

SONY MUSIC PERFORMANCE ACCELERATOR

Coaching for   
success

Realise your goals through good coaching practice

All Employee Training

Facilitator Notes

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

This Accelerator will help motivate yourself to achieve your goals through coaching practices that empower you to learn and grow.

**OUTCOMES:**

Every employee to leave the workshop able to:

* Develop their own coaching ability by knowing the basics.
* Identify coaching needs and feel empowered to own their own development.
* Prepare for coaching conversations and get the most out of them.

**PLAN FOR THE SESSION:**

1. Coaching defined
2. Why coaching can make me better
3. How to get the most out of the coaching conversation
4. Coaching in action
5. Commitments to your own development

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

* Think of a time in or out of work when someone told you to do or change something in your life and you didn’t followed through.

**TO DO:**

* Agree room and set up arrangements - layout of room (no table), test equipment, 3 x flip charts.
* Arrange to have your tools – coloured post it notes, blue tack, sharpies, coloured paper, stopwatch, buzzer, music & speakers.
* Print & cut out “Angry Chimp Statements” – (see Appendix A of these notes).
* 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**  **15 mins**  Slides  Journal  Printouts  Coloured paper  Sharpies | **WELCOME & INTRO TO THE WORKSHOP**  **Session purpose:** To set the energy and context for the session and let everyone know that this is a safe environment in which to practice and highlight the benefits of coaching.  **Welcome to “Coaching for Success” Accelerator:**  Understanding how a coach practices can help you stretch, grow and achieve your development goals, as well as start to become a mentor to others.  **FACILITATOR NOTE:** Hand out Journal print outs – 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.  **The flow of this session:**   1. Coaching defined 2. Why coaching can make me better 3. How to get the most out of the coaching conversation 4. Coaching in action 5. Commitments to your own development   **Who we are –** Introduce yourself and your background.  **ENERGISER: CELEBRITY COACHING**  Please take a piece of paper each and write on it:   * + Your name   + Think of a celebrity. If you could coach him or her on one habit/thing good or bad, what would it be and why?   + Share with the group   **Facilitator note:** Use positive examples as well as negative.  **Facilitator sets the scene:**   * When you hear the word “coaching” what springs to mind? Sports coach, vocal coach, financial coach, life coach? * Coaching is everywhere these days. We have access to professional life coaches, we might have a coach for our netball team or we might have apps on our phones that help us set goals and plot our progress like strava, fitbit or headspace. A lot of us enjoy tailored coaching solutions to meet our particular needs – whether it be for work, sport or our personal wellbeing. * This is particularly true of people coming into the world of work today. Research by Gallup has shown that while 60% of high performers want feedback on a weekly/daily basis… this increases to 72% with millennials. * In today’s work environment, organisations need to support this desire for personal development, and so coaching is fast becoming a part of everyday work life. Coachingmeans you get ongoing feedback and support throughout the year. It gives you a chance to think about how you are doing as you play an active role in figuring out how to be the best you can be.   **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. |
| **0.15**  **20 mins**  2 x flipcharts  Sharpies | **MENTORING, COACHING AND COUNSELLING**  **Session purpose:** To define coaching and how it differs from other learning methods.  **Facilitator context:**   * Coaching is all about establishing where are you now, where you want to be and how you can get there. * As applied to the business world, coaching is not about telling you what to do, but helping you to define your goals and supporting you to achieve all you are capable of doing and being. * A coaching session will typically take place as a conversation between the coach and the coachee (person being coached) focusing on helping the coachee discover answers for themselves. The key point being that we are much more likely to engage with solutions that we have come up with ourselves, rather than those that are forced upon us!   **EXERCISE 1: Mentoring, Coaching and Counselling**  **JOURNAL PAGE 2**  Coaching is often confused with mentoring or other types of therapy so let’s explore the differences…  Split into 2 groups and on your flip-chart write up the differences between each of the following learning methods: Coaching, Mentoring, Counselling.   * What is the focus of each? * What are the objectives of each? * Who would you do each with?   Get each group to feedback, with each group adding new insights to the original group’s findings.  **NON-DIRECTIVE VERSUS DIRECTIVE DEFINITION SLIDE**  **JOURNAL PAGE 3**   * As you can see mentoring and coaching are similar. The biggest difference is that mentors are telling the mentee what it is they should do to be successful based on their particular expertise. * Mentors often use **Directive Coaching**, which involves teaching specific skills or sharing their relevant experience.  For example, learning to play guitar for the first time would involve directive coaching from someone who knows how to play. * **Non-Directive Coaching** is used when the skills and experience exist but behaviours, attitude or motivation need to change to achieve a goal. * For example; in playing guitar, someone may be a talented guitarist but need coaching in how to cope with performing to an audience. It is their attitude or behaviour that needs to change not the skills to play a song. * Non-directive coaching creates the motivation to change and develops an action plan for the individual of how to do it. * As a result, a non-directive coach does not need deep expertise in the subject area. They only need to be able to structure the coaching conversation. So, a coach is not necessarily a designated individual: anyone can take a coaching approach with others, whether peers, subordinates or superiors. * The key skill of coaching is asking the right questions to help the individual work through their own issues. * Counselling can be both directive and non-directive and deep expertise is needed in dealing with issues. Depending on the issue being dealt with, psychological theory is used to teach people new skills to deal with the issue they are experiencing or to reach their own level of understanding of what causes the issue they are experiencing.   ***MENTORING OR DIRECTIVE, COACHING, COUNSELLING DEFINITION SLIDE*** *(use only if needed for clarification)* **Journal Page 4**   * *Mentoring /Directive Coaching - “Involves the transfer of wisdom where the coach or mentor provides advice or direction based on their experience or expertise”.* * *Counselling “The provision of professional assistance and guidance in resolving personal or psychological problems”.* * *Non-directive Coaching “Allows the recipient to formulate their own solutions and actions as a result of skilled listening and questioning from the coach”*   **Facilitator sum up:**   * Today we are going to focus on non-directive coaching. Being coached to find our own solutions to resolve issues means the benefits we see are longer lasting. * In fact, when managers tell an employee the answer, only 10% of people are likely to recall it correctly after 3 months. But if a manager gives non-directive coaching, that number goes up to 95%. Just think about the positive impact that this could have on your goals and development.  ([The Power of Non-Directive Coaching](http://www.humancapitalreview.org/), Human Capital Review). |
| **0.35**  **5 mins** | **GOLDEN RULES OF COACHING**  **Session purpose:** To introduce the fundamental “rules” of coaching.  **GOLD RULES OF COACHING SLIDE**  **JOURNAL PAGE 5**  The 6 fundamental “rules” of coaching:   1. **Confidentiality & trust –** the coachee must be able to discuss every aspect of an issue with their coach. Their coach must keep personal problems or private information completely confidential (unless it involves criminal activity or is harmful to the team). What is said in the room stays in the room. 2. **Belief that the solutions lie within the coachee –** the coachee generally knows the background of an issue and the options available. The coach’s job is to ask the right questions to help you arrive at your own conclusions. The coach may provide helpful insight or suggestions, but the best answers usually come from the coachee. 3. **Non-judgemental or fixed agenda –** just an agreed goal. To work well, the session will be a relaxed conversation, free from fear of judgement but have a focus on the agreed goal of the session to be effective. 4. **Coaching is about the whole person –** the session should focus on one issue, but as humans we all have specific experiences, emotions and patterns of behaviour so other factors and issues will likely enter the conversation. 5. **Coach and Coachee are equal partners –** no matter what the hierarchy or relationship between the coach and coachee. The coachee will define the actual issues while the coach will use the coaching process to help the coachee deal with the issue. 6. **Coaching looks to the future and next actions –** the most positive coaching experiences are sessions that conclude with an agreed set of next steps or actions to take. |
| **0.40**  **20 mins**  Journal | **BE, DO, HAVE**  **Session purpose:** To consider your goals and how coaching can help achieve them.  **Facilitator context:**   * By coming up with your own goals, you are taking control of your own life by deciding what you want to work on (your development plan) so you can be everything you want in your life. * To make sure that your time is being well spent with your coach you are expected to come to the session fully prepared with a goal or aspiration that you would like to work towards.   **EXERCISE 2: BE, DO HAVE**…  **JOURNAL PAGE 6**  We are going to explore everything that you want to BE, DO or HAVE in your life. This will assist you to think about what goals you could bring to your coaching session to move your development in the right direction.  **Stage 1:** On your own for a few minutes, write down all the things that you want to BE, DO or HAVE in your Journal  **Stage 2**: Write down beside each one what makes that important for you. If you can’t say what makes it important then take it off your list  **Stage 3**: Look at the things you want to “BE, DO or HAVE” in your life – highlight which ones coaching could really help you to achieve?  **Stage 4** Decide which goal on your list you want to start with right now.  Now - Discuss this goal with a partner.  **Facilitator note:**  **POTENTIAL COACHING TOPIC SLIDE**  **JOURNAL PAGE 7**  If people are struggling to find a topic**.** The following questions may help   * How can I manage my time better to achieve all I want at work? * What should I do next in my career within the organization? * How can I reduce stress in my job? * How can I achieve a better balance between work life and home life? * What skills do I need to grow and develop further? * How can I improve my relationship with a specific colleague?   **Facilitator sum up:**   * The BE, DO, HAVE exercise is essentially you starting to write your own development plan. * Goals, objectives, dreams, targets – call it whatever you like – it all means the same thing – what you wrote down are the things you want to **have** in your life, who you want to **be** in your life and what you want to **do** in your life. The key point here is that these are all things that YOU WANT and you know WHY you want them. |
| **1.00**  **20 mins**  3 x scenarios | **GET THE MOST OUT OF COACHING**  **Session purpose:** To apply the tools to get the most out of coaching conversations.  We are faced with feedback and learning opportunities every day and it is our choice how we respond to them. We are going to spend some time now looking at different scenarios and how they might play out.  **GET THE MOST OUT OF YOUR COACHING**  **EXERCISE 3 - PART 1:**  In groups of three or more take a scenario.     * Discuss what is going on for each person and how the conversation might play out.   Ask each group for feedback based on their scenario.  **EMPOWERED OR REACTIVE SLIDE**  **JOURNAL PAGE 12**  **Facilitator context:**   * There is a built-in mechanism in all of us that effects how we deal with any given situation. This is the Chimp Paradox. * Our primal survival instinct (Inner Chimp) and our rational intelligence (Computer) that has evolved. * These can show up as being Reactive or Defensive (Chimp), or Proactive or Empowered (Computer) responses to when something happens that we aren’t sure if we like. * We do not have total control over the circumstances we find ourselves in. However, we do have control and choice on how we deal with them. * People can choose to respond to their circumstance by processing information, owning it, problem solving and seeking solutions. Equally people can choose to respond getting stuck in feeling angry, blaming others or ignoring the feedback and running away.   **GET THE MOST OUT OF YOUR COACHING**  **EXERCISE 3 - PART 2**  **JOURNAL PAGE 9**  Now look at the same scenario, if you were the coachee receiving that feedback and thinking about how you can be the best, what could you do to choose to respond in a more proactive, empowered way?  How might the outcome differ?   * How could you approach the scenario from a coachee perspective? * How could you take ownership of the development opportunity it offers in a proactive, empowered way? * How might the outcome differ?   Share back examples to the whole group.  **Facilitator context:**   * A big part of coaching is figuring out how we can improve by either making something we are good at into something we are great at, or understanding what we are not great at and how we can improve. * When discussing our performance we can choose how we deal with the conversation and choose whether we want to turn feedback into an opportunity to have coaching on our performance. * When faced with a scenario that may set off our ‘angry chimp’ it is also worth asking what the other person may be feeling. For example, in this scenario ‘What is my manager thinking’ may help you understand their motivation. You can also help them manage their ‘angry chimp’ by the way you respond. |
| **1.20**  **10 mins** | **BREAK** |
| **1.30**  *15 mins* | **SET YOUR MIND**  **Session purpose:** Understand how motivation impacts our ability to achieve goals.  **Facilitators’ context:**   * Having a coach is fantastic! But just having a coach doesn’t necessarily mean you will be a success in your life. A coach doesn’t do it for you – you have to make a conscious decision to change. Only when you are ready to take action, will you start to really see the benefits of coaching in your life.   **EXERCISE 4: SET YOUR MIND**  **JOURNAL PAGE 10**  Think back to your homework  Chat with a partner about when you were TOLD to do something and you didn’t achieve it…why not?   * Now with the same partner, discuss a time where you DID make a change or do something differently – how does this situation differ from the first example? * Note down your top points.   Share back what factors were present when you made a change to the group.  **Facilitator sum up:**   * Self-determination/choice is the biggest driver in achieving goals and therefore the success of a coaching relationship. The foundation of a successful coaching relationship relies on the premise that YOU want to succeed. * The coach merely facilitates you working towards your goals – it is always the sole responsibility of the coachee to make a conscious decision to do something differently in their life. * Change can be hard. We naturally fall back into our daily routines and doing what we have always done. You have to be willing to work hard to achieve your goals, to take responsibility for your own development – coaching requires someone to really shift their mindset to set up new habits so they stick with the change in their life. * So, coaching will really work for you if you are motivated to be the best version of yourself at work, and committed to working hard to achieve your goals and continually learn. |
| **1.45**  **35 mins**  Buzzer  Stopwatch | **GROWING TOGETHER**  **Session purpose:** To introduce THE GROW model and demonstrate a coaching conversation.  **Facilitator context:**   * Part of your role as a coach is to provide the structure for a coaching conversation. To build this structure the coach’s main task is to ask questions. The coach speaks 10% of the time and the person being coached speaks around 90% of the time. * People who create & own their own goals are more likely to achieve the outcomes they want. GROW coaching is like helping them to plan a journey. We start with where you want to get to and then work backwards to work out how we can make that happen.   So now we are going to look at the GROW model in more detail:  **GOAL, REALITY, OPTIONS AND WAY FORWARD SLIDES**  **Journal Page 11**   * **Goal** * Where are you going and what do you want to achieve? * Aim for an inspirational, positively framed and challenging goal that is a real stretch to achieve. * Consider how the goal fits with Sony’s goals, targets and customers. * SMART goals are best.   Notes:   * Make sure the goal is not too big. * Make sure the goal is authentic and they really own it and is not someone else’s idea. * After each section the coach can play back to confirm what has been agreed. * Coachee then writes down what has been agreed. * **Reality** * What is your starting point, where are you now? * Get buy-in and commitment to the goal. * Review and learn from the current status before moving onto ‘what next’.   Notes:   * Check the goal is correct, as when you get into the reality of the situation you might realise the goal needs adapting. * **Options** * What routes could you take? * Brainstorm various options and identify obstacles.   Notes:   * It is only at the end of this section the coach can ask if the coaches would like any suggestions or to discuss any other possible options not covered. This ensures that the coachee owns the solution and it is not being developed by someone else. * **Way Forward** * Commit to taking action to make it happen. * Agree timings and deliverables. * Ideally the action plan would be SMART.   Notes:   * Only now do you develop the actual plan of action. Include ‘check in’ points with the coach to make sure that they achieve it. * The conversation can jump around between stages. **BUT** goal, reality and options must be covered before getting to any kind of commitments for way forward. * Leave enough time for brainstorming OPTIONS and detailing your WAY FORWARD.   **Exercise 6: Practise makes Perfect**  **JOURNAL PAGE 12 AND PAGE 13**  We are going to practice coaching using the G.R.O.W model. The GROW questions on page 10. You don’t have to ask every question in the interests of time. Just choose a few questions from each category.  Now it’s time to practice coaching with each other…   * In pairs, practice coaching your partner using the GROW questions in your Journal, to help them develop their goal and action plan. * Use the aspirational goal you bought as homework or thought up earlier. * In your pairs, decide who will be coach first and who will receive coaching (you will have 10 mins each). * **You will work through all four section of questions, starting with Goal, then Reality, Options and finishing with Way Forward. We would ask you to work through the sections in order. It is fine to go back but not to jump forward.** * **Choose a selection of questions from page 12 of your journal from each section starting with Goal to kick off the coaching session.** * You have 2 minutes to complete each section & an alarm will sound to signal to move on to the next stage. * By the end of your coaching session you should have agreed and finalised your goal /action plan. * **The Coachee takes their own notes using page 13 from the journal** * Once you have finished switch over and start again, reversing roles as coach and coachee.   **When you finish, think about how you felt to be coached and discuss these questions:**   * How was the experience of being coached? * How was your experience of being a coach? * What did you find most useful/beneficial from the conversation and why? * Now that you’ve experienced a coaching conversation – what one thing will you commit to, to get the most out of your next coaching conversation?   **SEE APPENDIX B FOR GROW QUESTIONS**  **Facilitator sum up:**   * The GROW process is an effective tool to help you explore your own solutions to problems/situations/goals. Most importantly, you will identify options that you came up with and are more likely to commit to really make the change. * GROW is a great model that can be used at home or work. * Coaching can be used every day at work and at home. It does not have to be a big intervention but could be a quick 10 minute conversation to help people arrive at a solution for themselves. It could be part of a larger development discussion but coaching has many uses so think of how you can use it in practice as often as possible. * **Finally** it is worth remembering that people have to want to be change and to be coached it is not for us to tell people they needed coaching but to offer coaching support if requested. |
| **2.20**  **5 mins** | **TURNING WORDS TO ACTIONS**  **Session purpose:** To commit to your own future  **Facilitator context:**   * Coaching is all about committing to your own future and development and making an action plan. Coaching can be the bridge between having a goal and making it happen. * Coaching conversations can happen at any time both in a prepared setting or at an opportune moment. After you have had a coaching conversation, you might like to consider the following: * **1. First, slow down and process what just happened:** * After a session try to take some down time to process things. * Rushing back to work or off to your next responsibility may prove to be difficult. * Think of how your body needs a cool down period after a strong workout. Give your emotions that same opportunity to recover. * **2. Commit to your own development - take action:** * You will have an action plan that you have committed to in your session – so take action!   Much like a sports trainer is no use if someone eats unhealthily between workouts, you too need to put in the effort between coaching conversations.   * So, do not think of coaching as a one off activity – figure out how you will best remember to take action. You might use post it notes, a vision board, set reminders in your phone… * You are the only one who can actually make the change so honour the time you are investing enough to take on actions and get the most out of them. * Remember, you are the ONLY one who can actually make the change. |
| **2.25**  **5 mins** | **SELF – COACHING MAKING YOUR GOALS A REALITY**  **Session purpose:** Create a more rewarding life by building six key self-coaching skills  **Facilitator context:**   * Self-Coaching is the process of guiding our own growth and development. It is a powerful skill set of tools and techniques that anyone can use and apply to create instant and sustainable life and work changes.   **SELF COACHING – MAKING YOUR GOALS A REALITY SLIDE**  **JOURNAL PAGE 15**   * Here are our top six tips for self-coaching guaranteed to make a difference:  1. **Write it down! Capture your thoughts and plans in writing:**   Numerous research has shown that depressed people have much better rates of success when they keep track of their feelings and thoughts in a journal. Writing down your thoughts, feelings, ideas and plans not only increases your levels of motivation but also significantly increases the likelihood of your success. Very often writing things down crystallizes your own thoughts, gets the creative juices flowing and activates new ideas, solutions and possibilities. Keep a dedicated notebook where you’ll record your thoughts and ideas for your Self Coaching journey.   1. **Ask the right questions:**   Asking questions is a significant coaching tool that all coaches use (like the GROW model we explored before). The key lies in making sure that you are asking the right questions. When it comes to Self-Coaching the key is to ask questions that move you towards a solution rather than in the direction of the problem. Becoming solution-focused is one of the quickest ways of self-coaching yourself to success. A typical solution- focused question might be:   * If I knew I couldn’t fail what’s the first thing I would do? * What’s the bravest thing I could do right now? * What could I do in the next five minutes that would get me going?   Have fun creating questions that motivate you towards success.   1. **Self celebrate:**   The more you embrace and acknowledge your real-time successes and achievements the more you build your own inner reserves of self-esteem and confidence in who you are. Take time out to record your achievements in writing no matter how small they might be. Invest in writing them down as a way of consolidating your personal success inventory and be sure to put your list in a place where it can be easily found and regularly looked at.   1. **Lighten up – own up to your mistakes and short comings:**   It's hard to admit where we are going wrong. But owning up to where you may not be as perfect as you would like to be can catapult you into a more enlightened state. In-fact it can literally lighten your load. Make a list of your hidden habits or patterns that really don't create the best for you. It’s often when we hold onto secrets or refuse to own up to our mistakes or shortcomings that we hold ourselves back. The more you own up to, in a kind and caring way, the more of the strengths and skills that do work best for you will become available to you.   1. **Small is the new big:**   Develop the skill of breaking your goals down into small steps that enable your project or goal to happen. Remember that feeling over whelmed by the enormity of your tasks and goals can create inertia and procrastination.   1. **Natural nourishment:**   With all of your hard work how do you fill your own inner reserves back up? Everyone has something they do that feels like a natural way of replenishing their energy and refuelling the tank. For some it’s being out in nature. For others, it’s getting lost in a good book or listening to music. Whatever it is, you’ve got to consciously make time for it in your busy schedule. So often this is the first area of life that gets neglected when we get busy and distracted. Make a list of your natural nourishments. Which ones can become daily habits? Which are weekly ones? Which ones might work on a monthly basis? Schedule these into the diary like you would any other appointment. |
| **2.30**  **5 mins**  Journal | **SESSION PURPOSE: COMMIT TO COACHING**  **EXERCISE 6: REALITY CHECK**  **JOURNAL PAGE 16**  In your Journal, answer the following questions:   * What positive impact would achieving your goals have on your life? * Where do you think you could benefit from coaching? |
| **2.35** | **WRAP UP AND WAVE GOODBYE** |

**Appendix A: GET THE MOST OUT YOUR COACHING SCENARIOS**

**To print out, cut up and distribute to each group**

**Scenario:**

You are worried about a piece of work you sent an artist. You haven’t heard anything from them and think you've messed up. Your manager brings it up.

**Scenario:**

You are feeling pretty flat and demotivated because your team mate seems to be getting all the good assignments/tasks. Your manager calls you into their office for a chat and says that you don’t look engaged at work.

**Scenario:**

You want to progress faster at Sony as you think you are capable of more and your manager is not developing you as fast as you'd like.

**Appendix B: G.R.O.W COACHING QUESTIONS**

**Goal**What goal would you like to achieve?   
What does that look like in practice?  
What will that enable you to do?  
What will other people be saying to you?  
What will you have that you don’t have now?  
Imagine you have achieved it, what is different?

**Reality**What is the current situation in relation to your goal?   
On a scale of 1–10, if an ideal situation is 10, what number are you at now? What number would you like to be at?  
What impact is not achieving the goal having on you?  
How does this impact other areas of your life?  
What are you doing currently in pursuit of your goal?  
What is getting in the way of your goal?   
Who else does the goal affect?

**Options**What ideas do you have on how you could achieve your goal?   
What alternatives do you have?  
What has worked in the past?  
Are there any obstacles in the way?  
What steps could you take to remove these obstacles?  
Where and how could you find out information to help?  
Who could help you with achieving your goal?

**Way Forward**What actions will you take?   
How and when will you do that?   
Who will you talk to?  
Is there anything you need to put in place before that?   
How committed are you to taking the agreed action?