

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

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

<p><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Provides an appropriate response in relation to requested action</li> <li>Asks questions when meaning of communication has been unclear</li> <li>Responds to brief and indicates information has been understood</li> <li>Regularly raises opportunity for other pilot's questions and takes the time to respond to the questions asked</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Accepts instructions blindly</li> <li>Proceeds without questioning unclear communications</li> <li>Does not clarify what has been briefed or fails to acknowledge information</li> <li>Shuts down questions asked by others</li> </ul>
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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><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Facilitates crew coordination by allocating and delegating tasks so that both crew members have appropriate input</li> <li>Oversees pilot activities and decision-making processes</li> <li>Ensures compliance to briefed action</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Demonstrates a misunderstanding of crew workload balance (e.g. Takes on all tasks / gives away all tasks)</li> <li>Fails to provide oversight of decisions and activities</li> <li>Allows task actions to drift from briefed actions</li> </ul>
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**Monitoring other crew members** – Ensuring others in crew are coping and performing appropriately.

<p><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Checks on other pilot to assess their capacity on task (e.g. influences of stress and fatigue)</li> <li>Recognises when other pilot is overloaded by monitoring responses to check-up</li> <li>Steps in to correct actions / understanding where required</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Pays little attention to capacity of other pilot</li> <li>Exhibits a lack of recognition when other pilot is demonstrating cues of distress</li> <li>Fails to correct actions / misunderstanding when inconsistency is found in crew</li> </ul>
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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><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Seeks input of, and includes, other crew member in team processes (e.g. planning, comms)</li> <li>Ensures both pilots are clear on role and associated activities</li> <li>Assists other pilot when he/she is overloaded</li> <li>Highlights any detected discrepancies in task plan</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Acts in isolation from other pilot (e.g. fails to ask for input)</li> <li>Takes over other pilot's activities when unneeded (e.g. taking over radio communications, looking at instruments)</li> <li>Does not offer assistance to other crew members despite recognition of overloaded state</li> <li>Fails to question discrepancies with the plan</li> </ul>
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**Setting and maintaining crew atmosphere** – Setting the tone for an effective crew environment.

<p><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Demonstrates a tone for other pilot to follow (e.g. facilitates flat cockpit gradient, ensures rapport)</li> <li>Identifies differences of opinion or conflict</li> <li>Sets an open atmosphere with other pilot (e.g. supports other pilot's confidence, encourages other pilot to take initiation)</li> <li>Is open to, and engages in, conflict resolution (e.g. does not assign blame, but attempts to find solution through discussion / brief)</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Sets inappropriate tone (e.g. shuts down other pilot, creates hostile atmosphere)</li> <li>Allows standards to drop in order to avoid conflict</li> <li>Shuts down other pilot's inputs</li> <li>Reacts inappropriately to conflict (e.g. disregards other pilot trying to solve issues)</li> </ul>
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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><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Performs appropriate flight checks prior to take-off</li> <li>Adheres to standard operating procedures</li> <li>Maintains use of standard phraseology to ensure clarity</li> <li>Uses relevant checklists to support activities where appropriate</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Rushes through pre-flight checks and / or breaches checking guidelines</li> <li>Violates standard operating procedures regularly</li> <li>Uses non-standard phraseology</li> <li>Applies incorrect, or fails to use, checklists</li> </ul>
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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><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Remains calm when exposed to adverse conditions in flight (e.g. bad weather, technical malfunction)</li> <li>Employs strategy for coping with stressors (e.g. drinks coffee, maintains conversation)</li> <li>Manages additional requests (e.g. unexpected passenger pick-up) and is prepared for refusal of additional workload where necessary</li> <li>Prepares to switch / halt tasks when necessary (e.g. delays, holding patterns)</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Panics or acts in distressed manner when exposed to adverse conditions</li> <li>Shows no response to mitigate stressors</li> <li>Indicates reluctance to take on / dismiss additional requests and prefers not to vary from original plan</li> <li>Becomes frustrated / stressed when tasks need to be adjusted</li> </ul>
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**Prioritising duties** – Recognising and ensuring prompt response to key tasks.

<p><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Ensures primary tasks are attended to promptly</li> <li>Shows an understanding of the order in which tasks should be completed (e.g. gear down before landing)</li> <li>Provides enough time to conduct all necessary actions (e.g. checks, communications)</li> <li>Shows awareness of time and manages planned tasks and activities</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Demonstrates a lack of awareness of primary tasks</li> <li>Undertakes incorrect sequence of actions during tasks (e.g. proceeds through checks in non standard order)</li> <li>Spends too much time on individual tasks (e.g. slow to decide on course of action)</li> <li>Spends inappropriate amount of time on tasks potentially leading to scheduling difficulties</li> </ul>
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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><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Monitors aircraft instrumentation / systems regularly to get relevant information and ensure awareness of warning indicators</li> <li>Frequently scans external environment</li> <li>Demonstrates an awareness of when something in environment changes (e.g. seeks to communicate change)</li> <li>Maintains awareness of surroundings despite task distractions (e.g. bad weather, radio calls)</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Sporadically scans instrumentation or underutilises systems when gaining awareness</li> <li>Rarely scans external environment</li> <li>Carries on without realising something has happened (e.g. missing calls, missing cues)</li> <li>Becomes fixated on task distractions</li> </ul>
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**Comprehending informational elements** – Recognising the significance and meaning behind cues perceived to form a mental picture.

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

<p><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Plans for contingencies based upon comprehension of situation</li> <li>Reacts in a manner suggesting preparedness for other pilot's actions and changes in environment (e.g. remains calm / communicates call backs)</li> <li>Prioritises primary tasks before taking secondary actions</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Proceeds with action without engaging in contingency planning</li> <li>Demonstrates a surprised response (e.g. distressed communication / sudden reflex) to other pilot's actions or change in environment</li> <li>Fails to recognise a change in priority by continuing with secondary actions</li> </ul>
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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><b>Positive behavioural markers</b></p> <ul style="list-style-type: none"> <li>Considers appropriate response to situation and alternative solutions</li> <li>Discounts inappropriate options</li> <li>Demonstrates appropriate response to mitigate risk</li> <li>Seeks to contribute to decision-making with other pilot</li> <li>Ensures agreement on appropriate course of action</li> </ul>	<p><b>Negative behavioural markers</b></p> <ul style="list-style-type: none"> <li>Moves forward with task before considering additional options</li> <li>Selects or fails to recognise inappropriate options</li> <li>Proceeds with potentially risky course of action (e.g. heading into poor weather)</li> <li>Shows reluctance to contribute to group decision-making</li> <li>Proceeds without agreement of other pilot</li> </ul>
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**Reviewing course of action** – Revisiting and assessing the outcomes of the decision made

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