

# EXECUTIVE SUMMARY

## Focus Groups for Faculty & Staff

### Engagement, Leadership & Professional Development

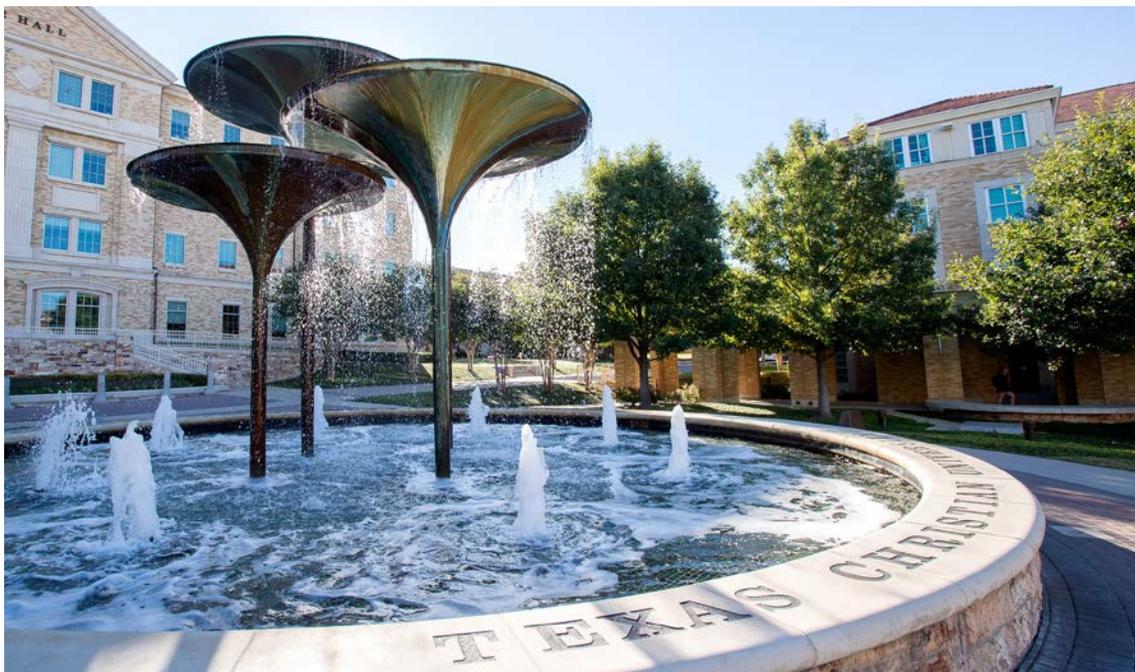
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## Introduction

Texas Christian University Human Resources (HR) is committed to taking the *Lead On* 'Strengthening the Workforce' by cultivating a positive, engaged and professional workplace. TCU's workforce comprises a multi-generational (6 generations), multi-level community of leaders and experience. Based on current faculty/staff workforce, it is projected within the next 8 years, half of our workforce will begin the retirement process or have retired. HR is eager to provide, and presently championing programs for new employees and their first-year experience, designing leadership offerings to prepare current talent, and formulating learning and development offerings for employees in all roles and at all levels. HR is also in the process of identifying cohorts with preferences to grow-in-place as individual contributors to their teams.

To align with TCU's strategic plan and achieve *Lead On* 'Strengthening the Workforce' goals, the HR Employee Engagement and Organizational Strategy (EEOS) team, under the leadership of Mariam MacGregor, Director, began preparing mid-November 2017 to execute a comprehensive needs-analysis by conducting campus-wide focus groups from February—April 2018. Susie Olmos-Soto, Sr. Learning and Development Consultant served as the primary point person, managing and communicating with facilitators throughout the full focus group process.



# Establishing Priority Focus Areas

## Employee-type Categories (No particular order)

Managers/Supervisors (Faculty & Staff)

New to TCU—up to 5 years of service

TCU—6+ years of service

Administrative, Clerical and Services

Spanish—Managers, Supervisors and General

High-Performing & Emerging Leaders (self-selected)

Tenure-Track Faculty

Tenured & Emeritus Faculty

Instructors and Professors of Professional Practice Faculty

Adjunct Faculty

Experienced Employees and/or Considering Retirement

Ten (10) employee-type categories were identified and focus group calendar set to accommodate conversations of employee engagement, workplace experience, leadership and professional development at all levels throughout our university community. TCU employees representing a diverse cross-section of departments and roles (faculty and staff) were identified, invited to participate, selected and trained to facilitate and document the focus group sessions. Facilitators were assigned to the employee-type category into which they fell or self-selected.

## Framing the Process

In-person, needs-analyses avoid survey fatigue and provide a platform for peers to interface as individual contributors or functioning teams to address specific concerns, issues and learning/ development areas. Discussion prompts (see Appendix) benchmarked audiences' current state of learning and development, previous training from external groups and before leading into future-state of wants and needs. Sessions were audio-recorded and archived in BOX for reference only.

Focus group participants were then given two final written assignments to reinforce topics, identify potential themes and garner more personal feedback:

**1** *From the discussions, what was most important and in what areas HR should remain focused*

**2** *Self-identify area(s) of expertise to potentially serve as resources for future state offerings (i.e. Speaker's Bureau, workshop facilitator, campus consultant)*

Total participation in all focus groups exceeded expectations with more than 300 employee-participants engaged in the process. All groups were in general agreement that expectations for employees to engage in on-going learning sets a clear, positive and strategic direction for TCU's standard of professional development. All groups also agree that whether required or optional, they desire professional development and career-improvement opportunities that are intentional, organized and well-communicated.

## Five Common Themes

Results from each of the focus group discussions revealed five (5) common themes (including brief identifiers) ranked in order of priority in the sidebar on Page 3.

These themes provide clarity as the Engagement and Organizational Strategy team seeks to find solutions to map career pathing, stand-alone programming, blended-learning formats and defining institutes or selecting cohorts for leadership and professional development at all levels.

## Findings

*(This section is organized by employee-type categories as identified on page 2)*

### **Managers/Supervisors**

**11% Faculty and Staff (based on PeopleSoft codes, if coded correctly)**

The focus group series was intentionally launched with manager and supervisor sessions. The purpose was twofold—1) to obtain feedback from this large group of influential team leaders, and 2) to gain their support in encouraging direct reports and staff/faculty colleagues campus-wide to participate in future sessions.

Attendance and participation was strong, with a broad cross-section of faculty and staff leaders. Participants expressed general consensus of being supported when attending professional development sessions. This consensus waned when asked if they felt TCU invested in learning opportunities associated with leadership skills, career development and career pathing. While many provided positive feedback, encouragement and support for professional development, others communicated a need for improvement.

### Five Common Themes

**Training**  
Access to customized, stand-alone, blended learning, self-paced, Institutes or cohort experiences, special topics

**Communication**  
Centralization and ease of access to information

**Resources**  
Mentor programs, special interest groups, campus networking opportunities

**TCU Career Path**  
Grow our Own—Grow in Place—Grow for Others

**Technology**  
Leveraging technology for fundamental training (e.g. Compliance modules or MOS certification), and overall learning and development campus-wide

### **Key Takeaways from Managers & Supervisors**

- 1) Managers and supervisors feel guilty participating in training courses because they're inaccessible to their staff, even if for a minimal amount of time.
- 2) As a world-class institution providing state-of the art resources to students, managers and supervisors have the impression that TCU ranks investment in employee growth and learning as a low priority.
- 3) Managers and supervisors desire professional development workshops or series of sessions that address core competencies for new managers and a more robust curriculum for seasoned supervisors; all were in favor of a "Leadership TCU" (similar to *Leadership Fort Worth*).
- 4) An expectation that TCU better utilize internal talent as subject-matter-experts for professional development programming.

Conversations emphasized a desire for robust training, development institutes and leadership sessions for supervisors. Participants expressed interest in having access to self-paced, blended-learning resources (i.e., Skill Soft, Lynda) and learning platforms to accommodate variable calendars and peak times that differ from and within departments.

All agreed self-awareness type assessments (i.e., Strengths Deployment Inventory (SDI), StrengthsFinder) are value-added to leaders and

individual contributors. Sessions focused on developing communication skills and management strategies to confidently address difficult conversations and diffuse internal staff conflicts were high on the list of priorities for managers and supervisors.

## ***New to TCU-5 Years of Service***

***44% (percentage reflects staff only)***

Those seeking employment and new to TCU consider the university an aspirational and highly desired place to work. New employees come expecting a workplace culture of family and community. However, feeling a part of this community once hired emerged as an area of concern for participants in these focus groups.

Higher education has unique challenges that are not seen in other industries, which are amplified for new TCU employees who are also new to higher education. From the various departments and how they interact (or do not interact), to the limited upward mobility, TCU is not your standard 9-5 workplace. Discussions revealed a huge desire to learn and gain a better understanding of opportunities for advancing careers, expanding industry knowledge, and engaging professionally with campus departments different than their own.

Requests centered around new employee orientation and having access to practical information and resources as an extension of the onboarding process (i.e., programming a phone, universal calendars, org charts) to ensure no one is left in “sink or swim” mode following orientation. All were pleased to learn that a redesign of the orientation experience was launched in October 2017 that extended the day to dedicate more time to employee benefits, add a campus tour, and provide opportunities to hear about campus resources from various departments.

Key topics of interest include certificate trainings, wellness sessions and self-awareness assessments. All were eager and in support of having a special interest group to further engage and network with new employees, share

resources and discover ways to get involved across campus.

### **Key Takeaways for New to TCU—less than 5 years**

- 1) New employees, particularly those who are also new to higher education, are keen to engage in learning opportunities and gain a clearer understanding about ways to advance their careers on a campus where turnover may be low in some departments.
- 2) New employees from younger generations are interested in learning and development topics more reflective of their season of life/career. These include topics such as financial literacy and planning other than retirement, home ownership, student loans, work/life integration, entrepreneurial and creative pursuits, and planning for a family.

### ***TCU 6+ Years of Service***

***56% (percentage reflects staff only)***

Focus groups with TCU employees (faculty and staff) who have been with TCU for 6+ years centered

on limited career pathing opportunities and lack of specialized training. Participants represented a diverse cross-section of expertise and professionals, generally identifying themselves as high performers. They expressed desire in gaining leadership skills to help their teams perform well. Participants expressed management insecurities in professionally coaching their staff for career mobility and access to resources to build their own knowledge to support a high functioning team.

For some in this group, the luster of “I love this place; this place is great” has faded; they feel left behind, with no direction or support for career growth or new learning opportunities. Given their time at TCU, most demonstrated motivation to learn more in their technical areas or cross-train in a segment of higher education outside their current position. This group is eager to learn and seek opportunities, yet many find themselves in discouraging situations or being instructed by their manager or supervisor to expect promotions to come only by seeking

employment outside of TCU, leaving loyal employees disheartened and disenfranchised.

### Key Takeaways for TCU Employees—6+ years

- 1) Employees who have been employed at TCU for 6+ years are ready and willing to stay on the cutting-edge of technology and professional learning, and eager to engage in intentional cross-training opportunities, enhancing current topics with more robust, recommended curriculum that *means something to TCU*, rather than a block of courses available to pick and choose.
- 2) This subset of employees described a workplace culture at TCU with a notable lack of investment in professional development and strengthening skillsets, which creates a sense of being disposable rather than a valued contributor to the institution’s success.
- 3) Similar to managers and supervisors, this group has an expectation that TCU better utilize internal talent as subject-matter-experts for professional development programming, and many identified themselves as those experts.

Recommendations included offering learning and development options that result in professional certification and/or adding to their credentials. For those employees in the technical areas, having department budgets support continuing education or advanced certifications and credentials moves the university toward strengthening the workforce.

All participants remain optimistic and ready to assist with new programming and career pathing.

They also recognize a need for resources to help administrative leaders to be successful at all levels and in all environments to support high functioning teams.

## Administrative/Clerical/Services

18% (percentage reflects staff only)

Administrative assistants, clerical and services see themselves as an important, frontline group that heavily interacts with the broadest representation of TCU’s campus community (students, faculty, staff, visitors and external stakeholders). Many serve in departments heavily concentrated in academic areas with the most traffic.

### Key Takeaways for Administrative/Clerical/Services

- 1) Administrative/clerical/service employees desire a clear path to advancement or promotion. They seek to feel valued for their contributions and recognized as mission-critical in the TCU experience for students and colleagues campus-wide.
- 2) This group recommends applicable training topics be offered in alignment to their responsibilities and departments. Everyone should have the opportunity to attend training in order to be successful in their positions.

Primary challenges for this group include restricted time, limited professional development and skewed career pathing. As an integral part of an institution of higher learning, this group expressed ‘education is important, yet not supported’ by supervisors/managers. Some managers treat training as a low priority, especially if it conflicts

with the workday schedule. As a result, administrative, clerical and service personnel must “choose” to sacrifice their lunch hour for training and professional development.

Across campus, administrative/clerical staff frequently have very different functions and responsibilities, yet share the same job title. Some have committed to earning a degree and feel ‘stuck’ when seeking career advancement. There is no general understanding of the process to advance and/or be promoted. Participants offered suggestions to incorporate levels based on education and years of experience as opportunities for advancement (i.e., program specialist/administrative assistant levels I-III or other career ladders/titles that better reflects their role may involve higher-level responsibilities or skillsets).

With respect to special interest groups (affinity groups), participants showed favor of monthly group meetings to network and share best practices with other administrative and clerical staff campus-wide. This will directly support a desired want and need for navigating campus resources for all staff.

While participants did voice concerns, all were encouraged that (current) focus group conversations will lead to intentional programming for professional growth.

### **Note about Administrative/Clerical/Service Focus Groups**

*\*Focus group session times were intentionally scheduled during the noon hour to accommodate work schedules for assigned facilitators and to encourage attendance.*

*\*Non-attendance from ALL SERVICE units noted for both sessions.*

## **Spanish-preferred–Managers/Supervisors & General**

**10.1% (percentage reflects staff only)**

Focus groups for Spanish-language preferred employees were well attended, except for obvious non-attendance at the general sessions from residential housekeeping, service assistants and grounds. Sessions were divided into two (2) groups for managers/supervisors and (2) groups for those in non-supervisory roles. The exchange of ideas and feedback were productive. Facilitators also allocated time to hearing deep concerns and inviting employees to share their solutions. Spanish sessions reflected the same five themes heard across all focus group categories.

Employees described themselves as invisible and feeling excluded, left behind and unimportant. They understand the value of first impressions and take great pride in the work they do to ensure campus is aesthetically pleasing, clean and well-manicured, yet feel overlooked and underappreciated as contributors to TCU’s success. They seek to be able to help students with campus resources and confidently welcome visitors to TCU.

All agreed that education and specialized training are extremely important for career pathing. It benefits the specific work they do and opens opportunities for promotions and/or supervisory roles. The gaps observed are coworkers knowing their job; however, does not align with the aptitude for managing others. All favored a required set of pre- and post-management courses as part of the promotion process.

When asked about training topics to keep, several of the sessions referenced a training that occurred in January that was extremely beneficial and value-added to their responsibilities (i.e. managing employees, conflict resolution, how to treat coworkers/staff, exercises involving role playing). Many expressed interest in having the

Human Resources Focus Group Sessions on Employee Engagement, Leadership and Professional Development  
Executive Summary – August 2018

## Key Takeaways for Spanish-Preferred & Bilingual Employees

- 1) Communication and language barriers pose significant challenges and limit their connection with coworkers, supervisors and the campus community, further hindering access to already limited resources. It provides opportunities to ask questions and does not presume Spanish language employees read in Spanish or understand the fundamentals of using a computer.
- 2) This group communicated clear needs and expectations for TCU to provide:
  - a. Sessions on University Policies and Procedures including in-person compliance training in Spanish so questions may be asked
  - b. Leadership programming for managers/supervisors in Spanish
  - c. Offering pre-management trainings aligned with the promotion process or career pathing in Spanish
  - d. Sessions on university resources to assist students and visitors offered in Spanish
- 3) Similar to administrative/clerical/services, this group seeks to feel valued for their contributions and recognized as mission-critical in the TCU experience for students and colleagues campus-wide. This includes addressing workplace culture elements such as mitigating parking/transportation challenges for those assigned to a specific lot and work across campus; esp. during inclement weather time changes (e.g. modify shuttle service to include Physical Plant) as well as evaluating and formalizing building spaces where employees can safely eat lunch or take breaks clear of chemicals and cleaning products.
- 4) Because some are attending classes themselves or have children attending TCU as students, they expressed a need for a designated "Guidance counselor" who can assist with learning opportunities and career pathing (TCC, GED, ESL, basic/intermediate computer literacy)

same training be presented in Spanish to fully grasp the concepts of role-playing and key strategies for managing employees.

Currently, the primary departments in which this group functions do not allocate time or support for learning and development unless it is mandatory and many times the language barrier prevents them from understanding content (i.e. OSHA, hazardous material) or attend a session in which content does not apply to their area of responsibility (facility services vs. HVAC/electrical).

Access to technology including the ubiquitous computers that most TCU employees take for granted is limited. As a result, compliance training is difficult to complete and when announcements about campus-based training or learning and development opportunities are sent by email, most do not have access. Managers and supervisors rarely post or promote these sessions. Navigating through the employee portal and e-mail systems are added challenges. Many rely on a supervisor to provide general announcements sent through e-mail.

Employees appreciated having focus groups offered in Spanish to allow an opportunity to voice concerns and provide solutions.

### Note about Spanish/Bilingual Focus Groups:

*\*Focus group session times were intentionally scheduled at different times that accommodated shift work schedules for participants and focus group facilitators and to encourage attendance.*

## **High Performing/Emerging Leaders**

*(Faculty and Staff—self-identified—no percentage available)*

Conversations in the High Performing/Emerging Leaders focus groups indicated that TCU employees have enjoyed mixed to positive experiences with campus-sponsored learning and development.

Participants in this group generally feel supported by their supervisors to pursue professional development although barriers related to time and budget exist based on department resources and the demands of individual roles. Networking (formally and informally) with colleagues from across campus is highly valued by this self-identified ambitious group because it allows them to learn more about and explore other professional opportunities at the University.

TCU offering an intentional “Emerging Leaders” program generated enthusiastic discussion. They see a program as a way of developing those employees who have been identified, through a formal talent identification process, as having the potential to take on broader or bigger roles at TCU. The idea of a set curriculum of classes “for Emerging Leaders” with a defined application process and selection criteria was appealing.

### **Key Takeaways for High Performing & Emerging Leaders**

- 1) High potential employees are interested in being strategic when pursuing career paths and desire guidance regarding potential career paths and what it takes to be competitive for promotion at TCU. They expressed frustration about some higher level decision makers being unwilling to ‘grow our own’ or offer ‘grow in place’ opportunities in preparation for future promotions.
- 2) Employees in this category recognize their ambitions and seek investment from TCU in nurturing their potential on campus, either through succession planning and pipeline leadership development programs or through mentoring and networking with other high performers.
- 3) Age and length of time at TCU is not an indicator as to whether someone considers themselves ‘high potential’ and this group seeks opportunities to engage, gain skills and contribute to TCU without others setting these types of roadblocks on their professional path.
- 4) Participants are excited about the prospect of new, intentional programming including internships or cross-training into different departments to learn new roles/processes, and further develop the knowledge and skills needed to advance their careers at TCU, whether within or outside of their current departments.

## **Tenured and Emeritus Faculty**

**35.7% of faculty**

Faculty members at this phase of their career know their path forward, with the majority focused on teaching, research, with designated service to the community while moving through the ranks. External to the classroom, when individuals in this group take on leadership roles (intentionally or by default) they have unrealized learning needs related to managing and supervising others (faculty and staff), teamwork and conflict resolution.

There was an expressed appreciation for workshops as part of the professional development portfolio, however, scheduling conflicts are a presenting challenge. A solution to draw participation is offering multiple sessions on the same topic different days/times during the academic semesters with access to video recorded sessions

online. Tenured/Emeritus faculty seek specific topics. The more specific to their teaching specializations, the better; however, no suggested topics were offered.

TCU is a world-class institution with resources to support the professional development needs of our workforce. There was consensus of having many people (faculty) as subject-matter-experts (SMEs) on campus and to make greater use of these assets.

### **Key Takeaways for Tenured & Emeritus Faculty**

- 1) Faculty would like to be seen as, and are willing to serve as SMEs on campus for training and professional development initiatives.
- 2) Engaging faculty in professional development opportunities offered beyond teaching in the classroom is an area of interest yet, some faculty as TCU employees overlook the necessary connection between being good educators and being good colleagues in the workplace.

When discussing Human Resources learning and development offerings, the overall theme from people who attend workshops and training sessions are those who are in the least need of them. The real trick is getting faculty who need the training (but may not realize it) to attend and participate.

Faculty appreciate the announcements from Human Resources recommendation for learning and development announcements is to offer an opt-in/opt-out on topics to receive relevant information on different topics

depending on the faculty's situation (i.e. retirement, trends in pedagogy).

The discussion also skewed toward salary, tenured process and support for research. Faculty members focus on these issues, which are managed by the Provost's office and outside the purview of Human Resources.

### ***Instructor, Professor of Professional Practice (PPP) and Tenure-Track 30.8% of faculty***

Focus group participation included a cross-section of faculty represented within this category. Participants were initially reserved and reluctant to openly share feedback which given their status – working toward tenure – is not unusual. Conversations became more relaxed and safe as participants heard more about TCU's desire to support engaged faculty who are committed equally to serving students, research and career growth.

A common theme for this category was managing time and teaching schedules to attend professional development sessions. Participants were extremely positive about the wide

### **Key Takeaways for Instructors, PPP and Tenure-Track Faculty**

- 1) This population of faculty set the bar high for themselves, remain engaged with university initiatives and would like to feel valued for their contributions to TCU.
- 2) PPPs and Instructors seek leadership development and consideration for succession planning for higher level departmental roles; many eagerly serve the learning community by integrating what they are doing at TCU with the professional communities outside of the university.
- 3) Learning and development messaging from HR that contains quick-glance subject lines helps for prioritizing personal professional development in their calendar during busy semesters

range of training opportunities on campus, particularly those offered by the Koehler Center. All agreed to the benefits of having a video library of recordings accessible online is a good solution for variable schedules.

Much discussion revolved around department perceptions and instructional roles. Professors of Professional Practice (PPPs) and Instructors desire greater clarity in their roles as teachers/scholars within their departments, colleges and the university as a whole.

PPPs and Instructors strongly appeal to TCU the want and need for more support and guidance when preparing promotion proposals. Much attention is given to tenure-track faculty and does not address the needs of PPPs/Instructors. All agreed on the benefits of workshops with topics tailored to overall needs and specific topics designed by departments. Currently, proposal guidelines do not exist and many find themselves “flying blind during the whole process” with no resources and minimal preparation time for a written plan that ultimately influences the direction of their career. All were in favor of having a mentor to serve as a support and resource for properly documenting an unknown process. As scholars they take great pride in the opportunity to move through the ranks and seek appropriate resources to do it well.

## **Adjunct and One-Year (part- or full-time) Faculty**

### ***33.5% of faculty***

No adjunct faculty participated in a focus group despite receiving direct invitations to participate with peer adjunct faculty serving as focus group facilitators. To gather some data, discussions took place as possible with individual adjunct faculty.

This is a population of employees that play an integral part of the teaching community and remain fluid throughout the academic year with teaching assignments. While adjuncts tend to carry full-time or other part-time teaching assignments outside of TCU, the common denominator is a need for programming that provides support and connection with academic peers.

Perceptions of instructional roles differ and participation with academic departments varies. Adjuncts may or may not be included in department meetings, however, are very proud to contribute to the student learning experience.

## **Experienced Employees and those Considering Retirement**

### ***19% (faculty and staff)***

Experienced employees and those considering retirement covered a range of topics including concerns about limited professional development opportunities for those seeking to grow at TCU, the delicate psycho-social element for those approaching retirement and recommendations about what TCU can do to support a phased retirement process.

A well-represented group participated in both sessions that included exempt and non-exempt staff and faculty. This population was managed carefully and confidentially for those meeting the “Rule of 75.”

To meet the Rule of 75, a must be at least 55 years old, a minimum of 10 consecutive years in a regular, benefits-eligible position, with age and years of service to equal 75.

Common themes with other employee categories resonated with this group include time challenges to commit to professional development, limited department support and financial resources for career growth, specifically with non-faculty employees. They encouraged and supported creating a culture shift with managers/supervisors to view and value professional development for their staff and making it okay to attend training sessions regardless of staff 'tenure'. Having 15+ years of time with TCU did not diminish their desires to learn and leverage skillsets. Faculty perceptions varied because some are financially supported by their departments (regardless of tenure), and others not.

### **Key Takeaways Experienced Employees and those Considering Retirement**

- 1) This group discussed the direct impact of the many changes that have occurred over the course of 5+ years has '*changed the ethos of TCU*' and the expectations they had of TCU when first hired.
- 2) As experienced employees, this population identified knowledge gaps for those in supervisory roles, the need to support young professionals, women and faculty. All are eager to support and serve as a body of knowledge for those ready and/or preparing for leadership roles to maintain a world-class culture.
- 3) Experienced employees are concerned about entering their retirement phase and want to trail-blaze a path that benefits future retirees.
- 4) High value sessions that they want to keep and expand include: Social Security sessions and one-on-one consultations with Tom Clark and wellness partnerships with external organizations for employees managing family and aging parents (i.e., UNTHSC, Harris College of Nursing/Area Agency on the Aging).
- 5) The identity of long-term employees is tightly wound to TCU and its community. They desire continued opportunities to engage with the campus.
- 6) Experienced employees offered clear recommendations to support the retirement process including:
  - a. Database to trigger topic alerts by age and time of retirement—rule of 75, 60, 62, 65 years (i.e., Medicare, social security, other government programs)
  - b. External partnerships for estate planning, medical/power of attorney, elder care
  - c. Roundtable discussions and mentor programs for employees considering retirement with those that retired well
  - d. Opportunities for engagement within and outside of TCU – "What2Do4TCU"
  - e. Ensure all shifts have access to all resources (i.e. physical plant, police) and offer retirement sessions after 5:00 to allow spouses/partners/family members to attend

Experienced employees and those considering retirement also included a unique path of conversations that addressed concerns of limited professional development opportunities for those wishing to grow in place, the delicate psycho-social element for those approaching retirement, and recommendations of what TCU can do to support a phased retirement process.

## Next Steps & Initiatives

As a result of focus group feedback, the Engagement and Organizational Strategy department has chosen to structure **2018-2019** programming around four audiences: **N2TCU (less than 5 years employment at TCU), Managers and Supervisors, Spanish/Bilingual employees, and General Leadership Development** opportunities. New initiatives for **2019-2020** programming will add targeted programming for **Emerging Leaders** and employees who have been **employed at TCU for 5+ years** (who may not also be managers or supervisors).

### Priority Programming for N2TCU (less than 5 years)

- Strengthened N2TCU Orientation Day and Extended Onboarding learning sequence
- Intentional cross-campus networking opportunities
- Professional Leadership Rotations and campus-based project internships to gain knowledge and skills

### Priority Programming for Managers & Supervisors (All levels—faculty and staff)

- Skill-building leadership development offerings as a series or with cohorts—pilot Team Tune Up Leadership Series offered in June 2018. Response was so positive it was offered again in July 2018 (for a summer total of 80 participants) and is tentatively planned for October 2018.
- The Coaching Habit—pilot planned for October 2018—selection will be made based on application and completion of pre-requisites—either completing Team Tune Up Leadership Series or working independently and intentionally with HR to enhance skills and strengthen role as a manager or supervisor
- Leadership and Masterminds Accountability Circles—on hold due to limited human resources to manage this effectively
- Sessions designed for faculty who supervise (faculty and/or staff) to assist with accountability, feedback, professional development, teamwork, communication and conflict management

### Priority Programming for Spanish/Bilingual Employees

- ESL Classes (various levels)—*commenced April 2018 with pilot cohort of 12 employees*  
*Desired future state:* Capacity and support to offer overlapping courses to multiple cohorts, up to and including GED prep and testing
- Interpretation services in sessions and translation for written/digital communication—*since Fall 2017*
- Leadership development opportunities available for employees with alternate schedules
- Informational collateral provided in Spanish
- TCU Alert training session in Spanish—*pilot planned for Fall 2018*

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## Priority Programming for General Leadership Development at TCU

- Offering professional development programming that maximizes engagement during several hours of one day or for shorter time slots, several days in a row
- Engaging faculty and staff in leadership and professional development programming that addresses workplace skills, unconscious bias, accepting/managing transitions and change, and navigating difficult conversations with students and colleagues
- Implement an intentional, sequenced *Lead On @ TCU* experience for individuals who have been at TCU for 5+ years and are seeking additional leadership and professional development—*pilot is planned for August 2019*
- Implementing online, self-directed MOS Certification program for administrative/clerical/service professionals who have been at TCU for 2+ years
- Consider partnering with internal programs or external providers or organizations to implement programs that lead to industry-recognized certifications such as Project Management Institute, Strengths Deployment Inventory, International Coach Federation, Software and IT or relevant continuing education

# Overarching Considerations and Common Elements

- Training L & D To follow Kirkpatrick model (page 28)
- Some programs (all categories of employees and at all leadership/role levels) may involve required curriculum that strengthen core competencies
- Build routine and habits (set consistency on training days, recurring events, Orientation, mini-conferences, hiring rhythm, proactive education, coaching and feedback, etc.)
- Break mindset across campus that people feel tethered to their desks and/or feel 'guilty' when they engage in leadership and professional development sessions offered on campus
- Encourage mindset that learning and development are beneficial for everyone and encourage people to seek help, knowledge and resources in proactive ways rather than reactive ones
- L & D to implement new programming relevant to categories and requests including:
  - o Leadership TCU
  - o Emerging Leaders Rotation Program (Professional Internships)
  - o Blended and online self-directed learning
  - o Special topics
  - o Spanish
  - o Lead On Book club
- Communication
  - o Revamped L & D website
  - o Calendaring that captures extending event planning out to future dates, allowing for early and continued communication with relevant stakeholders
  - o Digital Catalogs
  - o Option to opt-in to communication for target topics or as member of target audience
  - o Focused communications (i.e. messaging only to managers & supervisors, N2TCU, faculty, 5+ years employees, rule of 75 triggered events, etc.)
- Resources
  - o Institute special interest groups
  - o Mentor programs
  - o Budgets & department investment for staff at all levels (pro-active)
  - o Accountability at all levels (creating two-way communication) including implementing digital coaching, personal/team accountability and feedback
- Technology
  - o Current State: Encouraging active registration and tracking through my.tcu.edu portal
  - o Future State: PageUp
- Career Pathing
  - o Evaluate, revise, redesign, reclassify all job descriptions prior to listing new positions
  - o Offer job-audits as element of larger departmental reviews and/or engage individuals with a standard protocol on how to complete an audit of their current positions
  - o Better align skillsets at time of hire and through strengthening performance management documentation and communication process with managers and supervisors
  - o Mission-driven Strategic Succession planning
  - o Review, update or establish accurate campus-wide (micro and macro) org charts

# Immediate Pilots and Program Roll Out

*\*Some initiatives began based on informal feedback gathered prior to Focus Groups. Others are being implemented based on identifying high-priority target groups from focus group feedback.*

*\*Benefits and wellness programming was not specifically addressed during focus groups. Participants expressed satisfaction with the benefits information offered and how sessions are conducted. Comments about wellness programming indicate that people are indifferent to current offerings or find it outdated or irrelevant for their needs.*

## 2017—2018

October 2017	Redesign of N2TCU Orientation experience
December 2017*	Mix and Mingle for N2TCU hosted by the Connection Culture
January 2018*	Establish HR Orientation calendar in effort to streamline hiring dates Continue to conduct, refine and enhance N2TCU Orientation sessions
February 2018	Commence Focus Groups
March 2018*	Pilot Cohort of ESL Course (12 weeks)
May 2018*	Mix and Mingle for N2TCU hosted by The Chancellor's Cabinet
June 2018*	Launch <i>Lead (ership) On Book Club</i> (monthly brown bag series)
June 2018*	Pilot Team Tune Up Series for Managers and Supervisors
July 2018	Repeat Team Tune Up Series for Managers and Supervisors (due to response)
August 2018*	Release Focus Group Executive Summary and Recommendations  Pilot half-day Professional Development Day (morning of Chancellor's Luncheon)
August 2018	Release application for Managers & Supervisors to apply for participation <i>TCU Manager Leaders</i> (1 <sup>st</sup> Cohort)
September 2018*	Initiate Onboarding/First-Year Employee Experience sessions for N2TCU staff (page 19)
September 2018	Second Cohort of ESL course (12 weeks) Next level for First cohort
October 2018	Pilot first cohort of <i>TCU Manager Leaders –The Coaching Habit</i> (half-day)
October 2018*	First Annual TCU <i>Lead On</i> Professional Development Fall Conference (all faculty and staff)—will have an annual theme and various workshop options
December 2018*	Mix, Mingle and Jingle for N2TCU hosted by the Connection Culture

## 2019

January 2019	Second session for <i>TCU Manager Leaders</i> first cohort—Feedback Workshop (half-day)
Jan—May TBD	Additional programming currently in development
Human Resources Focus Group Sessions on Employee Engagement, Leadership and Professional Development Executive Summary – August 2018	

May 2019*	Mix and Mingle for N2TCU hosted by The Chancellor's Cabinet
June 2019*	First Annual TCU <i>Lead On</i> Leadership Development Spring Conference (Faculty & Staff)
June 2019	Third session for <i>The Coaching Habit</i> first cohort of participants— <i>Coaching for Great Work</i> (full-day) (pending budget)
August 2019	Pilot <i>Lead TCU</i> first cohort (10 month program) for individuals employed at TCU for 5+ years; mid-level and/or preparing for promotion or succession roles

\*denotes events anticipated to repeat monthly, quarterly or annually depending on audience/need

## New Initiatives with Preferred Launch Dates

### ***TCU Manager Leaders***

#### **Comprehensive Manager and Supervisor Leadership & Professional Development**

#### **Launch June 2018**

Core Elements to earn status:

- Self-driven unless performance management or other accountability documents indicate required to improve as a manager/supervisor
- Initial pilot—June 2018—June 2019
- Complete SDI within year of participation (self, team, 360 Feedback-Overdone and Strengths Expectations)
- Complete Intentional Dialogue within year of participation
- Completing pre-requisite experiences “opens the door” to additional leadership development opportunities
- Satisfactory completion involves personal commitment to complete requirements as expected
- Leverage partnerships with Neeley Executive Leadership and other high quality programs

June 2018:	Pilot <i>Team Tune Up Series</i> (three, 75 min sessions) (1 <sup>st</sup> Cohort <i>TCU Manager Leaders</i> )
July 2018:	<i>Team Tune Up Series</i> (three, 75 min sessions) (2 <sup>nd</sup> Cohort <i>TCU Manager Leaders</i> )
August 2018:	<i>TCU Manager Leaders</i> (1 <sup>st</sup> Cohort) invitation and application launch
October 2018:	<i>Team Tune Up Series</i> (three, 75 min sessions) (3 <sup>rd</sup> Cohort <i>TCU Manager Leaders</i> )
October 2018:	<i>TCU Manager Leaders</i> (1 <sup>st</sup> Cohort) commences: <i>The Coaching Habit</i> : half-day, plus fulfilling 108 days of follow-up learning
January 2019:	<i>TCU Manager Leaders</i> (1 <sup>st</sup> Cohort): <i>The Last Feedback Workshop</i> , half-day, plus fulfilling 108 days of follow-up learning Employment Law Refresher (prior to completion of Performance Appraisals) (tentative)
March 2019:	<i>TCU Manager Leaders</i> (1 <sup>st</sup> Cohort): <i>Executive Presence</i> , half-day (tentative)
June 2019	<i>TCU Manager Leaders</i> (1 <sup>st</sup> Cohort): <i>Coaching for Great Work</i> , full-day, plus fulfilling 108 days of follow-up learning (TDB, pending budget)
TBD	Additional sessions (tentative): Inclusive Leadership, Adaptive Leadership

## **MOS Certification for Administrative/Clerical Staff**

### **Proposed Launch March 2019**

*\*Priority opportunity for administrative/clerical/service professionals who participated in Focus Groups.*

Certification will be offered in an on-line, self-directed format. Currently being co-developed with TCU IT Support—Technical Training.

## **Lead On TCU Leadership Program\***

### **Launch application process spring 2019**

Core Elements:

- Cohort driven
- Application/Selection/Nomination \*Spring 2019
- 10 month – August 2019—May 2020, Capstone June 2020
  - o SDI (including 360 Feedback)
  - o Budget
  - o Higher Ed as an Industry
  - o Challenges facing TCU
  - o Strategic vs. Tactical Project Management and Program Development
  - o Partnership with Neeley Executive Ed or other SME for existing or custom programs:
    - Adaptive Leadership
    - Executive Presence & Communication
    - Inclusive Leadership

Capstone requirement—presenting at June *Lead On* Professional Development Spring Conference (all faculty and staff)

*\*Minimum requirement for selection—5+ years of employment @ TCU and supervisor support*

## **TCU Professional Leadership Rotation Program (PLP)\***

### **Proposed Launch summer 2019**

Core Elements:

- Develop a comprehensive professional internship program
- Select 16 Professional Interns – Spring 2019 & Summer 2019
- Combination of professional internship (3 month project or program-based) and 9 months of professional development sessions
- Networking and self-driven learning and reflection

*\*Minimum requirement for selection—2+ years of employment @ TCU and supervisor support*

*\*\*Identify and prep with hosting offices – 2018/2019 Academic Year*

## **Establish Speakers/Campus Experts Bureau**

Implement a program that identifies, selects, sets consistent standards, and engages current employees as SMEs, topical training experts and facilitators, rather than only external consultants

## **Strengthening Current and On-Going Efforts**

Human Resources Focus Group Sessions on Employee Engagement, Leadership and Professional Development Executive Summary – August 2018

## Offer Customized Departmental Offerings

Examples include:

- Building Trust and Teams
- Active Teambuilding
- Coaching for Success
- Difficult Conversations
- Unconscious Bias
- Leadership Development
- Effective Communication
- Understanding Self and Others
- Intentional Dialogue
- Inclusive Leadership
- Safety and Security

*HR will continue to evaluate resources and scheduling to provide customized programming for departments with alternate/non-9-5 schedules*

### **On-Going: A la Carte (including self-directed learning)**

Offer foundational sessions for individual contributors such as Intentional Dialogue, Active Shooter, Bystander Training, Strengths Deployment Inventory, Microsoft Certification (online)

Special topics for individual contributors may include:

- Interpersonal Communication
- Managing Conflict
- Leadership Book Club
- SDI/self-awareness
- Unconscious Bias/Inclusive Leadership
- Goals/Professional Development Plans
- Financial and Life Planning for Under 40s
- Elder Care/Sandwich Generation
- Individual coaching and leadership development

*HR will continue to evaluate resources and scheduling to provide a la carte options for individual contributors who work in departments with alternate/non-9-5 schedules*

### **Future State: Partner with Neeley Executive Education and other programs on campus**

Implement a program that allows current employees to reasonably afford and participate in non-degree programs offered through Neeley Executive Education and other TCU academic programs or departments such as:

- Adaptive Leadership
- Executive Presence and Communication
- Strategic Thinking
- Design Thinking
- Certification programs (TBD)
- Custom-developed professional programs or certificates (online, in-person, blended) in partnership with TCU HR

# Proposed First-Year Employee Experience & Extended Onboarding for New Employees

<b>January</b>	Orientation session as scheduled  Learning and Development session—Blue Zones Wellness for Work and Life  Self-directed learning: choose from any of the standard expected sessions (see below)
<b>February</b>	Orientation session as scheduled  Self-directed learning: choose from any of the standard expected sessions (see below)
<b>March</b>	Orientation session as scheduled  Learning and Development session—topic TBD
<b>April</b>	Orientation session as scheduled  Self-directed learning: choose from any of the standard expected sessions (see below)
<b>May</b>	Orientation session as scheduled  Self-directed learning: choose from any of the standard expected sessions (see below)  Mix & Mingle for N2TCU employees hosted by The Cabinet
<b>June</b>	Orientation sessions as scheduled  <i>Summer Leadership Development Conference (Pilot 2019)</i> —All Faculty and Staff
<b>July</b>	Orientation sessions as scheduled  Self-directed learning: choose from any of the standard expected sessions (see below)
<b>August</b>	Orientation sessions as scheduled  Learning and Development session—  <i>Annual Professional Development Day</i> —Early registration for N2TCU then All Faculty and Staff  Sessions: 9-11:30 am (Mix & Mingle and Info Fair 11:00-11:30 am)  Chancellor's Opening Luncheon (encourage attendance as a group)

- September**      Orientation session as scheduled
- Learning and development—Wellness Week
- Self-directed learning: choose from any of the standard expected sessions (see below)
- October**          Orientation session as scheduled
- Fall Leadership Development Conference (Pilot 2018)—All Faculty and Staff*
- Self-directed learning: choose from any of the standard expected sessions (see below)
- November**        Orientation session as scheduled
- Self-directed learning: choose from any of the standard expected sessions (see below)
- December**        Orientation session as scheduled
- Mix, Mingle and Jingle co-hosted with Center for Connection Culture

**Standard sessions expected to be completed within first two years of TCU employment:**

- Active Shooter Response
- Alliance for Children (Minors on Campus) Alliance for Children (Minors on Campus)
- Blue Zones Wellness for Work and Life
- Bystander Intervention
- Campus Security Advisor (CSA) (if applicable)
- Intentional Dialogue
- Safe Zone
- Setting Goals and Professional Development Plans
- Strengths Deployment Inventory
- Team Tune-Up Leadership Series for Managers and Supervisors (if applicable)
- Special topics and invitations to unique experiences
- Other elements may be available over time

# Appendix

## Reference Data

Targeted Category – Staff	Total #	Overall % of TCU Staff
Managers/Supervisors	<b>254</b>	16.1%
New to TCU -5Yrs of Service	698	44.2%
TCU 6+ Years of Service	881	55.8%
Administrative/Clerical/Service	280	17.7%
Spanish Language Preferred	170	10.1%
Total TCU Staff	<b>1579</b>	
Staff Experienced Employees (Rule of 75)	286	18.1%

Targeted Category – Faculty	Total #	Overall % of FT Faculty
Targeted Category - Faculty-Full time	652	
Targeted Category - Faculty-Part time	31	
Targeted Category - One Year Faculty-Full time	31	
Targeted Category - One Year Faculty-Part time	1	
Emeritus Faculty	4	0.7%
Instructors, PPP and Tenure-track Faculty	190	19.3%
Faculty with Tenure	348	35.7%
Faculty On Tenure Track	113	11.5%
Total Permanent and One-Year Faculty	<b>715</b>	
Targeted Category – Adjunct Faculty	271	27.5%
Total Faculty, All Categories including Adjunct	<b>986</b>	
Faculty Experienced Employees (excludes adjunct and one-year faculty) (Rule of 75)	149	20.1%
Total Experienced Employees (Faculty & Staff)	435	18.9%

# Engagement, Leadership and Professional Development Focus Group Questions Spring 2018

## *(General, Manager/Supervisor & Experienced Employee/Considering Retirement)*

Please ask these questions in order, keeping participants focused on your category. If responses link to another topic area, make a notation and have the participant “park” the topic with a post-it note in a designated spot to loop back to the person whose response it was when you reach that topic area.

### **Benchmark – Present**

#### **1. Did you attend campus-sponsored training and development (HR or through another department) within the past 12 months?**

Probing questions (if needed)

- If YES: What campus-sponsored training and development have you personally completed in the past 12 months?
  - Secondary question—Generally speaking, talk about your experience at these sessions.
- If NO: Were topics offered that you had interest?
  - If YES to secondary question, but didn’t attend:
    - What prevented you from attending?

### **Benchmark – Previous Experiences**

#### **2. Prior to TCU, what professional development opportunities did you find valuable to your career progress and personal growth?**

### **Future – Identifying Needs**

#### **3. In your current position, are you supported to pursue professional development?**

Probing questions (if needed)

If NO:

- What (or who) prevents or prohibits you from attending learning sessions?
- Is this limitation imposed only on you or is it department/unit wide?
- What can TCU or HR do to address this for you?

#### **4. Allocate 5 minutes of movement using sticky notes and flip chart paper for these two questions:**

- List the topics HR has offered in the past that you’d like to have continue? *(post it/flip chart ques)*
- List the professional development topics/content you need to be more effective? *(post it/flip chart ques)*

#### **5. How likely are you to attend a session scheduled in the (ask for raised hands and tabulate):**

Morning (9-12)      Lunch (12-1)      Afternoon (1-5)      After 5/on weekends

#### **6. Would you like to see existing and new Affinity Groups (e.g. Breathing Space—African-American Women; Latina Women’s Group; LGBTQ; Veterans, etc.) formalized on campus?**

#### **7. If you’re interested in being promoted, how could TCU prepare you for those opportunities?**

- If you could receive individual or group leadership coaching or a mentor at TCU, would you participate?

### **Marketing and Communication**

#### **8. What makes you pay attention or respond to information coming from these HR departments?**

- Human Resources (e.g. general announcements, early closings, summer dress)
- HR Training (e.g. Frog Life, Training events)
- HR Benefits (e.g. Health, Retirement, Financial Planning)
- HR Wellness (e.g. Wellness Gold, Cooking Challenge, BlueZones)

Please set up this next question:

*HR consistently has training sessions where people enroll but don't attend or withdraw at the last minute, at which point expenses for consultant fees, catering and printing have already been paid.*

**9. It's not unusual for institutions to charge minimal fees for certain sessions or apply a registration fee which is refunded if employees attend. What are your thoughts on this model?**

### **Closing & Index Card Assignment**

- Of all the things we discussed today, what to you was the most important?
- Are there any additional comments you want to make certain we capture?

### **Index Card**

(Can display on PPT slide)

**On the index card you received, please respond to two questions:**

- a. Identify the specific leadership and professional development changes you want TCU and/or HR to implement in the next 12 months.
- b. Please write your name and expertise area if you would apply to be part of an organized and trained "speaker's bureau" or pool of "subject matter experts" available to TCU campus departments and teams.

### **Category Specific**

***Please ask these questions if applicable to your category when you reach "Needs":***

#### **New to TCU (less than 5 years of service)**

1. What resources and services were most helpful during your first two years at TCU?
2. What resources, services or professional development are/were missing that could/would have benefitted you?
3. If there was a leadership "Institute" for growing your career at TCU, would you participate?
  - NO—what would motivate you to participate?

#### **Manager/Supervisor**

1. If there was a Manager/Supervisor leadership "Institute," would you participate?
  - NO—what would motivate you to participate?
2. If there were stand-alone leadership and professional development sessions, would you participate? (e.g. budgets, employment law, diversity, managing conflict, building teams, salary planning, how to coach & provide feedback, etc.)
3. As supervisors, would you share costs for larger campus-wide events as a partner/underwriter?

#### **Adjunct/Lecturer and Instructor/Tenure-track Faculty—**

1. If there was a leadership "Institute" for growing your career at TCU, would you participate?
  - NO—what would motivate you to participate?

#### **Tenured/Emeritus Faculty—**

1. If there was a Department Chair leadership "Institute," (for those seeking or already Department chairs) would you participate?
  - NO—what would motivate you to participate?
2. If there were stand-alone leadership and professional development sessions, would you participate? (e.g. budgets, employment law, diversity, managing conflict, building teams, salary planning, how to coach & provide feedback, etc.)

#### **Spanish-Preferred—**

- If there was a leadership "Institute" for growing your career at TCU, would you participate?
- NO—what would motivate you to participate?

**Administrative/Clerical/Services—**

If there was a leadership “Institute” for growing your career at TCU, would you participate?

- NO—what would motivate you to participate?

**High Potential/Emerging Leaders—**

If there was an Emerging Leaders “Institute,” would you participate?

- NO—what would motivate you to participate?

**Considering Retirement—**

If there was a Retirement Planning “Institute,” would you participate? (e.g. helping you develop, implement, and plan a strategy designed to address your individual situation)

- NO—what would motivate you to participate?

# Focus Group Questions (Espanol)

## Liderazgo y desarrollo profesional Primavera 2018

Por favor haga estas preguntas en orden, manteniendo a los participantes enfocados en su categoría. Si las respuestas se vinculan con otro tema, haga una anotación y pida al participante que "se aguántese un momento" el tema con una nota de post-it en un lugar designado para regresar a la persona cuya respuesta fue cuando llegó a esa área temática.

### Benchmark - Presente

#### 1. ¿Asistió a capacitación y desarrollo patrocinado por el campus (HR o a través de otro departamento) en los últimos 12 meses?

Preguntas de sondeo (si es necesario)

o Si la respuesta es SÍ: ¿Qué capacitación y desarrollo patrocinado por el campus ha completado personalmente en los últimos 12 meses?

- Pregunta secundaria-En términos generales, habla sobre tu experiencia en estas sesiones.

o Si NO: ¿Se ofrecieron temas que le interesaron?

- Si respondió SÍ a una pregunta secundaria, pero no asistió:

- ¿Qué le impidió asistir?

### Benchmark - Experiencias anteriores

#### 2. ¿Antes de TCU, ¿qué oportunidades de desarrollo profesional le parecieron valiosas para su progreso profesional y crecimiento personal?

### Futuro - Identificando Necesidades

#### 3. ¿En su posición actual, ¿recibe apoyo para buscar desarrollo profesional?

Preguntas de sondeo (si es necesario)

Si no:

- ¿Qué (o quién) le impide o le prohíbe asistir a sesiones de aprendizaje?

- ¿Se le impone esta limitación solo a usted o es un departamento o toda la unidad?

- ¿Qué puede hacer TCU o HR para solucionar esto?

#### 4. Asigne 5 minutos de movimiento usando notas adhesivas y papel para estas dos preguntas:

- Enumere los temas que recursos humanos le ofreció en el pasado y le gustaría que continúen. (Públiquelos / preguntas en el rotafolio)

- ¿Enumera los temas / contenido de desarrollo profesional que necesitas para ser más efectivo? (post it flip chart ques)

#### 5. ¿Cuál es la probabilidad que asista una sesión programada en: (pregunte por las manos levantadas y tabular):

(1) La mañana (9-12) (2) Hora de comida (12-1) (3) Tarde (1-5) Después de 5 (4) En los fines de semana

6. ¿Le gustaría ver a grupos de afinidad existentes o nuevos formalizados en el campus? (por ejemplo, Breathing Space-African-American Women; Latina Women's Group; LGBTQ; Veterans, etc.)?

#### 7. ¿Si está interesado en ser promovido, ¿cómo podría TCU prepararlo para esas oportunidades?

- Si pudieras recibir coaching de liderazgo individual o grupal o un mentor en TCU, ¿participarías?

### Mercadeo y Comunicación

#### 8. ¿Qué le hace prestar atención o responder a información proveniente de estos departamentos de Recursos Humanos?

- Recursos humanos (por ejemplo, anuncios generales, cierres anticipados, vestidos de verano)

Human Resources Focus Group Sessions on Employee Engagement, Leadership and Professional Development  
Executive Summary – August 2018

- Entrenamiento de Recursos Humanos (por ejemplo, Frog Life, Training events)
- Beneficios de recursos humanos (por ejemplo, salud, jubilación, planificación financiera)
- HR Bienestar/Wellness (por ejemplo, Wellness Gold, Cooking Challenge, BlueZones)

Por favor, configure esta próxima pregunta:

*HR siempre tiene sesiones de capacitación donde las personas se inscriben pero no asisten o se retiran en el último momento, momento en el cual ya se han pagado los gastos de los honorarios de los consultores, servicio de comida y materiales impresos.*

**9. No es raro que las instituciones cobren tarifas mínimas por ciertas sesiones o apliquen una tarifa de registro que se reembolsa si los empleados asisten. ¿Cuáles son sus pensamientos sobre este modelo?**

#### **Asignación de la tarjeta de cierre y de índice**

- De todas las cosas que discutimos hoy, ¿qué fue para usted lo más importante?
- ¿Hay algún comentario adicional que quiera asegurarse de que capturemos?

#### **Tarjeta de índice**

(Puede mostrarse en la diapositiva PPT)

#### **En la tarjeta de índice que recibió, responda a las dos preguntas:**

- Identifique los cambios específicos de liderazgo y desarrollo profesional que desea que TCU y / o recursos humanos implementen en los próximos 12 meses.
- Por favor, escriba su nombre y área de especialidad si le gustaría formar parte de un grupo de oradores organizados o entrenados o un grupo de "expertos en la materia" disponible para los departamentos y equipos del campus de TCU.

# Focus Group Facilitators

<b>Employee Category</b>	<b>Facilitators</b>
TCU new-5 years	Cedric James (Idea Factory) Drew Solomon (Risk Management) Dana Sweatman (Chancellor's Office)
TCU 6+ years	Todd Boling (Religious & Spiritual Life) Jessica Hazard (Athletics) Teresa Hendrix (Sponsored Programs) Jesse Rangel (Facilities)
Adjunct/Lecturers	Rich Shoen (Schieffer) Sophia Garcia (Biology)
Instructors/PPP/Tenure-track	Margaret Lowry (English/WGST) Eric Cox (Political Science)
Tenured/Emeritus	Peter Worthing (History/Dept. Chair Coord) Phil Hartman (CSE) Amiso George (Schieffer)
Spanish-Preferred	Martha Gonzalez (HR) Susie Olmos-Soto (HR)
Admin/Clerical/Services	Jayna Elam (Neeley) Gayla Todd (M/C) Marc Melanson (Physical Plant) Trish Cassaday (Provost)
Managers/Supervisors	Jim Roach (Executive Ed) Janine Kraus (Advancement) Bianca Newton (Alcohol Ed) Mike Siquefield (Athletics)
HiPo/Emerging Leaders/ Growing Careers	Anne Rooney (Neeley MBA) Eric Ekwueme (SDS) Laura Gore (Neeley Alumni) Marie Martinez (Honors Advising)
Experienced Employee/ Considering Retirement (Confidential)	Tracy Thompson (HR) Leo Munson (AVC)

# Reference: The Kirkpatrick Model of Learning Evaluation

To ensure consistency, leadership, professional development and engagement offerings for employees at TCU will involve four steps to implement and/or continue:

- Assess Needs
- Design and Develop relevant programming
- Plan and Deliver programming
- Evaluate (using *Kirkpatrick Model*) and Refine

## FIGURE 1: THE KIRKPATRICK MODEL



***For questions or comments related to this report, please email [HRTraining@tcu.edu](mailto:HRTraining@tcu.edu)***

Authors: Susie Olmos-Soto, Sr. Learning and Development Consultant  
Mariam MacGregor, Director, Employee Engagement and Organizational Strategy