



AMERICAN
GLOBAL
CONSULTING



EXECUTIVE MANAGEMENT TRAINING

BOOKLET

2017-2018

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1.AMERICAN GLOBAL CONSULTING

American Global Consulting is a consulting firm specializing in higher education. We are focused on bringing highly reputable American and European institutions to the Gulf Region. AGC has a unique partnership with the Swiss School of Management (SSM) and has established an MBA program in Bahrain.

American Global Consulting has teamed up with Muhlenberg College in the U.S. to bring to Bahrain a customized Innovation and Entrepreneurship training program. In addition, AGC is currently working with Indiana University, American University, Syracuse University, the State University of New York at Albany and Webster University to bring leadership development programs to the region. AGC is also working with University of California Los Angeles to bring to Bahrain a Theater, Film and Television professional training to the Gulf Region.

American Global Consulting is currently offering a globally accredited MBA degree from the highly reputable Swiss School of Management based in Rome, Italy. This one- year comprehensive curriculum interlinks leadership, ethical and entrepreneurial components allowing MBA candidates to turn concepts into decisions, knowledge into action, and ideas into change. This MBA provides the opportunity to apply what our students have learned in the classroom to real life. Classes are taught by visiting faculty members of SSM.

American Global Consulting has ongoing programs with the American Global Institute and the Humpty Dumpty Institute in the areas of organizing international conferences at the United Nations. AGC and AGI have a long working history with both the United Nations and US Congress and has lots of experience in organizing UN lectures, UN orientation Sessions, UN conferences, UN boot camps and Model UN programs. AGC in partnership with AGI will continue to build these important bridges between the Gulf region and the rest of the world.



INDIANA UNIVERSITY



SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
EXECUTIVE EDUCATION

March 14, 2017

Dr. Al Khalafalla
President and CEO
American Global Consulting
Bahrain Center
Government Road, Gate 1, Third Floor, Suite 302
Manama, Kingdom of Bahrain

Dear Dr. Khalafalla:

This letter serves as a letter of interest from the School of Public and Environmental Affairs (SPEA) at Indiana University to join in an academic partnership with American Global Consulting to conduct an educational program for the Saudi Arabia Institute of Public Administration. It is our understanding that American Global Consulting is interested in having Indiana University faculty teach a series of two week-long classes in Al-Khobar for two cohorts of approximately 35 students as well as have 25-30 students come to Indiana University campuses for a two-week long experiential experience during the summer months.

IU SPEA is uniquely qualified for this educational partnership because of our highly recognized faculty, staff, programs and experience in education and training both domestically and internationally. As background, **SPEA** was founded in 1972 and is currently **ranked by US News and World Report #1** out of 266 public affairs graduate programs nationwide. It has particular strengths in the subfields of public budgeting and finance, environmental policy, public management, policy analysis, nonprofit management, and criminal justice and public safety. As one of the largest public affairs schools in the USA, SPEA is home to more than 3,000 students and 100 full-time faculty members. SPEA enrolls students from around the world who are seeking a quality education from an accredited and highly ranked School of Public Affairs.

The **Executive Education Program** was founded in 1979 and offers credit and non-credit courses to strengthen professional practice in the public and nonprofit sectors. We provide customized leadership and management programs for national and local clients, such as the American Association of State Highway and Transportation Officials (AASHTO). With AASHTO, we conduct the National Transportation Leadership Institute—one of the most influential transportation management programs in the nation. **Internationally**, Executive Education faculty teach courses in Public Administration and Public Finance for Zayed University's Executive Master of Public Administration program. Additionally, SPEA faculty are currently providing support to the Saudi Arabia Ministry of Health in developing a nation-wide health assessment and outcomes analysis.

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SPEA faculty include former and current federal, state, and local public management experts and government officials. These faculty are present on both campuses as well as at our **Public Policy Institute (PPI)**. **PPI** delivers unbiased research and data-driven, objective, expert analysis to help public, private, and nonprofit sectors make important decisions that directly impact quality of life in Indiana and throughout the nation. A multidisciplinary institute within SPEA, the Institute also supports the Indiana Advisory Commission on Intergovernmental Relations (IACIR). Using the knowledge and expertise of staff and faculty, the Institute helps leaders, citizens, businesses, and organizations solve problems, seize opportunities, and effect positive change.

Both Indiana University campuses host **International Student Centers** that can be utilized to assist students in identifying local resources while in either Bloomington or Indianapolis. Additionally, the Indianapolis suburb of Plainfield is the home of the Islamic Society of North America. The Executive Education team will coordinate the integration of campus and local resources for students.

Under the guidance of the Dean, Executive Education will provide an additional response which will recommend faculty and classes for delivery in Al-Khobar as well as recommend onsite learning experiences at Indiana University in Bloomington and Indianapolis, Indiana. This experiential learning will augment the academic experiences students will have in Al-Khobar and broaden the students' perspective on intersections between city, state, and federal organizations and their impact on community and economic development. Additional information on specific course offerings and faculty biographies will be sent in the next few days.

We appreciate the opportunity to submit this letter of interest and look forward to your response.

Sincerely,



John D. Graham, Ph.D.

Dean

Indiana University

School of Public & Environmental Affairs

2. INDIANA UNIVERSITY

Evanston, Indiana
(Ranked #1)

2.1. About Indiana University

Founded in 1820, Indiana University Bloomington is the flagship campus of IU's eight campuses statewide. Innovation, creativity, and academic freedom are hallmarks of its world-class contributions in research and the arts.

IU has nurtured doers and leaders over the past two centuries by creating an academic atmosphere where revolutionary ideas and unexpected collaborations rule the day. IU educational experiences change the lives of its graduates—and the lives of the communities they serve as experts and professionals.

Environmental policy, social psychology, music, nuclear physics, foreign languages—its diverse academic programs are among the best, with several ranking #1 and in the top 10 nationally. The University is also known for innovation and firsts like the nation's first informatics school.

IU faculty, students, and alumni aspire to the highest standards of their fields, bringing home prestigious national and international awards: Tonys, Oscars, Nobel Prizes, Pulitzer Prizes, Emmys, Grammys, Olympic medals, Guggenheims, and Fulbrights. You'll find the school on podiums and stages of all kinds—performing, accepting honors, standing up for human rights, and presenting IU research.

2.2. Mission

Bloomington is the flagship residential, doctoral-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to cutting-edge research, scholarship, arts, and creative activity; to challenging and inspired undergraduate, graduate, professional, and lifelong education; to culturally diverse and international educational programs and communities; to first-rate library and museum collections; to economic development in the state and region; and to meaningful experiences outside the

classroom. The Bloomington campus is committed to full diversity, academic freedom, and meeting the changing educational and research needs of the state, the nation, and the world.

2.3. Executive Training Program

Indiana University's School of Public Affairs (SPA) has prepared this short proposal to conduct a special executive training program for Saudi Arabia's Institute of Public Administration. Indiana University faculty will teach four two-week-long classes in Saudi Arabia, for two cohorts of approximately 35 students. In addition, approximately 30 IPA employees will come to the Indiana University campuses in both Evanston and Indianapolis for a two-week long intensive summer session during the summer of 2018.

Indiana University is uniquely qualified for this educational experience because of its highly recognized faculty, staff, programs and experience in education and training both domestically and internationally. As background, Indiana University's School of Public Affairs was founded in 1972 and is currently ranked by US News and World Report as the #1 school in the United States for Public Administration. It has particular strengths in the subfields of public budgeting and finance, environmental policy, public management, policy analysis, nonprofit management, and criminal justice and public safety. As one of the largest public affairs schools in the United States, Indiana's School of Public Administration is home to more than 3,000 students and 100 full-time faculty members. Its staff enrolls students from around the world who are seeking a quality education from the accredited and highly ranked School of Public Affairs.

The management and delivery of customized training programs and consultant projects for the school is handled by the Executive Education Department. Indiana University's Executive Education Program was founded in 1979 and strengthens professional practices in the public and nonprofit sectors. It provides customized leadership and management programs for national and local clients, such as the American Association of State Highway and Transportation Officials (AASHTO). With AASHTO, the school conducts the National Transportation Leadership Institute—one of the most influential transportation management programs in the nation. Internationally, Indiana University already has a footprint in the Arabian Gulf in the United Arab Emirates. Executive Education faculty teach courses in Public Administration and Public Finance at the prestigious Zayed University's Executive Master of Public Administration program. Additionally,

the School of Public Administration faculty are currently providing support to the Saudi Arabian Ministry of Health in developing a nation-wide health assessment and outcomes analysis.

The faculty of Indiana University's School of Public Administration include former and current federal, state, and local public management experts and government officials. These faculty are present on both campuses in Evanston and Indianapolis, as well as its Public Policy Institute (PPI). PPI delivers unbiased research and data-driven, objective, expert analysis to help public, private, and nonprofit sectors make important decisions that directly impact quality of life in Indiana and throughout the nation. A multidisciplinary institute within the School of Public Affairs, the Institute also supports the Indiana Advisory Commission on Intergovernmental Relations (IACIR). Using the knowledge and expertise of staff and faculty, the Institute helps leaders, citizens, businesses, and organizations solve problems, seize opportunities, and effect positive change.

2.3.1. Classroom Instruction in Saudi Arabia

Indiana University's teaching philosophy is one of involvement and integration. Adults learn best by the insertion of principles into their environments. The University focuses on educating students on ways to make positive changes in their communities, their states, their countries, and the world. Its faculty brings diverse backgrounds in civic leadership, management, policy development and executive leadership and are recognized for their expertise in public administration around the world.

Dean John Graham is an internationally recognized expert on analytic contributions to environmental protection. Dean Graham has held positions in the U.S. federal government, most recently serving the country as the Administrator of Information and Regulatory Affairs during the President George W. Bush administration. Dean Graham continues to be involved in policy at a global scale and testifies to governmental agencies both in the US and Europe on matters of public policy. While at Indiana University, Dean Graham will be the host for participants from the Saudi Institute of Public Administration. For the training program in Saudi Arabia, each of the following Public Management courses can be offered in a one- or two-day formats.

1. **Conceptual and Practical Aspects of Revenue Diversification:** As countries embark on the path toward revenue diversification, it is important to start with a good understanding of what constitutes a good revenue system. Once this foundation has been established, an understanding of various revenue sources and their strengths and weaknesses both conceptually and practically is essential in order to formulate a diversification approach that is best for the governmental unit involved. Professor Kurt Zorn, PhD has conducted research, consulted and taught in the area of tax policy and fiscal decentralization in international settings including Egypt, Bosnia-Herzegovina, the Russian Federation, China, Taiwan, and the United Arab Emirates. Professor Zorn regularly teaches courses in Public Finance at the University of Zayed in the UAE. The Gulf Cooperation Council's (GCC) decision to implement a Value Added Tax (VAT) beginning in 2018 underscores the commitment by its member countries to begin to diversify its public-sector revenue base. Revenue diversification is a relatively new concept to public administrators and policymakers in the GCC countries where historically there has been a heavy reliance on revenues generated by natural resources to provide the resources necessary to fund public expenditures. This course provides an overview of the following topics, approaching each topic by establishing a theoretical or conceptual foundation and then discussing the practical and administrative aspects. • Revenue Policy Criteria • Revenue Administration • Taxes on Consumption with special emphasis on the Value Added Tax • User Charges and Fees • Other Taxes including income and property taxes.

2. **Natural Resources, Social Resources, and Sustainable Development:** A focus on the UN Sustainable Development Goals illustrating how SDGs are essential projections of effective economic and social development and understanding how countries can get more out of their resources and develop more sustainable economies by using principles of finance and administration to guide their development. Ken Richards, JD, PhD serves as a member of the Ostrum Workshop in Political Theory and Policy Analysis. Professor Richards recently served as a Musin Mas Chair in Sustainability at the National University of Singapore Business School. Many countries have suffered from the resource curse – the paradox that rich resources can actually hold back economic and social development. This course combines several themes: • Natural resource policy and management:

covering basic elements of natural resource development, both renewable and extractive

- Measures of development: focusing on how we define economic and social development
- The "Resource Curse": understanding the factors that contribute to underperformance of nations that have plentiful resources
- The critical role of public infrastructures (administrative, legal, property rights, human rights, finance) in effective economic and social development: poor incentives, weak enforcement, low accountability. Effective policy and administration can lead to a more robust economy.
- Principles of sustainable development: tying the above issues together by focusing on the UN Sustainable Development Goals; illustrating how the SDGs are essentially projections of effective economic and social development; providing a framework for understanding how countries can get more out of their resources and develop more stable economies by using principles of good finance and administration to guide their development. This course will be supported with case studies of (1) countries that have thrived despite poor resource endowments (e.g., Japan and Singapore) by relying on innovation and efficient public systems, and (2) countries that have been held back despite rich endowments (e.g., Azerbaijan) through poor public administration.

3. **Economic Development: How Best to Grow the Economy or Make More Resources Than Can Be Drawn Upon for the State:** This course reviews strategies for a post-oil economic development, regional economic development and competing for business in a globalized world and learning how the public sector can best catalyze and direct economic development. Professor Doug Noonan's research focuses on a variety of policy and economics issues related to the urban environment. Professor Noonan's work includes research in public policy and economic impact of the arts and cultural districts in the US. Professor Noonan regularly teaches courses in Public Management in the United Arab Emirates at the University of Zayed. International development often has a chapter dedicated to resource extraction-based economies and, in particular, the story of the Gulf States. That 'chapter' will be focused on in the classroom, and the focus will exemplify the future or lessons for developing in a 'post-oil' gulf state setting (rather than re-hashing long histories of economic development). More local and regional economic development methodologies will be discussed. Because of the huge interest and a pervasive practice of competing internationally to attract firms (and human capital) to the area, participants

will review literature that specifically addresses this sort of competition and how the public sector facilitates, inhibits, enhances, or distorts success in that. This lens is particularly interesting in smaller economies with relatively dominating public sector roles. Another critical area on which this course will focus is the intersection between outsourcing and economic development. There is pervasive outsourcing and contracting with private entities in an economy where the root (or 'principal') in almost all of these endeavors is the state. While that contrasts quite a bit with the U.S. setting, the other contrast that is particularly strong in some economies is the apparent neglect or lack of sophistication in contract and institutional designs to address principal-agent problems. Students will learn more about outsourcing, principal-agent problems, and what 'economic development' means in a state-centered economy that verges on a "hollow state" with rampant outsourcing. A brief course outline is offered below: 1. Public finance and implications of alternative revenue sources – how best to raise funds and reallocate resources 2. Economic development – how best to grow the economy or make more resources than can be drawn upon for the state a. (1) Strategies for post-oil economic development b. (2) Regional economic development and competing for business in a globalized world c. (3) Principal-agent problems, the hollow state, and how public sector can best catalyze and direct economic development

Leadership courses can be selected from the following and are one-day in length. These courses are designed to be interactive, with participants joining the faculty in creating the learning environment through exercises designed to develop effective leadership skills. These courses are each one day in length and would be "packaged" as a complete leadership development curriculum comprised of five days of leadership development. Participants in these courses at Indiana University and around the country are leaders at many state agencies from around the United States. Our leadership programs have impacted leaders both nationally and internationally who lead nonprofit organizations and public agencies. Proposed faculty is Brett Hodge, MSW. Professor Hodge is a leadership development expert at a public healthcare organization and a long term faculty member of Executive Education who regularly teaches in the Indiana University Executive Education program. Professor Hodge's expertise focuses on effective leadership practices in public organizations and is a sought-after leadership development expert for many government agencies in the State of Indiana. Leadership courses include:

1. **My Management Style/Superior Listening Practices:** Participants will identify their preferred style of management in this course, and apply it to daily management activities. Planning, creating teamwork, evaluating performance, and motivating employees are topics which will be covered in this course. Participants will construct a management behavior profile and prepare a behavior modification action plan. Critical listening skills, including practices of inferior and superior listeners, are addressed in this session. Students will assess their skills and investigate settings in which superior listening is essential.
2. **Building Successful Teams:** This course focuses on building and maintaining effective teams in the workplace. Characteristics, values, and behaviors of teams are discussed, as well as dysfunctions of teams. Through hands-on activities participants will learn stages of team development, good communication techniques, and leaders' responsibilities. Participants will become aware of how a group of participants can mature into a cohesive productive team.
3. **Managing in a Changing Work Environment:** Alternative employee motivation strategies in a time of changing workforce values and expectations are evaluated, and guidelines for adopting these strategies are provided. Objectives include understanding that employee motivation is a process; recognizing the motivational needs of employees; knowing how to set challenging specific goals; and applying fairness practices in the workplace.
4. **Coaching: Building Employee Success:** This course opens with a discussion of what coaching is, stressing that it should be learned and used as a general management practice. After identifying their supervisory style, the participant will learn and practice coaching skills and techniques, as well as steps for planning an effective coaching session.
5. **Managing Change:** This course describes a five-step process for successful change implementation as well as individual responses to change. Organizational "readiness to change" as well as individual responses to change will be discussed.

Additional courses on leadership will be considered if requested by the Institute of Public Administration.

2.3.2. Intensive Two-Week Orientation Seminar

Indiana University: Bloomington and Indianapolis Campuses

This two-week long experience in the summer of 2018 will capitalize on the university and its partnership with economic development experts in its communities and with government and university partnerships. Students would travel to various parts of the State of Indiana to meet with local economic development experts, government leaders, and university experts on economic development. Students would also be hosted at the main Indiana University campus in Bloomington, Indiana and near the Indianapolis campus, while staying in downtown Indianapolis on the White River Canal. This is one of the most vibrant and culturally diverse areas of the state with many exciting experiences for visitors to the city. In this initial proposal from Indiana University, several high-profile faculty that would be included have been identified. Please recognize that these faculty reflect many years of public administration experience at the local, state, federal, and international arenas and will be excited to have the opportunity to spend time with the students from Saudi Arabia.

Specific outcomes to be achieved with the various activities in our Summer Learning Experience are outlined here and include:

- Understand how government and private industry work together to have a greater level of economic impact than can be gained by working separately (government representatives and Chamber of Commerce)
- Recognize how state government, education, and corporations partner for the state (the Indiana Advisory Commission on Intergovernmental Relations)
- Recognize how one of the legacy economic development forces in the country – The Indianapolis 500 Race facility and the town of Speedway, IN – impact the City of Indianapolis and the State of Indiana
- Recognize the impact of a local pharmaceutical company on not only the State of Indiana, but the world (Eli Lilly and Company)
- Understand ways sectors of the State of Indiana work in their geographic areas to enhance economic development of smaller regions throughout the state (Cummins and other local economic development groups, including small cities such as Bloomington, IN) and identify application for Saudi Arabia.

Indiana University has eight campuses throughout the State of Indiana and in each of these locations, the university is engaged as an economic development engine as well as, works with local corporations and governmental agencies for the purpose of economic development in each of these communities. The goal for participants would be less about classroom experiences while in Indiana, rather, time would be focused on experiencing the realities of collaborative partnerships between government, business, and education to promote economic development. The summer experience would have a capstone project related to the experiences while at Indiana University. This capstone project would enable participants to summarize and identify potential ways to apply what has been learned to their roles in service in Saudi Arabia.

Indiana University hosts thousands of foreign students from around the world at Indiana's main campuses in Bloomington and Indianapolis. This includes public officials of foreign governments who come to Indiana University for specialized executive training sessions. Activities for such visitors might include:

- Briefing by Bloomington Mayor (<https://www.visitbloomington.com>)
- Briefing by Economic Development groups of Southern Indiana
- Briefing by Cummins Industries (<http://www.cummins.com/>)
- Briefing by Indianapolis Mayor Joe Hogsett
- Briefing by Lieutenant Governor Suzanne Crouch
- Tour of the Indiana Statehouse • Briefing by the Indiana Chamber of Commerce
- Briefing by the Indiana Advisory Commission on Intergovernmental Relations
- Service Learning Project in the Indianapolis Community
- Tour of the Indianapolis Motor Speedway
- Tour of Eli Lilly and Company's corporate headquarters



SYRACUSE UNIVERSITY



March 16, 2017

Dr. Al Khalafalla
President and CEO
American Global Consulting
Bahrain Center
Government Road, Gate 1, Third floor, Suite 302
Manama, Kingdom of Bahrain

Dear Dr. Al Khalafalla:

Thank you for contacting the Maxwell School of Citizenship and Public Affairs at Syracuse University regarding the opportunity to collaborate with American Global Consulting (AGC) as you seek to support the Government of Saudi Arabia's Institute of Public Administration. Pursuant to our conversations with Ralph Cwerman, we are delighted to submit this letter expressing our interest in collaborating with AGC to design and deliver training programs for the Institute of Public Administration.

Maxwell has extensive experience working with mid-career public employees and can readily develop certificate programs, in Saudi Arabia and the U.S., that address the specific management and leadership skills necessary to participate in national economic development initiatives.

As you may know, the Maxwell School of Citizenship and Public Affairs is the leading school of public administration and policy analysis in the United States. The Maxwell School, founded in 1924, was the first School in the United States to offer a professional degree in public administration. For more than ninety years, it has remained the leading institution in public administration, dedicated to educating professionals for public service. No other school combines Maxwell's unusual, but highly effective mix of academic work and policy-and-practice training. In research institutes and centers, the intermingling of social science and professional faculty help infuse theoretical exploration with pragmatic concerns.

All efforts to develop and coordinate this program will be directed by Maxwell's Executive Education Department. Executive Education is well-versed in the organization and delivery of customized, short-term, non-degree executive development programs that address the challenges of managing in today's rapidly changing operational environment. With a principal training goal of providing outstanding educational opportunities for professionals, Executive Education delivers programs to those who wish to improve critical management skills and, at the same time, learn about the innovation, change, and reform that is occurring in management globally.

Maxwell's Executive Education Department has a long tradition of working with foreign governments and institutions to develop collaborative partnerships that further improve the practice and delivery of public administration. Each year we offer programs that are attended by hundreds of mid-career government officials from around the world. Many officials chose to attend either our one-year Executive Masters in Public Administration, our one-semester Advanced Certificate Program in Public Administration, or one of our short-term, customized training programs that are developed at the request of individual governments seeking a tailored program experience.

Each year we regularly host hundreds of senior officials from over twenty-five countries to our various mid-career degree and training programs. In addition to our specific partnerships with various country governments, we have also hosted cross-country programs, such as our programs for the Middle East and North Africa, supported through the U.S. Middle East Partnership Initiative.

Our experience goes beyond hosting foreign officials at our various campus facilities in the United States. Maxwell regularly offers programs for our partners in their country to provide additional flexibility for our partners. In the last few years we have hosted programs for hundreds of officials in Argentina, China, Costa Rica, India, Korea, Morocco, Thailand, and Turkey. All of these experiences have proven that the Maxwell School can deliver and that we value the establishment of long-term partners.

As a further connection to the region, we are pleased to have HRH Prince Alwaleed bin Talal bin Abdulaziz Al Saud as an alumni and current Advisory Board member. Perhaps this project with the Government of Saudi Arabia's Institute of Public Administration would allow us to explore other initiatives.

Please do let us know how this project proceeds and if there is any additional information that we can provide.

Sincerely,



David M. Van Slyke
Dean, Maxwell School of Citizenship & Public Affairs
Louis A. Bantle Chair in Business-Government Policy
Syracuse University

3. SYRACUSE UNIVERSITY

Maxwell School of Citizenship and Public Affairs

(Ranked #2)

3.1. About Syracuse University

Syracuse University is a private research university of extraordinary academics, distinctive offerings, and an undeniable spirit.

With a gorgeous campus in the heart of New York State, a global footprint, and nearly 150 years of history, Syracuse University is made for those who want a quintessential college experience. Proudly selective, they take a chance on people who dream big. This is where you come to cheer, to grow, to become the person you want to be.

The scope of Syracuse University is a testament to its strengths: a pioneering history dating to 1870; a choice of more than 200 majors and 100 minors; nearly 15,000 undergraduates and 5,000 graduate students; more than a quarter million alumni in 160 countries; and a student population from all 50 U.S. states and 123 countries.

Our Chancellor, Provost, and Board of Trustees work to ensure that all levels of the University operate efficiently, responsibly, and with the best interest of the students in mind.

3.2. Vision

Syracuse University aspires to be a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society.

3.3. Mission

As a university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success by:

- Encouraging global study, experiential learning, interdisciplinary scholarship, creativity, and entrepreneurial endeavors
- Balancing professional studies with an intensive liberal arts education
- Fostering a richly diverse and inclusive community of learning and opportunity
- Promoting a culture of innovation and discovery
- Supporting faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs

- Maintaining pride in our location and history as a place of access, engagement, innovation, and impact

3.4. Executive Training Program:

The Maxwell School of Citizenship and Public Affairs is one of the leading schools of public administration and policy analysis in the United States. Maxwell was the first school in the United States to offer a professional degree in public administration when founded in 1924 and it has a distinguished record of commitment to the public good by working with civil servants to improve their ability to analyze various public policy questions and identify solutions. For over ninety years it has remained the leading institution in public administration – dedicated to educating professionals for public service. The desire to translate theory into practice is one of the hallmarks of the over 150 full-time faculty members of the Maxwell School. As such, the world-class faculty, staff, and practitioners associated with the School are frequently called on, and therefore have experience with training, research, or consultant projects associated with their teaching and research. This focus on identifying applicable solutions to complex, real-world situations allow Maxwell faculty to break the traditional academic/practitioner dichotomy – Maxwell faculty fulfill both roles – thereby empowering the School to influence the transformation of public service. What sets Maxwell apart—as a graduate school, research hub, and training facility—is an unusual combination of attention to ideas, values, and history with a pragmatic, participatory, results oriented agenda. No other school in the United States combines Maxwell’s unusual, but highly effective mix of academic work and policy-and-practice training. In research institutes and centers, the intermingling of social science and professional faculty help infuse theoretical exploration with pragmatic concerns.

The management and delivery of customized training programs and consultant projects for the school is handled by the Executive Education Department. Executive Education was established in 1964 to expand the ability of The Maxwell School of Citizenship and Public Affairs to execute programs across the U.S. and around the world. Over the past 45 years, Executive Education has coordinated and managed training programs for thousands of participants from all over the world. Working with all departments within the Maxwell School, across Syracuse University and with its partners around the globe, Executive Education is able to leverage the expertise of faculty, practitioners, alumni and government officials for all areas of public service. Participants in Executive Education at the Maxwell School are leaders and managers drawn from various

governments, non-governmental organizations and the private sector. Executive Education is well-versed in the organization and delivery of customized, short-term, non-degree executive development programs that address the challenges of managing in today's rapidly changing operational environment. With a principal training goal of providing outstanding educational opportunities for professionals, Executive Education delivers programs to those who wish to improve critical management skills and, at the same time, learn about the innovation, change, and reform that is occurring in management globally. Executive Education has a long tradition of working with foreign governments and institutions to develop collaborative partnerships that further the study and practice of public administration. For this program, Executive Education will be working to mobilize its faculty experts and its alumni serving in various government offices. Finally, one additional item to note: HR Prince Alwaleed bin Tahal bin Abdulaziz Al Saud is an alumni of Syracuse University and is a current member of the school's Advisory Board.

3.4.1. Classroom Instruction in Saudi Arabia Program

The Executive Education at the Maxwell School of Citizenship and Public Affairs is uniquely situated to provide highly-skilled training programs for the Government of Saudi Arabia's Institute for Public Administration (IPA). The objective of this program is to support IPA's efforts to equip and enhance the knowledge, skills, attitude and abilities of mid-level executives to refocus and to meet the challenges and opportunities that will develop with a post oil economy as they seek to increase national economic development.

Executive Education at the Maxwell School of Citizenship and Public Affairs has extensive experience in the design and delivery of customized, short-term, non-degree executive development programs that address the challenges of managing in today's rapidly changing operational environment. With a principal training goal of providing outstanding educational opportunities for professionals, Executive Education delivers programs to those who wish to improve critical management skills and, at the same time, learn about the innovation, change, and reform that is occurring in management globally.

The Maxwell School is prepared to design a special one-week program that will be repeated and delivered twice over a two-week period in Saudi Arabia in order to reduce logistics related to scheduling and travel arrangements. This two-week training session will take place four times a year on a quarterly basis and allow for 8 sessions over the course of one year. With between 35-

40 people attending each one-week session, this arrangement will provide the capacity to train up to 320 IPA officers per annum.

To further expand the benefits of this training program, Syracuse University is also prepared to set up a two-week summer program for approximately 35-40 officials to travel to the United States. This program will build on the classroom instruction of the Saudi Arabia program and will allow for additional depth of study and the added benefit of interacting with additional specialized resource personnel within the School. It will also provide an opportunity to meet with officials working to address similar issues in the United States so that they can learn from successes and failures that have taken place in this country.

The program in Saudi Arabia will be delivered in an interactive mode utilizing a combination of sessions and seminars/discussions. All programs developed will focus on the key public-sector management and leadership issues necessary to support government transition processes that support national economic development initiatives. Please note that the final program will be adjusted in response to the background and experience of the program participants through collaboration with IPA after the contract has been signed. Maxwell will consult with IPA to design, develop and deliver the content for these programs. To adequately conduct the program, it is expected that Maxwell will provide two faculty members in Saudi Arabia for each program. Additional faculty and leading experts will be utilized via video conference to increase the scope and depth of the content without adding additional travel costs and coordination expenses.

Syracuse University hopes these programs will lead to a more robust partnership and interactive exchange that will provide opportunities for learning and exchange outside of the formal program dates. The University looks forward to faculty from both institutions can discuss research possibilities and additional modifications to the program during this time.

Draft One-Week Program (to be repeated during the second week)

This is a draft of the one-week executive program in Saudi Arabia. Additional details will be developed and finalized through close collaboration with the Institute of Public Administration

Theme: Public Leadership & Management

Day 1: Morning: Trends in Public Sector Reform;
Afternoon: Individual Leadership.

Day 2: Morning: Leadership in the Public Sector;
Afternoon: Strategic Planning towards Expansion & Diversification.

- Day 3:** Morning: Managing Stakeholders and Partnerships;
Afternoon: Collaborative Management in Government.
- Day 4:** Morning: Promoting Performance & Entrepreneurship;
Afternoon: Innovation Management.
- Day 5:** Developing Strategies for Change;
Afternoon: Reflection & Development Planning.

3.4.2. Two-week Orientation Seminar

[Syracuse Information in New York City and in Washington, DC](#)

For the two-week program in the United States, the Maxwell School at Syracuse University will be responsible for all academic and logistical aspects of this program from the moment the participants land in Syracuse until the conclusion of the program. Given the importance of the international exposure aspect of this program, Syracuse will require the participants to visit with appropriate officials in New York City and Washington, D.C. Syracuse University has facilities in both of these cities and will make arrangements for all program related travel.

Saudi Arabia's Institute for Public Administration will identify and secure Saudi participants for this program and must arrange for visas, international air travel, and insurance (health, accident, and travel) for the participating officers.

Draft Two-Week Program: Locations: Syracuse, New York City & Washington, D.C.

Theme: Leading Government Innovation

- Day 1:** Morning: Welcome & Introduction to Learning Objectives;
Afternoon: Globalization, International Business & Competitiveness
- Day 2:** Morning: Public Organizations & Management;
Afternoon: Developing Entrepreneurship in Government
- Day 3:** Morning: Leading Change in Government;
Afternoon: Public Policy Implementation
- Day 4:** Morning: Innovation Management in Government;
Afternoon: Leadership & Collaborative Management in Government
- Day 5:** Morning: Utilizing Public Private Partnerships;
Afternoon: Managing Economic Reform
- Day 6:** Spend day at Niagara Falls

- Day 7:** Travel to New York City
- Day 8:** Morning: NYC – Partnership & Innovation in Government Service Delivery;
Afternoon: NYC - Politics of Change in Government
- Day 9:** Morning: Travel to Washington, D.C.
Afternoon: Briefing at the Embassy of the Kingdom of Saudi Arabia
- Day 10:** Morning: D.C. – Globalized Governance;
Afternoon: D.C. – Public Sector Management Reform
- Day 11:** Morning: D.C.–Workforce Planning & Innovation;
Afternoon: D.C. – Partnership for Public Service
- Day 12:** Morning: D.C. – The Business of Government;
Afternoon: D.C. – Review, Reflection & Closing Ceremony



AMERICAN UNIVERSITY

W A S H I N G T O N , D C



AMERICAN UNIVERSITY

W A S H I N G T O N , D C

March 8, 2017

DR. BARBARA S. ROMZEK

DEAN

Dr. Al Khalafalla
President and CEO
American Global Consulting
Bahrain Center
Government Road, Gate 1, Third Floor, Suite 302
Manama, Kingdom of Bahrain

Dear Dr. Khalafalla:

Thank you for considering American University's Key Executive Leadership Program to provide a program for public and private sector mid-level leaders transitioning from the Saudi Arabia oil economy based jobs to the new, more diverse economy being created in Saudi Arabia. We are uniquely positioned to deliver a Program that sharpens student skills to increase national economic development.

American University, located in downtown DC with ready access to government and private sector leaders, is known for its international programs, and, most relevantly, for its 5th ranked Public Administration Program in the United States.

The Program we recommend will be designed and delivered by the Key Executive Leadership Certificate Program, which is part of the Department of Public Administration and Policy. The Key Program has been operating since 2002 providing mid-level, primarily federal employees, with leadership development training that enhances their ability to engage with those they lead and increase the efficiency and effectiveness of their organization.

We believe that the transitioning mid-level leaders in Saudi Arabia need honed leadership development skills, not additional technical skills. Without leadership skills, they will be trapped in the technical fields in which they currently find themselves, rather than making themselves eligible for selection based on leadership competencies every organization needs to be successful.

The Key Program currently provides leadership development training to over 800/year mid-level, primarily federal managers across the federal government: Departments of Homeland Security, Agriculture, Transportation, Health and Human Services, Housing and Urban Development, Veterans Administration, and Department of Defense, as well as the United States Secret Service, Government Accountability Office, Office of Management and Budget, National Institute of Health, Social Security Administration, National Science Foundation, Federal Emergency Management Administration, United States Customs and Immigration Service, and the National Oceanic and Atmospheric Administration. That number will increase

SCHOOL OF PUBLIC AFFAIRS

4400 MASSACHUSETTS AVENUE, NW WASHINGTON, DC 20016-8022

www.american.edu/spa

next year to more than 1100 with the addition of 300 mid-level leaders from the Transportation Security Administration. The Key Program is well respected for delivering programs that achieve results.

We also have experience conducting international programs on location in foreign countries, and in Washington DC, including programs for mid-level leaders from South Africa, Viet Nam, and Brazilian mid-level leaders.

We look forward to providing you with a customized Program that will meet the needs of Saudi Arabia's Institute of Public Administration by providing a meaningful leadership development opportunity that creates confidence in the minds of students and those who ultimately select them for new jobs, that they can more effectively lead themselves and lead others toward achieving organizational goals.

Sincerely,



Barbara Romzek
Dean

4. AMERICAN UNIVERSITY, WASHINGTON D.C.

(Ranked #3)

4.1. About American University, Washington D.C.

American University creates meaningful change in the world. With highly ranked schools and colleges and internationally recognized faculty, AU offers a balance between class time and career-advancing experience in Washington, DC, and beyond. Its students, among the country's most politically active, distinguish themselves for their service, leadership, and ability to rethink global and domestic challenges and opportunities.

4.2. Mission

The place of American University among major universities with first-rate faculties and academic programs grounded in the arts and sciences is secured by its enduring commitment to uncompromising quality in the education of its students. But its distinctive feature, unique in higher education, is its capacity as a national and international university to turn ideas into action and action into service by emphasizing the arts and sciences, then connecting them to the issues of contemporary public affairs writ large, notably in the areas of government, communication, business, law, and international service.

Recognized for its emphasis on personalized teaching and experiential education, the university provides for the direct involvement of faculty and students in the institutions and culture of the most important capital city in the world. Since its founding by an Act of Congress in 1893 as a private, independent, coeducational institution, under the auspices of The United Methodist Church, American University has been a national and international university. This is reflected in the scope of its teaching and research programs and the diversity of its faculty, staff, alumni, trustees, and student body, today representing over 135 countries.

The university actively encourages a commitment to public service, inclusive participation in university governance, equity and equal access, and an appreciation of diverse cultures and viewpoints. Its commitment to social justice, its ability to respond to the needs of a changing world while retaining its core values, and its capacity to turn to educational advantage the resources of the nation's capital are hallmarks of the institution.

The university distinguishes itself through a broad array of undergraduate and graduate programs that stem from these primary commitments:

- interdisciplinary inquiry transcending traditional boundaries among academic disciplines and between administrative units
- international understanding reflected in curriculum offerings, faculty research, study abroad and internship programs, student and faculty representation, and the regular presence of world leaders on campus
- interactive teaching providing personalized educational experiences for students, in and out of the classroom
- research and creative endeavors consistent with its distinctive mission, generating new knowledge beneficial to society
- practical application of knowledge through experiential learning, taking full advantage of the resources of the Washington, D.C., metropolitan area

The central commitment of American University is to the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community.

4.3. Vision

Graduates of American University will have clarity of purpose and the solid decision-making abilities to be confident, selective and competitive in managing their careers and further academic pursuits.

4.4. Executive Training Program

American University is uniquely positioned to deliver a series of top level Public Administration programs for Saudi Arabia's Institute of Public Administration that sharpens the skills of participants and increases the country's national economic development. ***The Key Executive Leadership Program*** provides a program for IPA employees from the Saudi Arabia and focuses on helping executives shift from oil economy based jobs to a new, more diverse economy. American University, located in downtown DC with ready access to government and private sector leaders, is known for its international programs. Its Public Administration Program is ranked 3rd in the United States.

American University will design and deliver the **Key Executive Leadership Certificate Program** to IPA. This program is an integral part of the University's Department of Public Administration and Policy. The **Key Program** has been operating since 2002 providing mid-level, primarily federal employees, with leadership development training that enhances their ability to engage with those they lead and increase the efficiency and effectiveness of their organizations.

Mid-level business leaders who are transitioning to higher positions need honed leadership development skills, not additional technical skills. Without leadership skills, they will be trapped in the technical fields in which they currently find themselves, rather than making themselves eligible for selection based on leadership competencies every organization needs to be successful.

The **Key Program** currently provides leadership development training to over 800 mid-level leaders per year, primarily federal managers across the federal government: Departments of Homeland Security, Agriculture, Transportation, Health and Human Services, Housing and Urban Development, Veterans Administration, and Department of Defense, as well as the United States Secret Service, Government Accountability Office, Office of Management and Budget, National Institute of Health, Social Security Administration, National Science Foundation, Federal Emergency Management Administration, United States Customs and Immigration Service, and the National Oceanic and Atmospheric Administration. That number will increase next year to more than 1,100 with the addition of 300 mid-level leaders from the Transportation Security Administration. The **Key Program** is well respected for delivering programs that achieve results and transform true leaders.

American University also has experience in conducting international programs on location in foreign countries, and in Washington DC, including programs for mid-level leaders from South Africa, Viet Nam, and Brazil. The University will also provide IPA with a customized Program that will meet IPA's needs by providing a meaningful leadership development opportunity that creates confidence in the minds of its employees.

The American Global Consulting group has worked with Syracuse University to craft and dovetail this annual program which is designed specifically for the Institute of Public Administration in Saudi Arabia. This program provides special training to IPA employees in developing highly skilled

global leadership skills and will assist IPA in reaching out to local business leaders and business owners to further strengthen Saudi Arabia's national economy. This annual program is broken down into two components:

1. Quarterly classroom executive training in Saudi Arabia.
2. Intensive two-week executive orientation session in the United States.

4.4.1. Classroom Instruction in Saudi Arabia

American University proposes the **Key Executive Leadership Certificate Program** for the Saudi Arabia component. This program is designed for enthusiastic and seasoned managers who have an interest in strengthening management skills, heightening leadership skills, and furthering their career. Through the creation of a trusting cohort environment and learning from scholars/practitioners, participants are challenged to increase their leadership capacity.

Specifically, the **Key Executive Leadership Certificate Program** creates a participative and rigorous learning environment where participants acquire contemporary knowledge about how to develop themselves and others to become more effective leaders; develop the personal leadership capacity needed to implement what they learn; transform themselves from good managers to extraordinary leaders; and, become lifelong learners. The Program provides a meaningful leadership development opportunity that creates confidence in the minds of participants and those who ultimately select them for new jobs that they can more effectively lead themselves and lead others toward achieving organizational goals.

For the classroom instruction, two professors from American University will travel to Saudi Arabia four times per year, each time visiting for two-weeks. During this time, the professor will repeat a one-week training session in order to maximize the number of IPA participants. This model anticipates approximately 35 participants per session per week (a total of 70 students for each two-week session). Classes will be held from Sunday-Thursday from 9:00 am to 3:00 pm. Under this model, a total of 280 participants will take the course and receive a completion certificate.

The five-day program will be divided up into the following components:

Defining My Leadership Self (2.5 Days)

IPA participants explore who they are as leaders and who they wish to become by building the leadership competencies necessary for successful leadership.

Leadership competencies are presented including different ways of conceptualizing leadership, the leader's role in creating followership, how the workplace is changing and the kind of leaders that are needed in an increasingly fast-changing environment—leaders that can not only run, but also reconstitute, their organization's norms, mission, and culture. Participants explore their assumptions about management and leadership, review well-known theories of leadership, and examine how thinking about leadership has changed in recent years—moving away from a focus on leadership traits and characteristics towards a view that sees leadership as a process. Looking through the lens of their current organization, participants appraise the relevance of different perspectives on leadership for themselves and those they lead. Through a series of exercises and class discussions, participants explore:

- The distinction between management and leadership;
- Leader and follower perspectives on leadership;
- Their current challenges in leadership and motivation;
- What it takes to play a leadership role in organizations today;
- Why the development of leadership effectiveness should, at a minimum, keep pace with the rate of change and the rate of escalating complexity; and

Participants are challenged to identify ways they can step forward and contribute directly to the shaping of their organizational culture and improve their organization's performance. They also learn what it means to be an authentic leader—a leader who has discovered his/her higher purpose and can align people around a shared purpose and values, empowering them to lead authentically to create and deliver value for all stakeholders.

Leading Organizational Change to Achieve Results (2.5 Days)

Participants learn the importance of managing change effectively to successfully implement public policy.

This course expands awareness, strengthens skills, and integrates into participants' experience useful concepts and practical tools so that participants are more able to initiate and lead a successful change effort for results. In addition, participants will: assess change readiness and

set the stage for a successful change effort, taking into account the human dimensions of transition; increase understanding of self and others' behavior styles as they relate to change; understand the stages of the change cycle; anticipate and move beyond resistance; examine the role of systems-thinking, mind-body relationship, and state of mind when leading change efforts; and strengthen skills in conducting productive conversation, making agreements, and ensuring accountability.

To help participants better understand emotional and social intelligence, in addition to learning emotional intelligence fundamentals and assessing their own emotional and social intelligence competencies, participants learn to: identify key attributes of EI leaders; identify internal and external stimuli that influence EI; recognize the value of managing emotions in the workplace; recognize and learn ways to successfully manage emotions and promote healthy relationships in the workplace; respond productively to workplace pressures; and identify and respond effectively to the emotions of others.

4.4.2. Two-week Orientation Seminar

[American University in Washington, DC](#)

The program is designed to build upon the competencies provided at the classroom training sessions in Saudi Arabia by challenging participants to become leaders rather than being limited by their technical expertise, how to build effective teams that achieve organizational results, and how to develop those they lead to become more productive. The Seminar session will be broken down into the following components:

Transforming from Manager to Leader (2 Days)

Participants explore the question "Why Lead" and examine the unique role of leadership versus management.

In this course, participant's perceptions of management versus leadership are challenged through a series of exercises and class discussions. This course also addresses the unique balance of leader/member exchange, personality, and leadership burnout. Leadership competencies are presented and discussed, along with significant exposure to the impact of politics, power, and

culture on today's leader. Finally, the role of conflict in leadership is explored and applied using real time workplace challenges. Particular emphasis will be placed on: developing an understanding of leadership roles and competencies; assessing participants' personal style of leadership and how it might be strengthened; examining intrapersonal and interpersonal aspects of leadership; understanding and applying theories of power and influence in organizations; and strengthening participants' sensitivity to constructively manage conflict in a workplace environment.

Team Building (2 Days)

Students learn how to deploy themselves as leader facilitators who act as "instruments of change" by creating team synergy that results in high performing teams.

The ability to create a strong team is one hallmark of an effective leader. As responsibility grows, the leader's challenge is responsible for building productive teams of individual contributors. In this module, participants explore diverse topics to help them assess their capabilities as a team leader, including:

- Factors that enable building productive teams;
- How to evaluate and increase the effectiveness of a team;
- The reality of team life—the good, the bad, and the paradoxical;
- Leading diverse teams—getting the most value from differences, and
- Maximizing creativity within groups.

The participants learn how to deploy themselves as facilitators and "instruments of change" by creating high performing teams and team synergy. They are introduced to the concept of building a team charter where they master the art of facilitating their group through the essential building blocks of developing a charge, defining their purpose, clarifying their roles, utilizing norms/procedures, and leveraging relationships. They engage in a process of real-time team building in an experiential approach where they learn about group dynamics including the tension between task and process, stages of group development, political dynamics, and overt and covert processes.

Related to fostering team engagement, participants learn how to: identify the factors that influence engagement and disengagement within their team and organization; identify and address disengagement issues and implement appropriate solutions; develop high-trust relationships within and across teams; undertake a candid and accurate self-assessment to assess their own level of engagement or disengagement, and learn strategies to empower themselves and others.

Leader as Coach for Performance (2 Days)

Students learn practical coaching for performance concepts, skills, and techniques.

To enhance team performance, participants learn why coaching, not telling, is important. Four inter-related coaching practices—observing, inquiring, listening, and responding—are taught and participants learn ways to include these practices into their day-to-day work.

Related to responding, participants also learn and practice how to give effective feedback to a boss, peer, or subordinate that accurately represents their thoughts without blame or judgment. They learn strategies to become more conscious of a person’s actual behavior and the messages it sends; increase their awareness of the emotional response they have to the actions of others; and increase the likelihood that they will receive more effective feedback they can use for their own development.

Participants will also learn how to:

- Distinguish between mentoring, consulting, and coaching;
- Learn and apply basic concepts, including emotional intelligence and appreciative inquiry coaching, as a basis for developing those they lead and creating and sustaining a high-performance culture;
- Learn and apply basic intrapersonal skills to evolve as a leader and interpersonal skills to develop those they lead—building trust, observing positive qualities, active listening, conducting difficult conversations, and holding future-focused conversations—to motivate those they lead to step up to new challenges and take active responsibility for their own behavior, development and satisfaction;

- Recognize “anytime” opportunities to coach for performance within the context of the overall organizational performance management process;
- Co-create and obtain commitment and accountability to implement individual action plans for development;
- Distinguish between coaching opportunities and performance situations that are better resolved through other means; and
- Self-diagnose strengths and areas to develop as a leader/coach.



UNIVERSITY AT ALBANY

State University of New York

March 10, 2017

Dr. Ali Khalafalla
President and CEO
American Global Consulting
Bahrain Office, Manama Center
Government Road Gate 1
Third Floor, Suite 302
Manama, Kingdom of Bahrain

Dear Dr. Khalafalla,

I am writing to express the University at Albany, State University of New York's (SUNY) strong interest in partnering with your firm and Saudi Arabia's Institute of Public Administration (IPA) to provide training in both Saudi Arabia and the United States for mid-level executives. I have been briefed on preliminary discussions between your representative, Ralph Cwerman, and the Interim Dean of our Rockefeller College of Public Affairs and Policy, Karl Rethemeyer. Dr. Rethemeyer's report indicates that there are strong synergies between what IPA is trying to achieve and the expertise you will find within the Rockefeller College and across the University at Albany.

Rockefeller College is particularly well suited for this project. Ranked 19th overall out of 272 public affairs colleges around the world, Rockefeller College is ranked in the top ten in public finance, government information strategy and management, and nonprofit management, and in the top 20 for public management. The College is also nationally and internationally recognized for its expertise on homeland security, terrorism & political violence, strategic export control, health policy, immigration policy, policy analytic methods, and public law. In addition to our strength in public policy, the University is also known for its expertise in criminal justice policy (our School of Criminal Justice is ranked #2 in the world), atmospheric sciences and climate change, and public health.

Rockefeller College is also home of the University's Center for International Development (CID), which provides development assistance and legislative strengthening services to governments around the world, including (currently or in the recent past) Afghanistan, Bangladesh, Lebanon, Jordan, South Sudan, Bosnia-Herzegovina, Kenya, Uganda, Tanzania, and Cote d'Ivoire.

The Rockefeller College is well-suited to design executive education programs. New York State Governor Andrew Cuomo recently selected Rockefeller College to design and create the New York State Leadership Institute (NYSLI). The NYSLI is a year-long, 16 topic executive training program designed to enhance the effectiveness of New York's most senior civil servants. Dr. Rethemeyer believes there are a number of components in the NYSLI curriculum that map directly on to the needs of the IPA.

Dr. Rethemeyer has asked Dr. Jeffrey Straussman, Dean Emeritus of the Rockefeller College, to take a leadership role in designing our bid for this project. Dr. Straussman has more than 40 years of experience with research and instruction in public affairs and is currently leading the NYSLI program. Before joining the Rockefeller College, Dr. Straussman served as Associate Dean at the Maxwell School of Citizenship and Public Affairs at Syracuse University, where he designed several executive education programs for domestic and international audiences. Dr. Straussman also served as Vice Dean of Executive Education at the Lee Kuan Yew School of Public Policy at the National University of Singapore for two years after stepping down as Dean of Rockefeller College. An expert on comparative public administration and comparative public finance, Dr. Straussman will bring his deep knowledge of executive education to our proposal.

In addition to our excellent leadership and faculty, our University offers unique opportunities for participants in the US-based component of this project to meet and interact with senior decisionmakers in New York State. Our bid for the US component will offer instruction in New York City at the SUNY Global Center. Located on 55th Street in Manhattan, the Global Center offers outstanding instructional facilities, easy access to the political, cultural, commercial, and international aspects of New York, and a wealth of options for lodging and dining during the participants' stay. With Albany only a two-hour train ride away, it is also possible to meet with key leaders in New York's capital city (and our University's home). Rockefeller's outstanding alumni network includes many of the political and policy leaders that your students will want to meet while in the US, including two serving members of the House of Representatives, 20 members of the New York State legislature, former and serving senior federal civil servants (including a former Secretary of the Army), and senior decisionmakers in New York State government. Our proposal for the US-based program will include both classroom instruction and a series of "field trips" to see how the public sector (writ large) works in New York.

For these reason I believe the University at Albany's Rockefeller College would be an outstanding partner for you and the Institute of Public Administration. I know that Interim Dean Rethemeyer and Dean Emeritus Straussman both look forward to working with you, your team, and representatives of the Institute to build an outstanding program. I also hope to meet the participants when (not if!) they are in New York for the program we will design.

Please give our proposal every consideration. I look forward to supporting the Rockefeller College in their bid for this important project.

Sincerely,



Darrell P. Wheeler, PhD, MPH, ACSW
Interim Provost & Senior Vice President for Academic Affairs

5. STATE UNIVERSITY OF NEW YORK AT ALBANY

(Ranked #5)

5.1. About State University of New York at Albany

The State University of New York is the largest comprehensive university system in the United States. Its impact in New York State and across the globe begins with our 64 institutions, including research universities, academic medical centers, liberal arts colleges, community colleges, colleges of technology and an online learning network. The State University of New York serve nearly 1.3 million students, including nearly 600,000 in credit bearing courses and programs and more than 700,000 through continuing education and community outreach programs. Their nearly 3 million SUNY alumni are located around the globe, each making their own unique impact.

SUNY was created out of a commitment to opportunity and access, and designed to meet diverse needs across a vast geographic landscape. They reflect both the land grant mission reborn and a reputation for embracing new thinking and brighter ideals. SUNY faculty and students are constantly seeking, generating, analyzing, and sending knowledge back into the world through informed citizens, revitalized communities, and experts who transform entire sectors.

SUNY's colleges and universities are state-supported and their graduates have been giving back and transforming the lives of local and global citizens since they were established over 65 years ago. Millions of SUNY alumni are working in their communities every day, changing and improving the world with exceptional contributions—whether defined as a medical breakthrough, a technological innovation, an inspirational piece of art, or the birth of a new business.

By leveraging their talents and resources in targeted, quantifiable ways, SUNY bolster New York's economy and enhance quality of life for citizens.

5.2. Mission

The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state

needs and goals. In fulfilling this mission, the state university shall exercise care to develop and maintain a balance of its human and physical resources that:

- recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;
- establishes tuition which most effectively promotes the university's access goals;
- encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;
- strengthens its educational and research programs in the health sciences through the provision of high quality general comprehensive and specialty health care, broadly accessible at reasonable cost, in its hospitals, clinics and related programs and through networks and joint and cooperative relationships with other health care providers and institutions, including those on a regional basis;
- shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;
- encourage, support and participate through facility planning and projects, personnel policies and programs with local governments, school districts, businesses and civic sectors of host communities regarding the health of local economies and quality of life;
- promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.

5.3. Executive Training Program

State University of New York (SUNY) at Albany is well suited to work with Saudi Arabia's Institute of Public Administration (IPA) to provide special training to the Institute's public employees through classroom instruction in both Saudi Arabia and the United States. There is a great deal of expertise within the Rockefeller College and across the University at Albany. Ranked 5th overall around the world, Rockefeller College is ranked in the top ten schools in public finance,

government information strategy and management, and nonprofit management, and in the top 20 schools for public management. The College is also nationally and internationally recognized for its expertise on homeland security, terrorism & political violence, strategic export control, health policy, immigration policy, policy analytic methods, and public law. In addition to its special strength in public policy, the University is also known for its expertise in criminal justice policy (its School of Criminal Justice is ranked #2 in the world), atmospheric sciences and climate change, and public health.

Rockefeller College is also home of the University's Center for International Development (CID), which provides development assistance and legislative strengthening services to governments around the world, including (currently or in the recent past) Afghanistan, Bangladesh, Lebanon, Jordan, South Sudan, Bosnia-Herzegovina, Kenya, Uganda, Tanzania and Cote d'Ivoire. The Rockefeller College designs and implements many executive education programs. New York State Governor Andrew Cuomo recently selected Rockefeller College to design and create the New York State Leadership Institute (NYSLI). This is a year-long program consisting of 16 topic executive training sessions designed to enhance the effectiveness of New York's most senior civil servants. There are a number of components in the NYSLI curriculum that map directly on to the needs of the IPA.

In addition to Albany's excellent leadership and faculty, the University offers unique opportunities for participants in the US-based component of this project to meet and interact with senior decision-makers in New York State. The US component of this proposal offers instruction in New York City at the SUNY Global Center in the heart of New York City. The Global Center offers outstanding instructional facilities, easy access to the political, cultural, commercial, and international aspects of New York, and a wealth of options for lodging and dining during the participants' stay. With Albany only a two-hour train ride away, it is also possible to meet with state leaders in New York's capital city. Rockefeller's outstanding alumni network includes many of the political and policy leaders that IPA employees will want to meet while in the US, including two serving members of the House of Representatives, 20 members of the New York State legislature, former and serving senior federal civil servants (including a former Secretary of the Army), and senior decision-makers in New York State government. This proposal for the US-based program will include both classroom instruction and a series of "field trips" to see how the public sector works in New York. For these reasons, the University at Albany's Rockefeller College would be an outstanding partner for IPA.

5.3.1. Classroom Instruction in Saudi Arabia

Goals: The overall objective of this program is to build government capacity in Saudi Arabia by bringing to Saudi government officials the latest thinking and practice about organizing and managing people and processes to achieve desired programmatic and policy objectives.

Target Group: IPA officials in the government of Saudi Arabia. The presumption is that these officials have several years of government experience. The proposed topics are not designed to be an abbreviated graduate public administration program. Rather, they convey some of the issues that confront middle and senior managers in many countries who are responsible for bringing current thinking to bear on complex management and policy challenges. In particular, these challenges are compounded by global risks, cross sector collaborations and dimensions of governance that require a multitude of skills that range from managing teams to appreciating increasingly complex financing arrangements that pertain to large-scale projects that involve multiple stakeholders.

Format: The instruction is organized into two three-hour segments per day for five consecutive days -- from Sunday through Thursday. There will be a one-hour lunch break between each segment. Instruction is interactive and participants are encouraged to ask questions, engage with the instructors and one another. A variety of instructional methods are used including case studies, videos, simulations and role-playing, Power Point presentations and group-based activities. All instruction will take place in Saudi Arabia. The University at Albany will provide a two-person instructional team of highly qualified professors. We anticipate 35-40 participants per segment.

Outcomes: Participants who attend the in-country component will: 1) Learn about and practice strategic thinking; 2) Become familiar with stakeholder analysis and risk assessment and its uses; 3) Gain a better understanding of innovation and entrepreneurship in the public sector; 4) Better understand the relationship between collaboration, conflict, and negotiation, especially in the context of public-private partnerships; 5) Become familiar with emerging practices in public financial management

Outline: The following outline suggests ten topics for the program to be presented in three hours blocks as described above.

DAY ONE:

1. Thinking and Acting Strategically.

This session describes strategic thinking and some of the cognitive impediments that often impinge on strategy development. It describes some basic strategic frameworks and uses case examples to show how managers can develop a strategic orientation.

2. A stakeholder approach to government effectiveness.

The concept of stakeholders is central to understanding how a manager tries to initiate change. This session describes the concept of stakeholder, introduces the Power/Interest grid and then applies the grid to selected brief case studies. These cases are read in advance to form the basis of classroom discussion and analysis. Next, the concept of government effectiveness is discussed including the challenges of measuring effectiveness in a non-market setting. This is then contrasted with measurement for government services where outputs and outcomes are more easily quantified. The connection between stakeholders and types of government services and their measurement completes this three-hour segment.

DAY TWO:

3. Innovation as a strategic imperative.

This session covers the concept of innovation as applied to government agencies and public authorities. Innovation is described in two broad categories: (a) innovation in organizational processes—the internal dimensions of organizations—and (b) innovation in the design of government programs and their delivery. Readings about innovative approaches to government organization and policy design and implementation from selected countries around the world form the basis for readings, cases and discussion.

4. Creating and managing high performance teams

This session focuses on the topic of managing teams. It presumes basic understanding of managing people in government organizations and therefore develops the theme of managing teams as an extension of human resource management. This session will use videos and also role-playing to describe the relationship between effective teams and organizational performance.

DAY THREE:

5. Collaboration and multi-party dynamics

This topic explores the challenges involved in managing across organizations and even sectors to achieve value. The session describes different types of collaboration and extends the analysis to networks. Examples are drawn from different policy domains including economic development and security (as two examples).

6. Negotiation and conflict resolution

The key features of negotiation are covered in this segment. The session begins with a simple two-person negotiation and extends the session to negotiations that involve multiple parties. Role-playing and simulation are the core instructional tools used in the part of the program.

DAY FOUR:

7. New frontiers in public financial management

The session reviews standard financial practices used in governments around the world including instruments used by international organizations such as the World Bank to assess the quality of a country's financial management practices. Next, the session describes some of the more recent developments in financial management, especially complex financing of large-scale infrastructure and economic development projects.

8. Managing risks

The session covers different types of risks, beyond country specific financial risks, and describes some mitigation strategies. These would include risks incurred from global economic crises, changing demand for selected resources, and natural and man-made disasters.

DAY FIVE:

9. Public-Private Partnerships (PPPs)

PPPs are increasingly common as a structure for organizing, financing and delivering public services in countries around the world. The session covers the basics of PPPs, uses several cases to describe the different types of PPPs, and then discusses the strengths and weaknesses of PPPs as a type of cross-sector collaboration. In particular, the session covers the responsibility of the manager in a public agency who is part of the management team that is involved in initiating a PPP or monitoring its performance.

10. Entrepreneurship in Government

How can a public manager think and act in an entrepreneurial way while, at the same time, being responsible and accountable? While this seems like an impossible task, many governments expect

managers to be creative, proactive and, indeed, entrepreneurial. This topic cuts across all of the preceding segments and serves as a way of synthesizing them into a portrait of the "21st century public manager." While obviously an ideal type, the purpose of this last session is to at least empower the participants to think beyond everyday tasks and ask how they can manage to achieve value for the citizens that they serve.

5.3.2. Intensive Two-Week Orientation Seminar

SUNY at Albany: New York City

Rockefeller College of Public Affairs and Policy, University at Albany, will organize an intensive two-week executive education program for IPA Saudi Government personnel selected from among the group that participates in the classroom instruction in-country program. Selection will be made on a competitive basis in collaboration with the Institute of Public Administration and lead faculty from Rockefeller College. The focus of the program will be Managing Complex Organizational Collaborations and Partnerships. The group will spend two weeks in New York City.

Managing Complex Organizational Collaborations and Partnerships

The premise of the New York City component of the program is that government institutions are evolving and, therefore, successful public administrators need to be nimble. In particular, challenges derive from the complexities surrounding the public-private interface, especially in areas of economic development. Governments all over the world have become more complex. One dimension of that complexity is the intricate institutional relationships that have developed among organizations—whether they are government entities, quasi-government agencies (such as public authorities), non-governmental organizations, or corporations. Managing collaborations and partnerships across these different types of organizations raises a series of challenges for 21st century public officials. For example, financing large and complicated projects is different from financing a government agency. The human resources skill set is similarly different and more intricate. Collaborative management, for instance, is different from management in hierarchical organizations. Public-private partnerships raise a number of governance challenges that include not only new skill sets but, in addition, a series of accountability and transparency issues that are difficult and sometimes intractable. These are some of the themes that will be extended in the second phase of the executive education program for IPA.

Goals: The overall objective of this program is to build government capacity in Saudi Arabia by bringing to Saudi government officials the latest thinking and practice about organizing and managing people and processes to achieve desired programmatic and policy objectives.

Target Group: The target group for the programs is middle level government officials selected from the first phase of the project.

Format: Managing Complex Organizational Collaborations and Partnerships is a two-week program that includes lectures, case study instruction, guest lectures from state and local government officials, and senior managers from the private and non-profit sector. Instruction is highly interactive as fits senior officials with plenty of room for discussion. In addition, the program will include several detailed case studies that include site visits as identified below. Sessions will be held in New York City at the SUNY Global Center, 116 East 55th Street. The SUNY Global Center is a state-of-the-art facility in the heart of Manhattan that reflects a 21st century academic model that pursues intellectual discovery through classic discourse and experiential learning. The setting of the City of New York provides a rich laboratory for understanding many of the complex topics identified below, especially cross-sector collaboration (with a particular eye on the integration of government and business), risk assessment, managing public authorities, and the challenges of managing in large, diverse urban centers. The University at Albany will provide a multi-person instructional team.

Outcomes: Participants who attend the Managing Complex Organizational Collaborations and Partnerships program will: 1) Gain an appreciation of the variety of organizational arrangements that now exist in large sub-national governmental units; 2) Acquire some of the skills needed to manage effectively across organizations and sectors; 3) Learn new ways to think about the financing and delivery of government programs; 4) Practice strategic thinking; 5) Experience first-hand some of the 21st century challenges of one of the world's global cities; 6) Witness entrepreneurial policy development through the site visits described below.

Outline: The following outline suggests eight topics for the program outlined above. The exact timing and location for each block depends on availability and scheduling. The proposed site visits are subject to change.

1) The Complexities of Government and Governance in the 21st Century: This is the first session in the program and provides an overview of the theme. Student will be introduced to the concepts and cases elaborated upon in the site visits through selected readings and a Harvard Business School case study, New York City: Bloomberg's Strategy for Economic Development. Length: 1 day.

2) Science and Technology as an Engine of Economic Development: The Case of Biotechnology:

This site visit and class discussions will show the complexities of public-private university partnerships. The focus of this topic is the inter-organizational and cross sector collaboration that is creating the new initiative stimulated by a collaboration among the private sector, Cornell University and the City of New York. Planning occurred during the administration of Mayor Bloomberg. A site visit to Roosevelt Island will allow participants to see the physical implementation of the site and hear from some of the senior officials responsible for its vision. Length: 1.5 days.

3) Risk Assessment, Response and Resource Mobilization: The Case of Rebuilding Lower Manhattan:

This topic explores the critical decisions involved in rebuilding lower Manhattan after the September 11th attacks. Participants will learn about the issues involved in planning for the redevelopment, especially the stakeholders involved, the various risks associated with the rebuilding project, and the inter-organizational requirements to bring the vision to fruition. A site visit to the Freedom Tower area and the Oculus will show how the development initiatives were implemented. Length: 1.5 days.

4) Managing Large-scale Urban Systems: This session looks at the Metropolitan Transit Authority (MTA) in the City of New York as a large-scale urban system. The purpose is to learn more about the complexities of public finance, infrastructure planning and service delivery. This session will feature presentations from managers from the MTA. Length: 1 day.

5) Managing Large-scale Urban Systems: II This session focuses on the New York/New Jersey Port Authority. In addition to the objectives of the previous session, this session will also highlight the business-like characteristics of public authorities, especially the history of entrepreneurship in the NY/NJ Port Authority. Length: 1 day.

6): The Intersection Between Government and Development: Residential and Commercial Building: Private development interacts with government in myriad ways. This subject is best illustrated through a detailed case study of a multi-year (20 year) project called Newport that is located in Jersey City. The project is on-going and has led to the redevelopment of the waterfront and includes high rise residential and commercial property developed by the LeFrak Corporation. The case demonstrates the myriad ways that the private sector interacts with government over land use, zoning, environmental regulations, transportation, and financing. (The Vice President of LeFrak, Marsilia Boyle, is willing to host the group onsite in Jersey City). Length: 1.5 days.

7) Redeveloping Urban Space: The High Line: Historically, parts of the far west side of Manhattan between 14th Street and 34th Street served as a meatpacking district. Over time, this area fell into disrepair and urban blight. Eventually, an old rail line was reconstructed as an urban raised walkway. The area has now become a major tourist attraction. This was followed by the rebirth of the area with restaurants, retail shops, upscale rental housing and, most recently, the Whitney Museum of Art. The spillover has now led to a total revitalization of the west side of Manhattan that is still very much a work in progress. There is much to be learned from this case study of urban redevelopment that demonstrates not only the creativity of design and the strong place for vision but, most importantly, the complexities involved in financing and public/private collaboration. Length: 1.5 days.

8) Serving as a Public-Sector Leader: The final day is reserved for in-depth interactions with senior civil servants and elected officials who serve in city, state, and federal government. The leaders selected for this day will address three areas: leading, managing, and motivating public servants, communicating with the public, and serving in an ethical manner. Length: 1 day.