

SONY MUSIC

THINK.DO.SPRINTS.

Facilitation guide

Growing Together

Next Level Coaching

Facilitator Notes FINAL, 17.05.19

**PERFORMANCE ACCELERATOR: Growing Together**

**WORKSHOP NAME: Next Level Coaching**

**WORKSHOP SUMMARY:**

Coaching doesn’t have to be a meeting or a process. It is highly likely that you are coaching others or being coached by others every day, even if you don’t realize it. Coaching is a powerful tool for growing skills and talent through listening to people and asking questions in a way that respects the person’s own knowledge and perspective, whatever job you do.

In this session we will build your coaching confidence to help you and others tackle new situations and challenges by identifying coaching opportunities, practicing deeper questioning, flexing your approach and helping to set great goals.

**WORKSHOP OUTCOMES:**

Every attendee will leave the workshop able to:

* Examine contributions to coaching cultures
* Create a set of personal coaching questions to apply in the workplace
* Know when to be flexible in your approach – fast and slow coaching opportunities for self and with others
* See how an organization with a coaching culture is more collaborative and agile

 **PLAN FOR THE SESSION:**

1. The importance of goal-setting
2. Taking goals to the next level
3. Shifting perspective in discomfort zones and at sticking points
4. Spotting coaching opportunities in the workplace
5. Time to practice
6. 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.

* A team member is struggling to perform effectively in her role. We have discussed new skills she might need and organised training, which she has now completed, but I sense she’s struggling to apply the training in practice. How can I help her?
* A person I manage is good at their role but I feel they need something more to challenge them. Their network is small and limited to the department they work in, and they have mentioned a sideways move to gain more experience in other parts of the business during previous career chats. How do I help this person achieve their goal?

**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****Work sheet****Flip chart****Pens** | **WELCOME AND INTRODUCTION****Welcome and introduction to the workshop (Slide 2)*** Growing Together – Next Level Coaching.
* This workshop is built around the Performance Accelerators pillar of “Growing Together”.
* It complements the Performance Accelerators sessions of Coaching For Success (employees) and Coaching Others For Success (managers).
* This workshop forms part of a suite of five Think Do Sprints.; the next series of workshop 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 every day people practices.

**Session purpose (Slide 3)*** Coaching doesn’t have to be a meeting or a process. It is highly likely that you are coaching others or being coached by others every day, even if you don’t realize it.
* Coaching is a powerful tool for growing skills and talent through listening to people and asking questions in a way that respects the person’s own knowledge and perspective, whatever job you do.
* In this session we will build your coaching confidence to help you and others tackle new situations and challenges by identifying coaching opportunities, practicing deeper questioning, flexing your approach and helping to set great goals.

**Session outcomes (Slide 4)*** By the end of this session you will:
	+ Examine contributions to coaching cultures
	+ Create a set of personal coaching questions to apply in the workplace
	+ Know when to be flexible in your approach – fast and slow coaching opportunities for self and with others
	+ See how an organization with a coaching culture is more collaborative and agile

**The plan for the next three hours (Slide 5)*** The importance of goal-setting
* Taking goals to the next level
* Shifting perspective in discomfort zones and at sticking points
* Spotting coaching opportunities in the workplace
* 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 passion e.g. a hobby, an activity you enjoy.

**FACILITATOR NOTE**: Encourage attendees to make connections with each other by introducing themselves by making a link to something the previous person has said e.g. about a passion or a similar role.**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****(10 mins)****Slides 8-15****Post-it notes****Pens****Work sheet****0:30****(15 mins)****Slides****11-13****Work sheet****0:45****(10 mins)****Slide 13****Work sheet****0:55****(15 mins)****Slides** **14-15****Work sheet** | **NEXT LEVEL COACHING****THE IMPORTANCE OF GOAL-SETTING (Slide 8)*** Coaching is a useful skill to master, not only for self-coaching, but also to support the people we work with.
* Strong collaborative teams and high-performing teams demonstrate great coaching of each other, to help achieve the results and outcomes needed for success. A strong coaching culture supports high performance in an organisation, enhancing collaboration and agility.
* Here at Sony Music, we aspire to create a culture in which our people feel confident to have conversations about personal development and performance that contribute to the success of our performance management process. We want to humanise performance management to ensure everyone can be the best version of themselves (every day) by having brilliant conversations each day that matter.
* Continuing to create the right conditions for individuals and teams will be key to the success of this cultural shift. Building a culture of peer-to-peer coaching conversations, alongside workshops and training, will support this aspiration and our strong people practices.

(Slide 9)* The first step of any coaching conversation is to gain clarity on the goal: the outcome or desired result. Goals are set in a successful business at every level. A clear line of sight is created, with goals situated at the very top, to set the strategic vision, purpose and overall financial and behavioral objectives.
* Individual goals are then aligned to these strategic goals through the line of sight.

Setting goals that are SMART and clearly defined ensures everyone knows what is expected of them in order to achieve the outcomes for the business.* Some goals, such as business targets and objectives, are set by the company and agreed with shareholders, whilst other goals are more personal and are created to improve ourselves. We have more control over the self-led goals but we can still ensure they are aligned to the business goals, so that we add personal value to the area of the business we work for. Setting coaching goals that align to personal development and skills or behaviors we want to improve is crucial to achieving this.

**FACILITATOR NOTE:** Ask attendees to discuss how Sony Music can become more goal-orientated and consider what needs to change culturally in order to achieve this. How do we become better at linking business goals with personal goals? How can coaching conversations support this? How can we reframe business goals to create added personal value for ourselves? Use the work sheet and complete box number 1. (Slide 10)**TAKING GOALS TO THE NEXT LEVEL (Slide 11)*** We are now going to explore gaining more depth in both questioning and listening styles.
* One of the greatest barriers to effective coaching of a team member is when coaching is perceived by them to be micro-management or there is an underlying lack of belief or trust in the person’s abilities.
* To combat this, it is important to ensure that your coaching conversations are less about interrogation and more about listening, asking the right questions that encourage reflection and guiding others towards their own development.
* As we work through this section, note down any powerful questions you particularly like in your own words, so that you start to build up your own list of coaching questions.

**FACILITATOR NOTE:** Use the work sheet to help attendees consider their own question set to use at Sony Music. Ask them to capture preferred questions in box 2 on the work sheet as you go.**What are the different types of powerful questions you can ask? (Slide 11)*** **Open-ended questions** – begin with “what”, “where”, “when”, “how” and “who”; these all lead to an answer that requires reflection and a fuller response. These questions provide vital information to allow you to better understand how your coachee can develop and improve.

**FACILITATOR NOTE:** Turn to the person sitting next to you – ask them an open-ended question about their journey into work today. Debate what kind of answer these questions might elicit and then swap.* **Example**:
	+ Don’t ask: “Are you struggling to get to work?”
	+ Ask: “What challenges do you face sometimes on your commute to work?”
* **Reflective Questions** – help the coachee to reflect and analyse the current situation (their own practices, habits or behaviour) and encourages them to see a different perspective to find a way forward. Whether the problem is with a performance issue, a clash of personalities in the team or the need for them to develop in a specific area, reflective questions generate greater self-awareness as a means of analysis and improvement.
* Reflective questions also allow the coachee to maintain some objectivity and a level of emotional distance from their own actions or behavior. Therefore, rather than being drawn into the emotions of the situation, they are able to determine what and why something either worked or didn’t. Then they can start to generate ideas for next steps.

**FACILITATOR NOTE:** Turn to the person sitting to your other side – imagine your coachee has just told you her colleague became very angry with her and she wants some coaching around the situation. If you want your coachee to analyse their own behavior (rather than their emotional response), what reflective question could you ask? Debate what kind of answer you might elicit and then swap.* **Example**:
	+ Don’t ask: “How did you feel when your co-worker was angry with you about your progress?”
	+ Instead, ask: “Your co-worker was angry, what do you think he/she was frustrated by that led to this reaction?” or
	+ “What would you need to see from your co-worker to have a better relationship? How do you think he/she would answer that same question?”
* **Nudging them out of their comfort zone** – Here are some questions you might like to use to help encourage your coachee to step out of their comfort zone:
* If you were more willing to step out of your comfort zone, what opportunities would arise for you?
* What decisions have you been avoiding making?
* Is your desire to become unstuck greater than your fear of coming out of your comfort zone? If not, what could be done to increase your desire to that point?
* What behaviours, if any, are undermining your progress?
* REMEMBER – when you’re choosing questions to ask, you’re always looking for questions to spark learning, curiosity, clarity and discovery for your coachee NOT to fact-find for your own curiosity.
* Instead of thinking, ‘What do I want to know and understand about this situation?’ or ‘What is interesting to me about this challenge?’ – ask questions to determine what’s most interesting and useful for the coachee to explore.
* Whatever questions you choose to ask, the most important ingredient for a great coaching session is for the coach to listen, and through listening be engaged and interested in what the coachee is saying. Remember, it’s estimated that for an effective session you should only be speaking 10% of the time and listening for 90% making sure the session is completely focused on your coachee.

**What are the questions to avoid when coaching? (Slide 12)*** **Closed Questions** - refers to those questions that typically elicit a ‘yes’ or ‘no’ answer or a one-word response, and in doing so ‘close’ the coachee down. If you were to ask a series of closed questions you would elicit very little from your coachee, but more importantly, you would fail to stimulate their own thinking or help them explore their options for moving forward.
* For example, the question, ‘Are you going to take some action?’ presents the option of ‘yes’ or ‘no’ but does not encourage your coachee to consider what action they want to take.
* Asking closed questions can also give the coachee an opportunity to hide the truth. For example, if you ask; ‘Are you going to carry out this action this week?’; they may be naturally inclined to say ‘yes.’ If, however, you ask: ‘On a scale of 1-10, how committed are you to carrying out this action?’, you are more likely to stimulate the coachee to consider the question more deeply and answer honestly.
* **Leading or Limiting Questions** – this is really advice dressed up as a question. This style of question can see you trying to lead the coachee to a specific answer or implies a required answer within the question. In other words, you are ‘putting words in the coachee’s mouth’.
* Examples:
	+ ‘Aren’t you going to speak directly with the person involved?’ – in this example an answer (to speak directly with the person involved) is being suggested which gives little scope for thinking by the coachee
	+ ‘When are you going to speak directly with the person involved?’ – here the answer is presupposed\* with scope allowed only for the coachee to think about when they will do it.
	+ ‘Have you thought about x, y or z?’ – you have some advice burning in your mind but offer it as a question to give them a ‘hint’
	+ ‘Do you think you reacted too extremely to that feedback?’ – you, the coach, have judged that they reacted extremely rather than allowing the coachee to create their own learning about opinions on the situation
* Pre-suppositions are not always questions to avoid. There are times when pre-suppositions are effective in coaching. For example, asking: ‘What options do you have?’ – The pre-supposition here is that there are options.
* **Multiple or Compound Questions –** where you ask more than one question at once, for example “What happened and when, and how did you feel?”
* Allowing your coachee time to consider each question you have posed is important to allow them to fully explore their thoughts or feelings. Asking more than one question in one sentence will not only serve to confuse your coachee but will either cause them to rush into inadequately answering each question, forget part of the question or answer only those parts they want to.
* **"Why" Questions** – these are also questions to avoid. Whilst they appear to be useful for establishing motives and will provide an open-ended answer, they can also sound confrontational and lead to a defensive response. They are best used sparingly to ensure that you don’t end up creating a hostile atmosphere…or not at all.
* For example, instead of asking: ‘Why did you choose that course of action?’ (this could sound critical) you could ask: ‘What led you to take that course of action?’. A subtle, but powerful, difference that can impact greatly on your coachee.

**FACILITATOR NOTE:** Use the work sheet and give attendees a few minutes to capture any favorite or preferred questions "in your own words." Capture questions in box 2 on the worksheet.**SHIFTING PERSPECTIVE IN DISCOMFORT ZONES AND AT STICKING POINTS (Slide 13)*** We are now going to explore some methods for delving deeper in our coaching conversations. These approaches are helpful for both self-coaching and whilst coaching others.
* Sometimes, we need to shift our perspective to gain the outcomes and results we want. If we cannot recognise the need to shift, conversations either go round in circles or hit a wall and go nowhere.
* Here are some different tools to use to find what’s underneath.
* **Write it** – our brains move *very* fast…if we try to think our way out of a problem we can sometimes tie ourselves in knots and jump to solutions before we even really know where we’re starting from. We can also feel like a problem is more enormous than it really is because our emotional reaction to it is ravelled up in there too. Getting a sheet of paper and writing down *all* aspects of the problem (including how you feel about it) can help to clarify where you are, where you want to be and how to get there.
* **Draw it** – we’re not talking a Da Vinci style masterpiece here, but asking yourself, ‘What would this problem look like if I drew it…?’ or ‘What does my problem look like now and how do I want it to look?’ and approaching the problem in a visual way with pen and paper can open up new perspectives, ideas or solutions.
* **Change your state** – it sounds obvious, but sometimes if our thinking is stuck, moving around can help to shift things…going for a walk, standing up, changing environment (from noisy to quiet or vice versa), plotting the problem on the floor or the wall with post-its can really switch your perspective and switch your thinking into a new place.
* **Play around** – use any objects around you (your phone, mug, keys, mouse, pens…anything you have in easy reach) to plot the problem in physical space and move it around (this is really good if you have a problem related to team dynamics, engineering or spatial challenges).
* **Get comfortable with silence and struggle** – give space for the answer to be uncovered. Struggling, feeling stuck or discomfort doesn’t mean that the coaching isn’t working; it just means things are still unravelling and need time to unfold and become clearer. Sit with this and reflect upon any feelings. Don’t worry if the answer hasn’t come by the end of a small or a long session. An awful lot happens afterwards especially when the coachee begins a different task or sleeps on it.
* **The helicopter** – dip your toe in – stand up and look down on the situation / challenge as if you’re not involved in it. What do you notice? What other options can you see? What do you need? What would you advise someone else in the same situation?

**FACILITATOR NOTE:** Use work sheet and give attendees a few minutes to capture any favorite methods they would like to use in their place of work. Capture ideas in box 3 on the work sheet.**SPOTTING COACHING OPPORTUNITIES (Slide 14)** * Another aspect to coaching is the ability to spot opportunities regarding when it is appropriate to coach yourself or another person. There may be times when a colleague needs a quick coaching conversation to progress something or other times when a colleague needs space and time to resolve a challenge they face. This is known as fast or slow coaching. Knowing when to be flexible in your coaching approach is important to master, in order to be effective and to support others appropriately.
* Fast coaching requires a swift intervention with a clear and specific set of coaching questions to support the thinking of the other person. This is mostly used when another person knows the solution or answer, but needs support to articulate it and move it forwards.
* Slow coaching requires more time and space to consider a challenge that may be more difficult to resolve. Usually the individual doesn’t know the solution and needs deeper coaching questions to work through their challenge.
* There may also be times when group or peer-to-peer coaching would be beneficial to instigate. This is where several people support the coachee and we will be practicing group coaching in this workshop later on. You will be able to take this approach back into the workplace after you have used it today. It involves collaborating, listening to and learning from each other.
* But before we get into peer-to-peer coaching, let’s take a few minutes to think about how to start fast coaching when time is limited.

**FACILITATOR NOTE:** In pairs ask the attendees to write down effective starting phrases for fast coaching opportunities. Use the work sheet and complete box number 4. (Slide 15)* Examples of how to start a conversation might sound like:
	+ I’ve had some feedback from a client I’d like to share with you…
	+ I have been put in charge of a new project for the team and I’d like to discuss with you some opportunities to get involved…
	+ I have noticed that you are struggling with the new system. Shall we discuss what we can do together to help you feel better able to work with it?

**In Summary*** Now we have given you some time to consider coaching at a deeper level, we are going to ask you to consider the scenarios or real life challenges and conversations you are facing in this space: the pre-work we asked you to bring along.
* Remember this workshop has been designed for you to explore how to have better conversations every day where you show up and are seen by others – the real you, the one that is authentic and courageous, able to drive the performance of self and others. We want you to lead with purpose and intent to ensure the best outcomes.
* We are now going to move into a practical session to give you a safe space to explore and expand these conversations.
* We will be working in trios and coaching our peers, to find the courage to have these conversations back in the workplace.
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| **1.10****(80 mins)****Slides 16-17****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 16)* 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. (Slide 17)* 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 conversation 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 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 18****Work sheet** | **ACTION PLANNING (Slide 18)*** We are now going to give you some time to reflect on your peer coaching 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 19-20** | **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 every day 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 19)* 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 20)
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| **3.00****Slides 21-22** | **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 21). **FACILITATOR NOTE:** Use slide 22 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.