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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
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| **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%3A/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*  |  |  |  |  |  |