPERVISOR
Do any public servants currently report directly to you?

Yes	1
No	2
Don't know / Not sure	99

QSUPERVISOR1
How many public servants report directly to you?

Enter number:	77
Don't know / Not sure	99

QSUPERVISOR2
How many public servants report to you either directly or indirectly (reporting to someone who reports to you)? If you don't know the precise number, please provide an approximation.

Enter number:	77
Don't know / Not sure	99

QEDUCATION
Which of the following best reflects the highest level of education you have obtained?

Less than a high school diploma	1
A high school diploma or equivalent	2
Registered apprenticeship or other trade certificate or diploma	3
College, CEGEP, or other non-university certificate or diploma	4
University certificate or diploma below bachelor's level	5
Bachelor's degree	6

| Postgraduate degree above bachelor's level | 7 |
| I prefer not to say | 99 |

QEEQUITY [1,3]
 Do any of the following apply to you?

Please choose all that apply.	
I identify as an Indigenous person	1
I am a visible minority	2
I am a person with a disability	3
None of the above	98
I prefer not to say	99

QA1
 How familiar do you consider yourself to be with the Canada School of Public Service (CSPS)?

Very familiar	1
Somewhat familiar	2
Not very familiar	3
Not at all familiar	4
Don't know / Not sure	99

QA3
If you could describe the Canada School of Public Service using only a single word or phrase, what would it be?

| Please specify | 77 |
| Don't know / Not sure | 99 |

QA4
 How familiar do you consider yourself to be with GCcampus?

Very familiar	1
Somewhat familiar	2
Not very familiar	3
Not at all familiar	4
Don't know / Not sure	99

QA6
If you could describe GCcampus using only a single word or phrase, what would it be?

| Please specify | 77 |
| Don't know / Not sure | 99 |

QA7
 To the best of your knowledge, which of the following best describes the relationship, if any, between GCcampus and the Canada School of Public Service?

| GCcampus is the online platform where public servants can access learning products and services offered by CSPS | 1 |
| GCcampus points to services offered by CSPS, but is a separate entity | 2 |

| GCcampus has no relationship to CSPS that I'm aware of | 3 |
| Don't know / Not sure | 99 |

QA8

Which of the two names, Canada School of Public Service or GCcampus, do you feel best communicates what the Canada School of Public Service has to offer?

Canada School of Public Service	1
GCcampus	2
Both	3
Neither	4
Don't know / Not sure	99

QA9 [1,3]

Why do you think this?

| Please specify | 77 |
| Don't know / Not sure | 99 |

QB1NOTE

Unless otherwise indicated, please complete the rest of this questionnaire from the perspective of your role as either a POC, an RTC, or an LC.

QB1

How frequently are you in communication with the Canada School of Public Service?

At least daily	1
A few times a week	2
A few times a month	3
At least once a month	4
At least once every 3 months	5
At least once every 6 months	6
At least once a year	7
Less often than once a year	8
Don't know / Not sure	99

QB2 [1,9]

Through which of the following ways do you ordinarily communicate with the Canada School of Public Service?

Please choose all that apply.

Client Contact Centre: dedicated RTC phone line	1
Client contact: dedicated RTC email inbox	2
Client email inbox: csps.clients.efpc@canada.ca	3
Client phone line	4
Client Service Manager (CSM)	5
Directly contacting someone other than the CSM	6
GCconnex group (RTC Community Network or Learning Transformation Point of Contact Group)	7
In-person	8
Other (specify)	77
Don't know / Not sure	99

PREQB3

To what extent do you agree or disagree with the following statements when you contact the school?

QB3A

I feel I get enough information from the Canada School of Public Service

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QB3B

The information I get from the Canada School of Public Service is clear

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QB3C

The information I get from the Canada School of Public Service is timely

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QB3D

The information I get from the Canada School of Public Service is accurate

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

PREQC1

Are you aware of the following products and services available to you from the Canada School of Public Service? Please respond for each one using the scale provided.

QC1A

Self-service reports in I-LMS

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1B

Operations Dashboard

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1C

Departmental Annual Learning Report

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1D

Director's newsletter / POC Bulletin

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1E

RTCs training

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1F

RTC plenary sessions

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1G

RTC Working Group

Aware, and have used	1

Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC1H
POC Forum

Aware, and have used	1
Aware, but have not used	2
Somewhat aware	3
Not aware	4
Don't know/ Not sure	99

QC2A
You said you have used the Self-service reports in I-LMS in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7
Don't know / Not sure	99

QC3A [1,3]
Can you briefly explain why you rated the usefulness of the Self-service reports in I-LMS as a <chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify	77
Don't know / Not sure	99

QC2B
You said you have used the Operations Dashboard in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7
Don't know / Not sure	99

QC3B [1,3]

Can you briefly explain why you rated the usefulness of the Operations Dashboard as a <chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify	77
Don't know / Not sure	99

QC2C

You said you have used the Departmental Annual Learning Report in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7
Don't know / Not sure	99

QC3C [1,3]

Can you briefly explain why you rated the usefulness of the Departmental Annual Learning Report as a <chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify	77
Don't know / Not sure	99

QC2D

You said you have used the Director's newsletter / POC Bulletin in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7
Don't know / Not sure	99

QC3D [1,3]

Can you briefly explain why you rated the usefulness of the Director's newsletter / POC Bulletin as a <chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify	77
Don't know / Not sure	99

QC2E
You said you have used the RTCs training in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7
Don't know / Not sure	99

QC3E [1,3]
Can you briefly explain why you rated the usefulness of the RTCs training as a <chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify	77
Don't know / Not sure	99

QC2F
You said you have used the RTC plenary sessions in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7
Don't know / Not sure	99

QC3F [1,3]
Can you briefly explain why you rated the usefulness of the RTC plenary sessions as a <chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify	77
Don't know / Not sure	99

QC2G
You said you have used the RTC Working Group in the past. Please indicate whether you found this product or service to be useful or not useful using the scale below.

Not at all useful 1	1
2	2
3	3
4	4
5	5
6	6
Very useful 7	7

Don't know / Not sure   99

QC3G [1,3]

Can you briefly explain why you rated the usefulness of the RTC Working Group as a
<chosen scale number> on the scale? (Reminder: 1 meant not at all useful and 7 meant
very useful.)

Please specify   77
Don't know / Not sure   99

QC2H

You said you have used the POC Forum in the past. Please indicate whether you found this
product or service to be useful or not useful using the scale below.

Not at all useful 1   1
2   2
3   3
4   4
5   5
6   6
Very useful 7   7
Don't know / Not sure   99

QC3H [1,3]

Can you briefly explain why you rated the usefulness of the POC Forum as a <chosen scale
number> on the scale? (Reminder: 1 meant not at all useful and 7 meant very useful.)

Please specify   77
Don't know / Not sure   99

PREQD1

Thinking about your work at the Canada School of Public Service, please indicate whether
you agree or disagree with the following statements.

QD1A

In general, I feel that the work I do is valued by the School
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QD1B

I feel that the work I do is valued by senior management
Strongly disagree 1   1
2   2
3   3
4   4

5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QD1C

I feel that the work I do is valued by the public servants who use the products and services the Canada School of Public Service delivers

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QD1D

If I have a new idea or approach, I feel comfortable sharing it with my colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QD1E

I feel that management at the Canada School of Public Service listens to my ideas

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QD1G

Generally speaking, I think things at the Canada School of Public Service are heading in the right direction

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QD2

If you could use only one word or phrase to describe what it's like to work at the Canada School of Public Service, what would it be?

Please specify	77
Don't know / Not sure	99

PREQE1

Thinking about your work at the Canada School of Public Service, please indicate whether you agree or disagree with the following statements.

QE1A

I feel that the work I do is valued by management in my organization

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QE1B

I feel that the work I do is valued by the public servants in my organization

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QE1C

I feel comfortable bringing ideas for improvement to the people I deal with at the Canada School of Public Service

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QE1D

I feel that the Canada School of Public Service listens to my ideas and suggestions

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6

Strongly agree 7   7
Don't know/ Not sure   99

QE1E
I feel the work I do is important
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QE1F
Generally speaking, I think things at the Canada School of Public Service are heading in the right direction
Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QE2
If you could use only one word or phrase to describe what it's like to interact with the Canada School of Public Service, what would it be?

Please specify   77
Don't know / Not sure   99

QF1NOTE
 As you may be aware, the **Canada School of Public Service (CSPS)** was created in 2004 to address the continuous learning needs of Canada's federal public service by offering courses, events, seminars and other products and services.

GCcampus was formally launched in 2016 to serve as the online platform where public servants can go to access products and services offered by CSPS.

QF1 [1,8]
There are a variety of products and services offered by the Canada School of Public Service. All of these are available through GCcampus. To the best of your recollection, which of the following products, if any, have you personally used in the past?

Please choose all that apply.
I have attended events, conferences and armchair discussions in person   1
I have participated in events, conferences and armchair discussions online   2
I have attended courses, workshops or other training programs in person   3
I have participated in courses, workshops or other training programs online   4

I have read or used information provided on GCcampus	5
I have watched videos on GCcampus	6
I have participated in GCcampus online forum discussions	7
Other (specify)	77
I have never used any products offered by CSPS or GCcampus	98
Don't know / Not sure	99

QF2

Have you ever had difficulty accessing or using products or services from the Canada School of Public Service or GCcampus in the official language of your choice?

Yes	1
No	2
Don't know / Not sure	99

QF4 [1,4]

Have you ever experienced the following challenges when accessing a product or service online?

Please choose all that apply.

Slow connection speeds	1
Website freezing or crashing	2
Difficulty obtaining log-on information	3
Other (specify)	77
No challenges	98
Don't know / Not sure	99

QF5

How many different products and services offered by either the Canada School of Public Service or GCcampus have you used (or taken part in) in the past 2 years?

Only one	1
2	2
3	3
4	4
5 or more	5
Don't know / Not sure	99

QF6 [1,5]

Which of the following best describes why you used the products or services offered by CSPS and/or GCcampus in the past?

Please choose all that apply.

Because I found something that was of interest to me	1
Because of information I received directly from CSPS or GCcampus	2
Based on the recommendation of a colleague	3
Because it was required of me by a supervisor or by my organization	4
Other (specify)	77
Don't know / Not sure	99

PREQF7

Based on your most recent experience attending an event, conference or armchair discussion in person, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QF7A

It was very relevant to me
Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF7C

It was easy to register and attend
Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF7D

It was well organized
Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF7E

I felt very welcome to be there
Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF7F

I would be very interested in attending future events
Strongly disagree 1	1

2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF7G

I would recommend other events to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF8

Overall, how would you rate your experience with the most recent event, conference or armchair discussion you attended in person? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

PREQF9

Based on your most recent experience participating in an event, conference or armchair discussion online, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QF9A

It was very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF9C

It was easy to register and attend

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF9D

It was well organized

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF9E

I felt very welcome to be there

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF9F

I would be very interested in attending future events

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF9G

I would recommend other events to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7

Don't know/ Not sure 99

QF10

Overall, how would you rate your experience with the most recent online event, conference or armchair discussion you participated in? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

PREQF11

Based on your most recent experience attending a course, workshop or other training opportunity in person, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QF11A

It was very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF11C

It was easy to register and attend

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF11D

It was well organized

Strongly disagree 1	1
2	2
3	3
4	4
5	5

6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF11E

I felt very welcome to be there

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF11F

I would be very interested in attending future courses or workshops

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF11G

I would recommend other courses or workshops to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF12

Overall, how would you rate your experience with the most recent course, workshop or other training opportunity you attended in person? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

PREQF13

Based on your most recent experience participating in a course, workshop or other training opportunity online, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QF13A
It was very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF13C
It was easy to register and attend

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF13D
It was well organized

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF13E
I felt very welcome to be there

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF13F
I would be very interested in attending future courses or workshops

Strongly disagree 1	1

2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF13G

I would recommend other courses or workshops to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF14

Overall, how would you rate your experience with the most recent course, workshop, or other training opportunity you participated in online? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

PREQF15

Thinking about the information and/or videos you found through CSPS or GCcampus, please indicate whether you agree or disagree with the following statements using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

QF15A

The material was very relevant to me

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF15C

It was easy to access

Strongly disagree 1	1

2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF15D

It was well organized

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF15F

I would be very interested in accessing more material in the future

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF15G

I would recommend this material to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QF16

Overall, how would you rate the material (information, videos, etc.) that you found through CSPS or GCcampus? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6

Very positive 7   7
Don't know / Not sure   99

PREQG1

Please indicate the extent to which you agree or disagree with the following statements about the Canada School of Public Service and GCcampus overall using a scale of 1 to 7, where 1 means you strongly disagree and 7 means you strongly agree.

Your opinion may be based on your own experience, or it could simply be the impression that you have of the School and GCcampus from what you have seen, read or heard.

QG1A

CSPS and GCcampus are very relevant to public servants

Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QG1C

It is easy to access products and services from CSPS and GCcampus

Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QG1D

CSPS and GCcampus are well organized

Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6
Strongly agree 7   7
Don't know/ Not sure   99

QG1E

CSPS and GCcampus is very welcoming

Strongly disagree 1   1
2   2
3   3
4   4
5   5
6   6

| Strongly agree 7 | 7 |
| Don't know/ Not sure | 99 |

QG1F

I am very interested in learning more about CSPS and GCcampus

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG1G

I would recommend CSPS or GCcampus to friends or colleagues

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QG2

Overall, how would you rate the performance of the Canada School of Public Service? Please rate your views on a scale of 1 to 7, where 1 means "very negative" and 7 means "very positive."

Very negative 1	1
2	2
3	3
4	4
5	5
6	6
Very positive 7	7
Don't know / Not sure	99

QG3

If you were to guess, what percentage of <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> would you say have a positive opinion of the performance of the Canada School of Public Service?

0 to 20%	1
21% to 40%	2
41% to 60%	3
61% to 80%	4
81% to 100%	5
Don't know / Not sure	99

PREQG4

In each of the following respects, what percentage of <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> would you say have a positive opinion of the performance of the Canada School of Public Service?

QG4A
Providing relevant products and services
0 to 20%	1
21% to 40%	2
41% to 60%	3
61% to 80%	4
81% to 100%	5
Don't know/ Not sure	99

QG4B
Providing useful products and services
0 to 20%	1
21% to 40%	2
41% to 60%	3
61% to 80%	4
81% to 100%	5
Don't know/ Not sure	99

QG4C
Providing products and services that are easy to access
0 to 20%	1
21% to 40%	2
41% to 60%	3
61% to 80%	4
81% to 100%	5
Don't know/ Not sure	99

QG4D
Being well organized
0 to 20%	1
21% to 40%	2
41% to 60%	3
61% to 80%	4
81% to 100%	5
Don't know/ Not sure	99

QG4E
Providing a welcoming environment
0 to 20%	1
21% to 40%	2
41% to 60%	3
61% to 80%	4
81% to 100%	5
Don't know/ Not sure	99

QH1

Which of the following best describes your experience accessing and using products and services offered by the Canada School of Public Service and GCcampus, either for yourself or on behalf of others in your organization?

Very easy	1
Somewhat easy	2
Not very easy	3
Not easy at all	4
Don't know / Not sure	99

QH2

Have you ever contacted the Canada School of Public Service or GCcampus with questions or issues related to a product or service they offer?

Yes	1
No	2
Don't know / Not sure	99

QH3

How did you initially contact someone at the Canada School of Public Service or GCcampus?

Telephone	1
Direct email	2
Sent email to generic mailbox	3
Social media	4
GCconnex	5
In person directly	6
Walked to a colleague's desk	7
Went to help desk	8
Client Contact Centre (CCC)	9
Other (specify)	77
Don't know / Not sure	99

QH4

When did you last contact someone at the Canada School of Public Service or GCcampus with questions or issues related to learning needs?

Within the past month	1
Within the past 3 months	2
Between 3 and 6 months ago	3
Between 6 months and a year ago	4
Between 1 and 2 years ago	5
More than 2 years ago	6
Don't know / Not sure	99

PREQH5

How well does each of the following statements describe the experience you had when contacting the Canada School of Public Service or GCcampus with questions or issues related to learning needs?

QH5A

I was able to get a satisfactory answer to my question or problem

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QH5B

My question or problem was solved in a reasonable amount of time

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QH5C

The person I dealt with was knowledgeable

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QH5D

The person I dealt with provided good information and/or advice

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QH5E

The person I dealt with understood my needs

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QH5F

The person I dealt with was courteous

Describes completely	1
Describes somewhat	2
Does not describe at all	3
Don't know/ Not sure	99

QH6

In total, how long did it take to answer your question or solve your problem after initially contacting someone at the Canada School of Public Service or GCcampus?

My question or problem has not been resolved 1
Within 1 day 2
Within a few days 3
Within a week 4
Within a few weeks 5
Within a month 6
Longer than 1 month 7
Don't know / Not sure 99

QH8

What is your preferred channel of contact?

Telephone 1
Email 2
GCtools (for example, GCconnex, GCpedia) 3
Social media 4
In person directly 5
Other (specify) 77
Don't know / Not sure 99

QI1NOTE

The School would value your opinion on the following section, not specifically from the perspective of your role as either a POC, an RTC, or an LC, but rather as someone who has a unique perspective on the learning needs within your organization.

QI1 [1,8]

Which of the following ways, if any, would be best for the Canada School of Public Service or GCcampus to use in order to reach <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> with information about their products and services?

Choose all that apply.
Canada School of Public Service website 1
GCcampus 2
Email 3
Social media 4
GCpedia and/or GCconnex 5
Intranet 6
A mobile app 7
Other (specify) 77
Don't know / Not sure 99

QI2

If the Canada School of Public Service or GCcampus had a mobile app, how likely do you think <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> would be to download it?

Very likely 1
Somewhat likely 2
Not very likely 3
Not at all likely 4
Don't know / Not sure 99

QI3 [1,3]

Why don't you think <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> would download a mobile app?

Please specify	77
Don't know / Not sure	99

PREQI4

How interested do you think <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> would be in the following features, if they were available on a mobile app provided by the Canada School of Public Service or GCcampus?

QI4A

Podcasts

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QI4B

Videos

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QI4C

Information about events, courses and other products

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QI4D

Course materials

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4
Don't know/ Not sure	99

QI4E

Online courses through the app

Very interested	1
Somewhat interested	2
Not very interested	3
Not at all interested	4

Don't know/ Not sure   99

QI4F

 Blogs
Very interested   1
Somewhat interested   2
Not very interested   3
Not at all interested   4
Don't know/ Not sure   99

QI4G

 Job Aids (downloadable materials)
Very interested   1
Somewhat interested   2
Not very interested   3
Not at all interested   4
Don't know/ Not sure   99

QI4H

 Live webcast events
Very interested   1
Somewhat interested   2
Not very interested   3
Not at all interested   4
Don't know/ Not sure   99

QI4I

 eBooks
Very interested   1
Somewhat interested   2
Not very interested   3
Not at all interested   4
Don't know/ Not sure   99

QI4J

 Case studies
Very interested   1
Somewhat interested   2
Not very interested   3
Not at all interested   4
Don't know/ Not sure   99

QI4K

 Personalized information and updates
Very interested   1
Somewhat interested   2
Not very interested   3
Not at all interested   4
Don't know/ Not sure   99

QI5 [1,3]

Are there any other features that you think <[CSPS]public servants[POC, POC Delegate, LC, RTC]public servants in your organization> would want to be included on a mobile app provided by the Canada School of Public Service or GCcampus?

Please specify	77
Don't know / Not sure	99

PREQJ2
Please indicate whether you agree or disagree with the following statements using the scale provided.

QJ2A
For many public servants, work responsibilities don't leave enough time to pursue continuous learning opportunities

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QJ2B
Many public servants, particularly older ones, don't see the need for continuous learning opportunities

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QJ2C
Many public servants would prefer to pursue learning opportunities at a school or university outside of the Government of Canada

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QJ2D
Within my organization, there are people in supervisory or management roles who are not supportive of continuous learning opportunities

Strongly disagree 1	1
2	2
3	3

4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QJ2E

There are enough learning opportunities available in my organization without going to the Canada School of Public Service or GCcampus

Strongly disagree 1	1
2	2
3	3
4	4
5	5
6	6
Strongly agree 7	7
Don't know/ Not sure	99

QJ3 [1,3]

Are there any products or services that you would be particularly interested in seeing from the Canada School of Public Service or GCcampus in the future?

Please specify	77
Don't know / Not sure	99

QK1

The Canada School of Public Service may wish to include you in follow-up research on some of the topics and issues covered in this survey. Would you be willing to be contacted to take part in this research?

Yes	1
No	2

QK2

Could you please provide the best email address and telephone number where we may reach you to participate in this follow-up research?

QK2TEL

Format: 6131112222
Do not include any dashes in the telephone number

Record number	77
No response	99

QK2EMAIL

Email:	77
No response	99

COMM [0,1]

Do you have any additional comments?

Yes (please specify)   1
No   2

THNK

<[QK1 = 1]Thank you! Please note that we may not contact everyone who agrees to participate in the follow-up research.>

Thank you for completing this survey.

APPENDIX C
PHASE 3 FOCUS GROUP RECRUITMENT SCRIPT

Recruitment Screener

Hello/Bonjour [pause… In Quebec Bonjour/Hello]. Would you prefer that I continue in English or French? Préférez-vous continuer en français ou en anglais? [CONTINUE IN LANGUAGE OF PREFERENCE]

My name is _____ from EKOS Research. We are following up on a survey you recently completed with us that was conducted on behalf of the Canada School of Public Service. You indicated that you would be interested in taking part in some follow-up research we are doing.

Would you be available to participate in a focus group during the evening of [DATE AND TIME AS PER SEGMENTS BELOW]?
> Yes
> No [THANK AND TERMINATE]

Participating in a focus group will require you to express your thoughts and opinions in a group with about 8 to 10 other people. Does this sound like something you would be comfortable participating in?
> Yes
> No [THANK AND TERMINATE]

CONFIDENTIAL/VOLUNTARY PARTICIPATION/INCENTIVE

Please note…
- Your participation in the focus group is completely voluntary and will not affect your employment with the Government of Canada.
- The purpose of the research is to understand your opinions and experiences with the Canada School of Public Service.
- The sessions will be audio and video recorded for research purposes.
- Representatives of the Canada School of Public Service may also be observing the discussions.
- The information is being collected under the authority of the Privacy Act and other applicable privacy laws.
- The full names of participants will not be provided to the Canada School of Public Service or any other third party.
- The report may include quotations of your comments during the discussion group, but you will not be identified by name and no information that could potentially identify you will be reported.
- The session will last between 1.5 and 2 hours. In recognition of your time, we are offering an incentive of $75 for your participation.

Based on this, are you interested in participating in a focus group happening on…

[DATE/TIME/FACILITY/ADDRESS]

Please note that the discussion group will last between 1.5 and 2 hours. Refreshments will be provided at the meeting, and you will be paid $75 for your participation.

Should you have any questions about the groups or if you need to cancel, please contact 1-800-388-287.

We will call you 24 hours before the group meeting as a reminder. What is the best number to reach you? [RECORD TELEPHONE NUMBER]

APPENDIX D
PHASE 3 FOCUS GROUP MODERATORS' GUIDE

Introduction (5 minutes)

- Thank you all for joining us for this important conversation.

- You are all here as public servants representing different departments. The Canada School of Public Service is sponsoring this research in order to learn how to improve the services it provides to public servants like you.

- The conversation should last between 1.5 and 2 hours.

- I have a number of questions to ask about issues you may, or may not be, familiar with.

- No one is expected to be an expert on the things we'll discuss. We're just looking for your honest opinions.

- As mentioned when we were arranging the discussion groups, we are taking an audio and video recording of the conversation. The point of recording is only for research notes and report writing – it will not be shared with our client.

- There are also a few clients observing the sessions.

- Please note that your participation is confidential and voluntary, so you can leave the discussion at any point.

- We have not shared with our client any information that would identify you personally.

- Is all of this clear? May I continue?

- To start with, I'd like to have everyone introduce themselves and say a bit about who you are. I'll start… [Round table introduction]

Training Needs (10 minutes)

- As a public servant is it easy or difficult for you to get the training you need?

  o Why easy? Why difficult?
  o How could CSPS make it easier for you?

- When it comes to training and learning opportunities, what do you feel you are in most need of?

  o Are these training opportunities available to you as a public servant?
  o [IF YES:] Who provides these training opportunities? Your department? The CSPS? Somewhere else?
  o [IF NOT:] What's missing?

- What sorts of interactions have you had with the School in the past?

  - Have you attended events, taken courses or both?
  - Have you participated in events online, in person or both?
  - Have you taken courses online, in person or both?
  - How recently have you done any of these things?
  - Have you noticed any changes with the school in recent years? (For better? For worse? Has your opinion of the school changed over time for any reason?)

  [Per each interaction above, ask participants to describe their experience in terms of the positives and negatives.]

- Before answering the survey and participating in this group, had you heard about GCcampus?

  - Did you know it was associated with the School, or did you think it was something else entirely?

- Have you ever used GCcampus before?

  - For what purpose? What did you do there?
  - Have you noticed any differences in recent years?

Online vs. In-Person (10 minutes)
  -
- Given the choice, would you generally prefer to do a course online or in-person? Or does it depend on the course?

- What are the positives/negatives involved in taking a course in-person?

  POSITIVE PROBES:
  - Better opportunity to learn/share experiences
  - In-person feels more "real"
  - In-person lets you step out of the work environment and be more focused on learning
  NEGATIVE PROBES:
  - Availability of courses
  - Time/place inconvenient

- What are the positives/negatives involved in taking a course online?

  POSITIVE PROBES:
  - More availability
  - Easier to schedule
  - Good for "factual" material

  NEGATIVE PROBES:
  - Less ability to share experiences
  - Harder to focus/avoid external distractions

Positive/ Negative Associations with CSPS and GCcampus (20 minutes)

- I'd like you to imagine that the Canada School of Public Service is a person you know. How would you describe CSPS?
  - Guide participants towards a narrative description of the School.
  - PROBES: Exciting? Interesting? Boring? Informative? Redundant? On time when you make a date? Is it hard to get in touch with CSPS? Does CSPS stay in close touch with you or are they distant?

- Now I'd like you to imagine GCcampus as a person… what are the differences from the School?
  - Is GCcampus user-friendly?
  - Is it easy to navigate and find what you are looking for?

- What reputation does the School have with your colleagues? Is it seen as the best source of learning opportunities for public servants available – or not so much?

- OK, based on your experience with CSPS and/or GCcampus, or even just based on what you've heard about it from others, I'd like you to take a few moments to write down what you see as the positive and negative aspects of the School…

  [EXERCISE: Participants will be asked to provide a list of positive and negative attributes for both CSPS and GCcampus using handout #1]
  - Discuss positives/negatives before moving on

Competitive Options (10 minutes)

- In the past, what has motivated you to attend an event or take a course from the CSPS?
  - Was it because you were told by a manager to participate or was it something you did because it was of interest to you?

- When it comes to learning opportunities to help public servants move forward with their careers, does the Canada School of Public Service offer the best options?
    - Are there other resources you've used that seem better/more relevant/more helpful?

Marketing Communications (10 minutes)

- What was the last thing you recall hearing, seeing or reading about the Canada School of Public Service, or CSPS?

- In what ways do you typically hear about CSPS?
    - Colleagues/Friends?
    - Manager?
    - Information on email?
    - Information on a website? (Which one(s)?)

- We've talked earlier about how you've heard about the school in the past. In terms of getting information to you about the products and services it offers, what do you recommend? What means would work best for the School to reach you with information?
    - PROBE: Email? Social media? Working through your department/manager/HR?
    - Are there any particular times in the year that would be best for them to communicate to you?
    - Any particular times during the month, week or even the day when you think you would be likely to notice communications from the School?
    - What sort of information would you like to receive from the School?

Accessing CSPS Services (10 minutes)

- Should the School be offering more personalized services to you? How could they do that?
    - How about mobile services? Should the School develop an app to use on your smart phone? What functions would be useful?

- Is it generally easy to register for and attend courses offered by CSPS?
    - Did you know where to go for the information you needed to participate in the event/course?
    - Is there any way CSPS could deliver its products and services that would be easier for you to access?