

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

Basic Employee Discipline

Participant's Guide

Notes

The four "C's" of employee discipline are:

C _____
C _____
C _____
C _____

These four "C's" lend themselves to favorable _____ outcomes, lead to good _____ and a healthy productive work environment.

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

Dealing with all of the things that pop up when supervising a _____ of _____ is a real _____.

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

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

Disciplinary Situations

1. Oops

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

2. Oh No, Not Again

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

3. Too Little, Too Late

- Usually the result of poor _____ or incorrect focus

4. I'm going through A Lot Right Now

- This includes _____ situations that begin to _____ effect job performance.

5. Insubordination

- This is when an employee _____ a product or modifies an agreed upon plan without further _____.

6. Illegal Activities

- Either against the employer or in the employee's life _____ of work.

Applying the Fundamental Principles in Different Situations

When it comes to discipline, a manager must continually _____ the needs of the organization with the needs of those who _____ to him or her.

First Principle: Where you draw the line between the two sometimes _____ interests is a situational _____ on your part.

- As a supervisor and manager, you become a _____ and role model for behavior.

Second Principle: Discipline has two basic functions:

- To _____
- To _____
- Discipline is a place to _____.

Back to the Four C's of Discipline

1. Be Calm.

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

2. Be Clear.

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

3. Be concise.

- Do not get caught up in _____ logic or blaming behaviors.
- Ask for the employees' _____ for remedying the present situation and for preventing a _____ in the future.
- Agree on a course of _____ before the employee leaves your office.
- Revisit the issue again after the _____ 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. _____ error.
3. Performance fall _____.
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 _____.
2. Ask the employee to explain his or her _____ on what happened.
3. Ask how he/she intends to _____ a repeat of the error.
4. End with a _____.

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 _____ history?
2. How can _____ be redistributed?
3. When is enough _____?

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

1. Acknowledge and _____.
2. Outline how the situation has been accommodated by others in the office.
3. Ask: What are your plans for improving this _____?
4. Refer employee to internal or external _____ services if necessary.
5. Managers must continuously balance the needs of the _____ with the needs of your _____. For the employee, discipline is an opportunity to _____ and _____.

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.)

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.)

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

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.)

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

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.

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 learning goals.*



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



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.