

Addressing

Safety & Performance

in

Healthcare



**Understanding the Risk
Self-Regulation & Performance
SSA Versions for healthcare
Example reports
Report Options**

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HEALTHCARE - SAFETY & PERFORMANCE

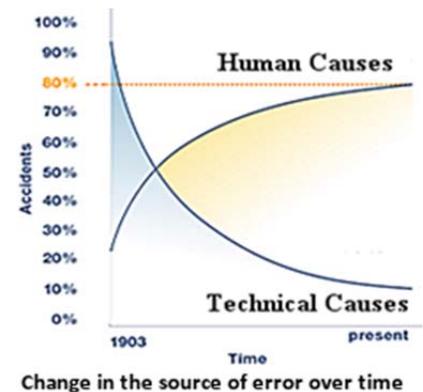


**Pete Rosenweg -
Registered Psychologist
Human Factors**

How do you protect your Healthcare Clients?

You will already know that the toll of adverse events shows conclusive evidence about how unsafe acts outweigh all other causes across all industries in an 80:20 ratio (or more).

It appears that the number of incidents, infections and fatalities in Australian healthcare has halved in the healthcare system since the start of the HH programs in 2006, due to technical improvements, better training, procedures and system of work. However, the capability of the healthcare care worker has not been well addressed. An understanding of the capability to achieve sustained performance involves a recognition that even the most motivated and professional individuals will eventually be affected by fatigue, overload and other human performance limiting factors.



The healthcare industry ranks highest for adverse outcomes

Hospital patients	1:57	200,000 infections result 3480 fatalities	ACSQHC, 2014. p44
Transport Drivers	1:100	6500 crashes result 65 fatalities	ABS, 2015. BITRE, 2015
Aviation	1:150	5683 serious incidents result 38 fatalities	ATSB, 2015 Quick Counts
General industrial	1:2859	531,800 incidents result 186 fatalities	Safe Work Aus, 2013, p22

A 2014 survey of 54,168 persons from 1040 non-healthcare organisations showed-

% reporting

Poor attention recovery & resilience	24%
Less than normal mental alertness	27%
Inadequate management of fatigue	48%
Poor perception of risk	41%

The SSA test of adequacy with respect to the four major risk measures show that 15.7% of the total sample of 54168 persons tested were significantly below the minimum on all aspects of safe functioning, directly impacting productivity and safety.

Positive Self-Regulation enhances Situational Awareness, Safety & Performance

Self-regulation is a construct that comprises various behaviours, mental and emotional states. Self-regulation can act in a way that can be both explicit and overtly deliberate, involve unconscious decisions and irresistible impulses. Self-regulation can also be reflexive, adaptive or defensive, inescapably mediated by the context, intensity and urgency of the needs of the moment. Additionally, self-regulation can be heavily influenced by social normative and moralistic constraints in deciding behaviour.

Enabling cognitive dependencies



Behavioural Markers

- Can see things others may miss
- Ability to avoid becoming fixated
- Can switch rapidly between demands
- Remembers procedures, rules and exceptions
- Remembers despite interruption
- Can anticipate sudden changes
- Can deliver the necessary mental effort
- Less vulnerable to emotional preoccupation

Figure 1. Model and hierarchy of dependencies and behavioural markers

Self-regulation is different to self-control which is a narrower set of behaviours that are more directly involved with inhibiting and overriding unwanted impulses and reactions. The ability to self-regulate to develop a competent ability to manage the self, is crucial for social, academic and occupational achievement. Self-regulation allows the individual to adapt to fulfil intent through their executive or mental faculties, the cognitive control of attention and management of emotion. Self-regulation skills and strategies provide the cognitive resources to withstand difficulties, distractions and overload in the achievement of objectives.

The limitation of mental energy and capacity for effort prompts the need to be able to recover mental energy through self-regulating strategies, which act as the underlying executive directing the alerting and orienting facets of attention necessary for situational safety awareness.

Self-regulation is trainable so that mental effort can be improved or recovered when needed through the exertion of 'effortful control'. As an executive process self-regulation intersects the two different mental states of 'introspection' and the more pragmatic and externally directed action form of coping. As an executive function it also underlies cognitive resilience, the ability to recover from adversity or overload and to continue to function as required.

Advancing positive self-regulation - leading to greater situation awareness, safety and performance is initially measured by the SSA test.

Appendix: SSA Versions & Structure for Healthcare



SSA INV (Supervisors & Managers) v2.0 test is a 120 question test of abilities and perceptions relative to the performance required of a fully functioning charge nurse, ward manager or facilities professional with responsibility for large scale assets and healthcare workers.

This instrument is used primarily for assessing the capacity for unit managers and the executive in the management of safe behaviour and patient interaction by others through an understanding of the human factors that impact the workplace.

The focus of the managers and supervisors test is in achieving performance and safety through others by an understanding of human factors and effective team resource management principles.

SSA INV (SUPERVISORS & MANAGERS) V3.1

120 items 40min

ATTENTION AND RECOVERY

- Positive Recovery Skills
- Mental Alertness
- Manages Fatigue

THREAT AND ERROR MANAGEMENT SKILLS

- Anticipates Defends
- Understands Human Error

FUNCTIONAL ABILITIES

- Perception Projection
- Working Memory

TEAM RESOURCES MANAGEMENT SKILLS

- Participative Style
- Team Safety Orientation
- Emotional Intelligence

SAFETY PERSPECTIVE

- Responsible for Safety
- Risk Sensitivity
- Safety Conscientiousness



The SSA (HOSPITAL & MEDICAL) V5.0a is a 120 question survey of personal skills and characteristic behaviour, measuring the potential for loss of situation awareness, management and compliance with mandatory protocols, through a breakdown in attention and responsiveness working in both emergency and ward environments.

The survey is designed for hospital nursing and allied professionals where both behavioural and situation risks exist with respect to preventable infection control, misidentification and other adverse events.

SSA HOSPITAL & MEDICAL V5.0a

ATTENTION AND RECOVERY

- Personal Resilience
- Mental Alertness
- Manages Fatigue

SELF MANAGEMENT

- Defensive Safety Habits
- Safety Self Awareness

FUNCTIONAL ABILITIES

- Infection Identification Control
- Reasoning Logic
- Working Memory
- Emotional Intelligence
- Decision Making Speed
- Perceptual Acuity

SAFETY PERSPECTIVE

- Responsible for Safety
- Risk Perspective
- Safety Conscientiousness



The SSA (AGED CARE & DISABILITY) SCREENING INVENTORY V5.0 is an 83 question pre-interview screen for personnel engaged in aged care and disability care activities.

The test comprises critical attributes, non-technical skills and behaviours essential for adequate functioning in maintaining an alert and satisfactory attention and positive response to those who are vulnerable and cannot care for themselves. The test also scans for the key and potential behaviours leading to abuse and neglect.

SSA (AGED CARE & DISABILITY) SCREENING INVENTORY V5.0

RELATIONSHIP ORIENTATION

- Compassion For Others
- Aggression Management
- Empathy Sensitivity
- Values Relationships
- Emotional Intelligence

POSITIVE SELF MANAGEMENT

- Copes Emotionally
- Maintains Mental Alertness
- Manages Fatigue



The SSA (COMMUNITY NURSING) V2.0a is a 115 question survey of personal skills and characteristic behaviour, measuring the potential for loss of situational awareness and compliance with mandatory protocols, loss of caring and concern due to overload

and intolerance of others resulting in a breakdown in essential vigilance, attention and responsiveness. The survey is designed for community nursing and allied professionals where risks exist with respect to infection control, mis-identification, and adverse personal or negligent events.

The SSA (COMMUNITY NURSING) V2.0a

ATTENTION AND RECOVERY

- Manages Fatigue
- Mental Alertness
- Personal Resilience

SELF MANAGEMENT

- Aggression Management
- Defensive Safety Habits
- Frustration Tolerance
- Safety Self Awareness

FUNCTIONAL ABILITIES

- Emotional Intelligence
- Infection & Identification Control

SAFETY PERSPECTIVE

- Responsible for Safety
- Risk Perspective
- Safety Conscientiousness



The SSA INV (Hospital Admin & Patient Support) v1.1a is an 85 question test of ability to maintain attention and awareness, perform at the level of a well-functioning and normal adult. Use this for assessing the capacity for safe behaviour in general utilities roles in hospital patient transfer and general utilities roles.

SSA INV (Hospital Admin & Patient Support) v1.1a

85items 10min

SAFETY BEHAVIOURS

- Defensive Safety Habits
- Safety Self Awareness
- Manages Fatigue

SAFETY PERSPECTIVE

- Responsible for Safety
- Risk Avoidance
- Safety Conscientiousness

PERSONAL STATUS

- Coping Skills
- Mental Alertness



SSA Inventory Version V5.0 (R) is a 44 item short test focused on the key functional abilities related to the maintenance and recovery of attention, perception, judgment and responses required to exhibit and maintain situational and appropriate safety awareness in the workplace. **The test is designed to be used as a 'next-day' retest**

instrument

SSA INVENTORY VERSION V5.0 (R)

44items 30min

ATTENTION AND RECOVERY

- Manages Fatigue
- Impulse Management
- Mental Alertness

FUNCTIONAL ABILITIES

- Executive Functioning
- Working Memory
- Choice Reaction Speed



The SSA INV (Admin & Utilities) v1.1a is an 85 question test of ability to maintain attention and awareness, recover from adverse events to perform at the level of a well-functioning and normal adult. Use this for assessing the capacity for safe behaviour in general administration, cooks, cleaners roles in low personal risk environments, or in workplace induction for

those with little work experience or safety training

SSA INV ADMIN UTILITIES v1.1a

85items 10min

SAFETY BEHAVIOURS

- Defensive Safety Habits
- Safety Self Awareness
- Manages Fatigue

SAFETY PERSPECTIVE

- Responsible for Safety
- Risk Avoidance
- Safety Conscientiousness

PERSONAL STATUS

- Coping Skills
- Mental Alertness



The SSA INV (REHAB & RTW) V5.0a instrument is a 64 item test focused on the key behavioural and functional abilities required for safety at work. The test measures the capacity for maintenance and recovery of attention, perception, judgment and timely responsiveness required to maintain situational safety awareness in the workplace. The test has application in assessing the readiness of workers to return to work and in assessing candidates for their fitness to work in a safety critical environment.

SSA INV REHAB RTW V50a

64 items 30 min

ATTENTION AND RECOVERY

- Manages Fatigue
- Impulse Management
- Mental Alertness
- Resilience
- Coping with Work Load

FUNCTIONAL ABILITIES

- Executive Functioning
- Working Memory
- Choice Reaction Speed
- Perceptual Acuity



The SSA Inventory (Mobile Equipment Operator) v2.0 test is a 105 question test of ability to perform at the level of a well-functioning and normal adolescent or adult, relative to the alert performance required of a driver with special skills.

This instrument is used primarily for assessing mental functioning and basic capacity for safe behaviour as an operator of patient road transport and ambulances..

105items 30min

ATTENTION AND RECOVERY

- Personal Resilience
- Mental Alertness
- Manages Fatigue

SELF MANAGEMENT

- Defensive Safety Habits
- Safety Self Awareness

FUNCTIONAL ABILITIES

- Executive Functioning
- Perceptual Acuity
- Response Accuracy and Coordination
- Working Memory

SAFETY PERSPECTIVE

- Responsible for Safety
- Risk Perspective
- Safety Conscientiousness



The SSA Resilience Test,

is a 66 item diagnostic instrument that assesses an individual's present stressors and adequacy of managing stress reactions, fatigue and responsiveness relevant to the maintenance of performance and situational awareness in the workplace.

The adequacy of results for this test is

determined according to the environment and purpose.

SSA RESILIENCE V1.5

66items 10min

STRESS COPING SKILLS

- Copes Emotionally
- Copes With General Role Stress
- Copes With Workload

CAPACITY FOR SELF MANAGEMENT

- Manages Fatigue
- Positive Coping Habits
- Maintains Mental Alertness



The WORKPLACE CLIMATE SURVEY (Healthcare) (Bullying & Harassment) is a 75 item diagnostic instrument that assesses an individual's experience of destructive and dysfunctional behaviour being levelled at them. The survey addresses the reasons for breakdown in interpersonal relationships,

role performance and situations leading to safety risks in the workplace due to aggressive and narcissistic behaviours by others.

WORKPLACE CLIMATE SURVEY General Healthcare (Bullying & Harassment)
(available as an anonymous broadcast survey)

78 items untimed

TARGETED (Victimising) BEHAVIOUR

- Control tactics
- Duration and Severity
- Performance prevention tactics
- Risk to employees safety
- Violations Excessive Behaviour



The HFA Plus+ survey is a Human Factors Analysis and Classification model which is designed to identify the human contribution to incidents. The tool is augmented with a 'Workload' score as an aid to understanding the potential severity and likely reduction in safe performance in specific roles. The

inclusion of the differentially assessed workload measure assists in dimensioning the human variable in an investigation process or as the target for training and prevention efforts. The HFA Plus+ is a comprehensive human error framework for rapid risk analysis through 12 major categories of role related human failure and limitations in safety performance and compares with the Reason model of latent and precursor attributes and the HFACS taxonomy of errors and violations by Weigmann and Shappell (2001)

HFA Plus Risk Analysis (15 Factors)

Specification
Job description (non-scoring)
Work load assessment
Safety supervision
Safety culture
Team management
Stress fatigue management
Task attributes
Competency training
Person job readiness
Safety systems
Physical environment
Security
Violations
Errors



The SSA INV (APPRENTICE) v5.0 is a 75 question test of ability to perform safely at the level of a normal adult. This instrument is used for assessing mental functioning and basic capacity for safe behaviour in personnel with little workplace experience or safety training such as apprentices and also for assessing functional ability of injured workers on return to work, in hazardous environments,.

SSA INV APPRENTICE v5.0

75items 30min
SELF MANAGEMENT
 Defensive Safety Habits
 Safety Self Awareness
 Understands Fatigue
FUNCTIONAL ABILITIES
 Executive Functioning
 Perceptual Acuity
 Accuracy and Coordination
 Working Memory
MENTAL STATUS
 Stress & Coping Status



The SSA INV (GRADUATES) v3.1a test is a 105 question test of ability to perform at the level of a well-functioning and normal adolescent or adult, relative to the growing performance required of a professional in training.

This instrument is used primarily for assessing mental functioning and basic capacity for safe behaviour amongst candidates with limited work experience.

SSA INV GRADUATES v3.1a

105items 30min
ATTENTION AND RECOVERY
 Personal Resilience
 Mental Alertness
 Manages Fatigue
FUNCTIONAL ABILITIES
 Executive Functioning
 Perceptual Acuity
 Accuracy and Coordination
 Working Memory
SELF MANAGEMENT
 Defensive Safety Habits
 Safety Self Awareness
SAFETY PERSPECTIVE
 Responsible for Safety
 Risk Perspective
 Safety Conscientiousness



The SSA Inv (SECURITY) v3.1a test is a 105 question test of ability to perform at the level of a well-functioning and normal adult, relative to the performance required of a security professional in airport operations. This instrument is used primarily for assessing mental functioning and basic capacity for safe behaviour, alertness, vigilance and

attention recovery skills in addition to effective customer interaction skills amongst candidates applying for sensitive security positions.

SSA INV SECURITY v3.3a

105items 35min
ATTENTION AND RECOVERY
 Personal Resilience
 Mental Alertness
 Manages Fatigue
SELF MANAGEMENT
 Defensive Safety Habits
 Safety Self Awareness
FUNCTIONAL ABILITIES
 Executive Functioning
 Perceptual Acuity
 Decision Accuracy & Speed
 Working Memory
SAFETY PERSPECTIVE
 Responsible for Safety
 Risk Perspective
 Safety Conscientiousness

Example Reports

SSA

SSA INV (HOSPITAL & MEDICAL) V5.0a CLIENT REPORT

Client 2: PSYFACTORS PTY LTD (506)

Respondent 8173: Doris Testperson #2

Date of Birth: 19-04-1960

Telephone: 95960000

Email: contact@psyfactors.com

Address: Gladstone Street Gladstone 4500 QLD
Australia

Assessment Date: 20 / 03 / 2014 08:32:09 PM

SURVEY DESCRIPTION

The SSA INV (Hospital & Medical) V5.0a is a 120 question survey of personal skills and characteristic behaviour, measuring the potential for loss of situational awareness and compliance with mandatory protocols, through a breakdown in vigilance, attention and responsiveness. The survey is designed for hospital nursing and allied professionals where risks exist with respect to infection control, misidentification or other sentinel events.



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Report on: **Doris Testperson #2** 20 / 03 / 2014 8:32 PM

Overview and scale definitions of the SSA INV (HOSPITAL & MEDICAL) V5.0a

The SSA INV (Hospital & Medical) V5.0a is a 120 question survey of personal skills and characteristic behaviour, measuring the potential for loss of situational awareness and compliance with mandatory protocols, through a breakdown in vigilance, attention and responsiveness. The survey is designed for hospital nursing and allied professionals where risks exist with respect to infection control, misidentification or other sentinel events.



The respondent's risk of loss of situational awareness (SA) and hence nursing competency and compliance with necessary protocols can be determined by transferring the adjusted Ai score (AAI) to the 'risk probability curve' on the graph. A score of less than 57 would suggest a greater or growing risk of loss of SA with stress, fatigue and other disruptive factors. A score greater than 60 provides for increasing certainty of sustained safe behaviour.

ATTENTION AND RECOVERY

Manages Fatigue

Extent of self management to avoid safety risks due to unrelieved stress or sleep loss.

Mental Alertness

Measures the extent of every day slips in perception, memory and coordination that indicate a loss of situational awareness.

Personal Resilience

Involves the capacity to maintain and recover a balanced emotional state due to adverse circumstances

SELF MANAGEMENT

Defensive Safety Habits

Assesses behavioural habits as a personal defense to common hazards and unexpected adverse events.

Safety Self Awareness

Involves knowledge of the effects of various stressors and warning signs of loss of attention.

FUNCTIONAL ABILITIES

Decision Making Speed

Assesses the ability to make rapid and effective decisions and provide timely and accurate coordinated responses to changing circumstances

Emotional Intelligence

Measures the ability to know and utilise the emotions and intentions of others so as to achieve safe and positive care objectives.

Perceptual Acuity

Measures the individual's mental and visual sharpness in detecting potential hazards.

Reasoning & Logic

Measures the use of logic in reasoning to detect errors and avoid developing hazards.

Working Memory

Assesses the ability to retain and recall information in the short term as a defense to potential errors of omission and distraction.

SAFETY PERSPECTIVE

Responsible for Safety

Involves the individual's belief in their ability to influence their own safety.

Risk Perspective

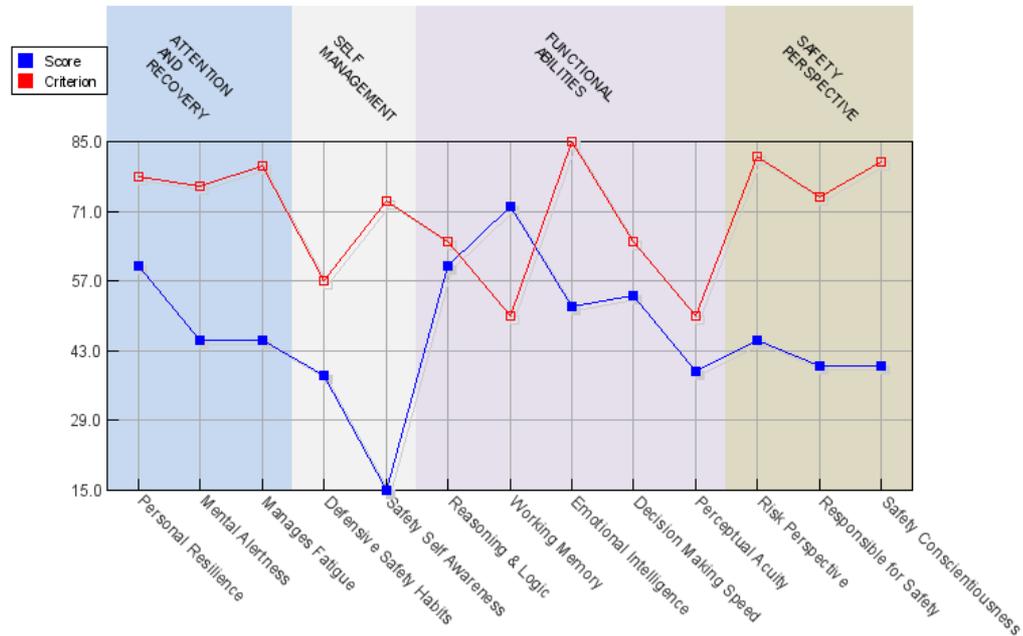
Considers the individual's tendency to seek out or tolerate risky situations.

Safety Conscientiousness

Involves the capacity of the individual to display diligent and conscientious behaviour.

Report on: **Doris Testperson #2** 20 / 03 / 2014 8:32 PM**SUMMARY OF RESULTS****Respondent Final Score (Assessment Index): 22** Time taken: 30 minutes Expected: 30 minutes

Doris's results indicate a negligible or well below average capacity with respect to the benchmark for safety minded persons, to maintain her situational awareness and master or cope with the safety needs of the role, with a special cautionary significance to capacity to maintain and recover a balanced emotional state with increased stress or exposure to adverse circumstances.

**Doris reports a greater competency in**

- Understanding of the means and procedures for effective infection control and identification of patients
- Ability to remember and recall 'short term' information when needed

Doris's results indicate that caution should be exercised with respect to tasks requiring competent skills in

- Capacity to maintain and recover a balanced emotional state with increased stress or exposure to adverse circumstances
- Present extent of the capacity to avoid loss of perception and vigilance due to becoming mentally overwhelmed by fatigue, illness or overload
- Effectiveness in managing the self to avoid the cumulative or compounding effects of unrelieved fatigue.
- Anticipating the hazardous effect of distractions, fatigue and variable diligence in self and others
- Being able to notice when various human factors are impacting own mental and physical performance
- Ability to perceive and appraise the emotions of patients and others to deliver appropriate care and attention.
- Neurocognitive response rate as an indicator and measure of functional capacity and adequacy.
- Strength of mental and visual capacity to detect unusual events or actions
- Seeing the self as being actively responsible for the safety of self and others
- Identifying and avoiding risky situations that may seem to be within own capability in favour of caution.
- Avoiding expedient deviation from rules and procedures

Report on: **Doris Testperson #2 20 / 03 / 2014 8:32 PM**
Interview Guide

Tendency to Complacency

Doris's responses indicate she is likely to accept and expect that the actions of others will be compliant and that the working environment will be inherently safe. This behaviour is often a consequence of the complacency that can develop when a person has little or no direct experience of workplace events that deviate from safety, compliance or procedural requirements.

This creates a routine expectation that things will always be as they should and that verification is not necessary. This complacency results in reduced vigilance, and hence, lesser ability to respond when necessary, i.e. during an emerging risk or other hazardous situation. It is recommended that you verify the extent this could impact Doris's safety, hazard identification and compliance behaviour on the job.

Summary of possible indicators

- likely to daydream and not listen to people
- is easily distracted from their primary task
- fails to hear or ignores what is going on nearby
- avoids difficult or demanding tasks
- shows signs of fatigue
- has an incomplete mental picture of the situation
- not alert or mind goes blank when stressed
- failure to check leads to completion of wrong task
- will tolerate ambiguity and ignore uncertainty
- makes decisions based on incomplete facts
- is unlikely to recognise or challenge a visible problem
- tends not to inform others of important issues

Possible Impacts on performance

In general, people with a tendency to complacency (a form of mental laziness) have few checking or confirmatory behaviours that ensure they remain safe or compliant with any degree of certainty or precision. They typically show an easy acceptance for and reliance upon the words or actions of others and which is characteristic of people who perceive they have a low level of personal responsibility for outcomes. Their lack of any effective monitoring of what is going on around them, or the behaviour of others suggests a greater likelihood they will ignore the signs of a progressive buildup of risk in operations and a likelihood they will react with ineffective actions to emergencies.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. How do you keep people informed of your status, intentions, expectations and standards?
2. What sort of things do you often do to make sure everything is operating as it should?
3. How much time do you normally spend checking on what people tell you on each shift?
4. In what circumstances would you not follow instructions?
5. What do you do if you are given information by a more senior person that is different from what it usually is?
6. What should happen to someone who falls asleep while on duty?

Easily Distracted

Doris reports a greater tendency to be easily distracted and of losing track/awareness of her present task when interrupted. You should consider the severity of this by reviewing Doris's results on the Defensive Safety Habits scale. If Doris's results on both scales are low, it more strongly indicates that she is easily distracted.

Summary of possible indicators

- tendency to drift off and daydream
- easily diverted from their own primary task
- changes focus at mention of a favourite topic
- can be preoccupied with trivial issues
- shows signs of fatigue
- has tendency to cyclic 'worry thinking'
- has an incomplete mental picture of the situation
- mind goes blank when under stress
- becomes confused and forgetful
- tendency to make poor decisions due lack of facts

Possible impacts on performance

People with a tendency to be easily distracted are often emotionally prompted by some internal stress or a demanding task which could range from feelings of boredom to panic with a corresponding need for emotional release (this is different from externally generated and sudden multiple distractors demanding attention). The split of attention and loss of continuity in their circumstances may result in a loss of 'situational awareness'. Their perception and responses to sudden demands risk being confused, inappropriate or indecisive through fear of making the wrong decision.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. Distractions are a typical part of the job. What are the personal signs that tell you that you are about to lose sight of your task?
2. Do you have any sort of technique that helps you stay in touch with the task, the changing circumstances and actions of others around you?
3. Have you been in the situation where an emerging threat (or risk) demanded your attention whilst you were attending to another one in progress? What were the circumstances and what did you do?
4. What do you do if you notice that it is becoming hard to maintain sufficient awareness of your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

Report on: **Doris Testperson #2** 20 / 03 / 2014 8:32 PM

Tendency to Ignore Risk

Doris reports a slightly higher than average tendency to operate outside the rules and at her emotional limits. It is recommended you consider whether this behaviour could result in reduced safety, hazard identification or compliance in the job or working environment. If Doris's result on the Risk Perspective scale result is above the "norm", you should consider whether Doris is experiencing prolonged fatigue as this could increase her tendency to sometimes ignore caution.

Summary of possible indicators

- tends not to anticipate or look forward on events
- tends to ignore signs of sleepiness and fatigue
- tends to tolerate being stressed
- doesn't challenge and gives in to group pressure
- operates out of habit
- tends not to be mentally alert
- has an incomplete mental picture of situations
- is unlikely to monitor others or the situation
- ignores hazardous potential (i.e. drives in fog)
- inability to challenge, check or test information

Possible impacts on performance

People who may be risk prone can typically be characterised as impulsive with an immediate need for gratification and are likely to avoid making the extra effort required to check or alter what they are doing. The inability to provide the mental effort may also result in a rebellious and non-compliant person with regard to the rules and protocols of the tasks and workplace. It should be noted that this characteristic is different from the behaviours of the person trained to manage various risks and hazards in their workplace (i.e., aviation, public safety roles etc).

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. What do you do to ensure you correctly understand the rules and SOPS that exist in your workplace?
2. When you notice others around you getting 'stressed out' what do you do?
3. When you notice that you are becoming 'stressed out' at work what do you do?
4. How do you balance the need to get things done with the need to following the rules and SOPS in the workplace?
5. When you have competing demands to 'get something done on time' but you have to follow a SOP which prevents you from doing that - how do you decide what is the 'right thing to do'?

Failure of Presence of Mind

Doris's responses suggest she has some tendency to lose 'presence of mind' or situational awareness (what is happening around him). You should explore this further with Doris to determine if there is any fatigue, illness, medication, lifestyle, task or emotional issues that could be interfering with his capacity to pay attention and remain constantly vigilant on the job.

Summary of possible indicators

- likely to daydream and not listen to people
- easily distracted from their primary task
- fails to hear what is going on around them
- is preoccupied with unimportant/unrelated factors
- shows signs of fatigue
- has a tendency for cyclic 'worry thinking'
- has an incomplete mental picture of the situation around them
- not mentally alert or mind goes blank
- completes wrong task or throws wrong thing away
- makes decisions based on incomplete facts

Possible impacts on performance

People experiencing a loss of 'presence of mind' also called 'situational awareness' typically become unaware of what is going on around them. Their perception and responses to sudden demands risk being confused, inappropriate or indecisive. They may show a natural 'knee jerk' tendency to fall back to 'old habits' which may result in the wrong decision being made or a failure to apply the correct solution to the situation.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. Doris, please tell us about a time in your past work or personal life when you felt that you had difficulty paying attention to what you were doing, for example, when driving at the end of a night shift or some other time. How did you recognise that? What did you do about the situation? What did you learn from that experience?
2. What sort of things do you normally do to stay in touch with the changing circumstances and actions of others around you?
3. How do you ensure that you stay alert and or recover your attention so as to be able to identify any emerging risks or sudden threats around you?
4. What do you do if you notice that it is hard to maintain your awareness of your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

Report on: **Doris Testperson #2** 20 / 03 / 2014 8:32 PM

Fatigue Prone

Doris reports typical signs and symptoms of acute, and possibly (if prolonged) chronic fatigue. You should discuss this with Doris to determine its severity and what she does to minimise feelings of tiredness and loss of vitality and how this impacts on her job performance. This represents a significant potential risk factor in whether Doris is able to give sustainable performance at the required levels.

Summary of possible indicators

- likely to daydream and not notice people
- easily distracted from demanding tasks
- fails to hear what is going on around them
- preoccupied with unimportant/unrelated factors
- prefers low mental effort tasks
- tendency to be mentally slow
- tendency to be forgetful
- unlikely to retain a mental picture of a situation
- tendency to go mentally blank when under stress
- tendency to make reactive and poor quality decisions
- makes decisions based on incomplete facts

Possible Impacts on performance

People experiencing fatigue typically have reduced levels of performance, safety and productivity, they may fail to identify and appropriately respond to emerging situational risks and may inadvertently place or allow others to enter a situation of risk.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. Please tell us about a time when you felt a bit uncomfortable about what you were doing, like when driving home at the end of a night shift and how did you handle that?
2. What sort of things do you normally do to stay in touch with the changing circumstances around you?
3. How do you ensure your alertness or recover your attention so as to be able to identify emerging risks or threats?
4. What do you typically do if you notice that it is hard to stay focused on your tasks or your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

Tendency to Impulsiveness

Doris reports a tendency to look for quick and easy solutions and and of being reactive when under pressure. This indicates she is likely to be quite impulsive. When also associated with poorer safety habits and self-awareness, this may represent a significant risk factor. You should confirm with Doris the extent and the circumstances when she is most likely to experience this.

Summary of potential indicators

- poor ability to anticipate events
- easily distracted and forgets intended actions
- expects or assumes particular outcomes
- can be disruptive and finds fault with everything
- doesn't assess personal capability and performance before deciding/taking action
- reacts quickly without fully thinking through things
- tendency to throw away the wrong thing
- unintentionally hits the wrong switches
- likely to take short cuts and ignore procedures
- displays a 'near enough is good enough' attitude

Possible Impacts on performance

The impulsive person is likely to operate on a 'short fuse' or a relatively intolerant mindset. A poorer ability to anticipate events and project consequences would likely mean that the wrong actions and decisions are made in a hurry. The low personal coping skills typically displayed by this type of person also suggests a reactivity and a tendency to blame others and to go looking for faults in others when things go wrong. The person's inability to stay focused and monitor the capability and performance of the elements or people around them indicate a tendency to take short cuts and not fully apply procedures or safety controls.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. How do you maintain focus when the task is boring or repetitive?
2. How do you deal with having to finish something to a specific time and standard, but it is impossible to do both?
3. Have you ever found yourself in an undesirable situation you could have avoided? How would you avoid that in future?
4. When you feel pressured at work, what do you do about it?
5. What do you do to minimise doing things without thinking?
6. Do you sometimes consider and evaluate how good your decision-making has been?
7. What strategies do you put in place to slow yourself down before acting?

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Makes Blunders

Doris reports she can be clumsy and uncoordinated in her movements and that she has a tendency to sometimes make rash emotional outbursts and be inattentive. If Doris's results on the mental alertness and coping scales are also low, it indicates a need to further investigate this result with her.

Summary of possible indicators

- uncoordinated eye-hand movements
- exercises poor judgement/decision making
- likely to daydream or not be attentive
- easily distracted
- drops things through hasty or careless actions
- fails to hear what is going on around them
- may report feeling overstressed
- may forget to fully complete tasks
- easily irritated by people or circumstances
- can't remember what they went to a particular place to do or get, i.e. the garage at home
- starts wrong machine or process
- throws the wrong thing away
- unintentionally hits wrong switches on machine
- has wandering thoughts due to fatigue and loses mental picture of what is going on around them

Possible impacts on performance

Making blunders is a physical sign of what is going on in the person's mind. The feelings of awkwardness and self-conscious movements are a sign of mental tension. The person would likely have considerable difficulty in paying attention to what they are doing, switching rapidly from one task to another, remembering their most recent actions and intentions, together with a loss in the quality of their communication skills and ability to explain issues. This mental freeze interferes with coordination resulting in dropped, incorrect or ineffectual hand, eye and leg movements.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. Many people are clumsy and uncoordinated at some time. What do you think being clumsy is about?
2. When might you be most 'clumsy'?
3. How could you defend against clumsiness affecting your performance or safety?
4. If clumsiness is identified by the candidate as being about their mental blocks - ask them about the way they manage their stress.
5. When have you felt that your response to a situation or another person was 'over the top' (angry or emotional), what caused that and what did you do to recover or repair the situation?

Failure of Memory

Doris reports a greater tendency to loss of memory about everyday things. This may be due to poor ability to self-regulate to manage stress, the effects of illness or manage frequently changing task demands. If Doris has also achieved low results on the coping, maintaining mental alertness, fatigue management and short term memory scales, it indicates that further investigation is needed to establish her present mental state and stress levels. Alternatively, it may also be useful to explore for a possible prior head injury or medication.

Summary of possible indicators

- can't remember intentions, places or names
- can't remember the detail of procedures
- forgets where they put things
- forgets to complete tasks
- constantly preoccupied
- needs to constantly reread things to understand
- poor ability to recall information when needed
- repeatedly checks that they have done things - i.e. going back to check they have locked a door
- performs a familiar tasks in the wrong sequence
- puts something aside then forgets to resume it
- throws the wrong thing away

Possible impacts on performance

People experiencing lapses in 'memory', are typically vulnerable in environments where distraction is the norm with the need for rapid responses to situations. Their perception and responses to sudden demands risks being mostly impulsive but also confused, inappropriate or indecisive. Where impulsiveness is likely the person may fall back to 'old habits' which may result in the wrong decision being made and a failure to apply the correct solution to the situation.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. How would people that know you well describe your memory? Why?
2. Why do you think it is good/poor about your memory?
3. What sorts of things affect your memory for everyday things?
4. What things affect your memory in particular? How do you compensate for that?
5. Do you have a technique to remember names after meeting someone new? What are our names?
6. When do you find you have most difficulty remembering where you have put things?
7. Do you sometimes use checklists?
8. How do you think having a poor memory could affect this job?
9. Were you aware that you could do things to improve your memory?
10. What other sorts of things occur to you about your memory and the need to improve it?

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Cognitive Performance

Doris's performance on the functional cognitive ability items was low indicating she had difficulty in providing an adequate level of required mental effort to complete the tasks. It is recommended that you compare Doris's results on working memory and speed of decisions and reaction scales (See "Functional Abilities" on page 4 of report) as a confirmation of this.

In particular, please consider if Doris's result is due to lesser cognitive ability or the result of her poor application (understanding and familiarity) or effort on the task. If the result is due to poor application and effort, that suggests potential carelessness by Doris where routine tasks are concerned or a high level of fatigue, which have direct implications for her safety, hazard identification and compliance performance.

Summary of possible indicators

- lesser accuracy in assessing situations
- poor coordination (mental/physical)
- tendency to hesitate (self doubt)
- susceptible to confusion
- avoids tasks requiring mental effort
- tendency to make errors
- tendency to be forgetful
- unlikely to retain a mental picture of a situation
- tendency to go mentally blank under stress
- tendency to make reactive/poor quality decisions
- will make decisions based on incomplete facts
- may be prone to impulsiveness
- may experience above average anxiety

Possible impacts on performance

Affects the accuracy and speed of assessment and decision making and their ability to interpret the meaning or consequence of information or actions. May also demonstrate a lesser ability to correctly and quickly resume a task from the point they were at prior to a distraction. Their attention to the detail of tasks and what is in the environment tends to be poorer and the ability to recognise sequences and patterns and detect the unusual in events or behaviour is similarly lacking. Overall, the critical ability to interpret and recall information at the time needed to make correct decisions when faced with conflicting information tends to be poor.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. Tell us about a situation where you had too many things happening all at once and what you did to effectively manage the tasks and results.
2. Please describe in detail what the features were in the last place you were sitting while waiting for this interview.
3. What sort of things do you normally do to stay focused on the job or task?
4. How do you make sure your assessments of situations or tasks are based on fact and not just assumptions?
5. What do you do when you notice that you are getting anxious and it is hard to think or concentrate ?
6. How do you prevent yourself from 'blanking out' when faced with having to make urgent and critical decisions?

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Poorer Safety Attitudes

Doris's results indicate a complacent attitude and lack of involvement with safety concerns or issues. Doris sees others as being responsible for ensuring safety and for responding to emerging risks. It is strongly recommended that you explore this with Doris to identify the extent that she is likely to avoid responsibility for her own safety and that of others.

Summary of possible indicators

- more accident prone
- unlikely to monitor the safety of others
- unlikely to double check safety information
- considers that the 'ends' justifies the 'means'
- believes everyone cheats on safety rules
- has unrealistic expectations regarding safety
- frequently reports feeling overstressed
- likely to give in to group pressure
- considers that people injured at work are just less lucky
- overlooking things due to pressure of work
- doesn't believe that paying attention affects safety
- thinks 'you need a real instinct for it to be safe at work'
- has attitude that personal safety is the responsibility of the organisation

Possible impacts on performance

People with a 'poor safety attitude' tend to show up as inattentive and careless with a low appreciation of the risks to them in the workplace. They will justify that view with how ineffective or unworthy everything is of their personal contribution and commitment. Their discontent can come from a more physical source that resembles chronic fatigue or medical conditions where the person is affected by prescribed or illicit drugs. They can sometimes withhold personal effort or contribution due to suppressed frustration with a situation.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. How often have you found yourself doing whatever is necessary to get the work done no matter how irritating?
 2. How do you deal with people who push you to do things?
 3. How do you manage getting things done when it seems impossible to meet both the time and quality standard set for you?
 4. What sort of situations can you think of where corners can be cut so that you can get things done more quickly?
 5. Have you found that there were circumstances where you have not reported a safety risk? Why didn't you report it?
 6. Do you have a special way to deal with your fatigue or in letting your feelings (frustrations) go?
-

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Fails to Think Ahead

Doris seems to experience some difficulty in maintaining mental alertness, or questioning the available information in a situation. This reduces the likelihood that Doris will think ahead about how a situation might evolve, the possible outcomes that may result and the defensive action that she needs to take to prevent hazards and risks from escalating. Because of this, Doris may be caught unaware by new or emerging hazards and exposed to avoidable risk. It is recommended that Doris's typical behaviour be discussed with her.

Summary of possible indicators

- fails to anticipate events
- rarely calculates or considers probable outcomes
- seldom confirms understanding
- unlikely to detect converging vehicles on roads
- tendency to go along with 'group think'
- unlikely to have a full mental picture of surroundings
- unlikely to be described as 'mentally alert'
- fails to adequately monitor the capability of an event/machine
- tendency not to be mentally present and aware
- unlikely to question/test information given to them
- unlikely to want to improve their personal status

Possible Impacts on performance

People with a poor tendency to look or think ahead typically become unaware of what is going on around them. Their perception and responses to sudden changes or demands risk being reactive, confused, indecisive, inappropriate or too late to apply the correct solution to a problem. In short, everything is a surprise to them (with the typical excuse that 'no one told me!').

At a lesser level, this characteristic may also affect their relationships with others through lack of understanding of the impact of their behaviour and communication. This type of person also tends to fail to ensure they are adequately rested and prepared for their work.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. How much time would you normally spend familiarising yourself with things like procedures or safety manuals?
2. What do you do to stay in touch with the changing circumstances and actions of others around you?
3. When are you most relaxed in your job and what is the task you find easiest to do without effort?
4. How do you ensure that you stay alert and/or recover your attention so as to be able to do the job to the required standard?
5. What do you do if you notice that it is hard for you to maintain full awareness of your surroundings?
6. How hard do you find it to anticipate guess what someone will do after speaking to them. How do you rate yourself?
7. What specifically do you do to prevent yourself from 'zoning out' when faced with boring tasks?
8. What would you say the key attribute of 'Sherlock Holmes' is in those stories about the mythical investigator?

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Visual Perception & Acuity

Doris's performance on the ability items related to visual perception and acuity was low. This may be related to possible poor sleep and prolonged fatigue, residual effects of an acquired head injury, drug effects etc. Typical symptoms may include blurred vision, sensitivity to light and glare, reading difficulties, poor attention and concentration, memory difficulty, headaches, coordination and balance.

Summary of possible indicators

- low accuracy and speed in gathering information
- tends to miss subtle cues and clues around them
- lower ability to seek out the right information
- tends to take things for granted - fails to look or challenge
- unlikely to notice the 'unusual' around them
- tends not to be able to project information and determine likely events and consequences
- poor ability to make the right decision for the situation
- relies on others to inform them
- may be suffering fatigue, be ill or have sustained a head injury

Possible impacts on performance

People with poor visual and perceptual acuity generally fail to see or comprehend what is going on around them. Poor perception at both the visual and cognitive level is the major cause of incidents (65%+). The ability to connect observed cues and mental clues is a primary factor influencing the effectiveness of a person's risk management actions and overall 'situational awareness'. Poor perception leads to confused, inappropriate and/or indecisive actions. An unprepared person will generally fall back to 'old habits' which may result in incorrect decisions being made for the situation.

How has this arisen in the past for Doris, how did she respond and what did she learn?

Example exploratory questions:

1. Have you found yourself going back again and again to a particular spot when you have lost something?
 2. Do you get nervous when you are driving and you can't see the road ahead clearly?
 3. What sort of things do you do to stay alert so as to be able to identify any emerging risks or possible sudden threats?
 4. What do you do if you notice that you are especially sleepy and find it hard to keep your eyes open?
 5. Have you found yourself reading something over and over without it sticking?
 6. What sort of things do you look out for when working or when a stranger approaches you?
 7. What were you like at 'ball' sports like tennis, squash, football etc? What were your strengths and why?
 8. What do you tend to look for first when entering a room, then what and then what?
 9. What was the person who showed you into this room wearing? (This assumes the person is not present during the interview. If they are, ask about the last person they saw who is not present in the room).
 10. How many floors are there in this building and where was the fire escape stairwell?
-

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ATTENTION AND RECOVERY

The capacity to maintain and recover attention is critical to safety. Poor attention can result from diminished presence of mind due to fixation and preoccupation or from a wandering mind due to fatigue a medical context, inadequate or disrupted personal habits. A lesser state may also result in an inability to switch rapidly between tasks and manage distractions. The component measures in this factor identify the particular vulnerability for this person. The factor measures present mental state enabling an external awareness, characteristic speed of recovery and fatigue management.

Manages Fatigue

Contribution to Safety & Productivity

Extent of the accumulated fatigue on personal performance with the potential for breakdown in safe behaviour and vigilance. Considers fatigue inducing behaviours which may prevent good recovery in sleep, otherwise necessary for the maintenance of a positive alert mental state, so as to be able to pay attention to events and surroundings, control emotions, reduce errors of judgement or inadvertent rule breaking.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

● Doris's results at the slightly below average level confirmed the potential for breakdown due to cumulative fatigue impacting performance, suggesting a poorer level of self management with respect to sleep, diet, exercise and relaxation needs. Doris may when under stress increasingly show decreases in attention, concentration, and some increase in emotional reactivity. Extended periods in this state inevitably results in lowered on the job performance and safe behaviour.

Mental Alertness

Contribution to Safety & Productivity

The cognitive capacity scale measures the individuals prevalence of failure in mental functioning as evidenced by every day slips in perception, memory and physical functions. The person subject to cognitive failure shows up as easily distracted with poor short term memory and a tendency to clumsy uncoordinated behaviour. Cognitive failure can be seen to make the person vulnerable to errors of omission and through frustration to expedient behaviour resulting in safety violations.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

● Doris reports a below average capacity presently, to maintain full and alert functioning being subject to every day slips in perception, memory and physical functions. Doris will likely show up with a tendency to be distracted, likely to forget things and a tendency to clumsy behaviour increasing her vulnerability to errors of omission and progressively through frustration to expediency and safety violations.

Personal Resilience

Contribution to Safety & Productivity

Involves the stability of mood and affect of the person as it impacts safety oriented behaviour by way of their diligence, alertness and situational awareness, energy and responsiveness in addition to the adequacy of interaction with others.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

● Doris's coping skills appear to be very marginal at a below average level suggesting a tendency to some emotional instability and possibly signs of anxiety or even depression when under stress. Typical behaviour of individuals with lesser coping skills is a loss of a sense of humour, sensitivity and tendency to project their dissatisfaction by being critical of others and to complain about the things that prevent them from full performance. A difficulty in relaxing and possibly slower recovery when under load would likely show up as growing fatigue affecting both vigilance and responsiveness.

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SELF MANAGEMENT

The Self Management measure indicates the extent to which the respondent is sensitive to the potential for breakdown in vigilance and attention. A good result requires an understanding of risk and an appreciation of personal limits together with the development of self protective habits gained from experience to counter normal human fallibility. A lesser result with respect to the measures would tend to indicate a lack of anticipation and a tendency to reactive behaviour.

Defensive Safety Habits

Contribution to Safety & Productivity

Defensive safety habits refers to the person's perception and understanding of themselves and the environment. Involves monitoring developments resources, weather, fatigue, personality conflicts, etc.. Anticipates required actions. Asks the right questions. Tests assumptions, confirms understanding. Monitors workload distribution. Reports fatigue, stress and overload in self and others. Generally, has 'presence of mind' such that most events seem to be expected.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Doris's results indicate a below average ability to maintain situational awareness by monitoring developments, to anticipate required actions, ask the right questions, check assumptions and confirm understanding. Monitor workload distribution, report fatigue, stress and overload in self and others.

Safety Self Awareness

Contribution to Safety & Productivity

The self awareness scale identifies the individuals knowledge of the effects of various stressors and early signs of loss of attention, focus and vigilance that reduce their capacity to function and maintain alertness and awareness of errors or safety on the job.

Effect on Performance

(Rated as Well Below Average in range of 0-25)

🔴 Doris indicates a critically below average level of self awareness or knowledge of the effects of various common stressors that reduce the capacity to function and maintain alertness to safety on the job.

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FUNCTIONAL ABILITIES

The functional group of items are cognitive abilities that support the primary or most important attention measures in the test and demonstrate an unencumbered mind capable of mental flexibility, avoidance of fixation and relatively sound logic in decision making. A lesser result is generally experienced when the person is subject to an overwhelming emotional, medical or fatigue experience blocking adequate perception and resultant decision making.

Decision Making Speed

Contribution to Safety & Productivity

Ability to operate in a timely coordinated way in the context of perceiving, deciding and responding accurately to a specific stimulus against various distractions, indicating a normal level of neurological functioning necessary for sustained accurate task performance and safe behaviour through timely responses.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

● Doris indicates a slightly below average ability to operate in a timely coordinated way in the context of perceiving, deciding and responding accurately to a specific indicator, suggesting a slower and possibly inadequate level of functioning, a critically important aspect if the tasks rely on this factor (as in driving or operating complex equipment or processes) necessary for safety of self and others.

Emotional Intelligence

Contribution to Safety & Productivity

The emotional intelligence scale measures the person's capacity to perceive and appraise the emotions of self and others, the ability to manage those to achieve interpersonal objectives and utilise these for more effective planning, timely attention and responsiveness, avoidance of conflict and improve safety.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

● Doris responses, relative to competent healthcare workers, indicate a growing awareness of others feelings and sensitivity to their needs. Doris may be tempted to manage various tricky interpersonal situations other people would tend to avoid. Doris shows a less than average capacity to empathise with the feelings of others.

Perceptual Acuity

Contribution to Safety & Productivity

Correctly sees and understands differences in the environment to make informed judgements about the facts and circumstances of a situation including identifying unusual events, objects, behaviours and emerging hazards.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

● Doris's results on the basic test of perceptual and cognitive acuity was at the below average level suggesting some difficulty in distinguishing unusual differences or objects in the environment that may represent a hazard.

Reasoning & Logic

Contribution to Safety & Productivity

A person's 'executive' functioning involves the mental ability to plan, organise, project outcomes and discern a logical sequence in both practical and abstract tasks. The level of 'executive' functioning indicates the person's capacity which is essential for accurate and consistent task performance and in identifying and projecting the hazards in any context.

Effect on Performance

(Rated as Average in range of 91-110)

Doris indicates an average ability to plan, organise, project outcomes and discern a logical sequence in both practical and abstract tasks. Providing a moderate contribution to Doris's safety mindfulness and capacity to avoid risk.

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Working Memory

Contribution to Safety & Productivity

Considers the ability to maintain a level of memory functioning involving short term situational specific or episodic retrieval, indicating the capacity to retrieve and manipulate data or resume interrupted intentions necessary for the safe execution of a task.

Effect on Performance

(Rated as Above Average in range of 101-200)

Doris's results were at the well above average ability in maintaining a level of memory functioning involving short term situationally specific or episodic retrieval, indicating an exceptional capacity to retrieve and manipulate data necessary for the safe execution of a task.

SAFETY PERSPECTIVE

The safety perspective factor measures the respondent's proactive mindset and sense of personal responsibility in managing safety together with the tendency to avoid circumstances that are beyond personal limitations. A lesser result on the measures would tend to impulsive and potentially rash decisions and an avoidance of responsibility for safety. The factor is an important dimension of safety compliance.

Responsible for Safety

Contribution to Safety & Productivity

Involves the perception and belief the individual has in their ability to guide and influence what happens to them and others in the context of safety. Behaviour range is from the passive to the proactive with regards to safety.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Doris reports a below average level of belief in her ability to control or influence what happens to her and others and would generally tend to be passive and reactive with regards to own or others safety.

Risk Perspective

Contribution to Safety & Productivity

Considers the tendency for the individual to purposefully seek out, respond to or avoid situations that are potentially uncontrollable, require considerable skill, represent 'quick and dirty' approach to work or may result in punitive action. Higher scorers indicate the capacity to observe the rules, follow procedures and maintain a consistent degree of integrity in their approach to the work.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Doris reports a below average tendency avoid risk with a tendency to respond to personally challenging situations that may be uncontrollable or unsafe. Doris may occasionally tend to ignore the rules and procedures or direct instructions when motivated by a challenge.

Safety Conscientiousness

Contribution to Safety & Productivity

Involves the extent to which the individual is likely to display diligent and conscientious behaviour, avoiding rule breaking, expediency, group pressure and careless acceptance of others work to ensure consistently safe outcomes for themselves.

Effect on Performance

(Rated as Below Average in range of 26-50)

Doris indicates a well below average capacity for diligent and conscientious behaviour, to avoid rule breaking, expediency, group pressure and careless acceptance of others work, as a way to ensure consistently safe outcomes.

SSA

SSA INV (HEALTHCARE SUPERVISOR) V3.1 CLIENT REPORT

Client 2: PSYFACTORS PTY LTD (506)

Respondent 11393: Wendy Super Check

Date of Birth: 01-01-1975

Telephone: 938 787 892

Email: pnr@psyfactors.com

Address: Suite 615, 370 St James Rd Boston 502915
MA USA

Assessment Date: 06 / 07 / 2016 10:39:09 PM

SURVEY DESCRIPTION

SSA Inv (Supervisors) v3.0 test is a 136 question test of abilities and perceptions relative to the performance required of a fully functioning supervisor with responsibility for healthcare teams and assets. This instrument is used primarily for assessing the capacity for positive self-regulation and management of the safety of patients, residents and staff.

The SSA test addresses the person's non technical safety skills through positive self-regulation to ensure the ability to see and understand external risks, maintain attention of surrounding events, function with coordinated and reasoned action and to generally remain vigilant of any human factors anticipating the reduction of performance in self and others.



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Report on: **Wendy Super Check** 06 / 07 / 2016 10:39 PM

Overview and scale definitions of the SSA INV (HEALTHCARE SUPERVISOR) V3.1

SSA Inv (Supervisors) v3.0 test is a 136 question test of abilities and perceptions relative to the performance required of a fully functioning supervisor with responsibility for healthcare teams and assets. This instrument is used primarily for assessing the capacity for positive self-regulation and management of the safety of patients, residents and staff.

The SSA test addresses the person's non technical safety skills through positive self-regulation to ensure the ability to see and understand external risks, maintain attention of surrounding events, function with coordinated and reasoned action and to generally remain vigilant of any human factors anticipating the reduction of performance in self and others.



The respondent's risk of loss of situational awareness (SA) can be determined by transferring the AI score to the 'risk probability curve' on the graph. A score of less than 55 would suggest a greater or growing risk of loss of SA with stress, fatigue and other disruptive factors. A score at or greater than 60 provides for increasing certainty of sustained safe behaviour.

SELF-REGULATION

Manages Fatigue

Extent of self management to avoid safety risks due to unrelieved stress or sleep loss.

Mental Alertness

Measures the extent of every day slips in perception, memory and coordination that indicate a loss of situational awareness.

Positive Recovery Skills

Involves the capacity to maintain and recover a balanced unpreoccupied emotional state due to adverse circumstances.

FUNCTIONAL ABILITIES

Numeracy

Assesses the capacity to understand and manage the administration measures of substances involved in caregiver roles.

Reasoning

Measures the individual's mental and visual sharpness in detecting potential hazards.

STM Memory

Assesses the ability to retain and recall information in the short term as a defense to potential errors of omission and distraction.

THREAT AND ERROR MANAGEMENT SKILLS

Anticipates & Defends

Assesses the understanding of the need to anticipate, monitor and test for the potential of adverse events.

Understands Human Error

Assesses the awareness and impact that various human factors have on the performance of others.

TEAM RESOURCES MANAGEMENT SKILLS

Emotional Intelligence

Measures the ability to know and utilise the emotions and intentions of others so as to achieve safety objectives.

Participative Style

Assesses the ability to develop cooperation within the team, through encouragement and participation.

Team Safety Orientation

Involves the individual's capacity to care for the safety of team members.

SAFETY PERSPECTIVE

Responsible for Safety

Involves the individual's belief in their ability to influence their own safety.

Risk Sensitivity

Considers the individual's tendency to seek out or tolerate risky situations.

Safety Conscientiousness

Involves the capacity of the individual to display diligent and conscientious behaviour.

Report on: **Wendy Super Check** 06 / 07 / 2016 10:39 PM

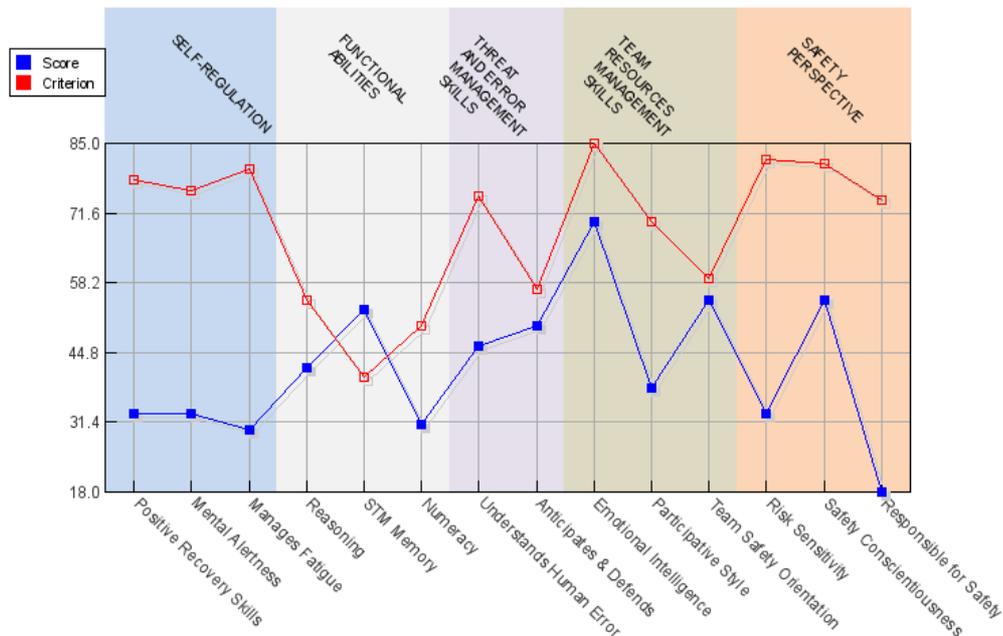
SUMMARY OF RESULTS

Respondent Final Score (Assessment Index): 17 **Time taken:** 15 minutes **Expected:** 40 minutes

Survey comprehension level:

Wendy's preliminary results indicate that her comprehension of the text was adequate to successfully complete the survey.

Wendy's results indicate a negligible or well below average capacity with respect to the benchmark for safety minded persons, to maintain her situational awareness and master or cope with the safety needs of the role, with a special cautionary significance to her capacity to maintain a balanced emotional state with increased exposure to adverse circumstances.



Wendy reports a greater competency in

- Ability to remember and recall 'short term' information when needed

Wendy's results indicate that caution should be exercised with respect to tasks requiring competent skills in

- Capacity to maintain a balanced emotional state with increased exposure to adverse circumstances
- Present capacity to avoid loss of perception and vigilance, generally cope with fatigue, illness or overload
- Effectiveness in managing the self to avoid the cumulative or compounding effects of unrelieved fatigue.
- Ability to think ahead, detect errors, avoid pitfalls and infer developing hazards in a situation
- Ability to accurately identify and calibrate typical measures involved in the nursing caregiver role.
- Anticipating the effect of distractions, fatigue and variable diligence in self and others
- Ability to see the potential for breakdown of safety awareness in self and others.
- Develop cooperation and teamwork, seek and encourage participation with others
- Ability to perceive and appraise the emotions of self and others to further safe behaviour and avoid wasteful conflict.
- Seeing the self as being actively responsible for the safety of self and others
- Identifying and avoiding risky situations that are beyond own skills
- Avoiding expedient deviation from rules and procedures

Report on: **Wendy Super Check** 06 / 07 / 2016 10:39 PM

INTERVIEW GUIDE & ALERTS

OVERALL CHARACTERISTICS Thumbsketch of possible behaviours (descriptive only)

- Keywords: Tolerant, Realistic, Harmonious and Adaptable.
- Wendy will likely come across as a person who needs peace in order to work most comfortably. Whatever the job, Wendy may spend a lot of time thinking before acting and would likely be in her element when working at things that benefit from contemplation.
- Wendy may have the ability to work long hours on a project without a break, and will likely take pride and interest in the job, especially if Wendy is kept in touch with the ideas behind the assignments or the job.
- Wendy may prefer a quiet working environment, and despite a generally friendly nature could enjoy working alone without interruption. Whilst Wendy prefers communication to be clear, understandable, direct and precise, she may find it easier to communicate in writing than in person, or even let others handle face-to-face communication whenever practical.
- Wendy's attention to detail and natural conservatism in drawing conclusions could make her anxious, especially if others are referring to any accomplishment.
- Wendy's attributes may be reinforced by an amazing ability to remember data and details, which adds to an ability to work steadily toward a goal, and with much greater accuracy than some others.
- Interactions with others are marked by a sensitivity to other people's feelings and needs. Wendy may praise others' accomplishments, lend a sympathetic ear to their problems, and will try to avoid being the bearer of bad news or criticism.

POSSIBLE SAFETY RELATED ISSUES

- Wendy's sensitivity can make it difficult to be a supervisor if being well liked and respected gets in the way of being objective and impersonal in appraising others' performance on the job. Reprimanding an employee or an associate may become painful, and the prospect of ensuring compliance or firing someone could be very difficult emotionally. Similarly, the tendency to be tactful when the unvarnished truth is needed could result in acquiescence when instead a clear independent judgment and insistence on following the rules is called for.
- A high need to get along with others may also result in Wendy letting her decisions be swayed by a group deciding that near enough was good enough, or by personal considerations which might better be ignored in the interests of safety.

Report on: **Wendy Super Check 06 / 07 / 2016 10:39 PM**
Interview Guide

Easily Distracted

Wendy reports a greater tendency to be easily distracted and of losing track/awareness of her present task when interrupted. You should consider the severity of this by reviewing Wendy's results on the Defensive Safety Habits scale. If Wendy's results on both scales are low, it more strongly indicates that she is easily distracted.

Summary of possible indicators

- tendency to drift off and daydream
- easily diverted from their own primary task
- changes focus at mention of a favourite topic
- can be preoccupied with trivial issues
- shows signs of fatigue
- has tendency to cyclic 'worry thinking'
- has an incomplete mental picture of the situation
- mind goes blank when under stress
- becomes confused and forgetful
- tendency to make poor decisions due lack of facts

Possible impacts on performance

People with a tendency to be easily distracted are often emotionally prompted by some internal stress or a demanding task which could range from feelings of boredom to panic with a corresponding need for emotional release (this is different from externally generated and sudden multiple distractors demanding attention). The split of attention and loss of continuity in their circumstances may result in a loss of 'situational awareness'. Their perception and responses to sudden demands risk being confused, inappropriate or indecisive through fear of making the wrong decision.

How has this arisen in the past for Wendy, how did she respond and what did she learn?

Example exploratory questions:

1. Distractions are a typical part of the job. What are the personal signs that tell you that you are about to lose sight of your task?
2. Do you have any sort of technique that helps you stay in touch with the task, the changing circumstances and actions of others around you?
3. Have you been in the situation where an emerging threat (or risk) demanded your attention whilst you were attending to another one in progress? What were the circumstances and what did you do?
4. What do you do if you notice that it is becoming hard to maintain sufficient awareness of your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

Risk Tolerant

Wendy reports a slightly greater tendency to be comfortable with more risk. Consider whether this behaviour could impact safety in this job or environment. Also, if the person's risk tolerance is higher consider the possible effect of prolonged fatigue, which could increase the tendency to expediency and ignore caution at times, or project this acceptance of risk to others by ignoring their limitations.

Summary of possible indicators

- tends not to anticipate forward events
- tends to ignore signs of sleepiness and fatigue
- tends to tolerate being stressed
- doesn't challenge, submits to group pressure
- operates out of habit
- tends not to be mentally alert
- has an incomplete mental picture of situations
- is unlikely to monitor others or the situation
- ignores hazardous potential (i.e. drives in fog)
- inability to challenge, check or test information

Possible impacts on performance

People who may be risk tolerant can sometimes be impulsive with an immediate need for gratification and are typically at risk of extending that risk to others if they are in a supervisory role. They tend to avoid making the extra effort required to check or alter what they are doing. The inability to provide the mental effort may also on occasions result in a rebellious and non-compliant person with regard to the rules and protocols of the tasks and workplace. It should be noted that this characteristic is different from the behaviours of the person trained to manage various risks and hazards in their workplace (ie., aviation, public safety roles etc).

How has this arisen in the past for Wendy, how did she respond and what did she learn?

Example exploratory questions:

1. What do you do to ensure you correctly understand the workplace rules and the limitations of others?
2. When you notice others around you getting 'stressed out' what do you do?
3. When you notice that you are becoming 'stressed out' at work what do you do?
4. How do you balance the need to get things done with following the rules and SOPS in the workplace?
5. When you have competing demands to 'get something done on time' but you have to follow a SOP which prevents you from doing that - how do you decide what is the 'right thing to do'?
6. When you have urgent need to 'get something done immediately' but you have to be mindful of the limitations of others capacity to work safely - how do you decide what is the 'right thing to do'?

Report on: **Wendy Super Check** 06 / 07 / 2016 10:39 PM

Failure of Presence of Mind

Wendy's responses suggest she has some tendency to lose 'presence of mind' or situational awareness (what is happening around him). You should explore this further with Wendy to determine if there is any fatigue, illness, medication, lifestyle, task or emotional issues that could be interfering with his capacity to pay attention and remain constantly vigilant on the job.

Summary of possible indicators

- likely to daydream and not listen to people
- easily distracted from their primary task
- fails to hear what is going on around them
- is preoccupied with unimportant/unrelated factors
- shows signs of fatigue
- has a tendency for cyclic 'worry thinking'
- has an incomplete mental picture of the situation around them
- not mentally alert or mind goes blank
- completes wrong task or throws wrong thing away
- makes decisions based on incomplete facts

Possible impacts on performance

People experiencing a loss of 'presence of mind' also called 'situational awareness' typically become unaware of what is going on around them. Their perception and responses to sudden demands risk being confused, inappropriate or indecisive. They may show a natural 'knee jerk' tendency to fall back to 'old habits' which may result in the wrong decision being made or a failure to apply the correct solution to the situation.

How has this arisen in the past for Wendy, how did she respond and what did she learn?

Example exploratory questions:

1. Wendy, please tell us about a time in your past work or personal life when you felt that you had difficulty paying attention to what you were doing, for example, when driving at the end of a night shift or some other time. How did you recognise that? What did you do about the situation? What did you learn from that experience?
2. What sort of things do you normally do to stay in touch with the changing circumstances and actions of others around you?
3. How do you ensure that you stay alert and or recover your attention so as to be able to identify any emerging risks or sudden threats around you?
4. What do you do if you notice that it is hard to maintain your awareness of your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

Fatigue Prone

Wendy reports typical signs and symptoms of acute, and possibly (if prolonged) chronic fatigue. You should discuss this with Wendy to determine its severity and what she does to minimise feelings of tiredness and loss of vitality and how this impacts on her job performance. This represent a significant potential risk factor in whether Wendy is able to give sustainable performance at the required levels.

Summary of possible indicators

- likely to daydream and not notice people
- easily distracted from demanding tasks
- fails to hear what is going on around them
- preoccupied with unimportant/unrelated factors
- prefers low mental effort tasks
- tendency to be mentally slow
- tendency to be forgetful
- unlikely to retain a mental picture of a situation
- tendency to go mentally blank when under stress
- tendency to make reactive and poor quality decisions
- makes decisions based on incomplete facts

Possible Impacts on performance

People experiencing fatigue typically have reduced levels of performance, safety and productivity, they may fail to identify and appropriately respond to emerging situational risks and may inadvertently place or allow others to enter a situation of risk.

How has this arisen in the past for Wendy, how did she respond and what did she learn?

Example exploratory questions:

1. Please tell us about a time when you felt a bit uncomfortable about what you were doing, like when driving home at the end of a night shift and how did you handle that?
2. What sort of things do you normally do to stay in touch with the changing circumstances around you?
3. How do you ensure your alertness or recover your attention so as to be able to identify emerging risks or threats?
4. What do you typically do if you notice that it is hard to stay focused on your tasks or your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

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Tendency to impulsivness

Wendy reports a tendency to look for quick and easy solutions and and of being reactive when under pressure. This indicates she is likely to be quite impulsive. When also associated with poorer safety habits and self-awareness, this may represent a significant risk factor. You should confirm with Wendy the extent and the circumstances when she is most likely to experience this.

Summary of potential indicators

- poor ability to anticipate events
- easily distracted and forgets intended actions
- expects or assumes particular outcomes
- can be disruptive and finds fault with everything
- doesn't assess personal capability and performance before deciding/taking action
- reacts quickly without fully thinking through things
- tendency to throw away the wrong thing
- unintentionally hits the wrong switches
- likely to take short cuts and ignore procedures
- displays a 'near enough is good enough' attitude

Possible Impacts on performance

The impulsive person is likely to operate on a 'short fuse' or a relatively intolerant mindset. A poorer ability to anticipate events and project consequences would likely mean that the wrong actions and decisions are made in a hurry. The low personal coping skills typically displayed by this type of person also suggests a reactivity and a tendency to blame others and to go looking for faults in others when when things go wrong. The person's inability to stay focused and monitor the capability and performance of the elements or people around them indicate a tendency to take short cuts and not fully apply procedures or safety controls.

How has this arisen in the past for Wendy, how did she respond and what did she learn?

Example exploratory questions:

1. How do you maintain focus when the task is boring or repetitive?
2. How do you deal with having to finish something to a specific time and standard, but it is impossible to do both?
3. Have you ever found yourself in an undesirable situation you could have avoided? How would you avoid that in future?
4. When you feel pressured at work, what do you do about it?
5. What do you do to minimise doing things without thinking?
6. Do you sometimes consider and evaluate how good your decision-making has been?
7. What strategies do you put in place to slow yourself down before acting?

Failure of Memory

Wendy reports a greater tendency to loss of memory about everyday things. This may be due to poor ability to self-regulate to manage stress, the effects of illness or manage frequently changing task demands. If Wendy has also achieved low results on the coping, maintaining mental alertness, fatigue management and short term memory scales, it indicates that further investigation is needed to establish her present mental state and stress levels. Alternatively, it may also be useful to explore for a possible prior head injury or medication.

Summary of possible indicators

- can't remember intentions, places or names
- can't remember the detail of procedures
- forgets where they put things
- forgets to complete tasks
- constantly preoccupied
- needs to constantly reread things to understand
- poor ability to recall information when needed
- repeatedly checks that they have done things - i.e. going back to check they have locked a door
- performs a familiar tasks in the wrong sequence
- puts something aside then forgets to resume it
- throws the wrong thing away

Possible impacts on performance

People experiencing lapses in 'memory', are typically vulnerable in environments where distraction is the norm with the need for rapid responses to situations. Their perception and responses to sudden demands risks being mostly impulsive but also confused, inappropriate or indecisive. Where impulsiveness is likely the person may fall back to 'old habits' which may result in the wrong decision being made and a failure to apply the correct solution to the situation.

How has this arisen in the past for Wendy, how did she respond and what did she learn?

Example exploratory questions:

1. How would people that know you well describe your memory? Why?
2. Why do you think it is good/poor about your memory?
3. What sorts of things affect your memory for everyday things?
4. What things affect your memory in particular? How do you compensate for that?
5. Do you have a technique to remember names after meeting someone new? What are our names?
6. When do you find you have most difficulty remembering where you have put things?
7. Do you sometimes use checklists?
8. How do you think having a poor memory could affect this job?
9. Were you aware that you could do things to improve your memory?
10. What other sorts of things occur to you about your memory and the need to improve it?

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SELF-REGULATION

The capacity to maintain and recover attention is critical to safety and depends on adequate self-regulation. Poor attention and task performance can result from diminished presence of mind due to fixation and preoccupation or from a wandering mind due to fatigue a medical context, inadequate or disrupted personal habits. A lesser state may also result in an inability to switch rapidly between tasks and manage distractions. The component measures in this factor identify the particular vulnerability for this person. The factor measures present mental state enabling an external awareness, characteristic speed of recovery and fatigue management.

Manages Fatigue

Contribution to Safety & Productivity

Extent of the accumulated fatigue on personal performance with the potential for breakdown in safe behaviour and vigilance. Considers fatigue inducing behaviours which may prevent good recovery in sleep, otherwise necessary for the maintenance of a positive alert mental state, so as to be able to pay attention to events and surroundings, control emotions, reduce errors of judgement or inadvertent rule breaking.

Effect on Performance

(Wendy Rated as Below Average in range of 26-50)

● Wendy's further results in this area tended to confirm the possibility of breakdown due to cumulative fatigue effects on the person which could impact performance suggesting a low level of self management, sleep, diet, exercise and relaxation habits, which could be improved to maintain or improve on the job performance. Wendy may increasingly show decreases in attention, concentration, and some increase in emotional reactivity. Extended periods in this state inevitably results in lowered on the job performance.

Mental Alertness

Contribution to Safety & Productivity

The cognitive capacity scale measures the individuals prevalence of failure in mental functioning as evidenced by every day slips in perception, memory and physical functions. The person subject to cognitive failure shows up as easily distracted with poor short term memory and a tendency to clumsy uncoordinated behaviour. Cognitive failure can be seen to make the person vulnerable to errors of omission and through frustration to expedient behaviour resulting in safety violations.

Effect on Performance

(Wendy Rated as Below Average in range of 26-50)

● Wendy reports a significant level of stress, operating at the well below average level with respect to full and alert functioning as evidenced by every day slips in perception, memory and physical functions. Wendy will likely show up as more easily distracted, displaying poor short term memory and a tendency to clumsy uncoordinated behaviour increasing her vulnerability to errors of omission and through frustration to expediency and safety violations.

Positive Recovery Skills

Contribution to Safety & Productivity

Involves the stability of mood and affect of the person as it impacts safety oriented behaviour by way of their diligence, alertness and situational awareness, energy and responsiveness in addition to the adequacy of interaction with others.

Effect on Performance

(Wendy Rated as Below Average in range of 26-50)

● Wendy's reports of a below average capacity and lesser emotional stability may show up as anxiety, depression and some volatility. Her need for relief may result in looking for faults in others and complaints about things that inhibit performance. Wendy's general presentation when overwhelmed could be marked by a distinct lack of humour and tendency to avoid others.

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FUNCTIONAL ABILITIES

The functional group of items are cognitive abilities that support the primary or most important attention measures in the test and demonstrate an unencumbered mind capable of mental flexibility, avoidance of fixation and relatively sound logic in decision making. A lesser result is generally experienced when the person is subject to an overwhelming emotional, medical or fatigue experience blocking adequate perception and resultant decision making.

Numeracy

Capacity to swiftly calculate and estimate sizes and measures related to healthcare industry personnel.

Effect on Performance

(Wendy Rated as Slightly Below Average in range of 51-90)

Wendy indicates a lesser ability to assess, estimate and calculate the essential measures applicable to medical and physical care of residents. Providing a degree of uncertainty and risk in Wendy's administration of medical prescriptions and physical needs.

Reasoning

Contribution to Safety & Productivity

Perceptual functioning involves the mental and visual ability to discern the outcomes in both practical and abstract contexts. The level of perceptual functioning indicates the person's capacity for accurate performance in identifying and projecting the hazards in any context.

Effect on Performance

(Wendy Rated as Slightly Below Average in range of 51-90)

Wendy indicates a below average ability to project outcomes and discern a logical sequence in both practical and abstract tasks, which would otherwise provide a positive contribution to Wendy's safety mindfulness and avoidance of risk.

STM Memory

Contribution to Safety & Productivity

Considers the ability to maintain a level of memory functioning involving short term situationally specific or episodic retrieval, indicating the timely capacity to retrieve and manipulate interrupted processes and data necessary for the safe execution of a task.

Effect on Performance

(Wendy Rated as Above Average in range of 101-300)

Wendy's results indicated an average to well above average ability to maintain a level of memory functioning involving short term situationally specific or episodic retrieval, indicating a competent capacity to resume interrupted intentions, retrieve and manipulate data necessary for the safe execution of a task.

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THREAT AND ERROR MANAGEMENT SKILLS

The 'TEM' measure indicates the extent to which the respondent is forward looking, aware of issues and vigilant with respect to self and others. A good result requires an understanding of risk and an appreciation of the limits of others together with the development of self protective habits gained from experience to counter normal human fallibility. A lesser result with respect to the measures would tend to indicate a lack of anticipation and a tendency to reactive management.

Anticipates & Defends

Contribution to Safety & Productivity

Defensive safety habits refers to the person's perception and understanding of themselves and the environment. Involves monitoring developments resources, weather, fatigue, personality conflicts, etc.. Anticipates required actions. Asks the right questions. Tests assumptions, confirms understanding. Monitors workload distribution. Reports fatigue, stress and overload in self and others. Generally, has 'presence of mind' such that most events seem to be expected

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Wendy's results indicate a below average ability to maintain situational awareness by monitoring developments, to anticipate required actions, ask the right questions, check assumptions and confirm understanding. Monitor workload distribution, report fatigue, stress and overload in self and others.

Understands Human Error

Contribution to Safety & Productivity

The Understands Human Errors scale identifies the extent of awareness of the way that various human factors are able to impact an individuals perception, memory and coordination and the inevitability of error.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Wendy's results on the extent of appreciation of the impact that various disruptive human factors can have on full and alert functioning was at the slightly below average level suggesting a need for greater insight in planning for potential threats which may turn an actual hazard into a danger.

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TEAM RESOURCES MANAGEMENT SKILLS

The team management skills measure the key supervisory attributes of the respondent and their ability to achieve a safety cohesive team by operating out of concern for others. The factor measures the inclination and awareness to anticipate, identify and present according to the needs of others. A lesser result on this dimension would tend to result in 'light switch' compliance and poorer overall cooperation by members.

Emotional Intelligence

Contribution to Safety & Productivity

The emotional intelligence scale measures the person's capacity to perceive and appraise the emotions of self and others, the ability to manage those to achieve interpersonal objectives and utilise these for more effective planning, creativity, growth and significantly, the avoidance of non-productive conflict to improve safety at work.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Wendy responses, relative to competent managers, indicate a lesser and slightly below average awareness of others feelings and sensitivity to their needs. Wendy may have difficulty engaging them and in managing conflict and will likely want to avoid, withdraw or attempt to dominate them. Furthermore, Wendy indicates a lesser capacity to perceive and understand the way others feel and their motivation, so as to or to more effectively plan and direct their safety at work.

Participative Style

Contribution to Safety & Productivity

Ability to develop cooperation and teamwork, seek and encourage participation, deal equitably and warmly with others, keeps people informed

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

Wendy appears to indicate a lesser ability, relative to competent managers, to work cooperatively in a team, seek and encourage participation, deal equitably and warmly with others

Team Safety Orientation

Contribution to Safety & Productivity

Addresses the readiness and capacity for the individual to respect and care for the safety of other crew members and nearby aircraft, display patience and encourage safety.

Effect on Performance

(Rated as Average in range of 91-110)

Wendy reports an average positive-ness in attitude to others, with an interest in their safety needs, suggestive of respect and genuine caring for other team members, willing to display patience and encourage safety by personal example.

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SAFETY PERSPECTIVE

The safety perspective factor measures the respondent's proactive mindset and sense of personal responsibility in managing safety together with the tendency to avoid circumstances that are beyond personal limitations. A lesser result on the measures would tend to impulsive and potentially rash decisions and an avoidance of responsibility for safety. The factor is an important dimension of safety compliance.

Responsible for Safety

Contribution to Safety & Productivity

Involves the perception and belief the individual has in their ability to guide and influence what happens to them and others in the context of safety. Behaviour range is from the passive to the proactive with regards to safety.

Effect on Performance

(Rated as Well Below Average in range of 0-25)

🔴 Wendy reports a significantly below average belief in her ability to control or influence what happens to her and others and would likely tend to be passive and reactive with regards to safety issues.

Risk Sensitivity

Contribution to Safety & Productivity

Considers the tendency for the individual to purposefully seek out, respond to or avoid situations that are uncontrollable, require considerable skill, represent 'quick and dirty' approach to work or may result in punitive action. Higher scorers indicate the capacity to observe the rules, follow procedures and maintain a consistent degree of integrity in their approach to the work.

Effect on Performance

(Rated as Below Average in range of 26-50)

🔴 Wendy reports a below average capacity to avoid risk indicating some tendency to seek out personally challenging situations and may respond to or fail to avoid situations that are uncontrollable and unsafe. Wendy may sometimes tend to ignore the rules and procedures of work.

Safety Conscientiousness

Contribution to Safety & Productivity

Involves the extent to which the individual is likely to display diligent and conscientious behaviour, avoiding rule breaking, expediency, group pressure and careless acceptance of others work to ensure consistently safe outcomes for themselves.

Effect on Performance

(Rated as Slightly Below Average in range of 51-90)

🔴 Wendy indicates a slightly below average capacity for diligent and conscientious behaviour, to avoid rule breaking, expediency, group pressure and careless acceptance of others work, as a way to ensure consistently safe outcomes.

SSA

SSA (AGED, DISABILITY & CHILD CARE) V5.0 (+) CLIENT REPORT

Client 2: PSYFACTORS PTY LTD (506)

Respondent 10839: Pete TESTCHECK #3

Date of Birth: 01-01-1990

Telephone: 0419392351

Email: pnr@psyfactors.com

Address: Suite 615, 370 St Kilda Rd Melbourne
3004 VIC Australia

Assessment Date: 19 / 06 / 2016 12:59:29 AM

SURVEY DESCRIPTION

The SSA (AGED, DISABILITY & CHILD CARE) V5.0a SCREENING INVENTORY is an 89 question pre-interview and diagnostic screen for workers engaged in aged, disability and child care activities. The test comprises critical attributes, non-technical skills, a job relevant cognitive abilities test and behaviours essential for adequate functioning in maintaining satisfactory attention and positive response to children and adults with care needs.



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Report on: **Pete TESTCHECK #3** 19 / 06 / 2016 12:59 AM

Overview and scale definitions of the SSA (AGED, DISABILITY & CHILD CARE) V5.0 (+)

The **SSA (AGED, DISABILITY & CHILD CARE) V5.0a SCREENING INVENTORY** is an 89 question pre-interview and diagnostic screen for workers engaged in aged, disability and child care activities. The test comprises critical attributes, non-technical skills, a job relevant cognitive abilities test and behaviours essential for adequate functioning in maintaining satisfactory attention and positive response to children and adults with care needs.



Test Information at a glance

The respondent's risk of loss of positive functioning and situational awareness (SA) can be determined by viewing the Ai score. An AAI score of less than 70 on the screening inventory, would suggest a greater or growing risk of loss of critical capacity to manage clients in the role. An AI score at or greater than 75 provides for increasing certainty of positive and safe behaviour.

POSITIVE SELF MANAGEMENT

COPEs EMOTIONALLY

Involves the capacity to maintain and recover a balanced emotional state in the face of adverse circumstances.

MAINTAINS MENTAL ALERTNESS

Measures the extent of every day slips in perception, memory and coordination that indicate a loss of situational awareness.

MANAGES FATIGUE

Extent of self management to avoid safety risks due to unrelieved stress or sleep loss.

MANAGING ROLE STRESS

Measures self perception and source of any stress in managing the role which may contribute to performance issues.

RELATIONSHIP ORIENTATION

AGGRESSION MANAGEMENT

Measures the tendency to predatory (bullying) or affective (hostile reactive) behaviours targeting others.

COMPASSION FOR OTHERS

Concerns a person's empathy, concern for fairness and the feelings of others.

EMOTIONAL INTELLIGENCE

Measures the ability to know and utilise the emotions and intentions of others so as to achieve safe and positive care objectives.

FUNCTIONAL ABILITIES

NUMERACY

Assesses the capacity to understand and manage the administration measures of substances involved in caregiver roles.

REASONING

Measures the individual's mental and visual sharpness in detecting potential hazards.

STM MEMORY

Assesses the ability to retain and recall information in the short term as a defense to potential errors of omission and distraction.

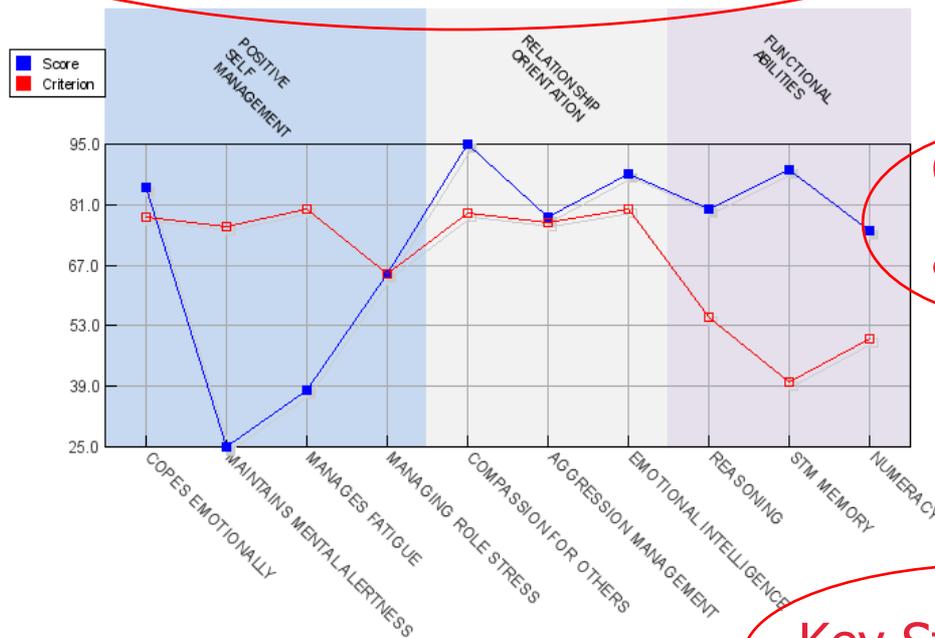
Report on: **Pete TESTCHECK #3** 19 / 06 / 2016 12:59 AM

SUMMARY OF RESULTS

Respondent Final Score (Assessment Index): **58** Time taken: 80 minutes Expected: 30 minutes**Survey comprehension level:**

Pete's preliminary results indicate that his comprehension of the text was adequate to successfully complete the survey.

● Pete's results on behavioural measures were at the **slightly below average** level which could be indicative of some variability in behaviour, resulting in inconsistency in maintaining a positive mental state, situational awareness and sensitive client interaction, Pete's capacity with respect to being able to avoid loss of perception and vigilance by maintaining presence of mind should be treated with caution. These overall results should be compared with Pete's subjective assessment of perceived stress in the role, rated by him as at the 65% level, pointing to the extent to which the role elements discourage, irritate, stress or annoy them versus engendering contentment, relaxed or even complacent attitudes



Graphical Performance at a glance

Key Strengths and weaknesses

Pete reports a greater competency in

- Viewing others and their problems with compassion.
- Ability to perceive and appraise the emotions of patients and others to deliver appropriate care and attention.
- Ability to think ahead, detect errors, avoid pitfalls and infer developing hazards in a situation
- Ability to remember and recall 'short term' information when needed
- Ability to accurately identify and calibrate typical measures involved in the nursing caregiver role.

Pete's results indicate that caution should be exercised with respect to tasks requiring competent skills in

- Being able to avoid loss of perception and vigilance by maintaining presence of mind
- Effectiveness in managing the self to avoid the cumulative or compounding effects of unrelieved fatigue.

Report on: **Pete TESTCHECK #3** 19 / 06 / 2016 12:59 AM

Capacity to self-regulate

POSITIVE SELF MANAGEMENT

The capacity to maintain or recover attention, make balanced judgements and respond positively to others is critical for both maintenance of relationships and safety of self and others. Poor self management and attention can result from diminished presence of mind due to emotional fixation and preoccupation or from a wandering mind due to fatigue, a medical context, inadequate or disrupted personal habits. The component measures in this factor identify the particular vulnerability for this person. The factor measures present mental state enabling an external awareness, characteristic speed of recovery and fatigue management predictive of generally good humour and tolerance.

COPEs EMOTIONALLY

Scale description

Recovers quickly and sufficiently from adverse experiences to enable diligent, alert, situationally aware, responsive and effective performance and communication.

Effect on Safety & Performance (Rated as Average in range of 91-110)

Pete's results were at the average level indicating a perception of having an adequate coping ability and which may show up as a capacity to mostly manage occurrences of situational anxiety or depression. When coping well, he would mostly avoid being critical of others and display a positive tolerance of others. Pete's general presentation could be marked by attempting to making light of things when under stress.

Results on the scale

Description of the Scale

MAINTAINS MENTAL ALERTNESS

Scale description

Ability to avoid failure in mental functioning as evidenced by every day slips in perception, memory and physical functions. Able to avoid (1) being easily distracted with poor short term memory, (2) a tendency to clumsy uncoordinated behaviour, (3) a tendency to make errors of omission, or (4) engaging in expedient behaviour through frustration resulting in safety violations.

Effect on Safety & Performance (Rated as Well Below Average in range of 26-50)

● Pete's results are below average indicating a significant experience of difficulty in maintaining adequate performance in memory, concentration and physical coordination. Pete reports being seriously distracted, forgetful and clumsy. He appears to have potential to make serious errors, to break rules and to not follow procedures to get the job done.

MANAGES FATIGUE

Scale description

Extent of the accumulated fatigue on personal performance with the potential for breakdown in safe behaviour and vigilance. Considers fatigue inducing behaviours which may prevent good recovery in sleep, otherwise necessary for the maintenance of a positive alert mental state, so as to be able to pay attention to events and surroundings, control emotions, reduce errors of judgement or inadvertent rule breaking.

Effect on Safety & Performance (Rated as Below Average in range of 26-50)

● Pete's results indicate a below average capacity to avoid the impact of cumulative fatigue rendering him vulnerable to performance issues. Pete may increasingly show decreases in attention and concentration and an increase in emotional reactivity.

MANAGING ROLE STRESS

Scale description

The multidimensional, self assessment of managing the workload stress provides a score based on specific sources relevant to task strain contributing to success in the job. Elements include managing the mental, physical, temporal, performance, effort and frustration level of demands.

Impact of perceived stress level (Rated as Average in range of 81-120)

Pete's responses on the multidimensional, evaluation of subjective role stress indicates a perception of an average ability to deal with the stress impacting his self management and achievement due to 'Frustration' indicating 'the extent to which the role elements discourage, irritate, stress or annoy them versus engendering contentment, relaxed or even complacent attitudes'

Report on: **Pete TESTCHECK #3** 19 / 06 / 2016 12:59 AM

Behaviour towards others

RELATIONSHIP ORIENTATION

The relationship orientation factor measures the individual's capacity for balanced and equitable behaviour towards others. Low scores are suggestive of extreme tendencies and attributes as derived by the general diagnostic criteria for personality disorders. Poor relationship behaviours may show up as deviations from normal with respect to perception, thinking, interpretation of oneself, other people and events; characterised by exaggerated emotional responses (intensity, lability, appropriateness) and impulsivity dominating behaviour.

AGGRESSION MANAGEMENT

Scale description

Aggressiveness can be seen as either planned (predatory) or unplanned (affective) behaviours essentially reflecting a lack of concern for the other person and characterised by reckless, impulsive and expedient behaviours in the pursuit of a defense to a perceived threat or simply as a gratification for some self-indulgent demands and demand for accommodation from others, often seen as bullying. Poor aggression and self control is often a sign of an underlying mood disorder.

Effect on Interpersonal Performance & Safety (Rated as Average in range of 91-110)

Pete reports an average level of stability and ability to self-manage any overly aggressive reaction when provoked or frustrated. Pete's results suggest a lesser level of threat sensitivity, and correspondingly, a higher level of calmness and the ability to come out of concern for the other person. Pete is likely to avoid reckless, impulsive or expedient behaviour.

COMPASSION FOR OTHERS

Scale description

Compassion as an outward perspective of the person is both rational or cognitive such as concern for fairness as well as for feelings of empathy and concern for the feelings of others. The characteristic is embodied in forgiveness, acceptance and tolerance of others' weaknesses, misfortunes and behaviours.

Effect on Interpersonal Performance (Rated as Above Average in range of 111-200)

Pete reports an above average capacity for empathy, compassion and concern for fairness in dealing with others. This suggests he has a greater tendency and focus on forgiveness, acceptance and tolerance of the weaknesses, disability or failings of others.

EMOTIONAL INTELLIGENCE

Scale description

The emotional intelligence scale measures the person's capacity to see beneath the surface, perceive and appraise the emotions of self and others, the ability to utilise insights to achieve interpersonal objectives and more effective planning, timely attention and responsiveness, avoidance of conflict and improve safety.

Effect on Interpersonal Performance (Rated as Above Average in range of 111-200)

Pete's responses indicate a well above average awareness of the feelings of others and a sensitivity to their needs. Pete's responses also indicate the capacity to make highly constructive decisions to manage various situations most people would withdraw from. He will likely handle his own feelings well and will not be easily dismayed by setbacks.

Report on: **Pete TESTCHECK #3** 19 / 06 / 2016 12:59 AM

Mental ability

FUNCTIONAL ABILITIES

The functional group of items are cognitive abilities that support the primary or most important measures in the test and demonstrate an unencumbered mind capable of mental flexibility, avoidance of fixation and relatively sound logic in decision making. A lesser result is generally experienced when the person is subject to an overwhelming emotional, medical or fatigue experience blocking adequate mental effort and perception, resultant in poor decision making.

NUMERACY

Effect on Performance

(Rated as Above Average in range of 111-200)

Capacity to swiftly calculate and estimate sizes and measures related to healthcare industry personnel.

Pete indicates an above average ability to assess, estimate and calculate the essential measures applicable to medical and physical care of residents. Providing greater certainty to Pete's safety mindfulness and capacity to avoid risk.

REASONING

Contribution to Safety & Productivity

Perceptual functioning involves the mental and visual ability to discern the outcomes in both practical and abstract contexts. The level of perceptual functioning indicates the person's capacity for accurate performance in identifying and projecting the hazards in any context.

Effect on Performance

(Rated as Above Average in range of 111-200)

Pete indicates an above average ability to project outcomes and discern a logical sequence in both practical and abstract tasks. Contributing significantly to Pete's safety mindfulness and capacity to avoid risk.

STM MEMORY

Contribution to Safety & Productivity

Considers the ability to maintain a level of memory functioning involving short term situationally specific or episodic retrieval, indicating the timely capacity to retrieve and manipulate interrupted processes and data necessary for the safe execution of a task.

Effect on Performance

(Rated as Above Average in range of 101-300)

Pete's results indicated an average to well above average ability to maintain a level of memory functioning involving short term situationally specific or episodic retrieval, indicating a competent capacity to resume interrupted intentions, retrieve and manipulate data necessary for the safe execution of a task.

Report on: **Pete TESTCHECK #3** 19 / 06 / 2016 12:59 AM**INTERVIEW GUIDE & ALERTS
SECONDARY ANALYSIS****Interview guide to explore
issues raised in the results****Easily Distracted**

● Pete reports a greater tendency to be easily distracted and of losing track/awareness of his present task when interrupted. You should consider the severity of this by reviewing Pete's results on the Mental alertness scale. If Pete's results on both scales are low, it more strongly indicates that he is easily distracted.

Summary of possible indicators

- tendency to drift off and daydream
- easily diverted from their own primary task
- changes focus at mention of a favourite topic
- can be preoccupied with trivial issues
- shows signs of fatigue
- has tendency to cyclic 'worry thinking'
- has an incomplete mental picture of the situation
- mind goes blank when under stress
- becomes confused and forgetful
- tendency to make poor decisions due lack of facts

Possible impacts on performance

People with a tendency to be easily distracted are often emotionally prompted by some internal stress or a demanding task which could range from feelings of boredom to panic with a corresponding need for emotional release (this is different from externally generated and sudden multiple distractors demanding attention). The split of attention and loss of continuity in their circumstances may result in a loss of 'situational awareness'. Their perception and responses to sudden demands risk being confused, inappropriate or indecisive through fear of making the wrong decision.

How has this arisen in the past for Pete, how did he respond and what did he learn?**Example exploratory questions:**

1. Distractions are a typical part of the job. What are the personal signs that tell you that you are about to lose sight of your task?
2. Do you have any sort of technique that helps you stay in touch with the task, the changing circumstances and actions of others around you?
3. Have you been in the situation where an emerging threat (or risk) demanded your attention whilst you were attending to another one in progress? What were the circumstances and what did you do?
4. What do you do if you notice that it is becoming hard to maintain sufficient awareness of your surroundings?
5. Do you do anything to prevent yourself from 'zoning out' when faced with tedious tasks?

What is seen**The impact of this result****Questions you should ask to
confirm the result**

SMART - A Single Training Mechanism to Improve Self-Regulation

Self Management & Attention Recovery Training



Self-regulation training develops the ability to manage the self in the achievement of objectives. SR is a crucial competency for social, academic and occupational achievement. It allows the individual to adapt more readily and easily to the demands of the moment so as to fulfil intentions by controlling fatigue, attention and the management of emotion.

SMART is the difference between high and low performers

Self-regulation skills and strategies free up cognitive resources to better withstand difficulties, distractions and overload. It is most useful at the moment of sudden demand or crisis, when faced with fatigue and overload.

The ability to recover mental energy through a self-regulating strategy is a decisive attribute that can result in success in situations that would otherwise result in failure. SR is the necessary foundation for performance in general and situational safety awareness in particular.

Basic self-regulation is an easily trainable skill so that mental effort can be improved or recovered on cue when needed, through a simple and instantaneous technique.

As an executive process - self-regulation skills are independent of personality style. As an executive function self-regulation underlies cognitive resilience, the ability to recover from adversity or overload and to continue to function as required.

To deliver greater:

- -Vigilance
- -Multitasking
- -Memory recall
- -Resilience
- -Anticipate changes
- -Mental energy & effort
- -Manage emotions

Benefits of the training includes short time to master, no ongoing cost, a method that generalises to performance and , instant results.

For Safety Critical industries

SMART SURVEY & TRAINING

Basic outline of the program involves a baseline assessment followed by an initial sequence of ten 30 minute sessions over 10 days.

BASELINE ASSESSMENT

Mental Alertness
Manages Fatigue
Work Load Strain
Executive Functioning
Working Memory
Choice Reaction Speed

SMART DAILY TRAINING EXERCISES

Daily Exercises 1 - 10
Progress & Review

SSA

Report options

Reports on individuals and groups

Short reports	Summary of results, graphical comparison against criteria, strengths and weaknesses, test or survey structure. Suitable for advisory purposes.
Full Reports	Extended results including summary, graphical comparison against criteria, strengths and weaknesses, assisted interview guide with prompts and key behaviours, full scale performance results, test or survey structure.
Training needs	Summary key training needs, graphical comparison of results against benchmark, sample and population means. Results narrative and advisory.
Group reports	Aggregated results showing description and result comparison against sample, population and benchmark criteria.
Ranked tables	Group table of ranked raw scores and index showing percentage achieved criteria for each scale.

Analytics Reports on test/survey administration

Group statistics tables	Full descriptive stats including means, deviations, error, and item performance by time.
Graphical results	Line graph of result against criteria, Graph of Z scores all scales.
Comparison of groups	Comparison of selected groups on selected criteria on line graph of results
Correlations of results	Table of inter-correlations showing results probability and certainty.

Pricing by report set:

- Standard Set: includes – The test, Short report, Ranked comparison tables, Verification certificate.
- Recruiter Set: includes the standard options plus the Full interviewing report, Training needs.
- Administrators' Set: performance report includes Group narrative reports, Full graphical and tabular analysis outputs with correlation tables.