

Part 2: The HeliNOTS (O) System

Communication: Exchanging task relevant information with others and ensuring information has been received and understood.

Exchanging information – Providing appropriate information to the other pilot and being receptive to information provided.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Asks clear questions when update is required or where there is misunderstanding Communicates intention and / or status through briefs Provides suitable amount of information relative to task (e.g. simple and clear) Quickly shares any new information with other pilot Utilises hand signals to convey information where necessary (e.g. signalling to air marshals) 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Asks indirect, or closed, questions when update is required Acts before communicating intention or status Shares inappropriate amount of information Reacts to new information without sharing information with the other pilot Exhibits unclear, or fails to be receptive to, hand signals
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Giving instructions – Being clear and concise when requesting action from the other pilot.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Speaks clearly when giving or questioning instructions Explains in a sufficient detail what is required or expected Updates instructions as task / situation progresses 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Acts in a submissive manner when giving instructions Communicates in an unclear or vague manner when giving directions Provides instruction but does not update as task / situation progresses
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Providing feedback – Giving an opportunity to raise questions and seeking to address any misunderstandings in communication.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Provides an appropriate response in relation to requested action Asks questions when meaning of communication has been unclear Responds to brief and indicates information has been understood Regularly raises opportunity for other pilot's questions and takes the time to respond to the questions asked 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Accepts instructions blindly Proceeds without questioning unclear communications Does not clarify what has been briefed or fails to acknowledge information Shuts down questions asked by others
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Leadership and Teamwork: Overseeing the flight, coordinating with the other pilot, and making sure he /she is managing their tasks.

Guiding task behaviours – Taking oversight of a flight, action / series of actions, and ensuring teamwork effectiveness.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Facilitates crew coordination by allocating and delegating tasks so that both crew members have appropriate input Oversees pilot activities and decision-making processes Ensures compliance to briefed action 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Demonstrates a misunderstanding of crew workload balance (e.g. Takes on all tasks / gives away all tasks) Fails to provide oversight of decisions and activities Allows task actions to drift from briefed actions
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Monitoring other crew members – Ensuring others in crew are coping and performing appropriately.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Checks on other pilot to assess their capacity on task (e.g. influences of stress and fatigue) Recognises when other pilot is overloaded by monitoring responses to check-up Steps in to correct actions / understanding where required 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Pays little attention to capacity of other pilot Exhibits a lack of recognition when other pilot is demonstrating cues of distress Fails to correct actions / misunderstanding when inconsistency is found in crew
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Sharing task activities – Maintaining input into team tasks and providing support to the other pilot when they are under pressure.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Seeks input of, and includes, other crew member in team processes (e.g. planning, comms) Ensures both pilots are clear on role and associated activities Assists other pilot when he/she is overloaded Highlights any detected discrepancies in task plan 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Acts in isolation from other pilot (e.g. fails to ask for input) Takes over other pilot's activities when unneeded (e.g. taking over radio communications, looking at instruments) Does not offer assistance to other crew members despite recognition of overloaded state Fails to question discrepancies with the plan
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Setting and maintaining crew atmosphere – Setting the tone for an effective crew environment.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Demonstrates a tone for other pilot to follow (e.g. facilitates flat cockpit gradient, ensures rapport) Identifies differences of opinion or conflict Sets an open atmosphere with other pilot (e.g. supports other pilot's confidence, encourages other pilot to take initiation) Is open to, and engages in, conflict resolution (e.g. does not assign blame, but attempts to find solution through discussion / brief) 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Sets inappropriate tone (e.g. shuts down other pilot, creates hostile atmosphere) Allows standards to drop in order to avoid conflict Shuts down other pilot's inputs Reacts inappropriately to conflict (e.g. disregards other pilot trying to solve issues)
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Workload Management: Organising the required flight activities to achieve goals and maintain quality and safety. Managing competing pressures and demands including scheduling and passenger requirements.

Maintaining standards – Ensuring flight safety through adherence to SOPs and organisational guidelines.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Performs appropriate flight checks prior to take-off Adheres to standard operating procedures Maintains use of standard phraseology to ensure clarity Uses relevant checklists to support activities where appropriate 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Rushes through pre-flight checks and / or breaches checking guidelines Violates standard operating procedures regularly Uses non-standard phraseology Applies incorrect, or fails to use, checklists
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Coping with task demands – Managing pressures and difficulties in order to meet flight requirements with the minimum level of stress.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Remains calm when exposed to adverse conditions in flight (e.g. bad weather, technical malfunction) Employs strategy for coping with stressors (e.g. drinks coffee, maintains conversation) Manages additional requests (e.g. unexpected passenger pick-up) and is prepared for refusal of additional workload where necessary Prepares to switch / halt tasks when necessary (e.g. delays, holding patterns) 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Panics or acts in distressed manner when exposed to adverse conditions Shows no response to mitigate stressors Indicates reluctance to take on / dismiss additional requests and prefers not to vary from original plan Becomes frustrated / stressed when tasks need to be adjusted
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Prioritising duties – Recognising and ensuring prompt response to key tasks.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Ensures primary tasks are attended to promptly Shows an understanding of the order in which tasks should be completed (e.g. gear down before landing) Provides enough time to conduct all necessary actions (e.g. checks, communications) Shows awareness of time and manages planned tasks and activities 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Demonstrates a lack of awareness of primary tasks Undertakes incorrect sequence of actions during tasks (e.g. proceeds through checks in non standard order) Spends too much time on individual tasks (e.g. slow to decide on course of action) Spends inappropriate amount of time on tasks potentially leading to scheduling difficulties
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Situation Awareness: Perceiving and monitoring one's surroundings, establishing an understanding of the environment, and projecting a picture of future events based on this understanding.

Gathering information – Establishing awareness of cues from the environment internally and externally to the helicopter.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Monitors aircraft instrumentation / systems regularly to get relevant information and ensure awareness of warning indicators Frequently scans external environment Demonstrates an awareness of when something in environment changes (e.g. seeks to communicate change) Maintains awareness of surroundings despite task distractions (e.g. bad weather, radio calls) 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Sporadically scans instrumentation or underutilises systems when gaining awareness Rarely scans external environment Carries on without realising something has happened (e.g. missing calls, missing cues) Becomes fixated on task distractions
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Comprehending informational elements – Recognising the significance and meaning behind cues perceived to form a mental picture.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Recognises what information gained from environment means Acknowledges and seeks to share what has been comprehended / changed in environment, prior to action Reacts appropriately to potential risks associated with comprehension of environment 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Demonstrates a misunderstanding of what information gained from environment means Acts based on a comprehended / change in environment but fails to share comprehension with other pilot Continues with typical actions despite demonstrating an acknowledgement of risk in environment
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Anticipating future states – Projecting understanding of situation in order to predict future events.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Plans for contingencies based upon comprehension of situation Reacts in a manner suggesting preparedness for other pilot's actions and changes in environment (e.g. remains calm / communicates call backs) Prioritises primary tasks before taking secondary actions 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Proceeds with action without engaging in contingency planning Demonstrates a surprised response (e.g. distressed communication / sudden reflex) to other pilot's actions or change in environment Fails to recognise a change in priority by continuing with secondary actions
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Decision-making: Weighing up and selecting approach to task in consideration of relative risk and confirming input of, and acceptance by the other pilot.

Identifying and selecting options – Weighing up multiple options and settling on appropriate option.

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Considers appropriate response to situation and alternative solutions Discounts inappropriate options Demonstrates appropriate response to mitigate risk Seeks to contribute to decision-making with other pilot Ensures agreement on appropriate course of action 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Moves forward with task before considering additional options Selects or fails to recognise inappropriate options Proceeds with potentially risky course of action (e.g. heading into poor weather) Shows reluctance to contribute to group decision-making Proceeds without agreement of other pilot
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Reviewing course of action – Revisiting and assessing the outcomes of the decision made

<p>Positive behavioural markers</p> <ul style="list-style-type: none"> Confirms with other pilot what has happened and whether it has met decision goal Identifies if anything has been missed by selecting option Decides on further action if necessary 	<p>Negative behavioural markers</p> <ul style="list-style-type: none"> Shows unwillingness to revisit decision Does not communicate what has happened based on decision Continues without assessment of further action
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