

SONY MUSIC PERFORMANCE ACCELERATOR

Shaping your future

Play to your strengths and develop a life you love

All Employee Training

Facilitator Notes

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

This Accelerator will help you discover and do what you love. It’s time for some big picture thinking that will enable you to develop and track your own unique career journeys.

**OUTCOMES:**

Every employee will leave the workshop able to:

* Understand their strengths and how best to play to them.
* Identify future direction and pace.
* Create a plan to do what they love and remove barriers.
* Live the life they love by learning and growing.

**PLAN FOR THE DAY:**

1. High performance highlights.
2. Playing to your strengths.
3. Future focused – setting your own direction and pace.
4. Barriers to high performance.
5. Courage learning zones - where the magic happens.

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

* **Strength Spotting** – Think of a time when you were performing at your best and feeling totally energised and absorbed in your work. What skills and behaviours where you using?
* **Strength Sapping** – Think of a time when you were doing work that sucked all the energy out of you, that you dreaded having to do. What skills or behaviours were you having to use?

**TO DO:**

* Agree room and set up arrangements - layout of room (no table), test equipment, 2 x flipcharts.
* Arrange to have your tools – coloured post it notes, blue tack, sharpies, coloured paper, music & speakers.
* Prepare flipcharts, if needed.
* Distribute Journal and printouts.
* Lay out healthy snacks and sweets, if possible.
* Print off facilitator notes and read through.
* Think of a strength example (Exercise on Call on me, Call me out).

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| **TIME & KIT** | **CONTENT** |
| **0.00**  **20 mins**  Slides  Journal  Print outs | **WELCOME & INTRODUCTION TO THE DAY**  **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 their future career.  **Welcome to “Shaping your Future” Accelerator**:  Discover and do what you love. It’s time for some big picture thinking that will enable you to develop and track your own unique career journeys.  **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 from each Accelerator.  **The plan for the next 2.5 hours:**   1. High performance highlights. 2. Playing to your strengths. 3. Future focused – setting your own direction and pace. 4. Barriers to high performance. 5. Courage learning zones - where the magic happens.     **ENERGISER: KILLER QUESTIONS**  High performers recreate and celebrate successes, have a love of learning and seek solutions where challenges exist. At least once a week it is a good idea to stop and ask yourself the right questions to keep you focused on the right things.  We want you to all stand up and answer the 3(+) questions that we read out. Circulate and find a different partner for each question that is read out.  Facilitator note – there are 8 questions. Choose 3 questions depending on time and size of group. Choose quicker to answer questions to keep to time. Use animation ‘build’ to just show the questions you have chosen to ask. Share all 8 questions on screen once the activity has finished.   1. What’s going well in your role? Did you have any wins (big or small) this week? 2. What challenges are you facing? Where are you stuck? 3. What is the business doing, or could be doing, to make you more successful? 4. On a scale of 1-10, how happy are you? Why? 5. What’s the best thing that happened to you this week, either at work or outside of it? 6. What one idea would improve what we do? 7. What were some great contributions made by other team members this week? 8. What would you like to learn more about?   **Who we are:** Introduce yourself and background.  **How to be in this session:** 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 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. |
| **00.10**  **10 mins** | **UNIVERSAL TRUTHS ABOUT HIGH PERFORMERS**  **Session purpose:** To share universal traits of high performers.  **Facilitator context:**   * There are common traits of high performing people (in Journal on page 4)  1. They **play to their strengths** to improve their own abilities but can often feel like an imposter. This means they are aware of their strengths & weaknesses and build on these productively to focus on where they have the most energy and can get the best results. 2. They **set their own pace and direction** rather than wait to be told. They stay one step ahead - they understand change is ever present and seek to predict and stay ahead of it. 3. They **seek solutions and problem solve** both for themselves and on behalf of others. 4. They are **generous communicators** and communicate well and often – sharing ideas, seeking and giving feedback. 5. They **push themselves out of their comfort zones** and accept that to grow, you will get it wrong as often as you get it right. 6. They are **curious and have inquisitive minds**. The look to innovative and create new ideas and have a thirst to learn. |
| **00.30**  **50 mins**  Journal | **PLAYING TO YOUR STRENGTHS**  **Session purpose:** To help clarify your strengths and where you have high and low energy.  **Facilitator context:**  **Galllup research slide – Journal Page 5**   * Gallup research has shown has shown that when we focus on our strengths we are 6 x more likely to be engaged in their work and 3 x more likely to have an excellent quality of life. However, only one quarter of people do what they do best every day. This means ¾ of people are not having the opportunity to do what they do best every day. * Teams who have the opportunity to do what they do best every day significantly outperform the competition on every measurement. It is important for us to understand our own strengths and blind spots and those of our colleagues so we are all playing to our strengths. * We focus too often on what we do badly and how we can make that better. We forget to focus and celebrate what we do well. Musicians understand what their talents are and focus on trying to improve these. In a band the guitarist does not spend their time trying to learn to play the drums. Yet at work we spend a lot of time trying to be good at everything by trying to get better at things we don’t enjoy or have a natural talent for.   **Strengthscope Definition Slide**   * Strengthscope define a strength as: ‘Underlying **qualities** that **energise** us and that **we are great at or have the potential to be great at’**.   **Definition of a Strength slide** - **Journal Page 6**   * When we have a strength we see the following signs: * **S**uccess... When you do it you feel effective. * **I**nstinct… Before you do it, you actively look forward to it. * **G**rowth… While you are doing it you feel inquisitive and focused. * **N**eeds... After you have done it, you feel fulfilled and authentic.   To kick off today we are going to practice looking at what we do brilliantly and stop being modest about it for a few hours!  **EXERCISE 1 (PART 1): STRENGTH SPOTTING SPEED DATING**  You need an even number of people for this – so the facilitator may need to join in.   * Get everyone to line up in two lines facing each other. * Every person to face a partner. * You will have 2 minutes to speed date with your partner on a question and then the line on the right will take one step to their right to face a new person. * The person at the end will run through the two lines of people to the other end of the line.   **Facilitator to read out one question at a time**:   1. Think of a time when you were performing at your best and feeling totally energised and absorbed in your work. What were you doing and how were you behaving? 2. Think of a time when you were doing work that sucked all the energy out of you. What type of work was it and how did it make you feel or behave? 3. What three words would best describe you? 4. What do people come to you for? When do people ask for your involvement? 5. What would your team mates say you were brilliant at and what would they say your blind spots are?   Everyone sits back down. Facilitator reminds everyone those questions are in the **Journal on page 7.** We are not going to write them out now but ask people to do it after the session.  We are now going to focus on the strengthscope 24 strength descriptors in the **Journal on page 8.**  **EXERCISE 1 (PART 2): STRENGTH SPOTTING**  **Journal Page 8**   * Take a few minutes to read the list of strengthscope 24 strengths on page 8 of your Journal. Based on your speed dating Q&A tick the three strengths that best describe you. * You can have a combination but no more than five in total.   **Facilitator context:**   * We are more productive when we play to our strengths. The best teams play to their individual strengths, which allow people to practice what they are good at and improve even further. * The most successful people focus on what they do well and play to these strengths to make themselves successful. When you become aware of strengths, you will notice the most successful people play to their natural strengths and minimise the time they spend on things they are less talented at. We often assume certain roles need certain strengths but you can have people with different strengths who undertake the same role and just use their strengths in different ways to be successful. * When you look at people who appear to be consistently high performing, you often find they have found roles that play to their strengths. They also surround themselves with people who complement their strengths, as they subsidise their areas of low talent or strength. * High performing people are very self-aware. They spend time understanding their strengths and how best to play to them. They also notice when they are turning their ‘strengths up too loud’. This happens when a natural strength is overplayed. When our strengths get too loud it can have a negative effect on our own and others’ wellbeing and success. * Beginning to understand other people’s strengths and how you land with other people is an important part of ensuring your strengths help you achieve success in relation to others.   **FACILITATOR NOTE:** We are now going to focus on three things:   1. Your key strengths and how they show up at work. 2. What can people call on you for. This means how you can help others using your strength. 3. What happens when you turn your strengths up too loud and the impact that has on you and on others. What can people call you out on when you start overplaying your strengths and the volume is turned up too loud.   For Example – Creativity Strength:   1. One of my strengths is Creativity. I love thinking creatively to discover new ways of doing things, finding original solutions and moving things forward in a new and different way.. 2. You can call on me when you get stuck on a problem and don’t know how to solve it as I can help you develop creative ideas. 3. As I love creating new things I can create new ideas or new ways of working when the old way works well and change is not needed. You can call me out when I ‘reinvent the wheel’ and waste time creating new ideas unnecessarily!   **EXERCISE 1 (PART 3): CALL ON ME AND CALL ME OUT**  **Journal Page 9**  Take a few moments by yourself to complete ‘Your Top Strengths’ section in your journal on page 9.   * Your top three strengths using your Strengthscope outline. When you are playing to these strengths and how they show up for you. * What people call on you for. * What people can call you out on.   Once you have completed your three top strengths on page 9 of your Journal, circulate around the room ‘cocktail party style’ and share:   * One of your top three stand out strengths. * What people can call on you for. * What people can call you out on.   **Team Talent Spotting**  **Journal Page 10**  As you circulate around the room you can make a note of other people’s strengths and what you can call on them for and what you can call them out for on page 10 of your Journal.  **Facilitator sum up:**   * Purposefully practicing our strengths are the only way to improve them. * Once you start thinking about your own strengths and playing to them it naturally, you will start to think about the strengths of your team and how you can ensure everyone is playing to their strengths. * Gallup research shows that high performing teams and individuals use their strengths 75% of the time. So, the first step in being a high performer is knowing what your strengths actually are. Research shows they are fairly constant so it makes more sense to focus on getting better at what you love doing rather than spending a lot of time trying to improve on what you don’t. * It is not accidental that we get better at the things we focus on. In sports, much has been written about 10,000 hours of purposeful practice however, we sometimes forget to translate that into our daily lives. If we spend more time practicing and doing what we love, we are more likely to improve. |
| **01.15**  **30 mins** | **FUTURE FOCUSED – SETTING YOUR OWN DIRECTION AND PACE**  **Session purpose:** Tothink about your longer-term motivation so you can start to map out what you want to focus on today and where you want to need to focus, learn and grow.  **Facilitator context:**   * We are going to explore WHERE you want to be in the future and WHAT you want to be doing. * We will then map this back to what you are doing today. * Equally important is to understand the motivation behind your future plans. * During the next activity, we want you to explore this by understanding ‘Why is that important to me?’   **EXERCISE 2:** **TIME TRAVEL :Journal** **page 11**   * In pairs, you are going to think where you want to be in 5 and 2 years’ time. * One of you will be the coach and the other will answer the questions before we swap over. * Decide who will be the time traveller first.   We are going to share three questions that we would like you to ask your partner as you time travel with them   * If you are the coach: Your role is to understand WHERE your partner wants to be and WHAT they want to be doing. If this is hard for them to articulate, get them to visualise the look, feel, sound and emotions of where they want to be. * Your role is also to find out WHY that is important to them. To do this we recommend asking: ‘Why is this important to you?’ and to keep asking ‘Why is this important to you?’ until they repeat their answer twice. * At this point you have discovered what their underlying motivation is. * Share it back and say: “Is this what really motivates you?”   **Whizz forward to 2022: Journal Page 12**   1. Where would you like to be in 5 years’ time?    1. What kind of work will you be doing and what kind of lifestyle will you be living? Describe how your life looks and feels and what it sounds like.    2. Feel free to ask some ‘digging deep’ questions (journal) if it is not something your partner has thought of before.   **FACILITATOR NOTE:** If it is difficult to ‘see the future’ the following ‘digging deep’ questions might help:   * What inspires you? * What is important to you? * What is your big dream? * What is your biggest bugbear – something you want to avoid in the future? * If you had a magic wand, what would you change about life today?   **Zoom back to 2019:**   1. What will you need to be doing in 2 years’ time to be on track to achieving your 5-year plan?   **Here and Now - Back in the room: Journal page 13**   1. This final stage is where we get creative. We have defined our future focus so we now need to take ownership of our own development. Answer the following questions about bringing your future to life.  * Remember, help is also at hand from other people. Think of development opportunities and support teams that can help you as your progress in the direction and at the pace you choose. * Think about your current role, team projects and work related initiatives and what you can do in your day to day work to develop the following:    1. What skills or knowledge you will need in the future that you could start developing today?   2. What strengths or behaviours you will need in the future that you could start developing today?   3. What experience you will need to have in the future that you could start today or set in place?   4. What are your key drivers and motivators when thinking about the future?   **FACILITATOR NOTE:**   * To help with answering these questions you will find a ‘Development Pick and Mix’ on **Journal page 14**. This gives ideas on development opportunities you can draw on to help build experiences and skills and knowledge. * Also remember, help is available from other people. **Journal page 15** includes ideas of the roles your support team could play to help you learn and grow to progress in the direction and at the pace you choose. Socially we normally have different friends or family members that we connect with for different things. Equally at work different people can offer us different kind of support.       **Facilitator sum up:**   * Was it easy/hard to imagine the future? * Where there any surprises in what was really motivating you? * What opportunities/challenges can you see that may lay ahead? |
| **01.45**  **20 mins** | **BARRIERS TO HIGH PERFORMANCE**  **Session purpose:** To explore what can get in the way of developing your own High Performance.  **Facilitator context:**   * Sometimes we all reach a point where we don’t feel we are developing in the way we want. It could be for a number of reasons, below are some examples… * **Imposter Syndrome** – This can happen to us when we find ourselves being asked to do something that we don’t think we are capable of. We lose confidence and think the ‘fraud squad’ may arrest us as we are in over our heads. * **Blind Spots** – Sometimes we have more confidence in our own ability than others seem to have in us. This is a good opportunity to find out why others are doubting our ability to get things done. It is usually a good idea to find out whether you are missing something. Is there something about your behaviour, skills or goal that others can see that you are missing? The best way to deal with this is to get feedback, as by understanding the concern of others you can best deal with it. * **Freedom to Act** – Ultimately our goal is to work autonomously in our chosen field, when others trust us to deliver great work. We need to sometimes find out what is stopping others trusting us and giving us freedom to deliver. By spending time understanding from our managers or teams what you need to do to build up trust of others, you can start to build more autonomy by building others’ trust in you. * **Hidden Talents** – Sometimes we feel that the role we are in is not making the most of our natural strengths and talents. Consider how you can frame a discussion about playing more to your strengths to be able to make a bigger contribution. * **Energy Sapping –** Certain cultures can sap our energy, so rather than moving forwards we find ourselves sitting back and waiting to be told. This might be that we are lacking motivation or are not being managed or stimulated in a way that inspires us to high performance. Think about who or how you can increase your energy to innovate, question the status quo and move things forward to shake off any apathy. * **Precious time** – Sometimes we are so busy being busy that we find ourselves plateauing in terms of our learning. What can you do to create more time for things that matter and that will move you in the direction you want to go?   **EXERCISE 3- REMOVING BARRIERS: Journal Page 16**  In small groups, think of what may be holding you back - it may exist now or it may have existed in the past.   * What may be holding you back (it may exist now or it may have existed in the past)? * How can you tackle it? * Who could help you remove or overcome your barrier? * Agree what action you will take to address it in the next 7 days. * Share back with the group |
| **02.15**  **20 mins**  Journal | **COURAGE ZONE - WHERE THE MAGIC HAPPENS**  **Session purpose**: To understand where your best learning happens and how to ensure you are growing and developing and not standing still.  **Facilitator context:**  **Courage Zone Slide: Journal Page 17**   * When it comes to learning and comfort we all have 3 states we can find ourselves in; our comfort zone, our courage (or stretch zone) and our panic zone… * **Your Comfort Zone** is that lovely place where we find ourselves in familiar territory. This is where we spend time, doing what we do well or at least are familiar with. It is where we do not learn but nor do we get fear or high stress from. * It is important from time to time to spend time there as it it’s the only place where you have calm and presence of mind to reflect on your experience and learn from it. However, if you spend too much time hanging around in your comfort zone it can mean you not only stop learning but your capabilities actually start to shrink. * **Your Courage (or Stretch Zone**) is where the magic happens. Where you find yourself doing those activities that stretch and challenge you (without overwhelming you completely.) It can be doing something you’ve never done before or even doing something you usually do in a different way. This is where you learn and improve and where you make the leaps in your career experiences. This is also known as gaining Mastery. * **Your Panic Zone** is where you find yourself when you are doing an activity that goes beyond a stretch for you, and what you are doing is too daunting. It can cause stress or anxiety, which impacts our ability to learn and be successful. * Thinking back to our exercise where we talked about our highs and lows and consider how these might relate to your comfort, courage and panic zones.   **EXERCISE 4: WHERE THE MAGIC HAPPENS - LIVING IN THE COURAGE ZONE**  **Journal Page 18**  If we learn and grow in our courage zone we should aim to be in this zone all the time. It is where we are stretched to improve our skills and knowledge and also our strengths.  First, by yourself, take a few minutes to look back at your strengths and your time travel life plans in your journal. Next think about your day to day work.  Now, read the questions in your Journal on page 18 and think about when are you in your comfort, courage and panic zone as of today.  Consider how you could move into the courage zone to play more to your strengths and to develop in the way you would like.  Now we want you to stand up and get into pairs with someone new and find a space in the room.  In your pairs, we want you to draw imaginary lines on the floor to show where your comfort zone, courage zone and panic zone is.  Start answering the questions from the journal while standing in your imaginary comfort zone and then with the next questions move into the courage zone and so on.  The aim is to see how can you move most of your work into the courage zone.  If it helps to write down descriptions of your work on a post-it note to help you remember while you do the activity and place it on the floor in each zone then please do so.  In pairs, ask each other the following   * Where can you justify staying in the **comfort zone?** * What can you shift to the **courage zone?** * What will you need to start, stop or continue doing to stay in the **courage zone?** * What warning signals will help you avoid the **panic zone**? * Who or what can help you stay out of the **panic zone?** * What do you commit to starting in the next 7 days?   Capture your answers in your Journal.  **Facilitator sum up:**   * High performers know that growth happens outside their Comfort Zone, in their Courage Zone. They act with courage and bravery. They play big. They do things that are uncomfortable. They take risks and try new things. They are okay standing out. They live a life with grit and continually pursing their dreams. * What you also find is the more you continue to operate and stay in your courage zone, the more you will expand your comfort zone, so you can effectively expand your learning much quicker and become confident in experience and experimenting with even more in your courage zone. |
| **2.30** | **WRAP UP AND WAVE GOODBYE** |

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