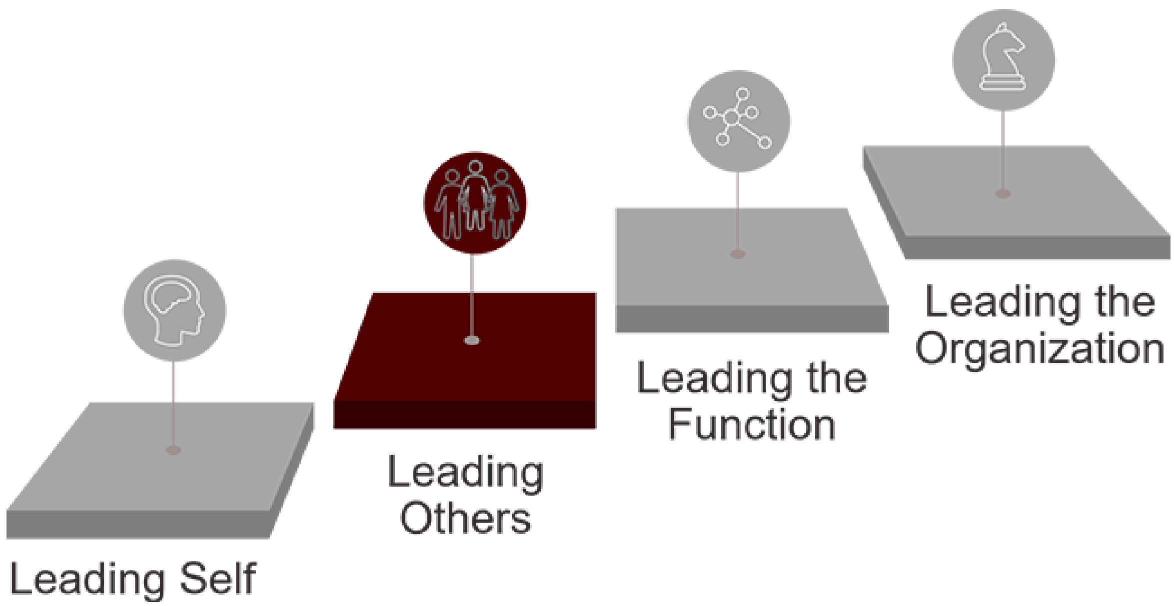


Leading Others

Manager's Guide

DIVISION OF HUMAN RESOURCES & ORGANIZATIONAL EFFECTIVENESS
Organizational Development

What Participants are Saying...

"The program builds upon prior concepts and knowledge, and the facilitation is engaging, and high caliber led by individuals who truly care about the content and the growth of each participant. Every session is tremendously valuable, and I feel lucky to work at a university that prioritizes leadership development of its people and demonstrates this priority by investing greatly in this program."

Tearney Woodruff, Ph. D
Division of Student Affairs

"The program is structured in such a way that allows for information to be built upon as you progress through each module, which helps develop solidification and cohesion of the information being learned and skills being developed. This course does a fantastic job of providing helpful resources and information while encouraging you as a developing leader to explore and practice how this information is utilized in a way that is congruent to your style and leadership approach."

Lauren Craig
Psychologist
Texas A&M Athletics

"This program not only gives you the tools to be a good leader, but also gives you the time away from the office to put it into practice. You will get into the nitty gritty of what is really needed to lead! It's well worth it."

Lori Rogde
Associate Director
Texas A&M School of Law

"Leading others is a program that I would highly recommend to anyone aspiring to be a leader at Texas A&M. The program is constructed to provide you with the knowledge of A&M system practices as well as industry standards and best practices to make you successful manager and leader at Texas A&M."

Pascal Okpo,
Manager
Utilities Distribution Services

Table of Contents

Introduction **5**

Leadership Development at Texas A&M **6**

Leading Others Leadership Development Program **7**

Learning Journey (Spring/Fall) 8

Learning Journey (Summer) 9

Program Completion Requirements 10

How to Use This Guide **11**

Roles and Responsibilities 12

Block 1 .... **13**

Introduction to Leadership 13

Adapting Interpersonal and Communication Style 15

Valuing Differences 17

Ethics 19

Block 2 .... **23**

People Management & Development 23

Conflict Management 25

Team Development 27

Block 3 .... **29**

Financial Management 29

Project & Change Management 32

Post Program Debrief **33**

Introduction

One of your direct reports is taking the next step in their leadership journey at Texas A&M University by participating in the **Leading Others Leadership Development Program**.

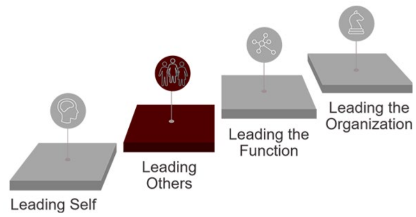
Kudos to you for enabling and supporting their learning and development (L&D) goals! Research and practice have demonstrated that as their supervisor, **you** play an important role in helping ensure the successful outcome of an employee's learning and development journey. This guide will help you support and reinforce the objectives of the program while benefiting from the improved results that impact your organization and the Texas A&M community.

This guide provides the detailed learning objectives for each Block, sprinkled with a few suggestions, to help you encourage and support participation, learning, and application in the Leading Others program.

Leadership Development at Texas A&M

Texas A&M's leadership development follows a competency-based, progressive development model framed around four (4) levels.

- Leading Self
- Leading Others
- Leading the Function
- Leading the Organization



At each level, a leadership development program supports the development of core competencies for different leadership roles across the University by utilizing a blended training strategy comprised of ***curriculum***, ***assessments***, ***network events***, and ***action learning projects.*** Employees gain awareness, learn, practice, and develop critical competencies to grow as leaders that guide others at the University.

Gain Awareness

To help employees gain awareness, each leadership development program includes individual assessments, such as Myers-Briggs Type Indicator, and program assessments – pre/post-assessments used to determine knowledge gained.

Learn and Practice

Each leadership development program helps employees learn and practice through on-demand and self-directed learning activities, as well as through highly experiential in-person and virtual learning activities.

Continue to Develop

To help employees continue to develop, each leadership development program includes resources to support application of knowledge, skills, and abilities back on the job, in their work units and departments.

Leading Others Leadership Development Program

The Leading Others program is designed for emerging leaders or leaders of individual contributors (formal, intact groups, project groups, or informal groups). The intent is **to enhance competencies of those who lead groups and help one transition from being an individual performer to leading a group of people.**

The program develops the following eight (8) competencies:

- Adapting Interpersonal Style and Communication
- Valuing Differences
- Ethics
- People Management and Development
- Conflict Management
- Team Development
- Financial Management
- Project and Change Management.

Leading Others is cohort style providing participants the opportunity to:

Enhance leadership competencies
Employees build knowledge, skills, and abilities on a variety of leadership topics related to effectively leading a group of individual contributors.

Transition successfully to the leadership role
Employees flatten the learning curve when transitioning from individual contributor to front-line leader.

Build a community of practice
Employees build and maintain positive interpersonal relationships with their peers for additional support when applying their knowledge and skills back on the job.

Enable positive culture change at Texas A&M University by leading groups that contribute to an environment that upholds the University's mission, vision, and values.

Learning Journey (Spring/Fall)

The program is organized into three (3) blocks as denoted below.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Intro	Assessments				Block 1			

Intro

Virtual course (2 hrs)

Assessments to be Completed

360 Multi-Rater Assessment
Myers-Briggs Type Indicator Assessment
Thomas-Killman Conflict Mode Instrument
Leading Others Pre-Assessment

NOTE:
No sessions are scheduled during this period

Block 1 – Competencies & Activities

Adapting Interpersonal Style & Communication
Valuing Differences
Ethics
Case Study Act 1
Post-Assessment for each competency

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Block 2					Block 3			

Block 2 – Competencies & Activities

People Management & Development
Team Development
Conflict Management
Case Study Act 2
Post-Assessment for each competency

Block 3 – Competencies & Activities

Financial Management
Project & Change Management
Case Study Act 3
Post-Assessment for each competency

Week 19	Post-Program	6 Months Later
Graduation	On-the-Job Application	Follow Up

Graduation

Certificate of Completion

On-the-Job Application – Activities

Apply the knowledge and skills gained in the program
Use your network to practice using the tools

Follow Up – Activities

360 Multi-Rater Assessment
360 Report Review Session

Learning Journey (Summer)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Intro / Assessments	Assessments	Assessments	Block 1	Block 1	Block 1 / Block 2

Intro

Virtual course (2 hrs)

Assessments

Assessments to be Completed
360 Multi-Rater Assessment
Myers-Briggs Type Indicator Assessment
Thomas-Killman Conflict Mode Instrument
Leading Others Pre-Assessment

NOTE:
No sessions are scheduled during this period

Block 1

Competencies & Activities
Adapting Interpersonal Style & Communication
Valuing Differences
Ethics
Case Study Act 1
Post-Assessment for each competency

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Block 2	Block 2	Block 2 / Block 3	Block 3	Block 3	Graduation

Block 2

Competencies & Activities
People Management & Development
Team Development
Conflict Management
Case Study Act 2
Post-Assessment for each competency

Block 3

Competencies & Activities
Financial Management
Project & Change Management
Case Study Act 3
Post-Assessment for each competency

Graduation

Certificate of Completion

Post-Program	6 Months Later
On-the-Job Application	Follow Up

On-the-Job Application

Activities
Apply the knowledge and skills gained in the program
Use your network to practice using the tools

Follow Up

Activities
360 Multi-Rater Assessment
360 Report Review Session

Program Completion Requirements

There are two general requirements for successfully completing the Leading Others leadership development program.

1. Complete all Leading Others learning activities (i.e., attend sessions, self-studies, course prep assignments, course evaluations, pre/post–assessments).
2. Contribute actively to the community of practice by fully engaging in discussions, activities, and sharing your experiences as a leader.

Program Materials

Participants will receive the following materials for use during and after the program.

- 360 Multi-Rater Report
- Global Step II Report by The Myers-Briggs Company
- Introduction to Myers-Briggs Type booklet
- Myers-Briggs Flip A Type Tip Aid
- Thomas-Killman Conflict Mode Instrument Profile and Interpretive Report
- Participant guides for courses

How to Use This Guide

As a supervisor, you can be a powerful ally in ensuring employees have the resources necessary to successfully complete the Leading Others leadership development program. Therefore, we recommend that you engage with employees at the start, throughout, and at the end of their learning journey.

This guide provides you with recommended practices to best support employees as they navigate their Leading Others journey.

We recommend that you engage with employees at the beginning, during (ideally after each competency), and at the end of their learning journey to discuss the value and impact Leading Others has on them, their work, and on the organization.

Just as this guide provides you with recommended practices for having these discussions, employees have reflections at the end of each competency section to determine how they can incorporate what they have learned into their current role. We encourage you to discuss these reflections with the employee and provide the support needed to help them accomplish their goals.

Roles and Responsibilities

Employee:	Supervisor:
Schedule meetings with supervisor to: • Share progress on the learning journey. • Share what they are learning and the value and impact of what they are learning. • Share how they have applied or would like to apply the learning on the job. • Discuss how the supervisor can support them and or provide feedback on how well their supervisor supports their learning and developing thus far. • Address any barriers to their learning and development.	Attends meetings with employee to: • Listen to the employee's insight on their progress, learning, and application of tools from the program thus far. • When needed, seek to further understand by asking clarifying questions and/or examples. • Provide feedback to employee regarding changes to behavior, actions, work, and results. • Identify additional opportunities to enhance application of learning and development. • Assist with any issues or barriers identified by the employee, including what additional supervisor support they may need.

Block 1

Introduction to Leadership

Overview of the Course

This course establishes the foundation for the Leading Others program, introducing common leadership theories and styles. In particular, the course highlights the application of power, situational leadership, and the Johari Window, which can be used in combination with learning throughout the program to adapt leadership style in according to the work being done and the competency or readiness of those being led.

This course also introduces the Leading Others 360 Multi-Rater report and the structure, potential themes and reactions people may have to such themes and matters to keep in mind while reviewing the report. Time will be given to review the report, identify themes, and determine items to focus on throughout the program.

Learning Objectives

- Define Leadership and distinguish between:
  - Trait and process leadership,
  - Assigned and emergent leadership,
  - Personal and positional power.
- Distinguish between six types of leadership theories – Skill-based, Style-based, Path-Goal, Transactional vs Transformational, Co-Active, and Situational.
- Recognize key concepts and apply situational leadership.
- Recognize key concepts and apply the use of the Johari Window.
- Identify components of the Leading Others 360 Multi-Rater report.
- Recognize common considerations and implications in interpreting Leading Others 360 Multi-Rater report results.
- Identify strengths and development opportunities from own Leading Others 360 Multi-Rater report results.

Course Prep and Self-Study

Participants begin their L&D experience in Leading Others by completing course preparation activities. These include:

- 360 Multi-Rater Assessment.
- Myers-Briggs Type Indicator Assessment.
- Thomas-Killman Conflict Mode Instrument.
- Leading Others pre-assessment.

Your Support

- Provide the time and resources the learner may need to complete the assessments prior to attending the leadership training (estimated completion is 4-5 hours).
- Review the recommendations for selecting 360 raters and provide guidance accordingly.
- Discuss:
  - The benefit of knowing more about themselves (self-awareness) and how feedback from others can benefit them as a leader and in leading others.
  - How obtaining meaningful feedback from your managers, peers, director reports, customers, and others enhanced your own learning, development, leadership, and performance.
- Attend a 1:1 meeting after the Introduction to Leadership course to:
  - Inquire about the 360-assessment results and solicit their thoughts on the areas of strength and areas for potential development.

- Offer your support to help them process the feedback for professional development. Although the learner is not required to share their 360 assessment report, receiving feedback can be challenging and stressful, especially if it is the first time they have received 360 feedback.
  - Help them identify competencies and encourage them to focus on strengths and opportunities that enhance their skills.
  - Discuss any potential challenge(s) that may require attention. Reinforce your support and ask what you can do to help.

Adapting Interpersonal and Communication Style

Overview of the Course

This course focuses on participants exploring personality preferences – their own and others based on the Myers-Briggs Type Indicator. This includes misconceptions of personality preference, the strengths of each preference, potential blind spots, and the benefits of being aware of, leveraging, and adapting to different preferences. Participants also explore other communication considerations such as tone, language, body language, demeanor, etc., and adapting as they lead others.

Learning Objectives

- Recognize how interpersonal style, communication, and relationships impact each other.
- Recognize the value of interpersonal preferences.
- Identify your own interpersonal preferences.
- Recognize common professional written, verbal, and non-verbal communication practices.
- Distinguish between common communication approaches.

Your Support

- Although the learner is not required to share, ask if they are willing to share their MBTI preference.
- Using the resources from the class, ask them to estimate your preferences, and as those they are leading. Although it will not be precise without the assessment, it will provide insight.
- Discuss:
  - Differences and Similarities of personalities.
  - Strengths that can be leveraged among personalities.
  - How each of you can adapt your own style to better communicate and work together.
  - How they can adapt to communicate and work better with those they are leading.

- The benefits of self-awareness and knowing more about themselves.
- The importance of effective communication.
- The benefit of adapting their interpersonal and communication style when working with and leading others.
- How adapting your own style enhanced your learning, development, leadership, and performance.

Valuing Differences

Overview of the Course

One of Texas A&M's values is Respect. This course covers the foundations of diversity by exploring the concepts of mental models and the ladder of inference. Participants are exposed to what may hinder and enable a more welcoming environment that seeks, respects, and values differences.

Learning Objectives

- Recognizes what diversity is.
- Recognizes the value of seeking and leveraging diversity and diverse perspectives; and the impact of not seeking, leveraging, and valuing differences.
- Recognizes the various dimensions of diversity (e.g., race, gender, age, work styles, communication, and information processing).
- Differentiates between concepts commonly associated with diversity.
- Identifies own mental model (frame of reference) and potential influences, assumptions, stereotypes, and biases.
- Recognizes the following:
  - Role, responsibility, and approaches to creating a welcoming environment.
  - Considerations for and implications of communicating and working with diverse groups (e.g., conflict, legal, and regulatory).
  - Resources to support diversity and help address diversity issues.

Your Support

- Watch the following video about the Ladder of Inference
  - https://www.youtube.com/watch?v=KJLqOclPqis
- Have the employee share with you the benefit of diversity and diverse perspectives in work, communication, decision-making, and outcomes.

- Have them share with you an overview of the following and how these topics potentially influence and impact communication, decision-making, work, and outcomes:
    - The Ladder of Inference.
    - Shared mental model.
    - Advocacy and Inquiry practices.
- Discuss what can they do to enable the following among those they lead and within your organization:
    - Shared mental models.
    - Reflexive learning versus reactive beliefs and actions.
    - Reduced assumptions, “stories,” and biases.
    - Seeking, leveraging, and valuing diversity and diverse perspectives.
    - Advocacy and Inquiry practices.

Ethics

Overview of the Course

This course focuses on exposing participants to System regulations and policies, University rules and standard administrative procedures (SAPs), including how to locate, differentiate between, and recognize the purpose and importance of referring to and managing work in accordance with them.

Learning Objectives

- Recognizes the relationship between the following, including purpose, hierarchy, and format:
  - Federal and state laws and regulations.
  - Texas A&M System Policy and Regulations.
  - Texas A&M University Rules and Standard Administrative Procedures (SAPs).
  - Student Rules.
- Differentiates between:
  - Texas A&M System Ethics Policy 7.01
  - Texas A&M System Fraud Prevention Policy 10.02 and Regulation 10.02.01
  - Texas A&M University's Code of Conduct and Values
- Recognizes the:
  - Importance of managing work and managing legal, regulatory, policy, and SAP matters well and in a timely manner.
  - Implications of not addressing legal, regulatory, policy, SAP issues well and in a timely manner.
  - Trade-offs between addressing situations with an immediate and reactive perspective and approach as opposed to considering the longer-term impact on people and the University.
- Locates specific System and Texas A&M policy, regulations, rules, SAPs, and student rules.

- Recognizes the purpose, definitions, key components, and resources for IT, financial, operational, HR and employment, related University policies, regulations, rules, and SAPs:
    - Information Security
    - Responsible computing
    - Email
    - Sensitive Personal Information
    - Privacy
    - Accessibility
    - Conflict of Interest
    - Gifts
    - Expense Reporting
    - Purchasing (and delegation of authority)
    - Disbursements
    - Travel
    - Surplus
    - Record Keeping and Records Retention
    - Export Control
    - Open Records
    - Communication, Marketing, and Branding.
    - Student Employment
    - Outside Employment
    - Dual Employment
    - Temporary Employment
    - Leave
    - Consensual relationships
    - Disciplinary action
    - Personnel File

- Differentiates between the following employment law-related University policies, regulations, rules, and SAPs, including purpose, key definitions, key components, and resources:
  - Age Discrimination Act
  - Americans with Disabilities Act
  - Equal Pay Act
  - Fair Labor Standards Act
  - Family Medical Leave Act
  - Genetic Information Non-discrimination Act (GINA)
  - HIPAA
  - Immigration
  - Occupational Safety and Health
  - Omnibus Transportation Employee Testing Act (and Substance Abuse)
  - Title VII
  - Title IX
  - Veterans
  - Worker's Compensation
- Recognizes the purpose, role, and resources for compliance (e.g., research, IT, human resources):
  - University Risk and Compliance
  - Compliance Committees
  - Enterprise Risk Management
  - IT Policy and Compliance
  - Research Compliance
  - Human Resources
  - Business/Financial Management
  - Athletics
  - Environmental, Health, and Safety
- Recognizes the relationship between people management and development and sustainability.

Your Support

- Review the following:
  - https://rules-saps.tamu.edu/
  - FAQs at the bottom of the page
  - Numbering System under How to Read a Rule
- Discuss:
  - The difference between a rule and SAP.
  - The hierarchy and numbering system between System and University regulations, policies, rules, and SAPs.
  - Policies, rules, or SAPs that may have been key points of learning for them.
  - How they and those they lead help to ensure adherence to regulations, policies, rules, and SAPs.

Block 2

People Management & Development

Overview of the Course
This course aims to give participants practical concepts, practices, and tools to manage and develop people at work. Participants explore their roles and responsibilities in leading others, assigning, and delegating work, performance management, coaching for performance, and progressive discipline.

Learning Objectives

- Differentiate between management and leadership.
- Identify considerations of transitioning as an individual contributor to supervising and leading others.
- Differentiate between different leadership styles, including trade-offs, applications, and considerations.
- Differentiate between followership and managing up, including applications and considerations.
- Recognize the purpose and considerations of delegating work.
- Recognize the purpose, process, and considerations for the performance management process.
- Recognize the importance and the process of coaching for peak performance.
- Recognize progressive discipline and disciplinary action process, including purpose, role, responsibilities, and implications.
- Recognize how laws, policies, regulations, rules, and SAPs impact managing and developing people.
- Recognize the relationship between people management and development and sustainability.

- Recognize and use appropriate resources and tools related to managing and developing people.

Your Support

- Share your experiences with previous supervisors/managers that helped shape your leadership and management practices.
- Identify and discuss people and management dynamics as they transition into their leadership role, especially when transitioning from an individual contributor.
- Have them share how they can apply situational leadership.
- Discuss the following:
  - Tools used in assigning and delegating work.
  - Differences/similarities of the performance management process for managers and employees.
  - The significance of coaching for people management and development.
  - How progressive discipline at Texas A&M University is practiced.

Conflict Management

Overview of Course Content

The goal of this course is to create a safe space to think differently, try out new skills and approaches, and overcome barriers to constructively engage in conflict situations. Participants identify their preferred conflict response style and evaluate the strengths, potential blind spots, and benefits of being aware of, leveraging, and adapting to different conflict response styles. Participants also explore the impact of emotions in conflict and learn four foundational skills for conflict resolution.

Learning Objectives

- Recognizes what conflict is.
- Recognizes common conflict management styles, including:
  - Misconceptions.
  - The value of and potential considerations for each style.
  - The value of adapting own preference.
- Identifies own conflict management style, including development opportunities and considerations for working with others.
- Recognizes the impact of poorly managed conflict in the work environment and on the organizational culture, including:
  - Not timely addressing conflict.
  - Trade-offs between addressing conflict with an immediate and reactive perspective and approach as opposed to considering the longer-term impact on people and the University.
- Recognizes and uses appropriate resources and tools for facilitating difficult conversations and managing conflict for self and others.
- Recognizes how interpersonal style, communication, valuing differences, and team development impact conflict management.

Your Support

- Identify and discuss considerations of well and poorly managed conflict.
- Although the learner is not required to share, ask if they are willing to share their preferred conflict response style with you.
- Ask the employee to estimate your response style preference, and those they are leading. Although it will not be precise without the assessment, it will provide some insight.
- Discuss:
    - Differences and Similarities.
    - Conflict management styles.
    - Identify strengths that can be leveraged between the differences.
    - How you may adapt your style to communicate and work with each other.
    - How they may adapt their style to communicate and work with those they are leading.
    - The benefit of self-awareness and knowing more about themselves.
    - The importance of effective conflict resolution.
    - The three foundational skills for effective conflict resolution.

Team Development

Overview of the Course

This course focuses on team development through a real-world hands-on approach. Team participants are exposed to the different developmental stages which teams go through, dysfunctions they may face while leading teams, leveraging team member differences and structural resources to create an engaged effective team.

Learning Objectives

- Distinguish between common types of teams and team development stages.
- Recognize key components of effective teams, as well as factors that can help and hinder team development and management:
    - Types of teams.
    - Stages of team development.
    - Dysfunctions of a team.
    - Motivation, recognition, and rewards.
- Recognizes resources and tools for team development:
    - Purpose.
    - Goals and desired outcomes.
    - Structure (e.g., competencies, roles & responsibilities).
    - Expectations and team norms.
    - Group process (e.g., accomplishing work, facilitating, and managing meetings, communication, and decision-making).
- Recognizes the impact of valuing differences, managing conflict, and managing and developing individuals on team development.

Your Support

- Watch the following video about The Five Dysfunctions of a Team
    - https://youtu.be/509V7Z9OUQA

- Watch the following video about psychological safety
    - https://youtu.be/LhoLuui9gX8
- Have the employee share an overview and the benefit of the following:
    - The Stages of Team Development.
    - Team Charter.
    - Psychological safety.
- Discuss:
    - How the Stages of Team Development, Team Charter, and Psychological Safety potentially influence and impact communication, decision-making, work, and outcomes.
    - What they can do to enable the following among those they lead within your organization:
        - Clearly defined team member / team expectations.
        - Psychological safety.
        - Effectively leading teams through the Stages of Team Development.
    - How the concepts in the course enable engagement within a team and with the organization.

Block 3

Financial Management

Overview of the Course

This course focuses on exposing participants to financial management from a Texas A&M University System perspective. This includes terminology, an overview of the budgeting process, and recognizing the importance of being aware of and adhering to the corresponding policies, regulations, rules, norms, and considerations.

Learning Objectives

- Distinguish between key financial management components.
- Recognize the role and relationship between the different levels of the organization and financial services, as well as their impact on financial management across the University.
- Recognizes the importance of effective financial management and implications of poor financial management.
- Recognizes common types of expenses, funding, and funding sources, rules and norms in using funds.
- Recognizes tax considerations and implications regarding revenue and expenses (e.g., selling goods versus reduction in expense, payroll, paying foreign nationals).
- Recognizes considerations for managing expenses and budgets, including payroll, merit, promotions, and people development.
- Recognizes the timing, roles, responsibilities, considerations, and implications of the University's budgeting process.
- Recognizes key rules, regulations, and SAPs associated with funding, expense management, and budgeting.
- Recognizes the accounting structure for Texas A&M (the University and other System members), including implications on financial management and reporting.

- Recognizes the purpose of and key roles, responsibilities, processes, and procedures in FAMIS and Canopy.
- Differentiates between purchasing, procurement, and contracting.
- Recognizes rules for authorizing purchases, making purchases, and using the Pcard.
- Recognizes the difference between Aggie Buy and Amazon Business, including purpose, when to use, and obtaining access.
- Recognizes HUB and HUB reporting and the roles, responsibilities, processes, and procedures.
- Recognizes rules for traveling, processes, and procedures, Concur, and resources.
- Recognizes the purpose, governance, processes, implications, and considerations for export control.
- Recognizes the purpose, governance, processes, implications, and considerations for property management.
- Recognizes the importance of appropriately recording revenue, cash handling, and accounting of sales tax and iPayments.
- Recognizes the relationship between people management and development and sustainability.

Your Support

- Review the following policy:
  - https://disbursement.tamu.edu/
- Have the employee discuss the following with you and their relevance for your department, division, or area:
  - An overview of the budget cycle.
  - Insights gained regarding making purchases and traveling on behalf of the University.
  - Records Retention.
  - Compensation/merit/promotion.

   - Property management/removal of equipment/surplus.
- Discuss how you, they, and those they lead help ensure adherence to regulations, policies, rules, and SAPs regarding financial management in your area.

Project & Change Management

Overview of the Course

This course focuses on project and change management concepts, practices, approaches, and tools for managing small to medium projects or change efforts. Participants also explore how practices and tools can be adapted or expanded appropriately for the scope, scale, and complexity of the project.

Learning Objectives

- Differentiate between project and change management, as well as planning and execution.
- Identify the purpose and value of project and change management, as well as planning and execution.
- Recognize common project management methodologies and change management approaches.
- Identify key components of project and change plans.
- Recognize the impact of common factors that can help or hinder a project and change.

Your Support

- Have the employee share with you:
  - The components of a project plan and change plan.
  - The basic steps involved in managing a project.
  - Common approaches for managing change and determining project scope and performance.
  - Identifying organizational components needed to support change.
  - The value of creating a control system and conducting a lesson-learned analysis.
- Discuss how what they learned can be used to foster more effective project and change management in their current role.
- Have them lead a project and apply the practices and tools they learned in the course.

Post Program Debrief

Upon completion of the program, participants are empowered with the knowledge, skills, and tools for real-time application in the workplace and with strategies to leverage their newly developed network of leaders.

Participants and Supervisors will receive a check-in survey within six (6) months of program completion to see how they are progressing in their application of knowledge and skills learned. One (1) year after completion, participants will have the opportunity to conduct another 360 Multi-Rater feedback assessment and receive a comparative report.

Your Support

- Continue to:
    - Listen to the employee's insight on their progress, learning, and application of skills developed in the program.
    - Provide feedback to the employee regarding changes to behavior, actions, work, and results.
    - Identify additional opportunities to enhance the application of learning and leadership development.

Support for Supervisors

In addition to this Managers Guide, the Organizational Development Department is available to assist supervisors in aligning their teams with the mission and goals of the University, assist in personal and departmental development, and provide guidance in helping people excel in the workplace.

Contact us at:

979-845-4153 | Lead@tamu.edu | www.lead.tamu.edu | www.orgdev.tamu.edu