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## OBJECTIVES

- ▶ Define and understand communication and the communication process
- ▶ List and overcome the filters/barriers in a communication process
- ▶ Practice active listening
- ▶ Tips to improve verbal and non verbal communication

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## WHAT IS COMMUNICATION?

- ▶ Communication is the art of transmitting information, ideas and attitudes from one person to another. Communication is the process of meaningful interaction among human beings.
  - Personal Process
  - Occurs between people
  - Involves change in behavior
  - Means to influence others
  - Expression of thoughts and emotions through words and actions
  - Tools for controlling and motivating people
  - It is a social and emotional process

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## TYPES OF COMMUNICATION

- ▶ Downward Communication
  - Directive – Supervisor to Subordinates
- ▶ Upwards Communication
  - Non Directive – to give feedback, seek approval
- ▶ Horizontal Communication
  - Peer to Peer – for information sharing

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## COMMUNICATION NETWORKS

- ▶ Formal Network
  - Chain of command
  - Within the organization
  
- ▶ Informal Network
  - Social and emotional
  - Peer to peer and client / customer

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## COMMON COMMUNICATION

- ▶ Spoken Word
- ▶ Visual Images
- ▶ Written Word
- ▶ Body Language

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## NOT ALWAYS WHAT IS SAID...

- ▶ 7% Words
  - Words are only labels and the listeners put their own interpretation on speakers words
- ▶ 38% Paralinguistic
  - The WAY in which something is said – the accent, tone and voice modulation is important to the listener
- ▶ 55% Body Language
  - What a speaker looks like while delivering a message affects the listener's understanding most

7

## BARRIERS

- ▶ Noise
- ▶ Assumptions/Misconceptions
- ▶ Emotions
- ▶ Language differences
- ▶ Poor listening skills
- ▶ Distractions

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## HEARING VS. LISTENING

- ▶ Hearing – Physical process, natural, passive
- ▶ Listening – Physical as well as a mental process, active, learned process, a SKILL
- ▶ Listening is hard work. You must choose to participate in the process of listening.

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## VALUE OF LISTENING

- ▶ Good listening reflects courtesy and good manners
- ▶ Listening carefully to the instructions of Superiors improve competence and performance.
- ▶ The result of poor listening skill could be disastrous in business, employment and social relations.
- ▶ Good listening can eliminate a number of imaginary grievances of employees

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## THE 5 UNIVERSAL TRUTHS OF HUMAN INTERACTION

- ▶ People feel the need to be respected
- ▶ People would rather be asked than told
- ▶ People have a desire to know why
- ▶ People prefer to have options
- ▶ People want to have a second chance

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## RESPECT VS. RE-SPECT

- ▶ Respect – RE, to give back
  - Always attempt to put out what you want back
  - The Golden Rule
- ▶ This will help you to Respond versus Reacting to the situation or words

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## VERBAL JUDO

- ▶ Dr George Thompson
- ▶ Ju = Gentle do = Way Gentle Way
- ▶ Vs. Karate = Open Hand or Empty Hand
- ▶ Key: Never use the words that rise quickly to your lips, or you'll make the greatest speech you'll live to regret.

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## VERBAL JUDO

- ▶ It is the art of learning to take the garbage talk attacks with dignity
  - Deflect
  - Separate your personal from Professional
  - Do Not Ignore it – that is resistance
  - Practice

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## THINGS TO NEVER SAY

- ▶ Come Here
- ▶ You wouldn't understand
- ▶ Because those are the rules
- ▶ What do you want me to do about it
- ▶ Calm Down
- ▶ I'm not going to say this again...
- ▶ Why don't you be reasonable

15

## EMPATHY

- ▶ Most Powerful word: Empathy
  - To see through the eye of the other
  - Empathy Absorbs Tension
- ▶ Dis-interested is okay / Un-interested is not
  - Still Center – balance

16

## INTERRUPT WITH EMPATHY

- ▶ Sword of insertion: Whoa.., or Wait a second...
- ▶ And then follow with EMPATHY: “Let me be sure I heard what you just said...”
- ▶ Paraphrase back to them what you heard

17

## BENEFITS

- ▶ You prove that you were listening
- ▶ You have taken control because you are talking
- ▶ You are making sure you heard it right (right now)
- ▶ They have the opportunity to correct you
- ▶ The other becomes a better listener
- ▶ Paraphrasing has a clarifying effect for the people around, especially in public
- ▶ It helps to etch facts in your head for a later report

18

## DEFLECTION

- When man throws spear of insult at head, move head
- ▶ Strip Phrases
  - ‘preciate that
  - Understan’ that
  - Ohyesss
- ▶ These may appear strange, BUT you know you are using them in a tactical response – Not Reacting

19

## DEFLECTION

- ▶ Use those phrases to springboard past the insult
- ▶ What is important is the words used after the BUT...
- ▶ They must be professional and get to the point
  - As long as the person is not too disruptive, you can allow them to chip away at you verbally as long as they are cooperating
  - Always work toward the win/win solution – allow the other to save face (personally, family, friends)

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## 3 TYPES OF PEOPLE

- ▶ Nice People – Do what you ask the first time
- ▶ Difficult People – Naturally ask “Why” or “What’s in it for me”. Why is the Greatest Opportunity
- ▶ Wimps
  - Sound nice to you face, but are Difficult behind your back
  - Confront them honestly when you discover it
  - Removes camouflage

21

## TOOLS TO USE FOR DIFFICULT PEOPLE

- ▶ 5 step method
  - Ask (Ethical Approach)
    - Establishing credentials, credibility, & character
  - Set Context (Reasonable Approach)
    - Tell them the Why
  - Present Options (Personal Appeal)
    - Friendly voice and helpful, be specific, what’s in it for me...
  - Confirm (Practical Appeal)
  - Act (Confirmation of appropriate action)

22

## DEFINE YOUR INNER GUY OR GAL...

- ▶ If you look deep you will know your triggers
- ▶ Define your inner guy or gal who is going to react
  - Name it
  - Own it

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## PROCESS

- ▶ Sender (Encodes)
  - Content
  - Medium
  - Barriers
- ▶ Receiver (Decodes)
  - Feedback/Response

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## ESSENTIAL DON'TS

- ▶ Refrain from an instant reaction – or mutter in anger
- ▶ Do not interrupt the speaker unless it is to gain clarity using the “sword of insertion” and Paraphrasing
- ▶ Do not jump to the conclusion that you have understood everything.
- ▶ Do not assume that everyone understands you.

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## HOW DO I GET BETTER

- ▶ Practice
- ▶ Be aware of body language
  - Appropriate distance
  - Appearance
  - Maintain eye contact

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## REMEMBER “PEOPLE”

- ▶ Postures & Gestures
- ▶ Eye Contact
- ▶ Orientation
- ▶ Presentation
- ▶ Looks
- ▶ Expressions of Emotion

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## ESSENTIALS OF COMMUNICATION

- ▶ Think before you speak
- ▶ Use normal language understood by all
- ▶ Speak clearly and audibly
- ▶ In case of interruption, recap main points
- ▶ ALWAYS pay attention to the speaker while listening
- ▶ Repeat back to the speaker what was said to assure understanding - Paraphrase

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## HISTORY OF OSHA

- ▶ OSHA stands for the Occupational Safety and Health Administration, an agency of the U.S. Department of Labor
- ▶ OSHA's responsibility is worker safety and health protection
- ▶ On December 29, 1970, President Nixon signed the OSH Act
- ▶ This Act created OSHA, the agency, which formally came into being on April 28, 1971



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## OSHA'S MISSION

- ▶ The mission of OSHA is to save lives, prevent injuries and protect the health of America's workers.
- ▶ Some of the things OSHA does to carry out its mission are:
  - developing job safety and health standards and enforcing them through worksite inspections,
  - maintaining a reporting and recordkeeping system to keep track of job-related injuries and illnesses, and
  - providing training programs to increase knowledge about occupational safety and health.

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## WHAT RIGHTS DO YOU HAVE UNDER OSHA?

- ▶ You have the right to:
  - A safe and healthful workplace
  - Know about hazardous chemicals
  - Information about injuries and illnesses in your workplace
  - Complain or request hazard correction from employer
  - Training
  - Hazard exposure and medical records
  - File a complaint with OSHA
  - Participate in an OSHA inspection
  - Be free from retaliation for exercising safety and health rights

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## RIGHT TO... SAFE AND HEALTHFUL WORKPLACE

- ▶ The creation of OSHA provided workers the right to a safe and healthful workplace.
- ▶ Section 5(a)(1) of the OSH Act states: "Each employer shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees."

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## RIGHT TO... KNOW ABOUT HAZARDOUS CHEMICALS



- ▶ Employers must have a written, complete hazard communication program that includes information on:
  - ▶ Container labeling,
  - ▶ Safety Data Sheets (SDSs), and
  - ▶ Worker training
    - ▶ *The training must include the physical and health hazards of the chemicals and how workers can protect themselves; including specific procedures the employer has implemented to protect workers, such as work practices, emergency procedures, and personal protective equipment.*

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## RIGHT TO... INFORMATION ABOUT INJURIES/ILLNESSES

- ▶ OSHA's Recordkeeping rule requires most employers with more than 10 workers to keep a log of injuries and illnesses.
- ▶ Workers have the right to review the current log, as well as the logs stored for the past 5 years.
- ▶ Workers also have the right to view the annually posted summary of the injuries and illnesses (OSHA 300A).

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## RIGHT TO... COMPLAIN OR REQUEST CORRECTIONS

- ▶ Workers may bring up safety and health concerns in the workplace to their employers without fear of discharge or discrimination, as long as the complaint is made in good faith.
- ▶ OSHA regulations [29CFR 1977.9(c)] protect workers who complain to their employer about unsafe or unhealthful conditions in the workplace.

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## RIGHT TO... TRAINING

- ▶ Workers have a right to get training from employers on a variety of health and safety hazards and standards that employers must follow.
- ▶ Some required training covers topics such as, lockout-tagout, bloodborne pathogens, noise, confined spaces, fall hazards in construction, personal protective equipment, along with a variety of other subjects.



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## RIGHT TO... EXAMINE EXPOSURE & MEDICAL RECORDS

- ▶ 1910.1020: right to examine & copy records
- ▶ Examples of toxic substances and harmful physical agents are:
  - Metals and dusts, such as, lead, cadmium, and silica.
  - Biological agents, such as bacteria, viruses, and fungi.
  - Physical stress, such as noise, heat, cold, vibration, repetitive motion, and ionizing and non-ionizing radiation.

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## RIGHT TO... FILE A COMPLAINT WITH OSHA

- ▶ Workers may file a complaint with OSHA if they believe a violation of a safety or health standard, or an imminent danger situation, exists in the workplace.
- ▶ Workers may request that their name not be revealed to the employer.
- ▶ If a worker files a complaint, they have the right to find out OSHA's action on the complaint and request a review if an inspection is not made.

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## RIGHT TO... PARTICIPATE IN AN OSHA INSPECTION

- ▶ Employee representative can accompany OSHA inspector
- ▶ Workers can talk to the inspector privately.
- ▶ Workers may point out hazards, describe injuries, illnesses or near misses that resulted from those hazards and describe any concern you have about a safety or health issue.
- ▶ Workers can find out about inspection results, abatement measures and may object to dates set for violation to be corrected.

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## RIGHT TO... BE FREE FROM RETALIATION

- ▶ Workers have the right to be free from retaliation for exercising safety and health rights.
- ▶ Workers have a right to seek safety and health on the job without fear of punishment.
- ▶ This right is spelled out in Section 11(c) of the OSH Act.
- ▶ Workers have 30 days to contact OSHA if they feel they have been punished for exercising their safety and health rights.

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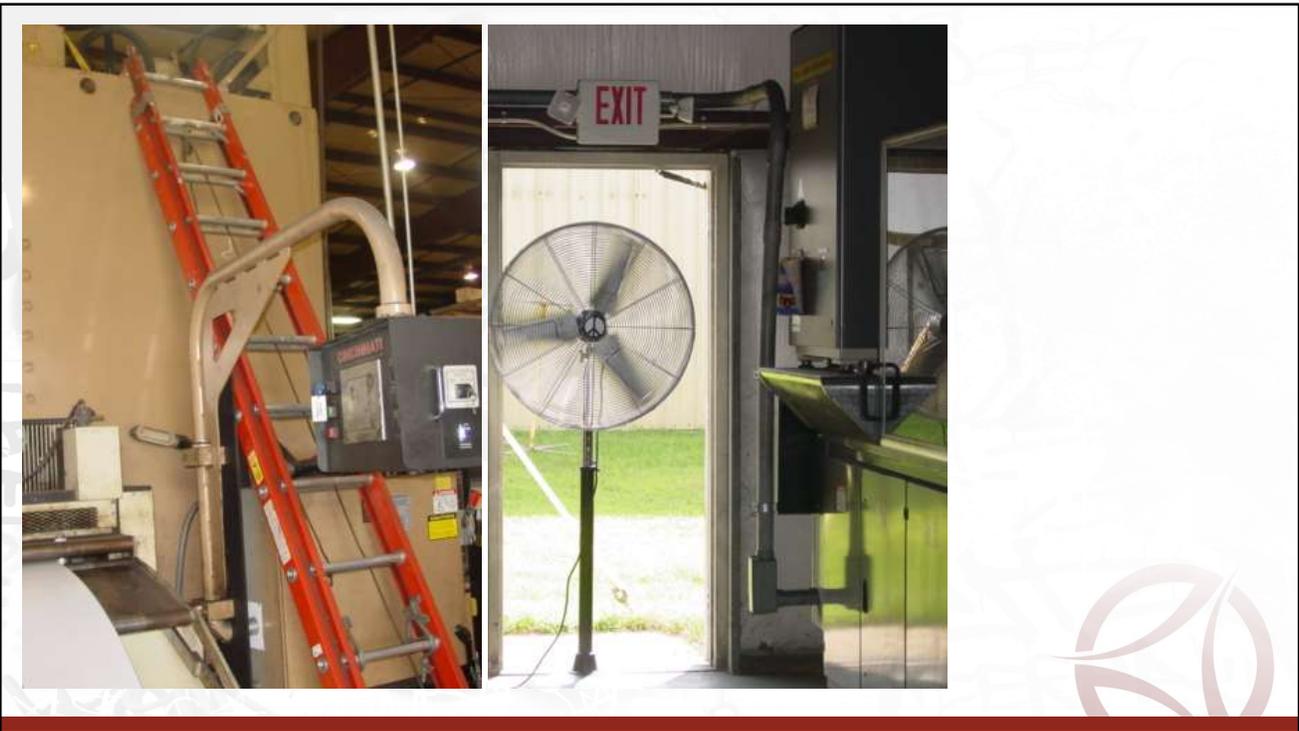
## EMPLOYER RESPONSIBILITIES

- ▶ Provide a workplace free from recognized hazards and comply with OSHA standards
- ▶ Provide training required by OSHA standards
- ▶ Keep records of injuries and illnesses
- ▶ Provide medical exams when required by OSHA standards and provide workers access to their exposure and medical records
- ▶ Not discriminate against workers who exercise their rights under the Act (Section 11(c))
- ▶ Post OSHA citations and abatement verification notices
- ▶ Provide and pay for PPE

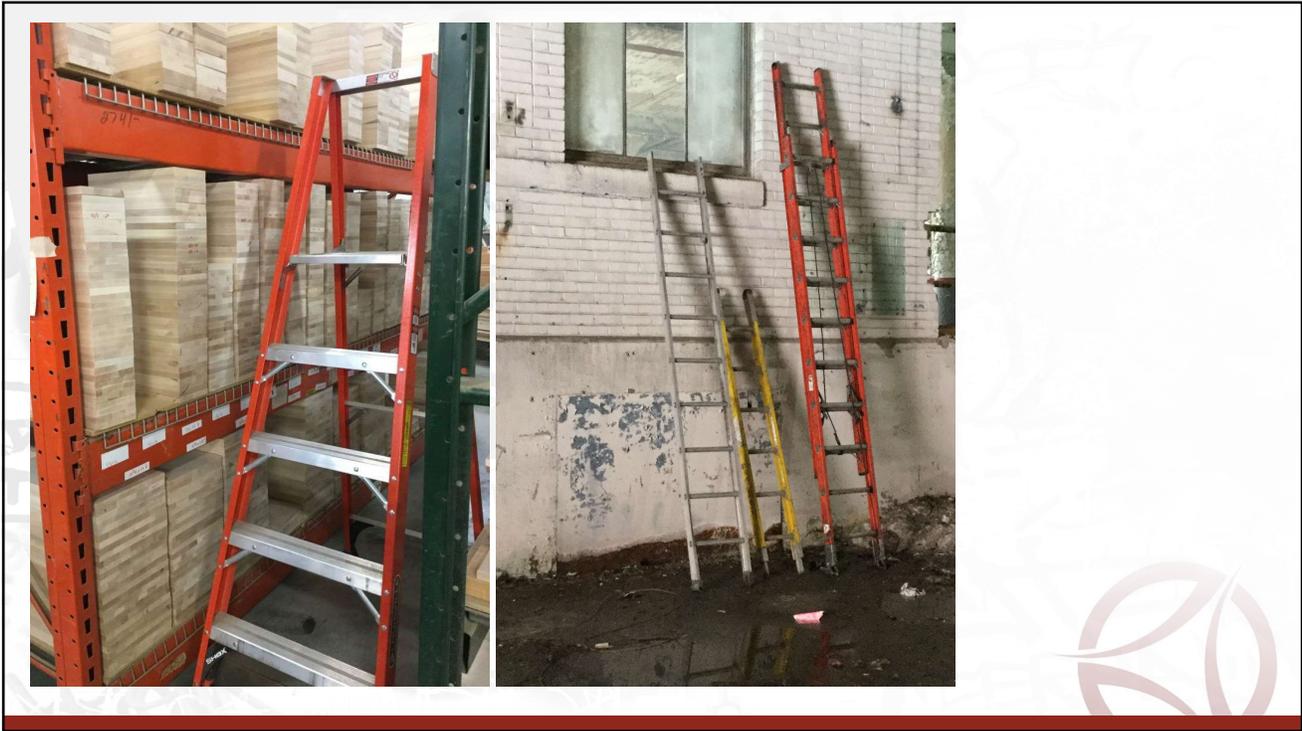
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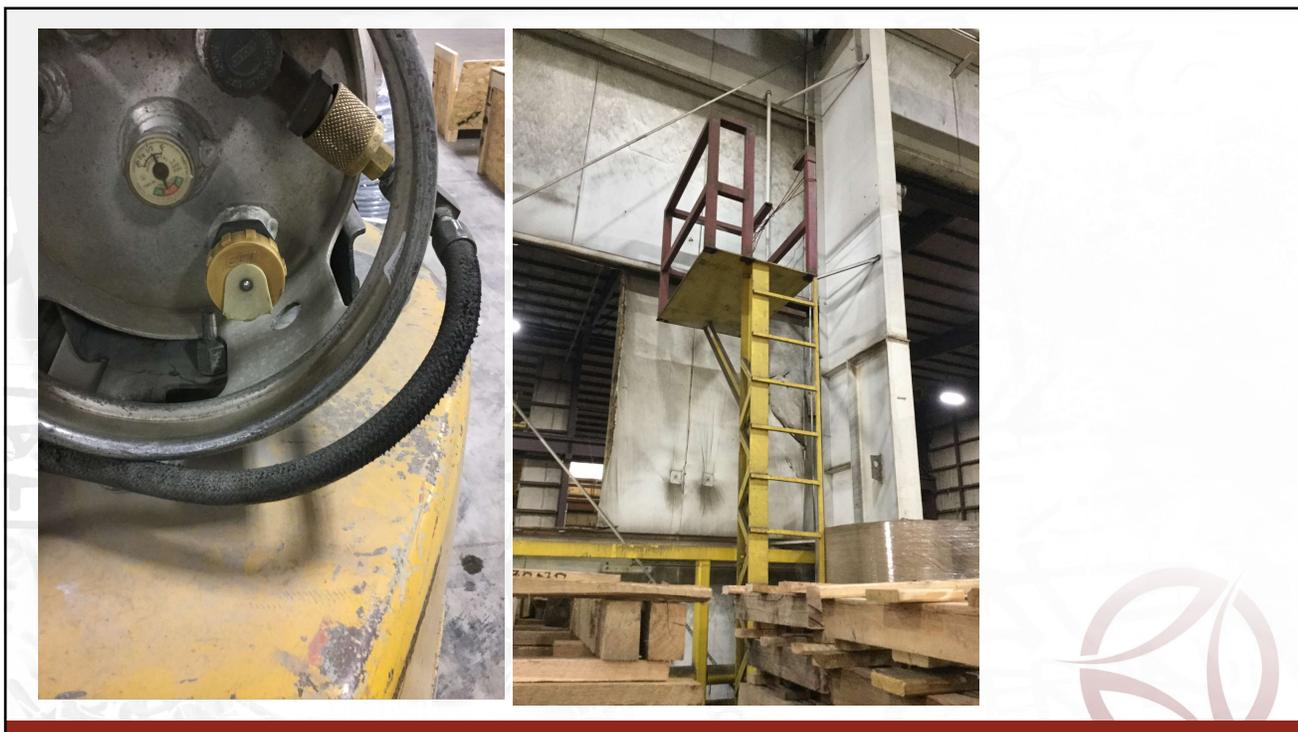
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## SUPERVISORS LEGAL STATUS

- ▶ Employer is a Corporation and it must act through its employees.
- ▶ Those employees designated as Supervisors are considered under the law to be “agents” of the employers.
- ▶ Agents have the authority to create legal liability against the employer for their actions. This also includes exposure to personal/criminal liability.

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## EMPLOYER DEFENSES – OSHA LIABILITY

- ▶ Unavoidable employee misconduct
- ▶ Technological or economic infeasibility
- ▶ Abatement creates great hazard
- ▶ Lack of employee exposure

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## ESTABLISH UNAVOIDABLE EMPLOYEE MISCONDUCT

- ▶ Employer had safety or health program for specific hazard
- ▶ Employer trained employees
- ▶ Supervisor observed work and disciplined violators; and,
- ▶ Supervisor had no reasonable means to know and correct current violation

26

## ESTABLISH UNAVOIDABLE EMPLOYEE MISCONDUCT

- ▶ All of these MUST be DOCUMENTED.
- ▶ Communication between Supervisors and the Manager is Critical.

Human Resource

27

## TORT LIABILITY

- ▶ Supervisor Conduct
  - Negligent or Intentional acts create liability
  - Can be charged criminally (California – forklift fatality 11/21/16 owner and manager charged with Involuntary Manslaughter)
- ▶ Employer Liability
  - Initially workers' compensation unless injury in intentional
  - Third party liability seeking contribution or indemnity

28





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## ACCIDENT INVESTIGATION GOALS

- ▶ Preparing the investigation team
- ▶ Conducting the investigation

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## WHY INVESTIGATE ACCIDENTS?

- ▶ Prevent a recurrence with corrective action
- ▶ Determine the cause
- ▶ Document your company's version of the incident
- ▶ Completion of OSHA-required reporting

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## WHO INVESTIGATES?

- ▶ Minor accident
  - Supervisor
  - Safety committee member
- ▶ Major accident
  - Supervisor
  - Safety committee member
  - Safety manager
  - Production manager

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## INVESTIGATOR'S QUALIFICATIONS

- ▶ Accident investigation training
- ▶ Understanding of the importance of investigation
- ▶ Ability to communicate details

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## WHEN TO INVESTIGATE?

- ▶ Immediately after incident
  - Witness memories fade
  - Equipment and clues are moved
- ▶ Finish investigation quickly

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## INVESTIGATION KIT

- ▶ Digital camera/Cell phone/IPAD
- ▶ Report forms, clipboard, pens
- ▶ Barricade tape
- ▶ Flashlight
- ▶ Tape measure
- ▶ PPE/Work gloves

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## THE ACCIDENT OCCURS

- ▶ Employee immediately reports the accident to a supervisor
- ▶ Supervisor treats the injury or assesses need for outside medical treatment
- ▶ Leave the accident scene intact
- ▶ Contact the accident investigation team

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## BEGINNING THE INVESTIGATION

- ▶ Gather investigation team and kit
- ▶ Report to the scene
- ▶ Look at the big picture
- ▶ Record initial observations
- ▶ Take pictures



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## WHAT'S INVOLVED?

- ▶ Who was injured?
- ▶ Medication, drugs, or alcohol?
- ▶ Was employee ill?
- ▶ Double shift or rotating shifts?



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## WITNESSES

- ▶ Who witnessed the incident?
- ▶ Was a supervisor or lead person nearby?
- ▶ Where were other employees?
- ▶ Why didn't anyone witness the incident?

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## INTERVIEWING TIPS

- ▶ Discuss what happened leading up to and after the accident
- ▶ Encourage witnesses to describe the accident in their own words
- ▶ Don't be defensive or judgmental
- ▶ Use open-ended questions

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# WHAT WAS INVOLVED?

- ▶ Machine, tool, or equipment
- ▶ Chemicals
- ▶ Environmental conditions
- ▶ Production schedule

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# TIME OF INCIDENT

- ▶ Date and time?
- ▶ Normal shift?
- ▶ Employee coming off a vacation?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<small>S M T W T F S</small> <small>1 2 3 4 5</small> <small>6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</small>	<small>S M T W T F S</small> <small>1 2</small> <small>3 4 5 6 7 8 9</small> <small>10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</small>	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 <i>Accident in Warehouse at 4:45pm</i>	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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## INCIDENT LOCATION

- ▶ Work area
- ▶ On, under, in, near
- ▶ Off-site address
- ▶ Doing normal job duties

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## INCIDENT ACTIVITIES

- ▶ Motion conducted at time of incident
- ▶ Repetitive motions?
- ▶ Type of material being handled

16

## INCIDENT DESCRIPTION

- ▶ Details so reader can clearly picture the incident
- ▶ Specific body parts affected
- ▶ Specific motions of injured employee just before, during, and after incident



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## CAUSAL FACTORS

- ▶ Try not to accept single cause theory
- ▶ Identify underlying causes
- ▶ Primary cause
- ▶ Secondary causes

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## CORRECTIVE ACTIONS

- ▶ Immediate corrective actions
- ▶ Recommended corrective actions
  - Employee training
  - Preventive maintenance activities
  - Better job procedures
  - Hazard recognition

19

## COMPLETED REPORT

- ▶ Signed by investigation members
- ▶ Signed by injured employee
- ▶ Forwarded to claims management



20

## SUMMARY

- ▶ Investigate accidents immediately
- ▶ Determine who was involved and who witnessed it
- ▶ Ascertain what items or equipment were involved
- ▶ Record detailed description
- ▶ Determine causal factors
- ▶ Conduct corrective actions