

**2008 Innovations Awards Program**  
**APPLICATION**  
State of Wisconsin  
Enterprise Leadership Academies Program

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ID # (assigned by CSG): 08-M-32WI

**To the Selection Committee:**

On behalf of the State of Wisconsin, we are delighted to submit this application for the 2008 Council of Governments Innovations Award. We thank you in advance for your review of this exciting program and look forward to hearing from you further.

**Please provide the following information, adding space as necessary:**

State: Wisconsin

Assign Program Category: Human Resources/Training and Development

1. Program Name: State of Wisconsin Enterprise Leadership Academies Program
2. *Administering Agency* Office of State Employment Relations
3. Contact Person Patricia M. Almond, Administrator, Div. of Merit Recruitment and Selection
4. *Address* 101 E. Wilson Street, 4<sup>th</sup> Floor, Madison, WI 53707
5. *Telephone Number* 608/266-1499
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8. *Web site Address*  
Office of State Employment Relations: <http://oser.state.wi.us/>  
Enterprise Leadership Academy (ELA): <http://www.ela.wi.gov/>  
Enterprise Management Development Academy (EMDA): <http://emda.wi.gov/>
9. *Please provide a two-sentence description of the program.*  
The State of Wisconsin has developed and implemented an enterprise-wide leadership and management academy-style model and program, which innovatively provides advanced development of management and leadership skills focused on integrative, shared services, and inter-agency networked problem-solving approaches. The currently implemented programs, the Enterprise Leadership Academy (ELA) and the Enterprise Management Development Academy (EMDA) are designed for experienced leaders/managers as well as aspiring and new managers respectively.

10. *How long has this program been operational (month and year)?*

The State's Enterprise Leadership Academies program began with ELA program was implemented as a pilot in March 2006 and completed with a graduation on December 13, 2006. The standard ELA program was launched in May, 2007, with a graduation on February 20, 2008. The Enterprise Management Development Academy (EMDA) was implemented in October, 2007 with an anticipated graduation in October, 2008.

11. *Why was the program created? What problem[s] or issue[s] was it designed to address?*

As the world of public sector work evolves to be focused on integrative and enterprise-wide solutions and shared services, the State of Wisconsin recognized advanced development of our experienced and new leaders/managers presented a major gap in facing the challenges ahead. In addition, we are facing a substantial retirement burden, particularly in certain classifications, such as Administrative Managers over the next three to five years. We note that the state is:

- Increasingly being asked to do more with fewer resources.
- Receiving declining funding at state and federal levels.
- Fielding calls by citizens for a more caring, responsive government.

Over the years, Wisconsin's agencies have become decentralized. With that change, agencies often view their needs and problems as unique. As such, they strive to resolve these independently and unilaterally; which often results in duplication of training programs and inefficient use of resources. New technology is revolutionizing the way we do business. As this has broadened, executive leaders, front line managers and staff began requesting training for middle managers which could swiftly and intensively develop their leadership knowledge and skills. In addition, Wisconsin state government has embarked on biennial workforce planning and this tool assists agencies in planning training programs.

This program was developed in response to these challenges. In 2005, Wisconsin received a grant from CPS Human Resources Services to develop and pilot the first of our conceptualized programs, the Enterprise Leadership Academy. That program had a very successful outcome, and as a result, a standard ELA program was launched in May, 2007. In addition, in October, 2007, a new pilot program, the Enterprise Management Development Academy was initiated.

Key elements of these innovative enterprise programs include:

- An integrative plan for enterprise-wide leadership and management development.
- Development of a curriculum and program format that would facilitate broader enterprise awareness, problem-solving and inter-agency cooperation, understanding and solution transferability and where possible, shared resources measures.
- A core program utilizing a leadership profile and competencies that would allow for credit transfer to Certified Public Manager (CPM) certification for those enrolled in the CPM program.
- An applied learning project directly related to inter-agency common issues and needs.
- Academy-style programs for thirty to forty cohorts who go through as a class and develop a core network of cross-agency resources.

12. *Describe the specific activities and operations of the program in chronological order.*

*The 2006-2007 ELA pilot program was initiated with the following elements, (some of which were done concurrently):*

***PHASE I – Initiation***      ***Timeline: 9.05.05 – 1.03.06***

*Develop project proposal*

*Obtain grant funding*

*Agency focus groups*

*Project team planning session*

*Develop risks document*

*Initial Communications identified*

Stakeholders identified

Initial communications created and sent

***PHASE II – Design***      ***Timeline: 11.05.05- 3.20.07***

*Leadership Competencies Profile Design*

*Selection*

Process Design

Selection committee identified

Verify rosters of potential participants

Selection criteria established

Selection criteria and nomination process sent out to agencies

*Program*

Leadership needs assessment

Class sites logistics

Research possible class/web cast sites

Identify suitable locations

Reserve locations/necessary equipment

Establish web cast dates/locations

*Program curriculum*

Create available courses/costs matrix

Initial curriculum identified

Curriculum aligned with needs assessment/available courses

Final curriculum established

*Communication/Marketing*

Identify stakeholders

Develop communication plan

Create Communications Tracking tool

Create defined communications

Develop marketing materials

*Technology*

Design of web page

Web page constructed

Support plan created

Logo designed, created and attached to communications

*Pre/Post Evaluation*

Student self assessment pre/post tool identified

Student self assessment tool procured

Program evaluation tool creation

*Program dates*

Start date established

End date established

*Program materials*

Identify necessary materials

Produce materials

*Policies and Guidelines*

Identify policies needed  
Create participation agreement  
Create identified polices

***PHASE III – Implementation***      ***Timeline: 12.16.05 – 11.13.06***

*Selection*

Selection complete  
Selection notices sent  
Selection process communication created  
Nomination/Selection process communication sent

*Program*

Focus groups conducted for EMDA input  
Focus groups conducted for ELA input  
Develop EMDA proposal  
Request for Proposal - if required

*Pre/Post Evaluation*

Student self-assessment conducted

*Mid-term program evaluation conducted*

*Communication*

*Marketing Plan*

Focus group stakeholders identified  
Marketing issues to be discussed in identified focus groups

*Assessment*

LPI Data collection  
Data Analysis

*Reporting*

CPS Mid-term report

*Technology*

Web site launched

*IPMA Central Region Conference Presentation*

Presentation developed and completed

*IPMA International Fall 2006 Conference Presentation*

Presentation developed and completed

***PHASE IV - Closing/ Reporting***      ***Timeline: 11.14.06 – 1.30.07***

*Pre/Post Evaluation*

Post program evaluation conducted  
Post program data compiled  
Post program LPI survey conducted by participants  
Post LPI results compiled

*Graduation Ceremony planned and conducted*

*Lessons Learned*

Lessons learned sharing session  
Lessons learned report summary  
Final pilot summary report

13. *Why is the program a new and creative approach or method?*  
 The enterprise academy-style, competency-based format used for this program was unique to the state. Training had traditionally been either agency-specific, on a half-day, full-day or at the most a week-long basis. The concept of creating focused, multiple academies for different levels of managers/supervisors was also unique to Wisconsin state government. Our goal was to bring cross-agency managers, supervisors or aspiring managers together in a competitively nominated and selected cohort structure to build stronger collaborative problem-solving networks, shared services model thinking and broader awareness of the functions and common issues of other agencies. This is a beginning step to building broader shared-services, deeper integrative networks at decision-making levels, and transferability culture.
14. *What were the program's start-up costs? (Provide details about specific purchases for this program, staffing needs and other financial expenditures, as well as existing materials, technology and staff already in place.)*

The budget for the initial ELA was \$30,000 plus OSER staff time. The start-up cost items were as follows:

Classroom Supplies and Materials: · Binders, copies, misc. supplies	Self-Assessment Tools: · Leadership Practices Inventory
Room and Equipment: · Room rental fees · Internet, Computer hardware	1 LTE and 1 Intern: · Wages
Instructor Costs: · Fees for services rendered	IT Support: · Facility fees
Catering: · Food costs – refreshments, graduation	CPM Administration: · Fee for course development, University of WI Learning website management and curriculum coordination
Staff time: .5 FTE · Costs for OSER staff absorbed via General Program Revenue	

Our overall start-up costs came out to approximately \$18,000, with the remaining budget allocated to the new EMDA and standard ELA program.

15. *What are the program's annual operational costs? On average we estimate annual costs to be:*
- Enterprise Leadership Academy - \$45 - \$50,000
  - Enterprise Management Development Academy - \$43-\$49,000
16. *How is the program funded?*  
 The programs are currently funded out of General Program Revenue.

17. *Did this program require the passage of legislation, executive order or regulations?* No.

18. *What equipment, technology and software are used to operate and administer this program?*

The programs use a variety of technologies. Specifically:

- Individual program websites
- Learn at U.W. website for the purposes of activities such as accessing class lists, discussion board postings, drafts of papers and other work produced in the course.
- Web-based training modules, Web-casting via Mediasite Live.
- Face-to-face sessions utilizing a full range of software – Microsoft Power Point, Publisher, Word, Excel, LCD projectors, DVD/Videos
- Online surveys for assessment purposes
- Online 360° self-assessment tools

19. *To the best of your knowledge, did this program originate in your state?* Yes.

- Innovator: Patricia M. Almond (including strong collaboration with Dr. Susan Paddock, Director of the Wisconsin Certified Public Manager Program.)
- Address: 101 E. Wilson St. 4<sup>th</sup> Floor, Madison, WI 53707
- Telephone: 608/266-1499
- Email: [Patricia.Almond@wisconsin.gov](mailto:Patricia.Almond@wisconsin.gov)

20. *Are you aware of similar programs in other states? If YES, which ones and how does this program differ?*

We are aware of other state leadership programs but not any that are specifically focused on development of shared-services practices, broader enterprise awareness, inter-agency network development and problem-solving in quite this way.

21. *Has the program been fully implemented? If NO, what actions remain to be taken?*

The EMDA is in pilot status at this time. We are utilizing this format to allow for input on the part of cohorts relative to curriculum, format and other vital feedback which will permit effective modification. The plan at this time would be to have a standard EMDA program in 2009.

22. *Briefly evaluate (pro and con) the program's effectiveness in addressing the defined problem[s] or issue[s]. Provide tangible examples.*

The 2006-2007 ELA feedback continues to provide us valuable information relative to programming and effectiveness. We are just now compiling feedback from the 2007-2008 ELA and are collecting mid-term evaluations from EMDA cohorts.

One con is that it will be some time before we can assess long-term impact and effectiveness of these programs. On the pro side, all cohorts have and will continue to do post-academy online assessments which will allow them and us to see where performance is trending. The assessments used are the LPI - ELA and the Edge 360° - EMDA.

We are beginning to see the retirement wave start to rise. With this programs, we have started to address the concerns of executive staff as noted above. However, on the con side, we should be devoting more time and resources to broader development as needed.

We have received testimonials from ELA graduates which further confirm the value of this program and their desire to see it continue. Some specific examples:

Hi Patricia,

Hope all is well with you! I received my post LPI, thanks.

By the way, two weeks ago Department of Workforce Development Secretary Roberta Gassman called and offered me a new leadership position in the Department as the Deputy Administrator of the Division of Family Supports. This is the agency that responsible for Wisconsin Works (W2), Child Care and Child Support programs. I'm very excited about my new role with DWD and look forward to the challenges and new opportunities it will bring.

Just thought I'd share this with you!

- Thanks, James

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Hi Patty:

I found the ELA to be a great experience. One real benefit to me was to hear from members of other organizations that many of the problems I am dealing with are the same ones my colleagues have, and it was valuable to be able to throw around ideas. Also I learned about certain topics in which I had no experience or prior training such as Project Management. I certainly am not an expert in it but now if someone asked me to head up a project I would have reference materials and a group of experts (ELA classmates) to contact.

- Greg

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Patty:

I absolutely loved it...and would recommend this program to current upper level supervisory staff who are interested in enhancing their careers. It covers a broad spectrum of areas for professional development. I actually found myself looking forward to the days I attended the program sessions. A wonderful opportunity to network with people at my level throughout the various state departments. I have made "working friends" for life.

- Suzanne

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In addition, the administration team continues to evaluate processes for modification and improvement. Some key areas we remain focused on are – the ELA funding and resources, program structure, curriculum, applied projects, facilities issues, content and presentation of graduation ceremony, and selection and marketing of the program.

23. *How has the program grown and/or changed since its inception?*

With the success of the 2006-2007 ELA, a budget was approved to allow for implementation of a standard, ongoing ELA. In addition, it set the stage for the initiation of a second pilot, the 2007-2008 Enterprise Management Development Academy. The program has not changed in its focus, but modifications continue to be made based on participant feedback, emerging trends, workforce planning results and other identified enterprise needs or issues. We have attempted to modify the program and curriculum to better reflect the level of the ELA participants and align curriculum with the Five Practices of the LPI - Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart. We have also carved out some of the initial ELA coursework to be put into the EMDA and focus in the ELA on more leadership and advanced management principles. The EMDA provides more in-depth training in the foundations of management. In the attached Appendix A you will see that we have conceptualized a model to continue to build and expand these programs. It would encompass all levels of managers.

24. *What limitations or obstacles might other states expect to encounter if they attempt to adopt this program?*

This program has been based on some broadly transferable concepts:

- Workforce planning identification of critical hiring needs
- Retirement vulnerability among state managers
- Retention of younger talent in the workforce
- The importance of developing and assisting leaders/managers in creating and sustaining inter-agency networks
- Better utilization of shared solutions and resources in problem-solving networks

Organizations looking to implement a model such as this should consider the following:

- What are the current training needs of the organization for leaders/managers?
- How does that fit in with your workforce plans?
- What is your retirement vulnerability? (40-42% in the Midwest public sector)
- How well are you attracting and retaining younger workers
- What is the importance of shared services in your enterprise and would this be an effective tool to address this?
- What is the Executive-level commitment to supporting economically and philosophically the continued development, innovation and continuation of programs such as these?
- What are the resources available and is there an opportunity to collaborate with management curriculum experts such as the Certified Public Manager Program?

## APPENDIX A

