

SONY MUSIC

THINK.DO.SPRINTS.

Facilitation guide

Shaping The Future

Purpose And Values Driven Development

Facilitator Notes FINAL 17.05.19

**PERFORMANCE ACCELERATOR: Shaping The Future**

**WORKSHOP NAME: Purpose And Values Driven Development**

**WORKSHOP SUMMARY:**

When someone asks you important questions such as: ‘What do you stand for?’, What drives you?’ and ‘What are your values?’, it can sometimes be hard to articulate. Our purpose and values reflect the things that are important to us; they describe our individual motivations and the fundamentals that drive us every day. When our values are met and pair up with our beliefs, we perform at our best and feel fulfilled.

In this session, we will explore how to build a development plan through having conversations with others that count. We will help crystalize your purpose and values into something you can share and use as a compass to shape your day-to-day life, and how to encourage others to do the same. We will discover how to reframe limiting beliefs to ensure your future performance stays on track.

**WORKSHOP OUTCOMES:**

Every attendee will leave the workshop able to:

* Have better development conversations that matter; with purpose and values at the core of all intentions
* Know how to overcome limiting beliefs that hold back your potential
* Articulate your values and what’s important to you
* Identify how your values show up in work and how to ensure your values live in your everyday and how this might impact others

**PLAN FOR THE SESSION:**

1. Development conversations that count
2. Self-limiting Beliefs and Empowering Beliefs
3. Ways we limit our beliefs
4. Identifying our values
5. Aligning values to work through creative development opportunities
6. Time to practice
7. Action planning

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

Welcome to the Think.Do.Sprints. This is your time and space to reflect upon and experiment with new ways of working. The outcome is for you to feel confident in adopting new practices that positively influence your day-to-day at Sony Music.

To help you get the best out of this session consider a conversation that has not happened yet, but could positively influence your success if you choose to have it. Below are two scenarios that might spark your thinking. Be prepared to talk about one of these two scenarios or your own conversation with others in this workshop.

* I’m good at my job but the role doesn’t let me fully utilize all my strengths; I sometimes feel that my values are compromised. I love working in teams and feel energised around others, but the role is quite isolating and this demotivates me. I want to be able to explore a new career that is more aligned to my values.
* I have a decent relationship with my manager, but we don’t spend much time talking through my future development. I want to talk more about my options and develop a motivating plan that let’s me achieve my ambitions.

**TO DO:**

* Agree room and set-up arrangements - layout of room (no table), set up slides and audio requirements, test equipment, 2 x flip charts.
* Arrange your tools – coloured post-it notes, Blu tack, Sharpies, coloured paper, music & speakers.
* Distribute materials (e.g. work sheets).
* Read through the facilitation guide and prepare flip charts / exercise prompts needed in advance.
* 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** **1-7****Flip chart****Pens** | **WELCOME AND INTRODUCTION (Slide 1)****Welcome and introduction to the workshop (Slide 2)*** Shaping the Future: Purpose And Values Driven Development.
* This workshop is built around the Performance Accelerators pillar of “Shaping The Future”.
* It complements the Performance Accelerators sessions of Shaping Your Future (employees) and Shaping Your Team’s Path (managers).
* This workshop forms part of a suite of five Think.Do.Sprints.; the next series of workshops to continue and build on the theme of performance management to be the best version of ourselves (every day) by having brilliant conversations each day that matter.
* These workshops support and contribute to the success of our performance management process, and help everyday people practices.

**Session purpose (Slide 3)*** When someone asks you important questions such as: ‘What do you stand for?’, What drives you?’ and ‘What are your values?’, it can sometimes be hard to articulate.
* Our purpose and values reflect the things that are important to us; they describe our individual motivations and the fundamentals that drive us every day. When our values are met and pair up with our beliefs, we perform at our best and feel fulfilled.
* Sometimes when our values are challenged, we feel discomfort and this limits our ability to perform; beliefs hold us back. Overcoming these and reframing them positively helps us get back on track.
* In this session, we will explore how to build a development plan through having conversations with others that count. We will help crystalize your purpose and values into something you can share and use as a compass to shape your day-to-day life, and how to encourage others to do the same. We will discover how to reframe limiting beliefs to ensure your future performance stays on track.

**Session outcomes (Slide 4)*** By the end of this session you will:
* Have better development conversations that matter; with purpose and values at the core of all intentions
* Know how to overcome limiting beliefs that hold back your potential
* Articulate your values and what’s important to you
* Identify how your values show up in work and how to ensure your values live in your everyday and how this might impact others

**The plan for the next three hours (Slide 5)*** Development conversations that count
* Self-limiting Beliefs and Empowering Beliefs
* Ways we limit our beliefs
* Identifying our values
* Aligning values to work through creative development opportunities
* Time to practice
* Action planning

**Who am I? (Slide 6)****FACILITATOR NOTE:** Introduce yourself and your background.* Let’s find out who’s in the room. Please take it in turns to share your name, role and one value you know you hold or know about yourself to be true.

**FACILITATOR NOTE:** Capture the values on a flip chart anonymously.**How to be in the workshop (Slide 7)*** We don’t like rules, but we know that if we are all responsible 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 3 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. 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 NOTE:** Encourage attendees to share the behaviors needed to create a rich learning experience and safe environment to practice having conversations that matter. Capture these on a flip chart and stick to the wall.  |
| **0.20****(2 mins)****Slide** **8-17****Work sheet****Pens****0:22****(3 mins)****Slides** **9-10****Work sheet****0.25****(10 mins)****Slide 11****0.30****(15 mins)****Slide** **13-14****Work sheet****0.45****(20 mins)****Slide****15-17** | **PURPOSE AND VALUES DRIVEN DEVELOPMENT****DEVELOPMENT CONVERSATIONS THAT COUNT (Slide 8)*** We all want to be fulfilled in the roles and work we do every day; yet sometimes we lose sight of what is meaningful and what gives us a sense of purpose. We come into our offices and places of work and can’t see the point of performing in our roles or what value we are adding.
* To support performance and achievement we believe having great conversations about personal development, purpose and values, can ensure everyone feels fulfilled in their roles and the work that they do. We believe that having more development conversations about an individual’s purpose and values will encourage greater motivation, engagement and, ultimately, performance.
* If we can identify what it important to us, we can ensure this is shared and discussed in development conversations and development planning, and ways can be found to incorporate values and purpose into our everyday lives. We can use them as a compass and work to understand how they impact or day-to-day lives. If purpose and values are met, we perform at our best.
* However sometimes our values are challenged and this can limit our ability to perform. Knowing when this happens and how to overcome this is crucial for our personal success. So what stops us from performing at our best?

**SELF-LIMITING BELIEFS AND EMPOWERING BELIEFS (Slide 9-10)*** Ultimately, it all comes down to our thoughts: what we say to ourselves determines everything: our mood, our attitude, our perspective, our success and, indeed, our failure.
* Whether you know you’ll succeed, or know you’ll fail, you’re completely right, but only because it’s your belief in either direction that will make or break your chances: so: the final choice is yours.
* Beliefs are assumptions we hold to be true.
* There are two kinds of beliefs that we can form about ourselves: Self-Limiting Beliefs and Empowering Beliefs.
* Self-limiting Beliefs break you down and make you believe that you can’t achieve your goals. They tell you that you’re not good enough, you don’t have the skills, or that you don’t deserve to achieve your goals. These beliefs are based on fear and stop you from moving forward.
* Empowering Beliefs do the exact opposite. They build your confidence and encourage you to take risks, believing in your own success. They tell you that, regardless of circumstance, you are capable of succeeding. Believing positively about yourself ensures you keep striving towards your goals without limiting yourself with negativity. Empowering Beliefs give you the confidence to keep going.
* So, how can we overcome our Self-limiting Beliefs?
* Instead of feeding your fear and negativity with self-limiting thoughts, you need to stop them with a belief that you will do your best to succeed. Replace a Self-limiting Belief with an Empowering Belief.
* It’s much easier to give into your own Self-limiting Beliefs, because then you don’t have to be nervous or uncertain, you don’t have to take a leap of faith... You don’t have to do anything at all. But giving into the fear also eliminates your chance of success. Fear is inevitable but pushing through that fear is the first step in reaching success.
* Something we must all remember is that everyone deals with fear, self-doubt, and self-limiting beliefs, even the most successful people in the world. What decides your future is what you choose to believe. Do you believe that you’ll fail, or do you believe you’ll succeed?
* This is what we are going to explore...
* So, why do we limit our beliefs?

**WAYS WE LIMIT OUR BELIEFS (Slide 11)** **1) Experience*** The main way we form our beliefs is through our own experiences. We act, something happens, and we draw conclusions. Often such beliefs are helpful, but they can also be very limiting.
* When we are young and have few experiences, we may form false and self-limiting conclusions. Nature builds us this way to keep us out of harm's way. We learn and build beliefs faster from harmful experiences.
* But sometimes we need to push through our previous experiences in order to experience and believe something new.

**2) Education*** When forming our perceptions of the world, we cannot depend on experiences for everything. We read, and listen to parents, teachers and other adults about how the world works and how to behave in it.
* Education is a double-edged sword; it tells you what is right and wrong, good and bad, it helps you survive and grow. Some things we are told limit our desire to experiment. We may never try things and therefore miss pleasant and useful experiences and knowledge.

**3) Excuse*** One reason we form limiting beliefs is to excuse ourselves from what we see as our failures.
* When we do something and it does not work, we often explain away our failure by forming and using beliefs that justify our actions and leave us blameless. Yet in doing so, we do not learn and may increasingly limit what we will think and do in the future.

**4) Fear*** Self-limiting Beliefs are often [fear](http://changingminds.org/explanations/emotions/fear.htm)-driven. Locking the belief in place is the fear that, if we go against our beliefs, we will be harmed in some way.
* There is often a strong social aspect to our decisions; the thought of criticism, ridicule or rejection by others is enough to completely inhibit us. We fear that others may harm us in some way.
* So, if you want to overcome Self-limiting Beliefs, first recognize them and then act to change what you believe.

**FACILTATOR NOTE:** Encourage attendees to reflect individually for a few minutes using the work sheet to consider the questions below. Complete work sheet box numbers 1 and 2. (Slide 12)* Can you think of a self-limiting belief that is holding you back?
* How might you reframe this belief positively to move forward and achieve success?

**IDENTIFYING OUR VALUES (Slide 13)*** Values are intimately related to our needs: Whatever we need—whatever is important to us or what is missing from our lives—is what we value. As our life conditions change, and as we mature and grow in our psychological development, our value priorities change. When we use our values to make decisions we focus on what is important to us—what we need to feel a sense of wellbeing.
* Others can see our values as they show up in what we prioritise and what we consider important. At work this may be observed through the decisions we make or the options we choose.
* If you find that you do not have strong values and desires and things aren’t important to you, at certain times in your life, you may not see events, circumstances and opportunities that are there to take advantage of.
* If you have strong values and desires you are passionate about, you will recognise many events, circumstances and opportunities to take advantage of, and achieve even greater things.
* Purpose can also guide our life decisions and choices, influence our behaviour, shape goals and offer a sense of direction; it’s the reason we get out of bed in the morning. This creates a deeper sense of meaning of us. For some of us we are aware of this purpose, but for others this is still not clear. It will be unique for everyone. Today in this workshop, we are focusing on our current values as these are more visible and will give you a good starting point to explore values and purpose in more detail in the future.
* So let’s take some time to identify your current values and what is important to you right now, in order to make great choices about your future development. .

**FACILITATOR NOTE:** Ask attendees to answer the following questions individually using the work sheet. Complete box number 3 on the work sheet. (Slide 14)* + What are the 3-5 most important things in your life right now?
	+ What are the 2-3 most important goals in your life right now?
	+ If you won $50 million on the lottery, what things would you want to do in the first 6-12 months?
	+ If you were told that the world was ending in 6 months, whom would you want to spend your remaining time with and what would you want to do?
	+ List what you have most wanted to do in your life, but have not yet accomplished, because you were feared to do it.
	+ List the events in your life that have given you the greatest sense of well-being and/ or the greatest self-esteem.
	+ If you were guaranteed that one of your greatest dreams could come true, what would that one great dream be?
* From your answers, you can now begin to define your own set of personal values and who and what is important to you at this stage in your life.
* As you create this list, include a reason for each of the values you have listed.
* If some of the reasons are similar, consider whether both values should be on the list or if you could consolidate.
* If you can’t give a reason then remove that value from your list.
* If you feel like a value describes what you would like to be or how you’d like others to see you then remove these from your list. They are not reflective of your current authentic self.
* Continue to interrogate your list until you have refined it to the most authentic, sincere and true reflection of yourself.

**FACILITATOR NOTE:** Use the work sheet and complete box number 4. **ALIGNING VALUES TO WORK THROUGH CREATIVE DEVELOPMENT OPPORTUNITIES (Slide 15 + 16)*** Once you have defined your values, you can now begin to ensure you use these in your day-to-day as a compass to do your best work. You are at your best when your compass is pointing you in a direction that is consistent with the environment you are operating in. Set your compass to your true north and follow it!
* Being values- (and purpose-) driven is a key leadership skill, regardless of your role and seniority. This is why organizations with a clear set of values that people can relate to and live by, have employees with a shared common purpose who understand why they are performing their role and what is expected of them. It drives higher performance and engagement.
* Knowing your values is one thing, acting on them is entirely another. It takes a little bit of courage! So how do you start conversations where you share your values and purpose with others, and how do you encourage others to do the same?
* One way to achieve this is to identify the development opportunities that you want to explore and participate in, that allow you to follow your dreams and ambitions. These will be aligned to your goals, values and purpose. Taking these ideas and aspirations into conversations with others makes them more practical and realistic. These development opportunities can be used as a springboard to disclose more about your values and purpose. This makes the conversation much richer and deeper, and will deliver greater outcomes for yourself and others around you.
* This disclosure and approach also encourages others to behave in the same way, and you can then support these individuals with their values and purpose development.

**FACILITATOR NOTE:** Host a discussion with attendees to explore the various development opportunities that they could seek out in their place of work, in order to fulfill their potential and achieve goals. What creative ideas can you come up with? What types of opportunities appeal to you? How might you go about setting this up in your place of work? With others? Use work sheet and capture opportunities in box 5. (Slide 17)**FACILITATOR NOTE:** Examples of creative development opportunities include shadowing others in their role, getting a mentor or coach, working with a buddy, working on a secondment in another area of the business, getting involved in a project that interests you, taking part in charity work where your skills can be developed, setting up social team activities, etc. Please work with your local HR Team to identify other development opportunities that may be available in your region.**FACILITATOR NOTE:** Now arrange attendees in small groups (3-4) to reflect on and explore the importance of having more purpose- and values-based conversations in the workplace and how to achieve this. How could you start a conversation to make a values-based development opportunity possible? Use the work sheet and complete box number 6. (Slide 17) In Manager workshops, reinforce that great managers encourage these conversations with their team. **In Summary*** Now that we have considered our values, what holds us back and how we can have richer and meaningful conversations about development for self and others, we are now going to work on peer-to-peer coaching using the situations or conversations you came prepared with today.
* We are going to address them with the deeper understanding of ourselves, whilst also having empathy for the values and beliefs of the others involved in this situation. Our aim is to explore your situation or conversation, interrogate it within our groups and come up with meaningful solutions for the future.
* We are now going to move into a practice session in order to give you a safe space to explore and expand on these challenges with peer coaching support. We want you to find the courage to have these conversations for real and to consider what you need to take these principles forward into your everyday working lives.
 |
| **1.10****80 mins****Slides 18-19****Flip chart****Pens** | **PEER COACHING CONVERSATIONS****FACILITATOR NOTE:** Set up approach and benefits regarding this style of peer-to-peer working (10 minutes). This allows for practical application in the session (to practice in a safe environment with peers), facilitator intervention and action planning to take the conversation back into the workplace. (Slide 18)* You will now work in trios, to help one another solve your real-life challenges and practice the brilliant conversation needed to progress it.
* This approach helps you practice collaboration, problem-solving, coaching and active listening.
* It gives you the confidence to share your scenarios and to seek support. It re-affirms your thoughts and actions on approaching an issue are correct, or it gives you more stimuli to consider and reflect upon, to facilitate the best outcome of the conversation you need to have.
* It allows you to work with the topic content and principles as lenses to explore the scenarios in more depth.

**FACILITATOR NOTE:** Example of peer coaching conversations (60 minutes in total). Please note time can be flexible to accommodate group size and time left to run trio conversations. If you have odd numbers, a group of 4 also works (D who works with B and C). (Slide 19)* Attendees label themselves A, B or C.
* 20 minutes per person. 60 minutes in total.
* The exercise can then be repeated twice, so all participants have a turn at sharing and reflecting on their issue (60 minutes in total).
* Label yourselves A, B or C.
* A – 3 minutes: A shares the conversation they would like to have or scenario with B and C. B and C listen only.
* B or C – 2 minutes: B or C relays what they have heard from A and seeks clarification if necessary.
* B and C – 10 minutes: B and C discusses A’s conversation / scenario, giving suggestions, approaches and ideas to consider. A is only allowed to listen at this time. A may take notes.
* A – 5 minutes: A relays what they have heard, what they like, what they require further clarity around (if anything).
* Repeat twice, so everyone has a turn.

**FACILITATOR NOTE:** Bring trios back together to reflect on the peer coaching clinic approach and what learning they have taken from the process. This is not time to debrief specific conversation content from trios. The focus is on the practice of peer-to-peer coaching and the clinic approach of “gifting” your scenario or challenge to others for a period of time to own, discuss and challenge (10 minutes). |
| **2.30****20 mins****Slide 20****Work sheet** | **ACTION PLANNING (Slide 20)*** We are now going to give you some time to reflect on your clinic conversation and create an action plan, to build your confidence and your commitment to take back into the workplace, i.e. to have the conversation post-workshop.

**FACILITATOR NOTE:** Hand out the conversation action planning tool (A3 work sheet). |
| **2.50****10 mins****Slides 21-22** | **CLOSE AND GOODBYE*** Thank you for taking part in this workshop today. We hope you have felt inspired to attempt new conversations back in the workplace and have found different ways to resolve your challenges.
* Take the insights and learning from today and have the confidence to practice these conversations in the workplace. They all contribute to the success of our performance management process and make it more of a human process, where conversations matter every day.
* Be curious and talk to your manager and HR colleagues to find out how these great new tools and techniques can fit into our ways of managing people and performance, and help everyday people practices.

**FACILTATOR NOTE:** Share relevant further support avenues in the business globally and locally, e.g. other workshops, My Learning content, Mainstage. Please refer to Post Workshop section below for further information on what to share with attendees. (Slide 21)* Ask each attendee to share their one commitment or piece of stimuli that has resonated with them and why.

What’s the one thing you will now do differently as a result of attending this workshop? (Slide 22) |
| **3.00****Slides 23-24** | **WRAP UP AND WAVE GOODBYE****FACILITATOR NOTE:** On a flip chart ask attendees to capture their feedback on the workshop before they leave, under the headings LOVE / LEARN / IMPROVE. (Slide 23). **FACILITATOR NOTE:** Use slide 24 at the end of workshop as attendees leave. |

**POST WORKSHOP**

For some participants this three-hour session will only be the start of their journey to have better conversations around performance management. They may feel they need further support and guidance to build confidence and practice the art of brilliant conversations every day that matter.

At the end of each workshop the facilitator can signpost attendees to further support options. Contact your local HR Team to discuss these development opportunities. Add in the relevant initiatives and resources to the slide deck – there is currently a placeholder in the slide deck. Please remove this slide if there is no relevant further support or development to share with the attendees.