

**Up –A-Notch™ Training System  
for Managers  
By Dave Kahle**

**Basic Employee Discipline**

**Facilitator's Guide**

## ***Congratulations, you are going to facilitate this training session.***

Your job includes these things:

- facilitating the group conversations
- supporting and encouraging each member
- managing the details of the program
- holding people accountable for doing their assignments.

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Your license allows you to show the video and play the audio tapes an unlimited number of times, provided you purchase additional guides from The DaCo Corporation, 1-800-331-1287, [www.davekahle.com](http://www.davekahle.com), after you run out of the first set of participant guides.

It's important that each member of the group personally consider the material on the tape and do the exercises in this manual. Instead of "teaching," your job is to help them learn. That means ensuring that each participant completes the exercises, enters into the dialogue, and faithfully keeps to the learning procedures built into the program.

It's really not that difficult. Just follow our directions. As you complete each task, check the line in front of it.

*Note: If you have more than eight participants, we recommend you split the group into two small groups with four or five participants in each and hold separate training sessions for each group. The exercises are designed for small groups, usually no more than seven people.*

### **Here's how to do it...**

#### **Prepare for the session:**

\_\_\_\_\_ Make sure you have a working video player and monitor, or as a less desirable option, an audio cassette player.

\_\_\_\_\_ Have an easel or white board available.

\_\_\_\_\_ Prepare one set of materials for each of the participants.

- Hand one “Participant’s Guide” to each person involved in the training. To order more guides, call The DaCo Corporation, 1-800-331-1287.
- Split up the “bubble pads” so that each participant has at least three sheets. Split up the “prescription pads” so that each participant has at least two sheets.
- Obtain the copies of the “Prescriptions” that were written at the end of the last meeting.
- Arrange the chairs in a comfortable, semi-circular pattern.

\_\_\_\_\_ Send a written invitation/reminder to each participant. Remind them to bring something to write with, and to hold their calls.

**During the training session:**

\_\_\_\_\_ Begin with a discussion of the progress the participants made on their prescriptions. Get last session’s prescriptions then say this:

*“At each training session, we will all be making commitments for things we are going to do differently. In some cases, we may reconnect to something we already know we should be doing. In other cases it maybe something we haven’t done before, regardless, making these commitments or writing “prescriptions”, is a part of every session.*

*A part of every session is following up on the prescriptions we wrote in the previous training session. That is what we are going to do now. I am going to read each prescription and ask you how you are doing on that.*

*“I will go first”*

\_\_\_\_\_ Now, read your prescriptions and explain in detail how well you have done at accomplishing it. If you noticed some positive results, make sure that you describe them and relate these results to the actions you took on your prescription. Remember to give a well thought out, honest, detailed report. The other participants will copy your modeling of how to report.

\_\_\_\_\_ Then proceed to ask each person to report. Say, “ \_\_\_\_\_, you said you were going to (read the prescription). Tell us what you did.”

When appropriate, also ask, “*What result of your actions did you see?*”

Be sure to thank everyone who reported, and to positively encourage those who followed through on their prescriptions.

\_\_\_\_\_ Distribute the handouts. Allow them a few minutes to review the materials. Tell them the pages marked “Notes” at the top are to be completed while the tape is being played, and the pages marked “Exercises” are for after the tape is finished.

Say this:

*“Today’s topic is Basic Employee Discipline. Take a couple of minutes to look through the materials. Note that the pages marked “Notes” at the top are to be while the tape is playing, and the pages marked “Exercises” should be completed afterward.”*

\_\_\_\_\_ When everyone is ready, turn on the tape. Continue to view (listen to) the tape until it is finished.

### **Following the end of the tape:**

\_\_\_\_\_ Immediately after the tape is finished, give everyone a few moments to complete their “Notes.”

Say this:

“Take a couple of minutes now and finish filling in the blanks on the ‘Note exercise.’”

The participants may want to discuss the notes or some aspect of the taped presentation. Allow them to do so.

### **Exercise One: Role-playing**

- This is a role-playing exercise. The learning value of the exercise is not the role-playing itself, but rather the discussion of it, which follows. Your job will be to select the people to do the role playing, and then to lead the subsequent discussion.
- Begin by asking everyone to read the directions to exercise Two.
- Then, select two participants to do the role-playing. Give them a few moments to collect their thoughts. While they are preparing, instruct the rest of the group to watch the role-playing, complete the questions listed for exercise two, and be prepared to share their thoughts with the group.
- When everyone is ready, begin the role-playing. After a few moments, call an end to the role playing session, and lead a discussion of the questions. Ask each person to share his or her thoughts.
- Feel free to repeat the role-playing and the resulting discussion of it as many more times as you feel is appropriate.

### **Exercise Two: Practicing the Four C’s**

- Give everyone a few moments to read the directions for Exercise Two.
- Then allow five to ten minutes for each person to complete that exercise.
- When everyone is finished, ask each person to share what they have written. Generate some discussion so that people will gain ideas from one another.

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### ***Exercise Three: Generating Ideas***

- Give everyone about five minutes to complete three of their yellow bubble pads.
- Then, once again, ask people to share their ideas. This exercise will help others understand how to record a “good idea,” and will stimulate additional ideas.

Say this:

*“Now let’s share some of these ideas. I’d like each person to share at least one. If you hear someone else’s idea and that makes sense to you, feel free to record it as your own on one of your bubble sheets. You can have more than three. (Call on someone or go first yourself) \_\_\_\_\_, what’s one of your ideas?”*

- Continue in this way until everyone has had a chance to share at least one idea.
- If people are hesitant to share, or if they have no ideas, take a few extra moments to review the content of the tape by going through the “Notes” exercise. Review each major point, and ask people to comment on it.

Say something like this...

*“The first point he made was that...”*

*“Does that make sense to you?”*

*“How could we use that idea in this organization?”*

*“Any way that you might be able to use that?”*

In this way, continue down through the “Notes” exercise, reviewing each point, and encouraging people to find “ideas” and write them down.

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### ***Exercise Four: Distilling the Best***

- Give everyone a few moments to complete
- Ask each person to share his or her ideas.

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### ***Exercise Five: Precisely Prescribing***

- This time, ask each person to make a copy of his or her prescription, writing it on an additional Prescription pad. Ask each to write his/her name on the prescription, and turn it in to you.
- Mention that at the beginning of the next session, the group will review each of these prescriptions in order to hear what progress each person has made.

Say this:

*“At the beginning of the next session, we’ll take a few minutes and find out what progress each person has made on his/her prescriptions. Be prepared to tell us what you did, and what results you saw. We’ll be looking especially for success stories.”*

- \_\_\_\_\_ Now, confirm the time, date and place for the next session, and close this session.
- \_\_\_\_\_ Fill out the evaluation form (next page) and fax it to 616-451-9412.

# Evaluation

Please complete this form after the training session and fax it to 616-451-9412.

How many people attended: \_\_\_\_\_ Date of session: \_\_\_\_\_

Based on your discussion of the progress made on *last month's prescriptions*, which of these occurred? Check one in each column.

- |   |  |
|---|--|
| <input type="checkbox"/> No one acted on their prescriptions.             | <input type="checkbox"/> There were no positive results.               |
| <input type="checkbox"/> A couple of people acted on their prescriptions. | <input type="checkbox"/> A few people indicates some positive results. |
| <input type="checkbox"/> Most attempted to complete their prescriptions.  | <input type="checkbox"/> Most reported positive results.               |
| <input type="checkbox"/> Everyone acted on their prescriptions.           |  |
| <input type="checkbox"/> Everyone reported positive results.              |  |

One such result was:

\_\_\_\_\_

Please place a check in the box for how you believe the majority of the people would respond.

How practical & useful was the content?  
 How practical & useful were the exercises?  
 How easy was the program for you to facilitate?

Not at all	A little	Somewhat	A lot	A great deal

What was the most valuable thing your people gained?

\_\_\_\_\_  
 \_\_\_\_\_

What one thing would you suggest we change for next time?

\_\_\_\_\_  
 \_\_\_\_\_

Do you have any suggestions for topics that we should test in the future? Please describe.

\_\_\_\_\_  
 \_\_\_\_\_

Optional: Your Name \_\_\_\_\_ phone \_\_\_\_\_ email \_\_\_\_\_

# Effective Meetings

## *Notes & Exercises*



## Notes

The four “C’s” of employee discipline are:

Calm

Clear

Concise

Consistent

These four “C’s” lend themselves to favorable legal outcomes, lead to good morale and a healthy productive work environment.

You’ve been put in a managerial or supervisory position because you do something really well and one of those things that you do well is working with people.

Dealing with all of the things that pop up when supervising a team of individuals is a real challenge.

Discipline is one of the tougher aspects of management, but if you get good at it, there are significant benefits such as a fair and productive work environment for your staff.

Conversely the consequences of ineffective or inappropriate discipline are just the opposite. It can create an unproductive environment and tag you with adjectives ranging from ineffective or temperamental to monstrous.

### Disciplinary Situations

#### 1. Oops

- That one time or occasional task or project that should have turned out differently but somehow missed the mark.

#### 2. Oh No, Not Again

- These are processes or routines that just are not working and the same error keeps coming up time after time.

#### 3. Too Little, Too Late

- Usually the result of poor time management or incorrect focus

4. I'm going through A Lot Right Now
  - This includes personal situations that begin to chronically effect job performance.
5. Insubordination
  - This is when an employee sabotages a product or modifies an agreed upon plan without further discussion
6. Illegal Activities
  - Either against the employer or in the employee's life outside of work.

### **Applying the Fundamental Principles in Different Situations**

- When it comes to discipline, a manager must continually balance the needs of the organization with the needs of those who report to him or her.
- First Principle: Where you draw the line between the two sometimes competing interests is a situational judgment on your part.
- As a supervisor and manager, you become a leader and role model for behavior.

Second Principle: Discipline has two basic functions:

- 1. To Teach
- 2. To Punish
- Discipline is a place to learn

### **Back to the Four C's of Discipline**

#### 1. Be Calm.

- When a mistake is discovered, calm is not usually the first emotion we feel.
- Also, as a supervisor you may tend to react in kind to what is coming your way; DON'T!
- You may say: Give me fifteen minutes before we discuss this any further.
- You may: Shut your door and count to one hundred.
- In correcting an error or behavior, the goal is to have the employee learn something, not just walk away with a sense of a verbal spanking.

## 2. Be Clear.

- Repeat the original objective versus what really happened.
- Listen to the answer.

## 3. Be concise.

- Do not get caught up in circular logic or blaming behaviors.
- Ask for the employees' recommendation for remedying the present situation and for preventing a recurrence in the future.
- Agree on a course of action before the employee leaves your office.
- Revisit the issue again after the crisis has passed.

## 4. Be consistent.

- Component one: Consistency in communication
- Component two: Consistency across employees

There are four basic categories of employees that you will face in disciplinary situations:

1. New employee.
2. Uncharacteristic error.
3. Performance fall off.
4. No real contribution.

In a common scenario when speaking to an employee in a disciplinary situation here are some tactics you can use:

1. Start off by acknowledging their contributions.
2. Ask the employee to explain his or her perspective on what happened.
3. Ask how he/she intends to avoid a repeat of the error.
4. End with a positive.

## Stuff Happens

When making accommodations for employees who are having changes/problems in their personal lives, keep in mind

1. What is this employee's past performance history?
2. How can tasks be redistributed?
3. When is enough enough?

If a personal crisis is turning into a chronic performance issue, it's time to talk.

1. Acknowledge and empathize.
2. Outline how the situation has been accommodated by others in the office.
3. Ask: What are your plans for improving this situation?
4. Refer employee to internal or external support services if necessary.

Managers must continuously balance the needs of the company with the needs of your staff. For the employee, discipline is an opportunity to learn and grow.

## **Exercise One: Role Play**

Role-play a meeting between a manager and an employee. One of the players should be the employee and one of the players should be the manager/supervisor. Here is the situation: The employee is currently going through a divorce. Their work performance is falling off. Decide what you will do, and then meet with your employee. Use as many realistic words pertaining to your actual business as you can to make the situation more accurate. During the role play, the tactics that Dave Kahle discussed should be used including:

- The four C's
- Consistency in communication and across employees
- Acknowledging and empathizing
- Accommodations discussed
- Ask for Action

Use your notes in creating this scenario and after you have finished your 'meeting', switch roles and begin again. Use the space below to write down phrases that were used that were helpful, and also phrases that you feel shouldn't have been used and perhaps caused more tension in this acting situation. Circle the phrases that were helpful and cross out the phrases that made the situation worse. (If this is a three person group, have one person observe the scenario and take notes while the other two role-play the meeting. Look for possibilities that may have been missed or phrases that should or should not have been used. Discuss this together afterwards.)

Leader's Sample

## Exercise Two: Practicing the Four C's

When discipline practices must be put into play the four C's should be remembered. Each manager or supervisor has their own style and use different variations on the four C's. On the lines below, list exactly what you will do to make sure your employee walks away from your meeting with their dignity intact, but with a firm understanding of the changes that need to be made.

**Calm** (List here what you personally need to do to stay calm.)

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**Clear** (List here a clear way to explain an objective in your company that needs to be met.)

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**Concise** (List here exactly what you will do to make sure the employee has a concise understanding of what went wrong and what they need to do to fix it.)

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**Consistent** (List here how you can improve your consistency in communication and across employees.)

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Leader's Sample

## Exercise Three: Generating Ideas

Use the bubble pads to write down at least three good ideas you gained from today's session. Remember the four criteria for a "good idea." We've illustrated a couple of samples for you.



*Decide to invest a certain amount of time in self-improvement every month.*

*Remember, a good idea is one that:*

- \* Focuses on the future*
- \* Focuses on action*
- \* Focuses on your behavior*
- \* Is a small step toward one of the learning goals.*

*Use a specific process in order to learn more effectively.*



## Exercise Five: Precisely Prescribing

Turn the idea from the previous exercise into a Precise Prescription. Write that prescription on the Rx pad. We've done an example for you. Now, take your prescription and post it someplace where it will remind you to do it



(Precisely Prescribe)

*I will set aside two hours every week for personal improvement and keep a record of what I do in that time.*