Mentoring and Coaching

Thomas Howell Ferguson P.A.

Gabrielle K. Gabrielli, Ph.D.

9 December 2011
1. Turn any cell phones or pagers to the off or silent position.
2. Participate to the fullest of your ability.
3. Listen actively.
4. Keep an open mind.
5. If you break any rules, you sing. 😊
Icebreaker

Line Up

• Shoe size, smallest to largest
• Birth date, 1 Jan to 31 Dec
• Length of time working at THF
• Number of siblings, least to most
• Number of pets, least to most
Agenda

• 0915 - 0945 Mentoring and coaching
• 0945 - 1000 Task Force update
• 1000 - 1040 Differences between coaching and mentoring
• 1040 - 1050 Break
• 1050 - 1145 Communication, customer service
• 1145 - 1215 Application of mentoring, coaching
• 1215 - 1220 Conclusions
Learning Objectives

By the end of this session, participants should be able to:

• Describe a successful mentoring and coaching program.
• Explain responsibilities of a mentor and a mentee.
• Discuss progress of the task force.
• Describe the benefits of excellent customer service, internally and externally.
• Demonstrate effective coaching practices.
• Demonstrate effective mentoring practices.
Your Mission

• To provide the highest level of personal and professional service to every client with seasoned judgment, creativity, and responsiveness.
Your Core Values

• Honesty
• Integrity
• Superior Client Service
• Profitability
• Strong Work Ethic
• Healthy Mutual Respect for One Another
• Commitment to Our Employees
Effective Mentor Program

• Plan your workplace mentoring around your organization's HR strategic goals and outline the objectives for each mentoring program initiative.
Growing Employees

• “The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others….

• By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.”

- Roland S. Barth
Mentoring and coaching must be infused into all levels of leadership in an organization to remain competitive.
Mentoring

• Focuses on professional development activities supported by an experienced peer or colleague
Coaching

• Focuses on core competencies, aptitudes, and skills
Mentoring and Coaching

Mentor \(\rightarrow\) Mutual and Shared \(\rightarrow\) Protégé

Coach \(\rightarrow\) One way \(\rightarrow\) Protégé
# Mentoring vs. Coaching

<table>
<thead>
<tr>
<th></th>
<th>Mentor</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode</strong></td>
<td>Passive</td>
<td>Active</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Individual</td>
<td>Performance</td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>Long Term</td>
<td>Short Term</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Values-Based</td>
<td>Skills-Based</td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td>Chosen</td>
<td>Appointed</td>
</tr>
<tr>
<td><strong>Guidance</strong></td>
<td>Executive</td>
<td>Supervisor</td>
</tr>
<tr>
<td><strong>Influence</strong></td>
<td>Life</td>
<td>Career</td>
</tr>
</tbody>
</table>
Systematic Mentor-Coach-Protégé Model

Diagram:
- Program Planning
- Mentor
- Coach
- Protégé
- Mutual Observation
- Mutual Dialogue
- Mutual Reflection
- Shared Goal Setting
- Core Competencies, Aptitudes, Skills
- Formative & Summative Evaluation
Goals of a Mentor-Coach Program

Need for the program

– Support employees with potential for growth
– Provide succession planning
– Improve communication and morale

Goals – What In It For YOU?

– Employees receive advice and insights from more seasoned managers
– Have a sounding board on next steps in transition
– Provide relevant, timely guidance in an engaging manner
Expected Results of the Program

Mentors & Mentees

• Gather feedback on the value of program
• Identify critical success factors and challenges for implementing program
• Establish policy and procedure information for implementation and administration of the program
• Determine timeline for implementation
• Generate “buzz” for program
Keys to Success – Pairings

- Critical to overall success
- Match employees with related backgrounds, educational and professional experiences, and logistical requirements
- Communication preferences should match
- Select motivated, eager participants
Keys to Success - Communication

- Participate in kick-off and debriefing meetings
- Set clear goals, expectations, and responsibilities
- Provide regular feedback as requested
- Provide guidance and steps to effective communication with participants
Keys to Success - Documentation

- Mentor and mentee track key activities
- Maintain log
  - activities
  - topics of discussions and participants’ needs
  - reflection on key success factors, challenges, suggestions
Mentoring Agreement Form

Mentor name (print) .................................................................
Protégé name (print) ..........................................................

We are voluntarily entering into a mentoring partnership, which we expect to benefit the mentor, protégé and (name of organization) ..................................................

We went this to be a productive and rewarding experience, with most of our time spent in collaborative development activities. To minimize the possibility of confusion, we have agreed to the following:

Confidentiality ........................................................................

Duration of the mentoring partnership ........................................

Frequency of the meetings .......................................................:

Approximate amount of time to be invested by the mentor ..............

Specific role of the mentor ......................................................

Estimated ending date of partnership ........................................

Objectives and additional points ................................................

We have discussed the mentoring experience as a further developmental opportunity and its relationship to the policies of (name of organization) ..........................................

We have created a detailed individual development plan, to be maintained by the protégé.

We agree to a no-fault conclusion of this partnership if, for any reason, it seems appropriate.

Mentor signature ................................................................. Date ................................
Protégé signature .......................................................... Date ................................

This form is an agreement between the mentor and the protégé. It may be added to your performance appraisal.

Six-month Review Form

Mentor name (print) .................................................................
Protégé name (print) ..........................................................

On a scale of 1 to 5, with 5 indicating “strongly agree” and 1 indicating “strongly disagree,” please indicate your degree of satisfaction with the following aspects of your mentoring relationship.

Description ........................................................................ Rating 1 – 5

Mentoring partnership is working well ..........................................
Meetings are held regularly and on schedule ..............................
Appropriate amount of time has been devoted to program ..........:
Personal and professional development issues have been established:
Clear goals and objectives have been set ..................................
Trust and confidentiality have been established .........................
Mentor/protégé listens well and is responsive ...........................
Progress has been observed in areas chosen for development ........:
Barriers encountered during mentoring process have been resolved:
Topics to be discussed over the next six months have been defined:
Program is meeting expectations ............................................
Mentoring relationship should continue ..................................

Additional comments: ...........................................................

.................................................................................................
Process & Expectations

• Dates
• Goals
• Documentation
## Process and Expectations

<table>
<thead>
<tr>
<th>MENTOR TASKS:</th>
<th>MENTEE TASKS:</th>
</tr>
</thead>
</table>
| – Draft mentoring framework / template:  
  • Set reasonable goals and expectations with mentee  
  • Identify high value topics/activities with mentee  
  • Set communication/meeting schedule and location  
| – Set reasonable goals and expectations with mentor  
| – Attend all meetings scheduled with mentee and pilot program administrators  
| – Regularly monitor success of program and modify mentoring plan as needed  
| – Submit activity log and assessment of and changes in mentoring plan  
| – Identify high-value topics/activities with mentor  
  • Be specific about what support you value  
| – Attend all meetings scheduled with mentor and pilot program administrators  
| – Regularly discuss success/personal value of program and request modifications as needed  
| – Provide feedback / upgrades during post-pilot evaluation of the program  |
8 Steps to Mentoring for CPA Firms

1. Reshape the perception of what mentoring means.
2. Pair your people well.
3. Develop the skills of your mentors and their protégés.
4. Encourage a structured approach to conducting mentoring conversations.

CPA Mentoring: You Can Munch, But It’s More Than Lunch.
Eight structured steps that CPA firms can use to develop and nurture talent. 6 April 2009
8 Steps to Mentoring for CPA Firms

5. Support the learning process.
7. Make enhancements.
8. Communicate your success.
Mentor Responsibilities

- act as a sounding board
- share knowledge and experience
- help mentee to select appropriate areas of work within the technical skill area
- assist and guide mentee in collection of appropriate workplace evidence
- sight the mentee's workplace evidence
- sign off on each skill as it is demonstrated
- sign practical experience requirement update form upon completion of the mentoring relationship
Mentee Responsibilities

- is fully prepared for each meeting with mentor
- always asks questions and listens
- listens carefully and respects the mentor
- wants to improve, learn, and grow
- never withholds information that would help the mentor help him or her
- meets commitments without over committing
- puts what was learned from mentor into action
- is always ready to provide mentor updates
- is thankful to the mentor and reciprocates
Role Play - Mentoring

• You have had a meeting scheduled for a week with your mentee. Your mentee arrives for the meeting and says that things have been too busy to prepare anything for the meeting or to have followed up on the action items from the last meeting.
## Mentoring and Coaching Benefits

<table>
<thead>
<tr>
<th>Individual</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximize individual strengths</td>
<td>Increased employee satisfaction</td>
</tr>
<tr>
<td>Overcome personal obstacles</td>
<td>More productive work groups</td>
</tr>
<tr>
<td>Reach maximum potential through learning</td>
<td>Expanded organizational capability</td>
</tr>
<tr>
<td>Gain new skills and competencies to become more effective</td>
<td>Greater trust between managers and employees</td>
</tr>
<tr>
<td>Prepare for new responsibilities</td>
<td>Reduces turnover</td>
</tr>
</tbody>
</table>

*Improves performance results through feedback and recognition*
Role Play - Mentoring

• A mentor and mentee are meeting. The mentee acts like everything is fine, but you’ve heard feedback from his supervisor that he had an angry outburst earlier.
Break

• Please be back in 10 minutes...or you sing! 😊
4 Key Trends in Accounting

• Shifting Business Environment Creates New Opportunities
• Demographic Shifts Change the Face of Professionals and Clients
• From Data to Decision Making, Technology Changes the Accounting Profession
• High-Tech Enhances High-Touch Client Outreach, Relationships and Service

Intuit® 2020 Report Depicts Future of the Accounting Profession
Key Performance Issues

• Communicating effectively
• Providing excellent customer service
• Resolving conflict
• Promoting teamwork and collaboration
• Thinking critically and solving problems
Communication

• Take out a blank sheet of paper.
Intergenerational Harmony

• Traditionalists (1900-1945)
• Baby boomers (1946-1964)
• Gen X (1965-1980)
• Gen Y aka Millennials (1981-2000)
• Gen Z (2001- 2010)*
• “Cuspers”
Traditionalists
1900-1945
Traditionalists

- 75 million- American values
- Proud, wise, accomplished generation
- Many heroes
- Value law and order
- 50% are veterans
- Hold ¾ of financial assets
Traditionalists

• Assets- stable, detail oriented, thorough, loyal, hard working
• Liabilities- struggle with ambiguity and change, may be offended by profanity, don’t embarrass them
• Most valued psychological need- respect*
• They look for opportunities to contribute
• Show your appreciation with hand written notes

* Randstad, 2001
Baby Boomers
1946-1964
Baby Boomers

- 80 million people
- Work = self fulfillment
- They live to work
- They were shaped by civil rights, birth control, peace corps, space program
- Memorabilia became a big part of their culture
Baby Boomers

• Assets- optimism, personal gratification and growth. As consumers, they spend a lot.
• They want to please. They are very good at relationships.
• Value public recognition*
• Liabilities- uncomfortable with conflict, generally don’t handle budgets well
• “We need you” motivates them.

* Randstad, 2001
Baby Boomers

• They want credit for their accomplishments and to feel like they make a difference.
• Focus them on solving problems and opportunities to learn.
• Help them find they “why” in an organization.
• Ask permission.
• When recruiting, tell them they have an opportunity to make positive change.
Generation Xers
1965-1980
Generation Xers

- 46 million people
- Neglected and grew up fiercely independent-survivors
- No heroes except their parents
- Everyone decided that they would not be the rescuers of the world.
- They just want to do enough to get by.
- They aren’t slackers, but they don’t like going into the workplace and not making decisions.
Generation Xers

• Assets- pragmatic, realistic, adaptable, independent, not intimidated by authority
• Liabilities- skeptical, distrustful, impatient
• “We are not very corporate” is a motivator
• Technology savvy, value balance
• You have to be what you say you are with them. They have a strong sense of doing things better than their parents did it.
Generation Yers
1981-2000
Generation Yers

- 78 million people
- Expect to start at the top, think they deserve the position whether experienced or not
- Have had immediate gratification their whole lives
- Very tech savvy, had Internet whole lives
- Texting works better than email
- Grew up with the ability to be their own heroes
- Value civic duty, very optimistic; they don’t like to be put in cubicles; want to socialize
- Like to use technology during work hours even if it is not appropriate
Generation Yers

• Assets- great collaborators, love working in groups, optimistic, risk takers
• Liabilities- would never think to pick up the phone when an email gets out of hand, don’t respect traditional hierarchies and they often bypass authority, will cry at work, have a totally different sense about what is appropriate
• “You can be a hero here” is a motivator
• Need supervision and structure
Which 2 Generations Value Work-Life Balance the Most?
Generation X and Generation Y!
Which 2 generations have the most difficult time working together?

Generation X and Generation Y!
Differences in Leadership Styles

- Traditionalists - Directive
- Baby boomers - Collegial
- Gen X - Entrepreneurial
- Gen Y - Collaborative
Differences with Money

- Traditionalists- pay cash
- Baby boomers- buy now, pay later
- Gen X- save, save, save
- Gen Y- earn to spend
Which Generation might say “I’m in debt up to my eyeballs!”?

Generation Y!
### Generational Differences

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Work Ethics and Values</td>
<td>Hardworking, respect authority and rules, wise</td>
<td>Workaholic, want to please, love to have meetings</td>
<td>Independent, tech-savvy, value balance</td>
<td>Tech-savvy, team-oriented, high expectations</td>
</tr>
<tr>
<td>Work is a (an):</td>
<td>obligation</td>
<td>challenge</td>
<td>responsibility</td>
<td>means to an end</td>
</tr>
<tr>
<td>Training</td>
<td>The hard way</td>
<td>Too much and I’ll</td>
<td>Required to keep me.</td>
<td>Continuous, expected</td>
</tr>
<tr>
<td>Learning Style</td>
<td>Classroom</td>
<td>Facilitated</td>
<td>Independent</td>
<td>Collaborative, networked</td>
</tr>
<tr>
<td>Communication</td>
<td>Personal Note</td>
<td>Phone</td>
<td>Email</td>
<td>Text</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>Directive</td>
<td>Collegial</td>
<td>Entrepreneurial</td>
<td>Participative</td>
</tr>
<tr>
<td>Motivated by....</td>
<td>Your experience is respected.</td>
<td>You are needed.</td>
<td>Let’s cut through the red tape.</td>
<td>Let’s hear what you have to say.</td>
</tr>
<tr>
<td>How to get what you want:</td>
<td>Ask opinions.</td>
<td>Ask permission.</td>
<td>Let them do it their way.</td>
<td>Include them on a team.</td>
</tr>
<tr>
<td>Liabilities</td>
<td>Intolerant</td>
<td>Avoid conflict</td>
<td>Skeptical</td>
<td>Demanding</td>
</tr>
</tbody>
</table>

- **Work Ethics and Values**
  - Traditionalists: Hardworking, respect authority and rules, wise
  - Baby Boomers: Workaholic, want to please, love to have meetings
  - Generation X: Independent, tech-savvy, value balance
  - Generation Y: Tech-savvy, team-oriented, high expectations

- **Work is a (an):**
  - Traditionalists: obligation
  - Baby Boomers: challenge
  - Generation X: responsibility
  - Generation Y: means to an end

- **Work is a (an):**
  - Traditionalists: The hard way
  - Baby Boomers: Too much and I’ll
  - Generation X: Required to keep me.
  - Generation Y: Continuous, expected

- **Learning Style:**
  - Traditionalists: Classroom
  - Baby Boomers: Facilitated
  - Generation X: Independent
  - Generation Y: Collaborative, networked

- **Communication:**
  - Traditionalists: Personal Note
  - Baby Boomers: Phone
  - Generation X: Email
  - Generation Y: Text

- **Leadership Style:**
  - Traditionalists: Directive
  - Baby Boomers: Collegial
  - Generation X: Entrepreneurial
  - Generation Y: Participative

- **Motivated by:**
  - Traditionalists: Your experience is respected.
  - Baby Boomers: You are needed.
  - Generation X: Let’s cut through the red tape.
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  - Generation X: Let them do it their way.
  - Generation Y: Include them on a team.

- **Liabilities:**
  - Traditionalists: Intolerant
  - Baby Boomers: Avoid conflict
  - Generation X: Skeptical
  - Generation Y: Demanding
If emale and leturs r writon with speeling and gramitckal misteaks, u mite git the meening, but the messige is not as affectiv or easily reedible.
Communication Essentials

• You are the face, the voice, and the image of Thomas Howell Ferguson.

• The way you communicate with others affects the way they respond to you and react to your requests.

• Any negative communication reflects negatively on you and the entire organization.
Communication = Potential
Excellent Writing

- Organization
- Tone
- Clarity
- Spelling
- Grammar
- Punctuation
Organization

- Use an appropriate salutation (Dr., Ms., Mr., etc.).
- Orient the reader to the reason you are writing.
- Use one central idea per paragraph and reduce unnecessary words.
- Create a new paragraph when you change ideas.
- Include action items and due-by dates.
- Conclude with your name.
Tone

• Be respectful.
• Put yourself in the reader’s shoes.
• Avoid “flaming” words.
Clarity

• Be concise.
• Keep each paragraph to one idea.
• Limit paragraphs to three.
• Use transitions between paragraphs.
• Include only relevant information.
• Read out loud.
Spelling

- Examine each word individually.
- Read every line backward.
- Pay attention to commonly confused words.
- When in doubt, consult a dictionary.
Homophones

- Accept/Except
- Advise/Advice
- Capital/Capitol
- Effect/Affect
- Passed/Past
- They’re/Their/There
- Wear/Where
- Whether/Weather
- Which/Witch
- Who’s/Whose
Commonly Mistyped Words

Justin Edenfield, Tax Senior Manger

Use AutoCorrect to resolve this issue.
Grammar

• Ensure subject/verb agreement.
• Ensure pronoun reference/agreement.
• Use parallel structure.
• Avoid dangling modifiers, sentence fragments, and run-on sentences.
• Don’t use the passive voice.
Titles

• Managing Partner Winston Howell
• Winston Howell, managing partner
• Our managing partner, Winston Howell
Proofreading

• Take a break between writing and proofreading.
• Read out loud.
• Read slowly.
• Read backward.
• Put yourself in the reader’s shoes.
• Ask others to proof your work.
• Accept constructive input.
THF’s Quality Control
Document Objective

“The performance of quality services in a cost-effective manner by assigning personnel to engagements to achieve the proper blend of competencies, supervision, utilization, training, independence, and client satisfaction.”

The development of competent personnel is essential to the firm’s quality control.
Coaching for Continual Improvement
Performance Management

1. Orienting to New Work
2. Establishing Direction
3. Coaching for Results
4. Reviewing Performance
5. Developing Others
Performance Management

• The process of creating a work environment where people are enabled to perform to the best of their abilities

• A whole work system that begins when a job is defined as needed and ends when an employee leaves the organization

• Primary focus is on continual discussion of work performance to identify ways to improve it
## Performance Management

<table>
<thead>
<tr>
<th>Orientation to New Work</th>
<th>Familiarize new employees or employees beginning new work assignments with the information needed for them to succeed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing Direction</td>
<td>Set the context for work.</td>
</tr>
<tr>
<td>Coaching for Results</td>
<td>Guide employees toward intelligent, self-directed performance.</td>
</tr>
<tr>
<td>Reviewing Performance</td>
<td>Focus on assessing performance against agreed upon results.</td>
</tr>
<tr>
<td>Developing Others</td>
<td>Focus on building performance to exceed expectations and/or to develop new skill sets.</td>
</tr>
</tbody>
</table>
Performance Conversations

Increasing skill in each conversation should include these 3 levels:

- Assignments on the job
- Coaching from others
- Training (formal and informal)
Performance Conversations

Outcomes of each conversation:
• Enhanced trust
• Agreement on an action plan
• Employee ownership of the plan
• Increased productivity
Role Play - Coaching

• An angry client has called you to tell you that your employee was highly unprofessional then hung up on her during a call. You must meet with your employee to resolve the situation.
The Value of a Customer

“A customer is the most important visitor on our premises, he is not dependent on us. We are dependent on him. He is not an interruption in our work. He is the purpose of it. He is not an outsider in our business. He is part of it. We are not doing him a favor by serving him. He is doing us a favor by giving us an opportunity to do so.”

- Mahatma Gandhi
Client-centered Focus

1. Acknowledge.
   I understand why you are upset.

2. Assess the situation.
   What notice did you get and when?

3. Affirm your understanding.
   What type of notice do you have?

4. Analyze what you can do.

5. Agree on a plan.
Statements That Work

• My sincere apologies for any inconvenience this may have caused you.
• Finding a solution is just as important to me as it is to you.
• I understand how frustrating it is to feel like you're being passed around when all you want is help.
Statements That Work

• Have I done something to personally upset you? I'd like to be a part of the solution.

• That must have been very frustrating for you.

• If I were in your shoes, I'm sure I would feel the same way.

• Thank you for taking the time to let us know how you feel.
Empathy Resolution Statement

• A customer has called several times with the same issue, but has no resolution. "I'm sorry that we've let you down on this issue. I will do everything in my power to get this resolved."

• A customer was supposed to receive a call back, but and didn’t. "I'm sorry that we didn't call you back. What I will do is pull up your account and find out what I can do to resolve this for you."
You Can’t Fulfill Customer’s Request...Use Power Phrases

- Here’s what I can do.
- I am confident that we can...
- Let’s look at the possibilities.
- I can assure you...
- What do you think about...
- Would you be willing to...
- May I suggest...
Which Generation Hates Conflict the Most?

• Baby Boomers (some claim Generation Yers, too)
One View of Conflict

Conflict is inevitable, but combat is optional.

~Max Lucado, theologian
Keep Your Emotional Perspective

- Anticipate the other person’s emotional state
- Pay attention to cues in the other person’s behavior
- Use instructive statements
- Use relaxation techniques
Help Others Maintain Emotional Balance

- Use slow-down techniques
- Redirect the conversation
- Listen
## Common Conflict Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Avoidance</strong></td>
<td>Maybe the problem will just go away.</td>
</tr>
<tr>
<td><strong>Poor me</strong></td>
<td>Complain to anyone within earshot, <em>except</em> the person you have the problem with.</td>
</tr>
<tr>
<td><strong>Anger</strong></td>
<td>Emotional outbursts that make everyone uncomfortable and solve nothing.</td>
</tr>
<tr>
<td><strong>Revenge</strong></td>
<td>Find ways to disturb the person who has disturbed you by “getting even” or even sabotaging their performance or reputation.</td>
</tr>
</tbody>
</table>
Role Play - Conflict

• You have a deadline of tomorrow to submit an audit report, but it is 4:30pm and there is no way that you are going to be able to make your deadline. The client calls and is very upset. What do you say?
The CALM Model

<table>
<thead>
<tr>
<th>C</th>
<th>Clarify the issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Address the problem</td>
</tr>
<tr>
<td>L</td>
<td>Listen to the other side</td>
</tr>
<tr>
<td>M</td>
<td>Manage your way to resolution</td>
</tr>
</tbody>
</table>
C: Clarify the Issue

Conflict Clarification Questions - Primary Questions

1. What am I upset about? In specific behavioral terms, what actually happened? Who else is involved? What did they do?
2. What emotions am I feeling: anger, hurt, frustration? Why am I feeling that way?
3. Have I contributed to the problem?
4. Am I just overreacting? If so, why?
5. In terms of actions and relationships, what are my desires for an outcome to this conflict? What will successful resolution look like?
6. If I was the other person involved in this situation, how would I want to be approached and dealt with?
C: Clarify the Issue

Conflict Clarification Questions - *Secondary Questions*

7. Where was the other person coming from? Could they in fact have been motivated by good intentions?

8. Has this happened before, or is this a first time occurrence?

9. How is this situation affecting you and your work? Are others impacted? If so, how?

10. When dealing with this issue, what can you do to increase your chances of getting the results you want? What counter-productive behaviors do you want to avoid?
A: Address the Problem

- The Opening
- The Issue Description
  - Exactly what happened
  - How it made you feel
  - The negative impacts the situation caused
A: Address the Problem

Other things to remember:

1. Have a walk-in strategy; you may want to practice what you plan to say.

2. Don’t repeat what co-workers have said; this is between the two of you.

3. Keep the end in mind; the goal is not to win an argument. The goal is to reach a respectful, collaborative result.
L: Listen to the Other Side

• Give the other person your TOTAL ATTENTION with empathy.
• NEVER interrupt.
• Ask questions for clarification.
• Paraphrase what you’ve heard.
• SHOW that you’re listening.
• Use positive body language.
M: Manage Your Way to Resolution

• Gain agreement that a problem exists.
• Identify each other’s concerns and needs.
• Explore win-win solutions.
• Agree on a course of action.
• Determine how to handle missteps, should they happen.
• Close on a positive note.
No Time to Plan!

- Stop, breathe, and think.
- Acknowledge the conflict.
- Buy some time (and do CALM).
- Take it somewhere else.
- Keep it respectful.
The CALM Model

- **Clarify** the issue
- **Address** the problem
- **Listen** to the other person
- **Manage** your way to a resolution
Role Play - Pair Up

• Think of a situation that you experienced where you had a negative interaction with a customer.
• With the person next to you, discuss the situation.
• Appoint someone to act as the customer and the other to act as the THF representative.
How to Make People Feel Valued

• Welcome them.
• Call them by name.
• Smile - even on the phone!
• Make eye contact.
• Help them.
• Thank them.
Communication Model

Shannon-Weaver (1949)
Communication Model
Netiquette

- Netiquette is the correct or acceptable way of communicating on the Internet.
- An informal set of guidelines and rules used for communicating on the Internet.
What I Learned from Journalism

K.I.S.S.
Be Respectful

• Use appropriate salutation.
• Don’t copy others unless it is protocol.
• Pick up the phone if things get out of hand.
Flaming

• A critical message sent via electronic mail, usually in quick response to another message
Things that Flame

- Tone
- Adjectives that put people down (i.e. ignorant, lazy, sloppy)
- Words that accuse (you don’t get it, don’t understand, you are missing the point)
- Words like problem, error, issue
- ALL CAPS
- Quoting the other person (i.e. “problem”).
- Copying higher chain of command when it is not protocol
Ask Yourself

• Is your tone friendly, professional, respectful, accusing, etc.?  
• If your email were to be sent to your boss, the legislature, the newspaper, or your mother, would you be embarrassed?
Avoid Flaming

• If you read something that appears to be flaming, wait an hour before responding via email.

• Re-read the message and ask yourself if the person might have intended the message to be received differently.

• Respond with caution. Use other communication methods if possible.
Scenario

• An email arrives. The writer is clearly angry. He says, “THIS IS THE THIRD TIME I HAVE EMAILED AND I AM SICK OF YOU IGNORING ME. I DESERVE A RESPONSE. SINCERELY, BOB JONES, PH.D.” You have no context for the email and don’t recognize the signer’s name. How should you respond?
Email Etiquette Tips

1. Write concisely and professionally.
2. Use all rules of proper business writing including using active voice instead of passive voice. Use correct spelling, grammar, and punctuation.
3. Check your facts to ensure accuracy. If in doubt, do not send it.
Email Etiquette Tips

4. Read your email message out loud before you send it.

5. Use plain text formatting. If you use html, select legible colors and fonts.

6. Address the recipient appropriately including the use of To, Bcc, and Cc.

7. Err on the side of formality, especially with salutations.
Email Etiquette Tips

8. When the distribution list is greater than approximately 10, blind copy multiple recipients rather than displaying all email addresses.

9. Do not overuse Reply All.

10. Prevent email flaming whenever possible. If you feel angry or upset, wait one hour before sending or responding to an email message.
Email Etiquette Tips

11. Do not copy the chain of command unless it is protocol.

12. Answer promptly, but don’t become a slave to your email.

13. If you won’t be able to respond for some time, and it is urgent, respond to let the sender know that you received the message and that you are working on the response.
Email Etiquette Tips

14. Use an appropriate subject line and correct the subject line when needed.

15. Use the high priority message option sparingly.

16. When attaching documents, limit file size to 1MB (5MB for high speed) and ensure a descriptive file name and appropriate file format.
Email Etiquette Tips

17. Do not write in ALL CAPS. It is the equivalent of yelling!
18. Delete the message thread when the topic changes.
19. Respond at the top of a message thread, and avoid embedding responses within a thread.
Email Etiquette Tips

20. Avoid the use of acronyms, excessive punctuation, and emoticons. 😊

21. Do not request delivery and read receipts, or ask to recall a message.

22. Do not forward viruses, hoaxes, jokes, or chain letters. http://snopes.com
Email Etiquette Tips

23. Do not reply to SPAM, but do remove yourself from unwanted solicitations.

24. Always close email with your name.

25. Signature lines should use protocol and should not contain any personal information.

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26. Don’t send anything via email that you wouldn’t want published in the newspaper.
Constructive Feedback

- Behavior-based
- Specific
- Immediate
Positive Feedback

Four components of reinforcement or praise:

1. Specific
2. Immediate
3. Earned
4. Individualized
Corrective Feedback

*Four components of corrective feedback:*

1. Behavior
2. Effect
3. Expectation
4. Result
Corrective Feedback

*Remember with corrective feedback:*

- Avoid “never” or “always.”
- Give feedback in private.
- Follow up to either provide positive feedback if the performance has changed or more corrective feedback if it has not changed.
Effective Feedback Characteristics

• Feedback is specific.
• Feedback is *focused on behavior* rather than on the person.
• Feedback takes into account the *needs of the receiver* of the feedback. Feedback is delivered as *immediate* as possible.
• Feedback is intended to *benefit the receiver*.
• Feedback *concerns what is said or done, or how it is said or done*, not why.
• Feedback allows time for the receiver to ask questions or get better *clarification*.
Role Play - Coaching

• Your direct report is friends with your daughter on Facebook. Your daughter told you that your employee’s current status update is, “If I didn’t know any better, I’d guess that our clients got their college degrees from a mail generated service!”
Reduce Stress

- Remember the positive things in your life.
- Exercise, or just take a walk.
- Don’t sweat the small stuff.
- Understand that goals must be reasonable.
- Create an atmosphere of joy.
- Eradicate the negative and learn to forgive.
## Reduce Stress

- Smell the roses, and remember to breathe.
- Talk through your issues.
- Reflect on your emotions and life.
- Eat healthy foods and get enough sleep.
- Show gratitude.
- Save time for YOU and have fun!
Success

Coming together is a beginning, keeping together is progress, and working together is success.

-Henry Ford
Post-Session Website

http://gabrielleconsulting.com/thf-cpa

Questions?
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