

## Building Successful Leadership Development Programs: New York State's Approach

Eugene J. Monaco, Executive Director and Public Service Professor, Professional Development Program

The trend toward increased leadership development at the senior management level has continued to be strong in the first decades of the 21<sup>st</sup> century as public and private organizations continue to experience rapid organizational changes brought about by the forces of the global market place and technology, including continued downsizing, which has become a fact of organizational life as these organizations streamline for improved effectiveness and cost efficiency in order to remain competitive. And, as the downsizing has progressed, senior managers who are affected have continued the trend to opt for early retirement and its incentive packages, leaving a senior management gap in the wake of their departures.

New York State government agencies have not escaped this trend. The data from the 2014 Civil Service Workforce Management Report shows that almost 30% of the workforce is leaving state service at age 55, and this figure includes a high number of senior managers. With budgets significantly reducing, this trend will continue, and the need for new senior managers who are ready to step in and immediately replace those departing is real and has become a top priority for many state commissioners. To recruit and develop candidates for management positions at this senior level has, therefore, become a mandate for state agencies.

Recruiting these new senior managers requires first being confident that the specific management characteristics that are the success factors for managing in state government in the 21<sup>st</sup> century have been accurately identified, accounted for and, when needed, developed. Some desired qualities such as vision, integrity, and empathy, which are an essential part of the successful manager's DNA, tend to be a given for effective leadership at any level. Other attributes, such as communication, delegation, analytics, financial management, project management, team-building, and problem solving can be assessed and developed. No doubt, some of these traits will require

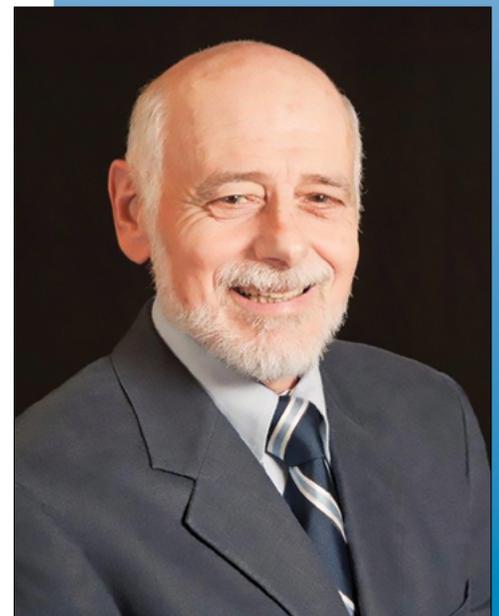
*Continued on page 5*

A Newsletter from the  
**Professional Development Program,  
Rockefeller College**



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Eugene J. Monaco

<b>Executive Education in Singapore .....</b>	<b>Pg. 2</b>
<b>Leadership Dev. for Case Processing Review Supervisors .....</b>	<b>Pg. 2</b>
<b>PSWP Leadership Programs .....</b>	<b>Pg. 4</b>
<b>News and Views .....</b>	<b>Pg. 6</b>

# Executive Education in Singapore

Jeffrey Straussman

After stepping down as Dean of Rockefeller College of Public Affairs and Policy in 2011, I took a faculty leave and went to the Lee Kuan Yew School of Public Policy, National University of Singapore from July 2011 to July 2013. In addition to the normal faculty responsibilities of teaching and research, I was heavily involved in the School's executive education program and served as Vice Dean for Executive Education in my second year. This turned out to be an exciting and rewarding experience.

Executive Education (EE) at the Lee Kuan Yew School of Public Policy is a big business. With a full-time staff of about 15, the program develops and implements

programs for middle and senior government officials from Asia and beyond. The School uses a business model that requires EE to be self-financing and the "profit" from EE programs funds some of the dean's initiatives. Programs range from a day to four weeks. While the majority take place at the School in Singapore, some of the programs are done abroad. The photos give you a look at some of the programs that I developed during the 2011 to 2013 period.

*Continued on page 3*



Jeffrey Straussman

# Leadership Development for Case Processing Review Supervisors

Ellen Higgins, PhD  
Senior Education Specialist, PDP

Developing leadership skills is an important aspect of the Case Processing Review (CPR) for Non-Temporary Assistance SNAP (NTA-SNAP) Supervisors course. PDP's CPR Institutes are four-day programs designed to create a self-directed learning environment around policy areas that the NYS Office of Temporary and Disability Assistance has found to be the most error-prone from their audits of social services districts. With the participant manual serving as a policy reference, the curriculum places emphasis on simulated supervisory case review practices for common program and case decision errors in areas such as expedited SNAP processing, determining household composition, and SNAP budgeting and claims. Participants work individually on cases and then collaborate in group activities that facilitate discussion and the sharing of best practices in solving the case errors.

Soft skill content is also included, which aids supervisors in dealing with the non-policy aspects of their work. The goal is to get supervisors to think of all facets of their job—not just the policy and the paperwork, but also the many issues involved in managing both projects and people. Each content module in NTA-SNAP CPR contains a segment with learning activities for enhancing leadership skills. The initial segment invites participants to consider the differences between supervising and leading, guiding them to understand that supervisors are also leaders. The other soft skills segments continue the work on developing leadership by focusing on areas like leadership styles, strength-based staff development, and clear communication and feedback. Structured activities encourage supervisors to simulate or experiment with behaviors and actions associated with the leadership skills being highlighted. Participants then reflect on and discuss their experiences and discoveries/responses, both individually and collectively, in small and large groups. Combined, these two tracks of policy and leadership practice are designed to aid supervisors in creating a workplace where errors are minimized and where positive change can happen. **PDP**

Programs fall into three categories. First, many of the clients are actually government ministries that select participants for a program designed to meet specific goals that have been identified by senior officials. For instance, the Ministry of Finance of Sri Lanka wanted its middle level managers to have a more sophisticated understanding of modern concepts of public finance, such as the financing of public-private partnerships that have been expanding significantly in Asia. EE also designed and delivered programs for the Communist Party of Vietnam on topics ranging from leadership to anti-corruption. Second, some programs were designed for a funder that gave the School the authority to market to a target group and select participants for the program. I developed a 15-day program for senior managers of Singaporean non-profit organizations. The purpose of the program was to enhance the knowledge and skills of these managers on a range of topics like fundraising, financial management, marketing, using social media effectively, partnering with the board of the non-profit, and leadership. I learned that there are many similarities in the challenges that non-profit managers in Singapore face, but there are also important differences. Third, some EE programs are what we call “open enrollment,” where the program is marketed and EE staff screen potential participants. The flagship program at the Lee Kuan Yew School of Public Policy is a four-week program called the Senior Management Program. In 2013, my colleague and I organized a program around the theme of “managing policy complexity.” We used

the example of refugees on the Thai-Myanmar border as an extended case study. In week three, we went to Thailand and heard from different stakeholders. The week culminated in a visit to the Mae La refugee camp, 60 kilometers from the city of Mae Sot in western Thailand. The program was well received by the 28 participants who came from Singapore, Hong Kong, Brunei, China, and Australia. They were engineers, diplomats, university administrators, senior police officers, and colonels from the Singapore military.

EE is an important part of any public affairs school or college and serves several purposes. EE is a revenue-producing activity that provides discretionary revenue for a dean or department chair, as well as supplementary income to those who teach in these programs. Next, this type of teaching is different from the routine undergraduate and graduate teaching that is conducted over a semester. Participants are older, more experienced, and bring considerable knowledge and expertise to the classroom. They are also demanding and willing to challenge you and their fellow participants. Managing this effectively builds what I call one’s teaching repertoire. Finally, research ideas can flow from the EE experience. My Lee Kuan Yew School colleague Orn-orn Poocharoen and I have prepared a research paper about managing policy complexity based on the refugee case, which she presented at a conference in Milan, Italy in July 2015. So, bottom line, EE is win-win all around. **PDP**

## 5 Keys to Inspire Leadership

**Win Trust**  
Trust breeds loyalty and enthusiasm. Ask about people’s lives outside of the office. Talk to people when they want to engage with you. When something goes wrong, don’t reprimand or berate; explain why the situation is incorrect and cannot happen again.

**Face Challenges**  
Deal with challenges openly and honestly. Communicate both good and difficult news regularly and honestly to make people feel like part of the team.

**Be Authentic**  
Act the way you expect others to act. Treat people the way you expect others to treat people. Feeling respected leads to pride in oneself and in one’s company.

**Earn Respect**  
Be yourself. Use your personality to develop how you interact with others. Flaunt your love of fashion or make people laugh with your celebrity impressions. Being around someone who is authentic helps others feel comfortable being authentic themselves.

**Stay Curious**  
Leaders are life-long learners. Model this behavior for others, and support others in their desire to innovate and grow intellectually.

**Face Challenges**  
Deal with challenges openly and honestly. Communicate both good and difficult news regularly and honestly to make people feel like part of the team.

The need and desire to develop the leadership skills of public workforce managers, supervisors, and emerging leaders is well established across the country. This trend is illustrated by the demand for training programs focused on leadership development coordinated and delivered through the Professional Development Program.

# PSWP Leadership Programs

## Leadership Development Programs

The Governor's Office of Employee Relations (GOER) and the Public Employees Federation (PEF), through the Professional Development Program (PDP), have sponsored the development and delivery of multiple programs to help enhance the leadership skills of PEF-represented managers and supervisors. Among these programs, the Leadership Development Program (LDP) is the most visible offering. Demand for this program routinely exceeds available seats.

This program has been revised and improved in the last four years to include more specific training objectives and well-defined training outcomes. Each Leadership Development Program takes place over the course of two months and includes an orientation, seven full days of training, and a graduation event for 40 participants. Since the beginning of 2014, PDP (with funding, leadership and support from GOER and PEF) has delivered four programs to a total of 160 New York State leaders and future leaders, Grades 18 and above.

In the LDP, participants develop and strengthen their skills in goal setting, managing change, solving problems, communicating effectively, building strong teams, developing others, and more. A work-specific project, homework, and project guidance are key elements of the program and ensure that the skills and knowledge gained in the program transfer to participants' specific work environments.

Due to the success of and demand for these leadership programs, PDP worked with GOER, PEF and training providers to develop leadership training programs specific to Information Technology (IT) and Nursing professionals that focus

on the application of leadership skills in IT and Healthcare environments, respectively. To accommodate the work schedules of many nurses, the nursing leadership program was condensed into a three-day course, which provides practical, relevant information, essential skills, and techniques to lead teams and create work environments that foster trust and accountability. A condensed two-day course for Nurse Administrators was also designed to refine existing skills and develop advanced nurse leadership competencies.

The Leadership Development Programs use lectures, scenarios, and group activities that address real-world issues, resolving them by using specific, practical skills. The success of these programs will ensure that leaders have the knowledge, skills, and tools necessary to successfully lead and manage in New York State government.

*Continued on page 5*



## Strategic Human Resources Management for DHRM

Another occupation-focused leadership program was developed for and delivered to NYS Directors of Human Resources Management (DHRM).

Based on an initiative from the Department of Civil Service (DCS) and the Governor's Office of Employee Relations (GOER), PDP worked with key subject matter experts from the state, and faculty and staff from Cornell University to develop and deliver a customized training program for New York State DHRMs. The training was designed to increase leadership skills related to strategic human resources. The goal of the program was to facilitate a fundamental shift in the way DHRMs work, with a decreased focus on transactional issues and increased focus on strategic thinking to accomplish agency goals.

The DHRM Training Program used a blended-learning approach to tie course content to human resource practices in New York State government. The program's primary component was completion of a six-course advanced human resources certificate through eCornell. Other components included mentoring sessions to tie course content to NYS work, and completion of an action item plan that would outline how the DHRM would take strategic human resources concepts and operationalize them back at their agency. In addition, guest speakers with expertise in application of course content to NYS government were invited to speak at select mentoring sessions.

This training program has provided DHRMs with opportunities to exchange ideas and experiences with direct application to their respective agencies. **PDP**

ongoing evaluation and development through on-the-job training and mentoring. A primary factor for New York State to consider as they put a plan in place for recruitment, assessment, and development is that to institutionalize effective management principles and practices consistently across the agencies and affiliated organizations, a consistent and effective leadership program needs to be established and supported up to the highest levels of the organization.

Consequently, under the direction of the Governor's Office of Employee Relations (GOER), an ambitious plan is underway to provide a comprehensive and consistent leadership program for senior level managers in collaboration with Rockefeller College and the Professional Development Program (PDP). GOER has identified a need for training that will equip state government leaders with the knowledge and competencies required to transform New York State government. Building on GOER's vision, PDP and Rockefeller College has assisted GOER in the creation of a New York State Leadership Institute that will provide far-reaching continuing professional education and development for senior executives.

This pilot program is scheduled to launch in the spring of 2016 as a comprehensive 14-day program. The program will be led by faculty who have experience working in the public sector and staffed by experienced practitioners who can address topics such as leading change, leading people, getting results, developing business acumen, and building coalitions from a reality-based perspective.

The New York State Leadership Institute will be a model for producing senior level managers who will become effective leaders and, once successfully implemented and institutionalized in New York State Government, will make a difference in how our government works. **PDP**



Frederick Taylor (1856-1915)

## Did you know?

The origin of executive education can be traced to Frederick Taylor and his 1911 essay *The Principles of Scientific Management*.

*The Principles of Scientific Management* laid out the principles of scientific management, a theory of management that analyzes and synthesizes workflows to improve economic efficiency, especially labor productivity. It was one of the earliest attempts to apply science to management and the development of processes. This approach is also often referred to as Taylor's Principles, or Taylorism.

# News and Views

## PDP Staff Retire

### Rebecca Stanley

Rebecca Stanley, Manager of PDP's Instructional Technologies Unit (ITU), retired from PDP in April after 18 years of service. Rebecca was a major contributor to the development of organizational expertise and capacity in e-learning and distributive education.



Rebecca Stanley

Rebecca led and inspired her staff to build creative and high quality e-learning products, which have won numerous awards from prestigious organizations such as Communications Concepts, the American Society for Training & Development, and the United States Distance Learning Association.

Rebecca also helped build a strong relationship with the NYS Office of Temporary and Disability Assistance (OTDA) by developing and maintaining the agency's web sites, which are consistently recognized for their usability, accessibility, and multiple language features. In 2004, Rebecca persuaded OTDA to allow PDP to build an e-learning portal to house the web-based trainings being developed. This portal, named TrainingSpace, houses trainings and materials on various social services topics.

Rebecca was an integral part of the design process for "Orientation to Public Health," PDP's first web-based training for the UAlbany School of Public Health's Center for Public Health Continuing Education. Based on the strength and success of that module, PDP created more than 20 additional public health and emergency preparedness e-learning products over the next 10 years.

We greatly appreciate Rebecca's many outstanding contributions and determination to make PDP a leader in quality e-learning products and services. We wish her the very best as she embarks on her next adventure.

### Patty O'Neill

On September 18, Patty O'Neill retired after 16 years with PDP.

Patty supervised the event coordination components of several OTDA projects, as well as provided support for some other PDP projects. Patty has been instrumental in PDP's success with event planning and coordination deliverables—a true leader in her field. Under Patty's leadership, thousands of training events were effectively coordinated, and PDP extended its work to include a variety of training conferences. She is recognized as an event planning expert. Patty was a recipient of the 2007 PDP Outstanding Team Award as well as quarterly PDP Team



Patty O'Neill

*Continued on page 7*



June Mastan, Eugene Monaco, Mary Kazmierczak and Deborah McGuire at the Staff Recognition Ceremony

Spotlight Awards in 2014 and 2013. She also coordinated an award-winning welfare reform informational campaign. We thank Patty for her exceptional contributions to our work.

## 2014 PDP Service Recognition Awards

The 2014 PDP Service Recognition Awards were presented at the annual PDP Staff Recognition Ceremony, which was held on Thursday, April 16, 2015. Congratulations to our winners!

### DTAT/Administrative/Project Support Team

#### Outstanding Team

Deborah Brathwaite, Colleen Denning, Peggy Dayer, and Amy Kerr received this honor for combining their individual talents to produce outcomes that would not be possible without their effective collaboration, communication, and synergy. The team's work supported 399 days of training in 2014, including 215 different deliverables and 50 different programs, which trained 4,398 trainees.

### Jeniver Zorilla

#### Outstanding Administrative Support Staff

Jeniver Zorilla's initiative to co-create a comprehensive resource manual for new Administrative Support Unit staff is highly commendable. Her program knowledge, excellent customer service skills, and fluency in Spanish are invaluable.

### Susan Gieryic

#### Outstanding Professional Staff

Susan Gieryic has worked tirelessly to raise the visibility of PDP's Evaluation Unit and has added significantly to the depth of PDP's evaluation work. Susan approaches her work in a determined manner, offering keen insights to design optimum evaluation instruments. She is a good mentor and is highly regarded by PDP staff and sponsors.

### Greg Sides

#### Outstanding Trainer

Greg consistently receives outstanding feedback from PDP sponsors and trainees for both his independent and team deliveries. In 2014, Greg supported seven different training programs, delivered 122 days of project training, six days of DDI training for PDP staff, and gave two PDP Branding Update presentations. Greg engages trainees easily and challenges both trainees and his peers to learn and adopt best practices.

### Mary Kazmierczak

#### 2014 Executive Director's Award

Mary Kazmierczak was presented the 2014 annual Executive Director's Award. Her numerous contributions to PDP and the children and families of New York State, along with her efforts in furthering PDP's mission of helping government work better, were her trademarks. Mary managed PDP's Child Welfare Permanency Planning Project for the past 15 years. On a statewide level, Mary's influence on child welfare practice has been significant. Mary encouraged staff to identify and build on their strengths, take initiative, and pursue excellence in promoting Child Welfare practice improvement throughout New York State.

## PDP on the Move

PDP is moving its Albany offices, currently located at 22 Corporate Woods (CW) and the University Administration Building (UAB). As of October 1, 2015, PDP will be located at 4 Tower Place in Stuyvesant Plaza. PDP will occupy the 3<sup>rd</sup> and 4<sup>th</sup> floors and have training rooms on the 4<sup>th</sup> and 6<sup>th</sup> floors and will be co-located with the National Center for Security Preparedness (NCSP) which is located on the 6<sup>th</sup> floor.

Our new contact information is: Professional Development Program, Rockefeller College, University at Albany, 4 Tower Place, Albany, NY 12203, (518) 442-6500.

This presents PDP with the opportunity to consolidate its Albany staff in one state-of-the-art location to better serve its customers. **PDP**



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