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.

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.
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, leadership, development, 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

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 can be used as a tool to help establish and

---

**HR Liaison Competency Map (CMap)**

<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>Monitor and administers the following for respective organization with discretion and in alignment with established policies, practices, procedures, rules, regulations, and FAQs.</td>
<td></td>
<td>Leads or oversees others in administering staffing and compensation within own organization, ensuring:</td>
<td></td>
<td>Champions and stewards consistent staffing and compensation practices across the University.</td>
</tr>
<tr>
<td>- consistency with established practices, policies, rules, regulations, and FAQs.</td>
<td>- compensation changes,</td>
<td>- issues are addressed or addressed in an appropriate and timely manner.</td>
<td></td>
<td>Recognized and sought out for staffing and compensation expertise and excellence across the University and System.</td>
</tr>
<tr>
<td>- compensation changes,</td>
<td>- succession planning,</td>
<td>- Leads or oversees others in addressing staffing and compensation needs and issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- succession planning,</td>
<td>- position description,</td>
<td>Works with HROE (e.g., Dean of Faculty, Research, or FAQs) to address immediate or consolidated staffing and compensation needs and issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- updates, rules, and FAQs.</td>
<td>- promotions,</td>
<td>Works with HROE (e.g., Dean of Faculty, Research, or FAQs) to address immediate or consolidated staffing and compensation needs and issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- positions,</td>
<td>- promotions,</td>
<td>Leaders and stewards consistent staffing and compensation practices across the University.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- updates, rules, and FAQs.</td>
<td>- promotions,</td>
<td>Recognized and sought out for staffing and compensation expertise and excellence across the University and System.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- exchanges, rules, and FAQs.</td>
<td>- promotions,</td>
<td>Recognized and sought out for staffing and compensation expertise and excellence across the University and System.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- exchanges, rules, and FAQs.</td>
<td>- promotions,</td>
<td>Recognized and sought out for staffing and compensation expertise and excellence across the University and System.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- exchanges, rules, and FAQs.</td>
<td>- promotions,</td>
<td>Recognized and sought out for staffing and compensation expertise and excellence across the University and System.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Position Management & Compensation**

Recognizes the purpose of and relationship between job titles, position descriptions, pay grades, merit pay, career ladders, compensation changes, visa status, systemwide pay rates, as well as evaluating qualifications for jobs and compensation changes. Identifies required documentation to support the position management and compensation processes in e.g.
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.
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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Target Audience</th>
<th>Description</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 or manager to lead at Texas A&amp;M University, this is for everyone with an intent to <em>help build a common language and practice (mental model).</em></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-fact groups, project groups, or informal groups). The intent is to <em>help one transition from being an individual performer to leading a group of people.</em></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 <em>help transition to leading more strategically.</em></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 <em>help transition to leading for the future.</em></td>
</tr>
</tbody>
</table>
## Competencies

- Texas A&M University mission, vision, values, organization
- Diversity and Inclusion
- Interpersonal Effectiveness
- Adapting to Change
- Problem Solving and Process Improvement
- Customer Service and Relationships

- Ethics, Rules, Regulations, SAPs
- Financial Management
- Adapting Interpersonal Style and Communication
- People Management and Development
- Team Development
- Valuing Differences
- Conflict Management
- Project and Change Management

- Systems Thinking
- Business Planning
- Decision Making
- Leading Change
- People, Team, and Org Dev
- Establishing and Driving Direction, Expectations, Performance, Results, and Accountability
- Emotional Intelligence
- Building and Maintaining Relationships
- Culture of Inclusion
- Conflict Resolution
- Contracts and Procurement
- Negotiation
- Policies, Procedures, Legal Issues, Ethics

- 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
- Emotional Intelligence
- Legal and Ethical Issues
- Forward Thinking (Higher Ed, Organization, IT, Talent Management Issues and Opportunities)
Shaping Plan

FY19
- Form Decision Review Board
- Define Values across Leader Levels
- Develop and Pilot:
  - Leading Others
  - Workday
- Implement:
  - Leading Others
  - Workday for HR Liaisons
- Website and Evaluation

FY20
- Develop and Pilot:
  - Leading Self
  - HR Liaison functional competency development
  - Commence Leading the Function, incl assessments, coaching, and simulation
- Implement:
  - Leading Others cont.
  - Evaluation – transactional, demographics, and quality on dashboard
  - Website
  - Commence Leading Self

We Are Here
FY21

Develop and Pilot:
- Complete Business functional competency development
- Complete Leading the Function, incl assessments, coaching, and sim
- Orientation / On-boarding experience
- Supervisor / Manager network conference

Implement:
- HR Liaison functional competency development
- Leading Self

Run:
- Leading Others
- Workday for HR Liaisons
- Website
- Evaluation

FY22

Develop and Pilot:
- Employee Engagement
- OD services and practices
- A&M Innovates conference

Implement:
- Business functional competency development
- Complete Leading the Function, incl assessments, coaching, and sim
- Orientation / On-boarding experience
- Supervisor / Manager network conference

Run:
- Leading Others
- Leading self
- HR Liaisons functional development
- Website
- Evaluation
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)
- Neal Ellis (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)
- Alicia Dorsey (Asst Provost, Office of Institutional Effectiveness and Evaluation)
- Martin Scholtz (Exec Assoc VP, Research)
- Annette Shenkir (Assoc VP, Research)
- John O’Neill (Asst Dean, HSC Public Health)
- Sharon Gibson-Mainka (Manager, TAMU IT)

**Working Group**
- Deborah Wright (Assoc VP, Finance)
- Kelley Ervin (Transportation)
- Suprena Bennett (College of Ed)
- Cory Hearnsberger (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)
- Reese Bunsie (Enrollment Services)
- Kurt Felpel (Economics)

**Pilot Participants**
- Slavojka Arezina (Libraries)
- Dawn Coleman-Glenn (Academic Affairs)
- Roger Martinez (Provost’s Office)
- Jovana Guillen (Academic Affairs)
- Gene Harrison (HSC)
- Benny Holland (HSC)
- Nicole Filger (HSC)
- Kim Williamson (Research)
- Renee Weidemann (Research)
- Tracy Perskey (IT)
- Jeff Phillips (IT)
- Michael Denison (IT)
- Kristen Kubenka (IT)
- Sarah McLaughlin (College of Vet Med)
- Cody Holland (College of Vet Med)
- Paul Riley (Transportation)
- Les Williams (UES)
- Megan Hoelscher (Transportation)
**Working Group**

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 Guillon (Provost Office / AABS)  
Tara Hunter (Provost Office / AABS)  
Nicole Filger (School of Public Health)  
Darla Guerra (Transportation Services)  
Lauren Milano (Vet Med)  
Deborah Daniel (College of Vet Medicine)

Tanja Peterson (Student Affairs / Student 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)  
Judy Kurtz (HROE)  
Clint Wolf (HROE)  
Elizabeth Schwartz (HROE)  
Michelle Steedly (HROE)  
Laura Krajka (HROE)  
Amber Cervantez (HROE)  
Dawn Suehs (Payroll)  
Joe Corn (Payroll)

**Pilot Participants**

Joy Bading (Agriculture)  
Jeanne Andreski (Bush School)  
Angela Mayorga (Liberal Arts)  
Janet Kosh (Liberal Arts)  
Brooklynn Smith (Psychology)  
Carmen Garcia (HROE)  
Melanie Upton (HROE)  
Courtney Charanza (HROE)  
Clint Wolf (HROE)

Casey Ricketts (College of Ed)  
Kim Sutphen (Mays / Center for Exec Dev)  
Abby Vandenbrink (Student Health Services)  
Crystal King (Science)  
Lauren Milano (Vet Med)  
Sandra Church (Vet Med)  
Cayley Birchfield (Tarleton)  
Cory Hearsberger (Engineering / TEES)
Quality of OD products, services, and projects
Relevant, meaningful, aligned with business needs, and effectiveness

Overall value and impact of OD on the business
Improved competencies, application of learning, improved performance, and enabled desired outcomes and results

Progress toward business plan targets
Progress of OD engagements, planned events, project timelines, etc.

Quality
Impact
Progress
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.

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 both the Leading Others program and Workday courses launching late last year, we have evaluation results to validate the value and impact they are already having - despite being relatively new.

### Quality and Impact

Across all new programs / offerings as of July 2019 through March 2020
- Leading Others
- Workday

<table>
<thead>
<tr>
<th>Quality</th>
<th>Anticipated Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and delivery was effective</td>
<td>Linked to business needs</td>
</tr>
<tr>
<td>Facilitators were effective</td>
<td>Average Increase In Knowledge</td>
</tr>
<tr>
<td>Relevant to my job</td>
<td>90.84%</td>
</tr>
<tr>
<td>Would recommend this course</td>
<td>Learning will enable improved performance</td>
</tr>
<tr>
<td></td>
<td>90.61%</td>
</tr>
<tr>
<td></td>
<td>Can apply learning to the job</td>
</tr>
<tr>
<td></td>
<td>89.48%</td>
</tr>
<tr>
<td></td>
<td>Will be able to apply the learning to the job</td>
</tr>
<tr>
<td></td>
<td>90.05%</td>
</tr>
<tr>
<td>Response Rate</td>
<td>Highest Increase In Knowledge</td>
</tr>
<tr>
<td>99.14%</td>
<td>Workday for HR Liaisons: Onboarding Process</td>
</tr>
</tbody>
</table>

The color coded visual indicators represent the percentage of participants who either agreed or strongly agreed with the associated evaluation questions.

- 85% of participants agreeing or strongly agreeing is considered good (green)
- 75–85% of participants agreeing or strongly agreeing is considered fair / moderate quality (yellow)
- Below 75% is poor (red).
Leading Others - Overall

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 [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
By Block

Block 1
- Introduction to Leadership
- Valuing Differences
- Adapting Interpersonal Style and Communication

Block 2
- Ethics
- People Management & Development
- Team Development
- Conflict Management

Block 3
- Financial Management
- Project & Change Management
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...
## Workday - Overall

### Quality

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and delivery effective</td>
<td>92.47%</td>
</tr>
<tr>
<td>Facilitators were effective</td>
<td>93.48%</td>
</tr>
<tr>
<td>Relevant to my job</td>
<td>91.92%</td>
</tr>
<tr>
<td>Would recommend this course</td>
<td>91.06%</td>
</tr>
<tr>
<td>Response Rate</td>
<td>98.97%</td>
</tr>
</tbody>
</table>

### Anticipated Impact

<table>
<thead>
<tr>
<th>Impact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked to business needs</td>
<td>90.90%</td>
</tr>
<tr>
<td>Learning will enable improved performance</td>
<td>90.55%</td>
</tr>
<tr>
<td>Can apply learning to the job</td>
<td>90.24%</td>
</tr>
<tr>
<td>Will be able to apply the learning to the job</td>
<td>90.78%</td>
</tr>
</tbody>
</table>

#### Average Increase in Knowledge
- 70.17%

#### Highest Increase in Knowledge
- Workday for HR Liaisons: Onboarding Process
- 94.44%

#### Lowest Increase in Knowledge
- Workday for HR Liaisons: Essential
- 33.96%
“Hands on. Makes it feel more relevant and real life. I really like how interactive the class was. It is extremely beneficial for me to go through each process and be able to apply it to the work I do back in my department.

I love the job guides!

Getting to understand what each field in the create job requisition task was for and which fields to utilize and which ones to not use - I have not been filling out all the necessary fields in previous job requisitions; and, assuming the recruiting partners was…”

You were able to be hands off with creating positions in Workday. Allowed to make mistakes and correct them without fear of deleting completely.

The hands-on. Excellent content and material. Great job!

Everything about this class. Being able to walk through the process and do it myself is incredibly helpful. The example was relevant
By Course

Employee Essentials

- **Quality**
  - Content and delivery was effective: 84.72%
  - Facilitators were effective: 86.98%
  - Relevant to my job: 88.89%
  - Would recommend this course: 82.22%

- **Anticipated Impact**
  - Linked to business needs: 86.67%
  - Learning will enable improved performance: 87.78%
  - Can apply learning to the job: 87.78%
  - Will be able to apply the learning to the job: 86.67%

- **Response Rate**: 100.00%

HR Liaison Essentials

- **Quality**
  - Content and delivery was effective: 89.58%
  - Facilitators were effective: 90.92%
  - Relevant to my job: 91.78%
  - Would recommend this course: 87.40%

- **Anticipated Impact**
  - Linked to business needs: 87.12%
  - Learning will enable improved performance: 87.12%
  - Can apply learning to the job: 87.67%
  - Will be able to apply the learning to the job: 89.59%

- **Response Rate**: 100.00%

Identify Worker Type and Create Position

- **Quality**
  - Content and delivery was effective: 93.37%
  - Facilitators were effective: 94.40%
  - Relevant to my job: 94.23%
  - Would recommend this course: 94.62%

- **Anticipated Impact**
  - Linked to business needs: 94.23%
  - Learning will enable improved performance: 93.85%
  - Can apply learning to the job: 91.92%
  - Will be able to apply the learning to the job: 93.46%

- **Response Rate**: 98.11%
Enter Time Off and Absence

### Quality
- Content and delivery was effective: 94.65%
- Facilitators were effective: 95.95%
- Relevant to my job: 93.02%
- Would recommend this course: 94.47%

### Anticipated Impact
- Linked to business needs: 94.42%
- Learning will enable improved performance: 92.56%
- Can apply learning to the job: 93.49%
- Will be able to apply the learning to the job: 92.56%

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>100.00%</th>
</tr>
</thead>
</table>

### Quality
- Content and delivery was effective: 93.58%
- Facilitators were effective: 94.29%
- Relevant to my job: 91.32%
- Would recommend this course: 90.94%

### Anticipated Impact
- Linked to business needs: 91.70%
- Learning will enable improved performance: 91.32%
- Can apply learning to the job: 90.39%
- Will be able to apply the learning to the job: 90.39%

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>100.00%</th>
</tr>
</thead>
</table>

### Quality
- Content and delivery was effective: 91.40%
- Facilitators were effective: 94.40%
- Relevant to my job: 94.40%
- Would recommend this course: 92.80%

### Anticipated Impact
- Linked to business needs: 94.80%
- Learning will enable improved performance: 94.40%
- Can apply learning to the job: 92.40%
- Will be able to apply the learning to the job: 93.60%

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>100.00%</th>
</tr>
</thead>
</table>

Compensation Change vs. Request One Time Payment
Job Changes

Quality
- Content and delivery was effective: 85.88%
- Facilitators were effective: 85.18%
- Relevant to my job: 88.50%
- Would recommend this course: 88.00%

Response Rate: 90.00%

Anticipated Impact
- Linked to business needs: 85.00%
- Learning will enable improved performance: 85.60%
- Can apply learning to the job: 83.00%
- Will be able to apply the learning to the job: 85.00%

Highest Increase in Knowledge
- 7008: 11/6/2019, 71.15%

Lowest Increase in Knowledge
- 6053: 7/10/2019, 43.48%

Value and Impact - Overall

Quality
- Content and delivery was effective: 93.73%
- Facilitators were effective: 95.64%
- Relevant to my job: 92.54%
- Would recommend this course: 91.53%

Response Rate: 100.00%

Anticipated Impact
- Linked to business needs: 90.17%
- Learning will enable improved performance: 90.53%
- Can apply learning to the job: 90.85%
- Will be able to apply the learning to the job: 91.19%

Average Increase in Knowledge
- 78.00%

Highest Increase in Knowledge
- 7003: 11/14/2019, 85.00%

Lowest Increase in Knowledge
- 7104: 2/20/2020, 68.18%

Internal Promotion and Transfer
Progress
Activity across ALL (legacy and new) programs and offerings

# of Events across Legacy and New Offerings

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

# of Participants in Legacy and New Offerings

NOTE:
Decrease in March 2020 is due to rescheduling events in response to COVID-19.
Activity for NEW programs / offerings as of July 2019 through March 2020

- Leading Others
- Workday

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Events</th>
<th>No. of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workday: Employee Essentials</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Workday for HR Liaisons: Request</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Compensation Change versus One-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workday for HR Liaisons: Recruiting</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workday for HR Liaisons: Onboarding</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workday for HR Liaisons: Job Changes</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Workday for HR Liaisons: Internal</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>Promotion, Transfer, or Demotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workday for HR Liaisons: Identify</td>
<td>5</td>
<td>57</td>
</tr>
<tr>
<td>Worker Type and Create Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workday for HR Liaisons: Essential</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>Workday for HR Liaisons: Enter Time Off</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>&amp; Absence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workday for HR Liaisons: Edit Position</td>
<td>5</td>
<td>53</td>
</tr>
<tr>
<td>Restrictions and Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reclassification</td>
<td>5</td>
<td>42</td>
</tr>
</tbody>
</table>

Leading Others:
- Block 3: 92
- Block 2: 22
- Block 1: 32
# of Participants per College / Division in New Programs / Offerings as of July 2019
Seat Capacity of New Programs / Offerings as of July 2019

- Workday: Employee Essentials: 19 (Sum of Registrations), 5 (Sum of No Shows), 2 (Sum of Free Seats)
- Workday for HR Liaisons: Request Compensation Change versus One-Time Payment: 85 (Sum of Registrations), 11 (Sum of No Shows), 2 (Sum of Free Seats)
- Workday for HR Liaisons: Recruiting Process: 32 (Sum of Registrations), 2 (Sum of No Shows), 2 (Sum of Free Seats)
- Workday for HR Liaisons: Onboarding Process: 48 (Sum of Registrations), 12 (Sum of No Shows), 2 (Sum of Free Seats)
- Workday for HR Liaisons: Job Changes: 22 (Sum of Registrations), 4 (Sum of No Shows), 3 (Sum of Free Seats)
- Workday for HR Liaisons: Internal Promotion, Transfer, or Demotion: 66 (Sum of Registrations), 16 (Sum of No Shows), 2 (Sum of Free Seats)
- Workday for HR Liaisons: Identity Worker Type and Create Position: 79 (Sum of Registrations), 2 (Sum of No Shows), 3 (Sum of Free Seats)
- Workday for HR Liaisons: Essential: 74 (Sum of Registrations), 6 (Sum of No Shows), 4 (Sum of Free Seats)
- Workday for HR Liaisons: Enter Time Off & Absence: 49 (Sum of Registrations), 3 (Sum of No Shows), 1 (Sum of Free Seats)
- Workday for HR Liaisons: Edit Position: Restrictions and Position Redesign: 51 (Sum of Registrations), 16 (Sum of No Shows), 1 (Sum of Free Seats)
- Workday for HR Liaisons: Create Job Requisition: 47 (Sum of Registrations), 15 (Sum of No Shows), 5 (Sum of Free Seats)
- Leading Others: Block 1: 32 (Sum of Registrations), 3 (Sum of No Shows), 3 (Sum of Free Seats)
- Leading Others: Block 2: 32 (Sum of Registrations), 3 (Sum of No Shows), 3 (Sum of Free Seats)
- Leading Others: Block 3: 32 (Sum of Registrations), 3 (Sum of No Shows), 3 (Sum of Free Seats)
Email Inquiries

![Bar chart showing email inquiries by month from March 2019 to March 2020.]

Inquiries by Type

**March 2020**

<table>
<thead>
<tr>
<th>Type</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert Programs</td>
<td>1</td>
</tr>
<tr>
<td>Coord/Logistics</td>
<td>239</td>
</tr>
<tr>
<td>Functional / Technical Dev</td>
<td>1</td>
</tr>
<tr>
<td>Learning Technology</td>
<td>1</td>
</tr>
<tr>
<td>Orientation/On-boarding</td>
<td>9</td>
</tr>
<tr>
<td>PD Billing</td>
<td>4</td>
</tr>
<tr>
<td>Soft-skill / Leader Dev</td>
<td>98</td>
</tr>
<tr>
<td>Special Requests</td>
<td>0</td>
</tr>
<tr>
<td>TrainTraq</td>
<td>52</td>
</tr>
<tr>
<td>(blank)</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>474</td>
</tr>
</tbody>
</table>

**September 2019 - March 2020**

<table>
<thead>
<tr>
<th>Type</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert Programs</td>
<td>7</td>
</tr>
<tr>
<td>Coord/Logistics</td>
<td>705</td>
</tr>
<tr>
<td>Functional / Tech Dev</td>
<td>26</td>
</tr>
<tr>
<td>Learning Technology</td>
<td>3</td>
</tr>
<tr>
<td>Orientation/On-boarding</td>
<td>42</td>
</tr>
<tr>
<td>PD Billing</td>
<td>116</td>
</tr>
<tr>
<td>Soft-skill / Leader Dev</td>
<td>245</td>
</tr>
<tr>
<td>Special Requests</td>
<td>30</td>
</tr>
<tr>
<td>TrainTraq</td>
<td>343</td>
</tr>
<tr>
<td>(blank)</td>
<td>697</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2220</td>
</tr>
</tbody>
</table>
What’s Next

Leading Self
Leading Self will be piloted starting this July through September with over 30 representatives from across the University community, including other System members.

Functional Development
The target is to pilot the inaugural Functional Development program - Functional Development for HR Liaisons - this fall.

Leading Others
The next cohort will commence in September. With the plan to have three per year, the remaining FY21 cohorts start in Feb followed by July.

Leading the Function
We will commence working on components of Leading the Function this summer.

Leadership / Executive Coaching
Coupled with Leading the Function, we will commence building the capacity and service to provide leadership / executive coaching.

During the Transition
Until the new programs are up and running, we are continuing to support competency development needs during the transition with legacy content.

Contact us to learn more or get involved
OrgDev@tamu.edu  OrgDev.tamu.edu
Developing and delivering high quality learning, leadership, and organization development to enable your learning, leadership, development, and impact across the Texas A&M community.