Future Direction of HROE Professional Development

Human Resources & Organizational Effectiveness

June 2019
Improving Transforming how we develop Texas A&M University employees
Less focused on software training, certificate programs, and TrainTraq support across the System.
Our Future Direction

More focused on a holistic, systems thinking approach with:

- Programs and services aligned to key functions and roles of the University
- Helping people learn, practice, and easily access and reference what they need to know and do for their job
- Longer-term outlook and progressive development
- Expanding Learning Technology (eLearning), Evaluation and Organization Development efforts
Shaping Plan

**FY19**
Form Decision Review Board
Define Values across Leader Levels
Develop and Pilot:
- Leading Others
- Workday
- Orientation / On-boarding
- Leading Self
- A&M Innovates Conference
Implement:
- Leading Others
- Workday
Website and Evaluation

**FY20**
Run:
- Leading Others
- Workday
- Website
- Evaluation
Implement:
- Orientation / On-boarding
- Leading Self
- A&M Innovates Conference
Develop and Pilot:
- Business
- HR Liaison
- Leading the Function
- Supervisor Network

**FY21**
Run:
- Leading Others
- Workday
- Orientation / On-boarding
- Leading Self
- Supervisor Network
- A&M Innovates Conference
- Website
- Evaluation
Implement:
- HR Liaison
- Faculty
- Leading the Function
Develop and Pilot:
- Advisor
- Admin
- Faculty
- Research
- Leading the Organization
Workday Shaping Plan

**Feb 19**
**Develop & Pilot**
- HR Liaison
  - Essentials
  - Security
  - Time & Absence
  - Reports
  - Position Management
  - Compensation
  - Recruiting
  - Hire & Onboarding
  - Benefits
  - Job Changes
  - Employee Separation
- Employee
  - *Working in Workday
  - Essentials

**Mar 19**
**Develop & Implement**
- Performance Eval
  - HR Liaison
  - Employee
  - Manager
  - HROE Partner

**Jun 19**
**Implement**
- HR Liaison
  - Essentials
  - Security
  - Time & Absence
  - Reports
  - Position Management
  - Compensation
  - Recruiting
  - Hire & Onboarding
  - Benefits
  - Job Changes
  - Employee Separation
- Employee
  - *Working in Workday
  - Essentials

**Jul - Aug 19**
**Implement**
- HR Liaison/Manager
  - Merit

- Develop & Pilot
  - Manager
    - Essentials
    - Recruiting
    - Hire & Onboarding
    - Benefits
    - Position Management
    - Job Changes
    - Time & Absence
    - Reports
    - Talent Management
  - Employee
    - Talent Management

- Employee
  - Talent Management

**Sept 19**
**Develop & Pilot**
- HR Liaison
  - Projects
- HROE Partner
  - Specialized
Who Was Involved

**Workday for HR Liaisons**

- Joe Corn (Payroll)
- Crystal King (Science)
- Lauren Milano (Vet Med)
- Renee Weidemann (Research)
- Megan Hoelscher (Transportation)
- Brooklyn Smith (Psychology)
- Rita Bowden (HROE)
- Evelyn Castaneda (HROE)
- Mary Schubert (HROE)
- Laura Dohnalik (HROE)
- Melanie Upton (HROE)
- Scott Bauer (HROE)
- Judy Kurtz (HROE)

**SME Working Group**

- Abby Vandenbrink (Student Health Svcs)
- Renee Weidemann (Research)
- Angela Mayorga (Liberal Arts)
- Brooklynn Smith (Psychology)
- Carmen Garcia (HROE)
- Crystal King (Engineering)
- Janet Kosh (Liberal Arts)
- Jeanne Andreski (Bush)
- Jovana Guillen (AABS)
- Joy Bading (Agriculture)
- Kimberly Sutphen (Mays)
- Lauren Milano (Vet Med)
- Megan Hoelscher (Transportation)
- Melanie Upton (HROE)
- Nicole Filger (HSC)
- Sandra Church (Vet Med)

**Pilot Participants**
## Results and Feedback

### Overall

<table>
<thead>
<tr>
<th>Item</th>
<th>Employee Essentials</th>
<th>HR Liaison Essentials</th>
<th>Job Changes</th>
<th>Position Management</th>
<th>Benefits</th>
<th>Evergreen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would recommend course</td>
<td>86%</td>
<td>7%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Relevant to the job</td>
<td>86%</td>
<td>14%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Improved competency</td>
<td>60%</td>
<td>40%</td>
<td>92%</td>
<td>83%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Enable improved performance</td>
<td>67%</td>
<td>43%</td>
<td>92%</td>
<td>83%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Feel confident applying to job</td>
<td>93%</td>
<td>7%</td>
<td>100%</td>
<td>83%</td>
<td>92%</td>
<td>63%</td>
</tr>
<tr>
<td>Will be able to apply to job</td>
<td>93%</td>
<td>7%</td>
<td>100%</td>
<td>83%</td>
<td>92%</td>
<td>63%</td>
</tr>
</tbody>
</table>

### Design and Content

<table>
<thead>
<tr>
<th>Item</th>
<th>Employee Essentials</th>
<th>HR Liaison Essentials</th>
<th>Job Changes</th>
<th>Position Management</th>
<th>Benefits</th>
<th>Evergreen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized in a clear, logical, and</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>orderly manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities, examples, etc.</td>
<td>93%</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>helpful in applying concepts,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practices, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for competency level</td>
<td>81%</td>
<td>19%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
<td>81%</td>
</tr>
</tbody>
</table>

### Learning

~10% ↑
## Results and Feedback (Continued)

### Top Qualitative Themes

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sorely needed – TAMU specific Workday training</td>
<td>• Add to the job guides a diagram/flowchart for each business process will be helpful (steps, interfaces, what happens before and after)</td>
</tr>
<tr>
<td>• Will be very beneficial for HR Liaisons</td>
<td>• Include on the job guides if any pre-work is needed prior to working in Workday</td>
</tr>
<tr>
<td>• Hands-on training courses that were piloted are definitely needed in addition to the just-in-time job guides developed by PD</td>
<td>• Would be helpful to expand Workday University in certain areas</td>
</tr>
<tr>
<td>• Learning and working a simulated organization, people, and scenarios via Workday University</td>
<td>• Consider including or have conceptual information as a precursor (e.g., hiring procedures before actually processing in Workday)</td>
</tr>
</tbody>
</table>
# High Level Assignment Design

## Courses by Security Roles

<table>
<thead>
<tr>
<th>Course</th>
<th>HR Contact</th>
<th>Absence Partner</th>
<th>Timeskeeper</th>
<th>I-O Processor</th>
<th>Talent Analyst</th>
<th>Recruiting Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Liaison: Essentials (2.5 hours)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Enter Time Off &amp; Absence (1.5 hours)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Create Job Requisition (3 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Recruiting Process (3 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Onboarding Process (3 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Create Evergreen Requisition (3 hours)</td>
<td>If relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If relevant</td>
</tr>
<tr>
<td>HR Liaison: Identify Worker Type &amp; Create Position (3 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Edit Position Restrictions &amp; Position Reclassification (3 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Request Compensation Change versus One-Time Payment (1.5 hours)</td>
<td>✓</td>
<td></td>
<td></td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Internal Promotion, Transfer, or Demotion (2 hours)</td>
<td>✓</td>
<td></td>
<td></td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Job Changes (2.5 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>HR Liaison: Performance Management (1.5 hours)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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</table>
Progressive Leadership Development
<table>
<thead>
<tr>
<th>Level</th>
<th>Target Audience</th>
<th>Description</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Self</td>
<td>Everyone</td>
<td>Under the context everyone is a leader – you do not have to be a supervisor</td>
<td>- Texas A&amp;M University mission, vision, values, organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or manager to lead at Texas A&amp;M University, this is for everyone with an intent to help build a common language and practice (mental model).</td>
<td>- Interpersonal Effectiveness, including awareness of self and others, communication, behavior</td>
</tr>
<tr>
<td>Leading Others</td>
<td>Supervisors, project leads / managers, Faculty, Associate / Assistant Directors</td>
<td>This is for emerging leaders or leaders of individual contributors (formal, in-tact groups, project groups, or informal groups). The intent is to help one transition from being an individual performer to leading a group of people.</td>
<td>- Adapting to Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Problem Solving and Process Improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Customer Service and Relationships</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Functional / Role specific competencies (see previous page)</td>
</tr>
<tr>
<td>Leading the Function</td>
<td>Directors, Department heads, Associate Deans</td>
<td>This is for experienced leaders who lead other managers or senior level employees in departments or departmental functions with the intent to help transition to leading more strategically.</td>
<td>- Ethics, Rules, Regulations, SAPs</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Financial Management</td>
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<tr>
<td></td>
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<td></td>
<td>- Adapting Interpersonal Style and Communication, including building and maintaining relationships</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- People Management and Development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Team Development</td>
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<td></td>
<td></td>
<td></td>
<td>- Valuing Differences</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Conflict Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Project and Change Management</td>
</tr>
<tr>
<td>Leading the Organization</td>
<td>Deans and VPs</td>
<td>This is for senior leaders of organizational functions or divisions such with the intent to help transition to leading for the future.</td>
<td>- Systems Thinking</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Business Planning</td>
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<td></td>
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<td></td>
<td>- Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Leading Change</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- People, Team, and Org Dev</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Establishing and Driving Direction, Expectations, Performance, Results, and Accountability</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Emotional Intelligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Building and Maintaining Relationships (team, employees, cross-university)</td>
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<tr>
<td></td>
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<td></td>
<td>- Culture of Inclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Contracts and Procurement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Negotiation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Policies, Procedures, Legal Issues, Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Establishing Future Direction (purpose / mission, vision, culture, strategies, plans, competencies, resources, measures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Awareness of and Working across functions, divisions, colleges, and System boundaries</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>- Strategic Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Driving Desired Outcomes, Results, and Accountability</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Emotional Intelligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Legal and Ethical Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Forward Thinking (Higher Ed Organization, IT, Talent Management Issues and Opportunities)</td>
</tr>
</tbody>
</table>
Who Was Involved

Deborah Wright (Assoc VP, Finance)
Tom Owen (Research)
Peggy Zapalac (Assoc VP, Univ Risk & Compliance)
Kelley Ervin (Transportation)
Darla Guerra (Transportation)
Suprena Bennett (College of Ed)
Jia Wang (College of Ed)
Jared Scoggins (College of Engineering)
Jingqiu Ren (Academic Affairs)
Brandi Plunkett (Mays Center for Exec Dev)
Cody Holland (College of Vet Med)
Eric Bowman (A&M Foundation)
Roger Martinez (Provost Office)
Kim Zemanek (HSC)
Stacy Overby (TTI)
Sharon Gibson-Mainka (TAMU IT)

Leading

Others

Casey Ricketts (Education)
Clint Wolf (HROE)
Courtney Charanza (HROE)
Cody Holland (Vet Med)
Sarah McLaughlin (Vet Med)
Cory Hearsberger (Engineering)
Dawn Coleman-Glenn (SFAID)
Gene Holland (HSC)
Bennie Harrison (HSC)
Jeffrey Phillips (TAMU IT)
Kim Williamson (Research)
Kristen Kubenka (TAMU IT)
Les Williams (UES)
Michael Denison (TAMU IT)
Paul Riley (Transportation)
Roger Martinez (Provost Office)
Tracy Persky (TAMU IT)
Slavojka Arezina (Libraries)
Cayley Birchfield (Tarleton)

SME Working Group

Pilot Participants
## Results and Feedback

### Overall Design and Content

<table>
<thead>
<tr>
<th>Item</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would recommend course</td>
<td>92% 8%</td>
<td>100% --</td>
<td>91% 9%</td>
</tr>
<tr>
<td>Relevant to the job</td>
<td>100% --</td>
<td>100% --</td>
<td>100% --</td>
</tr>
<tr>
<td>Improved competency</td>
<td>92% 8%</td>
<td>92% 8%</td>
<td>100% --</td>
</tr>
<tr>
<td>Enable improved performance</td>
<td>92% 8%</td>
<td>92% 8%</td>
<td>91% 9%</td>
</tr>
<tr>
<td>Feel confident applying to job</td>
<td>100% --</td>
<td>92% 8%</td>
<td>100% --</td>
</tr>
<tr>
<td>Will be able to apply to job</td>
<td>100% --</td>
<td>92% 8%</td>
<td>100% --</td>
</tr>
</tbody>
</table>

### Design and Content

<table>
<thead>
<tr>
<th>Item</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized in a clear, logical, and orderly manner</td>
<td>100</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Activities, examples, etc. helpful in applying concepts, practices, etc.</td>
<td>92% 8%</td>
<td>100%</td>
<td>82% 9%</td>
</tr>
<tr>
<td>Appropriate for competency level</td>
<td>92% 8%</td>
<td>92% 8%</td>
<td>91% 9%</td>
</tr>
</tbody>
</table>

### Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Knowledge</td>
<td>~30%↑</td>
<td>~102%↑</td>
<td>~56%↑</td>
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</table>
Results and Feedback (Continued)

Top Qualitative Themes

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gaining self-awareness via the MBTI and 360 assessments</td>
<td>• Rushed through or did not see content because of time</td>
</tr>
<tr>
<td>• Interactive and hands-on design / activities</td>
<td>• More space between events – although needed content, it is dense – a lot in such a short, compressed period of time. Also would make it more manageable for people to be away from work</td>
</tr>
<tr>
<td>• Tools to help give feedback and have complex or difficult conversations with people</td>
<td>• Have some content be pre-work / self-study outside of class</td>
</tr>
<tr>
<td>• Case study bringing everything together</td>
<td>• Less back to back activities, less activities, more lecture, not so many ‘teach-backs’</td>
</tr>
<tr>
<td>• Meeting, networking, and learning with others and gaining different perspectives</td>
<td>• Potentially have different case study environments than Research so more relatable</td>
</tr>
<tr>
<td>• Learning to handle difficult situations / conflict</td>
<td></td>
</tr>
<tr>
<td>• Learning team development, the helicopter exercise</td>
<td></td>
</tr>
</tbody>
</table>
What’s Next?
Shaping Plan

**FY19**
- Form Decision Review Board
- Define Values across Leader Levels
  - **Develop and Pilot:**
    - Leading Others
    - Workday – HR Liaisons, Managers
    - Leading Self
      - Orientation / On-boarding
      - A&M Innovates Conference
  - Implement:
    - Leading Others
    - Workday
    - Website
    - Evaluation

**FY20**
- Run:
  - Leading Others
  - Workday
  - Website
  - Evaluation
- Implement:
  - **Workday for Managers**
  - Leading Self
  - Orientation/On-boarding
  - A&M Innovates Conference
- Develop and Pilot:
  - Leading Self
  - HR Liaison (functional dev)
  - **Business** (functional dev)
  - Leading the Function
  - Supervisor Network

**FY21**
- Run:
  - Leading Others
  - Workday
  - Leading Self
  - Website
  - Evaluation
  - Orientation / On-boarding
  - Supervisor Network
  - A&M Innovates Conference
- Implement:
  - HR Liaison (functional dev)
  - Leading the Function
- Develop and Pilot:
  - **Business** (functional dev)
  - Leading the Function
  - Orientation / On-boarding
  - Supervisor Network
  - IT or Advisor
Functional Development

Leading Others Competency Map

<table>
<thead>
<tr>
<th>Competency</th>
<th>Awareness</th>
<th>Fundamental Application</th>
<th>Skilled Application</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Management</td>
<td>Recognizes what conflict is. Recognizes common conflict management styles, including: Miscommunication, The value of and potential considerations for each style, The value of adapting own preference. Identifies own conflict management style, including development opportunities and considerations for working with others. Recognizes the impact of poorly managed conflict in the work environment and on the organization culture, including: Not addressing conflict in a timely manner, Addressing conflict with an understanding and reactive perspective and approach as opposed to considering the long-term impact on people and the organization. Recognizes and uses appropriate resources and tools for facilitating difficult conversations and managing conflict, for self and others. Recognizes how interpersonal style, communication, viewing differences, and team development impact conflict management.</td>
<td>Creates and fosters an environment in which others feel safe, open, and are addressing conflict in a respectful and timely manner within own organization. Facilitates difficult conversations and manages conflict in a respectful and timely manner within own organization.</td>
<td>Keeps aware of and anticipates internal and external issues that may yield conflict or opportunities for the university and community (e.g., enrollment, traffic, environment). Identifies and manages conflict within and across businesses of own organization to prevent</td>
<td>Facilitates efforts to mitigate and address internal and external sources of conflict for the common good of the university and the larger community, including: Addressing conflict that is occurring or impacting multiple areas across and outside the university. Identifies and manages conflict within and across businesses of own organization to prevent</td>
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</tbody>
</table>

Business Coordinator L&D Path

<table>
<thead>
<tr>
<th>Role Specific Competencies</th>
<th>Financial Management</th>
<th>Leadership</th>
<th>Microsoft Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>Account Basics</td>
<td>Diversity &amp; Inclusion</td>
<td>Word</td>
</tr>
<tr>
<td>Procurement</td>
<td></td>
<td>Conflict Management</td>
<td>Excel</td>
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<tr>
<td>Expense</td>
<td></td>
<td>Personality Preferences</td>
<td>PowerPoint</td>
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<tr>
<td>Budgeting</td>
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<td>Communication</td>
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<tr>
<td>Business Planning</td>
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</table>

<table>
<thead>
<tr>
<th>Target Competency Levels</th>
<th>Awareness</th>
<th>Fundamental Application</th>
<th>Skilled Application</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Activities</td>
<td>Brand new to the role / function at Texas A&amp;M – learning the business / processes, practices, etc.</td>
<td>Applying the roles / functions core competencies in a small group or working with more experienced in these competencies in a larger group.</td>
<td>Autonomous in leading others in the role / function</td>
<td>Building individual and organization competency for two role functions</td>
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<tr>
<td>New Employee Welcome VBT</td>
<td>Business Coordinator</td>
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<tr>
<td>Workday On-boarding VBT</td>
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<tr>
<td>“Hi” (e.g., personal / business, extension / graduate)</td>
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<tr>
<td>New Employee Orientation</td>
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<tr>
<td>VBT – Orientation</td>
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<tr>
<td>“Hi” Big 5 VBT</td>
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<tr>
<td>Business Coordinator Financial Management 200 curriculum</td>
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</tbody>
</table>

On the job Activities

Microsoft Software 200
Microsoft Software 300
CSBSA Conference
CSBSA Network meetings

<table>
<thead>
<tr>
<th>Diversity &amp; Inclusion 200</th>
<th>Personable: Professors 200</th>
<th>AMI Innovates Conference</th>
<th>Conflict Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Excel 400</td>
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</tbody>
</table>

1 – 2 years
5 – 10 years
10+ years
FINAL THOUGHTS

1. Transforming how we develop competencies to better meet the University’s needs

2. It is going to take a village for success…Need support, flexibility and patience during the transition

3. We are continuing to support PD during the transition…training.tamu.edu/schedule

4. Much appreciation and kudos to the PD team and those involved to help bring this to fruition…now and in the future!
Tara D Gray
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tara.d.gray@tamu.edu

employees.tamu.edu

HROE CORE VALUES:
Integrity | Diversity & Inclusion | Excellence | Respect | Innovation | Engagement