

I'd like a word with you

The discipline interview



A Video Arts production
featuring Hugh Laurie, Paul Merton,
Dawn French, Jesse Birdsall and
Helen Baxendale.

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The discipline interview

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Tel: 020 7400 4800 Fax: 020 7400 4900

email: info@videoarts.co.uk

Sales tel: 0845 601 2531

Visit our website at: www.videoarts.com

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Written by: Pat Mitchell, Mitchell Management Training

Designed by: Design Revolution, Brighton

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Titles in this series:

Absence minded: managing absenteeism

An inside job: meeting internal customer needs

Building the perfect team: Belbin's team role theory in action

Can you spare a moment?: counselling skills for managers

Demanding customers: customer care made perfect

Does the team work?: improving effectiveness through teamwork

First among equals: leading a team

How am I doing?: the performance review

How to lose customers without really trying: keeping the customer satisfied

I wasn't prepared for that: overcoming the fear of making presentations

I'd like a word with you: the discipline interview

If looks could kill: the power of behaviour

It's your choice: selection skills for managers

Meetings, bloody meetings: making meetings more productive

More bloody meetings: the people side of meetings

Negotiating - tying the knot: a skill for life

No complaints?: complaints and the customer

Not my type: valuing diversity

On the receiving end: making call centres more effective

Performance matters: the importance of praise

Performance matters: the need for constructive criticism

Project management: leading a project team

Report writing: the art of writing a good report

Selecting the perfect team: utilising internal and external resources

Sell it to me! parts 1 & 2: essential skills for a salesperson

Straight talking: the art of assertiveness

Talking to the team: how to run a team meeting

Team spirit?: how to be an effective team member

Telephone behaviour: the rules of effective communication

The balance sheet barrier: the basics of business finance

The best of motives, parts 1 & 2: informing and involving

The dreaded appraisal: both sides of the appraisal interview

The grapevine: communicating in a world of change

The helping hand: coaching skills for managers

The paper chase: cutting back on paperwork

The unorganised manager, parts 1 & 2: damnation and salvation

The unorganised manager, part 3: divine intervention

The ultimate change show: managing change

The ultimate stress show: managing stress

Who sold you this, then?: effective after-sales service

You'll soon get the hang of it: the techniques of one-to-one training

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OHP-1-OHP-7 Presentation 'slides'/OHPs*

Certificate*

*Copies of these resources are available on the enclosed computer CD-ROM or DVD to allow you to customise them to your specific requirements and to print the required number of copies from the master for the sole purpose of the training envisaged by the programme, and not for any commercial purpose.

Video-based training from Video Arts



Congratulations on choosing **I'd like a word with you** from Video Arts to help develop the skills in your organisation.

Video Arts is recognised as the world leader in video-based training, with over 30 years' experience in staff development. With more than 250 programmes on video and elearning/on-line covering all the essential skills of business, you can remain confident that training with Video Arts is the most effective way to improve the skillset of the people within your organisation.



Once you've asked the right questions, know how to listen.

Why train?

Train hard, fight easy - Marshal Zhukov

These days, it is difficult for organisations to become successful and stay that way. The pace of change is faster, competition is tougher, customers are more demanding, innovation is more prized, but harder to achieve.

Part of the response has been to create leaner, flatter, more flexible structures, but structures don't run organisations and create success, people do - intelligent people, energetic people, reliable people and, most of all, people with the right mix of up-to-date knowledge and skills.

That means people who are trained, not for a lifetime's work, not just once in a while, but as a central, continuing part of their working lives.

Why use video-based training?

Video is familiar. Television is how most people find out what is going on in the world. It is not surprising that this is a medium they are comfortable to learn from when they are being trained.

Video makes demonstration easy. We can show situations being handled badly. We can contrast that with how to handle them well.

Video is flexible. It can be the cornerstone of a course run for a group by a specialist trainer. It can quickly provide simple, clear lessons for a team whenever it is convenient for them. It can bring interest and enlightenment to a self-study programme.

Video injects realism. It lets us present those being trained with emotional, as well as rational, problems to solve. Ask a group '*how would you deal with an angry customer?*' and you will get a tidy, textbook answer. Use video to confront them with an angry customer and you will get a much more realistic reaction.

Video provides variety. Different people learn in different ways and none of us have an infinite attention span. Video provides us with a powerful means of injecting variety into our training.

Why use Video Arts' programmes?

Winston Churchill once said that he loved to learn, but hated being taught.

That is the secret of successful training: how to help people who want to learn. We do it by combining:

A storehouse of professional knowledge and expertise, developed over 25 years and drawing on some of the best minds in the business.

The highest possible production values, both in the videos we produce and in the support material that goes with them.

The magic ingredient - humour - which can make a delight of the dullest subject.

Introduction

Few managers enjoy disciplining their staff and the way modern organisations work does not make it any easier for them to do so. Teams are smaller and relationships between managers and staff are much less formal and deferential than was the case in the past. Even the physical layout of most workplaces, such as open plan offices, makes it harder for managers to confront individuals with disciplinary issues.

Poor performance can be particularly hard to tackle. With gross misconduct the issues are often pretty clear cut. But when someone's work starts to deteriorate all sorts of questions need to be answered. What is a reasonable standard of performance? How are we measuring what the person is actually producing? Is this a training problem? Is the person ill? Do they have a problem outside work?

Managers who want the confidence and ability to correct individual's poor performance must learn to take a systematic, step-by-step approach to discipline interviews. That is what **I'd like a word with you** provides.

Objectives

Those who work their way through the **I'd like a word with you** training programme will be able to:

- Recognise the meaning of 'discipline' and the purpose of discipline interviews
- Apply a systematic, three-stage approach to establishing the nature of poor performance, identifying the reasons for it and helping the individual concerned to put it right
- Devise an Action plan for improving their discipline interviewing skills

Using I'd like a word with you

- **Dual use.** The programme can be used either as a conventional training course with a small group or for self-study by individuals. The pack contains guidance and appropriate materials for each use
- **Electronic resources.** The support materials, such as OHPs and the workbooks, are supplied on CD-ROM or DVD. This makes it easy for you to customise them to your specific requirements and allows you to print as many copies as you need for group or individual use

The target audience

The programme is designed for people at any level in an organisation who have responsibility for conducting discipline interviews.

Eight to twelve is an ideal group size.

The course leader

You do not have to be a professional trainer to lead a group through the programme. Line managers will be able to deliver this course with confidence by using the materials and detailed guidance provided.

Further resources

Other titles available from Video Arts which will help you improve discipline interviewing in your organisation include:

- **The interview programme: interviewee and interviewer techniques** This interactive programme provides users with the opportunity to practise their skills as both interviewers and interviewees
- **Can you spare a moment?: the counselling interview** This programme covers how to handle delicate situations with sensitivity

- **This is going to hurt me more than it hurts you: the bad news interview**
This programme demonstrates how to give bad news with as little damage to the employee's morale as possible
- **Managing problem people: six case studies in leadership** This series of videos shows how to turn problem people into positive performers
- **Straight talking: the art of assertiveness** This programme is about assertiveness - how to make sure that you and the messages you want to put across are noticed
- **Tough interviews: manage what you hear and say** In this Melrose masterclass programme psychologist Philip Hodson shows how to handle some of the most difficult interviews a manager can face, including dealing with poor performance
- **Feedback for performance: giving and receiving information** This Melrose programme demonstrates how to give and receive feedback in a range of day-to-day situations, including criticism of poor performance
- **The interviewer's pocketbook** This is one of the hugely successful Management pocketbook series. It covers selection, appraisal, discipline and counselling interviews

What the pack contains

The I'd like a word with you video

I'd like a word with you presents a systematic, three-stage approach to conducting discipline interviews to improve poor performance. It shows three managers, each with a particular fault which they learn to overcome.

Ethelred the Unready, played by Hugh Laurie, believes that discipline interviews are a form of ritual rebuke which the personnel department insists he should deliver from time to time. He doesn't prepare, he doesn't set clear performance standards for his staff and he is both vague and inaccurate about their actual performance.

He learns how to plan and structure his discipline interviews by establishing the gap between expected and actual performance.

Ivan the Terrible, played by Paul Merton, thinks discipline interviews are a form of punishment. He doesn't allow the member of staff to explain her poor performance. He interrupts, he is sarcastic, he tells her off in front of the rest of the team and he hands down judgement in the form of an ultimatum.

He learns how to find out the reasons for the gap between expected and actual performance by asking the right questions, listening to the answers and avoiding jumping to conclusions .

Gillian the Silent, played by Dawn French, sees discipline interviews as a trial of strength. She fails to focus on the future, she gets bogged down in arguments about details and she encourages conflict by trying to assert her authority instead of sticking to the facts.

She learns how to eliminate the gap in performance by focusing on facts, looking to the future and agreeing targets for improvement and a schedule for improvement.

Course leader's guide

- An outline of a half-day programme
- How to prepare the programme
- A detailed session plan. This tells the course leader precisely what to do and which resources to use in each session of the programme

Group training workbook

This workbook allows those taking part in a group training course to record the conclusions they reach during the various sessions and the actions they propose to take as a result of the course. The workbook is supplied on CD-ROM or DVD.

It also contains a copy of the course objectives and programme and a set of notes which summarise the main points of **I'd like a word with you**.

Self-study workbook

This workbook, which is supplied on CD-ROM or DVD, contains detailed instructions which enable individuals to work systematically through the programme. Users are prompted to record their answers to questions about what they have seen and to produce an Action plan.

The workbook also contains a set of notes which summarise the main points from **I'd like a word with you**.

Links to NVQs

Both workbooks contain a checklist of material which those who have taken part in the programme should collect, such as examples of communications briefs on specific projects, to form a portfolio of evidence which they can use to support a claim for competence in elements of NVQs.

Presentation 'slides'/OHPs

These are master copies supplied in Microsoft® PowerPoint® on computer disk for printing onto acetate or for use as a computer-driven 'slide' show.

Certificate

The CD-ROM or DVD also contains a blank certificate which users can customise and issue to those who have completed the course based on **I'd like a word with you.**

Computer disks

As explained above, the computer disks contain copies of:

- Objectives and programme (Microsoft® Word®)
- Group training workbook (Microsoft® Word®)
- Self-study workbook (Microsoft® Word®)
- Presentation 'slides'/OHPs (Microsoft® PowerPoint®)
- Certificate (Microsoft Word)

(Microsoft®, Word® and PowerPoint® are trademarks of Microsoft Corporation.)

Course leader's guide

Course programme

How to prepare the programme

Session 1 Introduction

Session 2 What is 'discipline' all about?

Session 3 Establish the gap

Session 4 Explore reasons for the gap

Session 5 Eliminate the gap

Session 6 Action plan



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Course programme

This is a suggested programme for a half-day course based on *I'd like a word with you*.

You may choose to incorporate additional sessions to cover key points specific to your organisation, or just take elements of the course and run a series of short sessions covering each aspect of *I'd like a word with you* individually.

If you would like help in facilitating this course or in adapting it to your specific requirements, call Video Arts Training Services. An experienced training consultant can advise you or, for an agreed fee, design and run a course for you.

Video Arts Training Services can be contacted on:

Tel: 020 7637 7288

email: info@videoarts.co.uk

The programme overleaf is an outline of the course.

Each session is covered in detail later in the course leader's guide.



Discipline is about performance, not conflict.

Session no.	Session content	Approx. timing
Session 1	Introduction and objectives <ul style="list-style-type: none">• Welcome and housekeeping• Objectives• Structure of the course	<i>10 mins</i>
Session 2	What is 'discipline' all about? <ul style="list-style-type: none">• Introduction• Video• Summary	<i>20 mins</i>
Session 3	Establishing the gap <ul style="list-style-type: none">• Video excerpt• Discussion• Exercise	<i>60 mins</i>
Break		<i>15 mins</i>
Session 4	Exploring reasons for the gap <ul style="list-style-type: none">• Video excerpt• Discussion• Exercises	<i>60 mins</i>
Session 5	Eliminating the gap <ul style="list-style-type: none">• Video excerpt• Discussion• Exercise	<i>45 mins</i>
Session 6	Action plan <ul style="list-style-type: none">• Video finish• Action plans• Course summary	<i>15 mins</i>
Total:		<i>3 hours 45 minutes (including break)</i>