

# PDP Communiqué

## Learning at the Speed of Change

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

We all inhabit an uncertain world in which not only success but, ultimately, survival requires the ability to recognize, manage, and respond to changes that arrive without warning. PDP's capacity to anticipate and respond to change as well as our expertise in supporting government agencies and their associated NGO's to do the same is central to our longevity. With over thirty years at the intersection of action and reaction, PDP has acquired a deep appreciation that "to live is to change."

Since change is at the crossroads of what we do, it is important for us to be nimble in anticipating and reacting to events. An approach we've adopted to gather, evaluate, and assess information that documents and tracks change is the trends analysis. Monitoring trends and examining their consequences aids us in better understanding the impact of globalization, the emergence of new knowledge, and, ultimately, what is taught in the classroom. This is an extremely important aspect of the trends analysis process—to shape tomorrow's curriculum. Trends analysis can also provide a better grasp of the complexities of today's world order and the level of education and continuous learning required to keep us competitive in the global marketplace. Those involved in continuing professional education should particularly take notice of the sweeping changes that are occurring and prepare appropriate responses now for the emerging future.

Recently, Robert Reich, former Secretary of Labor in the Clinton administration and currently Professor of Public Policy at the University of California, Berkeley, spoke directly to these points in his address to the annual University Continuing Education Association conference. He identified three mega trends or, as he referred to them, three key vectors that continuing professional educators need to better understand—globalization, technological change, and demography. While these do not come as a surprise, what is surprising is his mandate to understand and apply these to continuing professional education.

A closer look at what Reich had to say sheds light on the importance of being able to forecast the future. Reich argues that the first vector, globalization, has led to the international value-added economic system of production and service. This involves a global supply chain comprised of a collection of expertise at every level, which in itself has resulted in goods and services coming to the marketplace in ways totally different from those in the dominant industrial manufacturing economy. One of the significant consequences of globalization is the current world economy's international division of labor, which has led to significant changes in how firms make decisions about investment, production, and distribution of goods and services.

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**Professional  
Development Program,  
Rockefeller College**



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State University of New York



*It is with great sadness that we note the untimely passing of University at Albany President Kermit L. Hall, who died tragically in a swimming accident in South Carolina on August 13<sup>th</sup>. He will be remembered for his support of the engaged university and PDP's public service mission. President Hall's vision and wisdom will be missed.*



Eugene J. Monaco, Executive Director and Public Service Professor

### Learning at the Speed of Change Continued from page 1

The manufacturing of today's automobiles, which is now an international process, clearly illustrates this point.

The second vector or mega trend is technology. Technological change has introduced an innovation economy founded on creativity—an enormous shift. The 50's and 60's were the peak period of the former economy of mass production and mass consumption, which rode out its course at the latter end of the 20<sup>th</sup> century. That economy has been superseded by one of technology in the 21<sup>st</sup> century. The technology economy allows companies to produce tailored products at lower cost. The big manufacturing oligarchies no longer dominate—witness the sharp decline of General Motors, Ford, and others. Technology has enabled innovation to occur at an accelerated rate, transforming our economy from one supported by manufacturing to one based on information and service. Furthermore, the value-added in the area of technology is closely correlated with the level of education—higher educational levels generate higher added value. Consequently, those who lead in technology will have greater leverage in the global economy.

The third vector is demographics. The shifting population base and impact of the Baby Boomer genera-

tion and the subsequent GenNexters demands an educated workforce for the 21<sup>st</sup> century. The differences in educational attainment will be critical to economic success at all levels. Simply put, the more education one achieves, the more competitive one will become, which translates directly into increased productivity. As an outcome of this, we need to think boldly and differently about what is being taught and what is being learned in today's educational forums. We have witnessed the increasing shrinkage in the half-life of knowledge.

These three vectors or mega trends—globalization, technology, and demographics—simultaneously converging on us are a wake-up call. The need for critical thinking and the expectation of continuous learning have never been more important. These vectors cry out for continuous learning at all levels. Success demands life-long learning if we are to be competitive in what has become a flatter, more interconnected world. Those in the field of continuing professional education have an enormous opportunity to be trailblazers in responding to these changes. We look forward to continuing our commitment to learning at the speed of change for another 30 years.



## PDP's First 30 Years

We proudly summarize our rich history in public service and continuing education...

*Starting with a modest state planning grant, the early years focused on building an organization from the ground up—administrative infrastructure, policies and procedures, staff, curricula, and customer relations. Units were established to provide continuing education and resource materials for commissioners, staff development coordinators, child welfare caseworkers, adult services caseworkers, and income maintenance workers as PDP became one of the largest public welfare education and training programs in the country.*

# Trends

Recognizing the value of involving public universities in efforts to reform and strengthen public and child welfare policy and practice, federal funds were appropriated for training staff of local public welfare and non-profit agencies.

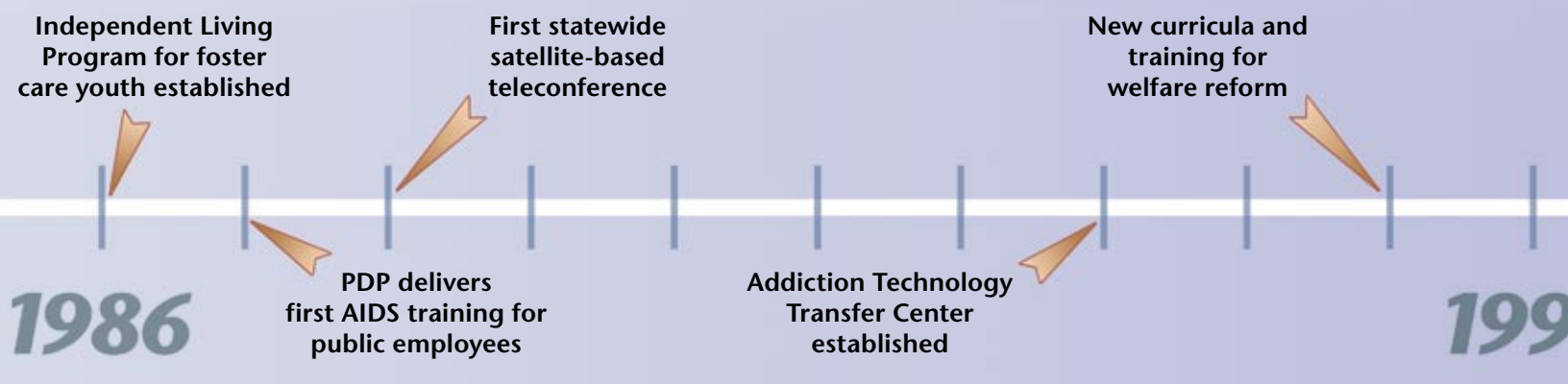
Increasing concern about the effect of foster care on children and families leads to the Child Abuse Prevention and Treatment Act, the Child Welfare Reform Act, the Adoption Assistance and Child Welfare Act, and the Adoption and Safe Families Act.

An increasing awareness of the need to maintain the competence and proficiency of a highly trained, professional workforce in a changing environment leads to a search for innovative approaches. With over 57,000 state-employed professionals, New York State joins with the Public Employees Federation (AFL-CIO) and negotiates a multi-million dollar program.

In an effort to professionalize addiction services by integrating current science and evidence-based practice, the Federal government embarks on a regional approach to knowledge dissemination. There is also a growing awareness of the implications of alcohol and substance abuse for child welfare practice.

AIDS emerges as a significant public health concern. The first International AIDS Conference, sponsored by US DHHS and the WHO, is held in Atlanta.

Technology takes the world by storm. The Windows operating system heralds revolutionary change. Employers and educators turn to distance education.



*When New York State turned to the university to forge a partnership for learning for the state's professional workforce, PDP worked with the Governor's Office of Employee Relations, the NYS Public Employees Federation, 60 state agencies, and the state's higher education community to establish the Public Service Training Program. Together with the statewide network of over 100 colleges and universities developed by PDP to provide graduate, undergraduate, and non-credit courses for PSTP, these relationships remain a valuable source of expertise adding a significant state level dimension.*

## PDP Responds

Starting from a modest state planning grant, PDP was established as a comprehensive training organization with units providing continuing education services for staff at all levels. PDP became one of the largest public welfare education and training efforts in the country.

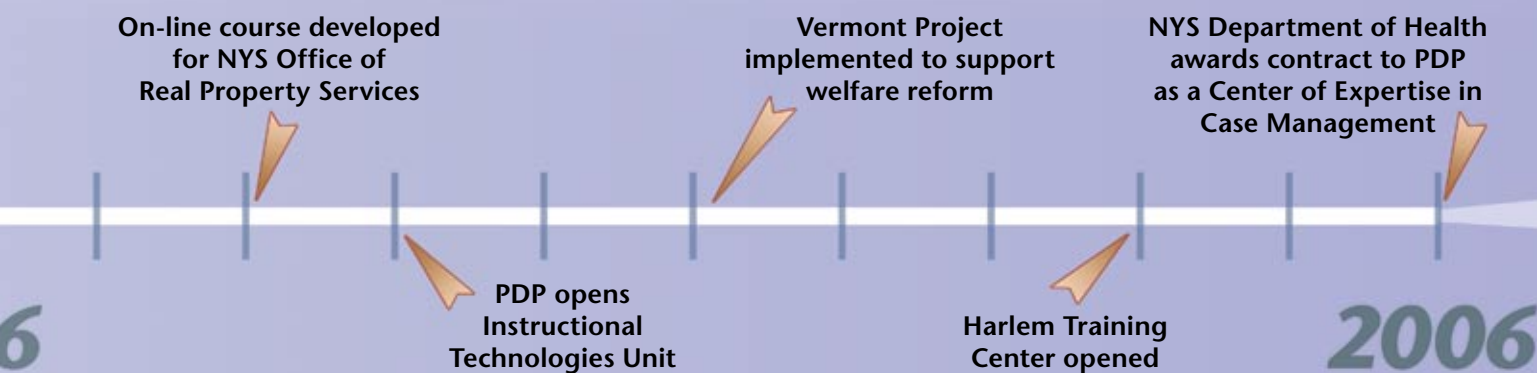
PDP develops curricula and training programs to support family preservation and reunification efforts; a focus on serving children in their own homes; and improved case recording and management practices. The Foster and Adoptive Family Recruitment and Retention Project is developed. PDP establishes the Albany Independent Living Resource Center to provide education and training services for caseworkers to assist youth aging out of foster care. This includes a fully-equipped RV for serving geographically remote locations.

In response to an overture from the State, PDP forges a working partnership for learning between the NYS Governor's Office of Employee Relations, PEF, and a statewide network of over 100 colleges and universities. The Public Service Training Program becomes the largest university-based public sector professional development program in the nation offering graduate, undergraduate, and non-credit courses for PEF-represented professionals in over 3500 job titles working for 60 different agencies in over 400 locations across the State.

PDP delivers the first AIDS training for public employees and later works with the NYS Department of Health to establish the AIDS Education Program.

PDP produces the first-ever statewide satellite teleconference using the new SUNYSAT system. PDP creates the Instructional Technology Unit to provide a focal point for e-learning. State-of-the-art learning applications are developed and launched.

The Addiction Technology Transfer Center is established at PDP to make current knowledge available to the addictions workforce. PDP implements the Working With Alcoholic and Substance Abusing Families Project to help child welfare agencies better serve families.



*As technology continued to emerge as an increasingly important and ubiquitous feature of society, PDP aggressively moved to install learning technology as an integral component of program activity. Redefining both the way we work internally and the learning services provided to clients, technology became a central aspect of doing business. PDP established the Instructional Technology Unit (ITU) to serve as a focal point for e-learning. ITU continues to introduce new and more dynamic models of instruction that engage learners, challenge thinking, and foster collaboration earning a state and national reputation for excellence.*

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## Did You Know?

There are over 50 million blogs in cyberspace with about 75,000 new ones popping up every day.

—*Technorati, August 2006*

As 64 million baby boomers active in the U.S. labor force are poised to retire in large numbers by the end of this decade, the Conference Board has initiated a 3-year study of the inclusion and engagement of late career workers.

—*PRNewswire, June 7, 2006*

On-line course enrollments now account for about one-fifth of all continuing and professional education enrollments at the typical college or universities.

—*Chronicle of Higher Education, August 29, 2006*

Shortages of health care professionals continues to challenge health care organizations as increased demand is outpacing the growth in supply. More than 30% of open nursing positions require 60 to 90-plus days to fill; nearly 55% of open rehabilitation positions took 60 to 90-plus days to fill.

—*Metrics Online 2005 Year-End Report*

Generation Y employees (those born after 1978) have higher expectations for themselves and their employers. They expect to identify and solve previously unknown problems and do things smarter.

—*Rainmaker Thinking, June 2006*

Women will control 60% of the wealth in the United States by 2010.

—*Allianz, August 22, 2006*

By 2010 the U.S. will have 10 million more jobs than it has people to fill them.

—*U.S. Bureau of Labor Statistics, August 28, 2006*

The country is facing a critical shortage of public health workers to respond to public health threats and emergencies leaving the country inadequately prepared for health crises related to bioterrorism, environmental disasters, or pandemic influenza.

—*American Public Health Association, August 28, 2006*

*Looking to the future from our location at the intersection of change and learning, our survival and our value to client organizations relies on our ability to effectively detect and respond in meaningful ways. The fundamental question we face is "What will the next decade mean for continuing professional education and the public service?"*

## News and Views

### 16<sup>th</sup> Annual Youth Event and Speak Out

The Albany Adolescent Services Resource Network held its 16<sup>th</sup> Annual Youth Event and Speak Out at Herkimer County Community College on August 23, 2006. This year's theme was entitled: "When Life Knocks You Down, Try, Try, Try Again... With Life Skills!" Each year the AASRN, in conjunction with youth leadership teams from the Syracuse and Albany areas, provides youth-led workshops and an opportunity for youth to speak out to a panel of listeners who are influential in creating and carrying out policies and services that affect foster care adolescents. Over 400 foster care youth and agency staff representing 39 voluntary agencies and local departments of social services attended.

### ITAP Marks 25<sup>th</sup> Anniversary

The Institute for Temporary Assistance Programs (established in 1981 as the Income Maintenance Training Institute), is the largest continuously operating public welfare training program in the nation. Serving as a mechanism for implementing public policy, ITAP offers a 10-day residential program up to 8 times a year for new front line staff. Designed to evolve in concert with policy and program changes, ITAP is noted for its ability to quickly respond to the needs of state and local welfare agencies. It has recently launched an integrated blended learning component to further enhance its effectiveness.

### AIDS-Related Activities Renewed and Expanded

Along with a five-year contract renewal to operate the AIDS Institute Regional Training Center for the Capital Region and North Country, PDP has been awarded a statewide contract as a Center of Expertise in Case Management by the Department of Health AIDS Institute at a funding level of \$120,000.

### New Dean Appointed



Eugene J. Monaco, PDP Executive Director, welcomes Jeffrey D. Straussman, the new Dean of the Rockefeller College of Public Affairs and Policy. Previously Associate Dean of the Maxwell School and Department Chair of Public Administration at Syracuse University, Dean Straussman brings a reputation as a top scholar, master teacher, and institutional leader.



*Lisa Skill*

### PDP Staff to Advise NYS HIV Prevention Efforts

Lisa Skill, PDP Senior Education Specialist, has been appointed to the New York State HIV Prevention Planning Group and will serve a membership term of November 2006 through October 2009. In existence since 1994, PPG assists the New York State Department of Health AIDS Institute in identifying and prioritizing the HIV-related prevention needs of New York State's diverse communities.

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# Capturing Workforce Trends

Sydney Cresswell, Director,  
Intergovernmental Solutions Program

*Rapid changes visible across the government landscape might dispel public sentiment that government is slow to change. Government, like the nation in general, is coping with accelerating demographic, technological, and global forces.*

These forces translate into changes in the composition of the workforce and new sets of training issues. For instance, substantial waves of retirements are leaving gaps in service and institutional knowledge. The replacement workforce is younger, ethnically diverse, and presents a different training profile. Globalization is requiring workers to deal productively with colleagues from vastly diverse cultures. New technologies are changing IT professions in particular, and challenging old business patterns and processes in general.

How are these changes affecting state government in New York? A series of occupational trend studies conducted at universities across the state are trying to answer that question. The trend analysis reports undertaken by Rockefeller College of Public Affairs and Policy cover three large professional groups—accountants and auditors, labor service representatives, and information technology specialists. Over the course of a year, researchers from the College scan professional and academic sources, conduct interviews, and review profes-

sional standards to understand and document the trends influencing these professions.

Trend analysis is a tool for capturing and understanding the events and developments that impact our work and lives. With respect to government, trend analysis helps leaders plan to ensure workforce continuity and minimize workforce disruptions. Trend analysis results can help identify professional training needs providing the best fit with the emerging workforce composition.

With the first of three study phases complete, we have documented the following trends affecting the state workforce:

- *Demographics.* We anticipate an even greater reduction of skilled professional state employees with many years of experience, and a younger and more diverse replacement workforce. Supervisors need to focus on succession planning, making use of retirees who wish to continue working in some capacity, and the training needs of a younger staff. With respect to this latter group, younger hires reflect the issues noted more broadly in this study. They are a diverse group with a learning style, attitudes, and approaches shaped by global influences and technology tools.
- *Global diversity.* Training is needed to help super-

visors and employees work well with the increasing number of state workers and contract employees from different countries. Supervisors need to understand where to go for information, how to manage the changing workforce demographics, and how to be sensitive to the cultural differences and unique challenges faced by immigrants.

- *Technology and IT systems.* Agencies are shifting from an internal focus on developing and maintaining their own systems and software to partnering and contracting with third parties and using third party software. IT managers will need to integrate new systems into current environments, be productive project managers, and effectively manage third party contracts and relationships.
- *Technology and professions.* Many professions need to retool as records and procedures have become wireless. Auditing and accounting personnel are especially affected by technology changes and the shift to paperless transactions.

*Trend analysis results can help identify professional training needs providing the best fit with the emerging workforce composition.*

## **PDP Moves to New Campus Location**



In early September, after nearly 30 years on the university's downtown campus, PDP moved to new offices on the uptown campus. Previously home to the university's senior administrative offices, the University Administration Building will provide classroom and office space for over 120 Albany-based PDP staff. The new mailing address and contact information is:

Professional Development Program  
University Administration Building  
1400 Western Avenue  
Albany, NY 12222  
Phone: 518-956-7800  
Fax: 518-956-7865

## **PSWP Interns Prove to be Key Team Members**

Consistent with PDP's long-standing commitment to providing meaningful internship experiences, interns have played a significant role with the Public Service Workshops Program. As graduate students from the Rockefeller College of Public Affairs and Policy and the College of Arts and Sciences, Department of Communication, PDP interns are involved in working with colleges, universities, and state agencies to help develop workshop offerings for the New York State's professional, scientific, and technical services workforce.



*From left: Kelly Burr, Maria Mernova, Melissa Schermerhorn, and James Bonville*

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