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| Preventing Progressive Discipline | |
| **Course Title** | Preventing Progressive Discipline |
| **Course Description** | This course outlines the actions the TMIII can take to work correct poor behavior of employees prior to the action leading to a corrective action and discipline if not corrected. |
| **Target Audience** (Total #) | All TMIII’s in Maintenance (Note: This course is designed to be expanded in include 2nd level managers and supervisors outside of maintenance. |
| **Process** | Supervision, Performance Management and Progressive Discipline |
| **Process Touch Points** | *Supervision, Performance Management* |
| **Sections** | List the sections or topics of the course:   * *Learning Logistics* * *Course Introduction* * *Counseling* * Corrective Action * Disciplinary * *Conclusion* |
| **Course Duration (Est.)** | 2 hours |
| **Delivery Method(s)** | Instructor lead Training with eLearning components |
| **Prerequisites** | * None |
| **SME(s)** | Christine *Anderson* |
| **Training Developer(s)** | Jason Prince |
| **Training Evaluator** | Morgan Murphy |
| **Instructor(s)** | TBD |
| **Frequency** | Once and then reoccurring as required |
| **Course Content Reviewer(s) and Approver** | Christine Anderson and Morgan Murphy |
| **Location** | * TBD |
| **List of Training Materials Required to Support Delivery** | * *PowerPoint Presentation* |
| **Course Purpose** | This course is designed to teach TMIIIs the actions they need to take with employees to correct poor performance prior to the actions leading to corrective action. |
| **Course Objectives** | Upon completing this course, participants should be able to:   * Describe the process of progressive discipline * Identify how to resolve performance issues at the lowest possible level to improve employee performance * Understand the connection be between Performance Management and Progressive Discipline * Describe the levels (counseling, corrective action and disciplinary action and when they apply to the actions of the employee * List resources available to the TMIII to help them with the progressive discipline process |

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| **Section: Learning Logistics** | | | **Time:** | | | | |
| **Section Objectives:** | Upon completing this section, participants should be able to:   * *Introduce the course agenda* * *Introduce the learning objectives of the course* * *Introduce yourself and the participants to each other* * *Describe the learning logistics and participant contributions* | | | | | | |
| **Business Process** | *Identify Business Process(es) to be discussed:*   * *None* | | | | | | |
| **Terms and Concepts** | * *None* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *Course Participant Guide* | |  | |  | X |  |  |

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| **Section 1 –** Course Introduction | | | **Time:** | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Describe progressive discipline * Understand the connection between Performance Management and Progressive discipline * Identify the process at a high level * Essential Elements of each progressive discipline (informed, explain acceptable, explain consequences) * Describe what actions do and do not fall under progressive discipline (Sexual Harassment, Workplace violence) * Identify the roles in the progressive discipline process (Employee, TMIII, Second Level Manager, Human Resources) | | | | | | |
| **Business Process** | *Identify Business Process(es) to be discussed* | | | | | | |
| **Terms and Concepts** | * Progressive Discipline * Investigate * Document * Performance * Corrective Action * Disciplinary Action | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| Terms and Concepts | |  | |  | X |  |  |
| Training Guide | |  | |  | X |  |  |

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| **Section** 2 **– Counseling** | | | **Time:** | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Identify common signs of poor performance * identify how to react to poor performance (Supervisor consistency approving timesheet but employee is late) * Describe the role of performance in preventing * Describe the Goal of the counseling session * [Five](https://www.paycor.com/resource-center/5-tips-for-successful-performance-counseling) tips to successful counseling (don’t wait too long, process, timely escalation, drive ownership, recognize success) * Preparing for the meeting (set meeting, document examples of behavior, research potential solutions, keep private, policy website) * During the Session – (identify the issue, seek input from employee, identify a solution, clarify the issue, gain commitment, identify results of behavior (discipline) schedule follow up) * After the session – document the results of the meeting, follow up with the employee, | | | | | | |
| **Business Process** | *Identify Business Process(es) to be discussed* | | | | | | |
| **Terms and Concepts** | * **Counseling** | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| Meeting Preparation Form | | X | |  |  |  |  |
| Counseling Exercise | |  | |  |  |  | X |

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| **Section** 3 **– Corrective Action** | | | **Time:** | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Explain when counseling needs to move onto corrective action * Differentiate between a corrective action and a disciplinary action * Describe what a [corrective](http://intranet.dot.state.co.us/employees/performance-management/corrective-disciplinary-actions) action is and why it is created * Identify the roles involved in the corrective actions process (employee, TMIII, second level manager, employee relations, civil rights manager) * Elements of the corrective action plan (background, expectations timeframe, consequences if not met, statements rights and grievance * When to fill in a PIP or use the corrective action plan | | | | | | |
| **Business Process** | *Identify Business Process(es) to be discussed* | | | | | | |
| **Terms and Concepts** | * Corrective Action | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| PIP Work instruction | |  | |  | X |  |  |
| [Corrective Action Plan](http://intranet.dot.state.co.us/employees/performance-management/corrective-disciplinary-actionshttp:/intranet.dot.state.co.us/employees/performance-management/documents/corrective-action) template | | X | |  |  |  |  |
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| **Section** 4 **–** Disciplinary Actions | | | **Time:** | | | | |
| **Section Objectives** | Upon completing this section, participants should be able to:   * Describe what a disciplinary action and the process * When a corrective action becomes a disciplinary action * Steps which must be taken prior to Disciplinary action * Describe the role of the TMIII in the disciplinary action process (details of why it is needed, documenting the actions of the employee, providing feedback on outcome of plan) * Identify the tools provided and how to complete them | | | | | | |
| **Business Process** | * Disciplinary Action | | | | | | |
| **Terms and Concepts** | * Disciplinary Action * Disciplinary Action letter * 6-10 meeting | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| Disciplinary Action letter | | X | |  |  |  |  |
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| **Section: Conclusion** | | | **Time:** 9 minutes | | | | |
| **Section Objectives** | Upon completing this course, participants should be able to:   * Conclusion - use the list of the learning objectives found in the Overview section * Describe where participants can I get help from people and resources * Solicit questions | | | | | | |
| **Business Process** | *Identify Business Process(es) to be discussed* | | | | | | |
| **Terms and Concepts** | * *Identify key terms and concepts that address the Section Learning Objectives and list them at here. In the form of:* ***Term*** *- Definition* | | | | | | |
| **Supporting Documents** | | **Forms** | | **Policy** | **Other** | **Demo** | **Exercise** |
| *None* | |  | |  |  |  |  |