

# NCSHA 2015 Annual Awards Entry Form

(Complete one form for each entry)

**Deadline: Wednesday, June 10, 2015**

Visit [ncsha.org/awards](http://ncsha.org/awards) to view the Annual Awards Call for Entries.

**Instructions:** Type entry information into the form and save it as a PDF. Do not write on or scan the form. If you have any questions contact Matt Cunningham at [mcunningham@ncsha.org](mailto:mcunningham@ncsha.org) or 202-624-5424.

Fill out the entry name *exactly* as you want it listed in the program.

**Entry Name:** \_\_\_\_\_

**HFA:** \_\_\_\_\_

**Submission Contact:** (Must be HFA Staff Member) \_\_\_\_\_ **Email:** \_\_\_\_\_

Please provide a 15-word (maximum) description of your nomination to appear on the NCSHA website.

\_\_\_\_\_

Use this header on the upper right corner of each page:

**HFA:** \_\_\_\_\_

**Entry Name:** \_\_\_\_\_

\_\_\_\_\_

**Select the appropriate subcategory of your entry and indicate if you are providing visual aids.**

<b>Communications</b>	<b>Homeownership</b>	<b>Legislative Advocacy</b>	<b>Management Innovation</b>
Annual Report	Empowering New Buyers	Federal Advocacy	Financial
Creative Media	Encouraging New Production	State Advocacy	Human Resources
Promotional Materials and Newsletters	Home Improvement and Rehabilitation		Operations
			Technology
<b>Rental Housing</b>	<b>Special Needs Housing</b>	<b>Special Achievement</b>	<b>Are you providing visual aids?</b>
Encouraging New Production	Combating Homelessness	Special Achievement	Yes
Multifamily Management	Housing for Persons with Special Needs		No
Preservation and Rehabilitation			

**Michigan State Housing Development Authority**  
**Entry Name: MSHDA Leadership Academy**

## **Overview**

Current data revealed that one third of MSHDA's top leaders (15-level and above) were eligible for retirement within three years, identifying an urgent need for a strategy to address succession planning. Additionally, MSHDA recognized the importance of identifying and developing exceptional leadership talent and building strength from inside the agency.

MSHDA introduced a Leadership Academy (LA) in 2012 and is currently engaged in the third cohort of employees demonstrating high potential for leadership that are being groomed for top level positions using a multifaceted development program. The expected outcomes of this program include:

- Preparing individuals for future challenges
- Accelerating the development of key individuals
- Preparing internal staff to lead by providing them with the critical skills necessary for leadership
- Providing a source of internal candidates for key leadership positions to address succession planning
- Enhancing the diversity of MSHDA leadership
- Preserving institutional knowledge

## **Effective Use of Resources**

The year-long LA contains a combination of best practices from recognized leadership development programs in the public and private sectors as well as agency-specific components. As most of the training is provided by Human Resources and other state government trainers, the benefits outweigh the costs demonstrating an effective use of resources.

### **The LA includes:**

- Targeted skills development plan with a specified curriculum
- Structured mentoring component
- An action learning project
- Various learning forums in addition to training that provide real-time learning such as attendance at senior manager meetings; outside meetings with the mentor, one-on-one with the agency director, board meetings, etc.
- Monthly 2-hour group learning forums reviewing the *The Leadership Development Journey*
- Monthly network lunch meetings bringing the selected candidates together to share insights, ideas, learning, etc.

## **Mentoring Process**

MSHDA understands the value of combining training with mentoring from experienced employees to create a powerful synergy to reinforce, direct and develop emerging leaders. The LA candidates are matched with a mentor based on the preferences outlined in the *Mentee Application* as much as possible, and consideration of the strengths and development needs of the mentee to find the best fit. After the mentors and mentees are paired, they participate in a LA orientation. It provides the partnerships with a tool kit containing guidance and concrete ideas to apply in their mentoring relationship. The orientation also provides the first opportunity to get to know one another on a more personal level, and to exchange contact information and discuss work schedules.

## **Networking Process**

The candidates participate in a monthly networking lunch and a monthly group learning forum with the LA coordinator. The purpose of these group sessions is to pull the candidates together to keep them connected in an informal manner and to participate in a group learning environment. The sessions provide the opportunity for group discussions, including updates on the progress of the action learning project, and to discuss any obstacles the candidates may encounter as they work to complete the curriculum requirements and the assigned project.

## **Graduation**

To date, MSHDA has graduated two classes. The first cohort included seven candidates and the second cohort included four, all of whom completed the necessary requirements for graduation. Each graduating class receives a diploma and presents the outcome of their action learning project and any deliverables to senior managers during a breakfast meeting. The current LA class includes five members.

## **Results/Deliverables of the Action Learning Project**

The graduates of the first LA cohort (2013) were not assigned an Action Learning Project as there was a shortage of available resources to provide guidance and limited time to work on a group project. The 2014 LA team was tasked with creating a visual diagram that represented the internal relationships amongst the various divisions within MSHDA. This diagram was designed to help MSHDA employees understand important connections that are needed to support each division's programs and objectives. By increasing the staff's macro-level understanding of the MSHDA's organizational structure staff relationships will grow stronger, leading to greater productivity and solidarity amongst all employees. The result of the project produced the MSHDA Model created by the 2014 LA cohort. **(Included in attachments).**

## **Evaluation of the Program and Mentoring Partnership**

At the end of each year-long academy, the mentees are asked to complete a survey describing their reactions to the mentoring relationship, and provide instructive comments for the mentors. Additionally, the mentees and the mentors are asked to provide feedback about the LA program overall and to offer any suggestions to increase its effectiveness.

## **Summary**

The primary goal of the Leadership Academy is to accelerate the development and promotability of the candidates. Outcomes of the program demonstrated this to be true. MSHDA's strategic objectives were met and the program provided a decided advantage for the LA participants as three of the seven candidates in the first graduating class (2013) received promotions within three months of graduation. Two were actually appointed as 17-level division directors, and a third candidate was promoted to a 14-level manager. Three of the remaining four graduates participated on an agency wide assignment and received project pay while involved on the project.

The graduates from the 2014 (second) cohort produced promotions for two of the four candidates. Two of the graduates were promoted from 12-level analysts to 13-level specialists.

The Leadership Academy is innovative and visionary as it reflects a response to a real management challenge that MSHDA turned into an opportunity. The process is replicable and achieved measurable improvements in agency operations. The cost was minimal and primarily implemented entirely in-house, meaning the benefits far outweighed the financial investment.

## **ATTACHMENTS**

- **The MSHDA Model**
- **The MSHDA Leadership Academy Curriculum**
- **Leadership Skills Assessment**
- **Leadership Skills Self-Assessment**
- **Self-Nomination Form**
- **2015 Leadership Academy Orientation Photos**

## The MSHDA Model Project

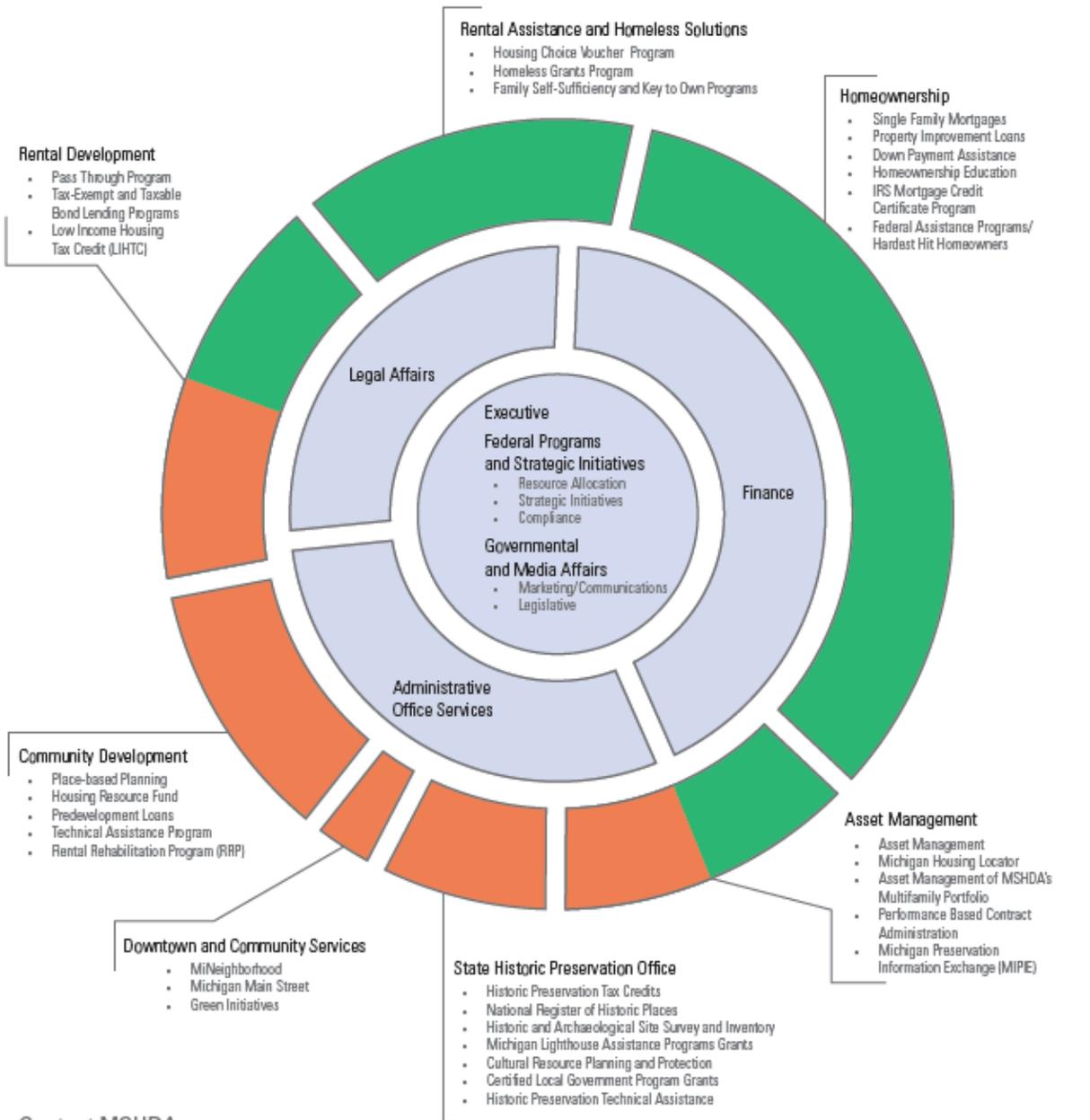


*Investing in People.*  Citizen Services

*Investing in Places.*  Investment Resources/Economic Development

 Support Services

Size of Department Graphic References  
Approximate Number of Staff



**Contact MSHDA**

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TTY: 800-382-4568   
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[Overview](#)  
[Questions and Answers](#)  
[Application and Selection Process](#)  
[Realistic Job Preview](#)  
[Competencies](#)  
[Curriculum](#)  
[Action Learning Articles](#)  
[Self-Nomination Form HR-60](#)  
[Leadership Skills Self-Assessment Form HR-61](#)  
[Leadership Action Learning Project Form HR-64](#)  
[Experience Profile Form HR-66](#)  
[Mentee Application Form HR-67](#)

**Curriculum**

Below are the course curriculum requirements to be completed in addition to participating in a mentoring relationship and a group action learning project in order to graduate from the academy. Each candidate selects the date and time they want to attend the Civil Service (CS) and Human Resources (HR) workshops that accommodates their work schedule and is approved by their manager. An HR-9 *Training Request* form is completed and submitted to Human Resources to register participants for requested CS workshops. Refer to the CS Training Calendar on their website for course offerings and the MSHDA on-line Training and Events calendar on the MSHDA Intranet for the HR offered workshops.

The on-line courses can be completed at any time by accessing QuickKnowledge.com. The participant obtains the Key Code from the LA Coordinator. The completion certificate must be printed off at the end of each on-line workshop and turned over to the LA coordinator to verify completion of the workshop.

**Leadership Academy Curriculum**

	<b>Civil Service Classroom/Topic</b>	<b>Course#</b>	<b>Length</b>
1	DDI: Communicating for Leadership Success	MGMTCS025	3.5 HRS
2	Seven Habits of Highly Effective People	CHANGCS003	3 DAYS
3	Leadership Foundations for Emerging Leaders	LEADCS007	1 DAY
4	DDI: Delegating for Results	MGMTCS086	3.5 HRS
5	DDI: Motivating Others	MGMTCS089	4 HRS
6	DDI: Resolving Conflict	MGMTCS087	3.5 HRS
	<b>QuickKnowledge On-Line/Topic</b>	<b>Learning Method</b>	<b>Length</b>
1	Business Etiquette & Professionalism	e-learning/o-line	As needed
2	Business Writing Basics	e-learning/o-line	As needed
3	Executive-to-employee Communication Strategies	e-learning/o-line	As needed
4	Critical Thinking	e-learning/o-line	As needed
5	Developing a Strategic Plan	e-learning/o-line	As needed
6	Dealing with Office Politics	e-learning/o-line	As needed
7	Managing Change	e-learning/o-line	As needed
	<b>Administrative Office Services Classroom/Topic</b>	<b>Learning Method</b>	<b>Length</b>
1	Workplace Diversity and Cultural Competence	Classroom	4 HRS
2	Speed of Trust	Classroom	3.5 HRS
3	Rewriting the Rules of Management	Classroom	3.5 HRS
	<b>Other/Topic</b>	<b>Learning Method</b>	<b>Length</b>
1	Emotional Intelligence	Self-Study/Reading	As needed
2	Intercultural Communication	Self-Study/Reading	As needed



## LEADERSHIP SKILLS ASSESSMENT

Instructions: The following skills have been identified as important to leadership. Use the guide to rate the skill level of the following individual by entering a number after each statement:

Name of individual to be evaluated: \_\_\_\_\_

### RATING GUIDE

Have not observed or experienced this skill demonstrated	Looks awkward when does this; has to learn this skill; still needs work	Usually practices skill frequently	Comfortable & competent; uses this often and a great deal
<b>0</b>	<b>1      2</b>	<b>3</b>	<b>4      5</b>

#### A. Personal Relationship Skills (working with others) Rating

1	Listens actively to colleagues and those with whom s/he works. Hears their words and their opinions and respects differences of opinion and doesn't make it personal.	
2	Maintains an open, warm relationship with others (approachable), encouraging them with praise and genuine respect of their views and feelings.	
3	Provides others with clear feed-back, reinforcing positive contributions, clarifying and confronting as is helpful.	
4	Seeks and is able to accept feedback and constructive criticism without holding grudges. Is able to move forward and does not allow differences to impact working relationships.	
5	Supports others, helping them find and reinforce the common ground on which solutions can be built.	
6	Encourages positive interpersonal relationships between team members and management and promotes and demonstrates productive behavior.	
7	Helps others maintain direction toward achievement, while suggesting ways in which others can participate.	
8	Is responsible/accountable for his/her actions and does not place blame on others.	
9	Is confidential with private information and does not engage in gossip and rumors. Shares information only on a need-to-know basis.	

#### B. Task Accomplishment Skills (getting the work done) Rating

1	Initiates action, ideas, solutions, feedback, and procedures.	
2	Elaborates on ideas, using examples and definitions.	
3	Communicates ideas effectively.	
4	Coordinates ideas, activities, and relationships.	
5	Seeks information and clarification to shed light on ideas and suggestions.	
6	Provides information, bringing a base of understanding to the subject at hand.	
7	Analyzes an idea, task or process, developing an understanding of each piece and its relationship to the whole.	
8	Summarizes for others, restating progress and offering a decision or conclusion for consideration.	
9	Evaluates process improvements and customer service, holding them up to organization standards or expectations.	
10	Manages, using a combination of planning, task assignment, and guidance to accomplish goals and meet deadlines.	

## LEADERSHIP SKILLS SELF-ASSESSMENT

Instructions: The following skills have been identified as important to leadership. Use the guide to rate your skill level by entering a number after each statement:

**Employee Name:** \_\_\_\_\_

### RATING GUIDE

Have not had opportunity to experience or demonstrate	Feel/look awkward when I do this; have to learn this skill; still need work.	Usually practice skill frequently	Comfortable & competent; I use this skill often and a great deal
<b>0</b>	<b>1      2</b>	<b>3</b>	<b>4      5</b>

### A. Personal Relationship Skills (working with others)

Rating

1	I listen actively to colleagues and those with whom I work; I hear their words and their opinions and I respect differences of opinion and don't make it personal.	
2	I maintain an open, warm relationship with others (approachable), encouraging them with praise and genuine respect of their views and feelings.	
3	I provide others with clear feed-back, reinforcing positive contributions, clarifying and confronting as is helpful.	
4	I seek and I am able to accept feedback and constructive criticism without holding grudges. I am able to move forward and not allow differences to impact working relationships.	
5	I support others, helping them find and reinforce the common ground on which solutions can be built.	
6	I encourage positive interpersonal relationships between team members and management promoting and demonstrating productive behavior.	
7	I help my team maintain direction toward achievement, while suggesting ways in which all members of the team can participate.	
8	I am responsible/accountable for my actions and do not place blame on others.	
9	I am confidential with private information and do not engage in gossip and rumors. I share information only on a need-to-know basis.	

### B. Task Accomplishment Skills (getting the work done)

Rating

1	initiate action, ideas, solutions, feedback, and procedures.	
2	elaborate on ideas, using examples and definitions.	
3	communicate ideas effectively.	
4	coordinate ideas, activities, and relationships.	
5	seek information and clarification to shed light on ideas and suggestions.	
6	provide information, bringing a base of understanding to the subject at hand.	
7	analyze an idea, task or process, developing an understanding of each piece and its relationship to the whole.	
8	summarize for the team, restating progress and offering a decision or conclusion for consideration.	
9	evaluate process improvements and customer service, holding them up to department standards or expectations.	
10	manage, using a combination of planning, task assignment, and guidance to accomplish goals and meet deadlines.	



