

## Position Observation Checklist -- Incident Investigator



Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

Please rate the current skill level of the above individual based on your observations of their performance when leading an incident investigation. Use the scale provided to note the level of skill proficiency that you feel exists. After completing the review, add up the circled numbers to obtain the subtotals and a total position skills score. Compare your score to the investigator's self-score.

Degree of Skill Proficiency  
LOW ----- HIGH

### PERSONAL SAFETY and KNOWLEDGE OF SAFETY PRACTICES

Consistently uses safe work practices, such as lifting techniques and PPE	1	2	3	4	5	
Can identify the potential hazards that exist in a variety of workplace types	1	2	3	4	5	
Knows the location of emergency equipment and evacuation routes	1	2	3	4	5	
Has a working knowledge of key legislation affecting work and operations	1	2	3	4	5	
Able to help groups complete key safety documentation, such as JHAs and permits	1	2	3	4	5	<b>Total</b>
Able to show how safety performance is measured	1	2	3	4	5	
Can explain the different steps of the organization's investigation process	1	2	3	4	5	

### EVIDENCE COLLECTION

Can define the key document types that should be collected as part of an investigation	1	2	3	4	5	
Able to show how to effectively photograph and document evidence at the scene	1	2	3	4	5	
Demonstrates the effective use of interview questions with different witness types	1	2	3	4	5	
Can define the types of evidence needed for effective TapRoot® root cause analysis use	1	2	3	4	5	
Can describe the process used to help facilitate rapid and thorough evidence capture	1	2	3	4	5	<b>Total</b>
Knowledgeable about possible best practices for improving safeguard effectiveness	1	2	3	4	5	
Able to assess the general quality of different safeguards that are in use	1	2	3	4	5	

### SNAPCHART CONSTRUCTION

Demonstrates the ability to build an incident timeline with sufficient detail	1	2	3	4	5	
Effectively uses dates and times on events to help ensure timeline accuracy	1	2	3	4	5	
Able properly define causal factors across the timeline (initiating, stop/catch, mitigating)	1	2	3	4	5	<b>Total</b>
Can effectively assemble a wide complement of evidence under each causal factor	1	2	3	4	5	
Able to ask 2-3 basic open ended questions for each of the seven Basic Cause Categories	1	2	3	4	5	

### ROOT CAUSE ANALYSIS (using TapRoot® Process)

Effectively uses evidence to answer root cause dictionary questions	1	2	3	4	5	
Works through dictionary systematically by answering questions at different levels	1	2	3	4	5	
Can explain how the root cause dictionary flows from the top of the tree to root causes	1	2	3	4	5	<b>Total</b>
Listens to the thoughts of others when working through the root cause tree with a group	1	2	3	4	5	
Uses dictionary notes to help clarify the intent or a question or set of questions	1	2	3	4	5	

### CORRECTIVE ACTION DEVELOPMENT

Utilizes the hierarchy of controls to help optimize potential corrective action impact	1	2	3	4	5	
Writes recommendations that clearly define how the desired change will be implemented	1	2	3	4	5	
Can write actions to address both short (correction) and long term (prevention) needs	1	2	3	4	5	<b>Total</b>
Recommendations mix matches with the potential incident severity and risk levels	1	2	3	4	5	
Actions focus on minimizing the potential for root cause and causal factor reoccurrence	1	2	3	4	5	

### ATTITUDE AND TEAMWORK

Can effectively lead groups through all key steps of the investigation process	1	2	3	4	5	
Consistently shows respect for all co-workers and team members	1	2	3	4	5	<b>Total</b>
Takes initiative to help out others, avoid team problems, and promote team success	1	2	3	4	5	
Participates in workgroup meetings in a positive, helpful manner	1	2	3	4	5	