

Taylor Wimpey

Early Talent Development Programme For Our People/Line Managers Module 2 – Retaining Early Talent

Version: v1.3 27 05 21
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 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 ‘Retaining Early Talent’ module: <ul style="list-style-type: none"> ○ Learners will gain insight into the ‘Millennial’ point of view when searching for a new role and how they do this. ○ Learners will be able to employ techniques that are proven to motivate Millennial talent. ○ Learners will be able to tailor development and recognition around millennial needs and expectations to aid retention of talent ○ Learners will be able to create awareness in millennials around the importance of diversity, health and wellbeing in Taylor Wimpey
15 Minutes (Job Hunting as a Millennial)	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will gain insight into the ‘Millennial’ point of view when searching for a new role and how they do this. <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 2 – Retaining Early Talent – Page 16 ● TW Early Talent Videos <p>Overview:</p> <ul style="list-style-type: none"> ● Facilitator to go round group one by one, asking for their how they applied for their first job and what their initial experience was like

- The Facilitator will then ask the learners to share their knowledge of Taylor Wimpey’s recruitment process and how they advertised for ‘Early Talent’ (Graduates/Apprentices/Management Trainees) to gain an understanding of the groups level of knowledge around recruiting Millennials.
- The Facilitator will then explain the disparity between job-hunting for BB/Gen-X and Millennials by using the following points to add context:
 - **TW Early Talent Videos:**
 - **Eleanor** - *Took a ‘Gap Year’ to look at ‘Graduates Schemes’ – wanting to join an organisation and try different roles. Research through Uni Career Site, Job Crowd, Milk Round, ‘Give Grads a Go’ – Would then look on Glassdoor for reviews of the company and their grad scheme. (1 MINUTE 15 SECONDS)*
 - **Will** – *Looked at Glassdoor reviews and was impressed by the comments on the culture within Taylor Wimpey and how they adapted to Covid – linking back to previous section and showing different motivators. (52 SECONDS)*
 - **Adverts** – Millennials can see what jobs are advertised within Taylor Wimpey through social media i.e., Instagram, LinkedIn etc. and websites such as Glassdoor ([Taylor Wimpey rated as a 2021 Glassdoor Best Place to Work](#)) and can directly upload their CV’s for consideration. Usually, they will then be emailed a response as to whether they have been offered an interview or have been unsuccessful.
 - **Interviews** – Most companies still opt for face-to-face interviews as it allows you to directly speak to the candidates and review their body language, tone and words (referring back to Module 1 – DISC/Mehrabian). Where this is not possible, telephone interviews have been used and with remote working, applicants can now have their interviews completed via Zoom/MS Teams.
 - **Social Media** – Millennials are the first generation to ‘champion’ social media e.g., Facebook founded in 2004, LinkedIn founded in 2002 and as seen over the last few years, social media can be an extremely powerful tool:
 - During 2020, on LinkedIn there were thousands of posts of people searching for new roles and reaching out to their network for help and in some cases, this was successful.
 - Most businesses – their activities, values, customer & former employee reviews – can be found on social media, meaning that Millennials can gain a full understanding of what it’s like to work at a company before even applying (as mentioned by Eleanor)
 - When looking for a new role, Millennials can message individual’s that already work at a company (via LinkedIn) with questions to gain further insight into a job they are considering applying to.
 - With so much company information available online, it is possible that graduates, Management Trainees and Apprentices may look for their future manager (or people involved in the interview process) BEFORE they attend the interview. This could include non-work related social media platforms such as Instagram, Twitter or Facebook.
- The Facilitator will then summarise the above by highlighting that the recruitment process between generations has changed significantly using the following facts around Millennials collected from Forbes Survey:
 - Because of their comfortability with mobile devices, Millennials are doing their researching using their phones/tablets
 - Visiting job search websites 56% of the time
 - Visiting a company’s official website 54% of the time.

	<ul style="list-style-type: none"> ○ Using an app related device to seek employment 32% of the time ○ Accessing career advice or related resources 28% of the time. ● The Facilitator will finalise this section with a discussion around what this means for Taylor Wimpey, drawing out the point that with a world of choice at the fingertips, it's essential that as TW Managers, the learners adapt to the needs of Millennials within their teams and 'follow through' on promises made in order to retain them. ● The Facilitator will finalise this section by highlighting the importance of understanding that the recruitment experience between generations has changed significantly. Prior to joining Taylor Wimpey, Millennials will have done their research on different aspects of the business and the individual's that work there. This could be why they are so ambitious and may want to 'speed-rush' through tasks and they may feel they already have a good knowledge of how Taylor Wimpey works and how to get where they want – which isn't always the case and as managers, the learners need to correct/align their expectations.
<p>15 Minutes (What motivates Millennials?)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to employ techniques that are proven to motivate millennial talent <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 2 – Retaining Early Talent – Page 20-21 <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will introduce this section by explaining that now we have an understanding of what job hunting/the recruitment experience is like for Millennials - using the chat box – learners should share their research/opinion on why Millennials choose to come and work for Taylor Wimpey and what makes them want to stay? ● After a few minutes, the Facilitator will explain that as part of the 'Focus Groups' that were run at the end of 2020, we separately asked Early Talent and the TW Managers (using anonymous surveys) – 'What are a Millennials motivators when choosing a company to work for?' and were asked to rate the below motivators from 1-6 (1- being the highest, 6 being the lowest): <ul style="list-style-type: none"> ○ Salary and Reward ○ Continuous Learning ○ Empowerment & Autonomy ○ Social Responsibility ○ Company Perks & Benefits ○ General Appreciation ● The Facilitator will then run a 'live-poll' with the group, asking them to order the pre-mentioned motivators from 1-6 to understand their opinion on what motivates Millennials when working for a company like Taylor Wimpey. (if not possible, use the chat box) ● After a few minutes, the Facilitator will reveal the results of the 'live poll' and will display the manager responses (link in the workbook) from the focus groups and will then highlight similarities between the two: <ul style="list-style-type: none"> ○ <i>50% of the Managers believed the Millennials no.1 motivator is 'Salary and Reward'</i> ○ <i>The 2nd highest motivator is believed to be 'Continuous Learning'</i>

	<ul style="list-style-type: none"> ○ <i>The 3rd highest motivator is believed to be ‘Empowerment & Autonomy’ and/or ‘Company Perks & Benefits’</i> ● After a few minutes, the Facilitator will then share the results of responses given by the Millennials using slide xx: <ul style="list-style-type: none"> ○ <i>Not one Millennial put ‘Salary and Reward’ as their no.1 motivator.</i> ○ <i>40% of the Millennials put ‘Empowerment & Autonomy’ as their no.1 motivator</i> ○ <i>The 2nd highest motivator is ‘Salary and Reward’</i> ○ <i>The 3rd highest motivator is ‘General Appreciation’</i> ○ TW Early Talent Video – Victoria - <i>Giving Millennials a sense of ownership/responsibilities – want to have an impact on Taylor Wimpey.</i> ● The Facilitator will advise the group that they will be split into breakout rooms to discuss and define what is meant by ‘Empowerment’ and when it is relevant to give empowerment to others. After a few minutes, the Facilitator will bring the group back into the main room to share what was discussed as well as the below: <ul style="list-style-type: none"> ○ Empowerment is defined in the Oxford Dictionary as “The process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights’ but empowerment, can also have many different meanings to different people depending on their experiences, circumstances, hopes and dreams. ○ It’s important to discuss with the learners that this is not about freely giving Millennials empowerment i.e., empowering individuals when they are not performing in their role. The focus should be on ensuring that managers can adapt their Millennials' development paths with practical and tailored activities or incentives that they will respond to. ○ The Millennials performance should be managed the same as other generations where there should be clarity about what is expected of them and how their line-manager will support / challenge them to achieve this. What would this conversation look like when coaching and/or completing one-to-ones with Millennials? ● The Facilitator will finalise this section by highlighting that as TW Managers, it’s important to understand why Millennials have chosen to work at Taylor Wimpey and that what motivates them to work is different for each individual. Therefore, the learners need to ensure that they are taking the time to understand what motivates the TW Early Talent they manage, tailor their development plan/activities they give them in and adapt the level of support/challenge given in order to retain them.
<p>30 Minutes (How to retain Millennials)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to tailor development and recognition around millennial needs and expectations to aid retention of talent <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 2 – Retaining Early Talent – Page 22-23 <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will introduce this section by referring that as an industry, Taylor Wimpey is in the midst of a skills shortage and therefore, there is a focus on developing TW Early Talent to support the strategy of growing from within and retaining those individuals. As Managers, the learners need to strategically develop TW Early Talent in line with their goals, especially to address areas where TW have talent / succession gaps such as Engineers and Trade Roles.

- Therefore, as managers, the learners are responsible for coaching and developing Millennials by sharing their extensive skills, knowledge and experience which they have collated.
- The Millennials choosing to work at Taylor Wimpey are ambitious and want to learn the construction industry, however, if the learners do not manage their expectations and development (in-line with their motivators and goals), Millennials may choose to leave for one of Taylor Wimpey's competitors.
- On a wider scale, a global recruitment specialist group conducted a study of millennial behaviour. A massive 91% of their millennial clients said that opportunity for rapid career progression was vital to them. As Managers within TW, it's important that the learners are upfront with Early Talent and manage their expectations by explaining that rapid career progression is not something provided by Taylor Wimpey – career progression is linked to experience and competence to ensure the right people are in the right roles. Conversely, 53% said they had been disappointed by the lack of a properly implemented personal development plan within a new role. There was particular focus on practical work experience being a missing factor.
- Consider in role performance. If they are not performing, why is that and have we had the right conversations with them. Why is it important that they are clear about performance levels in role, and if they are performing well, are we tailoring our development approach to their individual needs? Are we being clear about how to improve salary, rewards and are we empowering them to make decisions and plans based on their performance?
- The Facilitator will then introduce the learners to the Blake Mouton Grid which indicates the level of support/challenge to give team members by measuring their 'Concern for People' against their 'Concern for Results'.
- The Facilitator will then ask the group how much time they put into development plans for their team members? It's important to bear in mind the following when creating development plans:
 - From the Focus Groups, 41.2% of the TW Early Talent said they did not have a PDP.
 - How do TW managers maintain an effective balance of support and challenge that drives performance whilst supporting TW Early Talent in their learning and personal goals?
 - Do we have a formal plan agreed with them that we review at regular intervals (the global survey revealed that 90% of millennials value regular feedback, but only 38% felt they received that. Many also said that when they did receive feedback, it was not useful or delivered in the right manner).
 - Are we regularly delivering feedback, praise, appreciation.
 - Are we providing practical experience and exposure to the business that will help them grow, as we know from all data sources that millennials value this type of development highly. Are they attending meetings, seeing other areas of the business, could you delegate to them.
 - Are we bearing in mind the digital channels available for development (YouTube, LinkedIn Learning, internal resource).
 - Have we taken their DISC profile into account and tailored development to their style, EG if they are compliant have we provided a strategy and relevant steps / detail to achieve their goals?
 - Coaching
 - Mentoring

	<ul style="list-style-type: none"> ○ Regular feedback ○ Imaginative communication channels ○ Tailored personal development plans ○ Regular reviews with honest conversations about reward, progress and performance <ul style="list-style-type: none"> ● The Facilitator will then advise the group they will be split into breakout rooms to think about how they can incentivise TW Early Talent taking into consideration the above and their knowledge around motivators. It's important to highlight that managers do not incentivise poor performance. The Global Survey revealed that one in three Millennials valued formal recognition of their achievements within their role with top performer incentives / recognition being a particular focus of feedback.
	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to deliver regular feedback in a balanced way that makes Millennials feel valued, supported and challenged <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Facilitator to begin by asking the group what they would think was about to happen if they were approached by someone senior who said they wanted to give them some feedback. Answers in the chatbox, then facilitator to select some responses and discuss the reasons behind them. ● The answers will be a clue to what is known as the feedback culture of a company. Some companies work hard to ensure that feedback is regular and balanced, enhancing the positive and making sure that development is focussed and manageable. ● Facilitator to break group off for ten minutes into rooms to discuss feedback, their experiences, when it's helped them, when it's frustrated them. What is really important about delivering feedback, how should it be set up. What do we know about Millennials and feedback. ● We know that 99% of Millennials said they wanted regular feedback, so this is a big one for us to start with. ● Multiple sources have released figures that support the fact that engaged employees deliver better performance. In fact, in a survey in the US, businesses with engagement scores in the top 25% performed 10% better on average in customer metrics. ● Within those engagement figures, one of the most prominent and consistent stand outs is 'feeling valued'. So we can that to drive engagement, making people feel valued is one of the core elements we must get right. Ask group to put what makes them feel valued I the chat box. ● Facilitator to relay a personal example. ● Facilitator to talk through negative bias. This is an example of cognitive bias that we will cover later in the course. ● https://www.youtube.com/watch?v=TsVHisoLSPM ● Facilitator to explain the principle of the Lassado ratio. Lassado suggested that feedback should be balanced at around 4:1 in favour of positive reinforcement. In an experiment conducted on two groups doing exactly the same tasks, it was found that around the 4:1 ratio on one group produced better performance than a separate group working on a ratio of 1:1. ● When we talk about high performance, psychological safety is a big contributing factor. When we discuss inclusive leadership, we will talk about what is known as cognitive bias – a set of sub conscious thought processes that we don't even think about but creep into our lives

	<p>daily. One of the most prominent of these is negativity bias. This is when we disproportionately beat ourselves up, focussing too heavily on small negatives and forgetting all the positive things we do. This can lead to a spiral downwards in confidence.</p> <ul style="list-style-type: none"> ● Facilitator to introduce the AID model – Action, Impact, Do / Don't do. ● Group to break out for 10 minutes and consider Millennials they work with, how much feedback do they give them, think about the things they do we could be feeding back on. Where could they use the AID model, do they focus enough on the positive aspects.
<p>20 Minutes (Diversity & Inclusion)</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ● Learners will be able to create awareness in millennials around the importance of diversity, health and wellbeing in Taylor Wimpey <p>Peripheral(s):</p> <ul style="list-style-type: none"> ● Digital Workbook – Module 2 – Retaining Early Talent – Page 24 <p>Overview:</p> <ul style="list-style-type: none"> ● The Facilitator will introduce this section by highlighting that as we have learned, Millennials utilise social media to their advantage and are able to research companies and individuals. It is also an outlet/source for news and updates on specific topics including politics, racism, religion, poverty, mental health awareness etc. often, these topics will have their own individual pages, groups and/or online communities. ● As it's so easy for Millennials to follow updates on these topics, they are often more/informed of issues and events occurring around the world – sometimes before it's on the news – for example, in 2020, we saw the rise of the 'BLM' movement and there were several social media campaigns across Instagram, Twitter and Facebook where people could actively take part in raising awareness. ● A study by Deloitte University on millennial behaviour in the workplace found that 83% of millennials are actively engaged when they believe their organisation fosters an inclusive culture. ● The Facilitator will highlight that some Generation X/Baby-boomers - do not have access or are not active on social media, therefore, they may not be as informed on news/updated on these topics as the Millennials they manage. Therefore, it is highly important that the learners consider Taylor Wimpey's 'Diversity and Inclusion' policies when managing Millennials – we will expand on this in Module 4 – Inclusive Management. ● The Facilitator will split the learners into breakout rooms to discuss what this may mean to Millennials who have 24-hour around the world access via multiple social media channels and the way they manage them. Things to consider: <ul style="list-style-type: none"> ○ What has changed over the past 10-15 years? ○ How much do they use social media such as Twitter/Facebook/Instagram/LinkedIn? ○ How has it influenced their outlook? ○ What do they see around millennial views on well-being and mental health? How can they manage this? ○ How do you promote the awareness around TW D&I strategy..... ○ Some TW managers are 'set in their ways' – make age less of a factor e.g., just because Millennials are young, doesn't mean they're not able to complete hard tasks / just because Generation X/Baby-boomers are older doesn't mean they are not informed on certain topics. ○ Continue to diversify the perception of the construction industry

	<ul style="list-style-type: none"> ○ TW gender pay gap report shows that women and men are rewarded equally in terms of pay *refer to 2021 Gender Pay Gap report – document can be dropped into the chat box if learners request a copy. ○ Business-wide approach to Diversity and Inclusion instead of individual’s Business Units ○ After a few minutes the Facilitator will bring the learners back into the main group to debrief this with a link to inclusive management later in the program. At the moment, learners should be thinking about the conversations they have with millennials around these topics, particularly given Taylor Wimpey’s proactive approach to diversity and inclusion. ● The Facilitator will finalise this section by highlighting how the managers treat their Millennials, keep them motivated and their knowledge of topics trending in the world, is open to public perception and can be mentioned on websites such as Glassdoor. It’s therefore important that the Managers are doing these things regularly and are advocates for ‘Diversity and Inclusion’ within Taylor Wimpey to ensure TW continues to attract and retain Millennials in the workforce.
<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 2 – Retaining Early Talent – Page 25 <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 ‘Recruitment-on-Demand’ internal training (Designed and delivered by Taylor Wimpey) ● Complete the ‘Module Feedback Assessment’ for Modules 1 & 2 found in the final page of Module 2 in the workbook. ● The Facilitator will signpost this module and explain that the next session is called ‘DISC & Communication and will cover topics such as: <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. ● In preparation for this session, the learners should: <ul style="list-style-type: none"> ○ Complete their online DISC Assessment using the following link - https://www.sisurvey.eu/261926LSF