

# **COACHING TO IMPROVE SAFETY AND HEALTH PERFORMANCE**

**INSTRUCTOR: KATHY HART, ED.D.**



# TAB 1

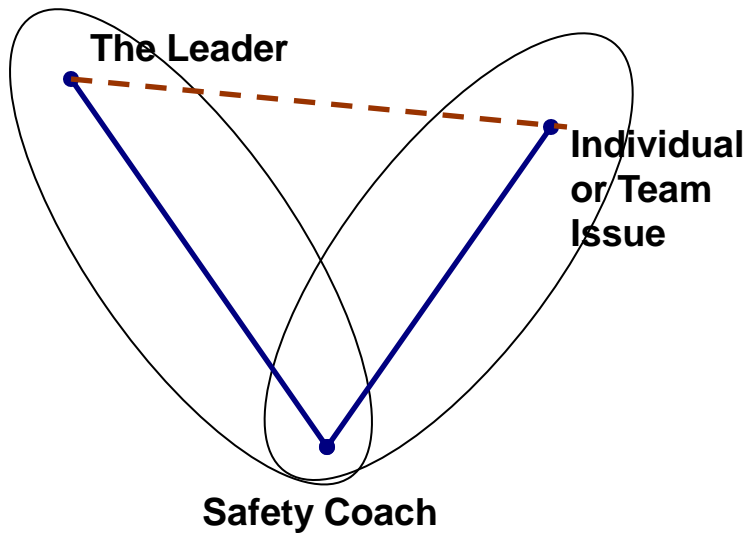
# COACHING INVOLVES:

- Identifying tasks, issues or relationships holding people back
- Brainstorming to find new actions or behaviors
- Giving feedback on new actions or behaviors

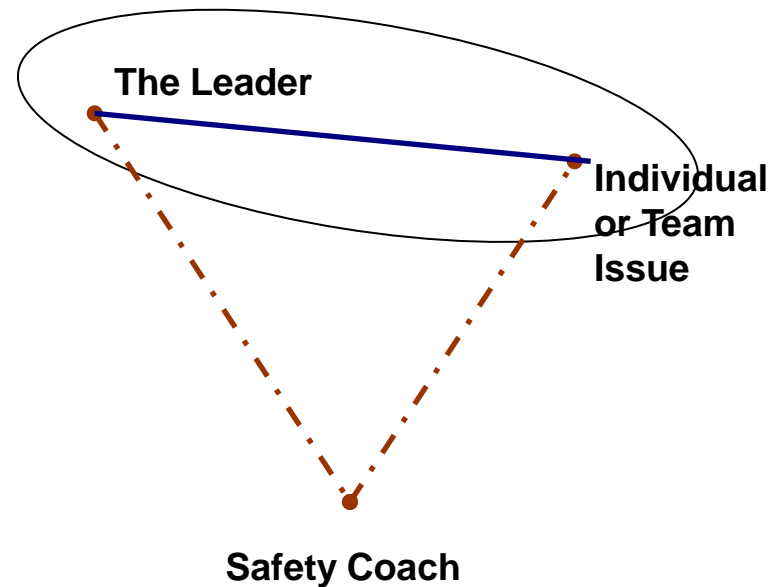


# WHICH ADVANCES ESH PERFORMANCE ?

## Coach Focused



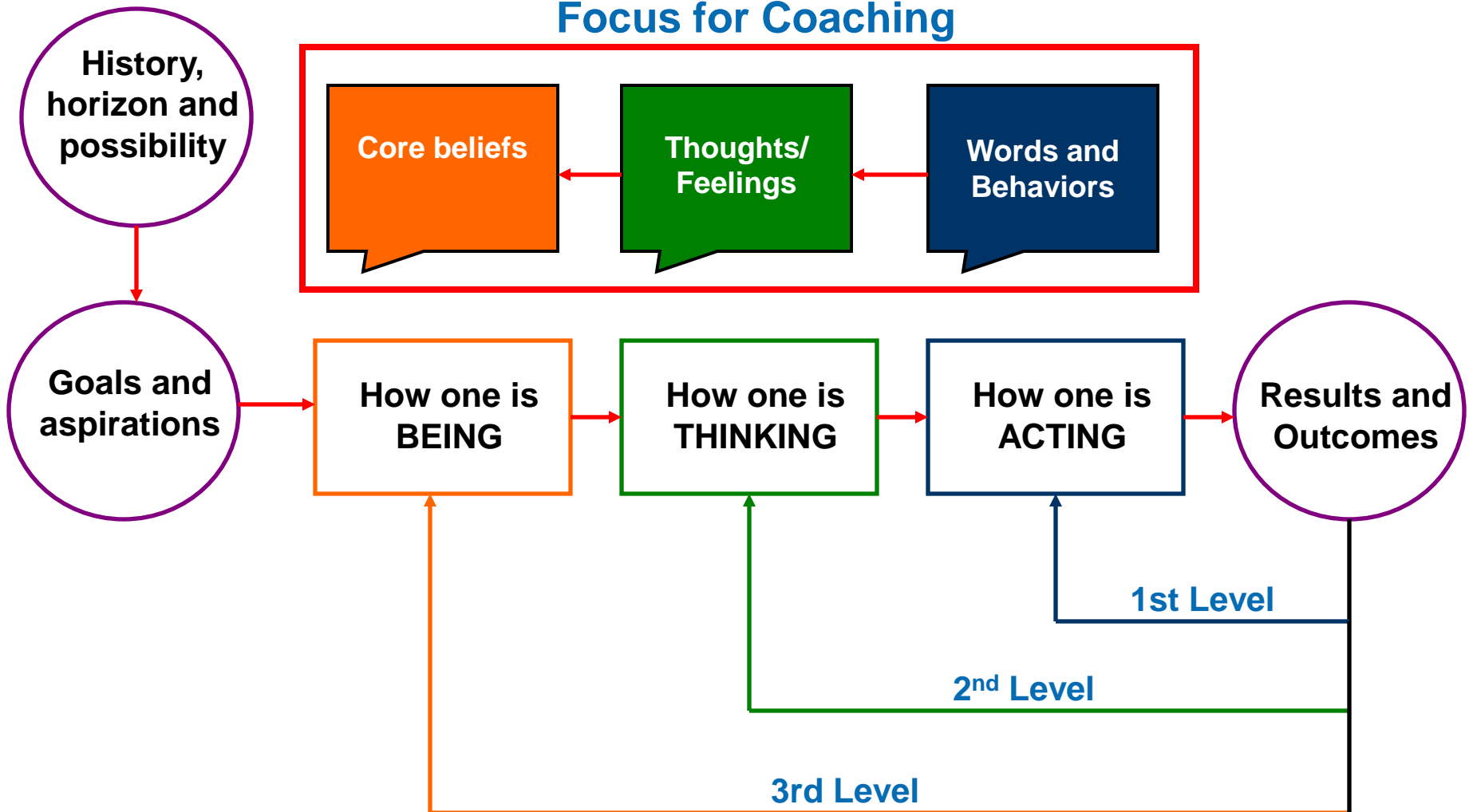
## Client Focused



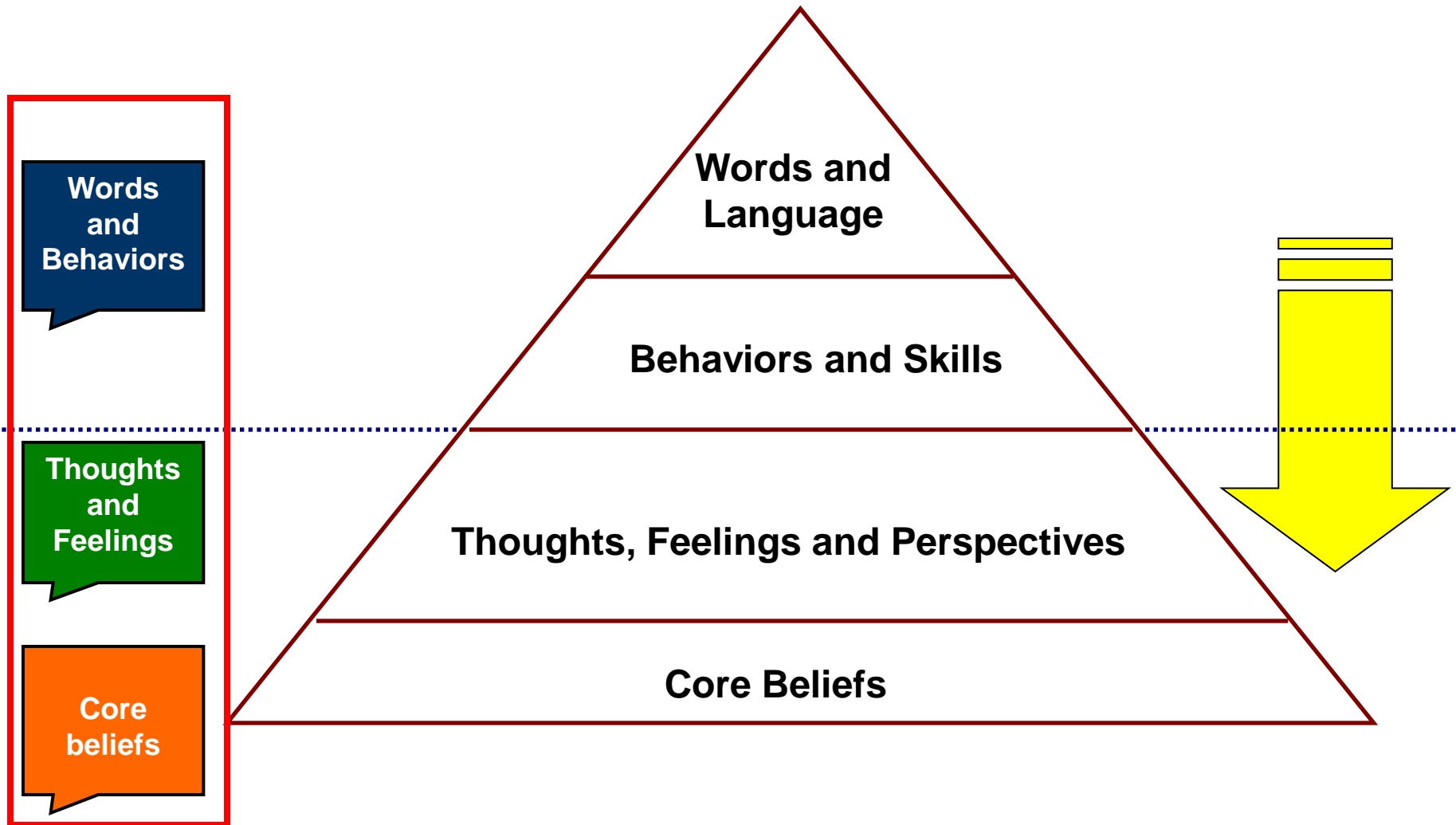
- Primary Relationship
- - - Secondary Relationship

\* Model adopted from Mary Beth O'Neil, *Executive Coaching with Backbone and Heart*

# TRIPLE LOOP LEARNING



# COACHING LAYERS



# COACHING BLENDS INQUIRY AND ADVOCACY

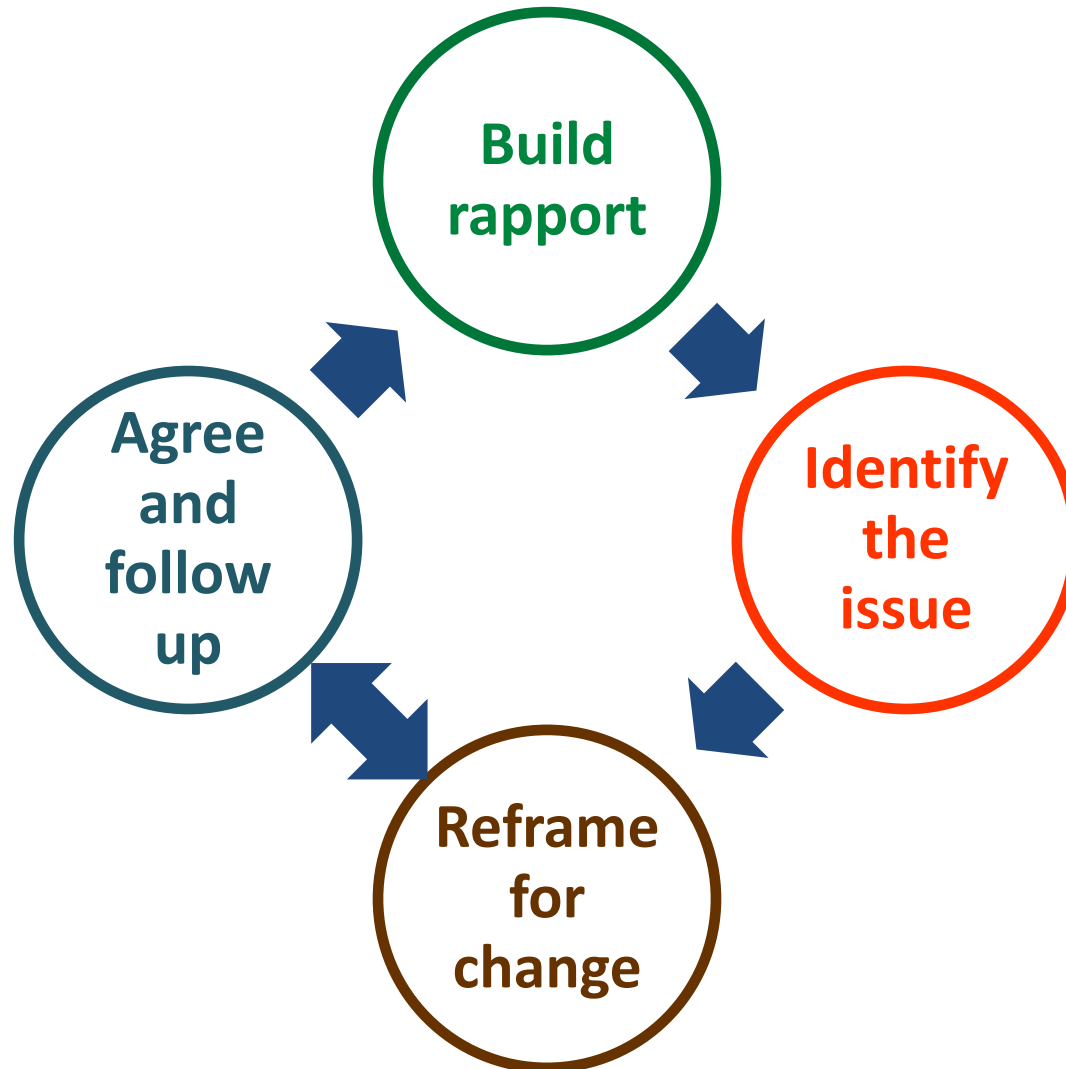
Think twice before you speak, because your words and influence will plant the seed of either success or failure in the mind of another. (Napoleon Hill)



# TAB 2

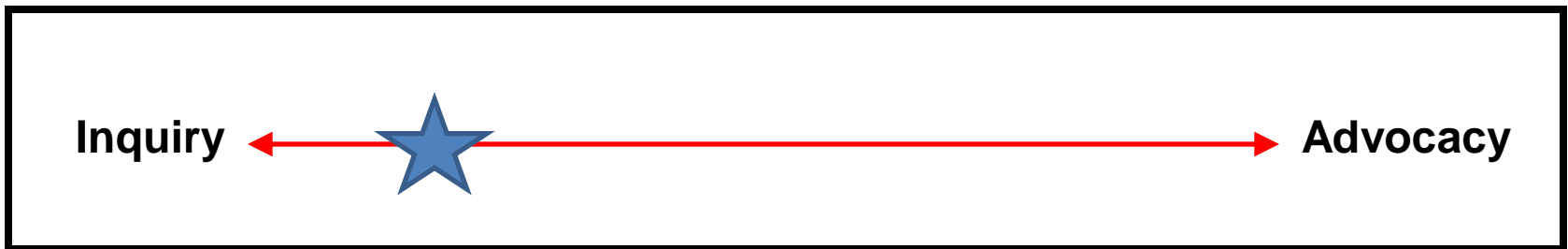
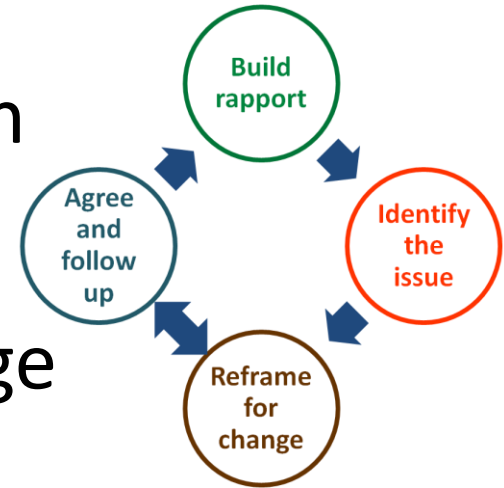


# COACHING MODEL

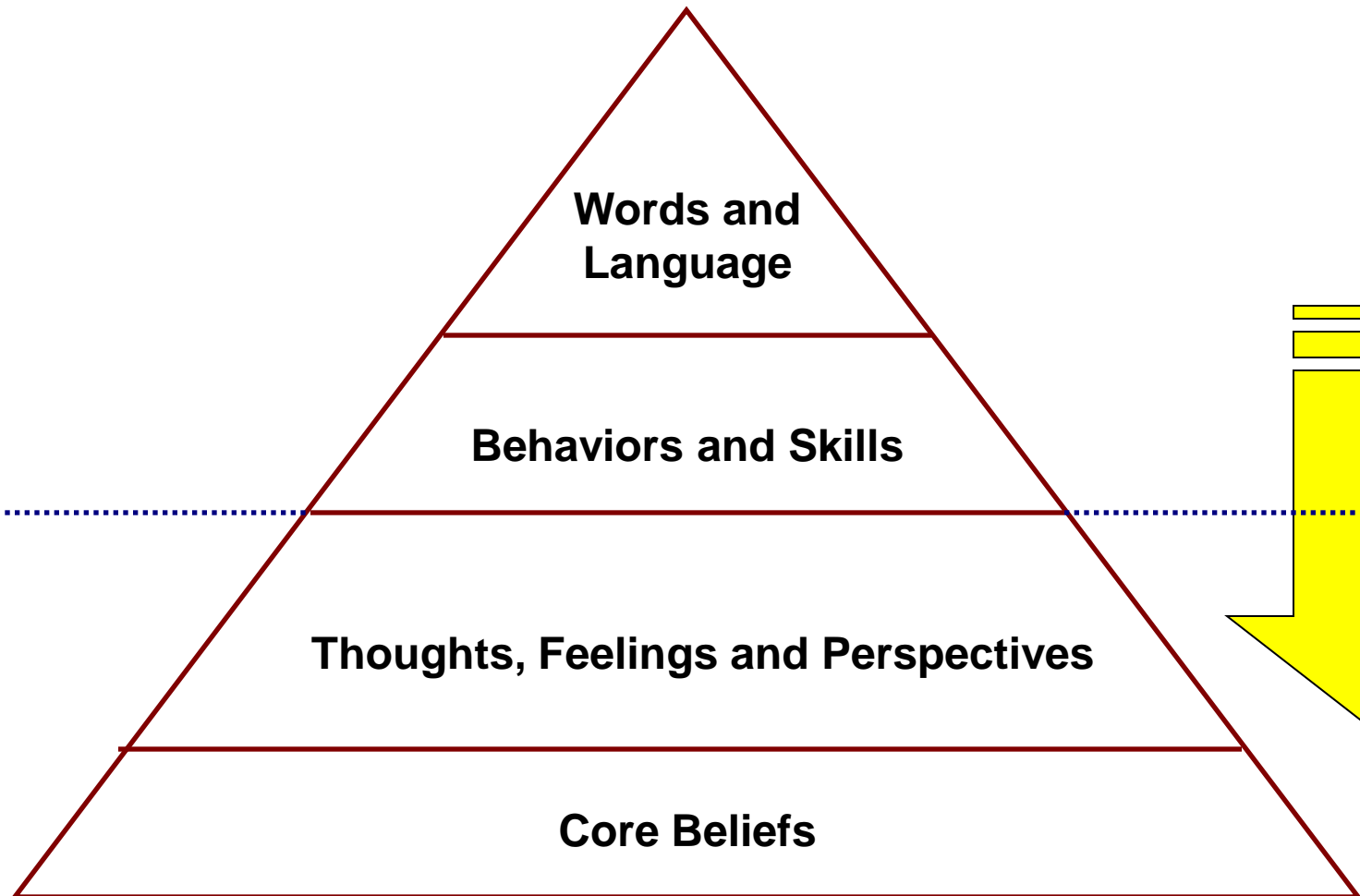


# BUILD RAPPORT

- Discover what you have in common
- Connect at a human level
- Believe the other person can change



# RAPPORT LAYERS



# RAPPORT BUILDING: SPEED SHARING

- Write down 2 activities or behaviors you use to build rapport.
- Connect 1:1 with another person. Each of you share your 2 activities or behaviors to build rapport.
- Complete 3 Go Rounds.
- Of the 8 activities/behaviors you now have, select one to share with the rest of the class.
- Write it on a post-it and tape it to flip chart.

# BEHAVIORAL

## Body Language

- Sitting and posture
- Hand gestures
- Facial expressions



Mirroring and matching words is key



## Voice Qualities

- Inflection
- Volume
- Tempo or Pace

# MATCHING

## Interests

- Personal
- Professional

## Knowledge

- Words and language
- Data (quantitative vs qualitative)

## Emotion

- Adapt yours where needed
- Modify theirs as appropriate

# BEING PRESENT

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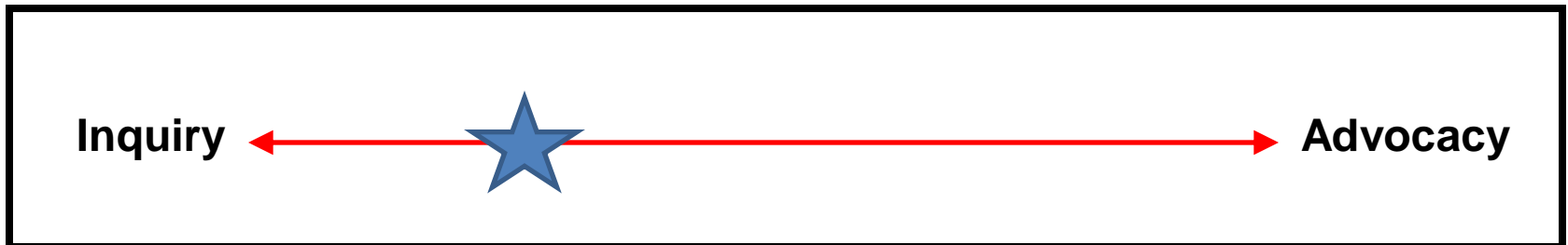
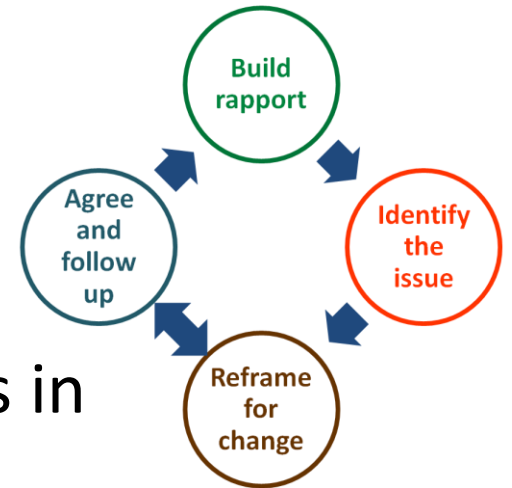
**Ensure your actions, emotional state and mind are aligned and ready for the coaching interaction.**

- What do you say and do?
- How do you feel?
- What are you thinking?

**What do you do when you are not ready?**

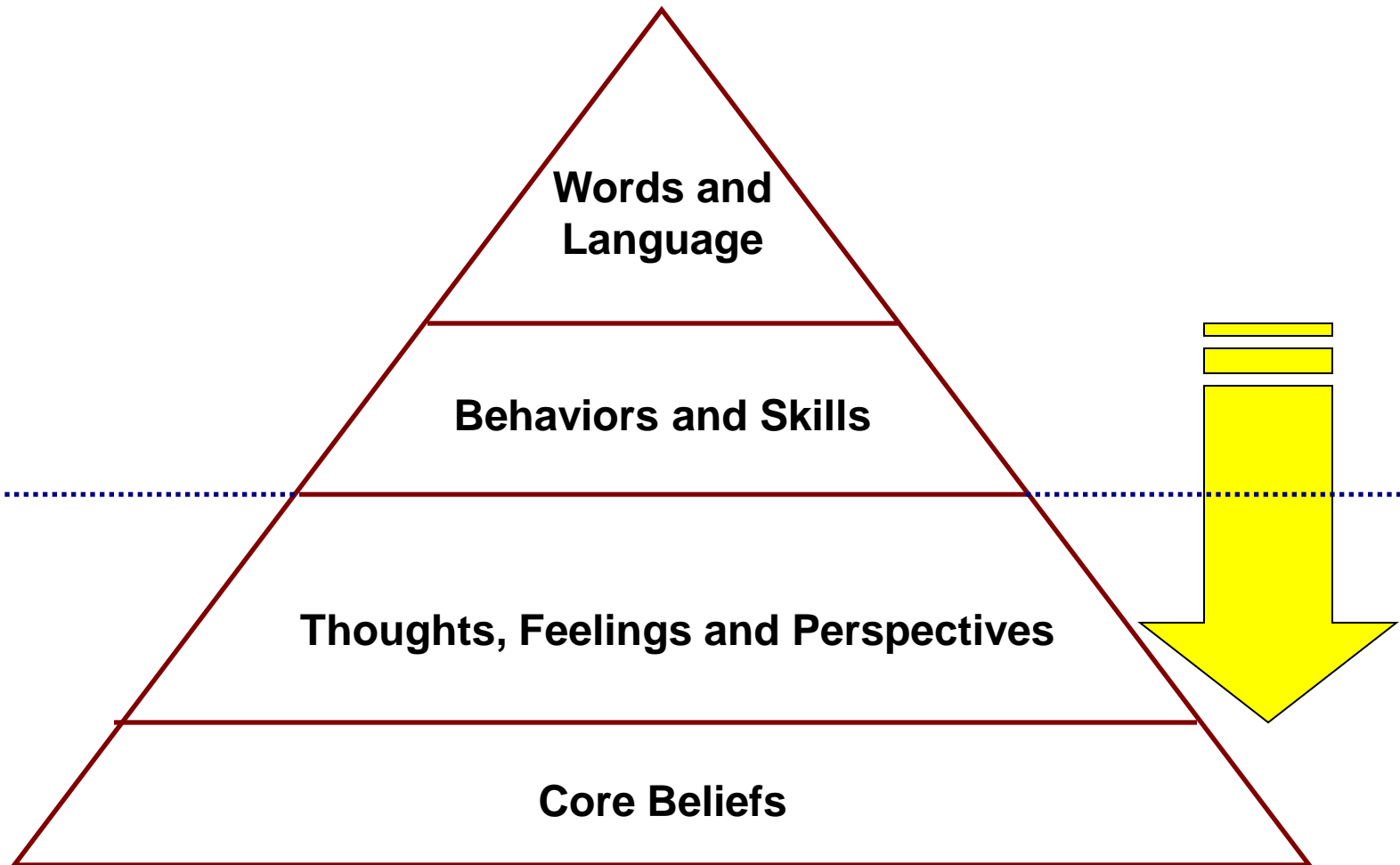
# IDENTIFY THE ISSUE

- Learn the issue or problem
- Understand their perspective
- Notice patterns and possible limitations in how they and you view the “world”





# IDENTIFICATION LAYERS



# HOW TO IDENTIFY THE ISSUE

- Use Active Listening
- Probe with open-ended and validate with close-ended questions
- Clarify with inquiry questions – refrain from placing blame or judgment
- Notice limiting words, behaviors and thinking



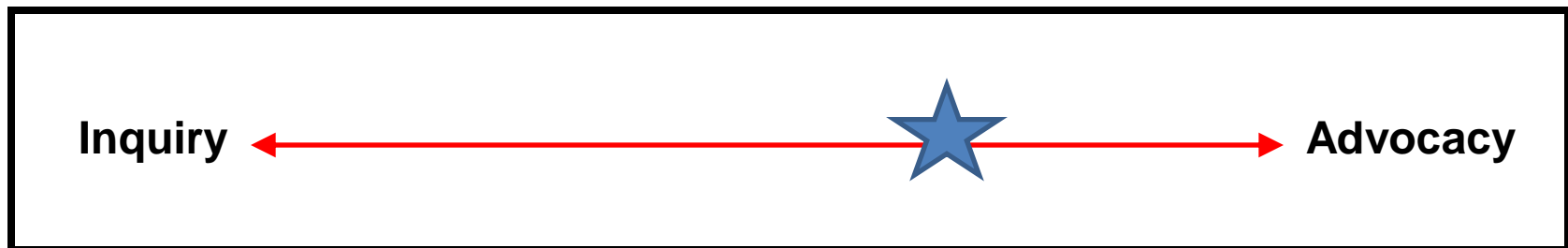
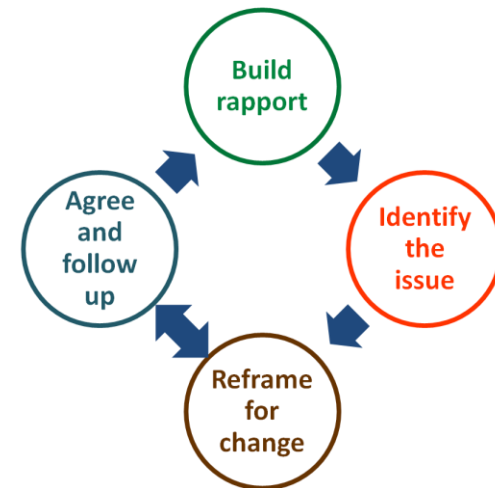
# STUDY GROUPS

- Each person gets to be a coach, client, and observer
- Each round is 15 minutes (10 minutes of practice and 5 minutes of de-brief). You will have 3 rounds
- When you are the coach or observer -- Use your materials as support to focus on active listening and inquiry
- Client – There are no right or wrong responses, just be authentic for your partner

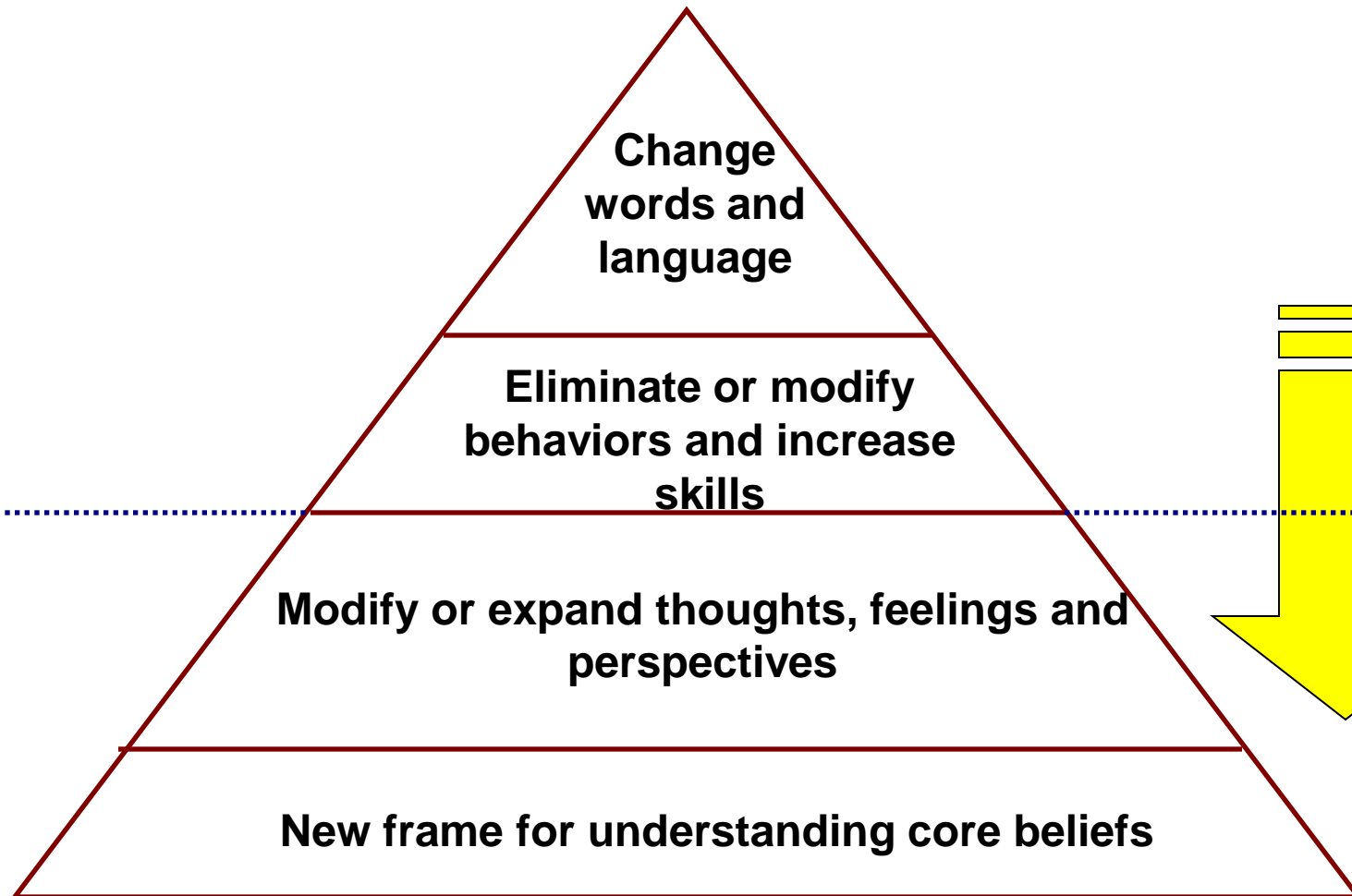
If you are meeting outside of the classroom – post where you are meeting on the flipchart.

# REFRAME FOR CHANGE

- Identify limiting words and replace with new ones.
- Offer an altered picture or new perspective.
- Brainstorm to identify new behaviors.



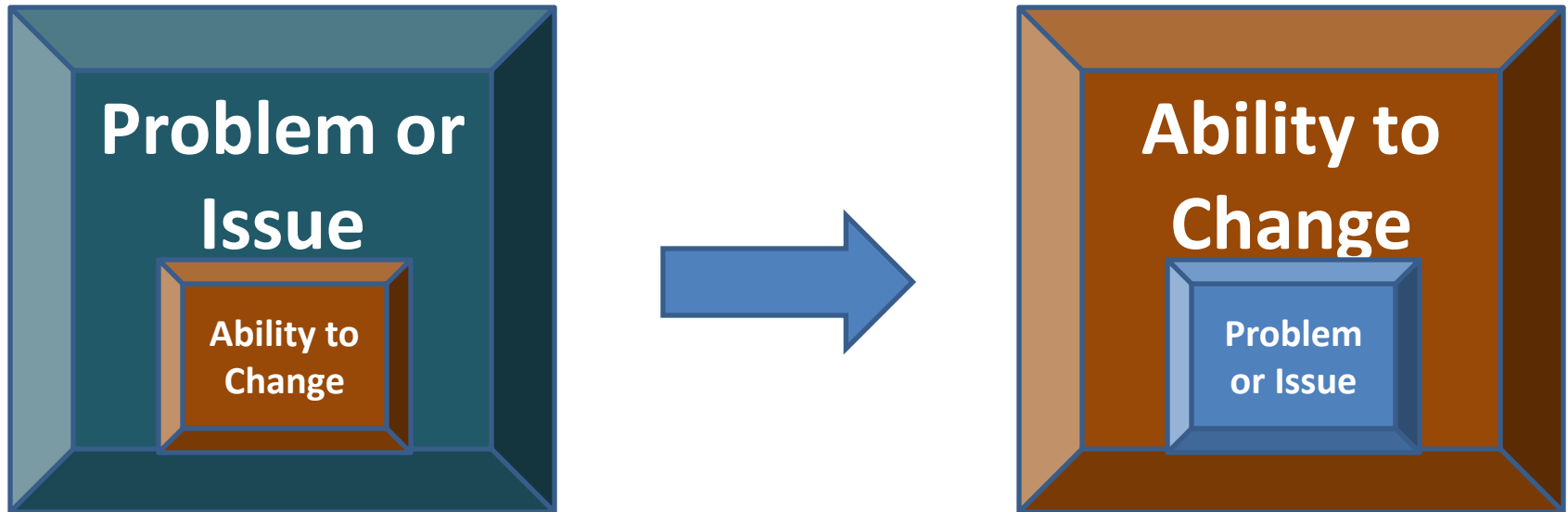
# RE-FRAMING LAYERS



# REFRAMING ACTIVITY

- In a group of 3 – select a limiting phrase you hear from people in your organization (There is a small prize if you identify one that is not on the handout)
- Once you have your phrase – search the handout and see if your phrase is listed
- If yes – are there questions you would add to the handout to initiate the reframe
- If no – identify several questions you would ask to help your client reframe their limiting phrase

# HOW TO REFRAME



- Provide feedback regarding behaviors
- Use metaphors to expand thinking
- Brainstorm alternative solutions to address issue

# ACTION LEARNING

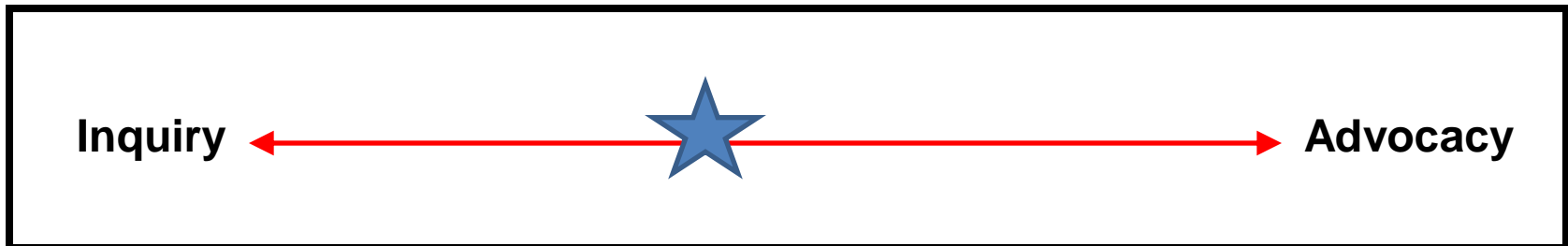
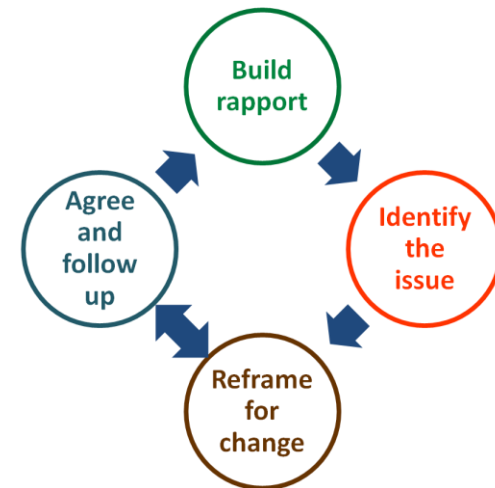
- Identify a challenging issue at work that you have and want some support from colleagues
- Share with your team.
- Team discussion to identify and reframe the challenging issue
- Work towards developing 1 to 2 actions that you could do to move this issue forward
- Each person gets 15 minutes of focused coaching, for a total of 3 rounds

If you are meeting outside of the classroom – post where you are meeting on the flipchart.



# AGREE AND FOLLOW UP

- Identify and agree to the new changes.
- Provide support to embed the change.
- Be persistent in the follow through.



# SET AGREEMENTS

- Use S.M.A.R.T. actions
- Verbalize and write them down
- Set a date to check in and determine progress



# FOLLOW UP

1. Recognize success
2. Reinforce improvements
3. Challenge inaction



# CLASS LEARNING

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1. What is a new action or behavior I want to do following this class?
2. What steps will I take to ensure this occurs?
3. Who can support my change in action?

**THANK YOU**

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