

Taylor Wimpey

Talent Development Programme For Our People/Line Managers **Module 1 – New-Gen Learning**

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TIME	CONTENT
Before session starts	Trainer to log into Zoom/MS Teams 5-minutes prior to the call.
20 Minutes (Introductions and Review)	<p>Objective(s):</p> <ul style="list-style-type: none"> • Welcome and re-introductions with learners • Cover the etiquette of the remote session and interactive elements • Cover the objectives of the ‘Early Talent Development Programme’ and 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 • Pre-work – Learning Styles Questionnaire • TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> • The Facilitator will begin by introducing themselves to the learners, providing a brief overview of their relevant experience and involvement within Taylor Wimpey in previous programmes (e.g., Transition to Management, Managing for Success, Customer Disputes Resolutions, Realising Leadership, Groundworks Excellence etc.) • 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 provide a brief overview of the ‘Early Talent Development Programme’: <ul style="list-style-type: none"> ○ Why the programme has been created: <ul style="list-style-type: none"> ▪ As a result of COVID-19, knowledge and skills towards remote working/management and digital-communication/learning has become a required skill for managers and leaders. ▪ As an industry, we are in the midst of a skills shortage so we need to invest and develop our Early Talent to support our strategy to grow from within. ○ What Taylor Wimpey want as a result of TW Line Managers going through this programme: <ul style="list-style-type: none"> ▪ To further develop the management and leadership qualities of TW Managers in relation to the changing landscape. ▪ For TW Managers to have the knowledge and skills to manage and develop TW Early Talent into high-performers.

	<ul style="list-style-type: none"> ○ What are the benefits to TW Line Managers for attending this programme: <ul style="list-style-type: none"> ▪ This programme is delivered entirely in a remote format with 2-hour sessions approx. every 4 weeks to minimise impact to TW managers and their teams. ▪ Insight and skills development towards managing and developing Early Talent with Taylor Wimpey. ▪ Insight into how outside companies, managers and business units from different areas/backgrounds work and develop their Early Talent – both in the office and remotely. ▪ Opportunity to identify and develop individual development areas across different skill sets including coaching, remote management and effective communication. ○ How the modules were decided upon and created: <ul style="list-style-type: none"> ▪ At the end of 2020, we completed focus groups (surveys and interviews) with various TW Managers, Apprentices, Graduates and Management Trainees to understand each groups development needs, challenges and what could be done to improve ways of working together. ● The Facilitator will then outline the objectives for the ‘New-Gen Learning’ module: <ul style="list-style-type: none"> ○ Learners will understand how learning has changed and be able to identify different options for Millennials ○ Learners will be able to identify learning styles and tailor their approach to Millennial learning ○ Learners will be able to build an effective PDP for Millennials based on their learning preferences
<p>20 Minutes (Context – How do Millennials learn?)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will understand how learning has changed and be able to identify different options for millennials <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 1 – New-Gen Learning – Page 8 ● TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will begin by setting background context for this module by explaining that Millennials are extremely comfortable with technology. Search engines, social media and online resources are the Millennial generations ‘go to’ resources for information, regardless of the subject. They constantly share knowledge and feedback with one another instantly using social media. These methodologies and technologies are something they actively look for and expect to see used from companies that they choose to work for. ● The Facilitator will then split the group into breakout rooms and ask them to discuss with one another, their view on how they believe Millennials learn. After a few minutes, the Facilitator will bring the groups back into the main group and ask the learners to share what they discussed. The Facilitator will then share the below responses collected from the TW Early Talent that attended the Focus Groups: <ul style="list-style-type: none"> ○ Spend <i>some</i> time reading theory and then look to apply asap – Pragmatic application ○ Masterclasses / E-Learning ○ Seminars / Webinars /Talks on YouTube, LinkedIn courses, online courses etc. - Taking into consideration what we know about the way Millennials prefer to learn, organisations clearly need to find ways to grab their attention. One of the best ways to do so is

	<p>through video. The average human brain processes video 60,000 faster than text and the Millennial brain processes it even faster. An altogether more enjoyable way of learning, video clips are also more effective in helping viewers understand course concepts, which then can be applied to real-world situations.</p> <ul style="list-style-type: none"> ○ Talking to more experienced Subject Matter Experts – LinkedIn / Masterclasses ● The Facilitator will highlight that much of learning has moved online, meaning that outside of work, Millennials complete more bite-sized learning online and have less social interaction/practical training. This could mean that they have some knowledge on how to complete a task but not had the opportunity to embed the learning through doing it and gaining experience – this is more the case with Covid and remote working. It's important to remember that Millennials look for social interactions, so when it comes to the format in which they learn, there needs to be the right balance e.g. changing a full-day face to face skills camp into 1-2 hour remote sessions. ● The Facilitator will then explain that this is one of the challenges Millennials face when they are transitioning from Education into Corporate life - where much focus in education is about acquiring knowledge through theory, writing essays etc. and less on practical application (depending on the subject etc.) Some other challenges Millennials face are: <ul style="list-style-type: none"> ○ Adapting their Behaviours – Having to now be accountable for their actions and work completed ○ Communication – Building working relations – rotations mean they have to work with new people with each new rotation, they need to respect the hierarchy i.e., do not treat managers the same way you treat your friends etc. ○ Time Management – Prioritisation / Meeting deadlines (they may have had homework/projects before but not the same workload or impact if items are not completed on time) ○ Transitioning to Adulthood – Independent thinking, maturity, finding a work/life balance ● To provide further context into the challenges faced, the Facilitator will then play TW Early Talent where the graduates were asked - 'What was your biggest challenge when transitioning from education to corporate life?' and their preferred way of learning: <ul style="list-style-type: none"> ○ Poppy – <i>In education, you're told what's expected of you. In corporate, you need to adapt depending on where you are and everyone is working towards their own/different goals to further their careers.</i> (43 SECONDS) ○ Kimberly - <i>Researching departments e.g., processes and jargon, then when you join the department you can see how it's used in real-life scenarios. Also binge able to watch videos for post-learning.</i> (1 MINUTE 29 SECONDS) ○ Amala - <i>Prefers a 'hands-on' approach where someone goes through the tasks with her, making notes and can then reflect on why things are done in a certain way.</i> (24 SECONDS) ● The Facilitator will finalise this section by linking new-gen learning to communication (DISC – Module 3) in that when the learners are developing TW Early Talent, that they are giving clarity on how to complete tasks in the way specific to the Millennials learning needs. By further adapting their PDP's so they are more specific to that individual, Taylor Wimpey has a significantly better chance at retaining talent which we will go into further for the remainder of the session.
<p>30 Minutes (Learning Styles)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to identify learning styles and tailor their approach to Millennial learning <p>Peripheral(s):</p>

- **Digital Workbook – Module 1 – New-Gen Learning – Page 11**
- **Pre-work – Learning Styles Questionnaire**
- **TW Early Talent Videos**

Overview:

- The Facilitator will advise the group that they are going to play a game called 'Threes' for a few minutes and will drop the following link into the chat- box for the learners to access - <http://threesjs.com>
- The Facilitator will not give any instructions on how to complete the game other than that they will be given a few minutes to complete the game and at the end, will be asked to share their 'high-score' at the end.
- After a few minutes, the Facilitator will ask the group to share their scores and will then complete a debrief with the group:
 - Who 'dived' right in and just started clicking?
 - Who tried to find the instructions?
 - What took the time to think of a strategy?
 - Who wondered why they were playing the game and what this has to do with new-gen learning?
 - Who thought about where they might find the answers e.g., YouTube?
- The Facilitator will then ask the group when they buy something new e.g., Ikea furniture, a new T.V, games console etc. Do they get it out the box and start pressing buttons? Do they read the instructions? Do they want to know how the features tie in to what it does? Does anyone go on YouTube to find out how it works?
- The Facilitator will-then introduce learners to the Honey and Mumford Learning Styles theory, where they theorised people use one of four learning styles which can change depending on the task being completed:
 - Activist - Individuals that learn by 'doing', often taking a 'hands on' approach and learning through experience
 - Theorist - Individuals that want to understand the theory behind an action - often seeking a logical explanation
 - Pragmatist - Individuals that want to see how things are done in 'real-word' scenarios
 - Reflector - Individuals that observe first, then seek to understand why what happened, happened
- The Facilitator will then advise that the learners were asked to complete a learning styles questionnaire as pre-work for this session and the Facilitator will ask learners to volunteer – using the chat box – what the results of their surveys were to create context of what different learning styles exist within the group.
- After a few minutes, the Facilitator will then ask the learners to split off into groups via breakout rooms on teams to share what their results were and initiate a discussion around the results: (Est. 5-minutes)
 - Do you agree or disagree with your results? Why do you believe this?
 - Consider the Millennials we have recently reviewed/mentioned - is your learning style different or similar?
 - If different, what are the potential challenges yourself and the Millennial could face if you are giving them a task to complete?
 - How would you adapt your style if you were coaching this individual to complete a certain task?

	<ul style="list-style-type: none"> • The Facilitator will then ask the learners to consider the Millennial video responses that have been watched in the previous section, what do the learners believe is the learning style for those Millennials based on what they said? (Kim – Theorist, Pragmatist / Amala – Activist, Reflector) • The Facilitator will then ask then ask 1 or 2 learners to consider a Millennial that they manage (without mentioning names) and ask them to questions to identify what that individual’s potential learning preference is: <ul style="list-style-type: none"> ○ Does this person take a ‘hands on’ approach towards new tasks? Did they join your team and want to immediately get involved in projects? ○ Does this person often ask you to send them detailed instructions or give reasoning behind why things are done in a certain way? ○ Does this person ask how this applies in real-life? How does this work on-site with subcontractors? What does this look like when working with a customer or sales executive? ○ Does this person often ask for demonstrations, then want to know why certain actions or events took place? ○ Based on the previous responses, what do you believe this individual’s learning style is? • The Facilitator will finalise this section by highlighting that when delegating tasks and developing Millennials, it’s important that the learners are able to identify what the individual’s preferred learning style is – using their knowledge of Honey and Mumford – and adapt their approach in which they delegate tasks/projects for the Millennial to complete. If you deliver the information in the way that you prefer to learn, this could be the opposite of what the individual needs which could impact the quality of the work when completed. • The Facilitator could raise how ‘easily’ the learners could have searched a YouTube video for a video – relate back to TW Early Talent where they could search for answers independently and then contact the line-manager for support.
<p>30 Minutes (Building Millennial Development Plans)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Learners will be able to build an effective PDP for millennials based on their learning preferences <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – Module 1 – New-Gen Learning – Page 12-13 • TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> • The Facilitator will start this section by briefly recapping the content learned so far and how it will be used to plan effective learning for TW Early Talent. • To provide further context into the learning experience of Millennials, the Facilitator will play two videos from TW Early Talent recorded as part of the Focus Groups: <ul style="list-style-type: none"> ○ Joseph – <i>Line Manager was effective in teaching processes, felt supported throughout, clear outline on what to do – to improve line-managers should have a clear standard of expectation/communication of what is expected from TW Early Talent.</i> (59 SECONDS)

- **Henry** – *Experience in sales at TW Manchester, 6-month rotation give a clear picture of how the department operates. During the summer, project work around the structure of the graduate scheme – innovative thinking and useful ways to spend time.* (49 SECONDS)
- Christy Price is a psychology professor at Dalton State College who took an interest in Millennial learners when she noticed a performance and expectation gap between the learners and their educators and theorised that Millennials engage with content better, when put into their ideal learning environment. This theory is known as the 5 R's of Millennial learning:
 - **Research Based Methods** - Millennials can have a shorter attention span when learning (link back to TW Graduate Videos) and prefer a range of learning strategies e.g., read, then apply, then review, often moving quickly between each approach. The ideal environment for Millennials are Group Based Projects that emulate the working environment but with less lecture and more collaboration.
 - **Relevance** - Millennials are infamous at 'googling' the answer - if you're not sure about almost anything, write the question into Google and it'll give you hundreds, if not thousands of sources of information. Due to this method of learning, Millennials often need convincing of the relevance of learning certain materials - why are we learning from this particular source/this way?
 - **Rationale** - Baby Boomers/Gen-X respond well to an authoritative teaching style where at an early age they were taught what to do and were expected to do it, whereas Millennials were raised in a less authoritative environment i.e., if you questioned the teacher, the teacher may take time to explain and/or ask you to explain your view. Due to this, Millennials often question why they are learning what they are being taught - rationalising - and when a rational explanation is given, they respond more positively as they can now see the value. If you give a Millennial the 'because it is' or 'because I said so' response, they will respond negatively.
 - **Relaxed** - Millennials prefer a more 'relaxed' environment where there is less pressure, more freedom to complete projects and room for personal expression/creativity. Managers should look to create a 'no wrong answers' environment.
 - **Rapport** - Millennials strive for connectivity and personal relationships i.e., social media and are known to perform better when their educator/coach takes a personal interest in their development and goals.
- In this final section, we are going to look at what building an effective Millennial development plan would look like. The learners will have to confront their own biases about what their own development was like and to avoid transposing this onto TW Early Talent – linking into Module 4 'Inclusive Management'
- The Facilitator will then split the group in breakout rooms and they will have 15-minutes to discuss and share creative/innovative development plans that will appeal specifically to the needs of Millennials and/or TW Early Talent i.e. helping them transition from Education to Corporate life and progression their career. Some ideas that could be included are:
 - 1-2-1 Coaching
 - Mentoring
 - Regular objective Feedback
 - Ways to Communication – Expressing personal interest in the Millennials development

	<ul style="list-style-type: none"> ○ Use of technology – Video, YouTube, Online Resources etc. ○ Practical Application – Specific tasks, experiential learning ○ Creating an environment, they can learn in and take acceptable risks ○ Group Projects – Remember that social interaction is important with this generation ○ Gamification – Nothing too complex but could be in the form of quizzes, leadership, other competitive elements etc. ● After the allotted time, the Facilitator will bring the learners back into the main group and ask them to discuss and share their ideas for what could be included in the PDP's that will appeal to Millennials and TW Early Talent
10 Minutes (Feedback & Close)	<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 1 – New-Gen Learning – Page 14 <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 learning styles questionnaire (pre-work) with one of their coachees' to apply the methodology learned. ○ Review the most recent PDP's they have created with their teams and compare this with the best practice shared in the final group activity. Once they have done this, they should consider what strategies/incentives they created in the session that could be added to their TW Early Talent's PDP's where applicable/appropriate. ● The Facilitator will signpost this module and explain that the next session will focus on 'Retaining Early Talent and will cover topics such as: <ul style="list-style-type: none"> ○ Proven motivation techniques for motivating Millennials ○ How to tailor development and recognition around Millennial needs and expectation to retain talent ○ How to create awareness in Millennials around the importance of diversity, health and well-being within Taylor Wimpey ● In preparation for this session, the learners should: <ul style="list-style-type: none"> ● Complete 30-minutes of independent research into how Millennials search for a new role .