

The background of the cover features a vertical split. The left side is a solid dark red with a subtle, wavy texture. The right side is a golden-yellow with a more complex, painterly texture. Several Monarch butterflies are depicted in flight, their wings spread, showing the characteristic orange and black patterns. They are positioned across the right side of the cover, overlapping the golden-yellow background.

ANNUAL REPORT

through August 2021



Organization Development

DIVISION OF HUMAN RESOURCES & ORGANIZATIONAL EFFECTIVENESS

Sections

- 02 **Our Future Direction**
- 03 **Functional Development**
- 04 **Leadership Development**
- 05 **Shaping Plan**
- 06 **Who's Been Involved Thus Far**
- 07 **Evaluation Results Thus Far**
- 08 **What's Next**

HROE Organization Development

Developing and delivering high quality learning, leadership, and organization development to enable positive impact across the Texas A&M community.

Learn. Develop. Lead. Impact.



Campus image

Transforming how we develop competencies across the Texas A&M community to enable the **University's 2020 - 2025 Strategic Plan**



“

Be a best place to live, work, and learn.

Strengthen the leadership competencies of staff, faculty, administrators, and students.

Develop the next generation of future leaders with the competencies needed to lead and manage the institution into the 21st century.

While leadership competencies are important, so is the learning and development of every employee at this institution.



01



Our Future Direction

02

Transforming how we develop employees across the Texas A&M community

Since Fall 2018, the Organization Development (OD) department within the Division of Human Resources & Organizational Effectiveness (HROE) has been working with representatives from different colleges and divisions across Texas A&M to *transform* how we develop employees to better align with industry practices and meet the needs of the Texas A&M community.

As part of this future direction, OD is building the foundation, programs, and services to support Texas A&M's 2020 - 2025 Strategic Plan to:

- Be a best place to live, work, and learn.
- Strengthen the leadership competencies of staff, faculty, administrators, and students.
- Develop the next generation of future leaders with the competencies needed to lead and manage the institution into the 21st century.
- Enhance the learning and development of every employee at this institution.

The focus is *competency-based and progressive development* which entails:

- Programs and services aligned to the University's key functional and leadership roles
- A longer-term outlook and progressive development
- More diverse learning activities such as virtual, self-directed, assessments, including 360, and leadership coaching
- Helping people learn, practice, and easily access and reference what they need to know and do for their job
- Expanding Learning Technology (eLearning), Evaluation and Organization Development efforts, including

employee engagement, strategic planning and execution, and change management.

This is a *huge multi-year strategic change*. The first few years of the shaping plan focus on leadership development and functional development. One of the new leadership programs, Leading Others, already launched last year with great results as noted in the Evaluations Results Thus Far section.

As you explore the rest of the report and discover the great things we are doing over the next few years, we hope you agree, we are developing the foundation, programs, and services to enable the University's 2020-2025 Strategic Plan, as well as your learning, development, leadership, and impact across the Texas A&M community.

- Jeff Risinger, PhD
Vice President
Division of Human Resources and
Organizational Effectiveness

- Your HROE Organization Development team

Functional Development

03

Hiring someone into a role hoping there is enough support for them to learn it or they will figure the job out over time (sink or swim), can lead to employees feeling overwhelmed and incapable. This in turn can lead to low morale, poor employee engagement, errors, inefficiencies, turnover, and financial losses for the University. Even if someone has experience in the role, they may not know how the University does it,

Functional development can help address these issues by helping one learn what they should know and do to perform the job.

The process and practices we use are based on those which are well researched and used in the Learning and Organization Development field. It is rigorous, takes time, and yields high quality, value, and impact to the individual, function, and University. We work with representatives in the functional role

from across the University community to first get very clear about what people should really know and do in the role. We identify the core competencies for the role and define each with what specifically one should know and do across four competency levels:

- Awareness - brand new to role and/or the University, learning processes, practices, etc.
- Fundamental Application - working in the role and applying the core competencies in a small group or working with someone more experienced in a larger group
- Skilled Application - autonomous or leading others in the role
- Mastery - seen as an expert, sought out, and builds individual and organization capability in the role

This becomes a competency map or CMap, which drives the learning content. The CMap can also

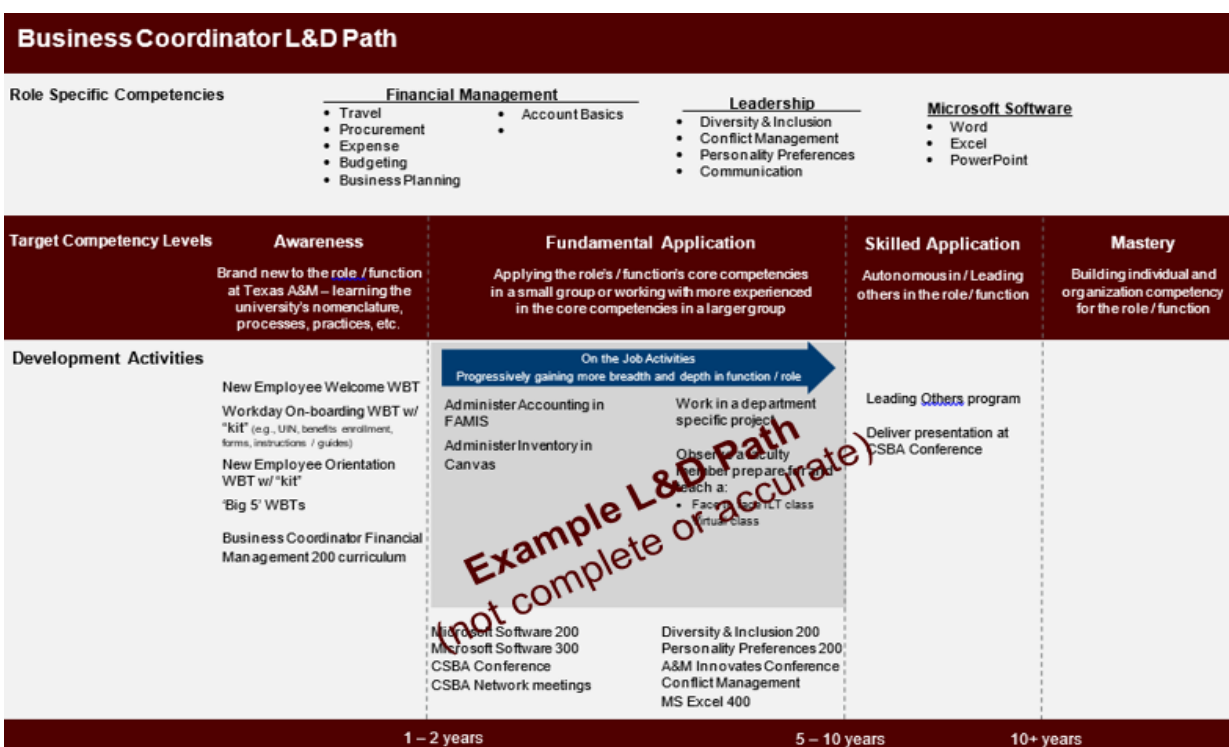
HR Liaison Competency Map (CMap)

Competency	Awareness New to the role / function at Texas A&M – learning the University's nomenclature, processes, practices, etc.	Fundamental Application Applying the role's / function's core competencies in a small group or working with more experienced in a larger group	Skilled Application Autonomous in / Leading others in the role / function	Mastery Building individual and organization capability for the role / function
Position Management	<p>Recognizes the purpose of, relationship between, and key considerations for workforce assessment, planning, and staffing.</p> <p>Recognizes the purpose of, relationship between, processes, timing, roles, and responsibilities of compensation changes and the merit process.</p> <p>Differentiates between roles and responsibilities of the manager, HR Liaison, Payroll, and HR related organizations (e.g., HROE, Dean of Faculties, Office of Graduate & Professional Studies (OGAPS), Research, and Student Financial Aid (SFAID), International Services for Faculty and Scholars (ISFS), International Student Services (ISS)).</p> <p>Locates and uses resources to address position management and compensation questions and issues.</p> <p>Recognizes factors that influence compensation and compensation differences for similar positions (e.g., education, experience, market, comparison with what others are doing, benefits).</p> <p>Recognizes the purpose of and relationship between job titles, position descriptions, pay grades, merit pay, career ladders, compensation changes, visa status, System-wide pay, as well as evaluating quality of life, benefits and</p>	<p>Monitors and administers the following for respective organization with discretion and in alignment with established processes, practices, policies, rules, regulations, and SAPs:</p> <ul style="list-style-type: none"> - Compensation changes - Creating positions - Reclassifying positions - Update position description - Promotions - Transfers - Demotions - Supplemental pay - Employment periods / terms - Dual employment - Additional job - External employment <p>Tailors generic position descriptions to accommodate specific responsibilities for a position as needed.</p> <p>Submits appropriate position management and compensation documentation (e.g., templates) in a complete and timely manner.</p> <p>Writes effective compensation and promotion justifications which are in line with established policies, regulations, rules, and SAPs.</p>	<p>Leads or oversees others in administering staffing and compensation within own organization, ensuring:</p> <ul style="list-style-type: none"> - Consistency and alignment with established processes, practices, policies, regulations, rules, and SAPs - Use and application of appropriate practices and resources - Issues are mitigated or addressed in an appropriate and timely manner <p>Takes the following into account when managing job titles, compensation, and promotions:</p> <ul style="list-style-type: none"> - Broader and more holistic approach beyond own college / division (i.e., across the University) - Long-term implications on development, retention, and career progression for people, the University, the larger community. <p>Anticipates and proactively addresses issues before they occur.</p> <p>Seeks and works with HROE (e.g., Dean of Faculties, Research, OGAPS, SFAID) to address more complex or complicated staffing and compensation needs and issues.</p> <p>Works with HROE (e.g., Dean of Faculties, Research, OGAPS, SFAID) to improve staffing and compensation practices across the University</p>	<p>Champions and stewards consistent staffing and compensation practices across the University.</p> <p>Recognized and sought out for staffing and compensation experience and expertise across the University and System.</p> <p>Leads or actively participates in staffing and compensation related individual and organization competency development efforts that impact the University and/or System level, including:</p> <ul style="list-style-type: none"> - Sharing knowledge and experience (e.g., content review, development, and delivery) - Seeking, sharing, and integrating benchmark practices and learning from other (non-Texas A&M) organizations - Helping improve processes and practices across the University and System - Helping establish, implement, and maintain policies, regulations, rules, and SAPs - Educating, coaching, and mentoring others, especially new HR Liaisons across the University - Advocating for development activities; and enabling participation in development activities

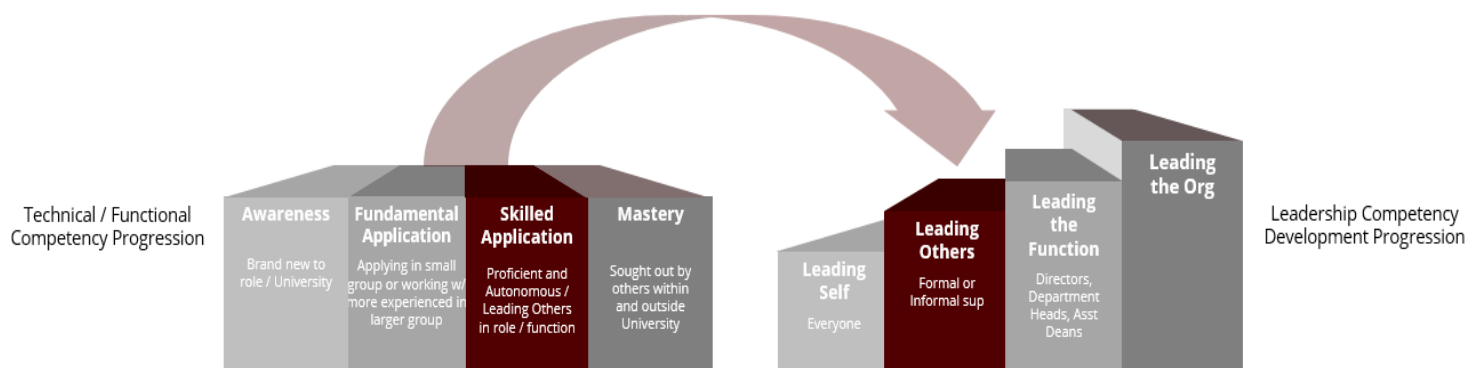
be used as a tool to help establish and manage expectations between the employee and manager. For learning content, we first focus on the Awareness level. If someone in the role is expected to know it, they should be educated on it. Similarly, if someone is expected to do it in the Fundamental Application level, we try to prepare them for it. Once the content is developed, we pilot it with representatives in the functional role across the University community to make sure it will meet needs before rolling it out.

Once the learning content is in place, a Learning & Development (L&D) Path is developed, outlining recommended L&D activities at each competency level. It can be used by employees and managers to help identify specific courses, self-study, on the job activities, etc. to develop one's competencies in their role - current and future.

All of this can be the foundation for performance management, career development, career ladders, etc.



At some point, usually around fundamental or skilled application, one may be interested in continuing developing functional/technical competencies and be a functional/technical expert - OR - move into management or administration. This is where leadership development and the University's new leadership development framework, outlined on the next few pages, can help.



04

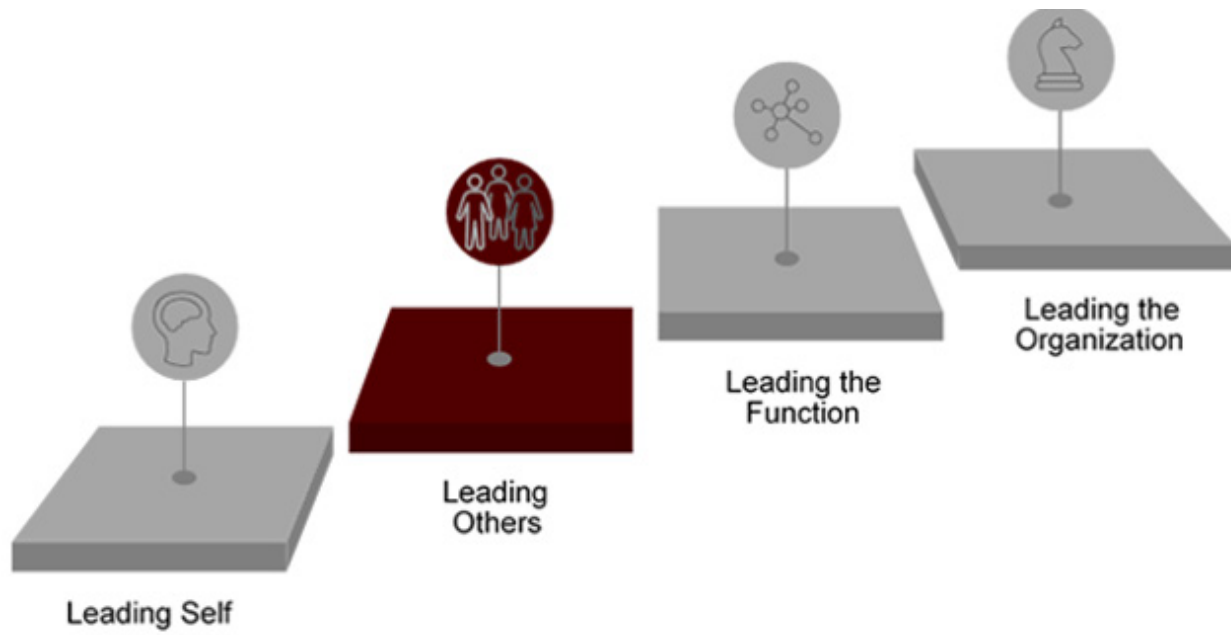


Image of leadership development framework

Leadership Development

Texas A&M's new leadership development framework is competency-based, progressive development designed to further one's learning, development, leadership, and impact across the Texas A&M community - in their current and future roles.

Starting with Leading Self, which is for everyone - under the context you do not have to be a supervisor or manager to lead - to Leading the Organization for those in senior leadership roles, each of the programs:

- Grounds itself in developing Texas A&M values and expected behaviors at each leadership level
- Develops specific competencies at each level (competency-based)
- Builds upon each other, expanding one's learning, development, and capacity in a competency (progressive development).

The tables on pages 10-11 describe each program along with the competencies being developed across the progression.

For example, the Interpersonal Effectiveness competency in Leading Self starts with awareness of one's own and others personality and communication preferences, which then transitions to Adapting Interpersonal Style and

Communication in Leading Others followed by Emotional Intelligence in Leading the Function.

Similarly, Leading Self starts with foundational concepts and practices of Diversity and Inclusion, which then transitions to Valuing Differences in Leading Others followed by Creating a Culture of Diversity and Inclusion in Leading the Function.

Each program also focuses on relevant, evidence-based, and demonstrated concepts and practices contextualized to Texas A&M.

Moreover, as it is a common, powerful practice to enable one's learning and development, each program also focuses on gaining self-awareness -

- Who we are, what we do, and the impact on ourself and others
- Both doing and being – how we are achieving and who we are being while achieving
- Our relationship to the environment around us – how are we being, what are we doing, and what is the impact of both of these things to everything and everyone around us
- Building high value relationships based on trust and connection.

Visit Lead.tamu.edu to learn more about each program.

Texas A&M's new Leadership Development framework is competency-based and progressive development to further one's learning, development, leadership, and impact in their current and future roles within the Texas A&M community.

Level	Target Audience	Description	Focus comp
Leading Self	Everyone	Under the context everyone is a leader – you do not have to be a supervisor or manager to lead at Texas A&M University, this is for everyone with an intent to <i>help build a common language and practice (mental model)</i> .	• • • • • • •
Leading Others	Supervisors, project leads / managers, Faculty, Associate / Assistant Directors	This is for emerging leaders or leaders of individual contributors (formal, in-tact groups, project groups, or informal groups). The intent is to <i>help one transition from being an individual performer to leading a group of people</i> .	• • • • • • •
Leading the Function	Directors, Department heads, Associate Deans	This is for experienced leaders who lead other managers or senior level employees in departments or departmental functions with the intent to <i>help transition to leading more strategically</i> .	• • • • • • •
Leading the Organization	Deans and VPs	This is for senior leaders of organizational functions or divisions such with the intent to <i>help transition to leading for the future</i> .	• • • • • • •

Image of leadership development program descriptions

Competencies

Based on developing what one needs to know and do in their role at Texas A&M University for the following competencies identified in the [needs](#) assessment:

Texas A&M University mission, vision, values, organization Interpersonal Effectiveness, including awareness of self and others, communication, behavior Diversity and Inclusion Customer Service and Relationships Problem Solving and Process Improvement Adapting to Change Functional / Role specific competencies
Adapting Interpersonal Style and Communication Valuing Differences Ethics, Rules, Regulations, SAPs People Management and Development Conflict Management Team Development Financial Management Project and Change Management
Interpersonal Effectiveness and Emotional Intelligence Conflict Management People, Team, and Org Dev (including establishing and driving Direction, Expectations, Performance, Results, and Accountability, Culture and Inclusion, as well as Policies, Procedures, Legal Issues, Ethics) Leading Change (including Systems Thinking) Business Planning (including Contracts and Procurement) Decision Making
Emotional Intelligence Establishing Future Direction (purpose / mission, vision, culture, strategies, plans, competencies, resources, measures) Awareness of and Working across functions, divisions, colleges, and System boundaries Strategic Change Driving Desired Outcomes, Results, and Accountability Legal and Ethical Issues Forward Thinking (Higher Ed, Organization, IT, Talent Management Issues and Opportunities)

Shaping Plan



Image of shaping plan through FY23

FY22

Develop and Pilot:

- Complete Leading the Function
- **Functional Development - Academic Advisors**
- Complete New Employee Orientation / Onboarding experience
- Supervisor / Manager network conference

Implement:

- Leading Self
- Functional Dev for HR Liaisons

Run:

- Leading Others
- Website
- Evaluation

FY23

Develop and Pilot:

- **Functional Development – Business**
- OD practice and line of service
- Employee Engagement
- Performance Management
- A&M Innovates conference

Implement:

- Leading the Function
- **Functional Dev – Academic Advisors**
- New Employee Orientation / Onboarding experience
- Supervisor / Manager network conference

Run:

- Leading Others
- Leading Self
- Functional Dev for HR Liaisons

Who's Been Involved Thus Far

Kudos and appreciation to those who have been involved to help make this transformational change to improve how we develop people, the University, and the Texas A&M community successful.

Decision Review Board

Melissa Easley (Admissions)
 Damon Slaydon (College of Engineering and TEES)
 David Brown (UES)
 John McCall (Assoc VP and Controller)
 Brandy Kosh (Exec Dir, Academic Affairs)
 Brynn Fitzpatrick Pinto (College of Liberal Arts)
 Belinda Hale (Asst Dean, Vet Med)
 Debbie Thomas (Dean, College of Geosciences)
 Annette Shenkir (Assoc VP, Research)
 John O'Neill (Asst Dean, HSC Public Health)
 Sharon Gibson-Mainka (Manager, TAMU IT)

Working Group (Leading Others)

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

Suprena B
 Reese Bun
 Mia Conra
 Kelley Erv
 Kurt Felp
 Cory Hear
 Cody Holla
 Sarah McL
 Stacy Over
 Tom Ower
 Peggy Zap
 Kim Zema

Pilot Participants (Leading Others)

Roger Martinez (Academic Affairs)
 Dawn Coleman-Glenn (Enrollment & Academic Services)
 Casey Ricketts (Education)
 Gene Harrison (HSC)
 Benny Holland (HSC)
 Slavojka Arezina (Libraries)
 Kristen K. Kubenka (IT)
 Michael D. Denison (IT)
 Cory Hearnberger (IT)

Tracy Persky (IT)
 Jeffrey Phillips (IT)
 Kim Williamson (Research)
 Paul Riley (Transportation)
 Les Williams (UES)
 Cody Holland (Vet Med)
 Sarah McLaughlin (Vet Med)
 Clint Wolf (HROE)
 Courtney Charanza (HROE)
 Cayley Birchfield (Tarleton)

Pilot Participants (Leading Others)

Angela Ann Sanchez (Academic Affairs)
 Kristen Ebner (Education)
 Tyler Phillips (Enrollment & Acad Svcs)
 Sarah Boreen (HROE)
 Abigail Roy (HROE)
 Donna Thomas (HROE)
 Carl Ivey (IT)
 Michael Phillips (IT)
 Kim Reverman (IT)
 Mona Somers (Research)
 Jill Stickler (Student Affairs)
 Michelle Parker (Engineering / TEES)
 Allie Prejean (Engineering / TEES)

06

Working Group

(Leading Self)

ennet (Education)
sie (SFAID)
d (Education)
n (F&O)
(Economics)
nsberger (Engineering IT)
nd (Vet Med)
aughlin (Vet Med)
by (TTI)
n (Research)
alac (F&O)
nek (HSC)

Shauna Ramos (Architecture)
Erica Jones (Engineering / TEES)
Griselda Vazquez (Engineering / TEES)
Lorie Tubbs (Liberal Arts)
Will Bailey (Science - Biology)
Jeanne Andreski (Bush School)
Crystal King (Science)
Kimberly Syptak (Mays / Center for Exec Dev)
Kim Williamson (Division of Research)
Renee Weidemann (Research)
Jovana Guillen (Provost Office / AABS)
Tara Hunter (Provost Office / AABS)
Nicole Filger (School of Public Health)
Darla Guerra (Transportation Services)
Lauren Milano (Vet Med)

Working Group

(Functional Dev for HR)

Deborah Daniel (College of Vet Medicine)
Tanja Peterson (Student Affairs / Health)
Megan Hoelscher (Transportation)
Brooklyn Smith (Psychology)
Evelyn Castaneda (HROE)
Mary Schubert (HROE)
Laura Dohnalik (HROE)
Melanie Upton (HROE)
Scott Bauer (HROE)
Rita Bowden (HROE)
Elizabeth Schwartz / Michelle Steedly
Laura Krajka (HROE)
Amber Cervantez (HROE)
Dawn Suehs (Payroll)
Joe Corn (Payroll)

Participants

(Leading Self)

John Pettit (Engineering / TEES)
Orion Hicks (Medicine)
Ian Clauss (Transportation)
Eric Irwin (Transportation)
Joshua Thuma (Transportation)
Brandon Wavra (Transportation)
Silvia Campos (TTI)
Randy Goodson (TTI)
Chelsie Bozarth (Vet Med)
Leah Ramirez (Vet Med)
Lori Reismeier (Vet Med)
Shirley Chauvin (TTI)

Pilot Participants

(Functional Dev for HR)

Ryann Howe (Architecture)
Shauna Ramos (Architecture)
Whitney Wine (Athletics)
Noeline Gunasekara (Education)
Chelsea Franks (Engineering / TEES)
LaTasha Phillips (Geosciences)
Dalaiah Eiland (Liberal Arts)
Roxanne Moody (Liberal Arts)
Kim Syptak (Mays)
Jessica Beck-Guerrero (Research)
Allisson Zavodny (Transportation)

Brooke Fletcher (AABS)
Elizabeth Galvan (AABS)
Jan Shaw (AABS)
Jillian Caruso (AABS)
Julia Owens (AABS)
Maegan Puga (AABS)
Mason Veach (AABS)
Nereida Ramirez (AABS)
Paul Castilleja (AABS)
Melanie Upton (HROE)
Nikki Cavender (HROE)

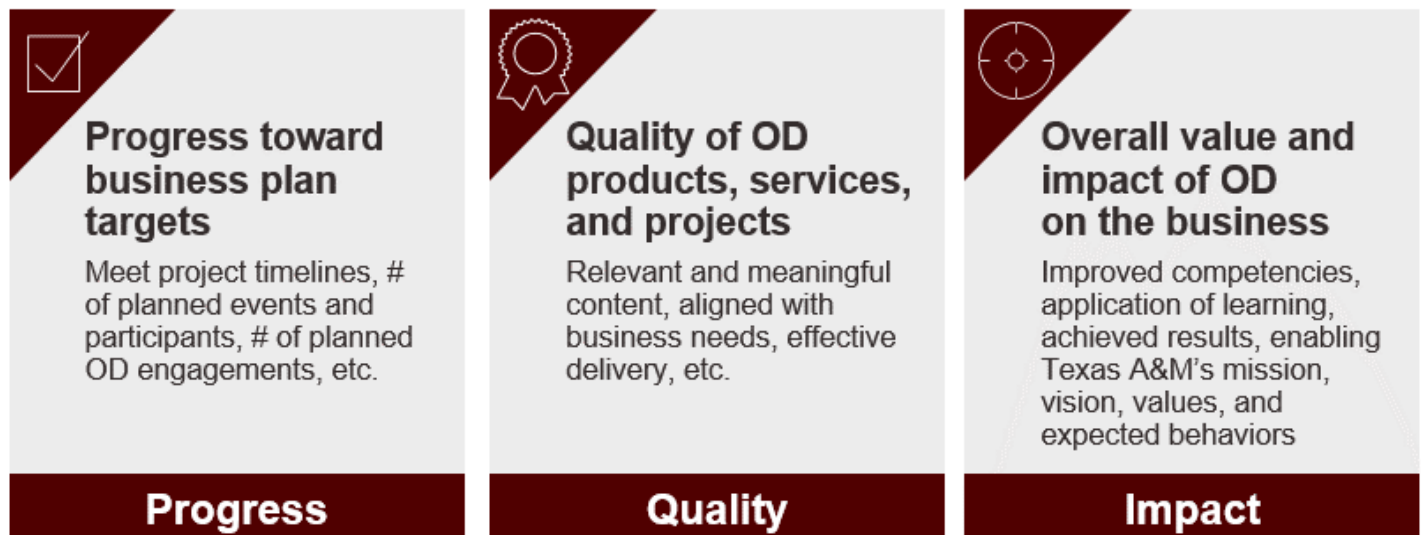


Image of evaluation framework

Evaluation Results Thus Far

Demonstrating Quality, Value, and Impact

We evaluate beyond the typical transactional measures and how much someone liked the service, program, facilitator, materials, etc.

We have a robust evaluation strategy and practice to validate our programs, products, and services enable business needs and desired outcomes. The strategy is framed around:

- **Quality** - relevant, meaningful, aligned with business needs, and effectiveness
- **Impact** - improved competencies, application of learning, improved performance, and enabled desired outcomes and results
- **Progress** - progress of OD engagements, planned events, project timelines, etc.

Impact is further broken down to Anticipated Impact and Actual Impact. The latter is evaluated six to nine months after an event, engagement, etc. to help validate applicaiton of learning back on the job as well as improved competency, performance, and results for the individual and organization.

Although we continue to support Texas A&M's competency development needs by continuing some of the more popular legacy offerings during the transition, the evaluation strategy only applies to new programs, services, etc.

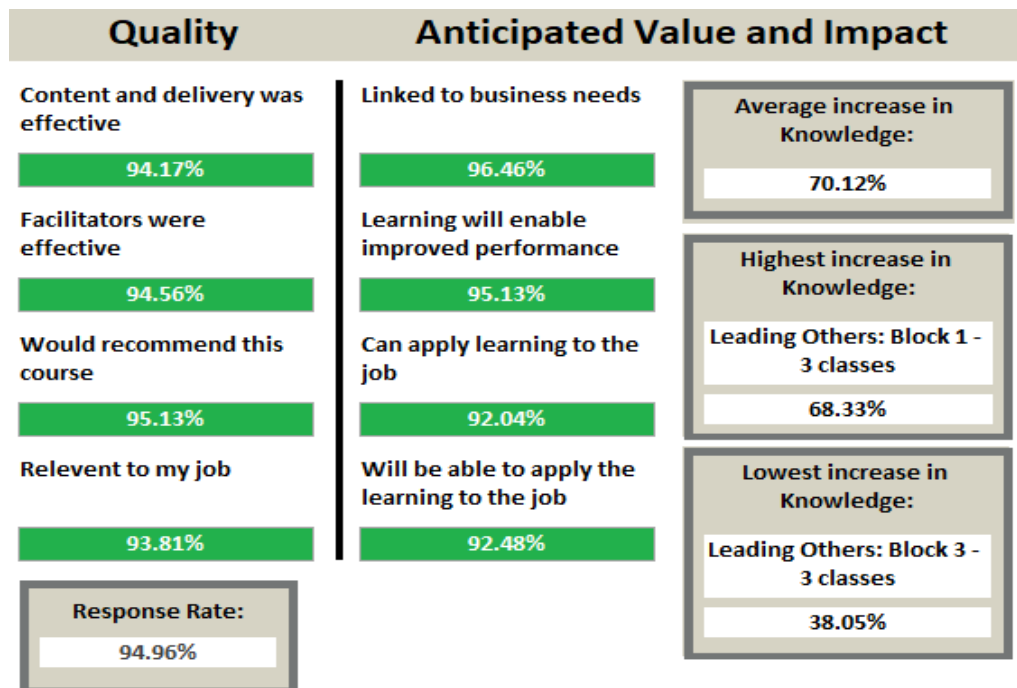
With the Leading Others program the first to launch, we have evaluation results to validate the value and impact they are already having - despite being relatively new.

Leading Others - Overall

Strong metrics above 90% are an indication of how well the program design and content are aligned to the University's needs, particularly the following measures:

- Relevant to job
- Linked to business needs
- Learning will enable improved performance

A breakdown for each block is on the next couple of pages.



“

*From a curriculum standpoint - **EXCELLENT**. Then you paired it with exceptional pedagogy strategies. Very happy with the learning experience.*

The material is very comprehensive and I enjoyed the active learning environment. It would [have been] very hard if the material was presented online and in a lecture only format...

Competencies Developed

BLOCK 1

Introduction to Leadership
Valuing Differences
Adapting Interpersonal Style and Communication

BLOCK 2

Ethics
People Management & Development
Conflict Management
Team Development

BLOCK 3

Financial Management
Project & Change Management

A major strength of the [Leading Others program] is the way in which the learning objectives can tie to our 360 results. The reflection of our 360 results and identifying key objectives to focus on with content that is relevant...

“

Great. Very thorough and relevant.

The materials provided are clear and I expect to reference them for the rest of my career. The instructors did a great job making the material engaging.

Leading Others - By Block

Block 1

- Introduction to Leadership
- Valuing Differences
- Adapting Interpersonal Style and Communication

Quality	Anticipated Value and Impact	
Content and delivery was effective	Linked to business needs	Average increase in Knowledge:
97.41%	99.10%	73.35%
Facilitators Were effective	Learning will enable improved performance	Highest increase in Knowledge:
97.08%	100.00%	Leading Others: Block 1 - 3 classes
Would recommend this Course	Can apply learning to the job	77.98%
96.74%	94.03%	Lowest increase in Knowledge:
Relevant to my job	will be able to apply the learning to the job	Leading Others: Block 1 - 3 classes
98.89%	95.69%	68.33%
Response Rate:		
93.40%		

Block 2

- Ethics
- People Management & Development
- Team Development
- Conflict Management

Quality	Anticipated Value and Impact	
Content and delivery was effective	Linked to business needs	Average increase in Knowledge:
92.84%	95.59%	87.87%
Facilitators Were effective	Learning will enable improved performance	Highest increase in Knowledge:
95.57%	92.65%	Leading Others: Block 2 - 3 classes
Would recommend this Course	Can apply learning to the job	87.90%
91.18%	89.56%	Lowest increase in Knowledge:
Relevant to my job	will be able to apply the learning to the job	Leading Others: Block 2 - 3 classes
94.12%	93.98%	87.83%
Response Rate:		
97.01%		

Block 3

- Financial Management
- Project & Change Management

Quality	Anticipated Value and Impact	
Content and delivery was effective	Linked to business needs	Average increase in Knowledge:
90.50%	93.54%	47.52%
Facilitators Were effective	Learning will enable improved performance	Highest increase in Knowledge:
89.52%	90.31%	Leading Others: Block 3 - 3 classes
Would recommend this Course	Can apply learning to the job	57.00%
96.77%	91.67%	Lowest increase in Knowledge:
Relevant to my job	will be able to apply the learning to the job	Leading Others: Block 3 - 3 classes
85.31%	85.42%	38.05%
Response Rate:		
95.38%		

“

Change management is a complex ball of wax which can drive organization success, failure or mediocrity. In the same sense, it can also influence an individual's own career success. I feel like this was one of the most important blocks of information for me.

I'll be able to take the materials and immediately use them in my job. There was a focus on how to actually use...here at A&M which makes it easier...It's good to know definitions and theory, but [we applied and practiced during class].

Learning material covers a lot of valuable/relevant information.

Very well-organized.
Great exercises.
Good content.
Great expertise and facilitation.

The adapting communication section and discussion planning material is fantastic and so helpful...

Impact Back on the Job

Per Participants' Supervisors...

Majority of participants' supervisors indicate participants are delegating more work, providing specific expectations, and coaching more to improve performance.

The top impact from participants supervisors is less conflict between the participant and their team.

Per Participants...

Majority of participants' indicate they:

- Are more comfortable with and better at addressing conflict and working through conflict
- Have improved in communicating with employees
- Have regular coaching with employees they supervise to enable development, meeting expectation, etc.



Actual Value and Impact - 6 Months Later

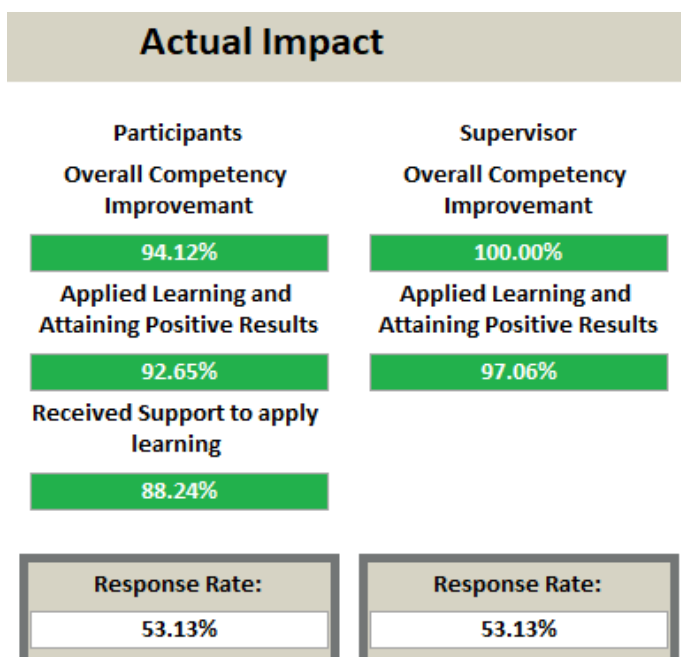
Approximately six months after completing the Leading Others program, evaluation results indicate 94% of the participants are applying the learning and have improved competency with almost 93% attaining positive results. Even more impressive, is evaluation results from program participants' supervisors is even greater - 100% and over 97%, respectively. This is further indication of the quality of the program and how aligned the design and content is to business needs.

Majority of responses from participants' supervisors indicate participants are delegating more work, providing specific expectations, and coaching to improve performance. In addition, the top response is less conflict between the participant and their team. This is particularly noteworthy in consideration of the 2018 needs assessment

outcomes that drove the new leadership development framework and Leading Others. Needs assessment participants stated conflict, complaints, and uncomfortable work environments were a resulting condition of those in supervisory roles not being prepared for their role.

Similarly, majority of participants indicate they:

- Are more comfortable with and better at addressing and working through conflict
- Have improved in communicating with employees
- Have regular coaching with employees they supervise to enable development, meeting expectations, etc,
- Have increased delegating or getting things through their team.

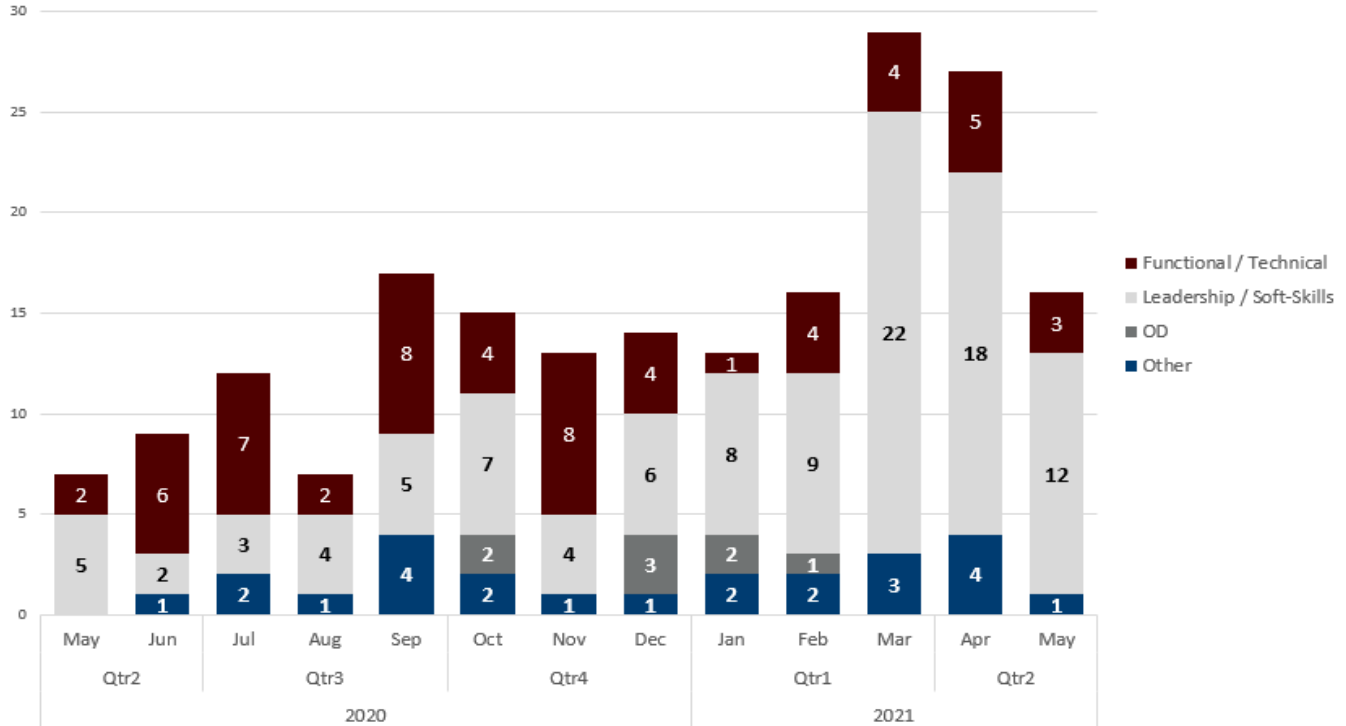


Progress

of Events across Legacy and New Offerings

NOTE:

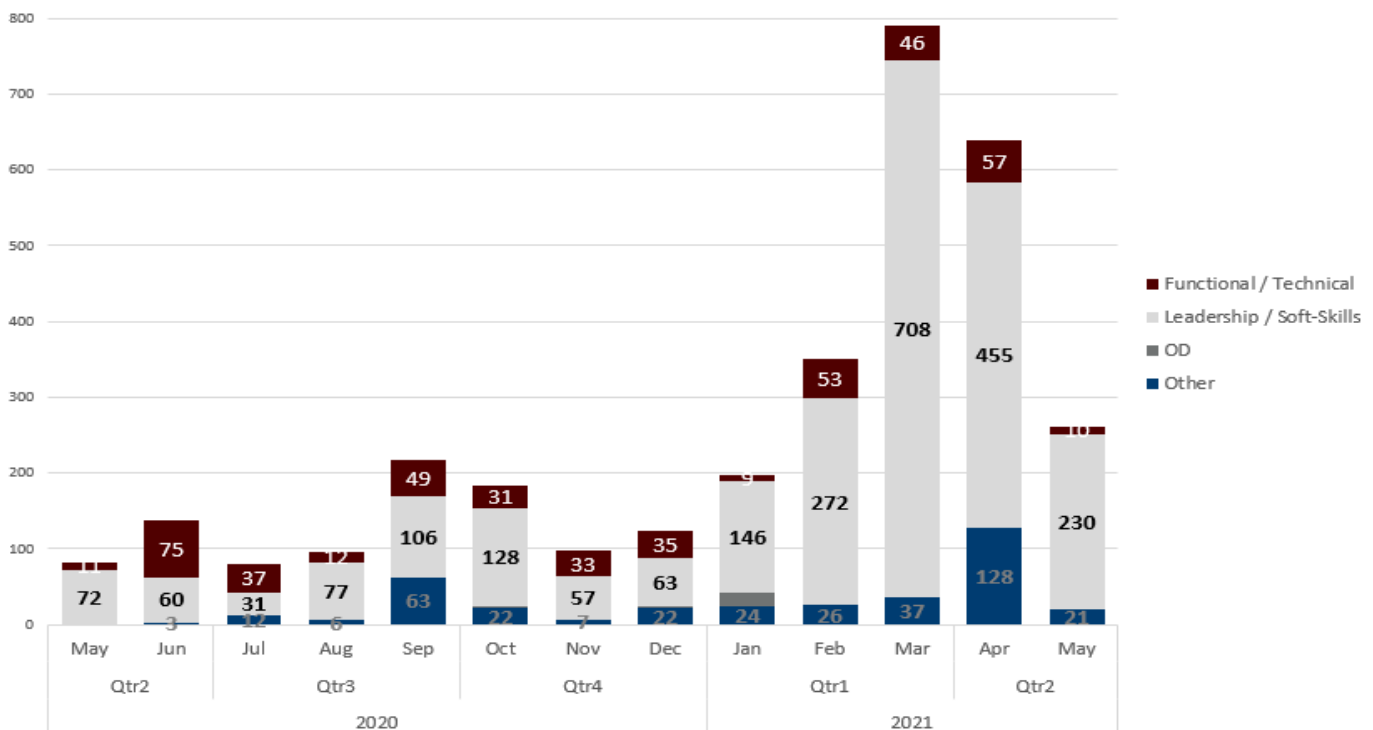
Decrease in 2020 is due to rescheduling events in response to COVID-19.



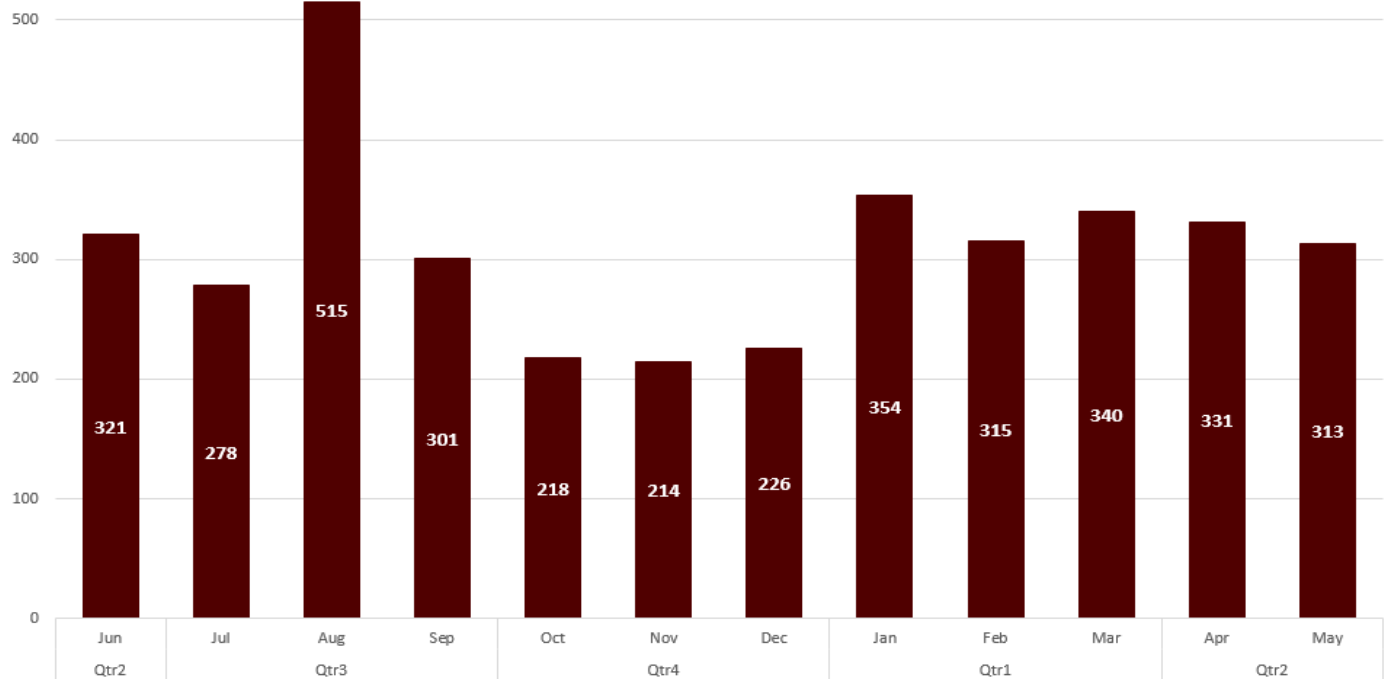
of Participants in Legacy and New Offerings

NOTE:

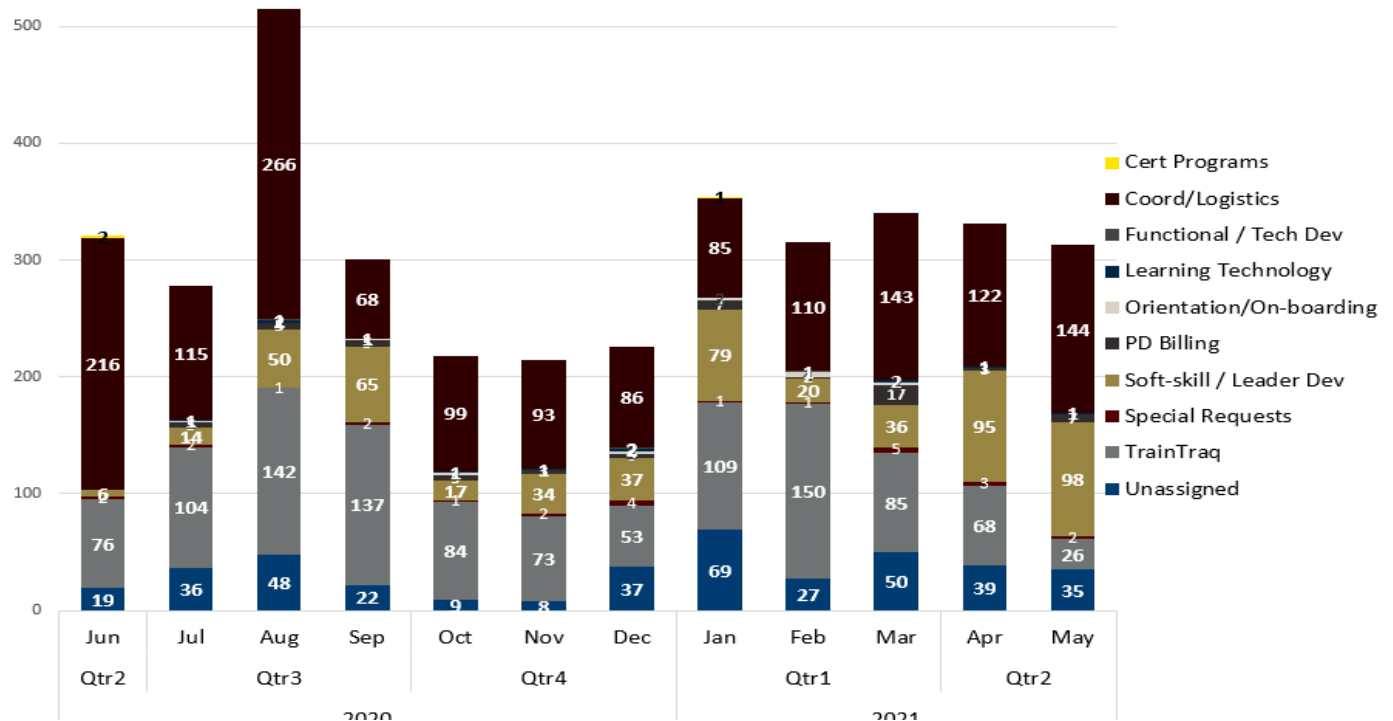
Decrease in 2020 is due to rescheduling events in response to COVID-19.



Email Inquiries



Inquiries by Type



What's Next

08

Leading Others

Nominations are now open for the next cohort, Spring 2022, starting in January. Check out the [Leading Others page](#) to learn more.

With the plan to have two per year, nominations will open in March for the Fall FY22 cohort starting in September.

Leading Self

After completing the pilot in May, the team is working on post-pilot revisions and preparing to launch the program with first delivery in early Spring 2022.

[Sign Up](#) to join us December 6-10 to learn more and enroll.

Leading the Function

We will pilot the capstone simulation for the Leading the Function program this fall; and, continue developing other program components.

Leadership / Executive Coaching

Coupled with Leading the Function, yet for any leader, we have the service and are continuing to build the internal capacity to provide leadership/ executive coaching.

If interested in or need of leadership or executive coaching, contact OrgDev@tamu.edu

Functional Development - HR Liaisons

The inaugural Functional Development program - Functional Development for HR Liaison - also recently completed pilot. The team is now working on post-pilot revisions and preparing to launch the program with first delivery in early Spring 2022.

[Sign Up](#) to join us December 6-10 to learn more and enroll.

Functional Development - Academic Advisors

The next function in line for Functional Development is Academic Advising. We will commence competency map (CMap) work in Spring 2022.

Keep an eye for seeking volunteers to shape the future of competency development of Academic Advisors across the University community.

New Employee Orientation/ Onboarding

Envisioned to be more of an experience to help new employees, especially those who are not former students, feel more welcomed and part of the University community, work to revamp orientation/ onboarding will commence next year.

Contact us to learn more or get involved



OrgDev@tamu.edu



OrgDev.tamu.edu





Organization Development

DIVISION OF HUMAN RESOURCES & ORGANIZATIONAL EFFECTIVENESS

Developing and delivering high quality learning, leadership, and organization development to enable your learning, leadership, development, and positive impact across the Texas A&M community.

Learn. Develop. Lead. Impact.



OrgDev@tamu.edu



OrgDev.tamu.edu