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Talent Development Programme For Our People/Line Managers **Module 4 – Inclusive Management**

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TIME	CONTENT
Before session starts	Trainer to log into Zoom/MS Teams 5-minutes prior to the call.
10 Minutes (Introductions and Review)	<p>Objective(s):</p> <ul style="list-style-type: none"> • Welcome and re-introductions with learners • Re-cover the etiquette of the remote session and interactive elements • Outline the objectives for this particular workshop. <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – ‘Bright Sparks’ Early Talent Development Programme for Our People/Line-Managers • Presentation Slide Deck • TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> • Re-building rapport with learners since the previous session • Cover the etiquette for the remote session and interactive elements: <ul style="list-style-type: none"> ○ Webcams on, microphones off - unless invited to speak – This makes the session more engaging and less seminar like. ○ Chat Box – Questions will be asked throughout to the group and learners will be invited to put their responses/questions in the chat box. Documents can be dropped into here as well. ○ Digital Workbook – Learners will have been emailed a PDF workbook in their invite for the session (Check that all learners have this workbook, if not, drop the PDF file into the chat box) – The workbook is completely interactive with text boxes for notes and video links for post work learning. ○ Delegate List - The Facilitator should take note of all individuals that have attended. If some of the learners are in groups/pairs but on the same camera, ask one learner from the group to put first/surnames of who they are with into the chat box. • The Facilitator will then outline the objectives for the ‘Inclusive Management’ module: <ul style="list-style-type: none"> ○ Learners will be able to define the key areas that an inclusive manager displays ○ Learners will be able to use the key behaviours to plan their own inclusive strategy ○ Learners will be able to identify cognitive bias, the effect it has on the team and how to manage their own to stay open minded and inclusive
60 Minutes (Inclusive Management)	<p>Objective(s):</p> <ul style="list-style-type: none"> • Learners will be able to define the key areas that an inclusive manager displays • Learners will be able to use the key behaviours to plan their own inclusive strategy <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – Module 4 – Inclusive Management – Page 46-47 <p>Overview:</p> <ul style="list-style-type: none"> • The Facilitator will complete a brief re-cap of the previous module by initiating a discussion with the learners on their progress with implementing the creative strategies/incentives they included in the PDP’s for the Millennials/TW Early Talent they manage.

- The Facilitator will introduce this section by facilitating a discussion about the work environment. Work is the only place that, in truth, you learn to get along with people you might not naturally feel inclined to interact with.
- The Facilitator will then split the group in breakout rooms where they will be asked to discuss and define what is meant by ‘inclusion’ and why it is important to lead by example.
- After a few minutes, the Facilitator will bring the group back into the main room and will debrief them/ask the learners to share what they discussed:
 - Harvard University – *“Leadership that assures that all team members feel they are treated respectfully and fairly, are valued and sense that they belong, and are confident and inspired”* – Linking to DISC – if a Manager is a High D (Dominance) and does not ask for the opinion of more ‘quieter’ team members that they perceive as being ‘quiet’, is that inclusive? What might the impact/effects of doing this be?
 - Recent Harvard research reveals that the effects of Inclusive leadership on teams include:
 - 17% more likely to be high-performing
 - 20% more likely to make high quality decision
 - 29% more likely to behave collaboratively
 - 10% improvement in perceptions of inclusive management led to a reduction in absenteeism of almost one day a year per employee.
- The Facilitator will explain that when we talk about inclusion, we are talking about a set of behaviours that a leader demonstrates.
- The Facilitator will then split the learners into breakout rooms to think of at least four behaviours an inclusive leader demonstrates on a regular basis. After a few minutes, the Facilitator will bring the learners back into the main group to discuss and share what was discussed. When debriefing the learners, the Facilitator will include the following verbatim responses from the Harvard assessments that illustrate behaviours of:
 - Most Inclusive Leaders:
 - Shares personal weaknesses - *“[This leader] will openly ask about information that they are not aware of. They demonstrate a humble unpretentious work manner. This puts others at ease, enabling them to speak out and voice their opinions, which they value.”*
 - Learns about cultural differences - *“[This leader] has taken the time to learn the ropes (common words, idioms, customs, likes/dislikes) and the cultural pillars.”*
 - Acknowledges team members as individuals - *“[This leader] leads a team of over 100 people and yet addresses every team member by name, knows the work stream that they support and the work that they do.”*
 - Least Inclusive Leaders:
 - Overpower Others - *“They can be very direct and overpowering which limits the ability of those around them to contribute to meetings or participate in conversations.”*

	<ul style="list-style-type: none"> ▪ Displays Favouritism - <i>“Work is assigned to the same top performers, creating unsustainable workloads. [There is a] need to give newer team members opportunities to prove themselves.”</i> ▪ Discounts alternative views - <i>“[This leader] can have very set ideas on specific topics. Sometimes it is difficult to get an alternative view across. There is a risk that their team may hold back from bringing forward challenging and alternative points of view.”</i> <ul style="list-style-type: none"> ● As part of this study, 32% of leaders over-estimated their inclusive leadership behaviours and 34% under-estimated theirs. What we can take from this, is that a lot of leaders are not confident in what an inclusive style looks like or how they perform against it. ● From a combination of research sources, eight common behaviours of an inclusive leader are: <ul style="list-style-type: none"> ○ Build Trust – they take time to get to know all of their people and speak honestly and with integrity. They build an environment in which people feel they can add value and contribute with psychological safety. ○ Empowering – They drive accountability and encourage people to speak up. ○ Authentic – Their words match their actions and draw out the unique abilities of others, bringing their characteristics to the team. ○ Self-aware – Prepared to demonstrate humility, enabling others to speak out and add value. They are aware that they are human and make mistakes, as will their team. ○ Bias Aware – They understand bias narrows their field of vision and confront these perceptions. They strive for fairness, objectivity and consistency. They learn about unconscious bias and actively ○ Curiosity - They demonstrate an open mindset and deep curiosity about others, listen without judgment, and seek with empathy to understand those around them. ○ Cultural Intelligence – They have an open mindset and are willing to learn about cultural norms. ○ Collaborate Effectively – They foster an environment where people want to work together and learn from each other. ● The Facilitator will split the learners into breakout rooms (in groups of 2-3) to consider what actions they can take or implement in their management style considering each element listed for an inclusive leader. The Facilitator should highlight that the learners shouldn't worry if they do not understand certain ones as that's very common around biases. This activity should take around 20 minutes and another 15 minutes to debrief with the group. ● When debriefing the activity, the Facilitator will draw out specific points and use the descriptors above to highlight/unpick actions related to specific behaviours.
<p>40 Minutes (Cognitive Bias)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to identify cognitive bias, the effect it has on the team and how to manage their own to stay open minded and inclusive <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 4 – Inclusive Management – Page 48-49 ● Cognitive Bias Cards

- **TW Early talent Videos**

Overview:

- The Facilitator will introduce this section by asking group if it's possible to understand all of the values, beliefs and norms of every person in the workplace...it's possible but would take an extraordinary amount of work. The human brain is powerful but subject to limitations.
- The Facilitator will then explain what are Cognitive Biases which are often a result of your brain's attempt to simplify information it is processing. Biases often work as 'rules of thumb' that help you make sense of the world and reach decisions with relative speed.
 - **Some of these biases are related to memory** - The way you remember an event may be biased for a number of reasons and that, in turn, can lead to biased thinking and decision-making.
 - **Other cognitive biases might be related to problems with attention** - Since attention is a limited resource, people have to be selective about what they pay attention to in the world around them.
- The Facilitator will then explain that whilst we may actively try to not be bias – we are all guilty of being bias to some extent because it's subconscious where we do not realise we are doing it – we are instinctively categorising events/individuals without even knowing it. Below are some of the more prevalent examples of cognitive biases seen day-to-day – there are over 150 in total but these are some of the more obvious ones:
 - **Confirmation Bias** - Listening only to information that supports our preconceptions. In organisations where senior leaders display this bias, we get the cliché of 'yes men' – the leader has surrounded themselves with people who will always agree with them and therefore convinces themselves they are doing the right things.
 - **Negative Bias** - We disproportionately beat ourselves up for small things that we do wrong compared to those we get right. If someone is then overly critical from the outside, this can lead to a spiral in confidence and performance.
 - **Stereotyping Bias** - What springs to mind when we say someone is a Geordie? A Scouser? A cockney? This can be looked at light heartedly but we are filling in blanks from past experience.
 - **The 'Halo' Effect** - Our first impression is very positive and we therefore begin to overlook flaws as our emotion outweighs our logic. Most obviously seen when we know someone in a bad relationship who excuses the other person for things we can clearly see are wrong from an objective standpoint.
- The Facilitator will have a brief discussion with the learners on the following questions:
 - Consider what biases TW Managers might have about 'Millennials' when they hear the term?
 - Immediately what biases can occur when Millennials are generalised like this?
 - What other biases may be applied to other generations such as Gen-X and Baby Boomers (possibly talk about 'ok boomer' as an example, which is used a lot of Twitter)
- The Facilitator will split the group into breakout rooms and direct them to their set of Cognitive Bias Cards (**To be either built into the workbook or created into interactive PDF's). The learners will be asked to work through each card taking into consideration their standing as a TW Manager and how these different biases may relate into how you manage inclusively and particularly when it comes to TW Early Talent.

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	<ul style="list-style-type: none"> ● After a few minutes, the Facilitator will bring the learners back into the main group to debrief around the biases which they selected. ● The Facilitator will explain the learners will be split into breakout rooms again to create strategies they can implement for dealing with the biases they have just discussed – one of the most important things they need to be aware of and actively working on. Some things they should consider in relation to TW Early Talent learned from previous modules: <ul style="list-style-type: none"> ○ Acknowledge they exist ○ Learn more about them ○ Think critically ○ Deal with things objectively ○ Look at problems like a diamond with multiples angles rather than a coin with two sides ○ Challenge assumptions and traditions ○ Practice Empathy ○ Embrace diversity, explore it and value other views ● As a final exercise, the Facilitator will play the following TW Early Talent videos where they were asked – do you believe there is a disparity between younger and older generations / what is your view of management: <ul style="list-style-type: none"> ○ Charlie – <i>Doesn't believe there is a disparity but younger generations are more informed/educated on topics.</i> (49 SECONDS) ○ Lauren – <i>Managers are passionate and knowledgeable about industry – however, because management are so busy, she finds it difficult to get 1-2-1 time and get involved in projects.</i> (58 SECONDS) ● The Facilitator will then ask the group to consider what they have just heard in the videos and work through the below: <ul style="list-style-type: none"> ○ As TW managers, how could the learners adapt to and manage these individuals using their knowledge of inclusive leadership/cognitive biases? ○ What biases do the learners notice from what was mentioned in the videos? How might these individuals be feeling? ○ Linking back to DISC behaviours/communication – how might the learners make these individuals feel more included?
<p>10 Minutes (Feedback & Close)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Recap the session ● Answer any Q&A <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 4 – Inclusive Management – Page 50-51 <p>Overview:</p> <ul style="list-style-type: none"> ● Bringing the session to a close with the Facilitator recapping all the key content and the exercises that were completed. ● For the post-work, learners should: <ul style="list-style-type: none"> ○ Use the action plan section to note down considerations or actions they could implement to align their actions with the behaviours of an inclusive leader e.g. building trust, improving self-awareness etc. ○ Complete the 'Module Feedback Assessment' for Modules 3 & 4 found in the final page of Module 4 in the workbook.

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	<ul style="list-style-type: none">● The Facilitator will signpost this module and explain that the next session will focus on ‘Coaching Conversations’ and will cover topics such as:<ul style="list-style-type: none">○ Learners will understand the differentiation between what they believe and what Millennials believe ‘coaching’ is○ Learners will be able to select a ‘push’ or ‘pull’ coaching style that is appropriate to the situation○ Learners will be able to apply the conversation cycle to better understand Millennial needs○ Learners will be able to use the GROW model as a structure to explore millennial mindset● In preparation for this session, the learners should:<ul style="list-style-type: none">○ Complete independent research on behavioural and performance coaching.
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