

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 employees both perform and learn in order to accomplish current work, as well 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 efforts to innovate toward greater efficiencies and outcomes. Companies no longer solely identify and direct 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 make decisions about how best to accomplish the solutions. Employees and employers find themselves in different roles as companies have discovered that not only did 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 responded and have, consequently, re-focused and expanded their missions to provide programs for mature adults as well as to continue their traditional undergraduate and graduate academic curricula. Many have innovated to create separate departments that tailor the curriculum as well as to develop new programs that meet the unique educational requirements of business and industry. Others have led in undertaking needs assessments and conducting environmental scanning in order to identify new workplace trends and accompanying training needs that in turn inform the development and design of the curriculum modifications for the adult working populations.

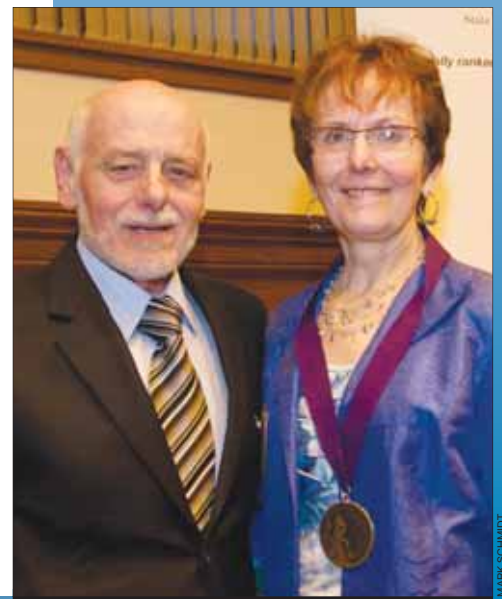
The logical next step in this evolution is being witnessed today—the phenomenon of training actually leading change in the workplace rather than merely reacting to the changes. This is a fundamental paradigm shift from the traditional role of training. In the past, much of training was geared to developing specific skills that would be directly applied to the accomplishment

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A Newsletter from the Professional Development Program, Rockefeller College



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Executive Director Eugene Monaco presents Mary McCarthy the 2012 Distinguished Continuing Professional Education Award of Excellence (See *News and Views*)

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Training

Knowledge, competencies
professional development
teaching of vocational or practical
practical skills provides the
• On-the-job training
• Off-the-job training



Dr. Kevin M. Bronner

Promoting Innovation in Public Employee Training Programs

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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 2006 and 2007, PSWP conducted a series of trend analyses to identify the types of training required by public sector employees. These studies informed several recommendations 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 they involve.

The need for continuing training and education in this complex area of derivatives is highlighted by the events that occurred in recent years. From

late 2007 until June 2009 the United States experienced a severe recession and an accompanying financial crisis. The financial crisis was particularly severe with the collapse of a number of financial institutions such as Lehman Brothers and AIG. Complex derivative transactions were one of the factors that led to this financial crisis.

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 in the areas of derivatives. For example, there is currently a problem with derivative-based interest rate swaps that are linked to the London Interbank Offering Rate (LIBOR). Another example involves auditors and managers from the Office of the New York State Comptroller whose duties include the overseeing of local governments in New York State. Nassau County recently announced that it may have suffered a \$13 million loss related to \$600 million in interest rate derivatives it has on its books.

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

Did you know?

- Many New York State employees must audit or otherwise oversee organizations with numerous derivative transactions.
- Nassau County on Long Island has used approximately \$600 million in London Interbank Offering Rate (LIBOR) related debt swap agreements since 2004.
- The City of New York has \$2.58 billion of interest rate swap arrangements as of June 30, 2011, and the City of New York Water Authority had \$621 million in debt swap transactions.
- The City of Buffalo Water Authority has \$61.5 million in bonds hedged by a derivative transaction at year end 2011.
- Consolidated Edison, Inc., which provides electric and 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.
- AIG, the international insurance firm with headquarters in New York City, uses a complex array of derivatives valued at hundreds of millions of dollars to manage its assets.
- 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.

Promoting Innovation in Public Employee Training Programs *Continued from page 2*

transactions. Additionally, the legislative function must be aware of derivative transactions as they consider new legislation. For instance, new federal legislation such as the 2010 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 risk associated with derivative transactions. In light of these instances, 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 PSWP trainings can keep public sector employees up-to-date on very specific training needs, and how the training can have a real impact on agency policy and process. PSWP workshops on derivative training are key in that employees can take advantage of learning more, as they exercise their everyday duties. The field of derivatives is a dynamic one and moving forward, changes to financial products developed will be closely monitored by public sector employees. Training on derivative transactions is a good example of training that directly relates to the enhancement of informed, educated workers who understand and can regulate within their agencies, effectively and accurately. **PDP**

News and Views

Peter Kircher Receives 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 deliveries 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 and beliefs. He exemplifies this in his work and his strong professionalism. Peter is a true asset to the Professional Development Program. **PDP**



Peter Kircher

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Check out the **PDP** Communiqué in Brief

The **PDP Communiqué in Brief** is an electronic publication found 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 sustains inquiry and conversation related to individual and organizational performance in our rapidly changing world. **PDP**

Usability Testing: A Key Component in e-Learning Design
World Conference on e-Learning in Corporate, Government, Healthcare, and Higher Education

e-Learning for Partner Services
World Conference on e-Learning in Corporate, Government, Healthcare, and Higher Education

Windows 7 and Office 2010 New Features
2011 Social Services District LAN Administrator's Conference

Integrating Leadership and Coaching Skills into Policy Training
National Staff Development And Training Association & NSDTA Professional Development Institute Annual Conference

Leadership Style and Facilitating Change
Continuing Education Association of New York Annual Conference (CEANY)

Instructional Techniques for a Multigenerational Workforce
Continuing Education Association of New York Annual Conference (CEANY)

Supporting & Strengthening Child Welfare Managers' Leadership Skills, Competencies & Change Initiatives— an Introduction
PDP Regional Office Project Associate staff meeting

Implementing the Child Care Time and Attendance System and Improving Program Integrity
New York Public Welfare Association 2012 Winter Conference

Relationships with Families
NYSAEYC (New York State Association for the Education of Young Children) Conference

Bringing Books to Life through Art
FCCANYS (Family Child Care Association of NY State) Conference

Adverse Childhood Experiences
New York State Association for the Education of Young Children Annual Conference (NYSAEYC)

Supporting & Strengthening Child Welfare Managers' Leadership Skills, Competencies & Change Initiatives
New York State Citizens' Coalition for Children Annual Conference

Child Care Subsidy: A Fraud Investigator's Primer
New York Welfare Fraud Investigators Association Annual Training Seminar (NYSWFIA)

Improving e-Learning Course Design with Usability Testing
International Conference on the Future of Education

Reports Used to Monitor Performance
New York Public Welfare Association 143rd Annual

Seminar Training: A Year in Perspective
Continuing Education Association of New York Annual Conference (CEANY)



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 at over a dozen different conferences helping to link practice to industry knowledge.

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of work tasks. Training was mainly reactionary—resulting from changes in work processes cascaded down from decisions made by management.

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 learn and to initiate proactive change in work processes have come to be highly valued. These employees require a more demanding educational approach that focuses on developing foresight, a higher level of critical thinking, and the ability to perform complex, ever-changing tasks.

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 interaction between co-workers. The growing importance of interactive skills, such as effective communication and collaboration over distances, has made the ability to work well with others imperative. Companies need to develop this skill in their employees when they don't already come equipped to take on this higher order performance.

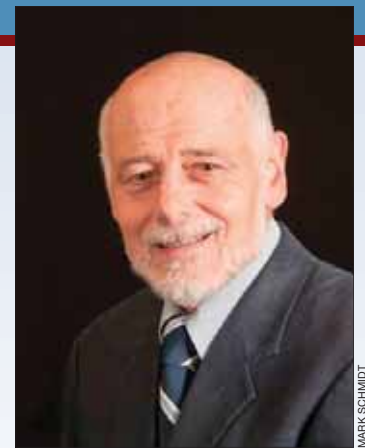
Therefore, the need to train workers for a range of behavior modifications that reflect greater self-awareness, self-monitoring, self-control, and self-motivation has become essential. To effectively learn and apply these interpersonal skills is paramount for success in today's workplace. In this weightier role, training takes on a whole new approach that calls for a 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 Disney University in Florida or Toyota University in Los Angeles. These corporate universities introduce—through training—the policy and practice changes they expect to see in the field. Employees who attend these programs become the change agents of tomorrow.

PDP is another example of an organization that is meeting this new expectation. Like other progressive educational institutions, PDP has become partners with its public organization clients and offers diverse workshops through its Public Service Workshops Program in a number of areas that have led practice if not actual policy change within the public sector organization. Examples include courses such as *Obesity: Treatment across the Disciplines*, *Derivative Transactions*, and *Medications in Addictions*

Treatment. Each of these courses had an impact on policy change in their respective fields, and those who attended training were provided with the requisite knowledge and skills they needed to effect such change. Also, PDP began offering bullying intervention and prevention training, long before this became a national discussion, and the impact of this training has directly led to state and local child welfare staff establishing a number of policies to protect youth from bullying.

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. **PDP**



Eugene J. Monaco

MARK SCHMIDT

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PDP Annual Report

PDP's Annual Report, which was recently submitted to the University's Office for Research, highlights many of its outstanding accomplishments during the past year. PDP has continued to focus on its core mission of providing continuing professional education programs and trainings, 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 proficiencies.

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 offerings 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 Governor's Office of Employee Relations, and local government agencies throughout New York State. The program areas that had



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the highest enrollments were Child Care Provider Training, Child Welfare Training, and Computer Skills Training.

PDP's future sustainability remains strong, and it will continue to concentrate its efforts on providing high performance programs for the public service. We foresee an increased interest in e-Learning, web-based programs, and mobile technology as ways to be more innovative in meeting the needs of today's changing workforce. As a consequence, we are positioning ourselves to be prepared to respond to this changed demand for learning, while remaining true to our core values. The complete report can be found at <http://reports.pdp.albany.edu/> **PDP**

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 Executive Director Eugene Monaco at the May 18th Rockefeller College Awards Ceremony held at the Federal Court House in Albany.

Given annually by PDP, this 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 as an educator who has made a difference at the crossroads of government and higher education.

Mary's good work has been well acknowledged. In 2010, 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 she receives another well-deserved recognition for her commendable accomplishments and tireless efforts to connect policy with practice as the 2012 recipient of the Distinguished Continuing Professional Education Award of Excellence. **PDP**