Staff Compensation Study

Change Management Communications Plan

April 2019
About this Plan

- This document summarizes Sibson’s recommended change management communications plan to support TAMU-CC’s staff compensation study.
- This plan encompasses:
  - Guiding principles
  - Key messages
  - Constituent analysis
  - Communications deliverables
Important Considerations

We suggest applying the following guiding principles for this change management effort:

- Position key leaders – both administrative and academic – as sponsors for change
- Provide direct alignment between the compensation program and the University’s strategic priorities
- Be proactive – anticipating employee needs and moving them through the change curve
- Personalize change by speaking from the employee’s point of view
- Use straightforward, understandable language
- Be honest and forthright, which will increase trust, acceptance, and engagement and reduce the power of the rumor mill
- Establish vehicles for pushing information and engaging in two-way conversation
- Make a commitment to timely updates
During our change management communications planning meeting, we discussed and agreed on the following key messages about the study:

- The study’s goal is to ensure consistency, transparency, internal equity, and fairness in the staff total compensation program and strengthen alignment with the strategic plan.

- As a University initiative, an external consulting firm will administer the study. The consultants will be supported by and continuously engage with Senior Leadership, a cross-functional steering committee, as well as Human Resources. The study will be complete in Summer 2019 and implementation will begin in Fiscal Year 2020.

- This study is being conducted for staff, but we need to remain aware that the faculty went through a study as well and are in the first year of a multi-year implementation. The staff implementation will also be a multi-year process.

- The results of this study will provide a framework, tools and data to make informed compensation decisions going forward and ensure a sustainable program. The framework will articulate how the University values compensation and include a foundational set of guidelines for defining and titling job roles and the potential compensation for each role as they relate to both TAMUS and TAMU-CC. The results of this study will continue to be leveraged over time, for current and future incumbents, to ensure the program remains up-to-date and fair.

- Through assessing the competitiveness of TAMU-CC’s compensation program, TAMU-CC will define the target market, better understand where the University leads or lags the market, and recognize areas of compression.

- Our staff will benefit from the study in many ways: the opportunity to provide input into their job descriptions; an improved classification and titling system; a process that more clearly articulates how pay is determined; a useful tool for managers; greater clarity, consistency, and competitiveness of compensation allowing for better trust in the University; and, greater alignment with other R2 institutions.
We identified the following groups who share a similar level of involvement with the staff job and salary structures:

- Senior Leadership
- Deans/Directors
- Hiring Managers/Supervisors
- Human Resources
- Staff
- Faculty
- Potential Candidates/Applicants
## Senior Leadership T-Account

### What’s in it for me?
- Framework for consistent compensation practices
- Better informed recommendations/requests (strategic data)
- Well-qualified and best talent available
- Recruitment and retention of top talent
- Empowered managing (hiring managers) workforce
- More satisfied workforce and higher morale
- Improved HR processes and policies
- More diverse talent and workforce

### What am I afraid of?
- Expectations of employees (expecting raises across the board)
- What if TAMU-CC is not far off the mark, how to communicate
- Implementation costs
- Decrease of morale
- Deepening of any existing lack of trust
- Expose gaps in compensation that causes possible flight/exodus
- Possible reputation crisis (external)
- Prioritization and managing the fallout
- Quality of the project
- Lack of support/buy-in from direct reports
- Frustration due to budget limitations
# Deans/Directors T-Account

<table>
<thead>
<tr>
<th><strong>What’s in it for me?</strong></th>
<th><strong>What am I afraid of?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Opportunity to recruit and retain top talent</td>
<td>• How will department keep functioning if some get a raise as a result and others do not</td>
</tr>
<tr>
<td>• Opportunity for manager to say there are other career path options or ways to improve skill levels</td>
<td>• Managing expectations of direct reports</td>
</tr>
<tr>
<td>• Accurate strategic data to use that was not available before</td>
<td>• Increases to poor performers</td>
</tr>
<tr>
<td>• Framework for decision making that supports difficult (and easy) conversations</td>
<td>• Accountability because there is a framework to follow</td>
</tr>
<tr>
<td>• More satisfied workforce and higher morale</td>
<td>• Fear of nothing occurring as a result of the study (money related or not)</td>
</tr>
<tr>
<td>• More diverse talent and workforce</td>
<td>• Frustration due to budget limitations</td>
</tr>
</tbody>
</table>
### Hiring Managers/Supervisors T-Account

#### What’s in it for me?
- Opportunity to recruit and retain top talent
- Opportunity for manager to say there are other career path options or ways to improve skill levels
- Accurate salary data to use that was not available before
- Framework for decision making that supports difficult (and easy) conversations
- More satisfied workforce and higher morale
- Better understanding of the compensation tools in Workday
- More successful searches to fill positions
- More diverse talent and workforce

#### What am I afraid of?
- Unhappy/discontented employees
- Fear of nothing occurring as a result of the study (money related or not)
- Fear of more specific and detailed issues and complaints
- Correlation between less productivity and increases
- Quality of the project/outcomes
- Lack of understanding by decision makers in my unit
- Concerns go unheard and unaddressed
- Lack of control
- Personal concern as well as concern for their staff
- Compression
- Timing of the project (considering budgeting)
- Communicating results at the beginning of a budgeting cycle
- Frustration due to budget limitations
- Haves/Have nots
Human Resources T-Account

<table>
<thead>
<tr>
<th>What’s in it for me?</th>
<th>What am I afraid of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Less turnover</td>
<td>• More turnover</td>
</tr>
<tr>
<td>• Opportunity to recruit and retain top talent (recruitment tool)</td>
<td>• Lack of support from leadership to implement the best practices and processes</td>
</tr>
<tr>
<td>• Opportunity for HR to say there are other career path options or ways to improve skill levels</td>
<td>• Folks who do not use the framework and/or follow best practices</td>
</tr>
<tr>
<td>• Accurate salary data to use that was not available before</td>
<td>• Possible undermining to go over HR heads</td>
</tr>
<tr>
<td>• Opportunity for HR to educate administration on compensation frameworks, processes, and best practices</td>
<td>• Do not have positive morale that is expected as a result of the study</td>
</tr>
<tr>
<td>• More satisfied workforce and higher morale</td>
<td>• Quality of the project</td>
</tr>
<tr>
<td>• Better understanding of the compensation tools in Workday</td>
<td>• Adhering to the time schedule</td>
</tr>
<tr>
<td>• Empowering of hiring managers</td>
<td>• Timing of the project (considering budgeting)</td>
</tr>
<tr>
<td>• Allow more time for strategic project and initiatives, as opposed to operational</td>
<td>• Communicating results at the beginning of a budgeting cycle</td>
</tr>
<tr>
<td>• Learning experience for those in HR about compensation</td>
<td>• Having to move the initial target implementation of 9/1</td>
</tr>
<tr>
<td>• Increase in credibility</td>
<td>• Requests for equity adjustments increase</td>
</tr>
<tr>
<td>• More successful searches to fill positions</td>
<td>• Frustration from hiring managers due to budget limitations</td>
</tr>
<tr>
<td>• More diverse talent and workforce</td>
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</tbody>
</table>
### Staff T-Account

**What’s in it for me?**
- Better/more competitive pay
- Understanding of compensation decisions and the process as well as best practices
- Reward for hard work
- Link between pay and performance
- Feeling valued (their role directly relates to student enrollment and student engagement/success)
- Compensated for what employees are actually doing (rather than the generic titles)
- Accurate position descriptions and accountability
- Hiring of top talent, helps with morale and day to day responsibilities
- High performers means high performing unit
- More successful searches to fill positions
- More diverse talent and workforce

**What am I afraid of?**
- Loss of money
- Expectation of increases, but none received
- Possibility of being left behind because manager is not advocating/paying attention
- Afraid nothing will occur as a result of the project
- Still will not be paid fairly or equitably
- Possible personal external perceptions and reputations
- Faculty might get something that staff is not getting
# Faculty T-Account

<table>
<thead>
<tr>
<th>What’s in it for me?</th>
<th>What am I afraid of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Better talent supporting them</td>
<td>• Staff might get something that faculty is not getting</td>
</tr>
<tr>
<td>• More successful searches</td>
<td>• Decrease in morale</td>
</tr>
<tr>
<td>• Less turnover</td>
<td>• Nothing will occur as a result of the study</td>
</tr>
<tr>
<td>• More research time with stronger support staff</td>
<td></td>
</tr>
<tr>
<td>• Better working environment/morale</td>
<td></td>
</tr>
<tr>
<td>• Students will be better supported, leading to better students in the classroom</td>
<td></td>
</tr>
<tr>
<td>• Recruitment and retention of quality students</td>
<td></td>
</tr>
<tr>
<td>• More diverse talent and workforce</td>
<td></td>
</tr>
</tbody>
</table>
### Potential Candidates/Applicants T-Account

<table>
<thead>
<tr>
<th>What’s in it for me?</th>
<th>What am I afraid of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Better paying opportunities</td>
<td>• Good opportunities but below market pay</td>
</tr>
<tr>
<td>• Happier coworkers and better morale</td>
<td>• Unknown, do not know what you do not know</td>
</tr>
<tr>
<td>• Development of career opportunities and career paths</td>
<td>• Lack of growth opportunities</td>
</tr>
<tr>
<td>• Working for high performing organization</td>
<td>• Worried of no increases once they are here</td>
</tr>
<tr>
<td>• More diverse talent and workforce</td>
<td>• Lack of job or social opportunities for spouse/partner</td>
</tr>
</tbody>
</table>
Communication and Training Deliverables

Phase 1: Create Awareness
Phase 2: Build Understanding
Phase 3: Develop Commitment
Phase 4: Move to ACTION
# Proposed Communications Deliverables

## Phase 1: Create Awareness

<table>
<thead>
<tr>
<th>Element/Audience</th>
<th>Objectives/Content</th>
<th>Media/Timing</th>
</tr>
</thead>
</table>
| Initial Announcement/All Audiences | • Initial announcement sent to all staff  
  • Overview of study  
  • Objective, rationale/advantages  
  • Target completion date  
  • Overview of study steps and timing (Senior Leadership only)  
  • Contact HR or Steering Committee if you have questions | Completed |
| Study Microsites (public and private) / All Audiences | **Public:**  
  • Overview of study, objective, rationale/advantages (i.e., Initial announcement) | Websites  
  February – March  
  Ongoing for updates through implementation |
| Study Microsites (public and private) / All Audiences | **Private:**  
  • Overview of study, objective, rationale/advantages (i.e., Initial announcement)  
  • Update on position descriptions received  
  • High level timeline (update regularly)  
  • Detailed FAQs (update regularly)  
  • Encourage feedback via HR contacts | |
| Outreach to Targeted Audiences (Staff Council, Faculty Senate) | • Overview of study  
  • Objective, rationale/advantages  
  • Target completion date  
  • Convey advantages for each constituency  
  • Dedicated microsite; ongoing communications posted as study progresses  
  • Refer questions to HR or Steering Committee Members | Briefing sessions by HR staff  
  February - June |
### Proposed Communications Deliverables

**Phase 1: Create Awareness continued**

<table>
<thead>
<tr>
<th>Element/Audience</th>
<th>Objectives/Content</th>
<th>Media/Timing</th>
</tr>
</thead>
</table>
| **Existing Media/All Audiences**  | • Reinforce key messages  
• Update on position descriptions received  
• Describe next steps  
• Promote microsite and HR contacts | Posts in Campus Announcements, HR Newsletter, Monthly Newsletter; Email from President  
February |
| **Events and Project Created Meetings** | • Provide general information  
• Reinforce key messages  
• Update on position descriptions received  
• Education and general Q&A  
• Promote microsite and HR contacts | Lunch and Learns  
Town Halls  
Events  
Key milestones |
| **Media Outlets**                 | • Provide general information  
• Reinforce key messages  
• Promote microsite and HR contacts | Student Newspaper and Social Media (initial general information only)  
March and June |
# Proposed Communications Deliverables

## Phase 2: Build Understanding

<table>
<thead>
<tr>
<th>Element/Audience</th>
<th>Key Messages/Objectives</th>
<th>Media/Timing</th>
</tr>
</thead>
</table>
| **Stakeholder Interview Findings/Steering and Advisory Committee Meetings** | • Stakeholder interview findings  
• High-level timeline and milestones  
• Provide FAQs | Briefing sessions by HR and Sibson  
February-March |
| **Study Microsite/All Audiences** | • Provide FAQs  
• High-level timeline and milestones | Web  
March |
| **Existing Media/All Audiences** | • Provide FAQs  
• High-level timeline and milestones  
• Promote microsite and HR contacts | Posts in Campus Announcement, HR Newsletter, Monthly Newsletter; Email from President  
March |
Proposed Communications Deliverables
Phase 3: Develop Commitment

<table>
<thead>
<tr>
<th>Element/Audience</th>
<th>Key Messages/Objectives</th>
<th>Media/Timing</th>
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</table>
| Ongoing Updates/Steering and Advisory Committee Meetings | • Updates on job structure redesign  
• Updates on peer group, competitive assessment and salary structure methodology and approach  
• Updates on project progress and timing  
• Reinforce key messages  
• Describe next steps | Briefing sessions by HR and Sibson  
March - June |
| Study Microsite/All Audiences                         | • Update with key messages  
• Update FAQs                                                                                   | Web  
February – March |
| Existing Media/All Audiences                          | • Provide update on project progress  
• Describe next steps  
• Promote microsite and HR contacts                                                           | Posts in Campus Announcement, HR Newsletter, Monthly Newsletter; Email from President  
February – March |
## Proposed Communications Deliverables

*Phase 4: Move to ACTION*

<table>
<thead>
<tr>
<th>Element/Audience</th>
<th>Key Messages/Objectives</th>
<th>Media/Timing</th>
</tr>
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</table>
| **Finalize Study Results/ Steering and Advisory Committee Meetings** | • Review competitive assessment results summary  
• Review proposed job and salary structure(s)  
• Reinforce rationale/key messages  
• Confirm next steps  
• Provide talking points and FAQs | Briefing sessions by HR and Sibson  
June - July |
| **Outreach to Targeted Audiences (Deans, etc.)** | • High-level description of assessment results and new job and salary structure(s)  
• Explain how they may be affected (if known)  
• Reinforce rationale/key messages  
• Describe next steps  
• Provide FAQs | Briefing sessions by HR staff  
June - July |
| **Study Results Announcement/ Managers and Staff** | • High-level description of assessment results and new job and salary structure(s)  
• Explain how they may be affected (if known)  
• Reinforce rationale/key messages  
• Describe next steps  
• Promote microsite and HR contacts | Cascade from leadership via email  
July - September |
## Proposed Communications Deliverables

### Phase 4: Move to ACTION, continued

<table>
<thead>
<tr>
<th>Element/Audience</th>
<th>Key Messages/Objectives</th>
<th>Media/Timing</th>
</tr>
</thead>
</table>
| Study Microsite/All Audiences | • Update with key messages  
• Update FAQs                                                                 | Web  
June - August                                   |
| Existing Media/All Audiences | • Provide update on project progress  
• Describe next steps  
• Promote microsite and HR contacts                                                     | Posts in Campus Announcement,  
HR Newsletter, Monthly  
Newsletter; Email from  
President  
June - August                                   |
| Town Hall Meeting/All Audiences | • High-level description of study and results  
• Reinforce rationale/key messages  
• Describe next steps  
• Questions and answers                                                                | Briefing by HR  
July - August                                   |
Next Steps

1. Review and Refine Communications Plan with HR *Sibson/TAMU-CC Complete*

2. Review Plan with TAMU-CC Communications Team *Sibson/TAMU-CC Complete*

3. Review Plan with Advisory and Steering Committees *Sibson/TAMU-CC Complete*
   
   *Note: Does not require onsite visit*

4. Execute communications *TAMU-CC Communications Team* (Sibson available to review draft materials)