

Taylor Wimpey

Early Talent Development Programme For Our People/Line Managers **Module 3 – DISC & Communication**

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Author: Penguin Learning Ltd



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 brief 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 • DISC Assessment Link - https://www.sisurvey.eu/261926LSF • Pre-work – Completed Learner DISC Reports • 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 ‘DISC & Communication’ module: <ul style="list-style-type: none"> ○ Learners will be introduced to the DISC report and DISC methodology. ○ Learners will review their own DISC reports and gain an understanding of their own behaviours/communication preferences. ○ Learners will understand how to identify behaviours in others (without the report) and how to adapt their communication styles when managing Millennials and setting expectations when working in Taylor Wimpey i.e., helping Millennials transfer from ‘School life’ to ‘Corporate life’, career goals, rotations within roles, etc.

	<ul style="list-style-type: none"> • The Facilitator will ask if the learners each have a copy of their DISC report. If a learner has not completed a report, advise them that they may remain in the session but will not have visibility on specific areas e.g., their own DISC behaviours. They can then complete their own report after the using this link (https://www.sisurvey.eu/261926LSF).The Facilitator will be sent a copy of the reports prior to the session so that should learners have questions on specific parts of their report, the Facilitator will have visibility as well. • The Facilitator will set context for this session by begin asking the learners – using the chat box – to share their interpretation of what is meant by ‘Communication’ and why is it important to understand what it is?: <ul style="list-style-type: none"> ○ All outcomes are a result of communication – both good and bad. Good communication is essential to allow yourself and others to fully understand information accurately and quickly. Poor communication skills can lead to frequent misunderstanding and frustration. • The Facilitator will then ask the learners – using the chat box – to provide their answers to below questions to share their experiences around: <ul style="list-style-type: none"> ○ What are your biggest challenges when communicating with ‘Early Talent’ in Taylor Wimpey? ○ How do you prefer tasks to be communicated to you? E.g., phone call, email, shown first hand etc. • After a few minutes, the Facilitator will then explain that during the focus groups, we asked some of the ‘Early Talent’ to record their responses to similar questions to provide insight into their views on topics throughout this programme. The Facilitator will then play the below responses to the group: <ul style="list-style-type: none"> ○ Charlie – <i>Deciding when to contact management as they can be difficult to get hold of as they are so busy.</i> (38 SECONDS) ○ Ali – <i>Knowing the best method of communication to use when contacting different individuals.</i> (58 SECONDS) ○ Hollie – <i>A call to brief the task that needs to be completed, then an email with more detailed instructions.</i> (19 SECONDS) ○ Lauren – <i>If it’s something familiar – a quick call. If it’s something new – a call to run through, followed by an email.</i> (53 SECONDS) • The Facilitator will then initiate a brief discussion with the learners around: <ul style="list-style-type: none"> ○ What did they agree with? ○ What did they disagree with? ○ What suggestions do they have to improve communication between management and TW Early Talent?
<p>20 Minutes (Intro to DISC & Mehrabian)</p>	<p>Objective(s)</p> <ul style="list-style-type: none"> • Learners will be introduced to the DISC report and DISC methodology. • Learners will review their own DISC reports and gain an understanding of their own behaviours/communication preferences. <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – Module 3 – DISC & Communication – page 29 • DISC Assessment Link - https://www.sisurvey.eu/261926LSF • Pre-work – Completed Learner DISC Reports <p>Overview:</p>

- The Facilitator will start this section by asking the learners if they have experience of other behavioural assessments such as MBTI, Insights etc. and ask about their profiles and discussing the similarities and differences between them and DISC.
- The Facilitator will then discuss with the group:
 - **What is DISC?** – DISC is the world #1 behavioural assessment created by TTI Success Insights. It uses a 4 quadrant framework that assesses how human beings tend to behave and communicate both at work and at home. TTI Success Insights are a global brand with clients such as Coca-Cola, Mercedes Benz, Deloitte, American Express and GE capitol
 - **How does this compare to other assessments?** – Refer to previous learner examples.
 - **What does each letter mean?** – Each individual quadrant stands for Dominance, Influence, Steadiness and Compliance
 - **What does the report tell us?** – The report provides quantitative data on your behaviours across this framework, how these can be interpreted by others and your personal communication preferences including ways you prefer not to be communicated with.
 - **How can this information be used to improve and understand communication with team members?**
- Some questions the learners may ask (because the language is American English) are:
 - **What is an 'Ego Strength'?** – This is the level of someone's commitment when they put their mind to achieving a task. Those with high ego strengths are committed to see a task completed to the end, where others, may not do so.
 - **What is a 'Stroke'?** – Another way to think of this is 'Stroking someone's Ego' referring to positive feedback, recognition and appreciation.
 - **What is the number on the bottom left hand corner of the chart?** – This is the time taken to complete the assessment.
- The Facilitator will ask the group to spend just a few minutes reading the General Characteristics section (**Pages 2-3**) in their reports to view the accuracy of the information and to see if the finding's match the learner's self-perception:
 - Advise the learners that the reports are validated every 2 years by TTI Insights to an 87% accuracy I.E if a comment in the report describes as individual as something they are not and validated by those around them, that particular point may be in the 13%.
- After a few minutes, the Facilitator will ask the learners to stop reading and if they have any questions regarding the characteristics that have been mentioned.
- The Facilitator will next direct the learners to the "Checklist for Communicating" section (**Pages 7**) and ask the learners to note down their top 3 preferences for 'Ways to Communicate' and 'Ways not to Communicate' The Facilitator will highlight when communicating with a difficult colleague or team member, you may be communicating in the way they prefer NOT to communicate and vice versa.
- The Facilitator will then direct the learners to the 'Perceptions' section (**Page 11**) highlight that these are the way their behaviours 'could' be perceived by their colleagues and team members e.g., someone described as optimistic, could be seen as unrealistic / someone described as reserved could be seen as disengaged or uninterested.
- The Facilitator will then direct the learners to their DISC graphs (**Page 15**) they have seen in the bottom right hand corners of the pages and advise that this is a quantitative illustration of their individual DISC behaviours across the 4 quadrants. Explain how:

	<ul style="list-style-type: none"> ○ Above the line and Below the line behaviours – The Facilitator will explain that there are no ‘good’ or ‘bad’ behaviours, whether you are above or below line the 50 mark baseline, this simply represents what your behavioural preferences are and that these will change depending on the situation you are in, the task to be completed and who you are communicating with. ○ Natural and Adapted Behaviours – As described, these will vary depending on the situation...commonly, your Natural behaviours are how you are at home and your Adapted behaviours are how you are at work. If there is a significant difference, this behaviour may not be sustainable and the individual can be under stress having to constantly behave in a way opposite to their natural behaviours. ● The Facilitator will link this to the Mehrabian model in that each DISC behaviour has different body language, tone and words and each style has its own ‘volume control’ which can be turned up and down. ● The Facilitator will next explain that we are going to discuss the individual behaviours, starting with ‘Dominance’
10 Minutes (Dominance)	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be introduced to the DISC report and DISC methodology. ● Learners will review their own DISC reports and gain an understanding of their own behaviours/communication preferences profiles <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 3 – DISC & Communication – Page 30-37 ● Pre-work – Completed Learner DISC Reports <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will take learners through what ‘Dominance’ means in the context of DISC – <i>How we respond to problems & challenges</i> ● The Facilitator will then invite the learners to share their natural vs. adapted ‘D’ score in the chat box e.g., 20/42 to show the significance of their score compared to others for both natural and adapted behaviours. This is to also show the variety or similarity of behaviours with other learners in the group. ● Using the ‘D’ dimension scores that have been entered into the chat as a reference – the Facilitator will introduce learners to specific behaviours that are associated with HIGH and LOW D behaviours. The Facilitator will link this to Mehrabian to create a wider view of this behaviour: <ul style="list-style-type: none"> ○ Examples of High ‘D’ behaviours: <ul style="list-style-type: none"> ▪ Words – ‘Now!’, ‘Why?’, ‘No.’ ▪ Tone – Short sentences, assertive, straight to the points ▪ Body Language – Strong eye contact, ‘Chopping hand gestures’, pointing, taking up space ○ Examples of Low ‘D’ behaviours: <ul style="list-style-type: none"> ▪ Words – ‘Could we discuss?’, ‘I’m not sure’, ‘I agree with you’ ▪ Tone – Soft spoken, collaborative, non-threatening ▪ Body Language – Avoids eye contact, shoulders rolled forward, timid or shy

	<ul style="list-style-type: none"> The Facilitator will then discuss with the group and ask the learners to make notes on: <ul style="list-style-type: none"> What are the identifiable behaviours and perceptions might we have towards High 'D' individuals? What are the identifiable behaviours and perceptions might we have towards Low 'D' individuals? What would we need to consider when having conversations with High 'D's'? What would we need to consider when having conversations with Low 'D'?
10 Minutes (I' Behaviours)	<p>Objective(s):</p> <ul style="list-style-type: none"> Learners will be introduced to the DISC report and DISC methodology. Learners will review their own DISC reports and gain an understanding of their own behaviours/communication preferences <p>Peripheral(s):</p> <ul style="list-style-type: none"> Digital Workbook – Module 3 – DISC & Communication – Page 30-37 Pre-work – Completed Learner DISC Reports <p>Overview:</p> <ul style="list-style-type: none"> The Facilitator will take learners through what 'Influence' means in the context of DISC – <i>How we influence people to see our point of view</i> The Facilitator will then invite the learners to share their natural vs. adapted 'I' score in the chat box e.g., 20/42 to show the significance of their score compared to others for both natural and adapted behaviours. This is to also show the variety or similarity of behaviours with other learners in the group. Using the 'I' dimension scores that have been entered into the chat as a reference – the Facilitator will introduce learners to specific behaviours that are associated with HIGH and LOW I behaviours. The Facilitator will link this to Mehrabian to create a wider view of this behaviour: <ul style="list-style-type: none"> Examples of High 'I' behaviours: <ul style="list-style-type: none"> Words – 'Yes!', 'Sounds great', 'When do we start?.' Tone – Excitable, extroverted, confident Body Language – Open body language, friendly, needs to keep moving Examples of Low 'I' behaviours: <ul style="list-style-type: none"> Words – 'I'm not sure...', 'Do you think that will work?' Tone – Pessimistic, introverted, sceptical Body Language – Looking down, frowning, The Facilitator will then discuss with the group and ask the learners to make notes on:: <ul style="list-style-type: none"> What are the identifiable behaviours and perceptions might we have towards High 'I' individuals? What are the identifiable behaviours and perceptions might we have towards Low 'I' individuals? What would we need to consider when having conversations with High 'I's'? What would we need to consider when having conversations with Low 'I'?

<p>10 Minutes (‘S’ Behaviours)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Learners will be introduced to the DISC report and DISC methodology. • Learners will review their own DISC reports and gain an understanding of their own behaviours/communication preferences <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – Module 3 – DISC & Communication – Page 30-37 • Pre-work – Completed Learner DISC Reports <p>Overview:</p> <ul style="list-style-type: none"> • The Facilitator will take learners through what ‘Steadiness’ means in the context of DISC – <i>How we respond to pace & consistency</i> • The Facilitator will then invite the learners to share their natural vs. adapted ‘S’ score in the chat box e.g., 20/42 to show the significance of their score compared to others for both natural and adapted behaviours. This is to also show the variety or similarity of behaviours with other learners in the group. • Using the ‘I’ dimension scores that have been entered into the chat as a reference – the Facilitator will introduce learners to specific behaviours that are associated with HIGH and LOW S behaviours. The Facilitator will link this to Mehrabian to create a wider view of this behaviour: <ul style="list-style-type: none"> ○ Examples of High ‘S’ behaviours: <ul style="list-style-type: none"> ▪ Words – ‘Ok’, ‘Right’, ‘That’s interesting..’ ▪ Tone – Poised, reflective, neutral ▪ Body Language – Reserved, still, nodding ○ Examples of Low ‘S’ behaviours: <ul style="list-style-type: none"> ▪ Words – ‘Let’s get it started’, ‘What else can I do?’ ▪ Tone – Eager, Flexible ▪ Body Language – Busy, Foot tapping • The Facilitator will then discuss with the group and ask the learners to make notes on:: <ul style="list-style-type: none"> ○ What are the identifiable behaviours and perceptions might we have towards High ‘S’ individuals? ○ What are the identifiable behaviours and perceptions might we have towards Low ‘S’ individuals ○ What would we need to consider when having conversations with High ‘S’s’? ○ What would we need to consider when having conversations with Low ‘S’?
<p>10 Minutes (‘C’ Behaviours)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Learners will be introduced to the DISC report and DISC methodology. • Learners will review their own DISC reports and gain an understanding of their own behaviours/communication preferences <p>Peripheral(s):</p> <ul style="list-style-type: none"> • Digital Workbook – Module 3 – DISC & Communication – Page 30-37

	<ul style="list-style-type: none"> ● Pre-work – Completed Learner DISC Reports <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will take learners through what ‘Compliance’ means in the context of DISC – <i>How we respond to procedures & constraints that are not their own</i> ● The Facilitator will then invite the learners to share their natural vs. adapted ‘C’ score in the chat box e.g., 20/42 to show the significance of their score compared to others for both natural and adapted behaviours. This is to also show the variety or similarity of behaviours with other learners in the group. ● Using the ‘D’ dimension scores that have been entered into the chat as a reference – the Facilitator will introduce learners to specific behaviours that are associated with HIGH and LOW C behaviours. The Facilitator will link this to Mehrabian to create a wider view of this behaviour: <ul style="list-style-type: none"> ○ Examples of High ‘C’ behaviours: <ul style="list-style-type: none"> ▪ Words – ‘Process’, ‘Compliance’, ‘Hmm’ ▪ Tone – Cautious, Price, ▪ Body Language – Some eye contact, looking into distance, hand over mouth, crossed arms ○ Examples of Low ‘C’ behaviours: <ul style="list-style-type: none"> ▪ Words – ‘Let’s do it anyway’, ‘What’s the worst that can happen?’, ‘I’ll do what I want’ ▪ Tone – Fearless, Independent ▪ Body Language – Shrugging of shoulders, ‘Who cares’ stance ● The Facilitator will then discuss with the group and ask the learners to make notes on:: <ul style="list-style-type: none"> ○ What are the identifiable behaviours and perceptions might we have towards High ‘C’ individuals? ○ What are the identifiable behaviours and perceptions might we have towards Low ‘C’ individuals ○ What would we need to consider when having conversations with High ‘C’s’? ○ What would we need to consider when having conversations with Low ‘C’?
<p>30 Minutes (Application)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will understand how to identify behaviours in others (without the report) and how to adapt their communication styles when managing Millennials and their expectations when working in Taylor Wimpey i.e., career goals, rotations, corporate life etc. <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 3 – DISC & Communication – Page 38-41 ● Blank DISC slides to present using ‘White Board’ function (in MS Teams) <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator to start coaching conversations with learners to provide examples of how the DISC materials can be applied to day-to-day relationships – both inside and outside of Taylor Wimpey.

- The Facilitator will choose 2-3 learners – depending on time / conversations taken place earlier – and ask them to consider a Millennial (TW Graduate, Apprentice, Management Trainee etc.) they have or currently work with where their working relationship/communication could be better.
- The Facilitator will then ask this learners a series of questions – whilst drawing on the bar charts at the same time – to create a visual representation of what the pre-mentioned Millennial’s behaviour could look like:
 - Is this individual more High D or Low D? (are they more Gordon Ramsey or more Lorraine Kelly?) How noticeable is this? (To determine how high or low the bar would be)
 - Is this individual more High I or Low I (are they more Kevin Hart or more Bill Gates)? How noticeable is this? (To determine how high or low the bar would be)
 - When in meetings/conversations do they ask more questions (High S) or less questions (low S)
 - Would you say they were a rule breaker (Low C) or a rule follower (High C) How noticeable is this?
 - What challenges do you have when communicating with this individual? E.g., research suggests that Millennials have a preference for digital communication depending on their request such as texting, detailed emails etc.
- Once the Facilitator has drawn what the individual’s profile *could* be, they will then ask the learners to share their ‘natural’ behavioural profile – from their DISC report – and highlight if there are any disparities I.E the Millennial is a Low D, whilst the learner is naturally a High D. What challenges could this create? How would you need to adapt when communicating with this particular individual?
- The Facilitator will then advise the group that they will now be split into groups of 2-3 and put in separate breakout rooms to complete peer-to-peer coaching in the below format:
 - 10-15 Minutes in Total (depending on time)– Approx. 5 minutes per learner to create profiles of their Millennial team members DISC preferences, potential challenges/considerations etc and scenario work.
 - 1 learner will discuss a Millennial they work with/have worked with / 1 learner will then ask questions to create the profile for that learner / 1 learner to observe communication and review with other learners.
 - Possible Scenarios for learners to share how they would approach:
 - Scenario 1 – A TW Graduate/Apprentice/Management Trainee on your team has a habit of sending multiple vague emails when discussing an urgent/important task. They often get distracted and talk about non-work related topics in-between messages.
 - Scenario 2 – A TW Graduate/Apprentice/Management Trainee in adamant that they will be a director in the next few years. They are slow to complete tasks as they often ask lots of questions as to why they are completing this task and how will this help them become a Director?
 - Scenario 3 – A TW Graduate/Apprentice/Management Trainee often comes to work or attends meetings not wearing the correct dress code e.g., no TW uniform, no high visibility jacket, wears hoodies/pyjamas on TEAM’s calls.
- After 15 minutes, the Facilitator will bring the learners back into the main group to discuss their findings and share best practice.

	<ul style="list-style-type: none"> For the final part of this session, the Facilitator will explain the DISC Wheel on page xx in the report which provides a visual representation of where an individual fits into a team role based on their natural and adapted behaviours. It's composed of the 60 most common graphs seen across thousands of reports and above/below the line numbers for each quadrant. In other organisation that use DISC, they use the wheel to plot where individuals within specific teams are to identify their strengths and development areas. The Facilitator will then share a DISC Team Wheel and initiate a discussion with the group around Team Dynamics: <ul style="list-style-type: none"> What does the wheel show? Where is everyone on the wheel? What are the potential challenges this team could face around communication and completion of tasks Where are the potential development areas? Are there any opportunities? Ask the learners to consider their own teams including Millennials/TW Early Talent they manage and what their wheel would possible look like? Then link back to the previous questions discussed. The Facilitator will finalise this section by highlight that being self-aware of your own behaviours/communication preferences and being able to identify these preferences in others, means that at TW managers, you will be able to adapt your communication to have more productive and better conversations with the Millennials that you manage. It should also be noted that this theory can also be applied with team members, colleagues, stakeholders and at home.
<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 3 – DISC & Communication – Page 42 <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"> Finalise their DISC team chart – started in the session – by adding their other team members as well. After identifying their teams DISC profiles, they should use the action plan to note potential development areas for the team and what considerations they would need to make i.e. if you have a lot of one or two specific behaviours in your team. The Facilitator will signpost this module and explain that the next session is on 'Inclusive Management' and will cover topics such as: <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

	<ul style="list-style-type: none">● In preparation for this session, the learners should:<ul style="list-style-type: none">○ Complete independent research on cognitive biases and be prepared to give a brief explanation at the next session.
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