Taylor Wimpey

Bright Sparks

Understanding how to retain and better develop our early talent.

Issued

01/05/2021

Taylor Wimpey

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Introduction

Welcome to the 'Bright Sparks' programme.

This programme has been designed to be delivered remotely and this **interactive workbook** is a support tool for you to use for both the **sessions** and your **post-learning**.

The **content** covered throughout this programme has been **designed to develop the knowledge and skills** of our managers to better **develop and retain early talent** to support our strategy of growing from within.

What are the benefits of attending this programme?

- The programme is designed **entirely in a remote format with 2-hour** sessions taking place approx. every **2-3 weeks** to minimise impact to work schedules and KPI's.
- Opportunity to i**dentify and improve individual development** areas across different skill sets including building personal development plans, retaining early entry talent, effective communication, being an inclusive leader and coaching.
- Insight and the opportunity to **work with members from other business units** to share knowledge and skills to solve real challenges experienced by leaders within Taylor Wimpey.
- **Insight into how outside companies**, leaders and business units from different areas/ backgrounds **work and develop their teams**.

What is a Millennial?

Before we look at how to retain and develop our early talent, we must first identify and define the individuals that make up this population - the majority of whom are what we refer to as 'Millennials'

Millennial

Noun

An individual born between 1981 and 1996.

In the 21st century, the three generations that make up the majority of the existing workforce are:

- **Baby Boomers** - Individuals born between 1946 and 1964
- **Generation X** - Individuals born between 1965 and 1980
- **Millennials** - Individuals born between 1981 and 1996

Throughout this programme, when we refer to **'early talent'**, we are referring to **Graduates, Apprentices** and the **Management Trainee** populations as these are mainly composed of millennials.

These are the individuals that will look to you to guide their development within Taylor Wimpey.

Programme Overview

Below is a visual overview of the order of the different modules that will be covered during this programme. A description of each module can be found on the module title page.

MODULE 1

New-Gen Learning

MODULE 2

Retaining Early Talent

MODULE 8

Action Learning Group

MODULE 7

Progressive Culture

Programme Overview

MODULE 3

DISC & Communication

MODULE 4

Inclusive Management

MODULE 6

Building Trust

MODULE 5

Coaching Conversations

Interactive Navigation

As mentioned, this workbook has been designed as a support tool for you to use throughout the programme and has built-in interactive elements including videos, questionnaires and other support materials for post-learning.

Please take a moment to familiarise yourself with the below:

Navigating through Pages

If you are using an Apple device, you may navigate through the pages using two fingers, swiping left or right on the track-pad. If you are using a work PC/laptop, you can click on the page turners in the bottom left and right hand corners of each spread OR scroll using your mouse scroll wheel (if applicable)

Interactive Elements

If an element is 'interactive', it will be highlighted as your hover over it with your mouse and you will need to click on the highlighted area to start editing the contents. Some interactive elements will not be highlighted - such as video links - and instead you will be made aware through text or 'click here' icons.

Pre & Post-work

For some of the workshops covered, there will be pre and post-work for you to complete which will then be reviewed in the following or an upcoming session.

If any pre or post-work is included, this will be covered on the contents page for each module and referred to at the end of each session.

Your Facilitator will also debrief you on the activities to be completed at the end of each session.

Saving your Workbook

To save your progress, please click on "File" in the top left hand corner of your screen and click "Saves As.." then choose a suitable name such as "TW - Bright Sparks" followed by your initials and the date.

If you click "File" and then "Save", your progress may not save correctly and will be lost.

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To **skip to a particular section in this workbook**, you can **click on the page number** next to each module chapter.

Alternatively, you can use the **bookmarks** located on the **right-hand side of each page spread** to skip to a particular section.

MODULE 1

New-Gen Learning

If we are to retain and develop millennials in Taylor Wimpey, we need to understand how these individuals learn by looking at the educational and social environment this generation has been raised in, as well as advancements in technology.

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ACTION PLAN & ADDITIONAL RESOURCES 14

Actions to be completed	
Pre-Work	In preparation for this module, you should: • **Complete the interactive learning styles questionnaire** which will identify your preferring method of learning. This will then be reviewed in the session. **Click Here to complete your Learning Styles Questionnaire**
Post-Work	To embed the learning from this module, you should complete the following actions: • **Complete the learning styles questionnaire with one of your team** to identify their learning style so you can create actions for their development. • **Review your most recently completed PDP's for your team and compare this with the tools learned in the session** to see what amendments you could make to make the PDP's more effective for the individual.

How do Millennials learn?

Learning has come a long way from classrooms and textbooks. **Millennials** are considered the **first generation** to fully **champion technology.** Search engines, social media, apps and other online resources have become this generations' 'go to' for information on literally any subject.

Below is a list of some of the **online resources** they use:

- **Masterclasses / e-learning**
- **Online seminars / webinars** e.g. Youtube, TED talks
- **LinkedIn learning courses**
- **Contacting subject matter experts** via LinkedIn

However, as we're aware, not all learning can be done online - you can attend an online course about building houses but when given the raw materials and told to actually build one, you may not have a clue where to start.

When joining Taylor Wimpey, millennials also face **new challenges** when transitioning from **education to corporate lifestyle** and adulthood. It's a new environment with lots of new experiences being thrown at them at the same time and they **may struggle to process this** - at least at first.

When developing early talent, it's important that you **consider** the individual's **preferred way of learning** and adapt their personal development plans so that they are specific to that individual. The **more clarity** you can give on what is expected of them and how to complete tasks, the **smoother the learning curve** will be, meaning you spend less time having to micro-manage them.

TED
Ideas worth spreading

Learning Styles

The **Honey and Mumford Learning Styles** theory explains that people use **one of four learning styles** which can change **depending on the task** that they are completing, the four styles are:

Activist

Learns by 'doing' and through experience.

Theorist

Seeks to understand the theory behind an action.

Pragmatist

Wants to see how things are done in 'real word' scenarios

Reflector

Observes first, then seeks to understand why what happened, happened.

As a manager, it's important that when you are developing millennials on your team, you take into account what their preferred learning style is and adapt your approach when delegating tasks for them to complete.

If you deliver information in the way that you would prefer it is delivered in, this could be the opposite of what that individual needs. This could then impact the quality of the work completed, which in turn, could create more work for you to rectify this.

The next time you are creating a PDP for a team member, consider their learning style using your knowledge of the Honey and Mumford theory or have them complete the learning styles questionnaire, so that you can tailor the plan to that individuals development needs.

Please use the section below to make any notes:

5 R's of Millennial Learning

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. She theorised that **millennials engagement increases significantly** 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 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, type 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 and/or 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. Millennials however 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.

As a result, millennials often **question why they are learning what they are being taught** 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, their engagement level will drop as they do not see the value in what they are being told to do.

Relaxed

Millennials prefer a more 'relaxed' environment where there is less pressure, more freedom to complete projects and **room for personal expression/creativity.** Meeting deadlines is still very important but managers should look to create a 'no wrong answers' environment to allow room for creatvitiy.

Rapport

Millennials strive for connectivity and personal relationships i.e., social media and are known to **perform better when their educator/coach shows a vested interest in their development** and goals.

PDP Ideas

Take into consideration what you have learned regarding learning styles and the challenges millennials face when transitioning from education to corporate life.

Please use the section below to write down creative/innovative ideas that could be included in your millennial team members PDP's. Some ideas that could be included are:

- **1-2-1 coaching**
- **Mentoring**
- **Regular objective feedback**
- **Ways to communicate** - e.g. expressing personal interest in the millennial's development
- **Use of technology** - Videos, YouTube, LinkedIn, Masterclasses etc.
- **Practical application** - Delegating new tasks
- **Creating an environment** they can learn in and take acceptable risks
- **Groups projects** - Remember that social interaction is important for millennials
- **Gamification** - Nothing too complex but could include a competitive element

Please use the section below to make any notes:

Action Plan

With the new knowledge and insight around millennial learning styles, **please review your most recent PDP's** you have created for all of your team members and compare this with the ideas discussed in the previous section:

- **What is this individual's preferred way of learning?** If you're not sure, consider asking them to complete the learning styles questionnaire.
- **Are these individuals in their ideal learning enviornment?** If not, what actions could you take to improve this?
- **What PDP ideas could different individuals benefit from?** E.g. 1-2-1 coaching, group projects, showing more interest in their development, regular feedback/check ins etc.

Please use the section below to make any notes:

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

Learning Styles Questionnaire

Blank Review Form

Blank PDP Form

Blank Production Appraisal Form

Blank Appraisal Form

MODULE 2

Retaining Early Talent

To support our strategy of 'growing from within', we need to understand what motivates millennials to choose to come and work for Taylor Wimpey and most importantly, what do we need to do to make them stay with us for the long-term.

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DIVERSITY & INCLUSION 24

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Actions to be completed	
Pre-Work	In preparation for this module, you should: • Complete no more than **30-minutes independent research on how millennials look for a new role** and be prepared to give a brief explanation.
Post-Work	To embed the learning from this module, you should complete the following actions: • **Complete the feedback questionnaire for modules 1 & 2** using the link below. It can also be located under the 'Additional Resources' section in this module. **Module 1 & 2 Feedback Questionnaire** • **Complete the 'Recruitment-on-Demand' training** within Taylor Wimpey

Job Hunting as a Millennial

Currently, the **majority of the existing workforce** is made up of the 3 generations mentioned in the introduction - **BabyBoomers, Generation X** and **Millennials.**

The traditional **recruitment process** has **changed significantly** in the last 20 years due to the **growth of the internet** and technology. This has created a **greater disparity** between the ways millennials look for new jobs compared to former generations.

To provide further context, here are some different methods identified from the focus groups where our early entry talent shared the process they went through when searching for a new-role before deciding to come and work for Taylor Wimpey.

Adverts

Millennials can see what jobs are advertised within Taylor Wimpey through websites such as **Glassdoor** (**Taylor Wimpey was rated in the top 50 best places to work for in 2020**) 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 (DISC). Where this is not possible, **telephone interviews** are used and with a shift towards remote working, applicants can now have their **interviews via Zoom or Microsoft Teams.**

Social Media

Millennials are consider the first generation to 'champion' social media such as Facebook founded in 2004 and LinkedIn founded in 2002. 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 activities, values, customer and former employee reviews** can be found on online (such as Glassdoor) meaning that **millennials** can gain a full understanding of what it's **like to work at a company before even applying.**
- When looking for a new role, millennials can **message individuals that already work at a company** (via LinkedIn) with questions to gain **further insight into a job** they are applying to.
- With so much company information available online, it is **possible** for millennials to **look for their future manager** (or people involved in the recruitment process) **BEFORE they attend the interview** to gain an understanding of who it is they will be meeting.

Notes

Please use this section to make any notes:

What motivates Millennials?

In order to get our early entry talent to stay, it's important that as managers, we **understand what motivates millennials** to come and work for Taylor Wimpey and by doing this, we can **create incentives to retain them.**

Using the **motivators theory from TTI Success Insights**. An individuals' motivators are assessed against the following motivator categories:

- **Salary & Reward**
- **Continuous Learning**
- **Empowerment & Autonomy**
- **Social Responsibility**
- **Company Perks & Benefits**
- **General Appreciation**

During the focus groups, we asked both the early entry talent and manager populations' to **rate the above motivators from 1-6 with 1 = most important and 6 = least important** on what motivates them when choosing a company to work for.

You can review the results for each population by clicking on the below links:

Click here to view the manager responses

Click here to view our early entry talent responses

What are some of the similarities or discepencies you noticed between the two populations?

- Consider your teams (not just the millennials you manage) and how well do you know their individual motivators? Is this something you need more visibility on?
- Do the incentives you currently use to engage and motivate them work?
- Are you trying to motivate them in a way that would motivate yourself to work, instead of appealing to their motivators?

Empowerment

As discussed and what we have seen from the results of the focus groups, **Empowerment and Autonomy** is the **main motivator** that drives millennials to work within Taylor Wimpey.

Empowerment can be defined as:

Empowerment

Noun

The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.

It's important to understand that just because an individual is a millennial, we **should not be empowering** anyone if they are **not performing in their role**. A **millennial's performance should be managed the same as other generations** where there should be clarity of what is expected of them and how they will be supported or challenged towards high performance.

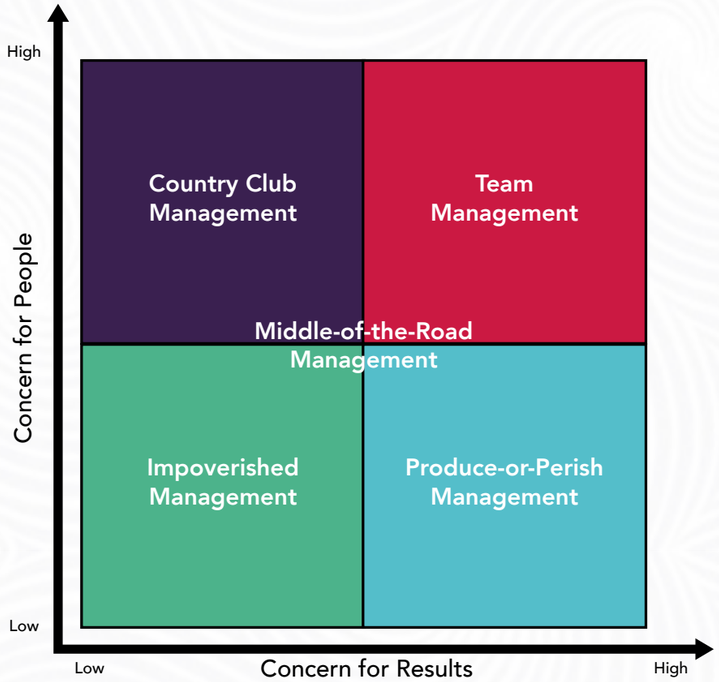
Please use this section to make any notes:

Retaining Our Early Talent

As we have discussed, **Taylor Wimey is in the midst of a skills shortage** and therefore, there is a focus on retaining and developing our early entry talent to **support our strategy of growing from within**.

As a manager, you need to be able to **strategically develop our early entry talent** by providing them the **right level of support** and **challenging them on low performance** or certain behaviours.

A tool used by managers and leaders worldwide is the **Blake Mouton Grid:**



The Blake Mouton Grid indicates the current management-style being used by managers and leaders by **measuring their 'Concern for People' against their 'Concern for Results'**

- **Country Club Management** - Where managers are most concerned about their team members needs or feelings. As a result, productivity often suffers due to a lack of direction or control.
- **Team Management** - A leader who is passionate about work and does the best they can for the people they manage.
- **Middle-of-the-Road Management** - Trying to balance results and people is a less effective approach, often failing to inspire high performance and failing to meet people's needs fully.
- **Impoverished Management** - Managers with low regard for creating systems to complete tasks and little interest in creating a motivating or productive work enivornment for their teams.
- **Produce-or-Perish Management** - Managers who are solely interested in the numbers with the needs of the team always coming second to the results.

Retaining Our Early Talent

Consider the amount of time you currently put into development plans for your team members. It's important to bear the following in mind when creating plans:

- From the focus groups, **42% of our early entry talent** said they **did not have a PDP**.
- How do managers maintain an **effective balance of support and challenge** that **drives performance** whilst supporting our early entry talent in their learning and personal goals?
- Do we have a **formal plan agreed** with team members that are **reviewed at regular intervals**?
- Are we **regularly delivering feedback**, praise and appreciation?
- Are we **providing practical experience** and **exposure to other areas** of Taylor Wimpey that will help them grow? E.g. attending meetings, delegating new tasks etc.
- Are we bearing in mind the **digital channels available?** (Youtube, LinkedIn learning etc.)
- **Are we using coaching** and mentoring with our team members?

Please use the section below to make any notes:

Diversity & Inclusion

As you are aware, **millennials utilise social media** to their advantage to research companies and individuals. However, it goes further in that they will use it as an outlet for news and **updates on specific topics** including; **politics, racism, religion, poverty, mental health awareness** etc. Often these topics will have their own pages and online communities.

A study by **Deloitte University** on millennial behaviour found that **83% of millennials are actively engaged** when they believe the company they work for has an **inclusive culture** and regular **training on 'Diversity & Inclusion'.**

Diversity & Inclusion at Taylor Wimpey

3.9 ★★★★☆ (28 reviews)

Currently, Taylor Wimpey has a **3.9 star rating out of 5 on Glassdoor.**

Consider what **Diversity and Inclusion may mean to our early talent** and what considerations you may need to make as a manager. Things to consider may include:

- **What has changed over the past 10-15 years?** How might this influence outlooks from different generations?
- **What do you believe the millennials views are towards well-being and mental health?** How could you manage this?
- **How could you make 'age' less of a factor?** E.g. views towards different generations.
- **How do you promote awareness around the TW D&I strategy?**
- **Is our early talent aware of the Gender Pay Gap report showing Taylor Wimpey's gender pay gap is lower than the U.K average?**

Please use the section below to make any notes:

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

2021 Taylor Wimpey Gender Pay Gap Report

TW 2021 Diversity & Inclusion Page

Module 1 & 2 Feedback Questionnaire

MODULE 3

DISC & Communication

The workplace is one of the few places where you often do not get a say in who you work with.

Understanding our own behaviours and communication preferences in the workplace enables us to have better conversations with others by adapting our communication to get messages across more clearly and quickly.

When it comes to developing millennials, we need to ensure we are communicating with them in the way they need to hear, rather than the way we prefer.

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TTI SUCCESS INSIGHTS WHEEL 40

ACTION PLAN & ADDITIONAL RESOURCES 42

Actions to be completed	
Pre-Work	In preparation for this module, you should: • **Complete the online DISC assessment** using the link below. The assessment will take a**round 20 minutes to complete** and we recommend you do this in a quiet environment with no distractions. Once you have completed your assessment, **a copy of your report will be emailed in a PDF format** to the email address you input at the start. **Please ensure you have your report open and ready at the start of this session.** **Click here to complete your DISC assessment**
Post-Work	To embed the learning from this module, you should complete the following actions: • **Finalise your Team DISC chart** by adding remaining team members. • Use the action plan to note any potential development areas and/or considerations to make when managing your team using your knowledge of DISC.

"For over thirty years, we've helped more than 100,000 companies improve the lives and productivity of their employees, organisations and management teams."

TTI Success Insights

Behavioural Profiling

As an introduction to DISC, below is information on **TTI Success Insights** - the provider of the DISC report - and how their profiling tools are used by other companies both similar and different to Taylor Wimpey.

TTI SUCCESS INSIGHTS®

"Validated by over 30 years of research, we are committed to constantly improving our assessments. Data norming and rigorous data analysis conducated by both internal research and indepdenent statisticians help ensure our assessments are the most reliable and accurate tools in the market."

The use of **behavioural profiling** is perhaps the best known method for selecting the most suitable job applicants for a vacancy. However, it is also a proven tool used to **improve business performance** amongst leaders, teams and individuals.

Developed by TTI Success Insights, DISC is used by companies to **help their people understand their own behaviours** - both at home and in work - and **personal communication preferences.**

With this knowledge, individuals can adapt their behaviours to others to build rapport and have **better conversations.**

For **leaders and managers**, DISC can be used for **performance management and coaching** by allowing you to deliver messages to your team in a way that enables them to make real changes and real progress.

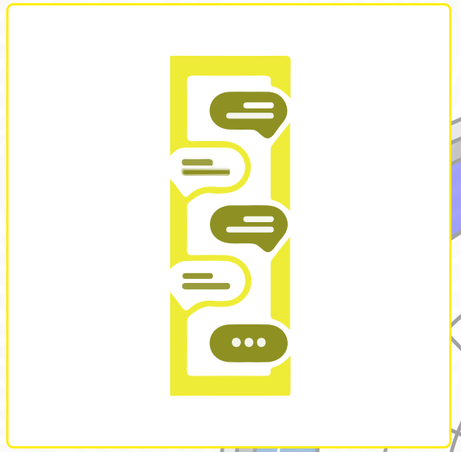
For more information on TTI Success Insights, please visit @

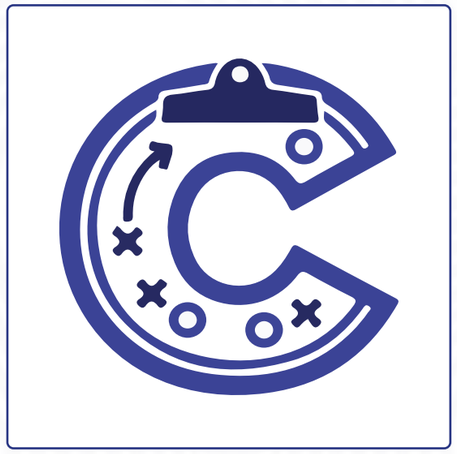
www.ttisuccessinsights.co.uk

DISC

DISC is an acronym for **Dominance, Influence, Steadiness and Compliance**. These are the four human behaviours the report analyses and quantifies to produce 'human data'.

Listed below are different characteristics to look out for that can **identify an individual's behavioural preferences**. We have also included video demonstrations for each behaviour which can be viewed by clicking on the celebrity images in the laptop icons below.





A High D
can be described as...

Direct
Daring
Forceful
Innovative
Decisive
Competitive
Strong Willed
Aggressive
Goal Orientated

A High I
can be described as...

Enthusiastic
Trusting
Popular
Influential
Confident
Persuasive
Inspiring
Sociable
Spontaneous

A High S
can be described as...

Passive
Amiable
Steady
Predictable
Understanding
Friendly
Systematic
Good Listener
Sincere

A High C
can be described as...

Perfectionist
Analytical
Accurate
Fact Finder
Precise
Diplomatic
High Standards
Patient
Restrained

<< Click to Play >>

<< Click to Play >>

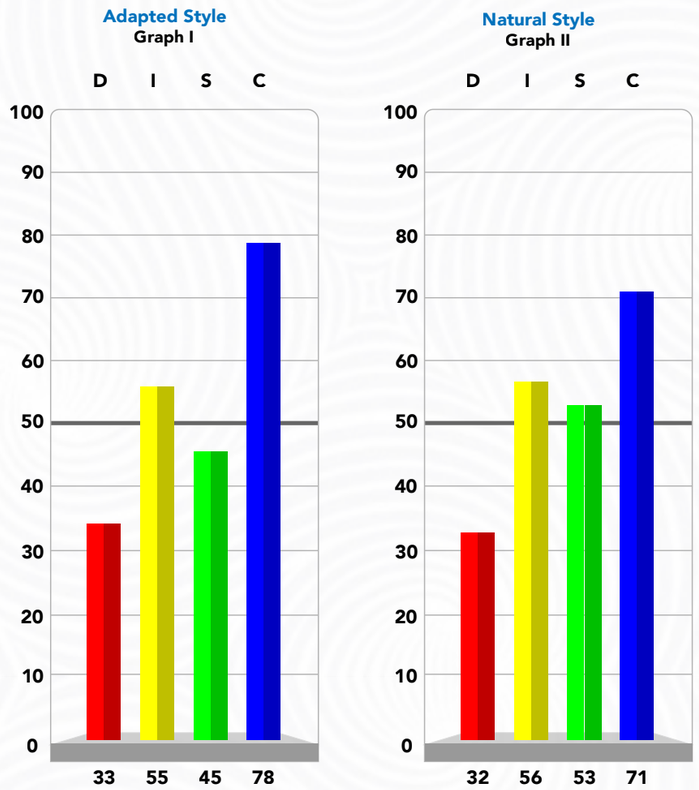
What you need to know

When discussing human behaviour, the issue of **"right vs. wrong" behaviours is not an issue** i.e. "D" is not better than "I", "S" is not better than "C". **Each behavioural style brings strengths and weaknesses depending on the situation**.

Each behaviour is a winner in certain situations and a **high performing team** needs the right **balance of all four** amongst its team members.

Natural & Adapted Styles

Based on your responses to the assessment, the report will generate two graphs. These graphs identify your natural and adapted behavioural styles.



Graph I is our "Mask" graph in the sense that we are putting on something to cover our true identify.

At work, we tend to adapt our behaviour to succeed in a specific environment and Graph I displays the behaviours we allow others to see, even though it may not be our true behaviours that we might display at home with friends and family.

Graph I is the "Most Changeable". We adapt our behaviour to our environment and Graph I will change depending on the environment we focus on. For example, a person transferring from a role in accounting to a sales focused role may need to utilise more people skills to succeed in their new environment.

That adapted behaviour would appear in Graph I

Graph II is our basic or natural behaviour. This graph allows us to learn what we are like under stress or when we are at ease. When you are in either of these states of mind, the "mask" in graph I comes off and we see more Graph II behaviour.

Graph II is the "Least Changeable" because Graph II is the real you. If you were a people person in school, then you will probably be a people person when you're older.

Graph II will seldom change significantly. Graph II can change when you experience a significant event. There are occasions where people will take a test and say that their Graph II has changed. When questioned, we inevitably discover that the person has been through an emotional event such as marriage, the birth of a child, surgery, car accident, or some event that has caused them to change.

What 'Adapting' looks like

Becomes more assertive and goal orientated.

Takes a more cooperative approach, less 'take charge'

Becomes more outgoing and people orientated.

Becomes less sociable, more introverted.

Wants to 'Slow the world down"

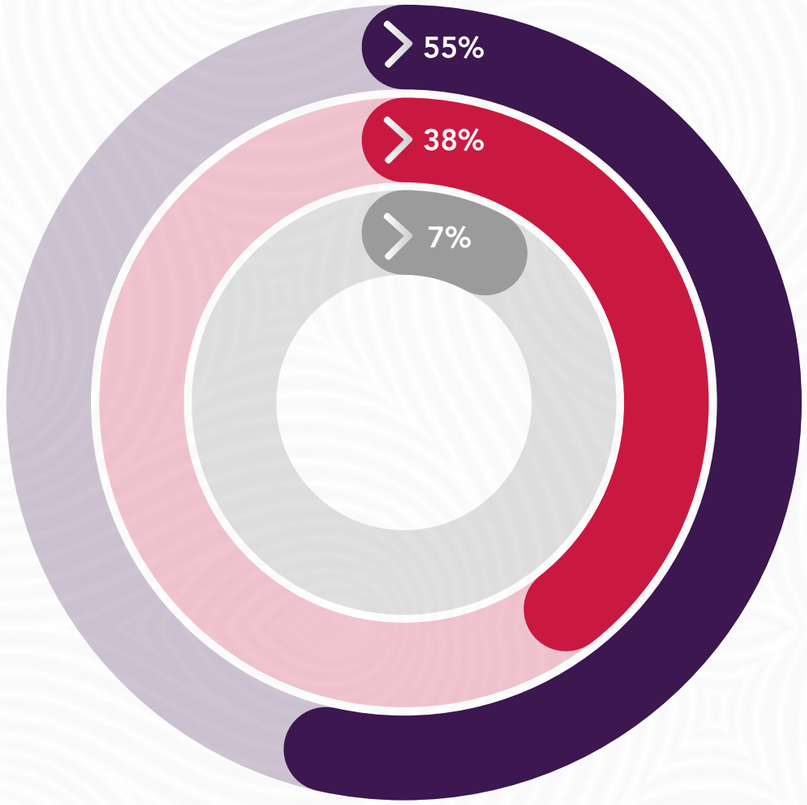
Increases activity and pace.

Responds to procedures.

Becomes more independent, "Be your own boss" way of thinking.

Mehrabian Communication

Albert Mehrabian completed a study in 1967 which showed that communication can be broken down into 3 distinct areas; words, tone & body language,with each area having a particular significance compared to each other.



“It’s not what you said, it’s how you said it.”

Think to yourself – have you ever misread an email? If so, this is because you only have **7%** of the communication available to you in order to truly understand that email.

When speaking on the phone, you lose **55%** of communication. Therefore, the words you use and the tone in which you say them are even more important when talking over the phone.

Demonstration?
Click here.

DISC Dimensions

High C
(Identifiable Behaviours)

Low C
(Identifiable Behaviours)

High S
(Identifiable Behaviours)

Low S
(Identifiable Behaviours)

DISC Dimensions

High D
(Words, Tone & Body Language)

Low D
(Words, Tone & Body Language)

High I
(Words, Tone & Body Language)

Low I
(Words, Tone & Body Language)

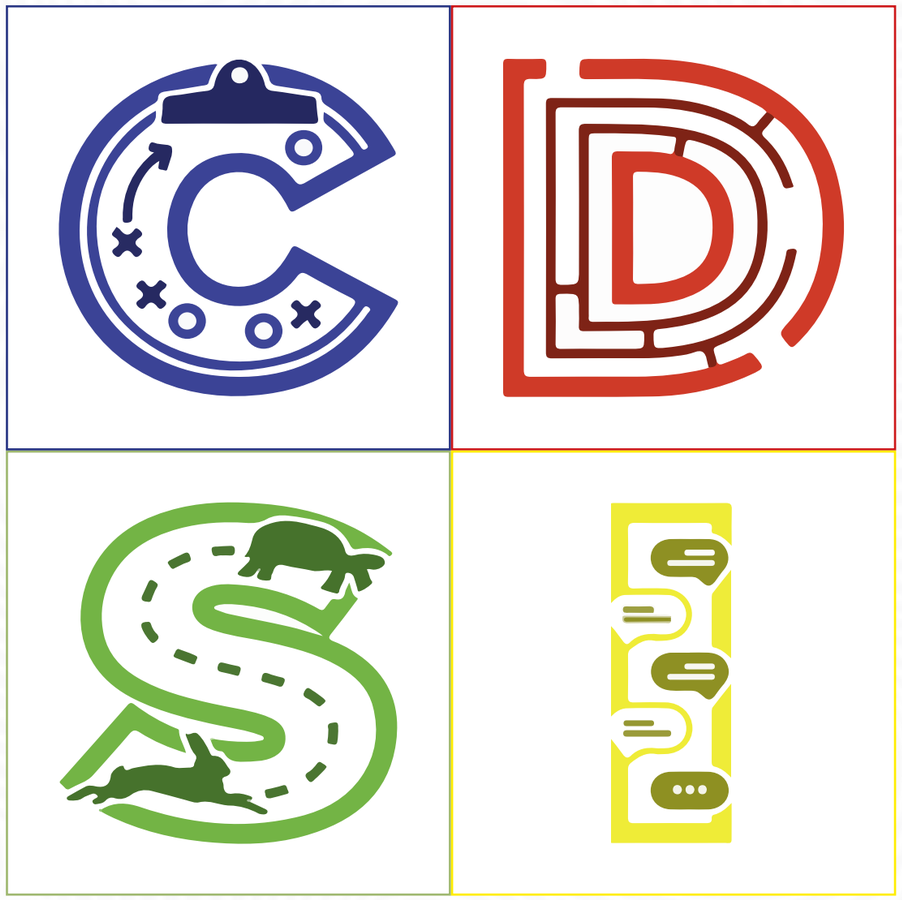
My Team DISC Profile

You have now learned how to identify behaviours and how you can adapt your communication style to have better conversations. It's time to apply this knowledge...

Consider your team members, early entry talent, colleagues and stakeholders that you interact with on a daily basis. What dominant behaviours do they show? What considerations could you make that will allow you to have better conversations with them?

Click on the button below to **access the interactive DISC Team Chart to 'map out' the behaviours of these individuals** and communication do's and dont's.

Click here to access the Team DISC Chart



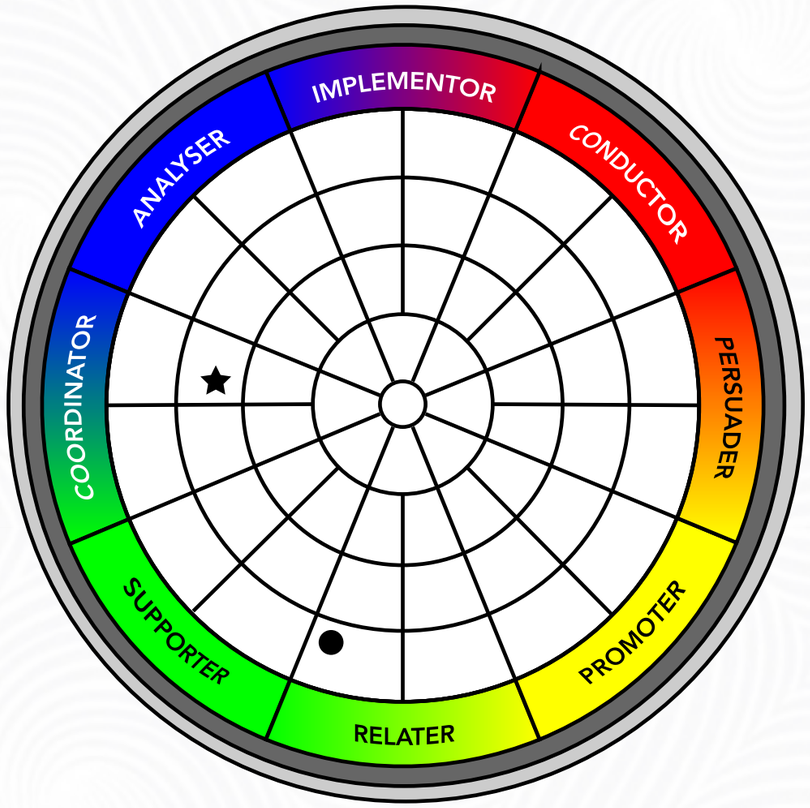
My Team DISC Profile

Please use this section to make any notes:

TTI Success Insights Wheel

The TTI success insights wheel enhances our understanding of our behaviour both naturally and in the work environment.

The wheel uses the 60 most common graphs (collected from TTI's internal research) and these are plotted on the wheel according to all points above the energy line (the 50 mark on the natural and adapted graphs). The wheel uses 48 graphs with 12 exceptions. A person's high behaviour factor determines the quadrant in which they will appear.



Please use the section below to make any notes:

Spoke Definitions

IMPLEMENTOR

Strengths - Have a tendency to:
- Have creative ideas.
- Have a slow start but fast finish.
- Make decisions using insights and facts.

Considerations - They may:
- Be inconsistent with decision making.
- Be overly blunt or critical of team members
- Overuse facts and figures.

CONDUCTOR

Strengths - Have a tendency to:
- Be forward looking and competitive.
- Look for problems to solve.
- Like power and authority.

Considerations - They may:
- Overextend their ego.
- Be poor or selective listeners.
- Lack sensitivity and diplomacy.

PERSUADER

Strengths - Have a tendency to:
- Get results through people.
- Promote and accept changes.
- Use their intuition.

Considerations - They may:
- Not manage their time well.
- Take on too many responsibilities at once.
- Overuse their position within the team.

PROMOTER

Strengths - Have a tendency to:
- Promote new ideas and projects.
- Utilise their social/ verbal skills in their team.
- Calm conflict situations within the team.

Considerations - They may:
- Be over-optimistic about their team's abilities.
- Emphasise fun over efficiency.
- Be inattentive to detail and disorganised.

RELATER

Strengths - Have a tendency to:
- Help others using empathy/understanding.
- Be a 'Team Player'.
- Promote and implement team ideas.

Considerations - They may:
- Avoid confrontation within the team.
- Lack initiative and a sense of urgency.
- Overuse compassion and kindness.

SUPPORTER

Strengths - Have a tendency to:
- Be patient and comforting.
- Like a team environment.
- Be motivated when creating processes.

Considerations - They may:
- Be slow to act without precedent.
- Do the work themselves rather than delegate.
- Hesitate to move forward.

COORDINATOR

Strengths - Have a tendency to:
- Follow projects through to completion.
- Puts emotion aside to make tough decisions.
- Work for a leader and a cause.

Considerations - They may:
- Hide their true feelings and emotions.
- Resist change.
- Not promote themselves or team enough.

ANALYSER

Strengths - Have a tendency to:
- Be critical thinkers.
- Main high standards.
- Be well disciplined.

Considerations - They may:
- Be bound by organisational procedures.
- Not risk something new without assurances.
- Do the work themselves and not delegate.

Action Plan

As well as early entry talent, you should consider the behaviours within your team as a whole and what the strengths and possible weaknesses are?

For example, would most of your team appear on one side of the wheel? Considering your team's role, are you missing any behaviours that would bring balance and lead to high performance?

Use the section below to write down any potential development areas and considerations you could raise with your line manager or team to improve team outputs.

Potential Development Area	Considerations

Potential Development Area	Considerations

Potential Development Area	Considerations

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

Click here to access the Team DISC Chart

MODULE 4

Inclusive Management

Being an inclusive leader in Taylor Wimpey is essential to ensure diverse thinking is respected, managed, heard and considered. Being more inclusive means we are prepared to communicate and influence millennials in a way that encourages new ideas and ways of doing things.

Module Contents

WHAT IS INCLUSIVE MANAGEMENT? 46

BEHAVIOURS OF AN INCLUSIVE LEADER 47

COGNITIVE BIASES 48

ACTION PLAN & ADDITIONAL RESOURCES 50

Actions to be completed	
Pre-Work	In preparation for this module, you should: • Complete no more than **30-minutes independent research on 'Cognitive Biases'** and be prepared to provide a brief explanation.
Post-Work	To embed the learning from this module, you should complete the following actions: • **Complete the feedback questionnaire for modules 3 & 4** using the link below. It can also be located under the 'Additional Resources' section in this module. **Module 3 & 4 Feedback Questionnaire** • Use the action plan to note any considerations or actions you will implement in the workplace to align your behaviours with the behaviours

What is Inclusive Management?

Other than school, work is the only place - in truth - that you learn how to get along with people you might not naturally feel inclined to interact with.

Just like your family, you have little say on who you work with and therefore, you need to learn how to communicate and interact with these individuals in order to get things done.

As a manager, what does it mean to be **'Inclusive'** and **why is this important?**

The Harvard dictionary defines 'Inclusive' as:

'Leadership that assures that all team members feel they are treated respectfully and fairly, are valued and sense that they belong'

Recent research reveals that the effects of 'inclusive leadership' on teams include:

- **17% more** likely to be high-performing
- **20% more** likely to make high quality decisions
- **29% more** likely to work collaboratively
- A **10% improvement in the perception of inclusive management** led to a **reduction of abscenses** of almost one day per year, per employee.

Behaviours of an Inclusive Leader

Included in the Harvard research, **32% of leaders over-estimated** their **inclusive leadership behaviours** and **34% of leaders under-estimated theirs**. This reveals that a lot of leaders are not confident in what an inclusive management style looks like or how they perform/measure themselves against this.

Below are the **8 most common behaviours** of an **'Inclusive' leader:**

- **Build Trust** – They take time to get to know all of their people and speak honestly and with integrity. They build an environment in which people feel they can add value and contribute with psychological safety.
- **Empowering** – They drive accountability and encourage people to speak up.
- **Authentic** – Their words match their actions and draw out the unique abilities of others, bringing their characteristics to the team.
- **Self-aware** – Prepared to demonstrate humility, enabling others to speak out and add value. They are aware that they are human and make mistakes, as will their team.
- **Bias Aware** – They understand bias narrows their field of vision and confront these perceptions. They strive for fairness, objectivity and consistency. They learn about unconscious bias and actively seek to control these.
- **Curiosity** - They demonstrate an open mindset and deep curiosity about others, listen without judgment and seek with empathy to understand those around them.
- **Cultural Intelligence** – They have an open mindset and are willing to learn about cultural norms.
- **Collaborate Effectively** – They foster an environment where people want to work together and learn from each other.

Please use this section to make any notes:

Cognitive Biases

Imagine trying to understand all the values, beliefs and norms of everyone you work with...whilst possible, the human brain has its limitations.

Cognitive Biases are often the result of the **brain attempting to simplify the information** it is processing. Biases often work as 'rule of thumb' that help you make sense of the world and reach decisions with relative speed:

- **Some biases are related to memory** - The way you remember an event may be biased for a number of reasons and that, in turn can lead to biased thinking and decision making.
- **Other cognitive biases might be related to problems with attention** - Since attention is a limited resource, people have to be selective about what they pay attention to in the world around them.

Below are some of the **most common cognitive biases:**

- **Confirmation Bias** - Listening only to information that supports our preconceptions. In organisations where senior leaders display this bias, we get the cliché of 'yes men' – the leader has surrounded themselves with people who will always agree with them and therefore convinces themselves they are doing the right things.
- **Negative Bias** - We disproportionately beat ourselves up for small things that we do wrong compared to those we get right. If someone is then overly critical from the outside, this can lead to a downward spiral in confidence and performance.
- **Stereotyping Bias** - What springs to mind when we say someone is a Geordie? A Scouser? A Cockney? This can be looked at light heartedly but we are filling in blanks from past experience.
- **The 'Halo' Effect** - Our first impression is very positive and we therefore begin to overlook flaws as our emotion outweighs our logic. Most obviously seen when we know someone in a bad relationship who excuses the other person for things we can clearly see are wrong from an objective standpoint.

Click here to access the Cognitive Bias Card Deck

Notes

Please use this section to make any notes:

Action Plan

Now that you have a clearer image of what it means to be an inclusive leader, consider **what actions you could start implementing** into your daily routine or habits with millennials on your team that are **aligned to the behaviours of an inclusive leader.** Some things you could consider are:

- **How could I build trust with these individuals?**
- **How could I 'Empower' individuals more?** Remember, empowerment was the no.1 motivator identified by the responses from our early entry talent in the focus groups.
- **What could I do to improve my self-awareness?** 360-degree survey? Johari Window model?
- **What are some of the biases that I have and exist within my team?** E.g. from millennials, towards Millennials etc.

Please use the section below to make any notes:

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

Click here to access the Cognitive Bias Card Deck

Module 3 & 4 Feedback Questionnaire

MODULE 5

Coaching Conversations

Coaching is an absolute fundamental needed when developing millennials. When utilised with the tools covered in previous modules such as DISC, coaching is a great tool for encouraging behavioural changes and moving individuals towards high performance.

Module Contents

MILLENNIALS & COACHING 54

THE COACHING SPECTRUM 55

THE CONVERSATION CYCLE 56

GROW COACHING MODEL 57

ACTION PLAN & ADDITIONAL RESOURCES 58

Actions to be completed	
Pre-Work	In preparation for this module, you should: • Complete no more t**han 30-minutes independent research on what is 'Behavioural Coaching' and what is 'Performance Coaching'** and be preapred to provide a brief explanation for both.
Post-Work	To embed the learning from this module, you should complete the following actions: • Use the action plan to note what considerations and coaching methodologies could and/or will be used for upcoming 1-2-1 coaching conversations with your team members.

Millennials & Coaching

As discussed during earlier modules (New-Gen Learning / Retaining Early Talent) the **more clarity** you as a manager can give to our early entry talent, the **smoother their development** will be.

One item that should be included in all PDP's should be **regular objective feedback** and **1-2-1 coaching sessions.**

In the focus groups, we asked our early entry talent to rate their line managers feedback and coaching skills and asked the managers to do the same. Below are links to the results from both groups:

Click here to view the manager responses

Click here to view the early entry talent esponses

As you can see, there is a disparity in scoring between the two populations and some responses indicate that **some managers and our early entry talent's perception and definition of coaching is actually closer to mentoring, than to coaching.**

In this instance, **Coaching and Mentoring can be defined as:**

Coaching - Having conversations to empower an individual to improve their own performance.

Mentoring - Where a more experienced individual guides or trains a less experienced person to develop their skills or knowledge to a similar level.

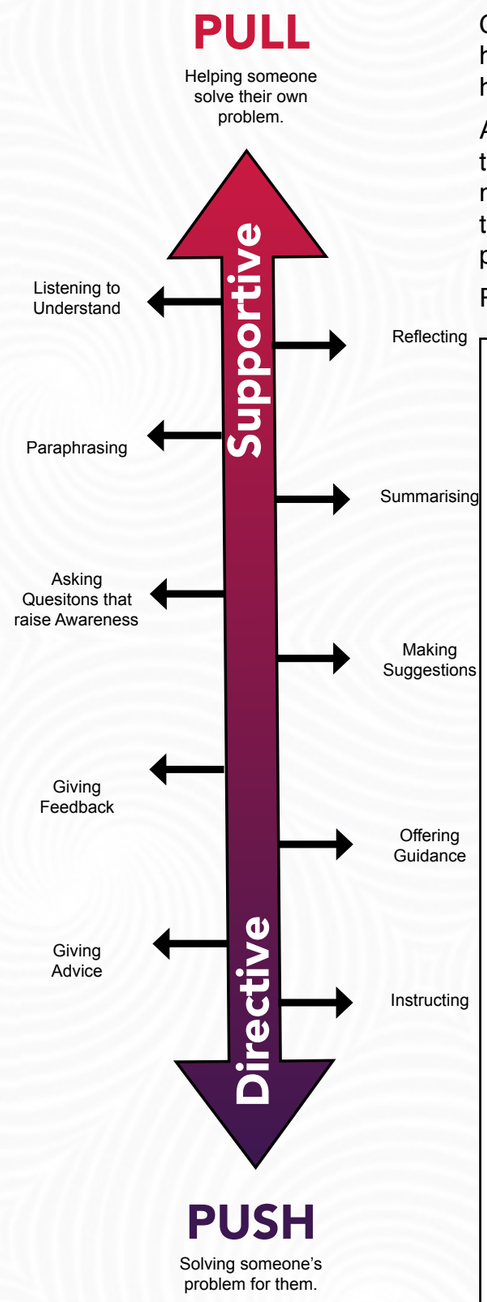
Therefore, when it comes to coaching millennials on your team. As managers, you should start by **aligning the coachee's understanding** of what 'coaching' is and ensure that you are building trust with the individual.

As mentioned in previous modules, **millennials will 'buy in' more** to a process if they 'trust' that their manager has a vested interest in their development.

Please use the section below to make any notes:

The Coaching Spectrum

The Coaching Spectrum refers to the different methods of coaching we employ in different situations. **Depending on the coachee** and the situation, you will need to decide whether you use directive or **challenging (PUSH) language** or **supportive (PULL) language** to help the coachee resolve their problem.



Generally, **we 'push' coach** when there is a **skill gap,** helping to show people what to do when they are keen but have very little in the way of knowledge or skills.

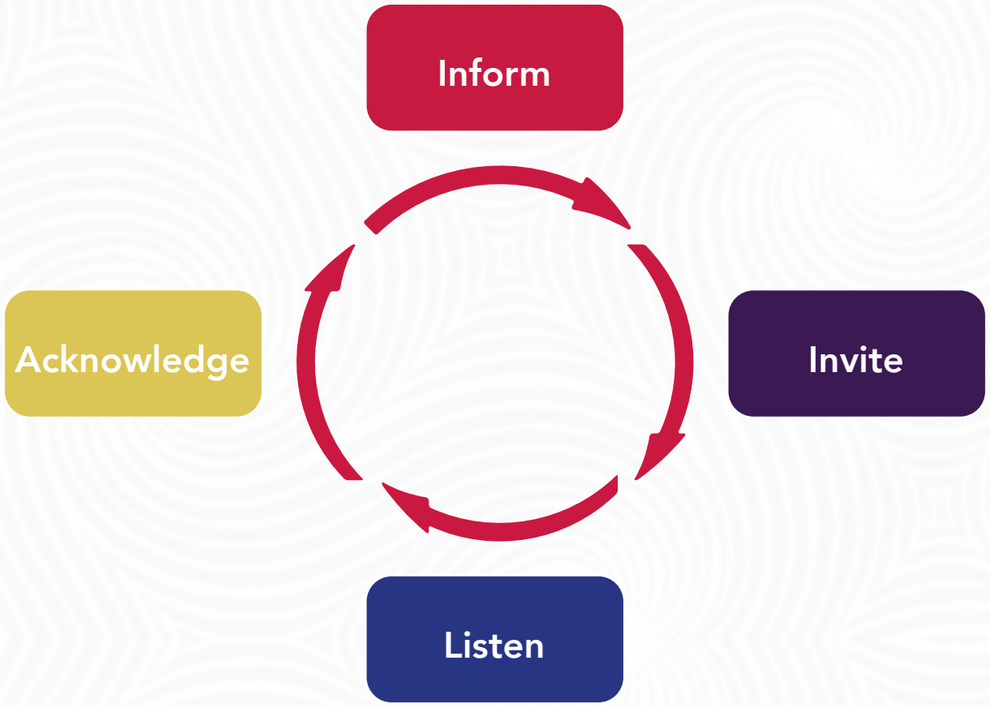
At the other end of the spectrum, **we 'pull' coach** when the **issue is mindset or 'will' related**, which could be a mental barrier or a behavioural issue where deep rooted thoughts and beliefs are driving actions that are hindering performance or ambition.

Please use the section below to make any notes:

The Conversation Cycle

The Conversation Cycle is a **simple framework** used by managers to **effectively manage conversations** by continually **moving the conversation forward.**

Below is a visual illustration of the model and how it works:



When used correctly, the conversation cycle can make for very **productive conversations** when coaching individuals but only when all elements are included. Examples of elements missing of being overused could be:

- If both parties are over-informing to get their point across. This can create conflict, as neither party feels listened to or given the opportunity to speak.
- When one party doesn't invite the other to respond, the conversation becomes one-sided and the other parties may become frustrated or lose interest and stop listening.

When coaching millennials, the conversation cycle **should be used in combination with PULL coaching** by focusing on listening to what the coachee is saying whilst drawing the next question from what they tell you.

GROW Coaching Model

The GROW coaching model is a **fundamental** for managers to have **good coaching conversations** with their team members.

When developing our early entry talent, you can **use GROW** as a coaching framework **in combination** with the **coaching spectrum** and the **conversation cycle** to have productive and valuable converastions.

Using these tools together will give you opportunities to show interest in your coachee's development - which is important for millennials - and move them towards accountability by solving their own problems through their own creative thinking.

G

Goals

Can be used in the inform or invite stage of the conversation cycle. The message we need to get across is what is the purpose of the conversation and what is the manager's 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.

Please use this section to make any notes:

Action Plan

Now that you have learned various tools that can be used when coaching team members, it's time to combine your new knowledge with what you know around millennials and begin to apply the methodology learned to upcoming coaching conversations with your team members.

For accountability, please use the section below to make a note what considerations you will make for upcoming coaching conversations with individuals on your team using the tools learned. For example:

- Using the conversation cycle with an individual who has a habit of 'informing too much' or 'listening' but not acknowledging.
- Using 'pull' coaching terms to challenge an individuals mindset towards specific tasks and link this with their personal motivators.
- Using 'GROW' coaching with an individual to further tailor their PDP.

Coaching Conversation 1.	
Name of Coachee	**Considerations**

Coaching Conversation 2.	
Name of Coachee	**Considerations**

Coaching Conversation 3.	
Name of Coachee	**Considerations**

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

Click here to access the Cognitive Bias Card Deck

MODULE 6

Building Trust

As discussed in earlier modules, millennials show much more engagement when they believe their coach or line-manager shows a genuine interest in their development.

A major factor that affects the level of engagement is the level of 'trust' between managers and the millennials they manage.

Module Contents

MILLENNIALS & COVID-19 — 62

THE IMPORTANCE OF TRUST — 63

STRUCTURING ONE TO ONES — 64

ACTION PLAN & ADDITIONAL RESOURCES — 66

Actions to be completed	
Post-Work	To embed the learning from this module, you should complete the following actions: • **Complete the feedback questionnaire for modules 5 & 6** located on under the 'Additional Resources' section in this module. **Module 5 & 6 Feedback Questionnaire** • Use the action plan to note considerations or actions you will implement into the workplace to create a culture of trust and accountability within your teams.

Millennials & Covid-19

In 2020, the world experienced various restrictions as a result of dealing with COVID-19 and one of the impacts was the move for many from **working in the office, to working at home**. Some of the larger companies affected included Amazon, Facebook and Twitter. All of whom have the majority of their workforce working remotely for the forseable future.

The **significant change in working environment** has had and will continue to have an **impact on the motivation, performance and well-being** of team members including our early entry talent.

As we're aware, having a work-life balance is a challenge that our early entry talent deal with when transitioning from education to corporate life and we learned through the focus groups that flexible and remote working gives them **more of a sense of control over their work-life balance but they miss the social aspect of office-life**.

Using the section below, consider what the potential impact could be to our office and non-office staff including management trainees in commercial, technical and graduates as well as trainee assistant managers and apprentices. Topics to consider are:

- **Early entry talent may become demotivated** - Less visibility on changes occuring within Taylor Wimpey and lack of opportunities to be involved in projects.
- **Performance may decease for on-site staff** - Those who are used to working on-site may feel less motivated when returning to site after a period of time of working from home.
- **Performance may increase for millennials** - As per the Global Analytics Survey and the focus groups, some millennials may maintain or increase in performance having worked remotely as they have flexibility and work-life balance.
- **Impact on mental well-being** - Moving from a highly sociable environment into isolation and vice versa.

Please use the section below to make any notes:

The Importance of Trust

One of the biggest recent challenges for managers world-wide was managing their teams remotely during Covid-19 restrictions. The restrictions themselves meant a lack of visibility of team members and being unable to observe or communicate with them as regularly as if they were on-site.

Below is an illustration of **Lencioni's 5 Dysfunctions of a Team theory:**

Without trust, there is **less innovation, collaboration, creative thinking** and productivity as team members spend their time protecting themselves and their own interests ahead of the team's needs.

Although we have referred to remote working, the impact the absence of trust within a team can have also applies to teams working on-site. As a manager, consider what actions you could take to build trust with your teams and our early entry talent. Some things to consider are:

- **Addressing biases with remote working** e.g. confirmation, selective, stereotyping etc.
- **Driving accountability**
- **Showing that you care** - empathy, connection, engaging people

Please use the section below to make any notes:

Structuring One to One's

When working in a fast-paced environment with deadlines looming, the time you spend with your team members has be to very high-quality as one-to-one time becomes more limited and even more important.

When developing early entry talent, you need to adapt your behaviours and communication to tailor the conversation specific to the individual's development needs taking into consideration their DISC behaviours, motivators and goals. As we're aware, millennials respond better and show greater engagement with their line-manager who shows an active interest in their development.

Using your knowledge of millennials and the tools learned throughout this course, consider the following questions:

- **How will my DISC behaviours and mindset affect my approach to structing one-to-one's?**
- **How may my approach impact our early entry talent's motivation and performance?**
- **What actions could I take to improve the quality of one-to-one's?**

Please use the section below to make any notes:

Structuring One to One's

Using your knowledge around coaching and millennials, think about what considerations you may need to make for 3 upcoming one-to-one's you will have with our early entry talent that you manage.

Please use the tables below to make any notes:

Upcoming Conversation 1.	
Name of Coachee	**Considerations**

Upcoming Conversation 2.	
Name of Coachee	**Considerations**

Upcoming Conversation 3.	
Name of Coachee	**Considerations**

Action Plan

Taking into consideration what you have learned in this module, use the section below to write down two actions you are going to implement upon returning to the workplace:

Action Point 1	
How and what is going to take place?	
Who is involved?	
When will this take place?	

Action Point 2	
How and what is going to take place?	
Who is involved?	
When will this take place?	

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

- Blank PDP Form
- Blank Review Form
- Blank Appraisal Form
- Blank Production Appraisal Form
- Module 5 & 6 Feedback Questionnaire

MODULE 7

Progressive Culture

This course has focused on how we can retain and develop early entry talent. Now we will look at how we manage early talent within our wider team.

To add further value to this course, we have invited an external speaker to share their knowledge and experience on working exclusively with millennials in a non-house building environment to provide insight into how other companies develop and retain their talent.

Module Contents

ENGAGING MILLENNIALS 70

GUEST SPEAKER NOTES 72

ACTION PLAN & ADDITIONAL RESOURCES 74

Actions to be completed	
Post-Work	To embed the learning from this module, you should complete the following actions: • Review the methodology learned throughout the course and bring examples of challenges you are currently experiencing with Taylor Wimpey related to developing early entry talent.

Engaging Millennials

The focus of this course has been on applying the knowledge and tools learned to develop millennials/ our early entry talent to retain them within Taylor Wimpey. In this section, we will focus on how you manage them within your wider team.

Ask yourself how many regular meetings you have with your teams and what is the focus of these meetings?

Millennials look at **team meetings as an outlet for creativity and innovation**. As a manager, you should **promote collaborative team work** as much as possible as millennials crave that social interaction and having a sense of purpose, both of which will contribute to their happiness in the workplace.

Using the below topics and your knowledge learned on this course, consider what activities or actions you could take with your team that will also engage millennials:

- **Millennials like to work on small projects** where they can innovate and improve, expand their capabilities and be recognised.
- **Transparency creates a sense of collaboration for millennials.** They like a socially-connected workforce that allows information to be widely available at all times. How could you provide this?
- **Millennials like to be involved in decision making processes.** Spotify, for example, have a 'horizontal' structure which distributes decision making, as opposed to the traditional, hierarchal 'top-down' model. Although we may not be able to change structure, what can you do to encourage decision making and accountability?
- Millennials are always connected and have vast amounts of information at their fingertips so establishing a well-defined focus or objective for team meetings can **create an ideal environment for exchanging ideas.** How can we change structure and focus of meetings to be more engaging?
- **Flexibility** is another important aspect for millennials, often seen as 'flexi-time' or work-from-home policies. These are elements of a culture of trust and are known factors in talent retension which we have seen more of during COVID-19. Whilst we cannot change policy, what else could you do to promote flexibility within your team?
- According to the Deloitte Global Millennial survey in 2020, **76% of millennials regard businesses as a force for positive social impact**. How could you bring this to life in Taylor Wimpey? E.g. team events, raising awareness etc.

Notes

Please use this section to make any notes:

Guest Speaker Notes

Please use this section to make any notes:

Guest Speaker Notes

Please use this section to make any notes:

Action Plan

Taking into consideration what you have learned in this module, use the section below to write down two actions you are going to implement upon returning to the workplace:

Action Point 1	
How and what is going to take place?	
Who is involved?	
When will this take place?	

Action Point 2	
How and what is going to take place?	
Who is involved?	
When will this take place?	

Additional Resources

Below is a list of links to items discussed in this module. Please click directly on the link to open:

MODULE 8

Action Learning Group

Now that you have had time to reflect on the tools learned throughout this course, it's time to pull ideas together and share best practice for solving real challenges you are currently experiencing when developing our early entry talent.

Action Learning Group

This module is an opportunity for reflection on what you have learned throughout the course and to work with other learners to solve real challenges the group are experiencing within Taylor Wimpey around developing early entry talent.

This is the time to share best practice and your experience in using the tools to develop the early talent that you manage.

Please use the following pages to make any notes:

Action Learning Group

Please use this section to make any notes:

Action Learning Group

Please use this section to make any notes:

Action Plan

Taking into consideration what you have learned in this module, use the section below to write down two actions you are going to implement upon returning to the workplace:

Action Point 1	
How and what is going to take place?	
Who is involved?	
When will this take place?	

Action Point 2	
How and what is going to take place?	
Who is involved?	
When will this take place?	

Programme Finish

Now that you have attended all of the modules within this programme, please take the time to complete the final feedback questionnaire to provide feedback on your overall experience in attending this programme.

Please click on the link below to open the questionnaire:

'Bright Sparks' Programme Feedback Questionnaire

Taylor
Wimpey