

# ***KENAI SAFETY SUMMIT!***

## **COACHING FOR A SAFE JOB**



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WHAT ARE SOME WAYS WE COMMUNICATE?



## 5 WAYS PEOPLE COMMUNICATE:

Lying



**5 WAYS PEOPLE  
COMMUNICATE:**

Lying

Withholding

**5 WAYS PEOPLE  
COMMUNICATE:**

Lying

Withholding

Truth

**5 WAYS PEOPLE  
COMMUNICATE:**

Lying

Withholding

Truth

Exaggerating



**5 WAYS PEOPLE  
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Kidding

## 5 WAYS PEOPLE COMMUNICATE

Lying

Withholding

Truth

Exaggerating

Kidding

TEAMWORK  
**TRUST**



# SELF ASSESSMENT



**Coaching...**

**What it is / is  
not**

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# COACHING FOR SAFE JOBS

## Listen to Help Others Learn

Listening is the active process by which we make sense of, assess, and respond to what we hear

## Refer to Table 8.2

Stages of Listening, Challenges, and Helping Others Learn



**Table 8.2**  
**Stages of Listening, Challenges, and Helping Others Learn**

Stage of Listening	Challenges	Help Others Learn
<b>Receiving</b> (physically hearing and accurately identifying words)	Noisy environments, hearing protectors, terminology, language barriers, accents, talking too fast, people talking at once, groups without full participation, and distractions.	Find an environment in which people can hear the conversation. If necessary, visit the job site to collect information, and then move to a quieter area. Ensure all participants are engaged. Speak clearly and obtain an interpreter if needed.
<b>Understanding</b> (determine context and meaning of words)	The processes, programs and terminology must be learned through discussion and application.	Ask effective questions and listen to team members explain their understanding.
<b>Evaluating</b> (critical assessment of what has been heard)	Opinions and planned work directions can form quickly based upon how information is conveyed or spoken and due to biases about the source of information or previous experiences.	Focus on the potential physical events associated with the energy sources. Ask questions and listen carefully to ensure full understanding of how others have evaluated the job. Stop what you are doing, listen carefully to the responses, and think of how the other person is interpreting the work plan.
<b>Responding</b> (verbal and nonverbal responses to what is heard)	Listeners can make assumptions about what is being said, cut others off, or display responses to the information voluntarily or involuntarily.	Clarify the message ensure confusion, misunderstandings, and disagreements are addressed.
<b>Remembering</b> (what people actually retain from a conversation – their memory of key points or important details)	Many communication writings suggest <b>people retain approximately 25% of what is heard.</b> Key points can be misunderstood and detailed information might be missed if not properly addressed.	Ask others to explain the job and what hazards are involved - how they will manage the hazards for a safe job, and specific Stop-the-Job Triggers. Use the information immediately to help others improve their knowledge and abilities. Provide positive reinforcement and corrective coaching.

# LEARNING STYLES



## Visual

29 percent of people learn best by seeing or watching



## Auditory

34 percent of people learn best by listening



## Kinesthetic

37 percent of people learn best by performing tasks

*Diversity & Inclusion*

Characteristic	Visual	Auditory	Kinesthetic
Reading	Enjoys reading, watching television and movies, working crossword puzzles. Would rather read than be read to. May watch the facial expressions on your face when you speak or read to him.	Enjoys listening to the radio, music, plays, debates. Auditory children love to have stories read to them.	Enjoys active pursuits, both social and sporting, such as dancing and hiking.
Remembering	Remembers people by sight – “never forgets a face.” Remembers words by sight and is usually good at spelling – but has a hard time remembering the order of the alphabet unless recited from the beginning.	Remembers names. Good at recalling facts. Likes to talk and has an extensive vocabulary.	Remembers events; things that happened.
Directions	When giving OR taking directions would rather use a map.	Gives verbal directions – “Make a left and go two blocks before turning right.” Happy to receive instructions the same way.	Gives directions by leading the way – “It’s easier if you just follow me.”
Emotions	Reveals emotions through facial expressions.	Reveals emotions verbally through a change in vocal tone.	Reveals emotions through body language – muscle tone/movement.
Projects	Plans ahead, looks at the “big picture.” Organizes game plan by compiling lists. Detail oriented.	Handles projects by talking through procedures, debating problems, coming up with verbal solutions.	Handles projects on a step-by-step basis. Likes to roll up his sleeves and get physically involved.
Speech	Talks quickly – but may be quiet in class.	Talks at a medium pace. Likes to talk – even in class.	Talks at a slower pace.
Relations	Relates to others by making eye contact and by facial expressions.	Relates to others through dialogue, open discussion.	Relates to others through physical contact, coming close, touching.
Business	Likes to conduct business on a personal face-to-face basis.	Likes to conduct business over the telephone.	Likes to conduct business while doing something, going for a walk, while playing golf.
Learning Response	Responds better when shown than when told.	Responds better when hearing information rather than reading.	Learns concepts well through being able to manipulate objects.
Choice Words or Phrases	See you later. It looks to me as if... Clearly we have different perspectives.  I want you to take a look at this. I know beyond a shadow of a doubt that it is true.  That is pretty hazy to me.	Let’s talk later. I’m telling myself... He’s talking out of both sides of his mouth. I want to make this loud and clear. That information is ...accurate word for word. That does not really ring a bell.	Let’s keep in touch. The way I feel about... I just can’t get a handle on this.  I want you to get a grasp on this. That information is ...solid as a rock I am not sure that I am following...







# EFFECTIVE QUESTIONS

Open-ended questions start with:

Who

What

Why

Where

When

Which

How



Remember – it's **'Us'**

## LEADING THE PROCESS

**They have to know that you care before  
they care what you know...**



# MAGIC RATIO

$$\frac{\text{Positive Reinforcements}}{\text{Corrective Coaching}} = \frac{5}{1}$$

# REMEMBER – THE CONVERSATION

Common Sense



Common Knowledge

# COACHING MOMENT?











# NOT FULLY COMMITTED TO THE HOW ...

*'I could...'*

*'I might...'*

*'I'm thinking of...'*

*'Maybe I should...'*

*'I ought to...'*

*'I'd like to...'*

*'If...'*

*'Someday...'*

*'One possibility...'*



***'I'm just gonna...'***

# COACHING FOR SAFE JOBS

## SELF CHECK:

It's not about you

Seek common ground

## ASK YOURSELF:

Is it imminent danger?

Do you understand the why?

*Thank you*

