

DEPARTMENT OF NATIONAL DEFENCE

CANADA

ADM (HUMAN RESOURCES-MILITARY)

**DIRECTORATE OF STRATEGIC HUMAN RESOURCES
AND
OPERATIONAL RESEARCH DIVISION
SOCIAL SCIENCE OPERATIONAL RESEARCH TEAM**

D STRAT HR RESEARCH NOTE 04/03

**THE 2nd MEETING OF THE ADM (HR-MIL)
HUMAN RESOURCES ADVISORY BOARD, 1 – 2 JUN 2002:
PROFESSIONAL DEVELOPMENT IN THE CANADIAN FORCES**

By

Karen D. Davis

July 2003

OTTAWA, CANADA



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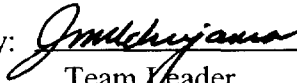
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OTTAWA, CANADA

July 2003

Abstract

In March 2001, the Assistant Deputy Minister (Human Resources – Military) announced the stand up of an external Human Resources Advisory Board (HRAB) to act as a forum for discussion of human resources issues in Canada, and how they may impact on the Canadian Forces (CF) today and in the future. The presentations and discussions at the second meeting of the board focused on issues related to professional development and learning in the CF, with a focus on the role of the Canadian Defence Academy (CDA) across the organization. The board applauded the stand up of CDA, and highlighted the potential value that it has as a facilitator of an interactive learning community; the importance of establishing links to national and international professional faculties and post-secondary institutions; and its essential role as focal point for establishing and maintaining essential values for learning such as excellence in teaching, research and outreach, and diversity of thought and knowledge. This report provides an overview of the meeting presentations and discussions, followed by an analysis of key ideas and recommendations for enhancing CF strategy in becoming an effective learning organization.

Résumé

En mars 2001, le sous-ministre adjoint (Ressources humaines – Militaire) a annoncé la mise sur pied du Conseil consultatif des ressources humaines (CCRH) externe pour servir de forum de discussion sur les questions relatives aux ressources humaines au Canada et leur incidence sur le présent et le futur des Forces canadiennes (FC). Les présentations et les discussions de la deuxième réunion du CCRH portaient sur le perfectionnement professionnel et l'apprentissage dans les FC, particulièrement sur le rôle de l'Académie canadienne de la Défense (ACD) dans l'organisme. Le CCRH a applaudi la création de l'ACD. Il a souligné sa valeur potentielle en tant que facilitateur de la collectivité d'apprentissage interactif, l'importance de la création de liens entre les institutions postsecondaires et les facultés professionnelles à l'échelle nationale et internationale ainsi que son rôle essentiel et central dans l'établissement et le maintien de valeurs fondamentales pour l'apprentissage, comme l'excellence de l'enseignement, la recherche, le rayonnement et la diversité des opinions et du savoir. Le présent rapport offre un aperçu des présentations et des discussions de la réunion ainsi qu'une analyse des principales idées et recommandations pour améliorer la stratégie qui vise à faire des FC un organisme intelligent efficace.

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THE 2nd MEETING OF THE ADM (HR-MIL) HUMAN RESOURCES ADVISORY BOARD, 1 – 2 JUN 2002: PROFESSIONAL DEVELOPMENT IN THE CANADIAN FORCES

1.0 Background

1. The Canadian Forces (CF), together with the Public Service of Canada and many sectors of the Canadian economy, face a challenging and changing human resource (HR) environment. In recognition of this developing human resource context, the Assistant Deputy Minister (Human Resources – Military) (ADM (HR-Mil)) Human Resources Advisory Board (HRAB) was established in 2001 as a forum for discussion of human resources issues in Canada, and how they may impact on the CF today and in the future. The HRAB is chaired by ADM (HR-Mil) and includes up to a maximum of six senior and experienced human resources professionals and executives from the Canadian private sector and the public sector external to National Defence. Further details in reference to the requirement, role, conduct of meetings, and membership can be found in the HRAB terms of reference, first promulgated by ADM (HR Mil) in March 2001 (ADM (HR Mil), 2001), and included in the report of the first meeting of the HRAB (Davis, 2003).

2. The first meeting of the HRAB was held in Québec City, September 2001, and focused on issues impacting the recruitment of CF members. The board members were provided with presentations on current CF status and initiatives in the areas of HR strategy, external and internal driving factors, HR reform, recruiting, retention and attitudes, and values. The discussion generated numerous insights and recommendations related to awareness and communications, the image of the CF, the role of leadership, job mobility, values, attrition, and recruiting plans and strategies (Davis, 2003).

2.0 Introduction

3. The second meeting of the HRAB took place in June 2002 and was hosted by the Commandant of the Royal Military College (RMC) in Kingston, Ontario. CF officers and external board members provided presentations on professional development in the public service, the Canadian Defence Academy (CDA), the Royal Military College of Canada, trends in education, the CF and Department of National Defence (DND) distributed learning network, and the Army Lessons Learned Centre. The discussion focused on professional development and resulted in several valuable observations and recommendations in reference to the motivational aspects of providing developmental

opportunities, creating a learning organization, fostering knowledge exchange with the public and private sectors in Canada, and the strategic role of the Canadian Defence Academy (CDA). A list of the HRAB members who attended this meeting is included at Annex A.

4. The purpose of this paper is to present an analysis of the key aspects of the discussions which took place at the 2nd meeting of the HRAB, including the resultant recommendations for advancing HR strategy in the CF.

3.0 Discussion Themes

5. Discussion themes are presented on the agenda (see Annex B) to provide board members with a sense of the challenges that the CF is facing in developing and implementing HR policy and direction. However, these themes act as a guide rather than a prescriptive agenda for the board meeting. The discussion themes presented below represent an analysis of recurring themes and/or significant issues that were addressed in the discussions, but are not directly related to the themes presented on the agenda. Each theme is presented briefly below and a detailed point form record of these themes is presented at Annex C.

3.1 Human Resources Strategy 2020

6. The board expressed support for Human Resources Strategy 2020 overall, and particular support for the use of scenarios as a strategic tool. They noted, however, that most organizations who use scenario development do not complete the related follow-on activities, such as monitoring trends, making adjustments to strategies, and reassessing components and related criteria on an annual basis. The board suggested that these activities provide powerful insight for HR strategy and decision-making.

3.2 Quest for Knowledge – Motivational Aspects of Providing Developmental Opportunities

7. ADM (HR-Mil) opened the meeting noting that the provision of development and learning opportunities is a positive contributor to a full range of HR issues including, but not limited to, leadership, commitment and loyalty, recruitment, well-being, retention, professionalism, fairness and equity. The board reinforced these comments suggesting that a rigorous program of ‘branding’ and marketing of the CF, both internally and

externally, as an organization which provides opportunity for professional development, would have a positive impact on the broader efforts to attract and retain members.

3.3 Creating a Learning Organization – Lessons from the Private and Public Sectors

8. The discussion around the creation of a learning organization focused on leadership and strategy. In the first place, the board suggested that senior leadership must understand the strategic value of learning and be actively engaged in learning and passing knowledge on to others. The discussion highlighted, for example, the potential of, and need for, a new paradigm which places teaching as critical to the ideal ‘portrait of a leader’ and connects informal horizontal networks to the most senior levels of leadership (Deputy Minister (DM), Chief of the Defence Staff (CDS)). It was emphasized that an effective model of learning has the potential to move the CF from ‘Command & Control’ to intellectual leadership development, from traditional models of early entry credentialism to a ‘continuum of learning’, and from intellectual models based on management and post-secondary credentials to one which includes technical and professional learning. Finally, the discussion highlighted the importance of focusing on where the CF should be in 20 years in developing strategy, rather than allowing the ‘current transition gap’ to shape strategy.

3.4 The Canadian Defence Academy

9. The board engaged in considerable discussion of trends in post-secondary education in Canada, including the relationships between students and society in general, and the institutions which offer the learning experience. Credentials are of increasing significance; however, the board cautioned that the quality of the learning experience and the value of the knowledge gained should take precedence. The board applauded the stand up of CDA, and highlighted the potential value that it has as a facilitator of an interactive learning community; the importance of establishing links to national and international professional faculties and post-secondary institutions; and its essential role as focal point for establishing and maintaining essential values for learning such as excellence in teaching, research and outreach, and diversity of thought and knowledge.

3.5 Fostering Knowledge Exchange with the Public and Private Sectors

10. The discussion around knowledge sharing highlighted several ‘best practices’ that are currently in place such as civilian participation on the National Security Studies Seminar, and the Annual CDS seminar. The board suggested that opportunities for

public service participation in events such as these should be expanded and as well as given a higher priority within the career development of public service executives. Specifically, it was suggested that, wherever possible, military and civilian executive development should be built upon common and shared professional experiences, with particular attention given to learning and development requirements to support direct and complementary relationships with other government departments and the private sector.

4.0 Recommendations

11. The discussions described briefly above yielded numerous ideas and insights based on board member's expertise and experience. The recommendations summarized below represent a summary of the key points:

a. Quest for Knowledge

- i) Learning and professional development in the CF is an attraction, retention and motivational tool;
- ii) Develop a communication strategy to get word out about CDA - sell it; and
- iii) 'employment branding' - sell across leadership, sell relevant advantages, opportunities to individuals.

b. Creating a Learning Organization

- i) engage leadership in learning, teaching, and in informal work of horizontal networks; and
- ii) active role of senior leadership is key to creation of a learning organization.

c. The Canadian Defence Academy

- i) ensure CDA is a strategic, national, global, comprehensive institution;
- ii) ensure rigour and relevance = excellence in terms of both content and delivery of product; and
- iii) develop and implement a customer relations strategy.

d. Fostering Knowledge Exchange with the Public and Private Sectors

- i) horizontal linkages, mobility, sharing of information and learning across public service and private sector, and
- ii) establish common executive training for military and civilian leadership.

5.0 The Way Ahead

12. The meeting drew to a close with a round table of participant impressions and suggestions for the way ahead, including potential future meeting topics, meeting

locations and HRAB membership. All agreed that the meetings are very productive and of benefit to both external HRAB members and internal HR leadership.

13. ADM (HR Civ), Mme Siegel, echoed these comments and expressed an interest in continued participation on the HRAB. All agreed that she should be included as a permanent participant on the board.

14. Several themes were discussed for the next meeting, including work-life balance, and compensation and benefits. It was agreed that each of these themes were important; however, a focus on the relationship between them would provide the most productive focus.

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- Davis, Karen D. 2003. *The 1st Meeting of the ADM (HR-Mil) Human Resources Advisory Board, 29–30 Sep 2001: Recruitment of Canadian Forces Members*. (RN 03/03) Social Science Operational Research Team and Director Strategic Human Resources.

**Board Members:
2nd Meeting of the Human Resources Advisory Board**

Lieutenant-General Christian Couture
Assistant Deputy Minister (Human Resources – Military)
Canadian Forces

Rear-Admiral Glenn Davidson
Chief of Staff
Assistant Deputy Minister (Human Resources – Military)
Canadian Forces

Commodore John Olsen
Director General Military Human Resources Policy and Planning
Canadian Forces

Ms. Susan Truscott
Director Strategic Human Resources
Canadian Forces

Dr. Carol Beatty
Director
School of Industrial Relations
Queen's University

Dr. Katy Bindon
President
Okanagan University College

Mr. Dan Burke
Director General Corporate Learning Programs
Canadian Centre for Management Development

Dr. Don MacNamara
Associate Professor
School of Business
Queen's University

Mme Michèle Perryman
Perryman, Francisci & Associates

Agenda

2nd Human Resource Advisory Board Meeting

Friday, May 31, 2002

7:00 to 9:00 p.m. Reception in the Martello Room at the Holiday Inn Kingston Waterfront

Saturday, June 1, 2002

7:00 - 8:00 a.m. Breakfast at the Roof Garden Dining Room in the Holiday Inn

8:00 a.m. Transportation departs hotel for RMC

8:15 - 8:25 a.m. Briefing by Ms. Linda Vena, Administration

8:25 - 8:40 a.m. Briefing by Lieutenant-General C. Couture, Assistant Deputy Minister (Human Resources-Military)

8:40 - 9:00 a.m. Briefing by Rear Admiral G. Davidson, Follow-up to the first Human Resource Advisory Board meeting.

9:00 - 9:15 a.m. Briefing by Mr. Dan Burke, Professional Development in the Public Service

9:15 - 9:45 a.m. Briefing by Rear-Admiral D. Morse, Commander, Canadian Defence Academy

9:45 - 10:00 a.m. Briefing by Rear-Admiral D. Morse, The Royal Military College of Canada

10:00 - 10:30 a.m. Coffee Break with refreshments

10:30 - 11:00 a.m. Briefing by Dr. Katy Bindon, Trends in Education

11:00 - 11:30 a.m. Briefing by Dr. Carol Beatty, Trends in Education

11:30 - 11:45 a.m. Briefing by Commodore J. Olsen, Director General Military Human Resource Policy and Planning, Distributed Learning Network

11:45 - 1:15 p.m. Lunch at the RMC Senate Chamber

1:15 - 3:30 p.m. Discussion

Discussion theme: The quest for knowledge – the motivational impact of providing developmental opportunities.

Aim of discussion: To gain insight as to the private sectors' perception of the benefits of providing developmental training and education to employees. Do broad reaching developmental programs improve quality of work life, retention and organizational efficiency? Is there an impact upon quality of life? Do these opportunities form part of the compensation package?

Discussion theme: Creating a learning organization – lessons from the private and public sectors.

What are the greatest levers to creating a learning organization? What are the greatest barriers? How do we measure the benefits? What are the potential pitfalls? What are the best practices?

Aim of discussion: To share public and private sector perspective and expertise on becoming a learning organization.

3:30 p.m. Tour of RMC sites

4:30 p.m. Transportation departs RMC for the Holiday Inn

6:00 p.m. Ferry departs for Wolfe Island

7:00 - 9:00 p.m. Dinner on Wolfe Island at the General Wolfe Hotel

Sunday, June 2, 2002

7:00 - 8:00a.m. Breakfast at the Roof Garden Dining Room, Holiday Inn Kingston Waterfront

8:15a.m. Depart hotel for RMC

8:30 - 9:15 a.m. Presentation by LCol Chupick on Army Lessons Learned Centre

9:15 - 10:15 a.m. Discussion

Discussion theme: The Canadian Defence Academy

The private sector perspective on the creation of a Canadian Defence Academy. What is a must and what should be avoided? Education versus learning. Challenges concerning the discrepancy between higher education levels in Canadian society versus lower ones

found in the traditional CF cohort. How do we facilitate transferability of skills between the CF and industry? What type of knowledge is unique to the military that the private sector could benefit from?

Aim of discussion: To help us maximize the potential of the new military learning institution.

10:15 - 10:30 a.m. Coffee Break with refreshments

10:30 - 12:00 p.m. Discussion

Discussion theme: How can the CF foster knowledge exchange with the Public and Private sectors?

Knowledge creation, knowledge transfer, and knowledge management.

To become a true learning organization the CF recognizes the need to exchange “knowledge” with the public and private sector in the arena of the global community. How can we practically exchange “knowledge”? What are the barriers that we must overcome? What are the critical concerns, such as security, that we must respect?

Aim of discussion: To identify key considerations and tactics for instituting an effective and gainful “knowledge” exchange network.

12:00 - 2:00 p.m. Lunch at the RMC Senate Chamber and wrap-up of meetings.

Record of Discussion

HR Strategy 2020

- support for scenarios as strategic tool
- follow-on to scenarios is the most powerful part; however many don't do follow-up monitoring - requirement to monitor trends and adjustments; reassess each component and criteria of each on a year to year basis

Quest for Knowledge - Motivational Aspects of Providing Developmental Opportunities

- meeting began with opening comments reflecting underlying assumption that providing development and learning opportunities for employees/members is a positive contributor to a full range of HR issues including, but not limited to leadership, commitment and loyalty, recruitment, well-being, retention, professionalism, fairness and equity
- Learning and PD in the CF identified as an attraction, retention and motivational tool
 - Rigorous program of branding in reference to opportunity to develop yourself
 - Make members aware of possibilities - 'up-selling' development opportunity

Creating a Learning Organization - Lessons from the Private and Public Sectors

role of senior leadership emerged as key theme in creating a learning organization

- help leadership learn how learning is strategic, finance and distribute PD for impact
- give 'gift of learning' to senior leadership, they will ABSOLUTELY give it to others
- how we value teaching in "portrait of the leader" will be critical - need new paradigm
- not just management PD, but technical and professional learning also
- connect informal work of horizontal network to DMs, top leadership
- professional learning for leadership, cannot use amateur 'gentleman' model of leadership used in the past
- build managerial and leadership skills upon knowledge foundation
- move from 'Command & Control' to intellectual leadership development
- build 'continuum of learning' within institution - ignore institutional hierarchies of credentialism, that is, that a particular educational credential will equip you for life (old model that created hierarchies of institutions and credentials all geared to 18-24 year olds)
- accreditation and credentials do matter: accreditation - excellence, demonstrably capable peers, staff, etc. and measured outcomes (growing volume of 'unaccredited' opportunities to learn); credentials not 'creeping credentialism' - change nature of the task, ways of obtaining w/o repeating learning gained through experience
- framework for learning - HR principles, for example, are learning drivers - there is an exponential growth of information, but much is quickly out of date

- do not identify 'transition issues' as strategic issues; ex. literacy issues in Canada are driving move to respond quickly to identified gaps, but don't let that transition gap and associated patterns define where we want to be in 20 years - today's issues are not necessarily long term issues
- 'lessons learned' versus 'lessons taught' - ensure strategy used ensures lessons integrated into practice, ensure lessons integrated into future are not inappropriately rooted in the past
- what are indicators of 'learning culture'?
- 'knowledge mapping', regardless of rank, status, etc.

The Canadian Defence Academy

- Overall support for intent of CDA:
 - ensure CDA becomes a national institution as intended
 - focus on outcome, 'integrate fragments'
 - not just focused on making officers
- open up to be national, more global model; avoid pitfalls associated with regional civilian academic cultures (more than providing access, but ensuring that the 'learning culture' is inclusive in terms of CF cultural differences)
- CCMD/CDA synergy; CDA presents tremendous opportunity to explore civilian side, foster exchange (ex. ADM HR Mil wants a Col in CCMD, CCMD wants links with CFLI)
- build PD in a way that contributes to long term leadership development
- Connection between mil/civ executives important to CCMD
- Need more inclusive model and to convince that it does not threaten 'profession of arms'
- Focus on content (invest in executive and leadership development, survival, retention...)
- Build a comprehensive institution, all encompassing in terms of higher education (Okanagan example - potential model for the 21st century)
- Focus on 'continuous learning' (model for 21st century) **not** 'lifelong learning' (20th century model)
- don't separate education and training - it's all learning
- leaders and teachers must define the curriculum, as curriculum development within strategic framework is very important
- 'internationalization' - ensure ability to apply learning in different contexts
- fund research differently - use research funding strategically and in funding partnerships, multi-partner consortia; CF is moving on many of these types of things, but need to put it together in the right ways - must reflect way CF meets government agenda

- partnerships with partners who can deliver the best knowledge - too much work for any organization to accomplish on their own
- Distributed learning on 'company time' or it becomes counter-productive
- Asynchronous model - deliver training where there are clusters of people
- Although on-line learning is 'here to stay' the pressure for it comes from government, not students (not ideal way to learn - distance learning students may not do as well as classroom students)
- Huge pedagogy issues (demands on teaching/academic staff, quality of teaching, learning, etc.)
- Need seamless integration of 'rigour and relevance' - theory and application based on sound model, use of simulations, simulation debriefs
- Integrate customer experience, put learner into total experience
- Instructional alliances outside of academic milieu
- Get structure streamlined, reduce redundancy, establish inventory of everything being done, learn and build upon what has already been done
- Think strategically; put CDA in 2020 environment
- Develop 'customer relations' strategy
- Integrate into total HR System
- Take on complexity of managing individual pathways in a way that complements career paths
- Integration of civilian side
- Connect internal to external academics, leadership with CAU and CACC (Canadian associations of universities and community colleges)

Fostering Knowledge Exchange with the Public and Private Sectors

- linkages, mobility across departments and external to public service
- horizontal coalition building, share across departments - what does CF do? (knowledge created and not shared is wasted)
- common executive training for military and civilian leadership (build upon/improve current model which provides opportunity for those outside CF/DND to attend courses, eg. Noted that time commitment can be intense, so CDA is looking at possibility of providing courses in modules to facilitate greater access both internal and external to department)
- encourage/obligate civilian attendance on key Defence courses, eg. National Security Studies Seminar and vice versa
- 'Best Practice' - Annual CDS seminar for discussion of strategic issues; civilian DMs and other departments invited
- determine balance required in reference to direct relationships, complementary activity and/or working with private and public sector organizations
- get word out about CDA, learning and PD, communication strategy
 - integrate module in journalism with universities; develop exchanges in journalism

- 'employment branding' - sell across leadership, communicate CDA internally, sell relevance, advantages, opportunities to individuals (caution in reference to managing employee/member expectations)

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