

Taylor Wimpey

Early Talent Development Programme For Our People/Line Managers Module 6 – Building Trust

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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 objectives for this particular module. <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 ‘Building Trust’ module: <ul style="list-style-type: none"> ○ Learners will understand the challenges of remote working from a Millennial perspective and the importance of Trust ○ Learners will be able to support and challenge Millennials effectively whilst working both on-site and remotely ○ Learners will be able to conduct effective one to ones taking Millennial style and preferences into account
30 Minutes (Millennials and Remote Working)	<p>Objective(s):</p> <ul style="list-style-type: none"> • Learners will understand the challenges of remote working from a Millennial perspective and the importance of Trust <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – Module 6 – Building Trust – Page 62 • TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> • The Facilitator will introduce this section by highlighting that as the group is aware, Covid has forced remote working to become the norm for many people and has impacted many large companies. The Facilitator will ask the learners - using the chat box - to share their knowledge of how any companies outside of Taylor Wimpey have responded to lockdown measures. Examples below are: <ul style="list-style-type: none"> <input type="checkbox"/> Amazon - Those whose positions allow them to will be working remotely until June 2021. <input type="checkbox"/> Facebook - All staff will be working remotely until July 2021. <input type="checkbox"/> Twitter - All staff are working remotely indefinitely, going to the office if and when they choose.

	<ul style="list-style-type: none"> ● According to a Global Workplace Analytics survey (https://globalworkplaceanalytics.com/global-work-from-home-experience-survey): <ul style="list-style-type: none"> ❑ 73% of employees working remotely felt they are successful working from home ❑ 86% said they feel more productive working from their home office ❑ 76% want to continue working from home at least 2.5 days of the week ● After a few minutes, the Facilitator will choose 1 or 2 videos from the TW Early Videos to provide insight into challenges Millennials face in Taylor Wimpey whilst working remotely: <ul style="list-style-type: none"> ❑ Amala - <i>Prefers working from office as it's easier to get involved in projects and ask for help. Working from home means less visibility on what is happening in the department/BU but less travelling means more work can be completed.</i> (34 SECONDS) ❑ Joseph - <i>Working remotely gives more flexibility. You are able to prioritise workload i.e., if needed, meetings can be created quickly via MS Teams. For some, you can also work without distractions. Disadvantages - as a graduate, it's difficult to learn without regular face-to-face contact and there's less of a 'community' as less opportunities to have informal/get to know you conversations.</i> (1 MINUTE 21 SECONDS) ❑ Will - <i>Advantages - more flexibility and work-life balance e.g., if you need to take your car into the garage, it's easier to book in. Enjoys working from the office around 3-days a week. Disadvantages - Difficult to meet individuals and learn from them e.g., can be busy in other meetings.</i> (1 MINUTE 19 SECONDS) ❑ Poppy - <i>More difficult working from home as you feel on the 'outside' and less aware of what is happening.</i> (57 SECONDS) ❑ Hollie - <i>Difficult working from home - you feel less prioritised when asking for support.</i> (36 SECONDS) ● The Facilitator will then initiate a discussion with the group - using the chat box or breakout-rooms - around what they believe is the potential impact remote working will have on Millennials such as their motivation and performance (also taking into consideration their job role). Example populations are: <ul style="list-style-type: none"> ❑ Office Staff - Management Trainees in Commercial, Technical and Graduates ❑ On-Site Staff - Trainee Assistant Site Managers, Apprentices ● Expected responses to the above could be: <ul style="list-style-type: none"> ❑ Early Talent may become demotivated - As mentioned previously, many Millennials no.1 motivator is Empowerment & Autonomy and with working remotely, there is less visibility on changes that are occurring within Taylor Wimpey and therefore, less opportunities to get involved in projects. ❑ Performance may decrease for on-site staff - Those who are used to working on-site may feel less motivated having to split their time working from home due to restrictions which is not their ideal working environment. ❑ Performance may increase for Millennials - As per the Global Analytics Survey and Early Talent Videos, some Millennials may maintain or increase performance from working remotely as they have more flexibility and work-life balance. ❑ Impact on Mental Well-Being - Moving from a highly sociable environment to working in isolation
<p>40 Minutes (Mindsets & the Importance of Trust)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ○ Learners will understand the challenges of remote working from a Millennial perspective and the importance of Trust ○ Learners will be able to support and challenge Millennials effectively whilst working on-site and remotely <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 6 – Building Trust – Page 63

Overview:

- The Facilitator will start this section by splitting the learners into breakout rooms to discuss the following topics:
 - How have they found working from home – pros and cons
 - What have they found challenging about managing remotely?
 - Have they noticed their own behaviour changing without the ability to see what's happening?
 - How have their people found it? How much feedback do we have?
- After a brief discussion, the Facilitator will highlight that when managing teams remotely, one of the biggest challenges for a manager is the lack of visibility they have on their teams and knowing what level of support to give individual's as you are now unable to observe and communicate with them as regularly as if they were on-site.
- The Facilitator to link back to previous content, especially around inclusive management where we discussed why trust and authenticity were so important.
- To highlight the importance of 'Trust' when working remotely, the Facilitator will then introduce the learners to Lencioni's 5 Dysfunctions of a Team theory which theorises the most common dysfunctions as below:
 - Inattention to Results
 - Avoidance of Accountability
 - Lack of Commitment
 - Fear of Conflict
 - Absence of Trust
- The Facilitator will then explain we will be going into further detail on how the 'Absence of Trust' dysfunction impacts teams when working remotely. The Facilitator will ask the learners - using the chat box - what are the negative impacts within a team if there is no trust? After a few minutes, the Facilitator will then give the learners the below explanations:
 - *Without trust, there is less innovation, collaboration, creative thinking, productivity and people spend their time protecting themselves and their own interests.*
 - *Trust means that you rely on someone else to do the right thing. You believe in the person's integrity and strength to the extent that you're able to put yourself on the line, at some risk to yourself.*
- The Facilitator will then refer back to the behaviours of Inclusive Leaders and Cognitive Biases that were covered earlier in the programme. How can the learners ensure they are still managing exclusively when they cannot physically see or interact with their teams?
 - **Working against your own bias** – what assumptions and beliefs do we have about remote working? How are we challenging these?
 - **Confirmation Bias** – We may feel certain things will happen when remote working and look for affirmation.
 - **Recency Bias** – We rely on data that is relatively new.
 - **Pro-innovation Bias** – We may now place over importance on digital communication even though it should be balanced with other methods.
 - **Selective Perception** – We may believe that remote working means people may not work as much, things may not get done etc.
 - **Stereotyping Bias** – We may believe that people will abuse trust based on past experience and start to manage accordingly.
- The Facilitator will advise that the learners will be split into breakout rooms to discuss strategies for how they can support their teams, and equally, how do they ensure there is a sufficient level of 'Challenge' without micromanaging. It's important to bear in mind that most Millennials are comfortable using technology to communicate with and this can be leveraged e.g., MS Teams Calls, WhatsApp Groups, Facebook and LinkedIn Community pages etc.

- After 20 minutes, the Facilitator will bring the learners back into the main group to debrief what was discussed and if necessary, provide the following examples:
 - **Driving accountability** – How do we make sure people are clear and manage them against their responsibilities?
 - As learned through the Focus Groups, TW Early Talent - when working remotely - can sometimes feel a lack of purpose and can feel reluctant to contact their manager's for work as they do not want to feel that they are 'bothering' their managers. To build trust, the learners should regularly delegate tasks and responsibilities onto their Millennials to give them that sense of purpose - remember, 40% of the TW Early Talent said their no.1 motivator was 'Empowerment & Autonomy'. By doing this, as a TW manager, the learners will be holding themselves accountable for the development of their Millennials whilst also giving accountability to them, which Millennials want.
 - Focus.
 - Clarity.
 - Feedback against performance.
 - Regular performance meetings with the team – providing clarity and focus and keeping the company vision and values clear, recognising good performance and understanding what is driving figures.
 - Ensure everyone is aware
 - **Communicating openly and regularly** – How do we foster a team working environment when the team aren't physically together?
 - According to data collected in 2020 by Gallup (An American Analytics and Advisory Company - www.gallup.com) - only **19% of Millennials** strongly agree that they **receive routine feedback** at work. As learned through the Early Talent Focus Groups and the Early Talent videos, Millennials feel they sometimes lack purpose and it's due to non-regular communication with their line-managers. Even if you provided feedback once a week with actions to complete, this routine will make Millennials feel that their development is not being forgotten and will establish trust and motivate them.
 - Regular feedback – when we supply it should be balanced and positive as well as constructive – bear in mind negative bias! Delivery of feedback is important bearing in mind we aren't observing as much.
 - Also remember feedback works both ways and we should be trying to understand our remote management style and its impact also.
 - Short meetings just to check in with everyone and make sure they all have a chance to speak.
 - One to ones we will come back to later but these need to be of good quality.
 - Coaching sessions with the team – as with one to ones - these will need to be high quality, making the most of the time we have.
 - Weekly performance meetings with the team – providing clarity and focus and keeping the company vision and values clear.
 - **Showing that you care – empathy, connection, engaging people**
 - Making sure that people are breaking and not over working.
 - Ensuring everyone feels supported and valued. Showing that we care, still celebrating birthdays and the things we normally do. As mentioned in previous modules, some of TW's Early Talent feel that they are not a priority of managers - although they understand that managers are busy - and can become demotivated through lack of purpose.
 - Make sure there is an open feedback channel where people can speak their mind. Remote working can sometimes be isolating.

	<ul style="list-style-type: none"> ▪ Regularly recognising hard work and good performance, how do we thank the team for their efforts remotely? Do we still remember to do this or do we just log off? ▪ Make sure it's not all work no play and there is time for the team to still bond. Even if it's something like sending food to their houses for lunch and all coming on together now and again, quizzes, we have to remember to create some social aspect. ▪ Keep development as a priority, make sure we still have good quality personal development plans and we can utilise online learning for millennials. ▪ Bear context in mind – emails asking why things haven't been done showed up on a recent diagnostic we did with no context. This lends itself to the micro-managing stigma and displays a lack of trust. How should we deal with issues like this? <ul style="list-style-type: none"> ● The Facilitator will finalise this section by highlighting that with working remotely becoming more common and likely to be an option in the future, the learners need to be able to trust their teams to still operate at optimal performance when they are working off-site. It's important to understand that 'Trust' goes both ways and that when managing Millennials, the learners need to ensure they are taking actions to make their Millennials feel supported and 'not forgotten' in the day-to-day rush.
<p>30 Minutes (Structuring One to One's)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to conduct effective one to ones taking Millennial style and preferences into account <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 6 – Building Trust – Page 64-65 ● TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will start this section by asking the learners, what are some of the challenges that they face when managing Millennials by referring to topics such as performance, communication, collaboration, leadership and workload. ● Because of the fast-paced culture and working environment, the time the learners spend with their team has to be of a very high quality. One-to-one time becomes extremely important. How should we be structuring one to ones? ● The Facilitator will split the group into four separate breakout rooms where they will work from the workbooks and detail how each DISC style will require their one to one session to be structured, and what kind of things will millennials look for in one to ones? How often will they need them? Should they always be an hour or are we stuck in that habit? <ul style="list-style-type: none"> ○ How the learners behaviours/mindsets will affect their approach to management e.g., how will my communication preferences affect my management approach, i.e., High D - More task focused, may only communicate when there is something important to raise, brief phone call - no detailed follow up / High C - More analytical, may try to micromanage teams where there is less visibility etc. ○ How the learners' approach to management will impact their Millennials motivation and performance e.g., Dominance - More task focused, may not delegate or provide regular feedback to Millennials which could lead them to being demotivated. May communicate vague tasks instructions to High C Millennials with a 'Theorist' or 'Reflective' learning style leading to confusion and Millennial feeling a lack of support. ○ What actions the learners can take to improve their management skills after identifying/reviewing their development areas i.e., what challenges did the learners previously mentioned? What is the current impact? What could be done to improve the situation

	<p>i.e., identify Millennials behaviours and learning styles, adjust level and method of communication, schedule weekly meetings or follow ups (accountability), delegate tasks and coach the individual to complete them etc.</p> <ul style="list-style-type: none"> • After 20 minutes, the Facilitator will bring the breakout rooms back into the main group to share what was discussed. • The Facilitator will finalise this section by highlighting that TW managers need to be flexible in adapting their management style towards their team members individual development needs, motivators and communication preferences in order to maintain their team's performance and motivation.
<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 6 – Building Trust – Page 66 <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"> ○ Complete the 'One to One' structure tables started in the session ○ Using the action plan, consider what actions they could implement in relation to the content upon returning to the workplace e.g. building trust activities, actions or considerations to make with upcoming one to one etc. ○ Complete the 'Module Feedback Assessment' for Modules 5 & 6 found in the final page of Module 6 in the workbook. • The Facilitator will signpost this module and explain that the next session will focus on 'Progressive Culture' and will cover topics such as: <ul style="list-style-type: none"> ○ Learners will be able to manage their teams using strategies that are proven to engage Millennials ○ A 'Guest Speaker' from an outside company will provide context/details into how their business works with Millennials.