



Canada School  
of Public Service

École de la fonction  
publique du Canada

# Canada School of Public Service

## Your Partner in Learning

2010-2011 Report on Plans and Priorities



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The Honourable Stockwell Day  
President of the Treasury Board

Canada





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## MINISTER'S MESSAGE

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I am pleased to present the *2010-2011 Report on Plans and Priorities* for the Canada School of Public Service (Canada School), the Government of Canada's partner in learning. This report covers the period 2010-11 to 2012-13.

Working under the operational authority of the *Canada School of Public Service Act*, the Canada School contributes to the delivery of results for Canadians by ensuring that public servants at all levels and in all parts of the country have access to training and other learning opportunities that provide the knowledge and skills needed to perform their jobs effectively.



The Canada School will continue to fulfill its key role of delivering on the Government of Canada's *Policy on Learning, Training and Development* by focussing on four key areas: orientation and certification, management and professional development, leadership development, and second official language acquisition and maintenance. It will also continue to put into place measures to ensure that Canada School programs remain effective, efficient and relevant.

Recognized both domestically and internationally as a world leader in public service learning, the Canada School is well placed to support Deputy Heads as they orchestrate talent management within their organizations and is directly positioned to facilitate employee development, a key priority of Public Service Renewal.

Together with public service leaders and functional communities, as well as individual public servants, the Canada School will continue to target excellence for Canadians. This will be achieved through a professional, highly skilled workforce, grounded in common values and equipped to serve Canadians with excellence and pride.

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The Honourable Stockwell Day  
President of the Treasury Board





## SECTION I – DEPARTMENTAL OVERVIEW

### SUMMARY INFORMATION

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#### RAISON D'ÊTRE

The Canada School of Public Service (Canada School) is founded on the concept of providing a unified approach to learning for public servants. As a common learning-service provider for the Public Service, the Canada School develops the capacity of public servants at all levels and across the country to be effective in their current jobs and well-prepared for their next career challenges. Offering orientation sessions for new employees and new senior leaders encourages the internalization of public service values and ethics among public servants, as well as an understanding of the institution for which they work. Delivering a wide range of other programs contributes to leadership development, accountability and excellence, equipping public servants in all parts of Canada with the ability to provide excellent service to Canadians.

Further, Canada School programs are developed and delivered to support public servants in performing their jobs effectively; to assist functional communities, which are comprised of public service employees who share common work purposes, functions and professional interests, in addressing their common issues and developing networks; and to assist managers in understanding and implementing their delegated authorities. The Canada School also helps ensure that new policy directions are implemented by providing learning opportunities that allow public servants to acquire the necessary knowledge.

It was clear that if the public service was to continue to play its essential role in the country, we would need to place a significant, long-term focus on renewal – not only in attracting new recruits to replace people retiring, but also in developing and renewing the capacities of those continuing their careers, and in looking for new skills and new ways of doing things to meet the future challenges.

Source: [\*Sixteenth Annual Report to the Prime Minister on the Public Service of Canada\*](#), Clerk of the Privy Council and Secretary to the Cabinet

#### RESPONSIBILITIES

Established on April 1, 2004, under the [\*Public Service Modernization Act\*](#) and operating under the authority of the [\*Canada School of Public Service Act\*](#) (CSPS Act), the Canada School's primary responsibility is to ensure that public servants acquire the knowledge and skills needed to fulfill their present and future duties as effectively as possible. By providing a wide range of learning opportunities and developing a learning culture within the Public Service, the Canada School has a direct effect on expanding the



knowledge base of public servants. It also benefits Canadians in general, because the better-skilled public servants are, the more effectively the public is served.

As a departmental corporation, the Canada School is mandated under the CSPS Act to:

- Encourage pride and excellence in the Public Service;
- Foster a common sense of purpose, values and traditions in the Public Service;
- Support the growth and development of public servants;
- Help ensure that public servants have the knowledge, skills and competencies to do their jobs effectively;
- Support Deputy Heads in meeting the learning needs of their organizations; and,
- Pursue excellence in public management and administration.

As set out in the legislation, a [Board of Governors](#) is responsible for the conduct and management of the affairs of the Canada School. This Board has a prominent role in the Canada School's governance structure and is consulted on the Canada School's strategic direction. The Board of Governors, which meets at least twice a year, is composed of an equal number of public and non-public (business and academic) sector members and is responsible for the following:

- Providing advice to the President of the Canada School in support of his/her role as Accounting Officer;
- Overseeing the conduct and management of the Canada School;
- Setting strategic direction and monitoring performance in support of reporting to Parliament;
- Providing private and public sector expertise to draw on the experiences and exemplary practices that have led to success; and
- Linking to the work of the Departmental Audit Committee in the oversight of core areas of departmental control and accountability.

☞ For additional information on the Canada School's governance structure, go to <http://www.csps-efpc.gc.ca/aut/gst-eng.asp>

The Canada School's program priorities are geared to delivering results in accordance with the Treasury Board's [Policy on Learning, Training and Development](#) (the Policy), which came into effect on January 1, 2006. The Policy highlights the value of learning and the importance of creating a learning culture within the Public Service. It establishes employee, organization and employer learning responsibilities and delineates the employer's specific training requirements.

The Canada School, as a common learning service provider, is integral to Public Service Renewal, offering a broad suite of courses to incrementally advance the renewal agenda. It supports all four pillars of Public Service Renewal:

- **Planning** — By developing training material for integrated planning and supporting those involved in government planning;





- **Recruitment** — By managing the Orientation to the Public Service program for new public servants and working with the Public Service Commission to implement [Students Providing Aligned Research and Knowledge \(SPARK\)](#), which recruits university students for research projects related to policy and public administration, potentially leading to their entry into the Public Service after they graduate;
- **Employee development** — By continuing to provide relevant, timely learning to support public servants at all levels in their professional development, and to support the achievement of a professional, highly-skilled workforce.
- **Enabling infrastructure** — By continuing to support online learning and making collaborative tools available, and by implementing the Integrated Learner Management System (ILMS), which will contribute to renewing the workplace by providing an enabling infrastructure for learning for the Canada School and other government departments, and which will further foster innovation and collaborative technology in the workplace.

The CSPS Act provides for the following authorities and flexibilities to enhance year-over-year stability and operational consistency to delivery of the Canada School's mandate:

- **Revenue Re-spending Authority** (CSPS Act, subsection 18(2))  
Subject to any conditions imposed by the Treasury Board, the revenue from fees received by the School in a fiscal year through the conduct of its operations may be spent by the School for its purposes in that, or the next, fiscal year.
- **Staffing Authority** (CSPS Act, subsection 15(2))  
... the President may, on behalf of the School, appoint and employ teaching and research staff and may, with the approval of the Treasury Board, establish the terms and conditions of their employment, including their remuneration.
- **Intellectual Property Management Authority** (CSPS Act, subsection 18(1)(b))  
The Board [of Governors] may, with the approval of the Treasury Board, prescribe the fees or the manner of determining the fees ... to be charged by the School when selling, licensing the use of or otherwise making available any copyright, trademark or other similar property right held, controlled or administered by the School.

## STRATEGIC OUTCOME

The Canada School has a single strategic outcome: “Public servants have the common knowledge and the leadership and management competencies they require to fulfill their

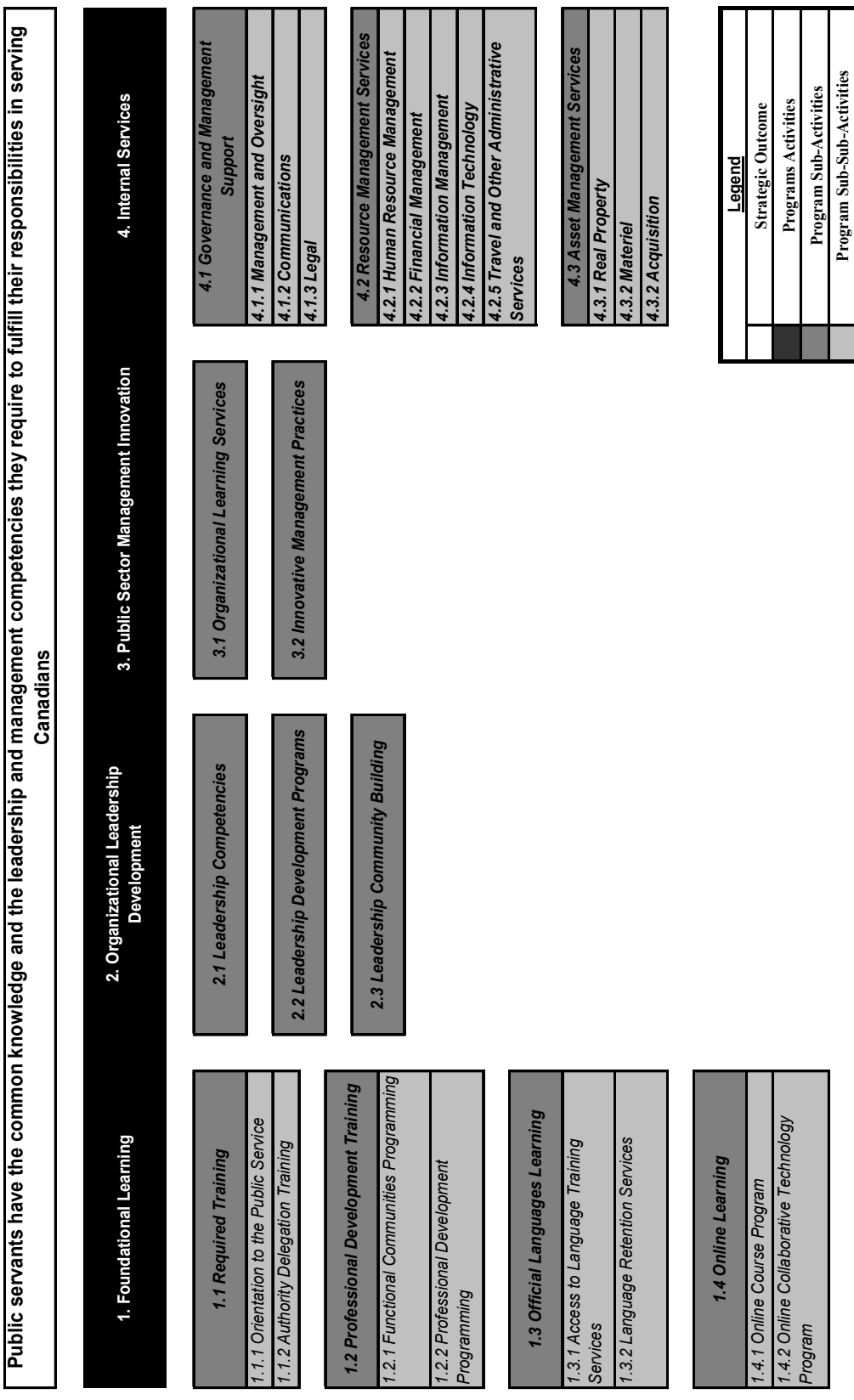


responsibilities in serving Canadians.” Four program activities support this strategic outcome:

- Foundational Learning;
- Organizational Leadership Development;
- Public Sector Management Innovation; and
- Internal Services (supports the other three program activities).

## PROGRAM ACTIVITY ARCHITECTURE

The chart below illustrates the Canada School of Public Service's complete framework of program activities, sub-activities and sub-sub-activities, which roll up and contribute to progress in achieving the strategic outcome.





## PLANNING SUMMARY

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### FINANCIAL RESOURCES<sup>1</sup>

	2010-11	2011-12	2012-13
Planned Spending (\$ thousands)	112,691	105,486	104,883
Planned Revenue (\$ thousands)	50,000	50,000	50,000

The financial resources table above provides a summary of the total planned spending for the Canada School for the next three fiscal years. The variance in forecast amounts between the years is mainly due to the reductions resulting from the horizontal strategic review of central human resources organizations.

An objective of the Government of Canada’s horizontal strategic review of human resources management conducted in 2008-09 was to ensure efficiency and effectiveness in human resources management by eliminating overlapping activities. With partners in the review, the Canada School identified ways to:

- be more efficient and effective;
- align programs more precisely with department and agency learning needs by:
  - redesigning the Orientation to the Public Service program to reduce in-class time and use more online learning;
  - restructuring leadership development programs to ensure that they meet Public Service Renewal needs;
  - expanding the use of online technology and blended learning such as virtual classroom, web conferencing, social networking, podcasting and other interactive initiatives;
- continue to work collaboratively with central agencies to develop and implement a Leadership Development Framework (LDF) that will:
  - Identify and address learning gaps along the leadership continuum;
  - Clearly define the overall approach to leadership development throughout the Public Service;
  - Support Deputy Heads in developing leaders within their organizations;
- work with organizations to achieve synergies and improve linkages between the programs; and
- increase the focus on cost recovery.

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<sup>1</sup> Revenue is forecast based on the previous year’s business level, keeping in mind that a significant percentage of the Canada School’s revenue is generated in the last quarter of the fiscal year and it is anticipated that revenues may surpass these planned amounts.



## HUMAN RESOURCES

	2010-11	2011-12	2012-13
Full-time Equivalent – FTE	940	940	940

The human resources table above provides a summary of the total planned human resources for the Canada School for the next three fiscal years.

## PLANNING SUMMARY TABLE

Strategic Outcome: Public servants have the common knowledge and the leadership and management competencies they require to fulfill their responsibilities in serving Canadians	
Performance Indicators	Targets
Change in the level of participants' common knowledge due to training (Orientation, Authority Delegation Training) received at the Canada School.	The Canada School will continue benchmarking in 2010-11 and will implement recommendations of the Formative Evaluation of Authority Delegation Training. Orientation to the Public Service will be evaluated in 2011-12.
Percentage of participants who report their learning objectives were met through Canada School leadership and management training received.	80% of respondents report learning objectives met.
Degree of satisfaction of participants with Canada School training received.	Learning activities receive an average rating of 4 on a 5 point scale on overall satisfaction.

### (\$ thousands)

Program Activity <sup>2</sup>	Forecast Spending 2009-10	Planned Spending			Alignment to Government of Canada Outcomes
		2010-11	2011-12	2012-13	
Foundational Learning	66,664	69,358	66,307	65,792	<a href="#">Government Affairs</a>
Organizational Leadership Development	18,174	13,724	11,171	11,174	<a href="#">Government Affairs</a>
Public Sector Management Innovation	9,367	11,647	11,347	11,347	<a href="#">Government Affairs</a>
Internal Services (note A)	37,145	17,962	16,661	16,570	
<b>Total Planned Spending</b>	<b>131,350</b>	<b>112,691<sup>3</sup></b>	<b>105,486</b>	<b>104,883</b>	

<b>Amounts included in Total Planned Spending</b>	--	--	--	--	
Responsible Revenue Carry Forward (S) (note B)	9,657	--	--	--	
Other adjustment (note C)	876	--	--	--	

Cost of services received without charge (note D)	15,194	14,227	14,255	14,227	
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<sup>2</sup> For program activity descriptions, please access the Main Estimates online at <http://www.tbs-sct.gc.ca/est-pre/index-eng.asp>

<sup>3</sup> Revenue is forecast based on the previous year's business level, keeping in mind that a significant percentage of the Canada School's revenue is generated in the last quarter of the fiscal year and it is anticipated that revenues may surpass these planned amounts.



**Notes:**

- A. The planned spending for Internal Services in 2010-11 is \$19.1 million less than the amount forecast for 2009-10 to reflect the offsetting of planned revenues in the amount of \$50 million.
- B. (S) Statutory item — revenue received by the Canada School in a fiscal year may be spent in the current or next fiscal year.
- C. Operating budget carry-forward from 2008-09.
- D. Includes the following services received without charge: accommodation charges (Public Works and Government Services Canada); and contributions covering the employer’s share of employees’ insurance premiums and expenditures (TBS).

**CONTRIBUTION OF PRIORITIES TO STRATEGIC OUTCOME**

Operational Priorities	Type	Links to Strategic Outcome	Description
<i>Support to functional communities</i>	Ongoing	<p>This initiative contributes to public servants having the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians.</p> <p>The support to functional communities contributes directly to the first program activity of <i>Foundational Learning</i> as it ensures that common knowledge and competencies are developed among functional community members.</p>	<p><b>This is a priority because</b> in his 16<sup>th</sup> Annual Report, the Clerk of the Privy Council highlighted the need to increase focus on functional communities.</p> <p><b>Plans for meeting the priority</b> The Canada School will continue to work with Office of the Chief Human Resources Officer (OCHRO) to implement a strategic approach, focussing on priority communities and to professionalize the public service through networking and peer learning, including specialized knowledge and skills required for functional specialists to perform their jobs.</p>
Implementation of the Leadership Development Framework	New	<p>The primary objective of the Leadership Development Framework is to define clearly the overall approach to leadership development throughout the Public Service. The implementation of Canada School programming to support the Leadership Development Framework contributes directly to the second program activity of <i>Organizational Leadership Development</i>.</p>	<p>The Canada School, in collaboration with central agencies, support the Leadership Development Framework through programming and services.</p>



Management Priorities	Type	Links to Strategic Outcome	Description
Continued internal efforts to improve efficiency and effectiveness in operations  Continue to improve business processes	Ongoing	These internal priorities will increase the Canada School's ability to deliver on its Strategic Outcome.	The Canada School will focus on enhancing integration in its planning process and making the most efficient use of resources in the provision of learning offerings, including an increased use of blended learning techniques <sup>4</sup> .  Business process improvements will be facilitated by the implementation of the ILMS (see below). The Canada School will also continue to look for cost savings and identify innovative best practices within the department through the Innovation Committee.  Through continuous performance and client analysis monitoring, the Director General's Monitoring Committee facilitates informed decision-making to support priorities as identified through the business planning framework.
Implementation of Integrated Learner Management System (ILMS)	New		The new system will support the management of all aspects of learning (e.g., administrative functions; maintenance of learner records; creation, organization and maintenance of the content of learning programs) resulting in improved data integrity and operational efficiencies. It will also provide modern on-line learning and collaborative tools. Moreover, it will be a significant contribution to improving government-wide enabling infrastructure, which will support Public Service Renewal.

## RISK ANALYSIS

As part of its risk management efforts, the Canada School continues to monitor and analyze risks of strategic importance for organizational success and performance, with particular reference to curriculum planning and design, registration management, information technology management and workforce management. These risks are managed proactively using measured approaches aimed at ensuring the pursuit of innovative practices and opportunities, and ensuring that potential issues or challenges

<sup>4</sup> Blended learning techniques combine different learning methods such as classroom courses with online learning.



are anticipated and addressed in a manner that results in a positive cost-benefit advantage for the Canada School and its stakeholders.

#### *Curriculum planning and design*

Learning affects the federal government's ability to recruit and retain the talent needed to provide high quality services. Relevant learning products and services must be made available on a timely basis in order to maintain client satisfaction and avoid risks relating to missed opportunities and revenue shortfall. It remains a continuous challenge to complete curriculum planning sufficiently in advance of the next fiscal year to allow sufficient time for course design and advertising. The Canada School continues to design and offer a full suite of relevant and timely learning products and services in support of Public Service Renewal priorities. A formalized Canada School-wide curriculum review process is implemented and linked to the business planning cycle. Inter-departmental meetings and survey methods are used to collect information about courses and curriculum, and bi-annual briefings are made to the Canada School Board of Governors to seek advice aimed at ensuring that Public Service learning needs are met. Blended learning, including e-learning methods, will continue to be implemented to maximize the effectiveness of delivery methods and the use of time available for learning.

#### *Registration management*

The Canada School is dependent on effective registration systems for accumulating and processing registrations, to avoid risks relating to missed registrations and lost revenue. Four legacy registration systems were in place when the Canada School was created. They are now reaching the end of their useful life and require replacement in order to ensure ongoing system reliability, data integrity and timeliness of information. To address this situation, the Canada School has updated its registration portal, developed an integrated database for registrations, and will implement a new ILMS incrementally over the planning period. ILMS will provide better reporting capability, increase operational efficiency and facilitate the exchange of information with departments and agencies.

#### *Information technology management*

Information technology management is critical for the successful implementation of ILMS and for supporting ongoing operations. The Canada School must be effective at identifying and managing its technology priorities and investments, and providing satisfactory maintenance and support services in order to avoid the risk of inadequate solutions, unreliable applications or delays in the implementation of critical infrastructure. An Information Technology Committee oversees planning and investment processes pertaining to information technology and a new project prioritization framework will be implemented.

#### *Workforce management*

Workforce management continues to present challenges across the Public Service. Human resource management practices must ensure that qualified employees are hired on a timely basis and are motivated to perform. Otherwise, significant risks to program delivery capacity may be experienced due to vacant positions and/or excessive turnover.





The Canada School is evolving and maturing as an organization, which causes periods of change within its workforce. Adjustments continue to be made for supporting strategic priorities and meeting the demand for learning products and services, as well as for aligning learning activities with government priorities. The nature of the Canada School's business requires a specialized skill-set in adult education together with a deep knowledge of the government context, a combination not always easy to find.

The Canada School is focusing on talent management by:

- Encouraging the development of competencies and skills among existing employees and ensuring that knowledge of government context is a criteria when hiring;
- Utilizing the Federal Student Work Experience Program with an aim to increasing the recruitment of talented university graduates;
- Continuing to foster the Canada School's managers' community; and
- Identifying partnership opportunities.

Aligning human resources planning with business planning is essential to ensuring that the necessary staff and skills sets are in place to support business priorities. Staffing plans and initiatives are being strengthened to support managers in recruiting and retaining employees with the required competencies. Learning plans, which are updated annually, contribute to recruitment efforts, employee motivation, the enhancement of competencies and skills, improved retention and succession planning. A reporting framework for monitoring human resources management performance, together with exit interviews, internal workplace surveys and a working group that proposes corrective action, are in place to deal with employee issues and enhance staff retention.

The Canada School continues to support the Budget 2009 initiative on enhancing student employment in the federal public service. To this end, the Canada School received funding of \$30K in 2010-11 under Canada's Economic Action Plan.

## **EXPENDITURE PROFILE**

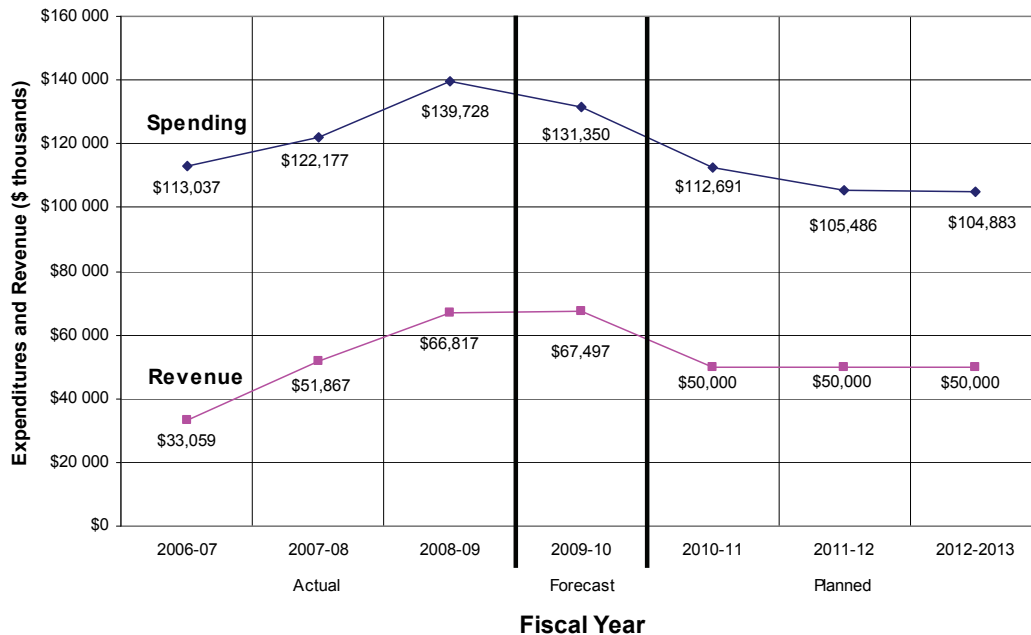
The Canada School receives appropriated funding for certain foundational learning, notably training required under the [\*Policy on Learning, Training and Development\*](#), including the Orientation to the Public Service program and Authority Delegation Training. Appropriated funds also support learning related to official languages proficiency and maintenance, as well as learning components of the corporate leadership programs that are being phased out as a result of the 2008-09 horizontal strategic review of central human resources organizations. The remaining learning products and services that the Canada School develops and delivers operate on a cost-recovery basis.

The current economic situation may result in reduction in some government departments' budgetary allotments to discretionary training and, as may be noted in the following chart, the Canada School revenue growth in 2009-10 has slowed relative to



recent years. Should this trend continue, it would impact on the Canada School’s capacity to design, develop and offer courses in support of departments and public servants’ learning needs. The Canada School will continue to ensure that it is best positioned to address the common learning needs of the Public Service.

Spending and Revenue Trends

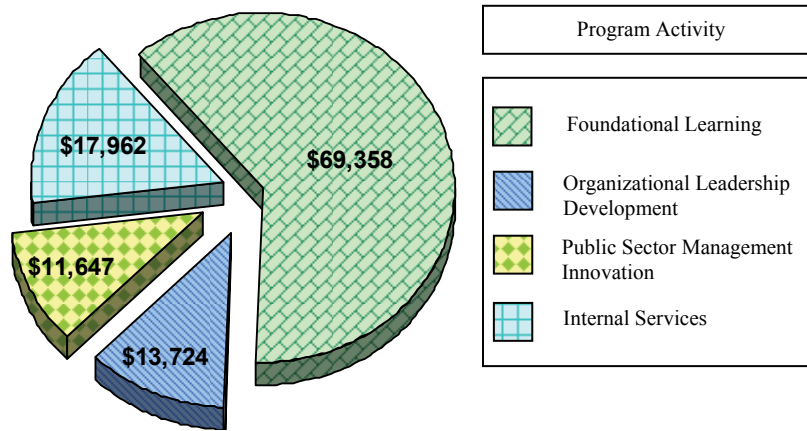


The actual spending and revenue earned for 2006-07 to 2008-09 reflect the amounts presented in the Canada School’s Departmental Performance Report for each of those years. Revenue is forecast based on the previous year’s business level, keeping in mind that a significant percentage of the Canada School’s revenue is generated in the last quarter of the fiscal year.

The 2009-10 forecast spending and revenues are based on regularly updated monitoring reports. The planned spending, including spendable revenues, is based on the amounts presented in the annual reference level update (ARLU) for the Canada School for the period 2010-11 to 2012-13, net of the reductions resulting from the horizontal strategic review of central human resources organizations.



### 2010-11 Planned Spending (\$ thousands)



### VOTED AND STATUTORY ITEMS

(\$ thousands)

Vote # or Statutory Item (S)	Truncated Vote or Statutory Wording	2009-10 Main Estimates	2010-11 Main Estimates
40	Program expenditures	58,330	56,214
(S)	Contributions to employee benefit plans	5,860	6,477
(S)	Spending of revenues pursuant to Subsection 18(2) of the <i>Canada School of Public Service Act</i>	50,000	50,000
<b>Total</b>		<b>114,190</b>	<b>112,691</b>





## SECTION II – ANALYSIS OF PROGRAM ACTIVITIES

### STRATEGIC OUTCOME

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The Canada School has a single strategic outcome:

**Public Servants have the common knowledge and the leadership and management competencies they require to fulfill their responsibilities in serving Canadians.**

Through the delivery of this strategic outcome, the Canada School provides long-term benefits for Canadians by ensuring that public servants across the country have and maintain the required knowledge and competencies to serve Canadians with excellence now and in the future.

In support of its strategic outcome and in accordance with direction from the strategic review of human resources management, the Canada School is continuing to enhance outreach to departments and functional communities, strengthening promotion and awareness building and increasingly using technology to further understand the importance of continuing education at all levels.

In program development, the Canada School must consider:

- Government-wide and departmental priorities;
- Departmental and individual learning needs;
- Anticipated demand for training;
- The revenue generation required to design, develop, deliver and adapt/maintain programs; and
- The continuing need for qualified instructors, facilitators and subject matter experts.

Being client-focused, responsive and ready to adjust offerings to fit government and departmental priorities and consequent learning needs are critical. To this end, planning, monitoring, analyzing trends and ongoing tracking of budgets, expense, revenues and return on investment remain particularly essential.

The Canada School has identified six groups of learners in the Public Service to ensure the most effective targeting of learning opportunities and training:

For additional information on these learning communities, go to <http://www.cspsefpc.gc.ca/lco/index-eng.asp>.

- All Public Servants
- ▲ Functional Specialists
- ▼ Supervisors
- ▲ Managers
- ◆ Senior Managers
- Senior Leaders



## Integrated Learner Management System

The Canada School is implementing a new ILMS in April 2010. The system will support the management of all aspects of learning, ranging from administrative functions such as the scheduling of classes and maintenance of learner records, to the creation, organization and maintenance of the content of learning programs. The new system will replace four legacy systems. Expected results are streamlined business processes, operational efficiencies, and consolidation of learner information to better support information to Deputy Heads on their employees' learning. The ILMS will also provide modern on-line learning and collaborative tools, positioning the Canada School to remain innovative and at the forefront of learning in the future. Beyond what the new ILMS system will do for the Canada School, it is a significant contribution to improving government-wide enabling systems for Public Service Renewal, in particular the interoperability of systems and information.

### **BENEFITS FOR CANADIANS**

By ensuring that public servants across the country have access to the learning required to serve Canadians most effectively, the Canada School provides long-term benefits for Canadians. A well-educated, highly trained Public Service serves Canada more effectively and efficiently and provides a competitive advantage for the country.



## PROGRAM ACTIVITIES

### FOUNDATIONAL LEARNING

Sub-activities

- 1.1 [Required Training](#)
- 1.2 [Professional Development Training](#)
- 1.3 [Official Languages Learning](#)
- 1.4 [Online Learning](#)

The Canada School contributes to building a professional workforce by providing the learning required for public servants to perform effectively in their current job and to meet the challenges of the next job in a dynamic, bilingual environment through the

provision of foundational learning activities. The learning opportunities the Canada School develops and delivers are aligned with Public Service management priorities and meet the requirements of the [Policy on Learning, Training and Development](#) and associated knowledge standards.

	2010-11	2011-12	2012-13
Planned Spending (\$ thousands)	69,358	66,307	65,792
Planned Revenue (\$ thousands)	38,502	38,502	38,502
Full-time Equivalent – FTE	443	443	443

Expected Result: Public servants' learning objectives are met in the foundational learning activities provided by the Canada School of Public Service	
PERFORMANCE INDICATOR	TARGET
Percentage of public servants who report their learning objectives were met through Canada School foundational learning activities.	80% of respondents report learning objectives met.

The Foundational Learning program activity contributes to the strategic outcome by providing the common knowledge required by public servants. To achieve this, the Canada School aims to ensure that:

- Participants are able to complete the Orientation to the Public Service program and the Authority Delegation Training within the timeframes required by the Policy;
- Based on standards established by the employer, participants are equipped to understand the workings of Parliament and government, values and ethics in the Public Service, their accountabilities and their role in serving Canadians;
- Senior leaders are provided with the knowledge to fully understand and execute their accountabilities; and

#### INNOVATIVE PRACTICES

Expanding the use of technologies such as:

- Web conferencing, social networking, podcasting, virtual classroom and other interactive initiatives.
- Increasing the integration of blended learning techniques in the offerings.
- Promoting online collaborative tools and products.

Working with select Canadian universities to provide access to language training products to university students through a pilot project.



- Learning evaluations and participant feedback are obtained regularly and used to ensure continued relevance and excellence of Canada School programming.

Four initiatives support this program activity:

- **Required Training** — Includes Orientation to the Public Service and Authority Delegation Training
- **Professional Development Training** — Includes Functional Communities Programming and Professional Development Programming
- **Official Languages Learning** — Includes Access to Language Training Services and Language Retention Services
- **Online Learning** — Includes Online Course Program (*Campusdirect*) and Online Collaborative Technology Program

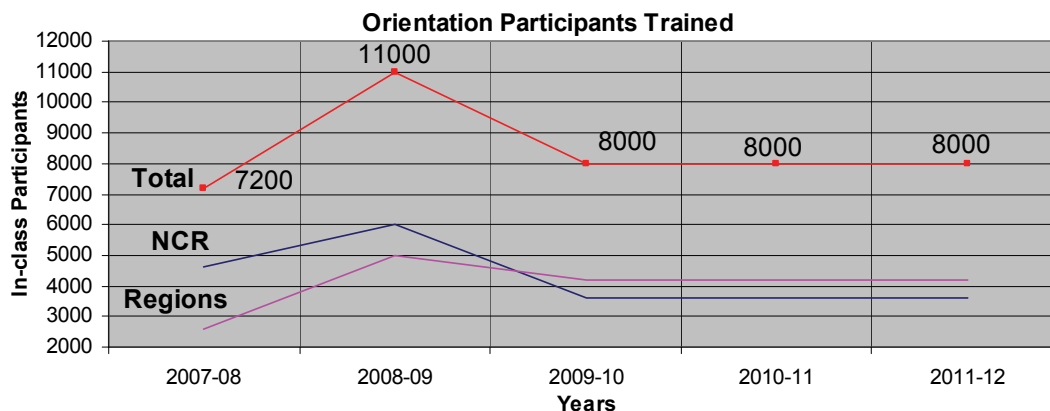
### Required Training

#### *Orientation to the Public Service*

Orientation programs are offered to new public servants to provide a foundational understanding of government and the concepts of the values, ethics and responsibilities that they will draw upon throughout their careers. The Canada School uses a blended learning approach of a one-day classroom session, complemented by prerequisite online training to:

- meet the annual demand of 8,000 or more in-class participants annually, in both the regions and the National Capital Region;
- meet demand within existing resources; and
- respect its horizontal strategic review commitment.

The program is closely monitored to ensure it complies with the employer’s knowledge standards, government priorities and the objectives of Public Service Renewal.



Orientation is also offered to senior leaders taking on new levels of responsibilities, to strengthen the strategic leadership capabilities of Assistant Deputy Ministers through the discussion of best practices and exemplary behaviours and by examining the role of the government's strategic management agenda.





### *Authority Delegation Training*

In accordance with the [Policy on Learning, Training and Development](#), the Canada School continues to deliver Authority Delegation Training to four groups of employees: supervisors, managers, executives (EX-01 to EX-03 levels) and assistant Deputy Heads. The goal of the mandatory training and assessment is to ensure these groups are equipped to exercise their delegated authorities. Following the recommendations put forward in the [Formative Evaluation of Authority Delegation Training](#) conducted by the Evaluation Division, the Canada School will continue to modify the program to meet expectations, make the most effective use of technology and be cost-effective.

The Canada School also provides ADT training for an increasing number of public servants on a developmental basis who are preparing for the next career challenge.

Mandatory training is provided within the Canada School's funding envelope by:

- Employing a blended learning approach similar to that adopted for the Orientation to the Public Service program; and
- Responding to participant feedback.

### Professional Development Training

Certain aspects of the work of federal public servants are unique and challenging. Leaders, managers and all public servants are obliged to master the "craft of government". This includes the methodologies for conducting business in federal departments and agencies to comply with legislation and the principles of an open, parliamentary democracy. It also includes the roles and responsibilities of public servants to serve Ministers and deliver the Government's agenda while performing their duties in a politically impartial manner.

The Canada School is also responding to ongoing demand from departments and agencies for customized courses. In 2010-11, with reference to overall priorities, the Canada School will continue to establish and streamline memoranda of understanding (MOUs) with departments and agencies to design and deliver courses that will support Deputy Heads' accountability for addressing learning in their organizations and ensure a cohesive approach within organizations.

### *Functional Communities Programming*

In accordance with its commitments to the Public Service Renewal agenda and in support of Deputy Heads' accountability for learning in their organizations, the Canada School continues to work with key functional communities to:

- Ensure that specialists in functional communities meet professional standards established by the employer;
- Identify strategic issues;
- Address evolving needs and tailor content for functional communities;



- Provide ongoing and timely professional development of functional community members;
- Develop curricula for priority areas such as Information Management, Internal Audit, Human Resources and Financial Management Professionals;
- Deliver required training for the Information Management and Procurement, Materiel Management and Real Property communities; and
- Update courses to take into account changes from the Treasury Board Policy Renewal exercise.

For example, effective April 1, 2010, the Canada School will launch a required curriculum for financial management professionals, aimed at providing them with a set of core skills relating to control frameworks, the government planning cycle and financial systems. Also, in response to a special report from the Information Commissioner on the implementation of Access to Information principles and practices within the Government of Canada, tabled in February 2009, the Canada School will offer a new course on Access to Information this fiscal year, as well as review and update the Access to Information and Privacy content of Information Management courses and policy references in Authority Delegation Training courses.

We are entering a new stage in the renewal of the public service, as we begin to see new ideas and initiatives emerging in departments and agencies, and from employee-driven networks of all types.

Functional communities and professional groups, as well as a number of regional councils, have shown energy and imagination in addressing the challenges facing their members.

[...] We will increase our focus on **functional communities**. To date, they have supported renewal through capacity building, with the identification of learning priorities and the development of long-term strategies to address specific challenges identified through demographic studies.

Source: [\*Sixteenth Annual Report to the Prime Minister on the Public Service of Canada\*](#), Clerk of the Privy Council and Secretary to the Cabinet

### *Professional Development Programming*

In addition to specific learning needs of communities, the Canada School continues to offer a wide range of professional management and leadership skills and competency development training through regular calendar and more targeted MOU offerings.

A key and continuing focus in the context of Public Service Renewal has been to support managers' learning needs by:

- Expanding relationships with the Public Service manager community across the country; and
- Developing new products, as part of its performance management curriculum.



To effectively support demand in the context of professional development, the Canada School is:

- developing and adapting curricula leveraging technology to meet changing Public Service needs;
- offering a more integrated and blended learning approach;
- promoting a more integrated approach for exchanging information across program areas;
- developing and maintaining a community of practice for internal and external instructors delivering the Canada School's professional development programming; and
- undertaking collaborative development of a new fundamental management skills learning opportunity for managers.

### Official Languages Learning

#### *Access to Language Training Services*

The Canada School facilitates on-time access to quality-assured and cost-efficient language training to provide to all public servants opportunities for second official language development and maintenance. In 2010-11, the Canada School will continue to work with key stakeholders, foster partnerships with other learning institutions and leverage technology to enhance services and find innovative ways to advance the language-training agenda. The Canada School will also continue to offer direct language training services in parts of Canada where quality-assured suppliers do not have the capacity to deliver the training. Finally, the Canada School will continue to support the creation a National Master Standing Offer for language training services.

As part of the initiative: *A Roadmap for Canada's Linguistic Duality: Acting for the Future*, the Canada School of Public Service is providing the learners from 11 selected Canadian universities with access to several Canada School second language online learning products and the Canada School is committed for three years with an investment of \$2.5 million (2009-12). The objectives of this project are not only to increase the number of bilingual graduates who join the federal public service, but also to increase the understanding and knowledge of linguistic duality among participating university students.

#### *Language Retention Services*

The demand for online tools and products for language maintenance and tailor-made language learning is growing. The Canada School aims to deliver consistent and timely access to language-retention services and tools in all parts of the country to promote an active culture of bilingualism in the workplace.

### Online Learning

#### *Online Course Program*



Evaluations and an increased use of online training provide clear indications of public servants' interest in and preference for online learning. In a time of efforts to reduce travel costs, the Canada School is responding to the demand by increasing access to custom online learning tools and products across the country.

The Canada School is supporting:

- the development and delivery of e-learning and blended learning products;
- integrated learning solutions through the use and maintenance of learning portals;
- preparing *Campusdirect* for migration to the ILMS infrastructure;
- increasing availability of commercial course offerings through *Campusdirect* and making them available to departments and agencies on a cost-recovery basis; and
- exploring authorware and developing of standards and guidelines based on best practices.

#### *Online Collaborative Technology Program*

The Canada School is expanding its use of technologies such as Web conferencing, social networking, podcasting, virtual classroom and other interactive initiatives. This requires the continued development of expertise and service provision capacity in e-learning and online collaborative tools and vehicles, such as the Community of Practice Portal, to promote interaction, learning, dialogue and knowledge exchange.

The ILMS system and infrastructure being implemented by the Canada School support the adoption of new technologies. The Canada School is also collaborating with departments and agencies to address restrictions on Internet access to enable online learning.

#### **Planning Highlights**

Over the next three years, the Canada School will build on these activities and:

- Continue to monitor, assess and update programs to ensure consistency and relevance in program delivery to address government priorities and objectives;
- Establish and maintain a stable human resources structure to ensure capacity;
- Extend partnerships with professional associations and academic organizations to build additional capacity;
- Continue to build relationships with, and design courses for priority functional communities;
- Strengthen relationships with managers and with client departments and agencies to help meet the learning needs of managers and public servants across the country;
- Leverage the use of technologies, including blended solutions, expand the use of self-assessment and self-instruction tools and collaborative technologies to facilitate learning and ensure future functionality with the ILMS; and
- Continue to expand regional delivery to more locations, leverage new



technologies and diversify service offering for senior officers and executives in the regions.

**ORGANIZATIONAL LEADERSHIP DEVELOPMENT**

Sub-activities	<a href="#">2.1 Leadership Competencies</a> <a href="#">2.2 Leadership Development Programs</a> <a href="#">2.3 Leadership Community Building</a>
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The Canada School strengthens the Public Service and contributes to Public Service Renewal by building strong leadership competencies for existing and emerging leaders through the provision of leadership development activities such as targeted courses, programs, seminars and events.

	2010-11	2011-12	2012-13
Planned Spending (\$ thousands)	13,724	11,171	11,174
Planned Revenue (\$ thousands)	7,456	7,456	7,456
Full-time Equivalent – FTE	102	102	102

Expected Result: Public service managers', executives' and senior leaders' learning objectives are met through organizational leadership development at Canada School of Public Service	
PERFORMANCE INDICATOR	TARGET
Percentage of public service managers, executives and senior leaders who report their learning objectives were met in organizational leadership development at Canada School of Public Service.	80% of the respondents report learning objectives met.

There is ongoing demand for programs that develop leaders for a modern Public Service because of the anticipated high retirement rates among employees and executives and the importance of ensuring strong leadership.

Three initiatives support this program activity:

- Leadership Competencies
- Leadership Development Programs
- Leadership Community Building

Leadership Competencies

Public service supervisors, managers, executives and senior leaders require access to learning opportunities to help them enhance their ability to lead change and meet corporate goals. The Canada School will continue to provide Public Service leaders with tools and opportunities designed to develop and strengthen empowered individuals, developed organizations and strong networks. In support of Public Service Renewal, the Canada School will design and deliver offerings to assist supervisors, managers, executives and senior leaders to enhance their leadership skills to coach employees, lead change, meet corporate goals and attain management excellence.



In 2010-11, the Canada School will continue to make learning in support of talent management a priority and to offer a range of leadership programs, seminars and training, such as the new Management Excellence series, Leadership Across Borders, and Coaching Skills, to align Canada School offerings with departmental management processes.

In addition to offering leadership program, aligning programs to support Deputy Heads' accountabilities and building stronger ties with learners through learning advisory committees to determine needs, the focus will be on integrating new tools and promoting the use of existing tools such as the 360<sup>0</sup> feedback instrument. The Canada School will also put in place a new blended performance management curriculum for managers leveraging technology to support Public Service Renewal priorities.

In the face of ever-increasing globalization, public servants need to achieve a better understanding of the international context in which they work, comparative management approaches and leading-edge practices in other jurisdictions. Therefore, Canada School programming aims to enhance:

- Awareness of the global context (through programs such as How Washington Really Works, the International Speakers Series, and the Advanced Leadership Program); and,
- Key leadership and professional skills and competencies (through courses on communications and engaging stakeholders, citizens and employees).

**INNOVATIVE PRACTICES**

Expanding and strengthening leadership programs on a curriculum basis by filling key gaps, expanding partnerships, developing new tools and promoting the use of existing tools such as 360<sup>0</sup> feedback.

Increasing public servants' knowledge of international issues and their understanding of the management role in a global context.

Providing leaders with peer-learning opportunities to discuss issues and priorities of common interest, build networks and share best practices.

Leadership Development Programs

Recognizing that Public Service leaders must be able to manage and lead a more diverse workforce that has had differing learning and formative experiences, the Canada School supports Deputy Heads in developing talent management strategies by offering a comprehensive suite of leadership programs for employees with high potential, and in aligning learning with the management improvement objectives of government and departmental business priorities. Delivering programs designed to provide leadership development skills in support of succession planning and talent development and retention remains a priority.

The overall aim is to develop leaders who achieve excellence in serving Canadians and advising Ministers. This work requires the ongoing development of in-house resources with detailed knowledge of the craft of government, as well as partnerships with universities to support research and program design.



Following on the 2008-09 human resources horizontal strategic review, the Canada School is consolidating resources to focus on program integration, using more market-tested programming and completing the leadership development continuum. The Canada School, along with other central agencies, is phasing out a number of centrally-managed leadership development programs.

In 2010-11, the Canada School will continue to implement *leadership*, a multi-faceted program that targets high-performing individuals with strong leadership potential who aspire to entry-level management roles. The program will be delivered in a new more cost-effective format, including an increased focus on a blend of management skill and leadership skill development, and enhanced use of customized online *Campusdirect* courses to complement the other elements of the program.

### Leadership Community Building

In support of peer learning, the Canada School will continue to provide leaders with opportunities to discuss issues and priorities of common interest, build networks and share best practices.

In the interests of ensuring that leaders keep current with the latest management techniques, the Canada School is continuing to build an inventory of emerging management issues, leading-edge speakers and leading practices (e.g., the new Management Excellence Series). Plans for new ways to support organizational learning, strengthen relationships with academics and international partners and enhance program delivery are underway, as are continuing leadership research and program evaluation.

#### **Planning Highlights**

Over the next three years, the Canada School will build on these activities and:

- Continue the consolidation and strengthening of offerings;
- Identify learning needs by developing and documenting leading practices and building programming to fill gaps;
- Ensure a strong leadership development course continuum;
- Target new opportunities to develop leadership in a global context;
- Continue extending the reach of offerings in the regions;
- Capitalize on new technologies to facilitate the development of leadership competencies; and
- Expand blended learning opportunities.



## PUBLIC SECTOR MANAGEMENT INNOVATION

Sub-activities

3.1 Organizational Learning Services  
3.2 Innovative Management Practices

The Canada School enhances the performance and effectiveness of the Public Service by integrating individual development of public servants with organization-focused solutions for learning, change management and management innovation. It also

documents and disseminates innovations and leading practices in public management, and provides public service organizations with advice and support regarding learning, change management and innovation in public sector management.

	2010-11	2011-12	2012-13
Planned Spending (\$ thousands)	11,647	11,347	11,347
Planned Revenue (\$ thousands)	4,042	4,042	4,042
Full-time Equivalent – FTE	77	77	77

Expected Result: Public service organizations have access to the tools and services to help them integrate learning, manage change and innovate and integrate learning and by adapting best practices	
PERFORMANCE INDICATORS	TARGETS
Number of outreach activities and public sector management advisory services and tools provided to public service organizations (National Capital Region and Regions).	30 organizations provided with learning advice/services.  6 outreach activities: 2 best practices products and 4 University Relations activities delivered.
Degree of satisfaction of public service organizations with Canada School of Public Service's public sector management advisory services.	80% satisfaction rate.

Two initiatives support this program activity:

- Organizational Learning Services
- Innovative Management Practices

### Organizational Learning Services

Client-focused service is a high priority for the Canada School. Providing a single window for departments and agencies to receive learning advice and ensuring that their corporate and individual learning needs are addressed are key. The Canada School aims to offer customized programming to help departments and agencies achieve Public Service Renewal objectives

through team-based solutions that integrate research on management innovations and leading practices, individual development and organizational change management.

#### INNOVATIVE PRACTICES

Identifying opportunities for collaboration across organizations for added synergies in public service learning

Promoting best practices and case study research agenda





Moreover, the Canada School works to support the Network of Learning and Development Institutes and departmental required training coordinators.

In 2010-11, the Canada School will focus on increased responsiveness through further tailoring of offerings to meet client needs. It will continue to support learning and capacity building in the context of organizational change by focusing on solutions and best practices. The Canada School will work with Learning Advisory Committees that provide a forum for discussion of the learning and development requirements of Deputy Heads and Associate Deputy Heads and how those needs can be met by the Canada School.

The Canada School will continue delivering projects with the Canadian International Development Agency, on a cost-recovery basis, to facilitate knowledge transfer and innovative management development training. Work will also continue with regional federal councils across the country and departments and agencies to identify regional and organizational learning needs.

#### Innovative Management Practices

In today's rapidly changing environment, learning in the Public Service must be innovative and responsive.

In consideration of Public Service Renewal, strengthening partnerships with universities and other post-secondary institutions and recruiting talented graduates remain priorities. It is also important to align research with renewal activities and increase online learning.

During 2010-11, the Canada School will:

- Continue promoting innovation;
- Continue sharing best practices;
- Promote networking by integrating classroom, distance and online training; and
- Facilitate the recruitment of talented university graduates into the Public Service.

#### **Planning Highlights**

Over the next three years, the Canada School will build on these activities and:

- Continue to support departmental strategic change management needs through ongoing trend analyses and consultations to remain at the forefront of strategic change management;
- Consolidate the Canada School's university-related offerings to continue to promote innovation and sharing of leading practices, as well as to facilitate recruitment of talented university graduates into the public service; and
- Identify additional international partnership opportunities, including further connections with the Canadian International Development Agency, to respond to international needs.



## INTERNAL SERVICES

Sub-activities

- 4.1 Governance and Management Support
- 4.2 Resource Management Services
- 4.3 Asset Management Services

Internal Services are groups of related activities and resources that are administered to support the needs of programs and other corporate obligations of an organization. These groups are: Management and Oversight Services; Communications Services; Legal Services; Human Resources Management Services; Financial Management Services; Information Management Services; Information Technology Services; Real Property Services; Materiel Services; Acquisition Services; and Travel and Other Administrative Services. Internal Services include only those activities and resources that apply across an organization and not to those provided specifically to a program.

	2010-11	2011-12	2012-13
Planned Spending (\$ thousands)	17,962	16,661	16,570
Full-time Equivalent – FTE	318	318	318

In 2010-11, the Canada School will continue to use innovative and client-focused marketing and promotion of programs, courses and services. Also, the Canada School will continue to propose an integrated marketing approach that outlines activities in the following areas: brand experience, promotional channels, e-marketing, ongoing interventions (such as annual campaigns), targeted interventions and regional marketing.

Monitoring of the Canada School’s governance structure, which was formalized in 2008-09, will continue to support effective decision-making, policy development, strategic management and integration across the organization. Ongoing support is provided to the Minister and the Canada School’s Board of Governors.

Integrated planning and aligning financial, human resources, operational activities and risk management with performance objectives, the Program Activity Architecture and the Performance Measurement Framework are current priorities. Further streamlining of corporate reporting documents, such as the *Report on Plans and Priorities* and the *Departmental Performance Report*, continues and relationships with Treasury Board Secretariat analysts will be further strengthened to ensure timely and effective consultations. Work will also continue to meet the Canada School’s Management Accountability Framework objectives.

**INNOVATIVE PRACTICES**

- Supporting functional communities
- Professionalizing the Public Service through networking and peer learning
- Integrating planning
- Increasing the use of technology
- Blending course offerings to include classroom, online and distance learning



The updated Corporate Risk Profile and action plans are in place and results are being tracked. Monitoring and enhancement of the internal audit function will continue to ensure compliance with the Treasury Board *Internal Audit Policy*.

The following internal audits, started in 2009-10 will be completed in 2010-11:

- System Under Development Audit of ILMS; and
- Audit of Compensation for Certain Non-Indeterminate Employees.

As well, the Canada School is part of the scope of the Office of the Auditor General Audit of the Modernization of Human Resources Management, which will be tabled in Parliament in 2010-11.

The Canada School's Evaluation Plan will be updated to reflect the requirements of the new Treasury Board *Evaluation Policy* and results from evaluations will be used to inform management decision-making.

The results of the [\*Formative Evaluation of the Authority Delegation Training\*](#), completed in the last fiscal year, are being incorporated in the program's redesign. The Orientation program is to be evaluated in 2011-12. Results of this evaluation will be used in a similar way. In, the same vein, the first evaluation of the Procurement, Materiel Management and Real Property functional community, started in 2009-10, will be completed in 2010-11 and will be incorporated in program redesign and enhancement. The evaluation of the Online Collaborative Technology project was also initiated in 2009-10 and will also be completed in 2010-11. The results of this evaluation will inform implementation of the ILMS.

Communications will keep enhancing the Intranet site and other communications tools to support the Canada School objectives and priorities in supporting learning across the Public Service by contributing to a healthier work environment in supporting activities and commitment to make the organization a healthier work environment, and by providing employees with clear and timely information to support them in doing their jobs.

The Canada School will continue to develop its costing model with the goal of achieving consistent costing of products and services. Results from the model will be integrated into the business planning process. The Canada School will continue efforts with auditable financial statements to ensure that the necessary processes and internal controls are adequate and effective with already implemented robust SAP platform. This will result in retaining positive audit opinions and management's ability to sign off on the Statement of Internal Controls with assurance.

Approximately one-third of the Canada School's budget is expended through contracts. A competitive process is used for approximately 90 percent of the Canada School's purchasing volume in terms of dollars, or approximately 75 percent of all contracts. To



maintain the high level of integrity of the contracting process, the internal Contract Review Committee will continue to examine those contracts that may present significant risks, based on established criteria, and provide an advisory role on the implementation of Canada School policies and guidelines on contracting.

Timely staffing is essential to address the ongoing need for qualified instructors, facilitators and subject matter experts. Innovative human resources tools and practices continue to be introduced to expedite staffing, retain the workforce and reduce the administrative burden. The Canada School is implementing action plans to address issues raised through internal employee surveys and the Public Service Employee Survey.

Over 2010-11, technology will be increasingly used to improve the Canada School's infrastructure and its ability to be more responsive. Having the ILMS in place will ensure key functionality essential to the Canada School's mandate. The Information Technology Shared Services arrangement with Public Works and Government Services Canada (PWGSC) will continue.

Requirements for additional office and classroom space will be managed through space optimization projects, right-sizing, investments and moves in existing facilities, and improving lease agreements. The Canada School will continue to work with PWGSC to find solutions for its short and medium term space requirements.

### **Planning Highlights**

Over the next three years, the Canada School will build on these activities and:

- Continue enhancements to the corporate management and oversight activities in response to government priorities such as Public Service Renewal and the Management Accountability Framework;
- Support the Board of Governors, which meets at least twice a year;
- Support the Canada School's Departmental Audit Committee, which meets at least four times per year;
- Continue to conduct approved audits and evaluations to ensure ongoing efficiency and effectiveness of Canada School operations;
- Continue enhancement of the communications and marketing programs;
- Implement action plans based on results from internal employee surveys and the Public Service Employee Survey and monitor progress;
- Continue innovation in human resources delivery to provide a value-added human resources management function to support the programs and business lines of the Canada School;
- Continue to reform and reengineer financial management, information management, information technology, and acquisition practices to ensure the integrity of the Canada School's procedures is maintained and that the latest tools and systems are implemented;
- Continue to implement the ILMS; and
- Continue to monitor the Corporate Risk Profile and Business Continuity Plan and integrate them into business planning practices.



## SECTION III – SUPPLEMENTARY INFORMATION

### LIST OF SUPPLEMENTARY INFORMATION TABLES

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All electronic supplementary information tables found in the 2010–11 Report on Plans and Priorities can be found on the Treasury Board of Canada Secretariat's website at <http://www.tbs-sct.gc.ca/est-pre/index-eng.asp>.

- ☞ Details on Transfer Payment Programs (TPP)
- ☞ Green Procurement
- ☞ Upcoming Internal Audits and Evaluations over the next three fiscal years
- ☞ Sources of Respendable and Non-Respendable Revenue

### OTHER ITEMS OF INTEREST

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- ☞ [2001-2006 Canada School of Public Service Report to Parliament](#)
- ☞ [Addendum to Five-Year Report to Parliament](#)
- ☞ [The Canada School of Public Service Act](#)
- ☞ [Public Service Modernization Act](#)