

Taylor Wimpey

Talent Development Programme For Our People/Line Managers Module 5 – Coaching Conversations

Version: v0.9 14 04 21

Author: Penguin Learning Ltd



Taylor Wimpey – Module 5 – Coaching Conversations

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 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 ‘Coaching Conversations’ module:

Taylor Wimpey – Module 5 – Coaching Conversations

	<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
<p>20 Minutes</p> <p>(Millennial POV on ‘Coaching’)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will understand the differentiation between what they believe and what Millennials believe ‘coaching’ is <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 5 – Coaching Conversations – Page 54 ● TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will start this section by advising the learners that they will be split into breakout rooms for a few minutes to discuss/define what their own personal definition of what coaching is. After a few minutes, the Facilitator will bring the learners back into the main room to share what they discussed and will summarise: <ul style="list-style-type: none"> ○ Coaching can be loosely defined as an action or conversation with the intent to improve performance. ● The Facilitator will then play a few of the TW Early Talent videos from the Focus Groups to give learners insight into what TW Early Talent gave their person definitions of what coaching is: <ul style="list-style-type: none"> ○ Catherine – <i>The coach is a more experienced individual – they are to provide support and guidance for the coachee, not ‘tell’ them what to do.</i> (52 SECONDS) ○ Kimberly – <i>Where you ‘walk in the footsteps’ of a more experienced individual with guidance and support.</i> (1 MINUTE 5 SECONDS) ○ Will L – <i>Someone who keeps you on the ‘straight and narrow’ towards a particular goal, provides recognition and reward where credit is due.</i> (15 SECONDS) ● The Facilitator will then initiate a discussion with the group in response to the TW Early Talent videos:

Taylor Wimpey – Module 5 – Coaching Conversations

- How similar or different are the TW Early Talent perspective/responses to that of the learners? Why do you think this is?
- The Facilitator will summarise that many of the comments mentioned by the TW Early Talent relate to what a mentor does – not a coach.
- The Facilitator will run a live poll with the group asking them the following questions and sharing the results:
 - How would you rate your coaching skills on a score of 1-10 (1 being the lowest, 10 being the best)
 - How would you rate your feedback skills on a score of 1-10 (1 being the lowest, 10 being the best)
- After collating and sharing the results, the Facilitator will then display the results (slide xx) from the Focus Group survey where the TW Early Talent were asked the same questions:
 - On a scale of 1-10, how would you rate your Manager's Coaching Skills – Average Score – 7 out of 10
 - On a scale of 1-10, how would you rate your Manager's Feedback Skills – Average Score – 6 out of 10
 - Do you have a PDP? (Personal Development Plan) – Yes = 52% / No = 42%
- The Facilitator will highlight that when coaching TW Early Talent, the learners need to consider how their coachee perceives 'coaching' and correct/align this perception with their own in both 1-2-1 conversations and their PDP's in order to manage expectations.
- The Facilitator will then explain to the group that we will complete a 'hand-raise' activity where the Facilitator will ask questions and the learners will use the 'raise hand' feature in MS Teams if they agree and keep their hands down if they disagree. The Facilitator will choose a delegate for each question to briefly expand on their views: (Green = True / Red = False)
 - *Coach and feedback mainly focuses on things to be improved* (false – strength based coaching improves performance via confidence building, creating trust, empowerment, making people feel valued. High performing organisations score very well against this in engagement polls.
 - *Coaching is mainly for underperformers* (see above)
 - *Coaching is not a model or a meeting or a process. It is a Mindset.*
 - *The biggest barrier to coaching not happening is lack of time*
 - *Feedback focuses on the 'what'. Coaching focuses on the 'how'*
 - *Coaching should focus on the positive as well as any areas of development*

Taylor Wimpey – Module 5 – Coaching Conversations

	<ul style="list-style-type: none">○ <i>There is only one right way to coach</i>○ <i>Everyone will benefit from coaching...even perceived 'high performers'</i>○ <i>You should never 'tell' or 'advise' in a coaching session (This is ok if it is used in the right situation – 'push' coaching)</i>○ <i>Coaching sessions should always be planned</i>○ <i>Coaching is a powerful way to unlock potential</i>○ <i>Coaching only happens when you have spotted something that needs fixing</i> <ul style="list-style-type: none">● The Facilitator will finalise this section by highlight that Coaching and Feedback has to be preceded by building trust with the coachee, particularly around intent. When it comes to coaching Millennials/TW Early Talent having 'trust' in the intent when coaching/providing feedback will have a huge influence in them 'buying' into the coaching process – link back to Retaining Early Talent.
20 Minutes (The Coaching Spectrum)	<p>Objective(s):</p> <ul style="list-style-type: none">● Learners will be able to select a 'push' or 'pull' coaching style that's is appropriate to the situation <p>Peripheral(s):</p> <ul style="list-style-type: none">● Digital Workbook – Module 5 – Coaching Conversations – Page 55 <p>Overview:</p> <ul style="list-style-type: none">● The Facilitator will set content this section by referring back to the learners personal definition of coaching and use the following example:<ul style="list-style-type: none">○ If the learners where to hire an expensive tennis coaching, what would they expect to receive in their first lesson?<ul style="list-style-type: none">▪ Expected answers (PUSH Coaching) – how to serve, how to hold the racket, where to stand▪ A seasoned tennis pro would begin by asking 'Where are you struggling?' or 'What can I do to help you?' – (PULL Coaching)● The Facilitator will explain that coaching works on a spectrum depending on the level of experience and will introduce the learners to 'The Coaching Spectrum':<ul style="list-style-type: none">○ PUSH Coaching – Telling, demonstrating, exploring and practicing – used to address a SKILL Gap

Taylor Wimpey – Module 5 – Coaching Conversations

	<ul style="list-style-type: none"> ○ PULL Coaching – WILL or MINDSET related, where the coach needs to understand why someone is displaying certain behaviours or where they are trying to overcome mental barriers. This is more about asking intelligent questions, exploring reality, identifying behaviours and the coachee identifying options to overcome this. ● The Facilitator to split the group into two breakout rooms: (five minute activity) <ul style="list-style-type: none"> ○ One group will take PUSH coaching, when it is appropriate and the skills required. ○ The second group will do the same for PULL. ● After the time slot given, the Facilitator will bring the learners back into the main group to share what was discussed and debrief the other group. When completing the debrief, the Facilitator should look for and highlight the following: <ul style="list-style-type: none"> ○ PUSH – Showing people what to do, practising with them, being encouraging and understanding where they are failing. The coach needs to know how the skills work and be able to demonstrate it credibly. It is used a lot with new starters but also experienced people trying to learn new skills. ○ PULL – Being curious, so the coach needs to think of big open questions to get the coachee to open up. They need to be able to listen, empathise and be present. The line of questioning should follow on from what the coachee is saying. ● The Facilitator will finalise this section by advising that TW Early Talent will often need skills coaching early on in their roles, therefore this session will focus more on how the learners will use PULL coaching techniques when having coaching conversations with TW Early Talent.
<p>15 Minutes</p> <p>(The Conversation Cycle)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to apply the conversation cycle to better understand Millennial needs <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 5 – Coaching Conversations – Page 56 <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will create context for this section by asking the learners to consider conversations they have both inside and outside of work and specifically, what makes a good conversation and what makes them a challenge e.g., the topic, the other person’s level of interest, questions, distractions, talking over each other etc.

Taylor Wimpey – Module 5 – Coaching Conversations

- The Facilitator will then introduce the learners to the Conversation Cycle which is a simple framework that breaks conversations down into 4 different elements:
 - Inform – Where you are giving information
 - Invite – Where you invite the other person to respond
 - Listen – Where you are actively listening to the person
 - Acknowledge – Where you acknowledge the person
- The Facilitator to ask group where they will focus during PULL coaching (LISTEN, ACKNOWLEDGE and INVITE). Discuss the importance of being present, focussing on what the coachee is saying and drawing the next question from what they tell you. Discuss with group what we mean by ‘deep listening’, rather than focussing on the voice in our head telling us what to say next.
- The Facilitator will then provide learners with examples of what happens when elements of the conversation cycle are missing or are being overused by one or both parties, for example:
 - If two people are over-informing to get their point across, this creates conflict.
 - When the person speaking doesn’t invite the others to respond, the conversation becomes one-sided and the other members of the conversation may become frustrated and/or lose interest and stop listening.
- The Facilitator will also initiate a discussion around what considerations the learners will need to make prior and during coaching conversations with TW Early Talent such as:
 - Millennials are transitioning from Education where the system gives them the belief that they can succeed and they may not have any experience of the heavily competitive nature of the business world.
 - How will Millennials feel if their manager tell them they are not ready or that their progress within Taylor Wimpey will be longer than they expected? What is the potential impact this may have on the Millennial?
- The Facilitator will finalise this section by highlighting that the Conversation Cycle is a framework for you to effectively manage conversations to ensure that there is a constant flow, that each party is having their say and to keep things informative/productive. The Facilitator to direct learners to the workbook where examples of each element of the conversation cycle is included (e.g. types of questions, ways to acknowledge, etc.) In the next section, we will look at how to apply this theory when having conversations with different Millennial persona’s and how we can use our knowledge of DISC to adapt the style of the conversation.

Taylor Wimpey – Module 5 – Coaching Conversations

<p>45 Minutes</p> <p>(Adapting to Millennials)</p>	<p>Objective(s):</p> <ul style="list-style-type: none">● Learners will be able to use the GROW model as a structure for coaching conversations to conduct mindset coaching <p>Peripheral(s):</p> <ul style="list-style-type: none">● Digital Workbook – Module 5 – Coaching Conversations – Page 57 <p>Overview:</p> <ul style="list-style-type: none">● The Facilitator will start this section by introducing the GROW coaching model:<ul style="list-style-type: none">○ This model is specific to mindset coaching and the way we use it is to follow it in the background as we have a conversation.○ The Facilitator will use the Iceberg example i.e. ‘on the surface we only see the small iceberg but underneath there is a huge amount of ice we cannot see.’ When it comes to people, we see actions and behaviours on the surface, and as a coach we want to understand the factors beneath the surface that drive these, beliefs, values, experience, circumstances etc.● The Facilitator will then explain each element and relate to the conversation cycle:<ul style="list-style-type: none">○ G – Goals – Can be used in the Inform or Invite stage in the conversation cycle. The message we need to get across is what is the purpose of the conversation and what is the managers intent to develop the coachee.○ R – Reality – This is where managers explore the reality of the current situation, where the coachee is, why is this happening, what are we they currently doing etc. This is where INVITE needs to be strong from the conversation cycle. The manager needs to focus, listen carefully, write down key points and understand what is driving behaviour from the coachee.○ O – Options – This is where the coachee starts to generate options. Managers have to try to resist PUSH coaching here, unless the coachee does not have the skills required and needs help. Again, Managers should INVITE options and INFORM if required.○ W – Wrap up – Agree on what will be done to take things forward for the development of the coachee.● The Facilitator will refer back to DISC and remind the group about the importance of adapting the style of the conversation so that it is specific to the individual. The Facilitator to initiate a brief discussion around this with the following examples:<ul style="list-style-type: none">○ Dominance – Individual may be more business orientated, ‘snappy’ and task focused
--	---

Taylor Wimpey – Module 5 – Coaching Conversations

- **Influence** – Individuals may be more energetic, keeping the conversation moving at pace and questioning more around how or what they are feeling.
 - **Steadiness** – Individuals may need more reassurance when receiving feedback, are hesitant to respond and sharing how they are feeling.
 - **Compliance** – For these individuals, managers may need to rely more on a GROW structure by providing detail around performance and clarify around next steps and what is expected from them.
- As TW Managers, the learners will often need to provide feedback to TW Early Talent. The Facilitator will ask the group:
 - If someone told you they had feedback for you, what would you expect the feedback to be? (In many places, the automatic expectation is the feedback will be negative i.e. feedback means ‘you are in trouble’. This is due to the lack of balance between positive and constructive feedback. (**In the workbook, there should be a list of feedback points – Specific, Observed, Actionable, Timely, Balance, Positive, Constructions – including the words Action and Impact as titles)
- The Facilitator to discuss and re-iterate point that feedback is about trust and intent. We have to provide the positive (refer to earlier, people feeling valued) as well as constructive. TW people should have a decent understanding of this from previous work. Tie feedback into DISC, again the delivery of it should take their style into account.
- The Facilitator to share a slide of verbatim responses captured from the manager interviews highlighting some of the challenges managers face when managing Millennials, for example:
 - *Trying to run, before they can walk’*
 - *Can be immature and find adjusting difficult*
 - *You recognise people by ‘the back of their phone’*
 - *Inexperienced in the role but with high expectations*
 - *Time management and they do not prioritise workload - sometimes submitting work with 1-hour to go*
- The Facilitator will split the group into breakout rooms and ask them to work through the above scenarios and discuss what considerations or questions they might need to make if discussing the above scenarios with TW Early Talent:
 - How would you conduct the conversation?
 - What might be the TW Early Talent’s perspective on the situation?

Taylor Wimpey – Module 5 – Coaching Conversations

	<ul style="list-style-type: none"> ○ What may be driving actions/behaviours and how will you adapt to them? ○ What questions might you ask them to understand the situation / move them towards change or solutions? ● The Facilitator will move between the breakout rooms to observe, interject and support where appropriate. ● After a few minutes, the Facilitator will bring the group back into the main room to discuss and share best practice.
<p>10 Minutes</p> <p>(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 5 – Coaching Conversations – Page 58 <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"> ○ Have 2-3 coaching conversations with their team members and log the outputs of these conversations/tools used. ● The Facilitator will signpost this module and explain that the next session will focus on 'Building Trust' and will cover topics such as: <ul style="list-style-type: none"> ○ Learners will understand the challenges of remote working from a Millennial perspective ○ Learners will be able to support and challenge Millennials effectively whilst working on-site and remotely ○ Learners will be able to conduct effective one to ones taking Millennial style and preferences into account ● In preparation for this session, the learners should: