

# Part 2: The HeliNOTS (S) System

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

**Exchanging information** – Providing appropriate information to others and being receptive to information provided.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Communicates in a clear and open / candid manner</li> <li>Addresses appropriate crew members (e.g. those engaged in task)</li> <li>Considers and shares intent prior to undertaking decision or action</li> <li>Requests relevant information from the appropriate source/s</li> <li>Uses hand signals to convey information where necessary</li> <li>Promptly warns others of cues suggesting potential hazards</li> </ul>	<ul style="list-style-type: none"> <li>Does not share information with co-pilot or technical crew</li> <li>Fails to identify correct crew member for communication</li> <li>Continues with verbal communication where unsuitable (e.g. interrupts busy crew member/s with inappropriate request, violates sterile cockpit rule)</li> <li>Requests irrelevant, or fails to ask for, information from appropriate source/s</li> <li>Ignores, or appears unaware of, crew hand signals</li> </ul>

**Giving instructions** – Being clear and concise when requesting action from another crew member.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Explains in sufficient detail what is required or expected</li> <li>Seeks to ensure all relevant parties (e.g. other pilot and technical crew) are aware of new instruction (s)</li> <li>Updates instructions as task / situation progresses</li> </ul>	<ul style="list-style-type: none"> <li>Provides unclear or inconsistent information about requirements or task information</li> <li>Proceeds with following new instruction without informing crew of action</li> <li>Provides instruction but does not update as task / situation progresses</li> </ul>

**Providing feedback** – Providing an opportunity to raise questions and seeking to address any misunderstandings in communication.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Responds to briefs and indicates they have been understood</li> <li>Uses hand signals to demonstrate recognition of communication (e.g. thumbs up)</li> <li>Regularly raises opportunity for questions and takes the time to respond to the questions asked</li> </ul>	<ul style="list-style-type: none"> <li>Fails to acknowledge or respond to brief or instructions</li> <li>Acknowledges brief but carries out different task/ action</li> <li>Responds negatively to questions and discourages other crew members from speaking up</li> </ul>

**Leadership and Teamwork:** Taking charge of a task when needed, coordinating with other crew members, and making sure that others are managing with their tasks.

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

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Oversees crew activities and decision-making processes</li> <li>Facilitates crew coordination</li> <li>Gathers input and information from all team members</li> <li>Ensures tasks have been shared appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal or no justification of actions / decisions chosen</li> <li>Undertakes command behaviours without consultation from crew members</li> <li>Struggles, or shows unwillingness, to oversee crew tasks / mission</li> <li>Overloads / overburdens some crew members with tasks</li> </ul>

**Monitoring other crew members** – Ensuring others in crew are coping and performing appropriately.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Catches other crew members' missed cues</li> <li>Notifies when crew performance seems compromised / performance has reduced</li> <li>Adapts monitoring to suit team experience level</li> <li>Steps in to correct actions / understanding where required</li> </ul>	<ul style="list-style-type: none"> <li>Focuses solely on own actions and is unaware of other crew members' cues</li> <li>Ignores indications of reduced performance in other crew members (e.g. lack of communication / yawning)</li> <li>Assumes everyone has shared understanding of task without checking</li> <li>Fails to correct actions / misunderstanding when inconsistency is found in crew</li> </ul>

**Sharing task activities** – Maintaining input into team tasks and providing support to others under pressure.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Effectively coordinates task with other crew members</li> <li>Passes task responsibilities to other crew members when personally overloaded</li> <li>Assists other crew members when their workload is too high</li> <li>Follows instructions from other crew members accurately and promptly</li> </ul>	<ul style="list-style-type: none"> <li>Acts in isolation without coordination to other crew members</li> <li>Shows reluctance to share tasks / responsibilities when own performance becomes compromised</li> <li>Does not offer assistance to other crew members despite recognition of overloaded state</li> <li>Fails to follow instruction correctly, or in a timely manner</li> </ul>

**Setting and maintaining crew atmosphere** – Setting the tone for an effective crew environment.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Demonstrates a tone for other crew members to follow (e.g. facilitates flat cockpit gradient, ensures rapport)</li> <li>Uses reasoning and diplomacy when interacting with other crew members and external agencies</li> <li>Seeks to identify and resolve conflict within the crew</li> <li>Modifies behaviours and actions to take into account current emotions and state of team (e.g. uses humour to diffuse tense situation)</li> </ul>	<ul style="list-style-type: none"> <li>Sets inappropriate tone (e.g. shuts down other crew members, creates hostile atmosphere)</li> <li>Shows signs of distress (e.g. raises voice) when interacting with crew or external agencies</li> <li>Acts as a source of conflict within the team (e.g. argumentative)</li> </ul>

**Cognitive Readiness:** Employing mental preparation and adaptability to cope with dynamic, hazardous, and taxing rescue conditions.

**Utilising preparedness** – Exhibiting the mental preparation to enable action in an appropriate and effective manner.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Shows an awareness of regulations associated with potential rescue-related task or action</li> <li>Demonstrates knowledge via prompt and appropriate use of checklists or emergency procedures</li> <li>Establishes contingency plans en route to rescue</li> <li>Makes sure all task-relevant information is up to date</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an erroneous understanding of regulations related to potential rescue-related task or action</li> <li>Acts without reviewing checklists or emergency procedures, or uses incorrect checklists</li> <li>Shows reluctance to engage in contingency planning</li> <li>Proceeds with task despite out of date information</li> </ul>

**Maintaining resilience** – Effectively managing reactions to unforeseen or stressful circumstances.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Maintains composure when exposed to surprise or startle incident</li> <li>Shows ability to quickly adapt, switch tasks, and remain flexible to unforeseen circumstances</li> <li>Produces measured, effective, responses to sudden changes in task requirements</li> <li>Maintains focus and persists with appropriate actions during adverse conditions</li> <li>Swiftly changes rescue priorities in response to new information</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the effects of stress / distress after surprise or startle incident</li> <li>Slow to notice and react to changes in rescue conditions</li> <li>Engages in rushed, disjointed or inappropriate actions in unfamiliar or high intensity rescue scenarios</li> <li>Reacts negatively, and quick to give up, in adverse rescue conditions</li> <li>Continues with established task focus despite new information</li> </ul>

**Applying problem solving** – Generating adaptive approaches to dynamic and challenging rescue situations.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Demonstrates an understanding of mission complexities and defines issues (e.g. potential influence of hazards, difficulties with landing locations)</li> <li>Recognises uncertainties and consistently generates new potential solutions in response to changing conditions (e.g. patient status becomes more severe)</li> <li>Shows ability to innovate and consider new pathways to achieving mission goal</li> <li>Correctly diagnoses problems using appropriate checks and acts accordingly (e.g. applies correct checklist)</li> </ul>	<ul style="list-style-type: none"> <li>Acts without fully understanding, or defining, mission complexities</li> <li>Fails to recognise change in, or suggest potential solutions to, mission-based challenges</li> <li>Follows defined responses to problems, even when ineffective</li> <li>Misdiagnoses problem or applies incorrect checklist</li> </ul>

**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.

Positive behavioural markers	Negative behavioural markers
<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>Uses information from others (e.g. other crew members, tasking agencies) to gain overall picture</li> <li>Refers to / checks multiple information sources relevant to mission objective</li> <li>Identifies potential escape points</li> </ul>	<ul style="list-style-type: none"> <li>Sporadically scans instrumentation, is subject to distraction, or underutilises systems when gaining awareness</li> <li>Does not react to warning indicators</li> <li>Fails to scan external environment</li> <li>Does not request information in a timely manner, or at all</li> <li>Fixates on single information source</li> </ul>

**Comprehending informational elements** – Recognising the significance and meaning behind cues perceived to form a mental picture.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Recognises erroneous information from other crew members or external sources</li> <li>Exhibits a clear account of current situation and relevant task information</li> <li>Shows awareness of risks inherent in each action taken</li> <li>Re-briefs, suspends, or cancels action based on new risk or hazard</li> </ul>	<ul style="list-style-type: none"> <li>Fails to recognise, or ignores, cues that information gathered is incorrect</li> <li>Shows a lack of understanding of current situation and associated task information</li> <li>Demonstrates an incomplete or inappropriate awareness of risk</li> <li>Continues action when circumstances indicate high level of hazard to crew</li> </ul>

**Anticipating future states** – Projecting understanding of situation in order to predict future events.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Makes an effective plan of action (e.g. takes into account information gathered and comprehended)</li> <li>Predicts need for corrective action</li> <li>Reacts to, and acknowledges information suggesting future risk</li> <li>Takes immediate actions before normal operating actions</li> <li>Shows awareness of time and manages planned tasks and activities</li> </ul>	<ul style="list-style-type: none"> <li>Fails to plan effectively despite recognition of cue/s</li> <li>Does not foresee need to make corrective action despite information suggesting otherwise</li> <li>Misunderstands or fails to recognise information that puts aircraft at risk</li> <li>Does not manage all planned activities in a time effective manner</li> </ul>

**Decision-making:** Weighing up alternatives and selecting approach to task in consideration of relative risk and confirming input of, and acceptance by, other crew members.

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

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Seeks to actively participate in group decision-making process (e.g. inputs reasoning, open to others inputs)</li> <li>Estimates risk to crew and aircraft when considering options for rescue and casualty</li> <li>Evaluates alternative approaches to task in order to choose the best course of action</li> <li>Engages in timely decision-making in response to recognised cues</li> </ul>	<ul style="list-style-type: none"> <li>Shies away from group decision-making and leaves other crew members to make task related decisions</li> <li>Acts in a manner that puts the crew and aircraft in increased risk</li> <li>Does not consider alternative approaches / courses of action before proceeding with task</li> <li>Selects inappropriate or hazardous option for rescue</li> </ul>

**Reviewing course of action** – Revisiting and assessing the outcomes of the decision made.

Positive behavioural markers	Negative behavioural markers
<ul style="list-style-type: none"> <li>Reads back decisions to demonstrate comprehension</li> <li>Assesses whether decision has met objective</li> <li>Shows willingness to revisit decision</li> </ul>	<ul style="list-style-type: none"> <li>Fails to read back, or shows incorrect comprehension of, decision</li> <li>Proceeds without investigating whether decision goal has been achieved</li> <li>Indicates reluctance to revisit decision</li> </ul>