

COACHING VS. FEEDBACK

FEEDBACK focuses on specific events, not overall performance. It is given for both positive and negative events. Example: You observe John setting up a ladder with the feet on an uneven surface. You say, “Look out, John – that ladder isn’t safe!” If John immediately fixes the setup, no further action is required.



COACHING is to improve future performance. It is not a punitive measure, but a positive, supportive act. There are two kinds:

PROBLEM-SOLVING COACHING. Example: John asks how he can level the surface under his ladder. You show him how to place boards to support the ladder, or suggest that the ladder be moved to a different place.

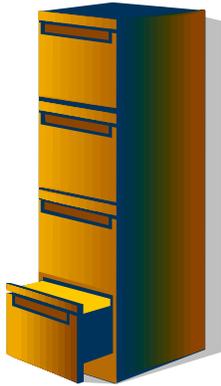
IMPROVED PERFORMANCE COACHING: After giving John feedback about unsafe ladder use, you observe him using the ladder on an uneven surface anyway. You explain how the uneven surface can cause the ladder to tip over when he is on it, and caution him to pay attention to the surface under his ladder before using the ladder.



MORE FEEDBACK

Later, you notice John setting up his ladder carefully and correctly, and hear him explaining it to new employee Jim. You say, “Good job, John! Thanks for showing that to Jim!”

COACHING VS. FEEDBACK



FEEDBACK focuses on specific events, not overall performance. It is given for both positive and negative events. Example: You notice that someone has left a file drawer open, sticking into a walkway. You close the drawer, and caution everyone in the area about the hazard created. It is not necessary to know who left the drawer open --- everyone who might have done so should be cautioned.

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PROBLEM-SOLVING COACHING. Example: the staff who use that file cabinet ask for help in rearranging or relocating the cabinet so it will not open into a walkway. You call a short meeting where everyone discusses the possibilities, and agrees on a course of action.

IMPROVED PERFORMANCE COACHING:

Example: No one thought the file cabinet was a problem, until someone did trip and fall over the open drawer. Now all the staff must be made aware of the consequences of the unsafe practice. Use this event to caution everyone who uses the cabinet, and encourage them to come up with alternatives to remove the hazard.



MORE FEEDBACK

Later, the staff decided to move the cabinet to another location, and have made sure it is safe to use. They have posted a sign on the cabinet, "Close the drawers when not in use!" Let everyone know you approve their actions, and promise to observe the safe practice yourself.

COACHING VS. FEEDBACK

FEEDBACK focuses on specific events, not overall performance. It is given for both positive and negative events. Example: you notice Joe is rearranging his office furniture, moving full file cabinets without using equipment or asking for help. You say, “Joe, stop that! You can get hurt!”



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PROBLEM-SOLVING COACHING. Example: You advise Joe that others are available to help, or instruct him where to find a handcart to move items safely. You suggest that if he removed the drawers from the file cabinet, it would be easier to move.

IMPROVED PERFORMANCE COACHING: Example: Despite offers of help and available equipment, Joe keeps muscling the furniture around by himself.



You take Joe aside, show him the appropriate parts of the safety handbook, and point out the consequences if he gets hurt while disobeying a safety rule (benefits are reduced or denied).

MORE FEEDBACK

Example: After your initial warning, Joe gets a handcart and asks someone to help him rearrange things. Give Joe some positive feedback, saying, “Good! We can’t do without you, so we don’t want you to get hurt!”