

Sensitive Unclassified Information Observation Checklist

#	behavior	safe	risk	precursors
7	Other			
7.1	Evaluate conversation awareness skills pertaining with SUI <ul style="list-style-type: none"> • Building Lobby • Bus Line • Cafeteria • Hallway 			
7.3	Evaluate storage of SUI information			
7.3	Evaluate storage of computer passwords			
7.3	Evaluate storage of removable media			
7.4	Evaluate work environment for use and storage of SUI			

what can be done to improve the performer's safety/security?

any noteworthy safe/secure practices observed?

any barriers to safety/security when performing activity/task?

address "WHY" the at-risk behavior occurred.

- to input data:
- go to the SOAR homepage <http://laesprd01/SOAR/homePage.jsp>
 - in the **DATABASE** pulldown menu, select **SOAR Checklist input**
 - enter your "S" #, then enter the data
 - select SUI checklist



date: observer S#:

of employees observed:

activity or task observed

circle your Employee Safety Team:

RTC MFC SMC CFA Business Mgmt
 Energy & Environment Nat'l & Homeland Security
 Nuclear Science & Technology
 Facility & Site Services (Town) REST
 Security Fire Dep't Transportation
[gray EST's • for reporting purposes only]

geographic location where task was observed:

RTC CFA WCB IAB MFC
 IORC EROB TSA SMC
 IRC/Labs Other:

type of environment:

office laboratory operations maintenance
 fabrication & assembly construction
 classified field work* security fire dept.
 bus operations non-work related other
 work related driving non-work related driving
 * Engineering, ES&H, etc. field work

error precursors influencing at-risk behaviors	
ID #	Task Demands
1	Time pressure (in a hurry)
2	High Workload (memory requirements)
3	Simultaneous, multiple tasks
4	Repetative actions, monotonous
5	Irrecoverable acts
6	Interpretation requirement
7	Unclear goals, roles & responsibilities
8	Lack of or unclear standards
ID #	Work Environment
9	Distractions / Interruptions
10	Changes / Departures from routine
11	Confusing displays or controls
12	Workarounds / Out-of-Service instruments
13	Hidden system response
14	Unexpected equipment conditions
15	Lack of alternative indication
16	Personality conflicts
ID #	Individual Capabilities
17	Unfamiliarity with task (1st time)
18	Lack of knowledge (mental model)
19	New technique not used before
20	Imprecise communication habits
21	Lack of proficiency / inexperience
22	Indistinct problem-solving skills
23	"Hazardous" attitude for critical task
24	Illness / Fatigue
ID #	Human Nature
25	Stress (limits attention)
26	Habit patterns
27	Assumptions (inaccurate mental picture)
28	Complacency / Overconfidence
29	Mindset ("tuned" to see)
30	Inaccurate risk perception (Pollyanna)
31	Mental shortcuts (biases)
32	Limited short-term memory
ID #	Indeterminable
33	Error precursors are indeterminable

Behavioral Observation Process

consider these 3 points when ...
performing a behavioral observation

1 CONVERSATION ... the thinking stage

Introduce yourself, ask their name(s), chat with them, ask permission to do an observation and explain the process. Show this sheet.

Ask the person to explain the job that is being performed.

Ask open-ended questions to learn more about the hazards and precautions associated with the task(s) being performed. Examples:

- Why are you doing the task this way? ...alternative methods?
- How could you be hurt doing this task? ...preventative measures?
- What's the worst accident that could happen? ...the next worst?

**The point is to get everyone thinking about managing risk.
[avoid or, if necessary, mitigate risks]**

2 OBSERVATION ... the doing stage

Determine the optimum location(s) for you to observe the job:

- a place that is safe for you
- you have visual access to the task performer

Observe the job. (Jot down helpful notes & comments.)

- Tally **safe/secure behaviors** on the checklist (& **at-risk** ones, too, if any).
- If you notice any error precursors that might impact the task performer, mark those ID numbers, as appropriate.
- Look for, & record, **noteworthy safe/secure practices**.
- What **barriers** to **safety/security** are present?

3 FEEDBACK ... the reinforcing stage

Provide **positive feedback** by praising **safe/secure behaviors**. Show the task performer(s) the behaviors you noticed and notes you took. Reinforce **positive** behaviors 1st, then discuss any **at-risk** behaviors.

*(Place an **overwhelming emphasis** on positive behaviors.) [+ >> -]*

For any **at-risk** behaviors, ask open-ended questions to learn more.

- Explore alternative solutions or corrective actions. [What can be done to improve the performer's safety/security?]
- Get a personal commitment that the individual will either start or carry out the appropriate action.

Thank the performers for allowing you to observe them.

Enter the data on the **SOAR** website.

(See your mentor or a BBS coach if you want help with anything.)



Sensitive Unclassified Information Checklist

- It's not an observation, **without a conversation.**
- No name, no blame.
- Observations are ... **peer - to - peer.**



more info? ...see **Behavioral Observation Process** on the back