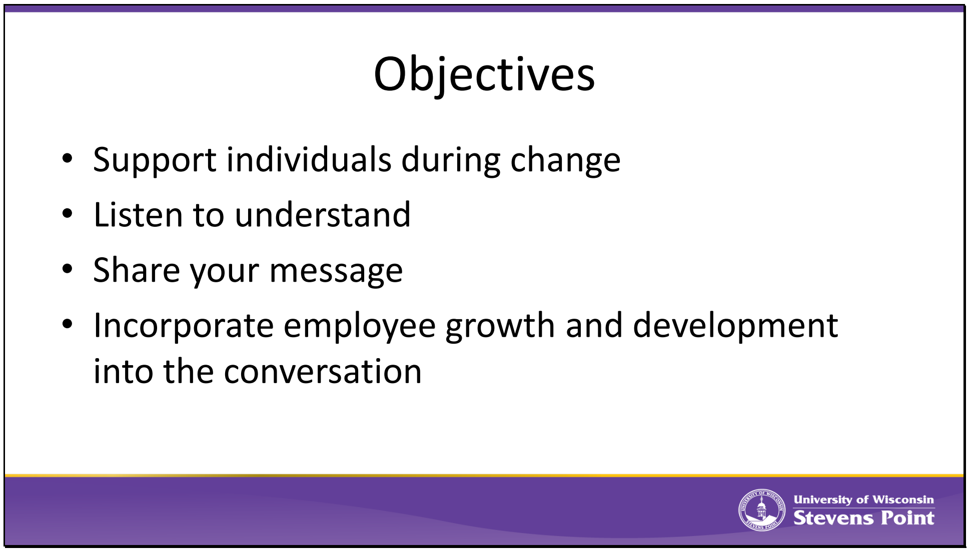
Slide 1

Welcome to Engaging Your Employees in the TTC Conversation training. This training is for individuals who supervise others and will be having a conversation with those that report to them about their Title and Total Compensation Standard Job Description mapping. Its important to note that some individual's titles are not changing. If the title is remaining the same and the role as an SJD, you are expected to have a conversation. If the title is excluded completely from the TTC Mapping, you may still have a conversation with those individuals generally about how the TTC project impacts them if you have not done so already.

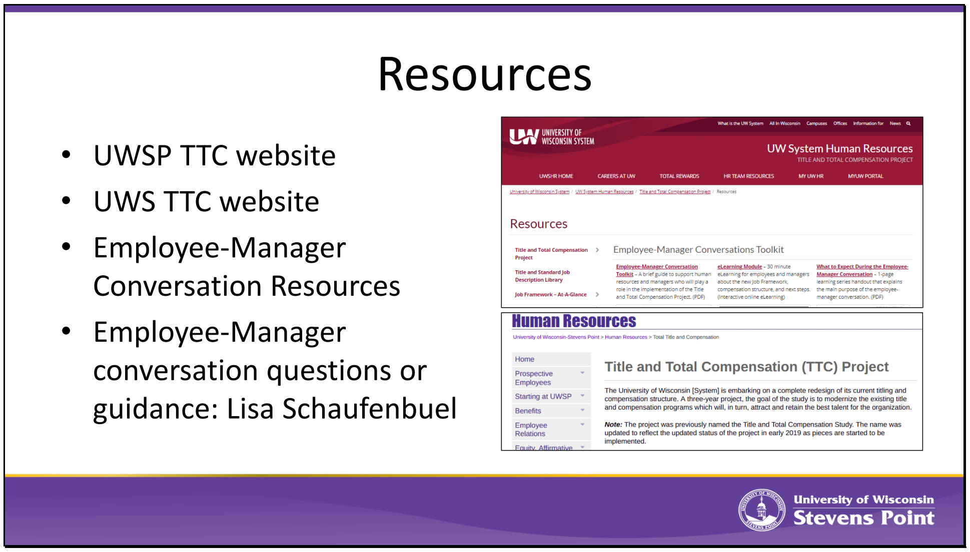
Slide 2



We will start with a quick overview of the role you play in the TTC project, which is a large change for everyone and how the employee conversation fits into this change. Then, you will learn how to prepare for and have an effective conversation. Finally, we will end with what to do after the conversation and continue to provide support through this change. The objectives today all align with you being able to lead change effectively and have an effective employee-manager conversation regarding the TTC standard job description (SJD) mapping.

We know that there is a lot to know about the project. And you may have questions about different aspects of the project and processes, there are several resources for you.

Slide 3



There is the UWSP TTC website, the UWS TTC website, and specific to today's session, there are the employee-manager conversation specific resources. Those resources include:

The Employee-Manager Toolkit
The Participant Guide-Engaging Your Employees in the TTC Conversation
Employee-Manager Conversation Script Examples
The TTC Employee-Manager Conversation template which includes the three conversation templates to send to your staff before and after the conversation. These templates are in Microsoft Word format to support ease of use for you. They are all directly from the Toolkit referenced a moment ago. However, they are updated even more to support you with UWSP specific information.

There are also resources which are for you AND the staff. These resources are on the TTC Project Status Update Page readily available to employees.

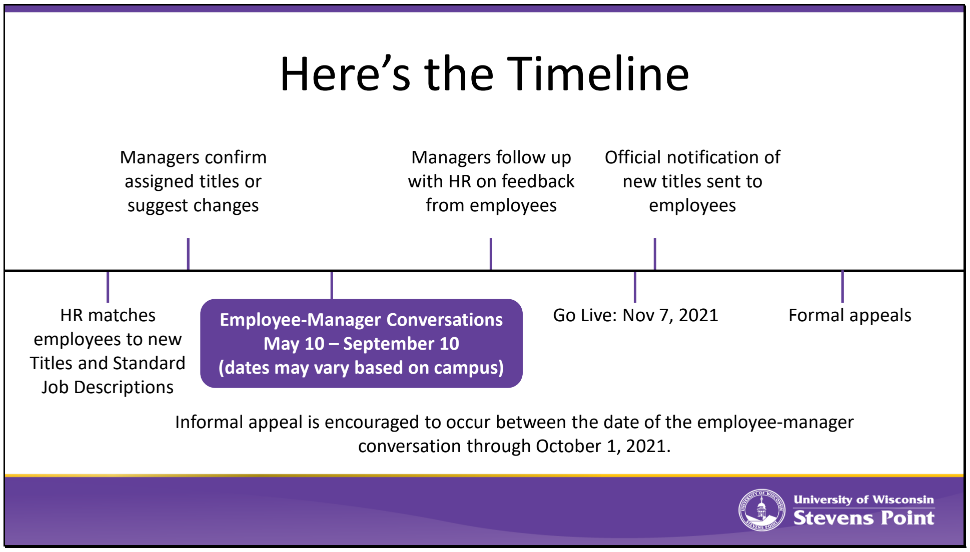
What to Expect During the Employee-Manager Conversation
Fact Sheet - Employee-Manager Conversation
Business Title Guidelines
Title Appeal Process
Draft UWSP Appeal Process
Progression and Promotion Video
Learning Series Handout for Progression and Promotion

Last, an additional resource you may need is a the Creating an Operations Manual Quick Guide. This resource will be described later in the session.

If after this session you need specific guidance or further questions on having the employee-manager conversation with your staff, you may contact Lisa Schaufenbuel.

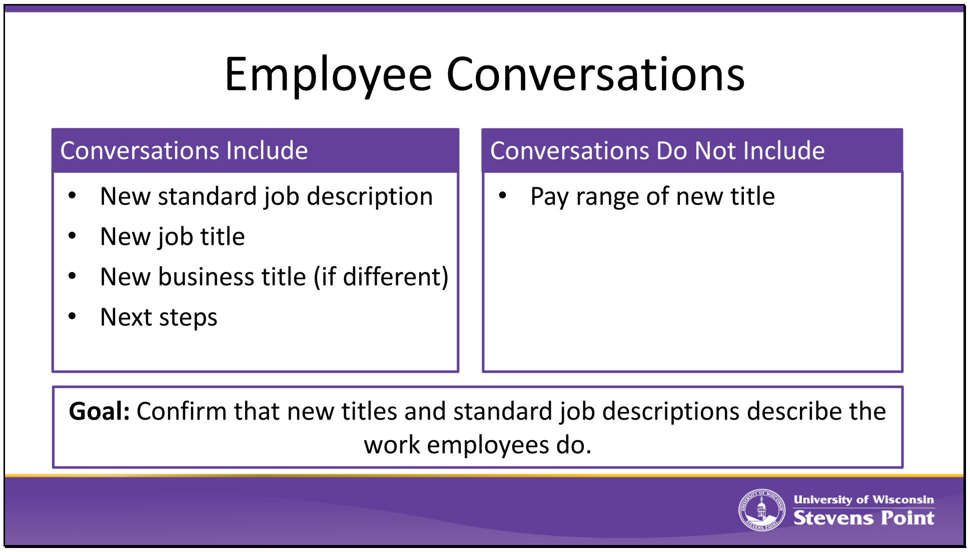
In addition, the UWS TTC Resource webpage has many resources. The resources include topics, like, what is changing and what stays the same, videos about the job title process, forum recordings, and more. The page continues to have new resources, so please check it periodically. UWSP HR strives to highlight updated resources or most relevant resources in TTC communications and on the UWSP project status update page.

Slide 4



Here's a high-level timeline of events to give context for what we are preparing for in this session today. A long time ago, you and employees provided feedback to Standard Job Descriptions and requests for new Job Descriptions were requested to UWS. UWSP Human Resources matched employees to new job descriptions and titles, and you have confirmed the mapping. If a change was needed after your confirmation or last suggestion, we strived to communicate to you any updated mapping needs based on institutional or UWS structure and alignment. You recently received communication about re-engaging in the employee-manager conversation phase of this change. The communication included reference to the finalized mapping information and items needed to for your final review as needed. Once you take this training and have the mapping information, you can prepare to have the conversation or conversations needed with your staff. After the conversation, if needed, an informal appeal discussion may occur. Around the go-live date this fall, employees will receive an official notification of their new titles from UWS. Once they receive this letter, if an individual disagrees with the finalized mapping, the individual may engage in the formal appeals process.

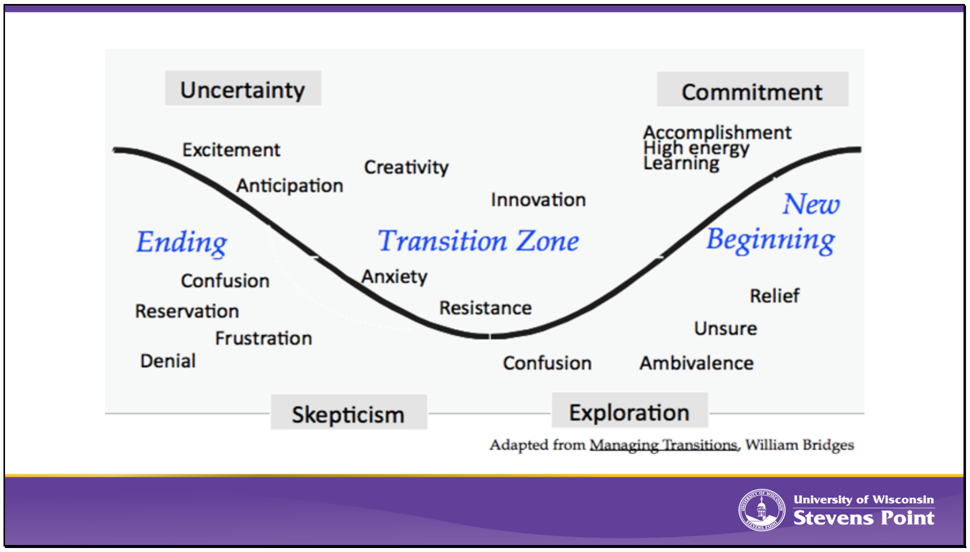
Slide 5



Employee conversations have a particular focus. The goal is to confirm that the standard job description accurately describe the work employee does. HR and managers have had a chance to confirm the titles, the conversation is the opportunity to build consensus with employees about their title assignments.

Individuals typically take great pride and value their job title, whether it be the formal or the business title. This conversation could mean one or more changes to an employee. Before we talk about specific talking points of interest for the conversation, let's discuss how to support change effectively in general as that will be a critical foundation for your conversations.

Slide 6



Change can spark very different reactions in people. As you can see people have different feelings and actions as they transition through as a change is implemented - the majority of the feelings being negative responses. There are reactions to change that can be very positive in nature. These responses are characterized by:

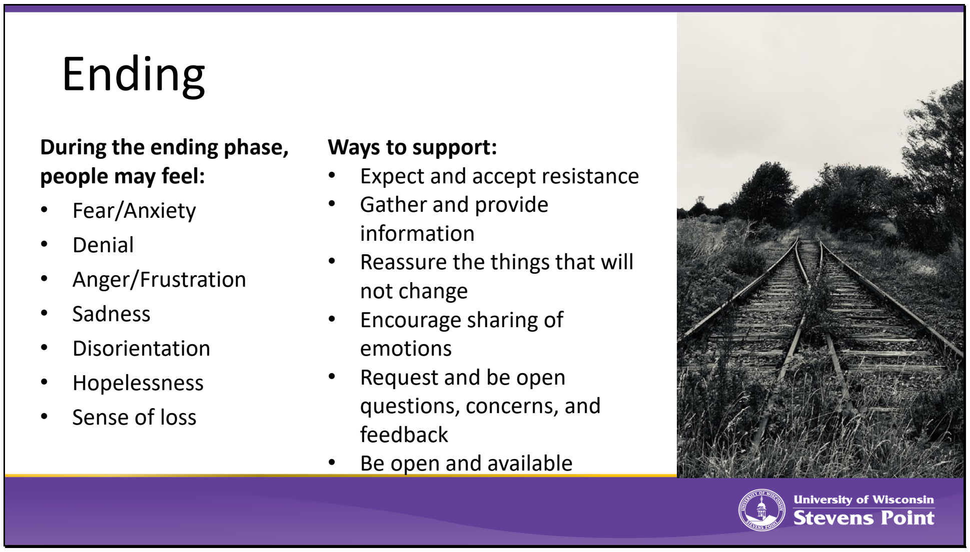
- Excitement and anticipation for something new and different
- Opportunities for creativity and innovation
- New, higher energy for learning; openness to learning
- Renewed commitment to the role and/or organization
- Feeling a new sense of accomplishment

Your response to change deeply influences others' responses to change and you have an opportunity as a leader to support and help others who respond to change differently. Some examples for you to lead change effectively are:

- Seeking out concerns or challenges from those who report directly and indirectly to you, finding solutions and/or answers to the concerns and challenges to address or overcome them.
- Harness your excitement and energy by involving others as change champions.
- Use your strategic abilities to see the opportunities and positive lens to advocate for the benefits of the change and when feasible, improve the change to be even better.
- Invite those who report to you to assist with training, providing feedback on resources, and sharing of information when the change will impact those you serve.
- Tap into your employees' creativity and innovation in the development or updating of new processes.
- Reference your employee's accomplishments as success stories and causes for celebration.

As a leader, its important to recognize where you are within the reaction to change at any given time. Reactions are not linear and do not necessarily flow with the timeline/progression through a change. Someone may have initial positive reactions and later move into the transition zone or even ending phase feelings.

Slide 7



William Bridges, author of "Managing Transitions" and the creator of the graphic on the previous slide, believed that the emotional reaction to change is a response to being confronted with the unknown or something that isn't fully understand. Additional research shows reactions can also be caused by not feeling heard or having ideas/contributions/concerns not addressed.

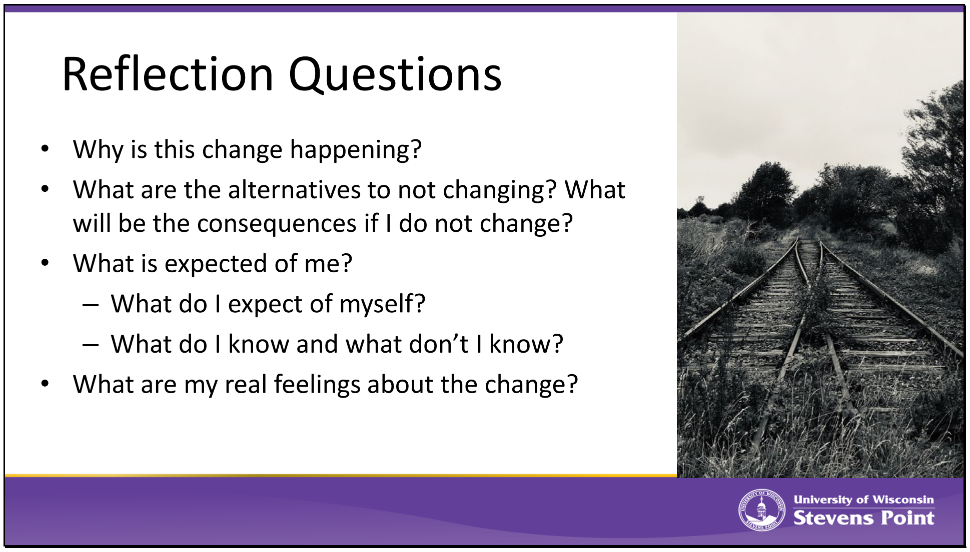
Some possible negative reactions to the new titles and standard job descriptions may occur to because of the new title difference, the change in business title use, the fact that current PD have very specific position descriptions that said exactly what the person is responsible for, and that promotion and progression concepts and processes will be vastly different.

Take a moment to pause this training and think about how your employees may react to one or all of these changes. If you prefer not to pause the training, make a note for yourself to reflect on these items prior to speaking with the individual or individuals who report to you.

You can help yourself and others move along from the ending phase by:
- Expecting and accepting that resistance will occur by your staff – reflect on possible concerns and when possible, proactively address or resolve the concerns or challenges
- Gather and provide information to talk through the changes – be clear about what is known, what is still to be determined, and be prepared to gather questions or information needs from those reporting to you or those you serve
- Confirm and reconfirm, throughout the change, what will not change
- Encourage sharing emotions in a productive and respectful manner.
- Remember that questions, concerns, challenges, etc. are not always resistance to the change at hand. Many individuals want to help or support the change and they do so by asking lots of questions and/or providing lots of feedback, which is sometimes or often negative.

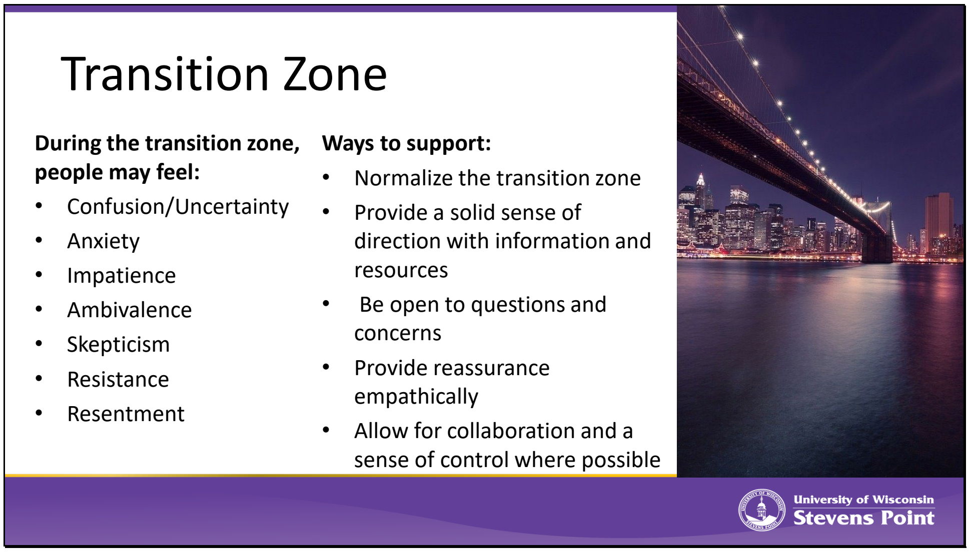
- Last, be open and available throughout the change

Slide 8



To support yourself or others through change use or provide the questions on this slide to move through the Ending Phase.

Slide 9



The transition zone phase is the connector between the old and the new. In some ways, people will still be attached to the old, while they are also trying to adapt to the new. As a leader, you are likely to become somewhat frustrated too. During this phase people are struggling or facing many challenges.

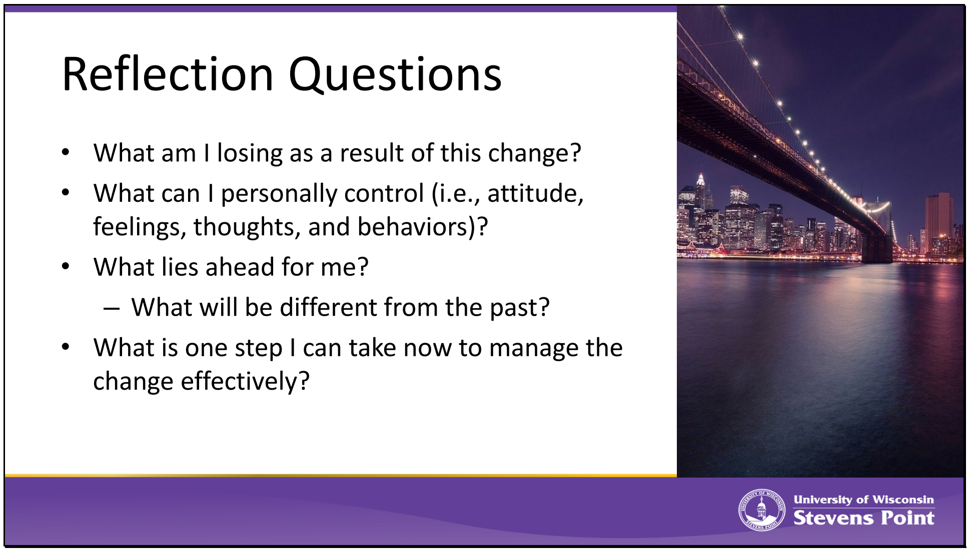
Here, people might experience:
- Resentment towards the change initiative.
- Low morale and low productivity.
- Anxiety about their role, status or identity.
- Skepticism about the change initiative.

Possible attitudes and interactions change as people are in the Transition Zone. Specific to TTC and job titling, some experiences include:
- Switching back and forth between old and new titles when the title is different due to the change; f
- Filing appeals to have more specific duties and responsibilities listed
- Distrust that the change will actually occur until they receive a letter
- Verbally sharing that this should just be finished already or it is poorly timed as there are many changes due to COVID, budget, and/or other reasons
- Not agreeing that the SJD aligns with the duties because of compensation concerns

You can help yourself and your staff move along from the transition zone by:
- Acknowledging that change can be difficult and its okay to initially feel anxiety, impatience, or the emotion you sense they are feeling.

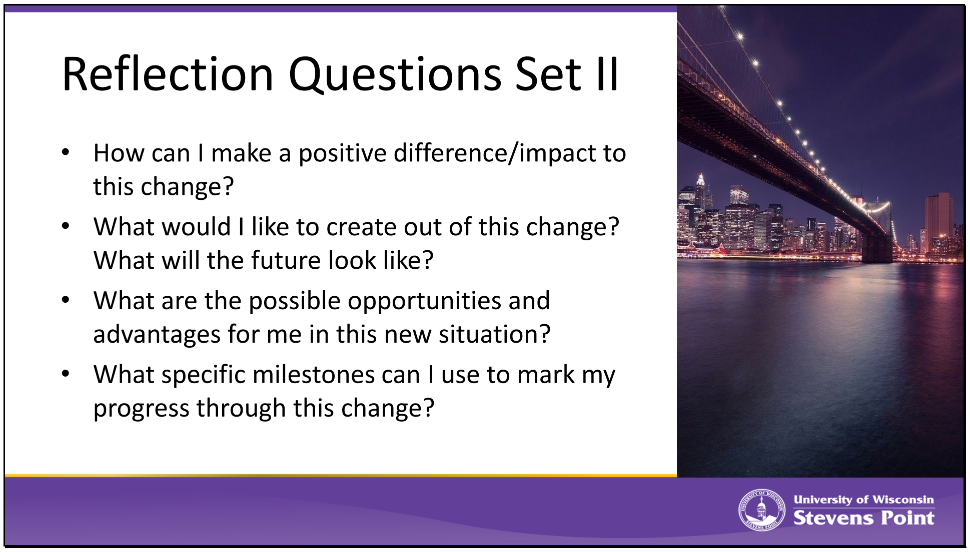
- Acknowledging that you were heavily involved with the review and decision-making process for the finalized mapping, reassuring that the employee-manager conversation is the place to discuss concerns and questions, and reiterating that if something truly needs to be updated there is an informal and formal appeal process.
- Be open to asking and receiving questions and concerns
- Providing reassurance empathically (a.k.a. listening to understand, ensuring you understand, and acknowledging emotions which are present)
- Last, allow for collaboration where possible to support a sense of control in the situation – During TTC much collaboration has occurred – employees were able to give feedback on the SJDs when initially posted, they were provided the opportunity to give feedback about benefits values and preferences, and
    - Some specific examples to support collaboration and a sense of control:
        - Ask for their perspective on the mapped SJD and talking through the appeals process
        - For the employee to provide initial/further updates to their current position description if continuing to use internally for department expectations/clarity

Slide 10



To support yourself or others through change use or provide the questions on this slide to move through the Transition Zone phase.

Slide 11



Since this zone can sometimes be a difficult place to be and/or may be a phase which people come back to there is a second set of questions to support moving from skepticism to exploration.

Slide 12

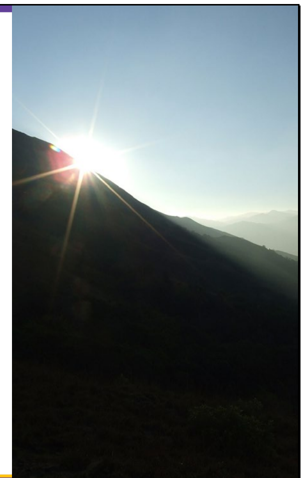
The last transition stage, new beginning, is a time of acceptance and energy. People have begun to embrace the change initiative and see and understand the results of the change process. They see why the new way of working is better, and they can see how the change can pay off. Suddenly, it all makes sense to them.

Some things you might notice as people enter the new beginning are embracing new titles, explaining the project and new titles to other employees, and looking forward to the new professional development framework at UWSP.

Slide 13

Reflection Questions

- How do I know when I have succeeded in the change? (List specific outcomes/results)
- What can I give myself as a reward/recognition?
- List two or three long-term goals to support the change.
- What are the possible opportunities for me to further contribute to or provide changes to the department or organization?



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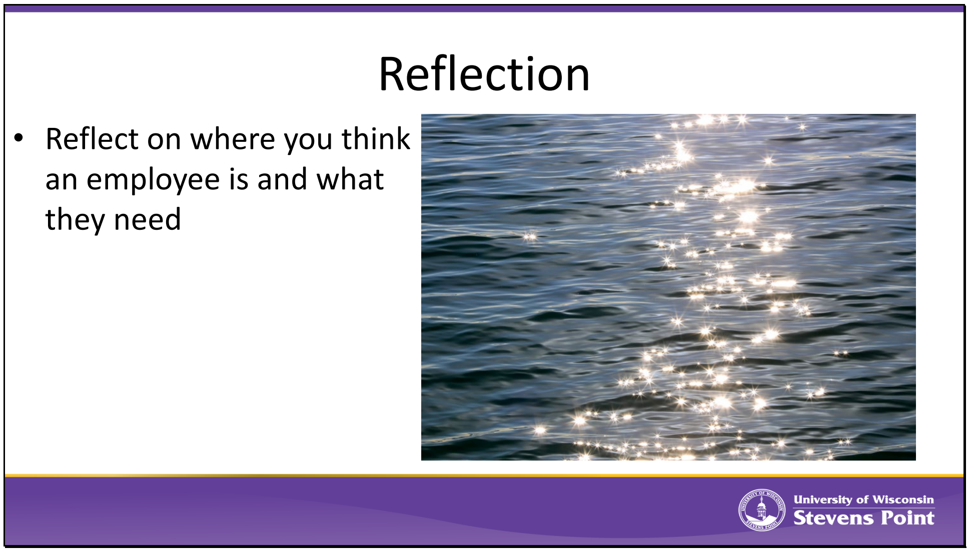
Even though the new beginning phase is a positive place to be, there are some reflection questions to support yourself or others to stay in the phase.

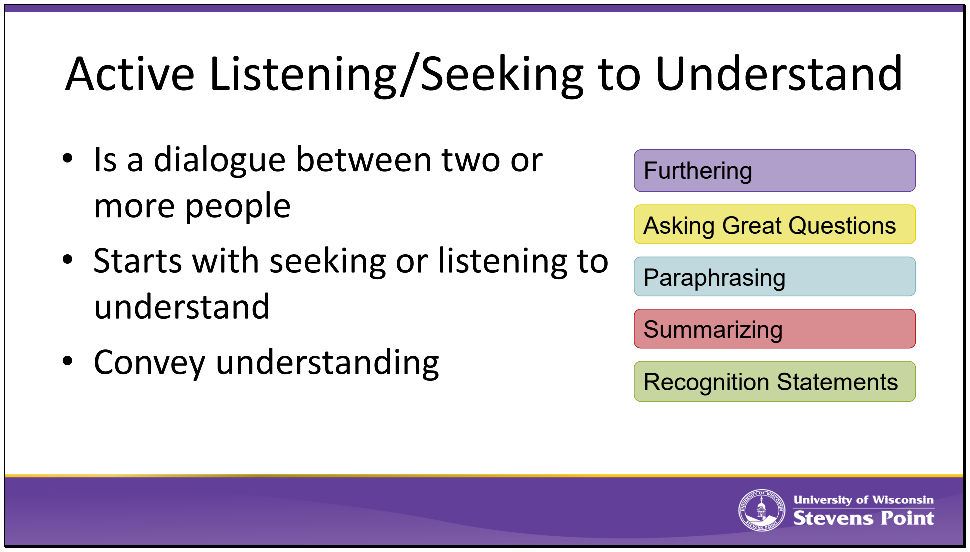
Slide 14



Using the change curve from slide 6, think about where each employee who reports to you is on the curve. Take some a few moments to think about what change suggestions from this training could be used to support each employee. At this time, pause the video and reflect on these items. By doing this exercise you will improve your ability to lead change and have an effective mapping conversation.

Transition: Now that we have spent some time thinking and talking about ways we can support employees during the change process, let's hone in on the employee conversation specifically.

Slide 15



When an important conversation is needed, its critical to start out with a goal to have an effective conversation. This goal includes ensuring you are prepared to seek (or listen) to understand. Seeking to understand or active listening means listening and having a conversation with another person with the intent to truly understand their perspective. The employee-manager conversation will also focus on you providing information, but you will be providing the information prior to the conversation. Thus, the conversation will/should focus on seeking to understand.

Seeking to understand or active listening is a practice because it is not the default way most of us listen. We typically listen with the intent to respond—as people are talking, we have a busy internal dialogue of things we want to say to agree, to disagree, to add to what the other person is saying. So, to actively listen with the intent to simply understand takes a conscious choice. Seeking to understand includes empathy which focuses in on the words and nonverbal expressions of the speaker's thoughts and feelings to support the listener's understanding fully.

You may have seen the concepts listed on the right side of the slide before from either a UWSP training or elsewhere. Let's go through them to support your effectiveness.

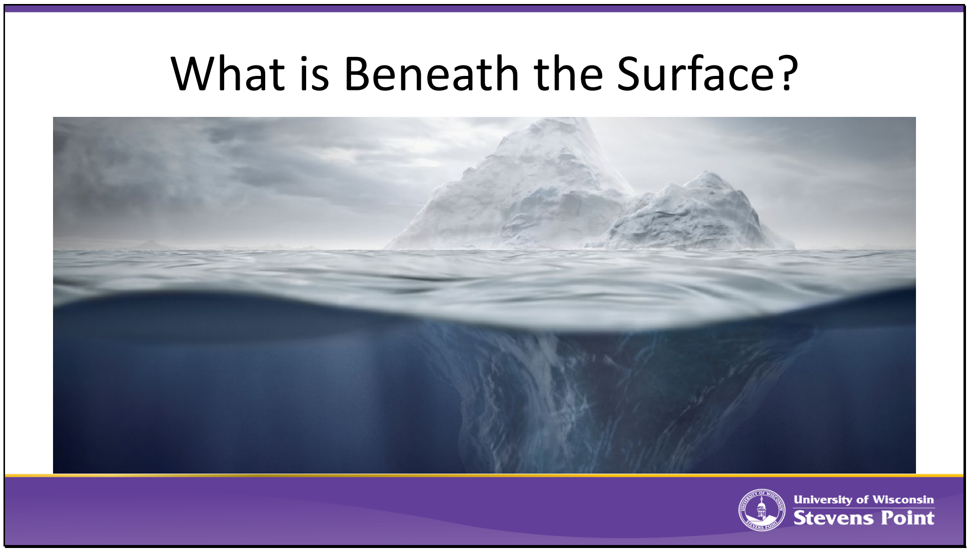
- Furthering is short cues that acknowledge your attentiveness and encourages the speaker to continue sharing information. An example of furthering is "Please continue"
- Asking great questions can be a good technique. Great questions are those which are open-ended questions because they allow the speaker to determine the information they share and where the conversation goes. An example of an open-ended question is: Can you share more about [add in the topic]? Can you expand on [add in the topic]? Can you clarify [add in the topic]?

- Paraphrasing is using your own words to restate the speaker's message. This is sometimes referred to as parroting because people tend to restate the speaker's words. Effective paraphrasing uses your own words and takes other factors (such as the environment) into account when responding. An example is an employee says, I don't believe the new mapping is going to actually happen. Thus, a response using paraphrasing could be: It sounds like you are skeptical about the project being implemented. Then as the listener you either furthering or an open-ended question such as: Tell me more about that.
- Summarizing is best used when the listener is changing topics or focus, when you, as the listener, want to convey that you are making a connection between topics or messages AND you want to ensure that there is a connection. It can also be used at the end of a conversation to review major points for the next conversation or at the beginning of a meeting to recap the last conversation.
- Finally, recognition statements can be used when the speaker shares something highly sensitive, such as their spouse lost their job due to COVID. A simple recognition statement is "Thank you for having the courage to share X with me." or "Thank you for confiding in me with this information, I will ensure that I keep it between you and me." This type of statement acknowledges that the person shared something with you that may have been difficult for them to share. It creates a safe space and affirms for the individual to continue.

One additional tip for seeking to understand is to clarify or gain meaning while minimizing the perception that you are judging the listener. For example, instead of saying "why do you think that this is the wrong SJD" instead say, Can you share with me how you came to the conclusion that this SJD isn't the best fit? OR Can you share with me further your perspective?

The examples here are only examples. These techniques can feel odd if you don't consistently use them and if you've never used them before, ensure that you tell your staff you recognized this is an area of growth for you and that you are going to practice listening or seeking to understand more.

Slide 16

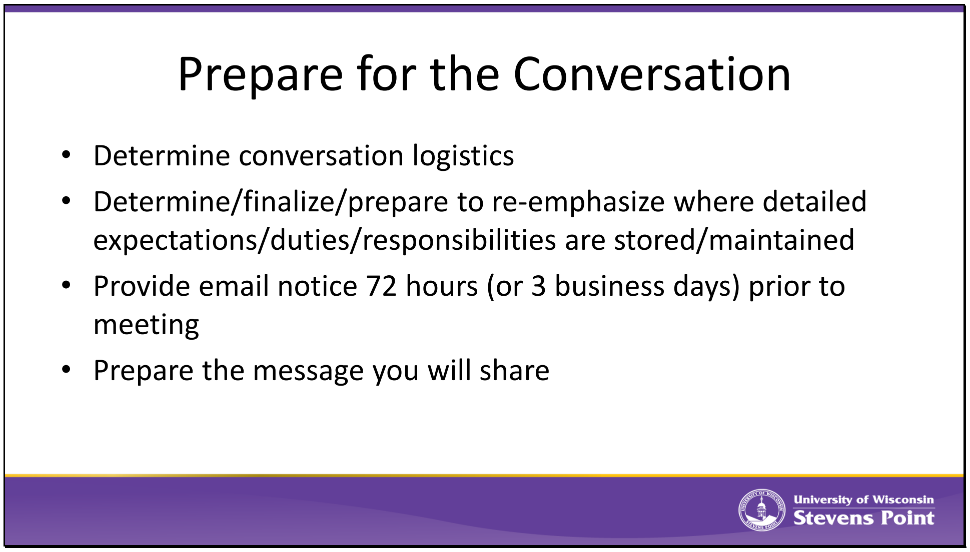


You might be thinking, really, this guidance doesn't seem to really matter or isn't applicable. However, ineffective listening is a primary leading cause for employees to distrust and minimize interactions with their supervisors. When you take the time to listen and show empathy, it builds/support trust AND often a real underlying concern can be brought to light instead of a symptom of the concern. Specific to TTC, sometimes anxiety about a title or the way a job description is written is driven by an anxiety about something deeper. If we understand the underlying root concern, we can address those concerns instead of only what is on the surface.

Here's an example:
A frustrated individual is upset that the promotion/progression title series are going away. After listening with the intent to understand and using the techniques previously discussed, the manager finds out that the real source of frustration and anxiety is that the employee has concerns about the SJD listing a certain education level as the recommended minimum degree. The employee feels that the series should exist because they would like to be in a perceived higher titled and/or compensation range. In this situation, if the manager had taken the surface information and didn't use seeking to understand practices, they would have referenced the updated progression series initial resources, which would not have addressed the employee's overall concern.

Now, let's talk about the logistics to prepare for the conversation.

Slide 17



If you had employee-manager conversations in late 2019 or early 2020, your preparation for the conversation should include reviewing what changes, if any, occurred since the previous conversation.

First, determine the conversation logistics. Who will be included? In most situations, you will have one-on-one conversations. However, for some supervisors, if you have many people who will be moving to the same title, it may be logistically appropriate to have a group conversation. Take your department's dynamics and individual's needs into consideration. Additionally, will it just be you as the supervisor, or is it important to also have your supervisor present for the meetings? In most situations, it will just be you. However, there may be situations in which your supervisor has been integral in determining the mapping and they may want to be present. The rest of the logistics include where – will the conversation be via zoom, in-person, or on the phone. Again, think about what will be best for you and your staff. A face-to-face, even virtual, is recommended. Finally, when will you have this conversation? Is now a good time or is it better to wait until summer, or perhaps once the fall semester begins. We understand timing here is not ideal. Given the delay due to COVID, we are working with the timing we have. If May isn't ideal, ensure you communicate with your staff to let them know the timeline you are planning. Again, this will minimize ambiguity.

Within the last year, you should have been preparing for changes due to the move from detailed position descriptions as the formal record to the SJDs. If you haven't, that's okay. Now is the time to ensure the work being done in the unit is documented or will be documented and maintained when it comes to the details. You may choose to keep detailed position descriptions in the unit, you can create operations manuals, or do both. Operations manuals are pretty easy, they just take some time. Within the manager resources is a quick guide for creating an operations manual. As needed, reference the guide to start building or updating a department operations manual.

Then, you will create your email notice to the individual or individuals to meet. The notice needs to be sent 72 hours (or 3 business days) to the individual prior to meeting.. This notice is the template on page 2 of the TTC Employee-Manager Conversation Templates in Word format. This template is the one which includes the insertion or attachment of the standard job description. The template on page 1 is optional and should be sent out prior to scheduling the time and the template on page 2 can be what is included in your meeting invitation.

Transition: Last, you will prepare to share your message.

Slide 18

Again, if you had employee-manager conversations previously and nothing has changed since a particular employee-manager conversation, take the past into consideration when having the updated/current conversation.

You'll want to reflect on and declare your intent—before walking into the conversation, ask yourself: what do I want for myself in this situation? What do I want for this employee? What do I want for the relationship? You have a positive intent for the employee.

Let your employee know your intent and don't leave it to them to infer. Ex: I value the work that you do, and we want to make sure your Job title and description includes your most important responsibilities. Additionally, let the individual know what they can expect during the conversation such as: We are going to discuss the SJD mapping and what that means for you. This process is iterative, and I value your feedback.

During the conversation discuss the facts—there may be unanswered questions and unknowns during a change process. Therefore, affirm what you do know. For example: We don't know what your new salary range will be, but I want to assure your job is not changing, the salary is not changing, and the organizational structure/reporting relationships aren't changing. If the FLSA status of exempt or non-exempt (aka, exempt from overtime or non-exempt which earns overtime) will stay the same, indicate that. If the FLSA status is changing, inform the individual during the appropriate time within the conversation. To support your preparation, as a reminder, the current FLSA status is listed on the supervisor mapping sheet, along with the mapped exemption status. There is a note for those who are changing status with the reason to support your conversation. If you need additional guidance on FLSA, contact Anna Golackson-Timblin in Human Resources.

Some other facts include the items which will be available later in 2021 – this includes salary ranges and the updated UWSP professional development and compensation frameworks, which will include further information and materials for promotion and progression. Initial summaries on these topics were shared via share governance in fall 2020 and there is a brief overview of the information within the UWSP May Update TTC Summary video. At UWSP during fall 2021 and spring 2022, Teaching Professor will also be reviewed by Faculty Council. Beyond 2021, the UWS benefits recommendations will be made.

During the conversation you will also share how you determined the title and SJD and explain how you arrived at your conclusion. What factors did you look at? What facts did you rely on to make the determination? An example might be: I looked at these 3 SJDs when confirming your title. I thought that this one was the best fit because it lists duties you are responsible for and the other two listed duties you are not responsible for. If you consulted with HR to determine a title you may also share that. Share the reasoning in a positive manner. For example, you could say: HR also reviewed the mapping and determined that based on your current title and essential duties, the aligned mapping fits within the structure of the college, the division, UWSP, and/or UWS. This determination best aligns with your current role, which will have the best benefit for you now and later as you develop in the current role and/or move to new roles within UWSP or UWS.

Its also important to recognize that the mapping may not be complete or perfect. In some or most cases, the SJD will not list certain essential duties. This will be especially applicable when an individua; is responsible for duties which fall into other SJDs. Therefore, in those situations it is also critical to discuss how the other SJDs are not the best match. An example could be that the employee doesn't do all of a particular SJD's duties or that they share the responsibilities with others for a particular SJD.

This part of the conversation can also include the discussion of the business title. As a reminder, business titles will match the SJD title except in rare circumstances in which the SJD title is extremely vague or not used in a market/industry manner. For example, one title is Administrative Director, this title is extremely vague and therefore, can have a unique Business Title. Where applicable, business titles have already been noted on the mapping spreadsheet shared with you.

During your share, you may need to reiterate that the focus of review is on the SJD duties, not the UWS title listed nor the minimum education level suggestion, which is a UWS suggestion based on market, not actually reflective of what an employee holds.

Once you've shared the needed information, ask the individual for their perspective. Examples include: Have I missed anything? What are your thoughts about the title and SJD? Remember to practice active listening during this part of the conversation.

Some individuals may need more time to process after meeting with you. Encourage individuals to come back with questions and comments. Set a timeframe so they are aware when decisions have to be finalized. Share additional next steps, such as informal appeal and the process for a Business Title review, which will be discussed in a few moments. Even if an individual seems like they have no issues with the information presented, they may change their mind. Informal appeal or a Business Title review can be requested until October 1, 2021, for this phase. An employee should email Human Resources at hr@uwsp.edu and cc you to request an informal appeal. HR will set up a meeting with the employee and manager to discuss. November 7th is the TTC mapping go=live date. Formal letters will be sent to employees from UWS in late fall. After employees receive their letter, if informal appeal did resolve the employee concerns, they may request a formal appeal. A draft of the UWSP appeals process is posted within the manager and employee resources to support the employee-manager conversations as needed.

Finally, the last interpersonal focus is that if you commit to something during the conversation such as seeking answers to questions or requesting a change to a title, follow through to let them know the outcome. Even if you were not able to get a definitive answer or you're a requested change does not work out, letting them know that you followed through builds trust.

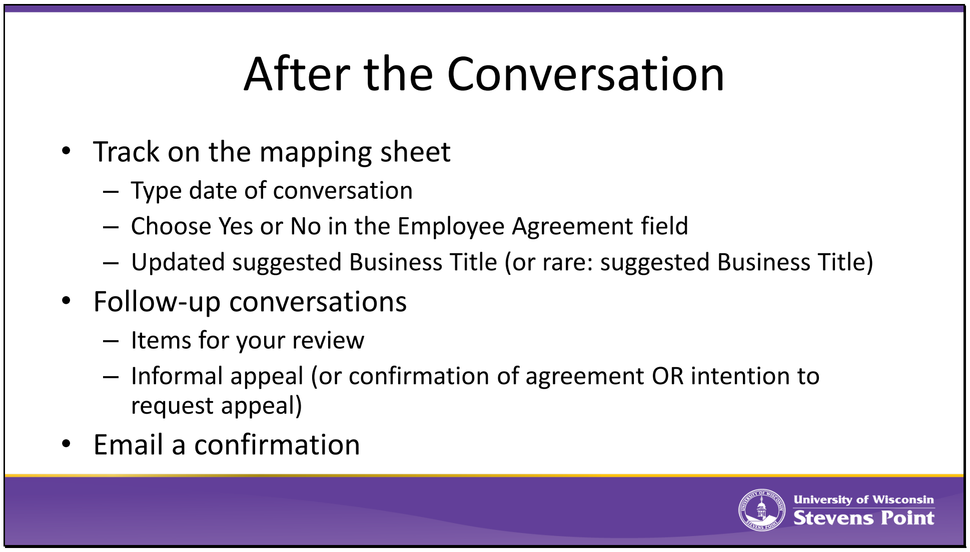
The information on this slide is not meant to be linear. Depending on the conversation you may weave through different topics at different times within the conversation.

To practice the active listening and sharing your message techniques, please refer to the Employee-Manager Conversation Script Examples document.

Once you feel fully prepared, start scheduling your meetings and sending the invitations to your staff.

Once you have had the conversations, some steps are still needed for this phase.

Slide 19



Sometime soon after the conversation, on the mapping sheet shared with you as a supervisor, document that you had the conversation with the employee on the mapping sheet. Please also choose Yes or No in the Employee Agreement field. Yes, means that the employee agrees with the mapped title, No means the employee does not agree with the mapping and thinks there is a better fit, and the employee is/will be requesting an informal appeal discussion. It is the employee's responsibility to informally appeal. Noting it on the spreadsheet simply gives insight for HR and you to keep track for any follow-up.

You may choose to update the spreadsheet after all of your initial conversations have occurred. Ensure everyone who reports to you is documented by September 10, 2021. We appreciate updating the spreadsheet as much as possible as soon as possible so that we can follow-up timely for those that need it.

During your documentation of the date, you may also suggest or suggest an updated Business Title to be reviewed by HR. As of the TTC implementation, all Business Titles require HR approval. Again, Business Titles are meant for limited reasons and therefore approval of Business Titles will also be limited. For additional guidance reference the TTC Business Title Guidelines. HR will review Business Titles in groupings. Therefore, you may not receive a confirmation on a new or updated Business Title for several weeks once noted.

Within the two weeks of having the employee-manager conversation, ensure to follow-up on any action items you had for review. This can include questions you needed to seek answers to or a follow-up with the employee if agreement hasn't been confirmed to verify whether they are planning to informally appeal.

Once follow-up conversations have occurred, email the individual using the template on page 3 of the TTC Employee-Manager Conversation Templates document. This email should go out even if the employee tends to informally appeal but has not and 3 weeks has passed. In such situation, ensure you include links to the appeal resources.

Slide 20

What About New Appointments and/or Hires?

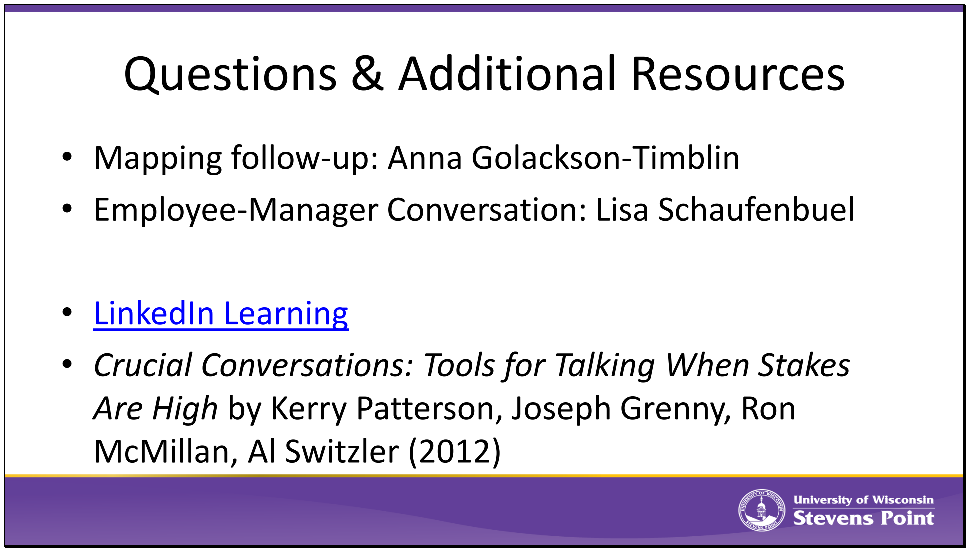
- Initial mapping
- Review by manager
- Once hired: Employee-Manager Conversation

University of Wisconsin
Stevens Point

You may have positions which you are searching for or will be searching for. HR initially maps positions which need to be searched. Once mapped, the HR specialist will coordinate with the hiring manager to confirm mapping agreement. As a reminder, all position postings reference the fact that we are implementing a new titling structure and in general, the impact to the title posted. If the position is filled under the current titling system, you will have the employee-manager conversation with the new hire. The most appropriate time would be the same time you discuss the detailed expectations of the role. The conversation should occur within 2-3 weeks of the person's hire date. New hires will be added to the manager mapping tracking list monthly now through implementation. Once a new hire is added onto the list by HR, you may track the conversation confirmation information.

There may be changes before or after go-live to support the titling of new hires. Continue to speak with your staffing HR Specialists for the latest information. As new information becomes available, we will communicate to managers who are doing searches.

Slide 21



If you have mapping follow-up needed prior to or after the conversation, please contact Anna Golackson-Timblin. If you have questions or need guidance about the employee-manager conversation, contact Lisa Schaufenbuel.

If you would like to learn more about leading change and/or having effective conversations, visit LinkedIn Learning and/or read Crucial Conversations, which is a great resource to support interpersonal communication.

Thank you for watching this video.