

SONY MUSIC PERFORMANCE ACCELERATOR

EMPOWERING YOUR

PEOPLE

Creating the Conditions for Success

Manager Training

Facilitator Notes

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

Creating the right conditions for individuals and teams is key to success. This Accelerator will help participants to have the conversations that support unique growth and experiences, to draw out the best in others.

**OUTCOMES:**

Every manager will leave the workshop able to:

* Understand and run the new Performance Accelerator approach & process with their teams.
* Create the right environment that drives team effectiveness.
* Have conversations that support unique growth and experience journeys.
* Use feedback to draw out the best in others.

**PLAN FOR THE SESSION:**

1. Empowering brilliance.
2. Performing at your best – how to set yourself and others up for success.
3. The art of giving & receiving feedback.
4. Developing great goals for great results.
5. Role modelling every day development 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 when you gave someone feedback and it either didn’t work out the way you’d hoped, or you felt really good about it.
* Think of a time when you achieved more than you expected to.

**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, sharpies, coloured paper, music & speakers,
* Distribute Journals and printouts.
* Prepare flipcharts if needed.
* Lay out healthy snacks and sweets, if possible.
* Print and cut out Feedback Statements (see Appendix A) of these notes.
* Prepare an example of a challenging goal you have achieved in the past that you are willing to share. A personal non-work example is often best e.g. training for a sporting event, house move, wedding, logistics, or event organisation. Use a broad one that works for both men and women.
* Print off facilitator notes and read through.

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| **TIME & KIT** | **CONTENT** |
| **0.00**  **20 mins**  Slides  Journal  Printouts  Coloured papers  Sharpies | **WELCOME & INTRODUCTION TO THE WORKSHOP**  **Session purpose:** To get everyone in the right frame of mind for the session, put them at ease and set the energy.  **Welcome to the “Empowering your People” Accelerator:**  This session is about creating the right conditions for individuals and teams to succeed. Helping you to have the conversations that support unique growth and experiences, to draw out the best in everyone.  **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 in during each Accelerator.  **ENERGISER: STARTING THE DAY WITH A SMILE**  Everyone (including facilitators) grab a piece of paper and on it:   * + Write your name.   + Draw a picture of something that made you smile today.   + Write 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 given 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 3 hours:**   1. Empowering brilliance. 2. Performing at your best – how to set yourself and others up for success. 3. The art of giving & receiving feedback. 4. Developing great goals for great results. 5. Role modelling every day development habits.   **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 them. * **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 your own development and taking time to ensure you are set up for success. * For some of you, this might already be happening and for others, this might not be the case. However, we will look at ways for you to all make this happen going forward. Conversations about your performance should be happening on a regular basis: daily, weekly or monthly. * The way we bring this to life is about 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. * As a manager, if it’s not happening for you with your boss, that may make you question why you should do it for your team. As managers we must take accountability for our teams, regardless of whether we have great role models to follow ourselves. In the end, by understanding your teams, providing them with great feedback and supporting them on their unique growth paths you will get the best out of them and be more successful yourself. |
| **0.20**  **10 mins** | **EMPOWERING BRILLIANCE**  **Session purpose:** To understand why creating the best environment, using feedback and setting goals matter.  **Facilitator context:**   * It is the 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 career paths. As a result, we want people to feel encouraged to take ownership for their own development and to achieve the career they dream of (while bringing our company purpose to life). * This means that the traditional role of a manager is changing, with a move towards coaching and mentoring. Your role now is to get the best performance out of the team but with them owning their own development.   **EMPOWERING BRILLIANCE HOW TO SLIDE**   * **Your role as Manager to Empower Brilliance:**  1. **Create an environment where you and others perform at their best.**     1. As a Manager, you have the ability to create an environment that brings out the best in everyone. By understanding what your team needs from you and each other you can set people up for success. 2. **Build a feedback culture that drives performance.**     1. By encouraging and actively giving and receiving feedback yourself, your team will accept this as the norm and practice it themselves. The best performing sports, professional and innovative teams create a culture of feedback that occurs so naturally that it becomes second nature. 3. **Raise the bar to set great goals that deliver great results.**     1. Your role is to motivate people to deliver more than they thought possible**.** As a manager, you canencourage your team to set stretch goals and take personal ownership to achieve them. 4. **Role Model every day habits that drive development.**    1. Whether you realise it or not, you are role model to your team. Your team will behave how they see you behave.    2. Regardless of whether you have a manager who role models for you, you have the ability to create a team who takes ownership for their own and others’ development, gives and receives feedback and pushes boundaries by setting ambitious goals. By role modelling every day habits you will create a team of leaders. |
| **0.30**  **30 mins**  Journal | **FINDING YOUR BEST**  **Session purpose:** To discover what conditions allow you to be at your best and what your team members may respond well to.    **Facilitator context:**   * We are all unique as people and as managers. We have different styles of working and different ways of managing. * It makes sense that we do our best work under different circumstances and use a variety of ways to get the best out of others and ourselves. * For example, some of us do our best work when we feel inspired and given autonomy, some of us prefer to be closely managed, supported and nurtured. Some of us rise to a challenge when we feel under pressure and others of us find high pressure makes us go to pieces. * Different people respond to different stimulus.   To kick off we are going to look at when we have each achieved more than we thought we were capable of and what the context of this was.  **EXERCISE 1: BEING YOUR BEST**  **Part 1: Being your best:**  Think about a time when you performed at your absolute best at work, when you were firing on all cylinders and really achieved more than you thought was possible.   * Consider which of your own 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: Your success factors:**  As a pair, discuss how these three success factors helped you perform at your best:   * Your Unique Strengths. * Your Manager/Motivator. * Your Environment. * Capture this in **JOURNAL PAGE 4.**   :  **Part 3: Helping others to perform at their best:**  Consider one or two team members who have different working styles to either each other or to you. How do they differ? Do they have big egos? Are they perfectionists? Do they lack self-confidence? How do they work with the team?   * How do people in your teams’ working styles differ? * How do you (or could you) get the best results from them? * What questions could you ask to better understand how to help your team perform at their best? * What action do you commit to taking to help your team perform at their best?   Think of the different ways you manage different people. How do you customise your approach to get the best results from them? What is the best way to discuss their strengths and development needs? What environment stimulates the best discussions with them?  Capture this in **JOURNAL PAGE 5.** Share back any insights with the group.  **Facilitator sum up:**   * Now we have recognised when we perform at our best and how to help others perform at their best, we need to make it happen as regularly as possible. * Your team members, who are also attending a similar session, will have given this some thought too. * We suggest using your next catch up or meeting to share your insights of when you both perform at your best and how you can create that environment for each other. * Having regular ‘how can we be our best?’ conversations are helpful. If you don’t have regular one to ones with your team members we suggest you start doing so and to include a ‘development element’ to the discussion. |
| **1.00**  **15 mins**  2 x flipcharts  Sharpies | **FEEDBACK IS PART OF LIFE**  **Session purpose:** To recognise feedback is all around us and is a powerful tool when used in the right way.  **Facilitator context:**   * Most successful businesses are based on trying and failing. Testing processes are critical in most industries – science or engineering being obvious examples. It would be pointless in laboratory testing to wait until the end of each year to review whether drugs worked or not. * As we succeed and fail we become more self-aware and start to understand our strengths. By seeking feedback and trying new approaches we always get better. * In sports people are constantly dissecting their performance to see how they can improve even by making a tiny adjustment. Often these changes produce amazing results, which is how medals are won. * An example of where you can see this really working for a team is Red Bull Racing who employs 600 people to each look after testing each tiny piece of their formula 1 car. These tiny improvements are called marginal gains.   **EXERCISE 2: SOURCES OF FEEDBACK**  **FACILITATOR NOTE:** If you are short of time you can decide not to complete this activity or to shorten it.   * 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 at work, at home, in venues, restaurants or outside interests. * Next, look at 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?’ to help the group understand that feedback is a 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 that they have our best interests at heart. |
| **1.15**  **45 mins**  Feedback printed and cut out  Part 3 Journal | **THE ART OF GIVING AND RECIEVING FEEDBACK**  **Session purpose:** To learn how to give and receive great feedback**.**  **Facilitator context:**   * There is an art to giving and receiving feedback. So, it is good to understand your own and others’ natural responses to feedback to get the most out of it. * Performance only improves if we act on feedback, so it needs to be delivered in a productive way. * It is not just the responsibility of the giver of feedback, but also the receiver to understand how they should react and what they should do with that information.   **FACILITATOR NOTE:** Before you start sharing the GIFT model share the following:   * Firstly, check in with the person you want to give feedback to. Ensure that you choose the right time & place.  1. Informal surroundings are good. We recognise that lots of you may manage people remotely so face to face is not always possible, so think about the best time and method for doing this. 2. In the middle of a big meeting or for the first time at an appraisal meeting is bad. Face to face is good. Over email is not so good - pick up the phone if you have to!   Feedback is a GIFT from one person to another and the acronym GIFT is a helpful tool for what to remember when giving or receiving feedback.  **FEEDBACK IS A GIFT SLIDE & JOURNAL PAGE 6.**  **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 you want to achieve with the feedback. What are the benefits to the person receiving 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 the feedback so that they understand you want the best for them. Check in with person receiving feedback and set the scene.   **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 the best intentions & interpret it 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 info as an opportunity to grow and to influence the way you are perceived in the future, knowledge is power.   **Facilitator context: BE THE HERO NOT THE VICTIM SLIDE**   * We make choices in how we deal with receiving feedback from someone else. * 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. * 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 up the process. * People who deal with feedback brilliantly, try to make this process as quick 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**  **FACILITATOR NOTE:** Brief the activity before you give the feedback slips of paper out.  **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**   * If you had gaps in your example, use 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. If your example was a well-constructed piece of feedback, get another example to prepare using the GIFT Model. * Deliver the feedback to each other and again note how you felt on receiving the feedback and what action you may take.   **Part 3: Practice, practice, practice**   * Think of a piece of feedback you would like to give someone in your team. * Using the GIFT model prepare the feedback. * Write it in your **JOURNAL PAGE 7**. * Practice delivering it to your partner.   **Facilitator sum up:**   * The best way to make feedback easy and not make it personal is to do it with the best intentions of giving someone a gift, and the more you do it the easier it gets. * Make time to give regular feedback to your team members, and also seek feedback from them and your peers. |
| **2.00**  5 mins | **MAKE FEEDBACK EASY**  **Session purpose:** To consider how to support the use of feedback together.  **SUPPORT THE USE OF FEEDBACK TOGETHER SLIDE**  **Facilitator context:**   * Now we know we willreact differently in various situations, it is important to consider how you can help. There are a few options found on **JOURNAL PAGE 8.**  1. Consider if they/you need more TIME to absorb what they/you are being told – sometimes people hear ‘white noise’ initially so just need time to think about it. 2. Encourage them to ASK QUESTIONS to understand – it is important to be clear on exactly what they are being told so they can take action. 3. Discuss and agree together what ideas or ACTIONS they could go away and do – either build on the good feedback or work out what could be done differently. Feedback is only helpful if it results in action. 4. Watch out for the ANGRY CHIMP – who wants to argue their way out of it. Remember feedback is given with good intent but sometimes it can be hard to take so watch out for that. |
| **2.05**  **30 mins**  Journal | **DEVELOPING GREAT GOALS FOR GREAT RESULTS**  **Session purpose:** To set quality goals to get the best outcomes.  **Facilitator context:**   * All of us have a list of things in our head that we would like to do. Few of us but the most organised get things done without a plan or a deadline. * Share an example of a challenging goal you achieved, roughly using concepts of SMART.   **EXERCISE 4 - GREAT GOALS GET GREAT RESULTS FACILITATOR NOTE:** If you are short of time you can decide not complete this activity.   * Think about a goal you set for yourself that was unlikely to happen but that with a deadline and a plan you achieved? * Discuss what was involved in getting it done. * Capture it in **JOURNAL PAGE 9.** * Most of us know about SMART goal setting, but here is a quick reminder (found on **SMART OBJECTIVES SLIDE &** **JOURNAL PAGE 10**): * **Having a SMART** goal means it is: * **Specific** – each objective should be understandable, clear & specific. * **Measurable** – what are the milestones and how will you know when you’ve achieved them? * **Aligned** – objectives need to make sense and link to the business, department and team strategy. This is sometimes also known as ‘Achievable’. * **Realistic** – objectives should be a stretch but achievable and people should have the resources available to achieve them. * **Time Bound** – It should be clear when the objective is to be achieved and the steps needed to achieve it.   **Facilitator context:**   * **Business focused goals** need to bestretching and exciting to keep Sony moving forward. Your role is to ensure that your team are setting ambitious goals that will really impact the future success of both your team and Sony. * **Behavioural goals** are really important as they focus on ‘how’ we behave. As a generalisation, a business objective may be more task or activity focused. Whereas a behavioural objective focuses on the way we behave & the attitude needed to achieve that objective.   **EXERCISE 5 – GOAL SETTING FOR YOUR TEAM**  **Part 1 – Write a SMART Goal:**   * In pairs, write on **JOURNAL PAGE 11** a SMART behavioural or business focused goal for your team or a team member.   **Part 2 – Reduce it down to a tweet:**   * Now take your goal (which may be fairly long) and make it super clear. Re-look at your goal in your pairs and prepare a Tweet of less than 140 characters. * You can hashtag or use emoji’s! Share back any tweets that were super clear in 140 characters.   **Facilitator sum up:**   * Your team need to draft their own goals and your role is to ensure that they align with the objectives of the team and are stretching and challenging enough. |
| **2.35**  **15 mins** | **ROLE MODELLING HABITS**  **Session purpose:** To summarise key learnings to go forward, and how to role model and create every day habits.  **Facilitator context: GOING FORWARD SLIDE & JOURNAL PAGE 12.**   * Role Modelling the creation of every day habits. * **Create the right environment:** * Each team member is different so understanding how you set each person up for success is the best way to help each and every team member perform at their best * Plan how you will praise, address issues and set development objectives for each team member in a way that works best for them. * Make sure they understand how to get the best out of you too, as it is a two-way relationship! * **Creating a feedback culture:** * Practice giving and receiving feedback as much as possible to improve your own skills at it. Let everyone see you welcome it so they will too. * It is fine to take time to prepare feedback, however feedback should occur within 1-2 days of an issue arising. * Never wait too long to deliver feedback on poor performance for two reasons: i) The moment for action has passed. ii) You are not acting in their best interests by not addressing it earlier. * There should be NO SURPRISES. Regular feedback on both successes and failures will ensure continuous and embedded learning and development for you and your teams. * Having regular one to ones gives the opportunity to share feedback in a relaxed environment. * **Create time for development discussions:** * Taking time out to have development discussions with your team means you stay aligned with each other * Making sure regular meetings are in the diary, that you are asking lots of questions and are available to help people with their development creates a more successful team. * **Create stretch goals for future success:** * Your role of coach and mentor is to paint the picture of how your team’s goals will impact the business. * They need to feel stretched and inspired, and to understand what success looks like so they can own their own development. * If it is a behaviour goal – talk about how it will benefit the wider team and business if changes take place. * Also highlight what the downside of not achieving goals are so people understand the consequences. |
| **2.50**  **5 mins**  Journal | **MY COMMITMENT**  **Session purpose:** To commit to taking action and taking the first step.  **Activity 6 – MY nEXT SEVEN DAYS**  In your **JOURNAL PAGE 13** write the following:   * I am going to practice giving feedback to ………..and seeking feedback from………. * I am going to set up a development discussion with …………………. by next week. |
| **3.00** | **WRAP UP AND WAVE GOODBYE** |

**Appendix A – Feedback Scenarios**

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