AUSTRALIAN FEDERATION OF AIR PILOTS

RESILIENT PROGRAMS ASIA PACIFIC

CLOSING THE PSC LOOP

From the Flight Deck to the Board

Resilient Programs Asia Pacific (RPAP)

PACDEFF 2026 · 20–21 October 2026

What is Positive Safety Culture (PSC)?

A Global Imperative –

IFALPA holds a permanent observer seat at ICAO

IFALPA 80th Annual Conference · Istanbul, April 2026

> *"Pilots worldwide continue to face significant barriers to the open reporting and discussion of safety-related issues. This reality undermines trust and discourages the flow of safety information — which undermines the foundation of any SMS."*

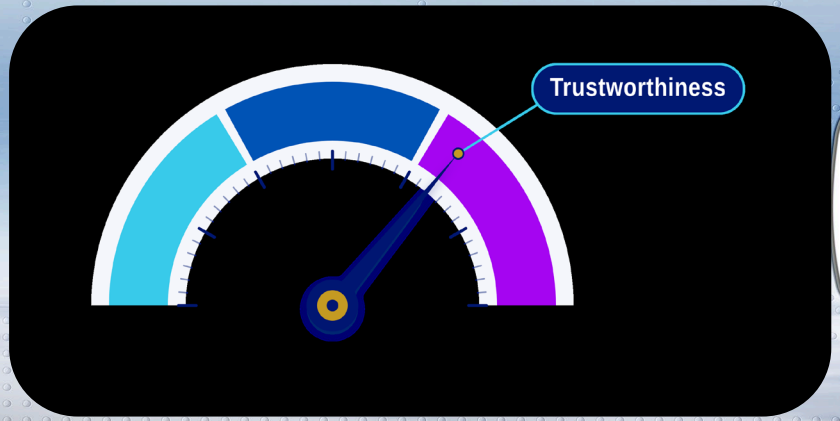
Remove the barriers. Implement effective PSC.

26PRL06 — IFALPA Conference Statement on Positive Safety Culture, April 2026 (International Federation of Airline Pilot Associations representing over 160,000 pilots)

AUSTRALIAN FEDERATION OF AIR PILOTS

TRUST

RESILIENT PROGRAMS ASIA PACIFIC



T

TRUSTWORTHINESS

$$= \frac{\text{Credibility} + \text{Reliability} + \text{Intimacy}}{\text{Self-Orientation}}$$

How can we move the needle?

Accidental discoveries

WE HAVE AN EXISTING FRAMEWORK.

BEHAVIOURS THAT BUILD TRUST.

Baseline: What Is an Observable Behaviour (OB)?

5.0 Leadership and Teamwork - LTW
OB 5.1 Encourages team participation and open communication
OB 5.2 Demonstrates initiative and provides direction when required
OB 5.3 Engages others in planning
OB 5.4 Considers inputs from others
OB 5.5 Gives and receives feedback constructively
OB 5.6 Addresses and resolves conflicts and disagreements in a constructive manner
OB 5.7 Exercises decisive leadership when required
OB 5.8 Accepts responsibility for decisions and actions
OB 5.9 Carries out instructions when directed
OB 5.10 Applies effective intervention strategies to resolve identified deviations
OB 5.11 Manages cultural and language challenges, as applicable

Recap … Observable Behaviours (Obs)

Non –Tech Competency Framework

5.0 Leadership and Teamwork - LTW

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- OB 5.11 Manages cultural and language challenges, as applicable

7.0 Situation Awareness/Info Management - SAW

- OB 7.1 Monitors and assesses the state of the aeroplane and its systems
- OB 7.2 Monitors and assesses the aeroplane's energy state, and its anticipated flight path
- OB 7.3 Monitors and assesses the general environment as it may affect the operation
- OB 7.4 Validates the accuracy of information and checks for gross errors
- OB 7.5 Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected
- OB 7.6 Develops effective contingency plans based upon potential risks associated with threats and errors
- OB 7.7 Responds to indications of reduced situation awareness

2.0 Communication - COM

- OB 2.1 Determines that the recipient is ready and able to receive information
- OB 2.2 Selects appropriately what, when, how and with whom to communicate
- OB 2.3 Conveys messages clearly, accurately and concisely
- OB 2.4 Confirms that the recipient demonstrates understanding of important information
- OB 2.5 Listens actively and demonstrates understanding when receiving information
- OB 2.6 Asks relevant and effective questions
- OB 2.7 Uses appropriate escalation in communication to resolve identified deviations
- OB 2.8 Uses and interprets non-verbal communication in a manner appropriate to the organisational and social culture
- OB 2.9 Adheres to standard radiotelephone phraseology and procedures
- OB 2.10 Accurately reads, interprets, constructs and responds to datalink messages in English

6.0 Problem Solving and Decision Making - PSD

- OB 6.1 Identifies, assesses and manages threats and errors in a timely manner
- OB 6.2 Seeks accurate and adequate information from appropriate sources
- OB 6.3 Identifies and verifies what and why things have gone wrong, if appropriate
- OB 6.4 Perseveres in working through problems whilst prioritising safety
- OB 6.5 Identifies and considers appropriate options
- OB 6.6 Applies appropriate and timely decision-making techniques
- OB 6.7 Monitors, reviews and adapts decisions as required
- OB 6.8 Adapts when faced with situations where no guidance or procedure exists
- OB 6.9 Demonstrates resilience when encountering an unexpected event

8.0 Workload Management - WLM

- OB 8.1 Exercises self-control in all situations
- OB 8.2 Plans, prioritises and schedules appropriate tasks effectively
- OB 8.3 Manages time efficiently when carrying out tasks
- OB 8.4 Offers and gives assistance
- OB 8.5 Delegates tasks
- OB 8.6 Seeks and accepts assistance, when appropriate
- OB 8.7 Monitors, reviews and cross-checks actions conscientiously
- OB 8.8 Verifies that tasks are completed to the expected outcome
- OB 8.9 Manages and recovers from interruptions, distractions, variations and failures effectively while performing tasks

IATA Command Training Guidance : In CBTA the CRM-skills are embedded in the pilot competencies

Recap … Instructor/Evaluator (iOBs)

Resilience Development CBTA | IATA Instructor and Evaluator Competencies

IEC1: Pilot Competencies

See ICAO Aeroplane Pilot Competency Framework and EASA additional pilot competency "Application of Knowledge" – Adopted by Resilient Pilot

IEC2: Management of the Learning Environment

Ensures that the instruction, assessment and evaluation are conducted in a suitable and safe environment

- IOB 2.1 Applies TEM in the context of instruction/evaluation
- IOB 2.2 Briefs on safety procedures for situations that are likely to develop during instruction/evaluation
- IOB 2.3 Intervenes appropriately, at the correct time and level (e.g., progresses from verbal assistance to taking over control)
- IOB 2.4 Resumes instruction/ evaluation as practicable after any intervention
- IOB 2.5 Plans and prepares training media, equipment and resources
- IOB 2.6 Briefs on training devices or aircraft limitations that may influence training, when applicable
- IOB 2.7 Creates and manages conditions (e.g. airspace, ATC, weather, time, etc.) to be suitable for the training objectives
- IOB 2.8 Adapts to changes in the environment whilst minimizing training disruptions
- IOB 2.9 Manages time, training media and equipment to ensure that training objectives are met

IEC3: Instruction

Conducts training to develop the trainee's competencies

- IOB 3.1 References approved sources (operations, technical, and training manuals, standards and regulations)
- IOB 3.2 States clearly the objectives and clarifies roles for the training
- IOB 3.3 Follows the approved training programme
- IOB 3.4 Applies instructional methods as appropriate (e.g., explanation, demonstration, learning by discovery, facilitation)
- IOB 3.5 Sustains operational relevance and realism
- IOB 3.6 Adapts the amount of instructor inputs to ensure that the training objectives are met
- IOB 3.6 Adapts the amount of instructor inputs to ensure that the training objectives are met
- IOB 3.7 Adapts to situations that might disrupt a planned sequence of events
- IOB 3.8 Continuously assesses trainee's competencies
- IOB 3.9 Encourages the trainee to self-assess
- IOB 3.10 Allows trainee to self-correct in a timely manner
- IOB 3.11 Applies trainee-centred feedback techniques (e.g., facilitation, etc.)
- IOB 3.12 Provides positive reinforcement

IEC4: Interaction with the Trainees

Supports the trainees' learning and development. Demonstrates exemplary behaviour (role model)

- IOB 4.1 Shows respect for the trainees (e.g., for culture, language, experience)
- IOB 4.2 Shows patience and empathy, e.g. by actively listening, reading nonverbal messages and encouraging dialogue
- IOB 4.3 Manages trainees' barriers to learning
- IOB 4.4 Encourages engagement and mutual support
- IOB 4.5 Coaches the trainees
- IOB 4.6 Supports the goal and training policies of the Operator/ATO and Authority
- IOB 4.7 Shows integrity (e.g., honesty and professional principles)
- IOB 4.8 Demonstrates acceptable personal conduct, acceptable social practices, content expertise, a model for professional and interpersonal behaviour
- IOB 4.9 Actively seeks and accepts feedback to improve own performance

IE5: Assessment and Evaluation

Assesses the competencies of the trainee. Contributes to continuous training system improvement

- IOB 5.1 Complies with Operator/ATOs and Authority requirements
- IOB 5.2 Ensures that the trainee understands the assessment process
- IOB 5.3 Applies the competency standards and conditions
- IOB 5.4 Assesses trainee's competencies
- IOB 5.5 Performs grading
- IOB 5.6 Provides recommendations based on the outcome of the assessment
- IOB 5.7 Makes decisions based on the outcome of the summative assessment
- IOB 5.8 Provides clear feedback to the trainee
- IOB 5.9 Reports strengths and weaknesses of the training system (e.g., training environment, curriculum, assessment/evaluation) including feedback from trainees
- IOB 5.10 Suggests improvements for the training system

Observable Behaviour mapping

PSC Theme	Purpose within PSC	Pilot Observable Behaviours (OB)	Instructor Observable Behaviours (IOBs)	Safety Dept	Flight Ops	Board
Psychological Safety & Speaking Up	Enable trust, open dialogue, and constructive challenge without fear of reprisal	OB 5.1 open communication; OB 5.5 give and receive feedback; OB 5.10 constructive intervention	IOB 4.1–4.4 respect, empathy, dialogue, management of learning barriers			
Threat & Error Management	Identify, anticipate, and manage operational risk in real time	OB 7.1–7.6 situation awareness and risk anticipation	IOB 2.1 application of TEM; IOB 2.8 adaptation to changing environments			
Learning & Feedback	Support reflection, adaptation, and continuous improvement	OB 6.7 review and adapt decisions: OB 6.9 resilience	IOB 3.9 encouragement of self-assessment; IOB 3.10–3.11 self-correction and trainee-centred feedback			
Fair Accountability & Assessment	Reinforce responsibility through consistent and just application of standards	OB 5.8 acceptance of responsibility for decisions and actions	IOB 5.1 compliance with standards; IOB 5.3 application of competency standards; IOB 5.8 clear assessment feedback			
Leadership & Role Modelling	Demonstrate safety values through everyday leadership behaviours	OB 5.7 decisive leadership; OB 8.1 self-control	IOB 4.7 integrity; IOB 4.8 professional conduct; IOB 4.9 acceptance of feedback			
Organisational Learning	Convert operational and training insights into system-level improvement	OB 6.4 perseverance; OB 6.8 adaptation beyond guidance	IOB 5.9 reporting system strengths and weaknesses; IOB 5.10 recommending system improvements			

Recap … Instructor/Evaluator (iOBs)

Psychological Safety & Speaking Up

PILOTS	IEs	SAFETY	FLT OPS	BOARD
OB 2.6 Asks relevant and effective questions OB 5.1 open communication OB 5.10 resolve deviations 6.9 Demonstrates resilience 8.1 Exercises self control	iOB 3.4 Applies instructional methods iOB 4.1–4.4 respect, empathy, dialogue, coaches, management of learning barriers, seeks feedback on own performance	OB 2.5 Listens actively and demonstrates understanding OB 2.6 Asks relevant and effective questions iOB 3.8 Applies pilot centred techniques eg facilitation	OB 5.1 open communication OB 5.6 give and receive feedback iOB 5.8 Provides clear feedback OB 5.10 constructive intervention	OB 2.6 Asks relevant an effective questions 5.8 Accepts responsibility for decisions and actions iOB 4.6 Supports the goal and policies iOB

Trust as a Continuous Cycle

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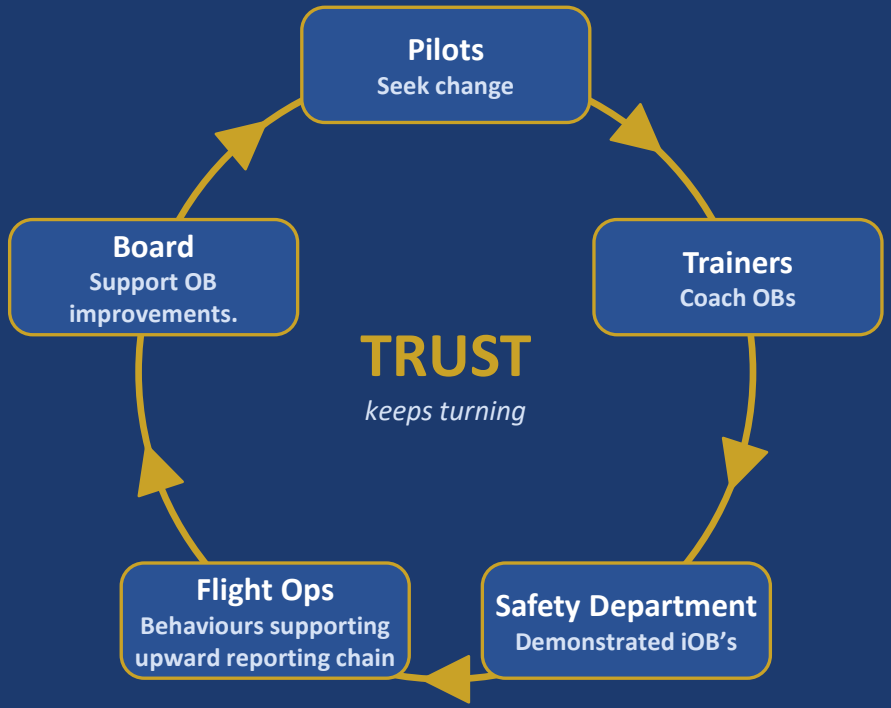

If any level stops developing…

- Pilots lose trust in reporting
- Change is not seen
- Higher up think everything is ok
- Reports reduce
- Risk goes unseen/unresolved

…the cycle stops.

Trust keeps building only while every level keeps developing behaviours.

ENDORSEMENT IS NOT IMPLEMENTATION.

1
WHICH BEHAVIOURS
DO YOU VALUE?

2
ARE THEY PRESENT
ON THE LINE OR OFFICE?

3
IF NOT —
WHAT HAPPENS NEXT?

OBSERVABLE BEHAVIOURS AS A MECHANISM. A SHARED LANGUAGE.

From the board to the flight deck.

The Answer Is Already in the Frameworks We Have

This could be a repurpose. We already have an operational set of 'links'.

ICAO Doc 9868

PANS-TRG

Defines competency-based training and OBs as the measurable standard — including the instructor and evaluator competencies that extend directly to leadership.

IATA EBT Framework

OB / IOB Standards

Provides specific numbered observable behaviours. Instructor and Evaluator competencies in these frameworks are directly relatable to management and leadership stakeholders.

AFAP Safety Occurrence Guide

Closer than you think

The same behavioural thinking — what to expect — is already embedded in best-practice safety process.

If the frameworks already describe this —
What is stopping us from using them to complete the safety culture cycle?

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Step 0.
Pay attention to what we already have

- Find out where the link breaks
- Link OB's as a mechanism at all levels

Challenge. Improve the trust equation.

‘If you are convinced that your organisation has a good safety culture, you are almost certainly mistaken. A safety culture is strived for, but rarely attained. The process is more important than the product.’

James Reason