As companies have come to regard the investment in human capital as extremely important to yielding high returns for the business, the need to have a proactive rather than a reactive workforce has emerged. Employees who have learned to start and initiate proactive change in work processes have become to be highly valued. These employees require more demanding educational approaches that call for higher degree of leadership and creativity by educational providers as they meet these new needs.

The long-established role of training that turns policy into practice has been reversed. Training practices now lead to practice and policy change across companies, as in the case of training with a variety of educational provider solutions to assist with professional development and training needs that in turn inform the development and design of the curriculum modifications for the adult working populations.

PDP Annual Report

PDP's Annual Report, which was recently submitted to the University's Office of Research, highlights many of its outstanding accomplishments during the past year. PDP has continued to focus on core mission of providing continuing education programs and training, primarily for the public service workforce in New York State. These programs have been highly effective in assisting numerous state and local government workers increase their job proficiency.

Overall, PDP received 34 contract and grant awards totaling over $9 million to conduct this work during FY 2011-2012. PDP staff successfully offered over 1,900 instructional activities enrolling over 68,000 employees in various programs. The majority of these activities were conducted for employees at the NYS Office of Children and Family Services, the NYS Office of Temporary and Disability Assistance, the NYS Department of Health, the Governmental Office of Employee Relations, and local government agencies throughout New York State. The program areas that had the highest enrollments were Child Care Provider Training, Child Welfare Training, and Computer Skills Training.

Mary McCarthy Receives PDP's Distinguished Continuing Professional Education Award

Mary McCarthy from the School of Social Welfare was presented the 2012 Distinguished Continuing Professional Education Award by Executive Director Eugene Monaco at the May 19th Rockefeller College Awards Ceremony held at the Federal Court House in Albany.

Govern annually by PDP; the award of excellence recognizes exemplary leadership and noteworthy contributions to the field of continuing professional education for the public workforce. Mary has established a well deserved reputation for her commitment to excellence in education and training for the public service, and an educator who has made a distinctive and noteworthy contribution to the development of continuing education policy with practice as the 2012 recipient of the Distinguished Continuing Professional Education Award of Excellence.

Mary McCarthy from the School of Social Welfare was presented the 2012 Distinguished Continuing Professional Education Award by Executive Director Eugene Monaco at the May 19th Rockefeller College Awards Ceremony held at the Federal Court House in Albany.

**The Changed Role of Training**

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

As the American workforce has evolved over the past twenty years into a place where change is the single most important success factor, and as the work of tomorrow, companies have transformed into learning organizations. This change has affected both the processes and the culture of the workplace, and is now affecting the role that training and development plays.

While in the past, employees went to their jobs and performed their tasks as directed, they now select from a menu of information and resource options as they exchange ideas and best practices in order to innovatively achieve greater efficiencies and customer satisfaction. Companies now consider the work tasks to be accomplished, but rather require their employees to constantly acquire new skills and knowledge in order to identify gaps, propose solutions, and realize solutions about how best to accomplish the solutions. Employees and employer leadership need to be aware that these changes have now transformed workplace practices and hierarchies need to change, but so too has the role that training and development plays in the workplace.

As this transformation occurred, companies increasingly came to blend their own in-house training with a variety of educational provider solutions to assist with professional development and training of employees at all levels. Many colleges and universities have been instrumental in assisting and directly developing their employees when they don’t already come equipped to take on this higher order performance.

Therefore, the need to train workers for a range of behavior modifications that affect self-awareness, self-monitoring, self-control, and self-motivation has become essential. In order to effectively and efficiently apply proficient personal skills are important for success in today’s workplace. In this ever-changing role, training takes on a wide new approach that calls for a higher degree of leadership and creativity by educational providers as they meet these new needs.

As this transformation occurred, companies increasingly came to blend their own in-house training with a variety of educational provider solutions to assist with professional development and training of employees at all levels. Many colleges and universities have been instrumental in assisting and directly developing their employees when they don’t already come equipped to take on this higher order performance.
The legislative function must oversee organizations with numerous derivative transactions. The determination in 2007 that training for derivatives is complex and that there is a high level of complexity surrounding these transactions and the related accounting, requires continuing education and training in this complex area.

Derivatives are used by industries such as public utilities, banks, and insurance companies that are regulated by public sector agencies. The employees of these regulatory agencies are required to oversee derivative transactions such as energy fuel hedges or insurance and banking related transactions. Additionally, the legislative function must be knowledgeable about these derivative transactions as they are an integral part of new legislation. For instance, new federal legislation such as the Dodd-Frank Wall Street Reform and Consumer Protection Act has new constraints on derivative transactions that must be understood by state governments. It is most likely that new regulatory programs will be implemented in the near future to help mitigate the risks associated with derivative transactions. In light of these issues, it is imperative that the state work force be as educated as possible on this complex array of transactions.

The need for continuing training and education in this complex area and for the capability and knowledge to be able to review and analyze complex financial transactions is highlighted by the events that occurred in recent years. ... as Lehman Brothers and AIG. Complex derivative transactions were one of the factors that led to this financial crisis.

Did you know?

Many New York State employees must audit or otherwise oversee organizations with numerous derivative transactions. As of June 30, 2011, the City of New York had $621 million in debt swap transactions.

The New York Power Authority, a public agency, uses millions of dollars in complex derivative transactions in numerous areas such as interest rate swaps and energy hedges.

The natural gas services in several counties in New York State, had hundreds of millions of dollars in energy price, credit, and economic hedges at year end 2011.

The New York State Citizens’ Coalition for Children Annual Conference

Informs and sustains inquiry and conversation related to “go green,” the Communique newsletter@pdp.albany.edu

The mission of the Professional Development Program is to make a difference in a changing world by linking the learning, applied research, and evaluation resources of the University with the continuing professional education needs of the public service. One of the ways this is accomplished is through contributions to conferences for professional associations. In the past year alone, PDP staff presented over a dozen different conferences helping to link practice to industry knowledge.

Check out the
PDP Communique
in Brief

The PDP Communique in Brief is a monthly newsletter that highlights the PDP website’s top articles by providing timely and critical information, best practices, and valuable insights about the education and training fields, as well as relevant developments in the larger academic and public service environments. Articles are written by practitioners and scholars from diverse settings. The PDP Communique in Brief informs and updates readers who understand and engage within their agencies, effectively and accurately.

PDP Presentations:


Promoting Innovation in Public Employee Training Programs

Dr. Kevin M. Bronner
Public Service Professor
Dept. of Public Administration & Policy, UAlbany

The Public Service Workshops Program (PSWP) is committed to developing innovative and timely training programs for public sector employees. Many of the program's offerings are based upon the use of environmental scanning in order to determine key areas in which training is required and which then lead to the development of state-of-the-art training workshops. During 2009 and 2007, PSWP conducted a series of trend analyses to identify the type of training required by public sector employees. These studies involved several academic approaches which then led to the delivery of many innovative workshops.

An innovative workshop was created entitled Derivative Transactions, and was delivered to provide this important information to NYS accountants and auditors. A derivative is a financial transaction such as an interest rate swap that has been structured from other transactions. There is often a high level of complexity surrounding these transactions and the related accounting, their risks.

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PDP Presentations:

The need for continuing training and education in this complex area of transactions and derivatives has been noted by many of the public sector employees who have been involved in the study. Since many public sector employees have duties which require them to audit or oversee derivative transactions, there are still many questions facing public sector employees. The employees of these regulatory agencies are required to oversee derivative transactions such as energy fuel hedges or insurance and banking related transactions. Additionally, the legislative function must be aware of derivative transactions as they consider new legislation. For instance, new federal legislation such as the Dodd-Frank Wall Street Reform and Consumer Protection Act has new constraints on derivative transactions that must be understood by state governments. It is most likely that new regulatory programs will be implemented in the near future to help mitigate the risks associated with derivative transactions. In light of these issues, it is imperative that the state work force be as educated as possible on this complex area of transactions.

The determination in 2007 that training for derivatives was needed for public sector employees is a good example of how PDP’s scenario mapping and Usability Testing activities can up-to-date on very specific training needs, and how the training can be a real support on agency policy and process. PDP workshops on derivatives training are key in their function as a tool to ensure that employees are as current on these critical topics as possible. The field of derivatives is dynamic one that is always changing. Financial products developed will be closely monitored by public sector employees as new and future derivatives transactions is a good example of training that directly impacted employees. In many instances, employees and workers who understand and regulate within their agencies, effectively and accurately, are prepared for new and future challenges.

The PDP Communiqué in Brief is an electronic publication focused on the PDP website (www.pdp.albany.edu), providing timely and critical information, best practices, and valuable insights about the education and training fields, as well as relevant developments in the larger academic and public service environments. Articles are written by practitioners and scholars from diverse settings. The PDP Communiqué in Brief informs and augments information and inquiry concerning issues related to individual and organizational performances in our rapidly changing world.
The need for continuing training and education in this complex and continuously changing area is critical. It is crucial that the state work force be as educated as possible on this complex area of transactions. Since many public sector employees have duties which require them to audit or oversee derivative transactions, there are still many questions facing public sector employees. The Amended in 2007 that training for derivatives was needed for public sector employees is a good example of how PSWP trainings can keep public sector employees informed, educated workers who understand and can regulate within their agencies, effectively and accurately.

Promoting Innovation in Public Employee Training Programs

Peter Kircher Received 2011 Executive Director’s Award

Peter Kircher was recognized by receiving the 2011 Executive Director’s Award as well as recognition for 30 years of service to PDP. Peter is known for outstanding training administers of diverse training programs, providing excellent coaching and mentoring to new trainers, and for his subject matter expertise. Peter is deeply committed to PDP's mission and core values. He exemplifies this in his work and his strong professionalism. Peter is a true asset to the Professional Development Program, PDP.
The Changed Role of Training

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

As the American workplace has evolved over the past twenty years into a place where workers have access to a myriad of educational resources and where work now is much more interdependent, the long-established role of training that turns policy into practice has been reversed. Training practices now lead to practice and policy change across companies, as in the case of General Electric, which trained their employees in the skills necessary to reduce costs before they were asked to reduce costs. The way in which training now has been afforded the right to influence policy and practice in both the corporate and public arenas is a significant paradigm shift to which employees, employers, and our institutions of higher education will need to address and respond.

Looking beyond the corporate and public sector, the impact of this training has directly led to state and local child care staff developing a number of practices to prevent youth from becoming delinquent.

PDP Annual Report

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Overall, PDP received 34 contract and grant awards totaling over $39 million to conduct this work during FY 2011-2012. PDP staff successfully offered over 3,400 instructional activities enrolling over 68,000 employees in its various programs. The majority of these educational efforts were conducted for employers at the NYS Office of Children and Family Services, the NYS Office of Temporary and Disability Assistance, the NYS Department of Health, the Governor’s Office of Employee Relations, and federal government agencies throughout New York State. The program areas that had the highest enrollment were Child Care Provider Training, Child Welfare Training, and Computer Skills Training. PDP’s future sustainability remains strong, and it will continue to concentrate on providing high performance programs for the public service. We foresee an increased interest in e-learning, web-based programs, and other technologies as ways to provide training and learning opportunities to employees across the state, regardless of where they may be located.

Mary McCarthy Receives PDP’s Distinguished Continuing Professional Education Award

Mary McCarthy from the School of Social Welfare was presented the 2012 Distinguished Continuing Professional Education Award of Excellence by Service Director Eugene Monaco at the May 18th Rockefeller Colloquium Awards Ceremony held at the Federal Court House in Albany.

Given annually by PDP, the award of excellence recognizes exemplary leadership and demonstrates the full range of continuing professional education for the public workforce. Mary has established a well-deserved reputation for her continued efforts to help state employees to develop the leadership skills necessary for increased educational and training initiatives. She has developed curriculum for the NYS Office of Children and Family Services, the Office of Temporary and Disability Assistance, the NYS Department of Health, the Governor’s Office of Employee Relations, and the National Education Association. She has been highly effective in assisting thousands of state and local government workers increase their job proficiency.

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The Changed Role of Training

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

As the American workplace has evolved over the past twenty years into a place where learning is continuous and adaptability is a standard virtue, so too have the needs of employees and employers. While in the past, employers sued their employees for acting as if they were at work, and vice versa; today, the workplace environment is reciprocal. This shift has led to changes in the role that training and development play in the workplace.

The Changed Role of Training

Not only is success in the workplace increasingly dependent upon the ability of employees to learn and be proactive but success is also dependent upon productive companies to develop this skill in their employees when they don’t already come equipped to take on this higher order performance. As companies have come to regard the investment in human capital as extremely important to yielding high returns for the business, the need to have a proactive rather than a reactive approach in training and development has become essential. In effect, companies are questioning the need for training and development skills to be reactive because in today’s workplace, in an environment that takes a more active role, employ new treatments for a range of behavior modifications that reflect greater self-awareness, self-monitoring, self-control, and self-motivation has become essential. If effective and apply these new treatments in our workplaces, the need for training and development skills to be reactive because in today’s workplace, in an environment that takes a more active role, employ new treatments for a range of behavior modifications that reflect greater self-awareness, self-monitoring, self-control, and self-motivation has become essential.

The long-established role of training that turns policy into practice has been reversed. Training practice now has to lead policy. As companies, as in the case of Disney University in Florida or Toyota University in Los Angeles, there are companies that are using training to change the way they do business. Training—the policy and practice changes they expect to see in the field. Employees who go through these programs become the change agents of tomorrow. As this transformation occurred, companies increasingly came to blend their own in-house training with a variety of educational provider solutions to assist with professional development and training needs that in turn inform the development and design of the curriculum for the adult working populations. As the American workplace has evolved over the past twenty years into a place where learning is continuous and adaptability is a standard virtue, so too have the needs of employees and employers. While in the past, employers sued their employees for acting as if they were at work, and vice versa; today, the workplace environment is reciprocal. This shift has led to changes in the role that training and development play in the workplace.

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Mary’s good work has been well acknowledged. In August, 2011, Mary received the SUNY Chancellor’s Award for Excellence in Professional Service and the University at Albany, President’s Award for Excellence in Professional Service and the University at Albany, President’s Award for Excellence in Professional Service and the University at Albany, President’s Award for Excellence in Professional Service. And, she was named a distinguished member of the public service. The complete report can be found at http://reports.pdp.albany.edu/.

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