



Development of Recommended Management Development Courses for DRDC Managers

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Contract Number: W7707-063401/001/HAL*

Defence R&D Canada – Atlantic

Contract Report
DRDC Atlantic CR 2007-024
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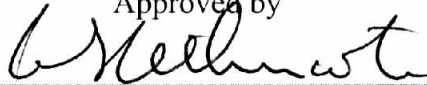
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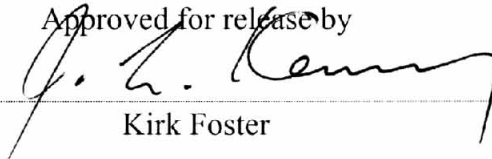
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DRP Chair

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Abstract

Performance Development Training Inc. developed a matrix of currently available developmental courses for the DRDC management cadre and recommended best practices in the management of this development training.

The contractor visited seven DRDC centers located across Canada to determine local practices in management of developmental training and to develop recommended best management training practices. The work was carried out through on-line review and face-to-face interviews of courses offered by the Canadian School of Public Service and the Department of National Defence/Canadian Forces, and on-line review of other public and private sector sources.

The investment Defence Research & Development Canada (DRDC) makes by providing its management cadre with valuable training opportunities will contribute greatly in realizing its vision of being known worldwide as the best in science and technology for defence and security. Being the best entails continuous learning and ensuring its management team has the skills to meet not only current but also future business needs.

Résumé

Performance Development Training Inc. a élaboré une matrice des cours de perfectionnement disponibles pour les gestionnaires de Recherche et développement pour la défense Canada (RDDC) et recommandé des pratiques exemplaires pour la gestion de ces cours.

Les représentants de l'entrepreneur ont visité sept centres de RDDC d'un bout à l'autre du Canada pour déterminer les pratiques en vigueur à l'échelon local pour la gestion des cours de perfectionnement, et pour recommander des pratiques exemplaires. Ils ont effectué des recherches en ligne et des entrevues face à face pour déterminer les cours offerts par l'École de la fonction publique du Canada et par le ministère de la Défense nationale et les Forces canadiennes, et des recherches en ligne leur ont permis de déterminer les cours offerts par d'autres organismes du secteur public et du secteur privé.

En offrant à ses gestionnaires des possibilités de formation intéressantes, RDDC contribuera énormément à réaliser sa vision, qui est d'être reconnu comme le leader mondial dans le domaine de la science et de la technologie pour la défense et la sécurité. Pour y arriver, il devra se doter d'un programme d'apprentissage continu et faire en sorte que son équipe de direction ait les compétences requises pour répondre aux besoins d'aujourd'hui et de demain.

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Executive Summary

The successful implementation of DRDC's strategy for the future is dependent on having very capable managers at all levels of the organization. A project was initiated as part of the "Develop Management Capability Work Package" identified in the 2005 Strategic Action Plan. It entailed the identification of developmental courses for the DRDC management cadre and best practices in the management of this development training.

Interviews were held in seven (7) DRDC centers with their learning and development officers as well as with their senior management team to determine the challenges and issues faced by management cadre (supervisors, managers/section heads, directors/DDGs/chief scientists). We examined the critical competencies/skills required for their management cadre, practices in managing training and development, the management courses taken and their local and national course providers. Interviews were also held with learning and development staff at the Canadian School of Public Service (CSPS) to identify critical leadership programs.

In addition a web-based survey of management development courses / curricula was conducted from other public / private sector sources that offered programs / individual courses that addressed DRDC management cadre learning and developmental needs.

Findings indicated that management training is not mandatory and there is no preparation or planning to develop the management cadre in any of the Centres. Scientists were reluctant to become managers especially at the section head level. They are often coerced in applying for management positions. Scientists are a different culture, they grow up in labs, and they love their science. Scientists have a different focus for their learning; it is very closely related to their career advancement. Numerous DS and Non DS employees questioned if the additional pay was worth the aggravation of rising to the rank of management. Consequently they are not motivated to take management training.

Project management, workload management, managing people, business competencies and teambuilding were identified as critical competencies in DRDC for the management cadre.

A management course curriculum was then developed to address the learning and development needs of each management group to assist them in establishing their individual learning plans.

But in addition it is strongly recommended that a more structured approach be taken to recruiting and developing DRDC managers. This will ensure the competencies DRDC requires to effectively manage their business and successfully implement their strategy for the future are solidly in place.

Lamothe-Moir, C. 2007. Development of Recommended Management Development Courses for DRDC Managers. DRDC Atlantic CR 2007-024. Defence R&D Canada – Atlantic.

Sommaire administratif

Pour mettre en œuvre avec succès sa stratégie pour les années à venir, RDDC devra disposer de gestionnaires très compétents à tous les niveaux de l'organisation. Un projet a été lancé dans le cadre des « travaux de développement des capacités de gestion » annoncés dans le Plan d'action stratégique 2005 de RDDC. Il prévoit l'identification des cours de perfectionnement pour les gestionnaires de RDDC et l'élaboration de pratiques exemplaires pour la gestion de ces cours.

Dans sept (7) centres de RDDC, des entrevues ont été menées avec les responsables de la formation et du perfectionnement professionnel, ainsi qu'avec les membres de l'équipe de direction, pour déterminer les défis et les problèmes auxquelles font face les gestionnaires (superviseurs, chefs de section, directeurs, directeurs adjoints, scientifiques en chef). Nous avons examiné les compétences essentielles que doivent posséder les gestionnaires, les pratiques de gestion de la formation et du perfectionnement professionnel, les cours de gestion suivis par le personnel, et les prestataires de cours à l'échelon local et au niveau national. Des entrevues ont également été menées avec les responsables de la formation et du perfectionnement professionnel de l'École de la fonction publique du Canada, pour déterminer quels sont les principaux programmes de développement du leadership.

De plus, une recherche sur le Web a été effectuée pour déterminer quels sont les cours/programmes de formation offerts par d'autres organismes du secteur public et du secteur privé qui répondent aux besoins des gestionnaires de RDDC.

Nous avons constaté que dans tous les centres de RDDC, la formation à la gestion n'est pas obligatoire, et qu'il n'y a aucune préparation/planification pour assurer le développement d'un cadre de gestionnaires. Les scientifiques hésitent à accepter un poste de gestionnaire, surtout au niveau du chef de section. Ils sont souvent forcés de poser leur candidature pour un poste de gestionnaire. Les scientifiques ont une culture particulière : ils évoluent dans des laboratoires, et ils aiment leur discipline scientifique. Ils ont une attitude particulière en ce qui concerne la formation : ils veulent que les programmes de formation soient étroitement liés à leur avancement professionnel. De nombreux employés, membres et non-membres du groupe DS, se demandent si la rémunération plus élevée compense les contrariétés liées à un poste de gestionnaire. Par conséquent, ils ne sont pas motivés à accepter un cours de gestion.

La gestion des projets, la gestion de la charge de travail, la gestion du personnel, le développement des compétences et la promotion du travail d'équipe ont été reconnues comme étant les disciplines essentielles que doivent maîtriser les gestionnaires de RDDC.

Un programme de cours de gestion a ensuite été élaboré pour répondre aux besoins de chaque groupe de direction, et pour aider chaque gestionnaire à établir un plan d'apprentissage individuel.

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1. Background

The successful implementation of DRDC's strategy for the future is dependent on having very capable managers at all levels of the organization. The management and executive cadre in DRDC extends from the managers through to the Chief Executive Officer, ADM(S&T). This report addresses aspirants to the management cadre and the core management cadre:

- Supervisors (potential management aspirants)
- Managers /Section Heads
- Directors/ DDGs / Chief Scientists

DRDC recognizes that employees are the primary and most important resources of fulfilling its mandate and mission. They also recognize that their success depends on their ability to cope with, accommodate and indeed embrace the dynamics of today's reality, that of unrelenting fast-paced changes. With these changes comes a need to ensure all their managers possess the knowledge and skills necessary to meet the organization's business goals.

Although some leadership and management skills are enduring, the environment in which DRDC managers operate is increasingly complex. DRDC has identified a need to attract and develop their managers to allow them to excel at managing around excellence, relevance and impact in the environment that will result from successful implementation of the Defence S&T Strategy.

2. Objectives

Developing the competencies required to be a successful management team within the DRDC requires the identification of learning and development opportunities that will enable managers to meet their business goals and maintain their scientific excellence. In order to do this the following initiatives were undertaken:

- The identification of developmental courses for the DRDC management cadre;
- The identification of best practices in the management of this development training.

These initiatives are part of the “Develop Management Capability Work Package” identified in the 2005 Strategic Action Plan.

Here are some of the benefits to be derived from these initiatives:

- Improve performance in managers current work assignments
- It prepares them for other kinds of work and increased responsibility
- Stay knowledgeable about trends and development
- They can better manage their job and employees
- It can help them achieve their career objectives
- They can select learning solutions suited to them and their individual needs
- It demonstrates that DRDC is prepared to invest in them
- Their learning plans become a living document, constantly changing to reflect new information, ideas and goals.

3. Methodology

The approach and methodology used for this project was both consultative and qualitative in nature.

a. Competencies

Prior to identifying the various courses for the management cadre, there was a need to first identify with the scientific authority the competencies required to perform successfully in each of the various management roles. We needed to know what we were training to. A decision was made to utilize the competencies identified for public service leaders for all three (3) management roles. This was deemed important because the goal of training is to change behaviour and competencies are behavioural based. It also facilitates the selection of a course by participants when they perform their learning gap analysis and when they establish their individual learning plan/priorities. The public service leader's competencies are as follows:

- Values and Ethics — Serving through integrity and respect
- Strategic Thinking — Innovating through Analysis and Ideas
- Engagement— Mobilizing people, organizations, partners
- Management Excellence — Delivering through Action Management, People Management, Financial Management

b. Questionnaire (see Annexe I)

A questionnaire for interview purposes with course suppliers and professional development officers was developed to obtain critical information for appropriate selection of courses and best practices. We needed to identify the business objectives, issues, industry trends and developments and future requirements of the organization to ensure the courses identified contribute to the development of the competencies needed to meet these needs. Defining these at the front end ensured the courses identified were the appropriate ones required to contribute to the successful achievement of the organizational objectives and business needs.

c. Preliminary Research

A preliminary review of course curriculum was done prior to meeting with CSPS and DND course suppliers to help focus the discussion with them.

- An on-line review of the management development curriculum (learning roadmaps) of the Canadian School of Public Service (CSPS) was undertaken for supervisors, managers and senior managers.

- A review was conducted of 27 management learning and development documents from the Learning and Professional Development division of the Department of National Defence.
- Course titles, durations, précis of contents, corporate sources, and costs were identified.

d. Interviews

Interviews were held in seven (7) DRDC centers with their learning and development officers as well as with their senior management team to determine the challenges and issues faced by management cadre (supervisors*, managers/section heads, and directors/DDGs/chief scientists). We examined the critical competencies/skills required for their management cadre; practices in managing training and development, the management courses selected and deemed effective and their local and national course providers.

DRDC Centres visited were:

- Dartmouth, NS
- Valcartier, QC
- Ottawa, ON (CORA) (DRDC Ottawa) (ADM/Corporate Services)
- Toronto, ON
- Suffield, AB

Interviews were also held with learning and development staff at the Canadian School of Public Service (CSPS) to identify critical leadership programs.

e. Web-Based Survey

A web-based survey of management development courses / curricula was conducted from other public / private sector sources that offered programs / individual courses that addressed DRDC management cadre learning and developmental needs. Course titles, durations, précis of contents, corporate sources, and costs were reported.

f. Course Suppliers

In addition there was also a need to also consider selection criteria for course suppliers other than DND and CSPS. The key selection criterion was as follows:

“Quality institutions recognized nationally and internationally for their leadership development program that were nominally equivalent to CSPS or DND offerings.”

*“Supervisors are, strictly speaking, management cadre aspirants, but are a key community for the purposes of this contract.”

The course suppliers selected were:

- Department of National Defence (Learning & Career Centre, Canadian Forces College, Defence Planning & Management and the Canadian Forces Learning & Development Centre)
- Canada School of Public Service (CSPS)
- Canadian Management Centre
- The Banff Centre
- Niagara Institute
- Queen's School of Business
- Center for Creative Leadership

4. Findings

a. Business Goals/Challenges

The challenges faced by the Centres were varied but many were shared. Some had recently restructured and had adopted a new partnership philosophy and approach in working together with other professionals in multidisciplinary teams within their organization instead of working through people in a stove pipe fashion as was previously done in the past. Others had experienced increase in size of their organization without an increase in management capacity and were focusing on improved management resiliency, DRDC alignment and client satisfaction. DRDC has become a values based organization and their business is driven by these values.

Most of DRDC management cadre is in the scientific stream but many managers in Corporate Services share similar issues. Corporate Services are more transaction based while the Science and Technology(S&T) side of the organization is more project based. The S&T works in a corporate project management environment and in a matrix environment. They have a high volume of projects to manage. Project management is a skill that many scientists needed to develop and perfect. In many Centres heavy workloads were a major problem and prioritizing their work was a challenge many faced including the Corporate Services side. Non DS managers have evolving work requirements, they have workload issues for self and others, a need to meet concurrent and conflicting deadlines, a need to provide effective leadership and to remain current.

Many Centres expressed a need to work more closely with their military partners. Many expressed that scientists need better understanding of their partners' needs, issues, and context. There was an expressed need to build relationships with their partners and broaden their linkage to be more effective in working in multidisciplinary teams. They stated that they needed to play more of a consultant role, to be more business oriented, to make better business cases, to become better at networking, better at strategic planning, better at selling their ideas and to become more practical about applying their ideas. They also stated that there is lack a clear understanding of their partners' business/operations as well as an understanding of their counterparts' side of the business both within their own organization and across DRDC.

At the supervisor level they play both technical and leadership role and often struggle with playing both roles. They stated they needed to stay current on new information and policies in addition to doing their operational work because their focus is more on science and needed a better understanding of the context of government.

At the managers/section head level they stated they spent a lot of time on HR issues, dealing with performance/non performance issues, processes, and administration.

Directors are more focused on strategic issues. In S&T many identified their need to become better organizational behaviour specialists and better at establishing strategic direction and workload prioritization.

A major challenge/concern expressed by most Centres was succession planning for their management cadre. An approximate 50% loss of group leaders is expected in the next 2 years. They have no feeder group into supervisory level. Many expressed that numerous Scientists were reluctant to become managers especially at the section head level. Many felt they needed to coerce employees in applying for management positions. Scientists are a different culture, they grow up in labs, and they love their science. Scientists have a different focus for their learning; it is very closely related to their career advancement. Many stated they would make less money as managers as they would not be entitled to overtime and would have to deal with employee issues as well as having to deal with policies and the administration that a management position would entail. The latter would take away from their love of science. Many scientists stated they can achieve this level of pay without the headaches by staying in the non management stream. Consequently they are not motivated to take management training.

Management training is not mandatory and there is no preparation or planning to develop the management cadre in any of the Centres. Younger scientists stated that many did not clearly understand the role of management and the responsibilities it entails. They had never been exposed to it while pursuing their scientific studies and had no real idea of what management entailed. The only example they had of this was their immediate managers as a role model.

In Corporate Services they see management training as being more worthwhile even though there is a perception of inequity of pay between non DS and DS managers and that they had to compete for management positions. In addition employees question if the additional pay is worth the aggravation of rising to the rank of management.

b. Top Critical Management Skills/Competencies

Project management, workload management, managing people, business competencies and teambuilding were identified as critical competencies in the Centres. Here are the management competencies identified in each Centre:

Halifax

- Leadership Competencies
- Teamwork
- Judgement
- Interpersonal Skills
- Communication Skills
- Legislative Requirements
- Information Management

- Managing Priorities
- Project Management
- Second Language Training

Ottawa ADM/Corporate Services

- Professional Integrity/Work Ethically
- Management of People/Leadership
- Working Well With Others/Teamwork

CORA

- Manage Project
- Procurement Process
- Financial Management
- How Departments Works
- Architecture of DND & How Government works
- Roles and Responsibilities of DND
- Team Building
- Working in Multidisciplinary Teams
- Networking with Military Partners
- Social Skills
- Articulating Messages
- Structuring Meetings to walk through issue
- Consultant Skills
- Business Planning
- Strategic Planning
- Keeping Abreast of Industry
- Time Management Skills
- Conflict Resolution
- Dealing with Individual
- Dealing with Partners
- Change Management
- Ethics

DRDC Ottawa

- Project Management
- Managing People (who do not perform)
- Dealing with Difficult People
- Leading Scientific Teams(communication, vision, team working together)
- Practical Financial Skills(FMAS skills)
- Managing Budgets
- Dealing with HR Issues(grievances, dealing with difficult situations)

Toronto

- Team Behaviours/Team Work
- Working in Multidisciplinary Teams
- Dealing with Different Cultures and Background
- Viewing Others as Equals
- Managing Resources (Budget, Finance)
- Manage Integration of High Level Concepts
- Creativity

- Working on Abstract Concept
- How to Apply Brilliant Ideas (realism in applying ideas/solutions)
- Ensuring what is Produced has Security and Benefit of Canadian Forces
- Teambuilding
- How to Delegate
- Time Management
- HR Planning
- Communication/Verbal / Written
- Multitasking
- Flexibility
- Decision Making
- Conflict Resolution
- Leadership
- Results Orientation

Suffield

- Organizational Behaviour
- Project Management
- People Side of Project Management
- Business Planning
- Strategic Planning
- Workload Management

Valcartier

- Leadership
- Building Teams
- Identify Objectives
- Program Management
- Consensus Techniques
- Business Case analysis
- Building Business Case
- Managing Project
- Networking
- Knowledge of military environment

c. Training Management Practices

Mandatory Training

The major training issue faced by Centres is to ensure all managers obtain mandatory training as per Treasury Board policy on Learning and Development dated January 1, 2006. This will be their immediate focus and priority.

Time and Travel

Taking time away from work to train is an issue because of the workload that awaits them when they return. For some Centres many managers travel a great deal because of the

requirements of their job and scheduling them for training is challenging. Traveling to get to the training can also be quite time consuming and expensive for many Centres. Taking the time away from work for training was an issue for both DS and non DS managers. Because of the challenge in getting managers to take management training it was suggested that the focus be on scheduling them for longer courses that have a strong foundation of leadership competencies instead of 1 or 2 day courses. The issue of “just in time management training” was also raised for employees who had taken management training but were not in management position and therefore could not apply it. However it did provide them with a better understanding of what management responsibilities entailed.

Management Training

Management training is optional. Managers are not trained to be effective managers. The approach to training is more reactionary. Managers are often coerced into taking management training. It is by osmosis. It is really driven by the individual employee’s needs or aspiration. There is no structured approach in any Centres for management training. As previously mentioned for scientists any training that is not related to science is not a priority for them. They perceive this as a distraction; if it is not science related they are not interested in taking the training. There is no planning organization wide for the development of the management cadre. It is an ad hoc process. It is entirely dependent on the individuals involved. Even though there is a formal merit system for DSs in the management and non management stream, scientists still gravitate to training that enhances their scientific career for the reasons mentioned earlier. A need to formalize the management training was expressed by the majority of people interviewed. Some suggested that a policy be established that would force managers to take management courses required to be effective managers. Core management courses and timelines should be identified for each management development stage.

Non DS managers also have no formalized /structured management development program. As this report was written there is no mentoring program in place for the management cadre however one is in the process of being launched. Training for management skills development is also not explicitly tracked and monitored by the Centres but some Centres do track courses taken by their employees. However formal feedback or follow up is rarely done when the training has taken place. The problem is two fold; one appears to be motivating employees to become managers and the other one is to get them to take appropriate training to become effective managers.

Resources

Often money is not put aside for management training and no priorities have been set for training. Many were unclear on priorities for training. A great percentage of the training budget is for conferences. The training budget for Corporate Services is more functionally and fiscally based than the S&T budget which is longer term as a result of the project

work they do which is extended over a longer period of time. Some stated insufficient funds were allocated for training as it often comes from the O&M budget and the latter is often cut. This in turn does not motivate managers to identify training needs. Travel costs as previously mentioned are also expensive. There is also no policy for set amounts of money for training per employee. Some expressed the need for more resources to effectively manage the training and development component as they have more people working in their organization.

Career Planning

Even though this project is not intended to address a management career development program many interviewed raised the need of formalizing such a program for their managers. Senior Managers interviewed were never mentored or guided to become effective managers; career planning was something that just took its own course in many instances but most agreed that career planning and management development programs were important to develop effective managers. Many strongly suggested that management training be mandatory. Some Centres used the DS Pay Plan requirements as an incentive to motivate their managers to take management training and pursue development activities to achieve their career goals. In some Centres career planning was challenging because managers rotated so frequently. Senior managers stated that employees also needed to take ownership of their careers as many employees expected their managers to book their courses. Many Directors were unaware of the training and career development resources available to them that are offered by DND, the Public Service or through the Canada School of Public Service. Some senior managers in S&T stated managers need to be exposed to full cycle of managing i.e. 3 years cycle from start to finish in order to understand its full implication. It was suggested that developmental assignments be identified and encouraged by management to provide managers with the opportunity to live new experiences, broaden their knowledge and develop their management skills.

Current Practices

The establishment of Personal Learning Plans (PLP) for all DRDC employees (including DS and Non DS managers) has now been in place for 2 years. It is designed to help employees map out their learning and professional development objectives while continuing to fulfill departmental ones. It identifies competencies required for an employee's present position or for one they are aspiring to and learning activities that best suit the employee's personal learning style and preferences. It is completed once per year and is done usually during a performance planning and review meeting with their managers.

The feedback received is that many managers are not fully conversant on this new approach to learning. It is a fairly new approach and it is only the second time they have completed the process. When questioned on it the majority do not track or follow up on

the training identified by employees. It is not geared for management development training (even though it could be), but is not used for this capacity. The decisions are left mostly to employees as to the competencies they want develop or the courses they want to take. It seems that apart from courses the PLP is not used to identify developmental activities. Managers do not have a guide or directives as to the type of management training available, or what employees should take for their respective management level or for the level they aspire to be. It appears to be at this time an exercise they must complete without a specific objective or focus in mind.

Within DRDC, the annual Human Resources Management Committee (HRMC) which is a special Research Development Executive Committee (RDEC) meeting is normally held in February-March period which serves not only as the time when a merit review is done for DSs, but it is also a time for the collection and review of learning strategies for senior management (both DS and non DS) as reflected on their learning plans. There is a DRDC HR staff member who is responsible for collecting and processing information, as well as providing necessary information to the members of this HRMC. A Corporate overview of course nominations is necessary to ensure appropriate follow through. The process seems to work reasonably well and has done so for a number of years. In the past, learning strategies were indicated on the performance evaluation reports, but last year was the first year when DSs were required to provide learning plans along with their performance evaluation reports for review at the HRMC in Feb-Mar. However, there needs to be a conscientious monitoring effort on the part of the responsible HR staff member, or learning plans will not be acted on. This seems to indicate that management and employees are not taking ownership of their learning and development.

5. Results

Based on the findings a “Management Development Course Curriculum” was developed for Supervisors, Managers / Section Heads, Directors/ DDGs/Chief Scientists to address their learning needs.

Courses were identified for each group in the management cadre as per the following categories:

- Mandatory courses (as mandated by policy, they have no choice)
- Recommended courses (to build their leadership competencies)
- Additional courses (to develop other competencies required for their role)

A course matrix was also developed for each group for easy reference by developmental area and by course provider to facilitate the selection of course(s). The course providers listed in the “Management Development Course Curriculum” are:

- Department of National Defence (Learning & Career Centre, Canadian Forces College, Defence Planning & Management and the Canadian Forces Learning & Development Centre)
- Canada School of Public Service (CSPS)
- Canadian Management Centre
- The Banff Centre
- Niagara Institute
- Queen’s School of Business
- Center for Creative Leadership

Each course outline also identifies the corresponding Public Service “Key Leadership Competencies” it addresses.

The courses offered in this document are by no means all-inclusive as numerous others could be identified to help DRDC management cadre develop their management competencies. However, they are a good beginning and a starting point to help managers establish their individual learning plan.

The courses identified for each management group are as follows:

DRDC Supervisor Courses

Mandatory Training

- Orientation to the Public Service (New Employees)
- The Essentials of Supervising in the Public Service

Recommended Training

- Theories, Techniques and Tools of Supervision
- Practice of Supervision: A Workshop
- Leading a Diverse Workshop
- Making the Transition from Staff Member to Supervisor
- Leadership Skills for New Supervisors
- How Ottawa Works
- Middle Management & Leadership Development Course
- Defence Ethics Program
- Managing in the Middle
- Working in Teams
- Orientation Awareness for Managers/Supervisors
- Building Leadership Essentials
- Supervisor's Orientation Program

Additional Training

- Project Management
- Essentials of Financial Management
- Access to Information and Privacy
- Introduction to Contracting Services
- Financial Management
- Government Information Management
- Contracting and Acquisitions Management
- Human Resources Management: Success Through People
- Human Resources Management
- Labour Relations: Principles and Practices for Supervisors and Managers
- Staffing: A Resourcing Tool for Managers
- Managing Your Time
- Communication and Leadership
- Leading Diversity
- Time Management
- Mediating Conflict
- Effective Decision Making
- Quality and Excellence in Client Service
- Resolving Conflict Effectively Course
- Building Excellence in Teams
- Labour Management Relations Course
- Managing Civilian Human Resources
- Project Management Basic

DRDC Managers/Section Heads Courses

Mandatory Training

- Orientation to the Public Service (New Employees)
- The Essentials of Managing in the Public Service
- Authority Delegation Training
- How Government Works

Recommended Training

- Leading for Results
- Managing Human Performance
- Leading Scientific Teams
- Foundations of Leadership
- Defence Resources Management course
- Building Personal Leadership
- Leadership and High Performance Teams

Additional Training

- Leading Strategically: Shaping the Future of Modernized Public Service
- Values and Ethics in the Public Sector Governance
- Risk Management in the Public Service
- Managing Public Funds
- Integrated Resource Management
- Preparing a Business Case
- Marketing in the Public Service
- Project Approval Course
- Business Planning Course
- Conflict Management for Leaders (CML) Module 5
- The Art of Coaching: Developing Practical Competence in Coaching and Leadership
- Reaching Agreement
- Leadership Development Program
- Business Analysis
- Interest-Based Negotiation and Mediation Training (Labour Relations)
- Fundamentals of Strategic Planning
- Innovation and Creativity: How to Improve Performance and Foster Growth
- Dealing with Competing Demands
- Leadership and Team Development for Managerial Success
- Project Management Intermediate

DRDC Directors/DDG's/Chief Scientist Courses

Mandatory Training

- Orientation to the Public Service (New Employees)
- Authority Delegation Training
- The Essentials of Managing in the Public Service for New Executives
- How Government Works

Recommended Training

- Leadership: Reflection and Action
- Leading Transitions
- Diversity: Vision and Action
- Integrated HR and Business Planning
- PSMA Accountabilities and Responsibilities
- EX Orientation
- The Courage to Lead in the Public Service
- Executive Leaders' Programme
- National Security Studies Programme (NSSP)
- Canadian Security Studies Programme (CSSP)

Additional Training

- Leading Teams for High Performance
- Realizing Your Leadership Potential
- Creating and Implementing Winning Strategies
- Developing the Strategic Leader
- The Art of the Executive Leader
- Planning and Managing the Labour Relations Framework
- Reinvent Your Leadership: Coaching for Designing a Power Future
- Leading Service Innovation
- Advanced Leadership Communication Strategies
- Communication for the Senior Leader
- Optimizing Change
- Inspiring Creative Leadership
- Improving Operational Performance

6. Recommendations

It is important to note that there is no standard practice in place at DRDC to manage the training of their management cadre .The recommendations on current practices I am referring to below is on the use of the Personal Learning Plan (PLP) which is in place for all employees in DRDC. I have taken the liberty to also offer recommendations that go beyond the scope of this project.

Personal Learning Plan (PLP)

- Managers should be thoroughly briefed on the use of Personal Learning Plan (PLP) e.g. information sessions, briefings, reading PLP user guide etc.
- Managers should use PLP to identify management career aspirations and set objectives accordingly for management development.
- The new course curriculum for management development should be used as a tool for the identification of management courses.
- Managers should encourage and assist employees in identifying management developmental priorities for their respective level.
- Managers should ensure the approved training budgets within their area of responsibility are committed accordingly.
- Management training should be tracked and monitored once it is identified in the employees learning plan.
- Managers need to ensure the fair and equitable allocation of developmental opportunities.
- Managers need to free-up their staff members to participate in learning events.
- Managers need to provide employees with opportunities to apply their new management competencies.
- Managers need to monitor the progress of developmental results and have ongoing discussions with each individual employee after the management training takes place.

Even though this was not a mandate for this project the following recommendations are being submitted for review and considerations on the following topics.

Management Training

- It is highly recommended that management training be made mandatory to managers who have made this a career option and a policy to this effect should be put in place.
- That mandatory courses be identified with specific timelines for each management level and be enforced accordingly.
- That learning plans for management training be reviewed at least twice per year with employees.
- That a mentor be assigned to new supervisors and section heads.

- That management training be tracked and monitored and reported and management be made accountable.
- That management courses be coupled with other developmental activities such as assignments and mentoring. Competencies need to be developed beyond the classroom setting and additional developmental strategies are critical to ensure management business results are achieved.

Career Development Program

- That a management career development program be developed and implemented in DRDC for both DS and non DS streams.
- That new employees when recruited be presented with the option of pursuing a management career by introducing them to roles and responsibilities of management and begin to groom those interested in pursuing this option.
- That supervisor feeder group be identified as part of the Centres' succession planning and that they be introduced immediately to introductory management training.

Others

There is a need to establish a DRDC Orientation program to expose new managers/employees to the business of DRDC. Such a program should focus on DRDC mandate, values based approach, business objectives, structure, roles and responsibilities, partners, partners business, etc.

Annex I

INTERVIEW QUESTIONS

Goal: Is to identify most effective management courses for DRDC Supervisors, Managers and Directors and the various practices utilized for managing the training for these groups.

Business Goals/Challenges

1. What are the key business goals of the Organization/Public Service?
2. What are the current and future major challenges facing your organization and how would it impact these groups? E.g. changes, technology, working conditions...etc.

Skills/Competencies

3. In your opinion what are the critical skills/competencies required for the following management groups? (Leadership competencies...others)
 - Supervisors
 - Managers
 - Directors
4. What would you deem as being the top 3 critical competencies for these groups and why?
5. Do your courses identify the specific competencies to be addressed within the courses? If not,
 - Is there anyway to identify the competencies addressed in each course?

Courses/Curriculum

6. What are the courses recommended for each of the above management streams? Do these courses meet the requirements of the learning Policy, especially as it pertains to mandatory requirements over the next several years?
7. What are the most popular training/courses requested by:
 - Supervisors
 - Managers
 - Directors

8. What are the most effective courses identified by your group or by the participants from these streams?

- What makes them effective? (time, money, design, etc.)
- Are there other courses/training activities not currently offered at CSPA that may be required or have been identified by past participants?

9. Are there any courses you would not recommend? If so,

- What are the reasons?

Managing Training

10. How are Supervisors, Managers and Directors learning needs identified and addressed in the Organization/Public Service?

- Explain the process

11. In your opinion how well does this process work?

12. What recommendations if any would you make to improve upon this process/approach?

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Performance Development Training Inc. developed a matrix of currently available developmental courses for the DRDC management cadre and recommended best practices in the management of this development training.

The contractor visited seven DRDC centers located across Canada to determine local practices in management of developmental training and to develop recommended best management training practices. The work was carried out through on-line review and face-to-face interviews of courses offered by the Canadian School of Public Service and the Department of National Defence/Canadian Forces, and on-line review of other public and private sector sources.

The investment Defence Research & Development Canada (DRDC) makes by providing its management cadre with valuable training opportunities will contribute greatly in realizing its vision of being known worldwide as the best in science and technology for defence and security. Being the best entails continuous learning and ensuring its management team has the skills to meet not only current but also future business needs.

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