

SONY MUSIC PERFORMANCE ACCELERATOR

PERFORMING AT   
YOUR BEST  
Having the right conversations to set yourself up for success

Employee Training

Facilitator Notes

**SME EXISTS TO:** Enable brilliant people to share their talent to the world.

Success comes when you work out where you are right now in your career, where you want to get to and how you can get there. This Accelerator will help participants discover how to be the master of their own destiny and taking control of their unique growth and development journey.

**OUTCOMES:**

Every employee will leave the workshop able to:

* Create an environment that supports their successful development.
* Seek out and receive feedback to drive their growth and development all year round.
* Develop smart goals and keep themselves on track.
* Create every day habits to manage their own performance and experiences going forward.

**PLAN FOR THE SESSION:**

1. Developing brilliance.
2. Being your best – finding your own success factors.
3. The art of giving & receiving feedback.
4. Developing great goals for great results.
5. Creating every day habits.

**THE PRE-WORK TO BE SENT OUT TO ATTENDEES:**

* Think of a time at work that you received some great feedback that really helped you to develop.
* Think of a time that you achieved more than you thought you would.

**TO DO:**

* Agree room and set up arrangements - layout of room (no table), test equipment, 2 x flip charts.
* Arrange to have your tools – coloured post it notes, blue tack, timer, sharpies, coloured paper, music & speakers.
* Have a list of “things you want to achieve” and one example of a goal you wouldn’t have achieved without it being SMART.
* Print and cut out Feedback Statements (see Appendix A of these notes) and put in an envelope.
* Distribute Journal and printouts.
* Prepare flipcharts if needed.
* Lay out healthy snacks and sweets, if possible.
* Print off facilitator notes and read through.

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| **TIME & KIT** | **CONTENT** |
| **0.00**  **20 mins**  Slides  Journal  Print outs  Coloured paper  Sharpies | **WELCOME & INTRODUCTION TO THE WORKSHOP**  **Session purpose:** To set the energy and context for the session and let everyone know this is a safe environment in which to think about how they can be the very best version of themselves at work.  **Welcome to “Performing at your Best” Accelerator:**  Success comes when you work out where you are right now in your career, where you want to be and how you can get there. It’s about being the master of your own destiny and taking control of your unique growth and development journey.  **FACILITATOR NOTE:** Hand out Journals– teams are to store these in their Performance Accelerator folders and use them as a reference of the key learnings and as a journal to make notes during each Accelerator.  **ENERGISER: STARTING THE DAY WITH A SMILE**  Everyone (including facilitators) grab a piece of paper and on it put:   * + Your name.   + Draw a picture of something that made you smile today.   + A score from 1-10 of how you feel about today’s session (1 being I can’t think of anything worse, I am so busy, I don’t really have time for this. 10 being I love this kind of session, it’s time to think).   Ask individuals to introduce themselves sharing their drawings.  **FACILITATOR NOTE:** ask people why they have their score (note those that have low scores so you can keep an eye on them/help them throughout the day).  **Who we are –** Introduce yourself and your background.  **The plan for the next 2.5 hours:**   1. Developing brilliance. 2. Being your best – Finding your own success factors. 3. The art of giving & receiving feedback. 4. Developing great goals for great results. 5. Creating every day habits.     **How to be in this session:** We don’t like rules, but we know that if we all take responsibility for the energy in the room, we will make our time together even better.   * **Phone –** please check your phone into the spa for today. We only have 2.5 hours together so let’s make the most of it. * **Moustache and Shoes –** be your smart and stylish selves. Help me to give you the best experience today by not reading ahead in the journal. Help all of us by keeping to time when we break out in exercises. * **Sparkle –** be your brightest sparkliest selves. This is your chance to practice in a safe environment with your colleagues, so throw yourselves into it. * **Hand holding –** we appreciate that some people love these sessions and others don’t, so please be kind to each other and help everyone’s voice be heard today.   **Facilitator context:**   * The SME accelerators remind us of the benefits of continuous conversations, taking control of our own development and taking time to ensure we are set up for success. * For some of you, this might already be happening and for others, this might not be the case. In this session we will look at ways for you to make this happen going forward in the best way possible. Conversations about your performance should be happening on a regular basis- daily, weekly or monthly. * The key elements to this include actively seeking regular feedback, consistently assessing our own performance and continuously looking for ways to enhance our skills and experience in line with our own personal ambitions. |
| **0.20**  **10 mins** | **DEVELOPING YOUR OWN BRILLIANCE**  **Session purpose:** To set the scene for owning your own brilliance**.**  **Facilitator context:**   * It is people that make Sony Music great. As a reminder Sony Music’s purpose is “To enable brilliant people to share their talents with the world ” This is true for both the artists we develop AND the people we nurture. * We live in a world where during the course of our working lives, we will often work for different organisations and may well have several careers paths. As a result, we need to take responsibility for our own development rather than leaving it to others. * The first step in managing our own development is to look for ways to learn and improve and to create an environment that challenges us to do that.   **DEVELOPING BRILLIANCE HOW TO SLIDE**   * Today we are going to focus on four areas:  1. How to own your development and understand when you perform at your best and how to create that environment for yourself. 2. How to give feedback and to actively seek feedback and receive it well, to build self-knowledge. 3. How to develop great goals that create great results (if they don’t stretch you or feel out of reach then they are not right!) 4. How to create everyday habits to ensure we own our own development, day in and day out.   **FACILITATOR NOTE:** Facilitate an initial discussion.   * Are there any potential obstacles to this and how might we address them? * Does a more continual conversation feel like a shift or is it typical of what happens today?   Calm any fears and ask the group for their collective opinion and take notes of anything you can’t answer. |
| **0.30**  **30 mins** | **FINDING YOUR BEST**  **Session purpose:** To discover what being your best really is.  **Facilitator context:**   * When you talk to successful people they tend to have passion and focus on what they wanted to achieve in their career. They have normally taken ownership of their own success and made the most of challenges and opportunities as they arise. They understand their strengths and weaknesses and create the best environments in which to learn. * Sometimes we do our best work when we are encouraged and inspired by others and given autonomy to act freely. Other times we do our best work when we are closely managed and feel supported and nurtured. Different people respond to different stimulus. * I can think of times when managers have had faith in me and encouraged me so I did great work out of loyalty to repay their trust. Other times I have done great work to prove people wrong, because they did not think I was capable of something! * To kick off we are going to look at when we have each achieved more than we thought we were capable of and the context.   **EXERCISE 1: BEING YOUR BEST**  **Part 1:** Think about a time when you performed at your absolute best, when were you firing on all cylinders and really achieved more than you thought was possible.  In pairs, discuss your example to answer the following questions:   * Which strengths helped you to be successful? * How were you managed, encouraged and motivated to get the best results? * What was the context or environment that enabled you to perform at your best? * Capture this in **JOURNAL PAGE 3.**   **Part 2:** Now in your same pair, use your answers from before to identify 3 success factors need to be in place to make you more successful and achieve more than you thought from a) a strength, b) a manager and c) an environment perspective. Capture this in **JOURNAL PAGE 4.**  **Part 3:** In pairs, again think about the following:   * How do people in your team differ to you in terms of working style? * How could you help your teammates and manager get their best results?   **Facilitator sum up:**   * We suggest having a conversation with your manager and colleagues about what success factors help you to perform at your best. * By sharing with others, you start to influence your own environment and set yourself up for success. You also learn what factors your colleagues need for success so that you can help them to perform at their best. |
| **1.10**  **20 mins**  2 x flipcharts  Sharpies  Timer | **FEEDBACK IS PART OF LIFE**  **Session purpose:** To see that feedback is everywhere and is a powerful tool.  **Facilitator context:**   * To improve we need to understand what we are good at and ideally make this something we are great at. We also need to understand what we are not great at and improve on this too. * By deciding to embrace and own feedback on our performance we can use it for the power of good rather than seeing it as potentially evil!   **EXERCISE 2: SOURCES OF FEEDBACK**   * Split the group into 2 teams. * Each team has a flipchart and you have two minutes to list as many sources of feedback as you can that you give or receive each week – this can include work, family, home, venues, restaurants, outside interests and at work. * Next, look your list of feedback and put a star next to the ones where you made a change as a result of receiving the (good and bad) feedback. Note what change you made on your flipchart. * Share with the group.   Facilitator asks the group ‘What did you notice?’ Help the group to understand that feedback is part of daily life even if we don’t label it as feedback. It is how we make the world around us better.  **Facilitator sum up:**   * Sometimes we feel feedback is difficult to give or receive yet we are constantly seeking and receiving feedback day in, day out. * Sometimes feedback will not resonate as it highlights a blind spot we cannot see. It is important to understand where it is coming from and how you can benefit from it. * Often the feedback we act on or we find easiest to give is from those closest to us (our friends and family) as we assume they have our best interests at heart. |
| **1.30**  **25 mins**  Feedback scenarios printed and cut out  Post it notes  Sharpies | **THE ART OF GIVING AND RECIEVING FEEDBACK**  **Session purpose:** To learn how to give and receive great feedback**.**  **Facilitator context:**   * Imagine if everyone saved feedback for a once a year discussion. What if each album was only reviewed or celebrated each summer rather than before or after every release? * To sustain high performance, we need to receive feedback constantly to understand what we are doing well and where we need to improve. Professional sports people employ coaches to give them feedback on their performance to make sure they achieve high performance through constant improvement- by playing to strengths and minimising weaknesses. * There is an art to giving and receiving feedback. By understanding certain principles you can make sure you get the best out of it. It is not just the responsibility of the giver of feedback, but the receiver to understand how they react and what they do with that information. It’s all about moving forward!   **FEEDBACK IS A GIFT SLIDE & JOURNAL PAGE 5.**  **GIVING FEEDBACK:** When you are giving the GIFT of feedback you should consider:  **Greater Good**:   * Giver – give with good intentions and be clear on what do you want to achieve with the feedback. What are the benefits to the person receiving the feedback and why is it in their interest to take it on board? Share the benefit to them personally as well as your motivation for giving feedback so they understand you want the best for them.   **Intell**:   * Giver – provide objective, first hand, specific examples of what you want to address. Ensure the feedback can be easily understood and avoid vague references that can be misinterpreted. Share your feedback from a point of mutual respect and trust.   **Feel**:   * Giver – what was the impact of the issue being highlighted and how did it make you or others feel. Feedback in a way that assumes this issue or behaviour is a blind spot for the receiver. Share the impact on the receiver’s future ability to be successful.   **Take action**:   * Giver – building on the benefits you have outlined of why you are giving the feedback, suggest ways to change or issues to address. Look at developing ideas together.   **RECEIVING FEEDBACK:** When you are receiving the GIFT of feedback you should consider:  **Greater Good**:   * Receiver – assume feedback is being given with best intentions and interpret positively. Mentally prepare to be present and actively listen   **Intell**:   * Receiver – listen & ask questions to learn more & fact find. Get interested in what is driving the feedback and how it will help you to improve.   **Feel**:   * Receiver - be aware of your inner chimp, digest the information, be emotionally intelligent and take from it what is useful.   **Take action**:   * Receiver - use this information as an opportunity to grow and to influence the way you are perceived in the future, knowledge is power.   **BE THE HERO NOT THE VICTIM SLIDE**   * When you are receiving the GIFT of feedback you should remember that we make choices of how we deal with the feedback received from someone else. * There is a built-in mechanism in all of us that effects how we deal with any given situation. We have a primal survival instinct (Inner Chimp) and a rational intelligence (Computer) that has evolved. This is the Chimp Paradox. * These can show up as being a Reactive or Defensive (Chimp) or Proactive or Empowered (Computer) response to something that we aren’t sure if we like. * Different people have different amounts of time from when their Chimp reacts to something before their Computer rationalises it – the trick is to notice this within yourself and to catch yourself so you can try to speed this transition up and therefore react more rationally. * People who deal with feedback brilliantly, run this process as quickly as possible so they can start to proactively respond to the feedback by processing it, owning it, problem solving and then looking for solutions. Rather than getting stuck by feeling angry, blaming others or ignoring the feedback and running away.   **EXERCISE 3: SPEED DATING FEEDBACK**  **Part 1: Recognising the emotion**   * Each person takes a piece of prepared feedback from the envelope and reads it without sharing. * Then get into pairs. Stand up and in turn give the other person that feedback reading it out word for word. * On a post it note, the receiver has to note how they felt being given the feedback in this way and what they might do in this situation. * Swap so both partners read out feedback and write down how they felt. * Partners share the feedback with each other. * Regroup and share the feedback and the emotions they felt.   Facilitator asks if anyone noticed their emotional chimp reacting. This can also happen with a happy chimp when we are given good feedback but don’t exactly know what we have done well. It is important to ask questions and be clear on what exactly you have done so you can repeat it more often.  **Part 2: GIFT It**   * Using the GIFT Model prepare to give the feedback a second time, positioning it in a way that makes clear how the feedback might help the receiver in the future. * Deliver the feedback to each other and again note how you felt on receiving the feedback and what action you may take.   **Write in your JOURNAL PAGE 7:**   * Think of someone you would like to give feedback to. * Using the Gift Model plan the feedback you would like to give.   **Facilitator sum up:**   * Practice Practice Practice! The best way to make feedback easy and not feel personal is to do it with the best intentions of giving someone a gift- the more you do it the easier it gets. * For your own development, seek feedback regularly - after big projects or on delivering goals to find out what worked and what could have been better - both from managers and colleagues. |
| **1.55**  **5 mins** | **CHOOSE TO MAKE FEEDBACK EASY**  **Session purpose:** To support the use of feedback.  **SUPPORT THE USE OF FEEDBACK SLIDE**  **Facilitator context:**   * Once you have acknowledged that you might react differently in various situations, it is important to consider what you will do next. * There are a few options found on **JOURNAL PAGE 6**:  1. Decide if you need time out to absorb what you are being told – sometimes you just need to ask for time to think about it. 2. Ask questions to understand – it is important to be clear on exactly what you are being told. 3. Discuss together what ideas you could go away and do – either build on the good feedback or work out what you would do differently. 4. Watch out for the angry chimp who wants to argue their way out of it. Remember feedback is given with good intent for you to learn more about yourself and grow from it. |
| **2.00**  **15 mins** | **DEVELOPING GREAT GOALS FOR GREAT RESULTS**  **Session purpose:** To set quality goals to achieve the best outcomes.  **Facilitator context:**   * Unless we have a plan to achieve goals they are unlikely to happen.   **FACILITATOR NOTE:** Add your own examples here e.g. 100 mile bike race.   * Few of us, except the most organised, get things done without a plan and a deadline. Setting goals makes things happen for ourselves and others, and the better the goal the better the outcome. * Fail to plan and plan to fail!   **EXERCISE 4: GREAT GOALS GET GREAT RESULTS**   * Think about a goal or objective you achieved that was unlikely to happen without a plan or a deadline? * What was involved in getting it done? * Capture it in **JOURNAL PAGE 8.**   Get some of the participants to share their stories back with the group.  **Facilitator context:**   * Most of us know about SMART objective setting, but here is a quick reminder (found on **SMART OBJECTIVES SLIDE &** **JOURNAL PAGE 9**): * **Having a SMART** goal means it is: * **Specific** – each goal should be understandable clear & specific. * **Measurable** – what are the milestones and how will you know when you’ve achieved them? * **Aligned** – goals need to make sense and link to the business, department and team strategy. * **Realistic** – goals should be a stretch but achievable and people should have resources available to achieve them. * **Time Bound** – It should be clear when the goal is to be achieved and steps needed to achieve it.   **EXERCISE 5: GOAL SETTING**   1. Write down on **JOURNAL PAGE 10** a goal for the next 12 months – it has to involve stretch and ideally feel a little scary! Don’t settle for less as otherwise time passes without you making progress. Easy means you are not going to learn as much. 2. Think what outcome the goal will help you to achieve and what help you might need to achieve it. 3. Now take your goal, which may be a fairly long and tweet it or shorten it to less than 140 characters.   Ask a few people to share back with the group.  **Facilitator sum up**:   1. **Capture it:** Setting clear goals and writing them down will help you achieve them.  * A study conducted on students in the 1979 Harvard MBA program – asked students "Have you set clear, written goals for your future and made plans to accomplish them?" Only 3% of the graduates had written goals and plans; 13% had goals, but they were not in writing; and a whopping 84% had no specific goals at all. * Ten years later, the members of the class were interviewed again and found that the 13% of the class who had goals were earning, on average, twice as much as the 84% who had no goals at all. And the 3% who had clear, written goals were earning, on average, ten times as much as the other 97% put together.  1. **Share It:** Sharing your goals with your manager and team as appropriate will enable them to help you achieve them. 2. **Manage It:** Keep reminding yourself of the goals you have set as this will help keep you on track for success. |
| **2.15**  **5 mins** | **CREATING EVERYDAY HABITS**  **Session purpose:** To summarise key learnings to go forward and how to create every day habits.  **Facilitator context:**  **CREATING EVERYDAY HABITS SLIDE & JOURNAL PAGE 11**  **Regular Check-ins:**   * We suggest you ensure you are having time with your manager daily, weekly or monthly to check in on your development needs. It is easy to get caught up in the day-to-day ‘list of things to do’ and not talk about how things are progressing overall. * ACTION: If you do not currently have regular one to one’s with your manager, then we suggest you start putting catch-ups in the diary. But also make this quick and easy by grabbing 5 minutes with people who you think could give you some useful insights on how you perform.   **Your Success Factors for optimum performance:**   * In the first exercise, we looked at three things that help you to perform at your best and create your optimum environment. It is your responsibility to work with others to create the context that brings out the best in you, your team members and manager. * ACTION: Share with your manager your three crucial success factors. Find out your manager’s and team member’s success factors so you can help each other to be successful. Update this regularly with your manager.   **Seek feedback:**   * We learn and grow by getting feedback on how we are doing. This means the more feedback we have the better we can become when we act on it. The only way to do this is by practicing receiving and giving feedback to the best effect. You need to take the initiative for feedback and not to wait until your manager books in a meeting with you about it. * ACTION: After projects complete or goals are achieved, talk with your manager and team about how things went and what could be done differently. This way there will be NO SURPRISES and you will know how well you are doing all the time.   **Preparation and planning:**   * A great meeting involves planning. Spend time thinking about how you can make the most of your growth conversations. Treat it like a coaching session to learn what works, what needs to change and what you can do better. Like any goal or deadline, spending some time thinking about what you want to get out of it helps. * ACTION: We recommend you put some time aside to prepare your annual review and think about what you have achieved and how you would like to develop in the next year.   **Future planning:**   * Make sure your goals are relevant to the business and have a big impact. They should feel a little scary otherwise you are probably not learning enough. * ACTION: Help to develop them with your manager to make sure you understand what needs to be achieved and by when. |
| **2.25**  **5 mins** | **MY COMMITMENT**  **Session purpose:** To commit to taking action and take the first step.  Each person to write in their **JOURNAL PAGE 12**:   * Commit to who you will share your 3 success factors with and when. * Commit to giving and receiving feedback in the next seven days - who with, when and where. * Commit to arranging a development discussion – who with and when. * One clear goal for the next 12 months.   Review this page in your Journal regularly to ensure you are keeping on track! |
| **2.30** | **WRAP UP AND WAVE GOOD BYE** |

**Appendix A – Feedback Scenarios to print and cut up**

1. You speak to be people in a derogatory manner sometimes

2. You do a great job but sometimes you miss the point

3. People really like you but sometimes people don't know how to take you

4. I have been told you ignore people and are seen as rude when they say good morning to you when they pass you at your desk

5. Sometimes I get the feeling you aren't listening to me

6. I just wanted to say thank you for doing such a great job on that last project

7. When you spoke in that presentation I could tell you were very prepared and so you came across very well to the audience because you were calm and knowledgeable (even though I know you must have felt nervous)

8. When you came up with the new idea of having team inspiration sessions the other day, I thought that was very proactive and you should not be afraid to share your ideas with me again. We can build on them together

9. In the team meeting the other day I thought you were being overly negative and not participating. You don't realise that others look up to you and the effects what behaviour they think is acceptable

10. This morning you were pretty grumpy in my meeting and being overly difficult, it's not acceptable

11. You haven't been very good at getting things done recently

12. Just because you have been told you are doing a good job doesn't mean you can stop trying and you will be automatically brilliant all the time

13. Sometimes you are late for meetings, this makes me feel like you don't care and can't be bothered

14. You have a tendency to be short tempered with people

15. Whenever we have meetings you aren't very prepared

16. Whenever we have a conference I see you on your phone. This means that others may see the same and you may get an unfair reputation of not listening and not being interested.

17. You sometimes wear inappropriate clothes to work, they're quite

revealing and I think people get the wrong impression

18. Jamie told me he overheard you gossiping about the project team earlier, which is not acceptable

19. From that piece of work you delivered it's clear you have extraordinary knowledge on the subject, I think it would be really valuable to share it with the team so they can learn from you

20. I'm not sure you even care about this project being a success!

21. You have such great energy and passion; however, you need to be careful when it dips as you can have a negative impact on those around you

22. You have a real gift at building relationships with others. The last project was successful mainly down to your ability to bring others with you. You should have confidence in yourself and use this more