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# *Documenting Discipline*

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## **T r a i n i n g   L e a d e r ' s   G u i d e**

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# *Documenting Discipline*

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P r e p a r a t i o n   M a t e r i a l s

## Icon Key



Flipchart



Read or  
Paraphrase



Overhead



Worksheet



Video



Ask and Discuss

## Introduction

What do you do with employees who are not living up to expectations? Do you fire them on the spot? Do you give them another chance? How many chances do you give them before you terminate them? These questions and many more are being asked every day by supervisors and managers. Do you know the answers?

Handling performance problems and disciplining employees are major parts of every supervisor's job. This video, *Documenting Discipline*, helps to answer many questions supervisors have about handling performance problems with their employees and documenting the progressive discipline process.

In the video you will meet Bob, who, like many supervisors, discovers that he is having a hard time dealing with the performance problems of his employees. With the help of a friend who is also a manager, Bob learns the process of progressive discipline and how to properly document the process.

After attending this training session, participants will:

- Explain the importance of proper documentation and its effect on the organization.
- Recognize the characteristics of good documentation.
- Explain the key points of FOSA.
- Follow the steps for conducting disciplinary sessions with employees.
- Record actions in an incident diary.
- Avoid common pitfalls supervisors face when documenting discipline.

Before conducting this training session, we encourage you to view the video and read through this guide at least twice to become comfortable with the format and subject matter. This will ensure that your participants get the most from their training.

# *Training Session Checklist*

*This checklist should be used to help you gather all necessary materials for the training session.*

## **Meeting Preparation**

- Determine your training objectives.
- Measure the current status of your participants using the Pretraining Survey.
- Choose different ways to train to ensure transfer of information.

## **Location**

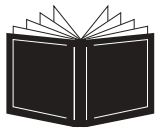
- Create a relaxed environment.
- Make sure all seats have a good view of the visuals.
- Make sure there is enough light to take notes when participants view the video *Documenting Discipline*.
- Provide an adequate writing surface for participants.
- Check for good acoustics.
- Verify that your room is accessible and equipped for participants with disabilities.

## **Video Equipment**

- Make sure the VCR is properly connected to the monitor.
- Test the VCR, and check monitor for proper picture, color, and volume.
- Make sure the tape is rewound and ready to play before beginning your session.
- Check all other equipment for proper operation.

## **Materials**

- Training Leader's Guide*
- Videotape—*Documenting Discipline*
- How-To Book—*Documenting Discipline*
- Overheads
- Paper and Pencils
- Additional Equipment
- Participant Worksheets



*Documenting  
Discipline*  
by Mike Deblieux

# *Trainer's Instructions for Using the Book* **Documenting Discipline**

## **Group Training Sessions**

*Documenting Discipline*, part of Coastal's How-To Book Series, is an excellent complement to your group training session. Throughout this guide, we have included several exercises from *Documenting Discipline*. To use the book effectively, you may:

- Use the exercises we have developed for this course, incorporate other exercises from the book that you feel better meet the needs of your organization, or use a combination of both.
- Assign reading of an entire chapter of the book that covers an area you wish to emphasize in your session.
- Assign reading of the entire book and completing of assigned exercises.

## **Self-Study**

No time to call everyone together for training? No problem—Coastal has made training even easier with its self-study programs. By combining the effectiveness of the video *Documenting Discipline* and Coastal's How-To Book *Documenting Discipline*, your employees can improve their skills through self-guided study.

Written in a user-friendly, easy-to-understand style, the book includes interactive exercises in each chapter to help the reader process the information and put it into action—ensuring that the information makes an impact.

## **On-the-Job Reference Tool**

Providing copies of the book to each training participant allows you to continue instilling the importance of improving workplace performance after your session is completed. The book is an excellent tool for continued learning and provides an easy, hands-on reference for use on the job.

Order discounted copies for all your session participants today.



## *Tips for Transferred Learning*

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

### **1. Adults learn when they feel they need to learn.**

Discuss ways your training will help participants improve job performance by learning how to motivate employees.

### **2. Adults learn through practical applications.**

Use the exercises found in this Training Leader's Guide or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the How-To Book *Documenting Discipline*, for your participants to take back to their jobs for continued and reinforced learning.

### **3. Adults learn by solving realistic problems.**

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

### **4. Adults learn in an informal environment.**

Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

### **5. Adults learn by different training methods.**

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

### **6. Trainers learn through follow-up methods.**

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions; etc., can help you evaluate the information being used on the job site.

## *Possible Session Agendas*

Two session agendas have been provided to help guide you through your *Documenting Discipline* session. You can modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided if you wish to create your own agenda.

### **1 1/2-Hour Session**

<b>Activity</b>	<b>Time</b>	<b>Page</b>
Introduce Session to Participants	15 minutes	18
Show Video and Review	40 minutes	20
Exercise from the Book <i>Documenting Discipline</i>	15 minutes	21
Posttraining Survey	15 minutes	27
Evaluation	5 minutes	

### **3-Hour Session**

<b>Activity</b>	<b>Time</b>	<b>Page</b>
Introduce Session to Participants	15 minutes	18
Show Video and Review	40 minutes	20
Exercise from the Book <i>Documenting Discipline</i>	15 minutes	21
<b>Break</b>	<b>5 minutes</b>	
Using The FOSA Formula Exercise	15 minutes	22
Incident Diary Exercise	20 minutes	23
Performance Documentation Skill Practice	20 minutes	25
<b>Break</b>	<b>5 minutes</b>	
Oral Warning Skill Practice	25 minutes	26
Posttraining Survey	15 minutes	27
Evaluation	5 minutes	

## *Trainer's Personalized Session Agenda*

You may want to plan a session that is different from the agendas provided. Below is a blank agenda to assist you in outlining your session.

<b>Activity</b>	<b>Time</b>	<b>Page</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## *Invitation Memo to Participants*

This memo can be sent to your participants approximately one to two weeks prior to your training session. Modify the memo to fit your specific needs.

(Today's Date)

TO: (Participant's Name)  
FROM: (Trainer's Name)  
RE: ***Documenting Discipline*** Training Session

As a valued supervisor at (Company Name), a very important part of your job is handling performance problems and disciplining employees. However, if this is not done appropriately and your actions are not documented fully, you can leave yourself and our company open to legal consequences.

On (Date) at (Time), we will be holding a training session on the disciplinary process at (Company Name) and how proper documentation is essential for a successful working relationship within our organization. During the session, we will learn to:

- Explain the importance of proper documentation and its effect on the organization.
- Recognize the characteristics of good documentation.
- Explain the key points of FOSA.
- Follow the steps for conducting disciplinary sessions with employees.
- Record actions in an incident diary.
- Avoid common pitfalls supervisors face when documenting discipline.

Please mark your calendar so you can attend this very informative training session. It will be well worth your while!

Thanks!

## *Trainer's Instructions for the Pretraining Survey*



1. Complete the Invitation Memo to Participants and send it along with a copy of the Pretraining Survey (included with Participant Materials) to each of the participants. Ask them to complete this survey and return it to you at least five days before the training session.
2. Use the Pretraining Survey to evaluate the needs of your participants. This survey will allow you to design the training session to emphasize areas or topics of importance.
3. A Posttraining Survey is also provided for use at the end of the training session. It will help you determine if your training goals have been met or if further education and training are necessary.

### **Trainer's Instructions for the Pretraining Survey**

#### **Answers for the Pretraining Survey for *Documenting Discipline***

1. False
2. E. All of the above
3. True
4. True
5. False
6. False
7. False
8. True

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# *Documenting Discipline*

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**T r a i n i n g   M a t e r i a l s**

## *Introducing the Session to Participants*

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### **Trainer's Instructions**



#### **Time Required:**

- 15 minutes

#### **Materials Needed:**

- Overheads 1-4

#### **Objectives:**

- To introduce participants to each other and create an environment conducive to training.

- 
1. Ask participants to introduce themselves and tell why they are attending and what they hope to gain from today's session.
  2. After all introductions are complete, introduce yourself to the group. Then describe the agenda for the training session and outline the training goals.
  3. Read or paraphrase the following to the group:  
**By the end of today's session, you will be able to:**
    - Explain the importance of proper documentation and its effect on the organization.
    - Recognize the characteristics of good documentation.
    - Explain the key points of FOSA.
    - Follow the steps for conducting disciplinary sessions with employees.
    - Record actions in an incident diary.
    - Avoid common pitfalls supervisors face when documenting discipline.
  4. Ask participants if there are any questions before the session begins.
  5. Read or paraphrase the following to the group:  
**Documenting discipline is increasingly important in today's workplace. When documenting an employee's work habits or performance levels, your documentation should be:**
    1. Objective
    2. Accurate
    3. Factual



**The FOSA method is a proven way to document work activities accurately and fairly. The key ideas behind FOSA are:**

- F – Facts**
- O – Objectives**
- S – Solutions**
- A – Actions**

**Today we are going to view several situations that could require disciplinary action and consider how they should be documented.**

**We will learn the method of progressive discipline—the steps that need to be taken to properly discipline and document your employee’s work habits and performance.**

**Progressive discipline involves the following steps:**



- 1. Oral warning**
- 2. Written warning**
- 3. Last-step option**
- 4. Termination**



## *Show Video and Review*

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### **Trainer's Instructions**



#### **Time Required:**

- 40 Minutes

#### **Material Needed:**

- Video—*Documenting Discipline*

#### **Objective:**

- To show the video and discuss as a group.
- 

1. View the video *Documenting Discipline*.
2. Encourage participants to take notes on the ideas presented in the video.
3. After viewing the video, discuss the following questions:
  1. Why is progressive discipline important to:
    - the employee with a performance problem?
    - coworkers of an employee with a performance problem?
    - your credibility as a supervisor?
  2. What part of handling a discipline problem is difficult for most supervisors? Why? What can you do to overcome these difficulties?
  3. Without naming names, share with the group specific examples of performance problems you are facing within your department. What type of documentation methods do you use now? What should you be documenting?
  4. What are some alternatives to termination for employees with performance problems? What would be acceptable within our organization as alternatives?
  5. What are the consequences of not following proper disciplinary and documentation procedures?
  6. What is FOSA and why is it so important?
  7. What is the main goal of the progressive discipline process?

## *Exercise From the Book Documenting Discipline by Mike Deblieux*

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### Time Required:

- 15 Minutes

### Material Needed:

- How-To Book—*Documenting Discipline*

### Objective:

- To explain the FOISA process and why it is essential when documenting discipline.
- 

### Trainer's Instructions



1. Read or paraphrase the following:

**We not only need to know how to write and issue proper disciplinary notice but also to understand the importance of this necessary procedure. Once we understand the legal implications of documentation, we are well on our way to an effective process!**

**Let's take the next few minutes and work through an exercise in our book.**



2. Ask participants to read the paragraphs on pages 8 and 9 in *Documenting Discipline* under the subheads entitled "The FOISA + System" and "Why Is Documentation So Important?"



3. Have participants complete the Take a Moment exercise on page 10. Allow 8 minutes for the exercise. Discuss their answers when they've completed the exercise.

## *Using the FOSA Formula Exercise*

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### Time Required:

- 15 Minutes

### Materials Needed:

- FOSA Formula Worksheet
- Flipchart

### Objective:

- To document discipline using facts, objectives, solutions, and action information.
- 

### Trainer's Instructions



1. Hand out the FOSA Formula Worksheet to participants and read or paraphrase the following:  
**Let's take a moment and apply the FOSA concept to some examples and see how it works. Keep in mind the definitions for FOSA. I will write this on the flipchart for reference.**

- F – Facts (What, When, Where, and Who)**
- O – Objectives (Defined Expectations)**
- S – Solutions (Methods to Improve Performance)**
- A – Action (Consequences)**
  
- N – None of the above (Inappropriate data)**

### FOSA Formula Worksheet–Answers

1. I expect you to be at work by 8:00 a.m. **F**
2. Spend one hour each week with my assistant to learn how to use the computer. **S**
3. You've got a terrible attitude about work. **N**
4. John left the confidential file drawers unlocked overnight last Monday and Wednesday. **F**
5. If not, I will not grant you the time off requested for next month. **A**

## *Incident Diary Exercise*

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### Trainer's Instructions



#### Time Required:

- 20 Minutes

#### Material Needed:

- Incident Diary

#### Objective:

- To practice documenting performance.
- 

1. Read or paraphrase the following:

**Can someone tell me about the method of documentation used in the video and how it worked?**

*Solicit one or two responses.*

**There are countless methods of recording documentation for disciplinary purposes. The video shared one method and now we are going to use another, similar to the calendar method. Keep in mind, there is no one right or wrong way unless the company specifies. It is most important to keep the information simple and easy to recall.**

2. Distribute copies of the Incident Diary to each participant.
3. Read the background information to the group.
4. Ask each participant to read through the housekeeping department highlights and complete the Incident Diary.
5. After participants have filled out their Incident Diaries, discuss and critique entries as a group or in pairs, depending on class size.



#### Background Information:

**You are the supervisor of housekeeping for the Anita Beauty Rest Hotel. Your department is responsible for cleaning up to 50 hotel rooms every day. The basic job requirements for your employees include:**

- Work the hours of 8:00 a.m. to 4:30 p.m. with two 10-minute breaks and one half-hour break for lunch.
- Every room should have fresh towels; a clean tub, sink, and toilet; and freshly made beds; all trash should be picked up; and the room should be dusted.

- All cleaning needs to be finished by 2:00 p.m.
- All linens and towels need to be washed and folded by the end of the workday.

**Instructions:** Read the highlights of what happened within your department today. As the supervisor, what facts should you document in your Incident Diary for today?

**Highlights of Today:**

Mary arrived for work at 8:10 a.m. She looked as though she hadn't slept all night. Barb finished her assigned 10 rooms by 11:00 a.m. and offered to help Mary since she was running behind.

Bob was unable to be found for about 30 minutes this afternoon. I discovered later that he had to leave on a personal errand that took longer than he thought. Because he was gone for such a long period of time, he missed his 2:00 p.m. deadline.

Jane, the new employee, completed the "buddy system" and cleaned her first room by herself. Jane has been very good about trying to learn her duties. I think she was fired from her last job. I hope that doesn't happen here.

Mary and I met at 2:30 to talk about her tardiness. She said she would improve but was having some personal problems. I told her she was expected to be at work each day at 8:00 a.m. If she could not do so, she would be subject to discipline.

Upon double-checking Jane's assigned rooms, I discovered that she had forgotten to clean the sink in 103. I will discuss this with her tomorrow morning. Bob finished the laundry by 3:30 but failed to fold several towels.

## *Performance Documentation Skill Practice*

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### Trainer's Instructions

**Time Required:**

- 20 Minutes

**Materials Needed:**

- Performance Documentation Worksheet
- Observer's Guide

**Objective:**

- To practice providing progressive discipline.
- 

1. Read or paraphrase the following:  
**Now you will have an opportunity to practice issuing progressive discipline through a skill practice activity. We will be using the Performance Documentation Worksheet to write out specific facts, objectives, solutions, and actions regarding a performance problem that has recently taken place in your current department.**
2. Ask the participants to number off into groups of three. During the skill practice, one person will act as the supervisor, one will be the employee, and the third person will be an observer. Remind participants that the purpose of the exercise is to practice their skills in a controlled environment.
3. Ask the supervisors to explain to the others in their group the background of their situation.
4. Have the supervisors talk with the employees as if the situation was really happening. Ask the employees to respond as they think actual employees would.
5. Give observers the Observer's Guide. Ask them to listen to how the FOSA formula is communicated. When the exercise is over, they will be asked to provide feedback to the supervisor.
6. After the skill practice is completed, ask the observers to comment to the supervisors on how they handled their situation.
7. Have participants switch roles and continue the skill practice until each individual has been allowed to practice.
8. Conclude the exercise with a few minutes of feedback time.

## *Oral Warning Skill Practice*

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**Time Required:**

- 25 Minutes

**Materials Needed:**

- Performance Documentation Worksheet
- Oral Warning Handout
- Observer's Guide

**Objective:**

- To practice giving an oral warning to an employee.
- 

**Trainer's  
Instructions**



1. Have participants break into groups of three.
2. Advise participants that they will be given three situations on a handout and each of them will take a turn being the supervisor. Supervisors should handle the situation in a manner consistent with the FOSA formula.
3. During the skill practice, the supervisor will have to invent specific facts to make the situation more realistic.
4. The participant playing the employee should react to the situation the way he/she feels an average employee would.
5. The third person in the group should act as an observer and offer feedback to the supervisor. An Observer's Guide is in the participant materials.

## *Posttraining Survey*

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**Time Required:**

- 15 Minutes

**Materials Needed:**

- Posttraining Survey Worksheet

**Objective:**

- To gain useful information from participants regarding the effectiveness of the activities and content of *Documenting Discipline*.
- 

### **Trainer's Instructions**



1. Read or paraphrase the following:  
**This worksheet is designed to evaluate the effectiveness of this training session. In no way will it be used to penalize you.**
2. Distribute the Posttraining Survey and give participants time to complete it. Discuss the questions once everyone is finished.
3. Collect the surveys at the end.



## *Follow-up Memo*

This memo should be personalized and sent to each participant's manager one to two weeks after your training session. By following up in this manner, you are providing participants an opportunity to put the materials to work in their own environment.

(Today's Date)

TO: (Participant's Manager)  
FROM: (Your Name)  
RE: ***Documenting Discipline*** Training Session

Earlier this month, a member of your department attended a training session that talked about the documentation process surrounding disciplinary action in the workplace. The objectives of the training session were to enable participants to:

- Understand the importance of proper documentation and its effect on their organization.
- Be able to discuss the characteristics of good documentation.
- Understand the key points of FOSA.
- Know the steps involved in conducting disciplinary sessions with employees.
- Be committed to the usage of an incident diary.
- Be prepared for common pitfalls supervisors sometimes face when documenting discipline.

Your help is needed to ensure that your employee has an opportunity to put the ideas that he/she learned in this session to work within your area. To help with this, you are asked to take the following actions:

- Encourage your employee to use the survey he/she received and used during the training session.
- Ask him/her for their impressions of the training session.
- Give feedback to me on the positives/negatives you see regarding the training session.

Your help in this matter will assist in the transfer of training and improve the skills of your employee, which in turn will improve your department.

If you have any questions, please contact me at extension (###).

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# *Documenting Discipline*

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**P a r t i c i p a n t M a t e r i a l s**

# Pretraining Survey for *Documenting Discipline*

**Instructions:** Read each question and write your answers in the space provided. Be prepared to discuss your answers at the training session.

1. T or F  
All a supervisor must do before terminating an employee is warn the employee at least once.
  
2. Which of the following elements must be included in all documentation?
  - a. Facts
  - b. Objectives
  - c. Solutions
  - d. Actions
  - e. All of the above
  
3. T or F  
It is recommended that supervisors write down both good and bad examples on performance of the part of their employees.
  
4. T or F  
Just as an oral warning should be written, a written warning should also be spoken.
  
5. T or F  
It is important to follow a standard documentation format if you want your data to be useful.
  
6. T or F  
When documenting disciplinary actions, you should always make special notes on your individual opinion on the matters at hand once the facts have been recorded.
  
7. T or F  
Once an employee is terminated from an organization, there is not a need to keep past documentation regarding the employee's performance.
  
8. T or F  
Documentation is the key to appropriate, effective disciplinary action.

# Using the FOSA Formula Worksheet

**Instructions:** Take a moment and apply the appropriate letter to the following statements.

**F – Facts (What, When, Where, and Who)**

**O – Objectives (Defined Expectations)**

**S – Solutions (Methods to Improve Performance)**

**A – Action (Consequences)**

**N – None of the above (Inappropriate data)**

1. I expect you to be at work by 8:00 a.m. \_\_\_\_
2. Spend one hour each week with my assistant to learn how to use the computer. \_\_\_\_
3. You've got a terrible attitude about work. \_\_\_\_
4. John left the confidential file drawers unlocked overnight last Monday and Wednesday. \_\_\_\_
5. If not, I will not grant you the time off requested for next month. \_\_\_\_

# Incident Diary Handout

## **Background Information:**

You are the supervisor of housekeeping for the Anita Beauty Rest Hotel. Your department is responsible for cleaning up to 50 hotel rooms every day. The basic job requirements for your employees include:

- Work the hours of 8:00 a.m. to 4:30 p.m., with two 10-minute breaks and one half-hour break for lunch.
- Every room should have fresh towels; a clean tub, sink and toilet; a freshly made bed. All trash should be picked up, and the room should be dusted.
- All cleaning needs to be finished by 2:00 p.m.
- All linens and towels need to be washed and folded by the end of the workday.

**Instructions:** Read the highlights of what happened within your department today. As the supervisor, what facts should you document in your Incident Diary for today?

## **Highlights of Today:**

Mary arrived for work at 8:10 a.m.. She looked as though she hadn't slept all night. Barb finished her assigned 10 rooms by 11:00 a.m. and offered to help Mary since she was running behind.

Bob was unable to be found for about 30 minutes this afternoon. I discovered later that he had to leave on a personal errand that took longer than he thought. Because he was gone for such a long period of time, he missed his 2:00 p.m. deadline.

Jane, the new employee, completed the "buddy system" and cleaned her first room by herself. Jane has been very good about trying to learn her duties. I think she was fired from her last job. I hope that doesn't happen here.

Mary and I met at 2:30 to talk about her tardiness. She said she would improve but was having some personal problems. I told her she was expected to be at work each day at 8:00 a.m. If she could not do so, she would be subject to discipline.

Upon double-checking Jane's assigned rooms, I discovered that she had forgotten to clean the sink in 103. I will discuss this with her tomorrow morning. Bob finished the laundry by 3:30 but failed to fold several towels.



# Performance Documentation Worksheet

**\*\*Remember to be specific and focus on behavior.\*\***

**1. F – Facts**

What happened?

When did it happen?

Where did it happen?

Who was involved?

**2. O – Objectives**

What are the performance expectations and when were they communicated to the employee?

**3. S – Solutions**

What forms of assistance or coaching were offered to the employee to help him/her solve the performance problem?

**4. A – Actions**

What are the consequences for the employees if they do not improve their performance?

# Performance Documentation

## Observer's Guide

**Instructions:** As an observer, your role is to observe the other participants during the role-playing and record your observations. After the role playing, you should be prepared to discuss your observations with the “supervisor.”

1. Was the supervisor specific and did he/she have and use facts?
2. Did the supervisor explain what the performance expectations are?
3. Did the supervisor offer some suggestions to help the employee?
4. Were the consequences of not improving performance explained to the employee?



# Oral Warning Handout

## **Situation #1:**

You are the supervisor for Eugene, a person on your staff who has fallen into a habit of taking 30-minute breaks in the morning and afternoon as well as an extra-long lunch hour.

### Supervisor #1:

- What is/are the issue(s) you need to address?
  - Make an outline of the facts you need.
  - Develop your FOSA outline.
  - Deliver an oral warning to Eugene.
- 

## **Situation #2:**

You are the supervisor of Joe, who has begun to submit incomplete reports to you. Instead of facing the situation, Joe is dropping the reports on your desk or putting them in your in-basket. On numerous occasions, you have had to stay late to research additional material so you can meet your deadline the following day.

### Supervisor #2:

- What is/are the issue(s) you need to address?
  - Make an outline of the facts you need.
  - Develop your FOSA outline.
  - Deliver an oral warning to Joe.
- 

## **Situation # 3:**

You are the supervisor of Marty, who works in your customer service area. On several occasions, you have witnessed Marty being discourteous to customers and even slamming the phone down. Marty has a good relationship with coworkers but at times can be difficult to work around because of his negative attitude.

### Supervisor #3:

- What is/are the issue(s) you need to address?
- Make an outline of the facts you need.
- Develop your FOSA outline.
- Deliver an oral warning to Marty.

# Oral Warning Observer's Guide

**Instructions:** As an observer, your role is to observe the other participants during the skill practice, record your observations, and provide constructive feedback. After the skill practice, you should discuss your observations with the "supervisor."

1. What facts, objectives, solutions, and actions were described to the employee?

F –

O –

S –

A –

2. Was the communication clear and specific?

3. Was the oral communication properly composed using the FOSA formula?

4. Do you have any suggestions on how the situation could have been handled differently?

# Posttraining Survey for *Documenting Discipline*

**Instructions:** The questions listed below highlight key points from your *Documenting Discipline* training session. Consider the questions and write your answers in the space provided.

1. What is the FOSA formula? (What does the acronym stand for?)
2. Your regular calendar, a special calendar or notebook, or even a computer file can serve as your source of reference for actual things that happen in your environment. This tool is called your \_\_\_\_\_.
3. What kinds of facts should be documented in a disciplinary action memo?
4. What is the first action in progressive discipline?
5. What is the second action in progressive discipline?
6. What are the three components of an oral warning?
7. Explain the concept of progressive discipline.
8. What doesn't a termination notice contain that other progressive discipline notices do?

# Session Evaluation Form

## *Documenting Discipline*

**INSTRUCTIONS:** Please circle the number that best describes your evaluation of the training session.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
This training program concentrates on how to document employee discipline.	5	4	3	2	1
This training program helped me to understand the importance of documenting employee discipline.	5	4	3	2	1
As a result of this program, I am more confident in my ability to document employee behavior.	5	4	3	2	1
The objectives of the program were clearly presented.	5	4	3	2	1
Opportunities to ask questions and discuss issues were sufficient.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of this program was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This program could be improved by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would recommend this session to others. (Circle one.)      **Yes**      **No**

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# *Documenting Discipline*

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O v e r h e a d s

**By the end of today's session, you will be able to:**

- **Explain the importance of proper documentation and its effect on our organization.**
- **Recognize the characteristics of good documentation.**
- **Explain the key points of FOSA.**
- **Follow the steps for conducting disciplinary sessions with employees.**
- **Record actions in an incident diary.**
- **Avoid common pitfalls supervisors face when documenting discipline.**

## **Documentation should be:**

- 1. Objective.**
- 2. Accurate.**
- 3. Factual.**

# **FOSA**

**F – Facts**

**O – Objectives**

**S – Solutions**

**A – Actions**



## **Progressive Discipline**

- 1. Oral Warning**
- 2. Written Warning**
- 3. Last-Step Option**
- 4. Termination**

**\*\*Each step must be documented.\*\***

# *Notes Page*

# *Notes Page*

# *Notes Page*