



# **ANNEX B TO TRM GUIDANCE MATERIAL - FACILITATOR COMPETENCE AND TRAINING**

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## DOCUMENT CHARACTERISTICS

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ANNEX B TO TRM GUIDANCE MATERIAL - FACILITATOR COMPETENCE AND TRAINING	Use pop-up to enter value.	1.0	26/04/2021
<b>Abstract</b>			
The document serves as guidelines for the selection, training and the maintenance of on-going competency of TRM facilitators.			
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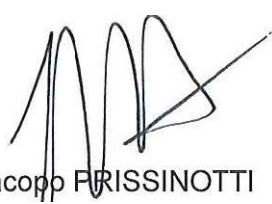


## ANNEX B TO TRM GUIDANCE MATERIAL - FACILITATOR COMPETENCE AND TRAINING

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### DOCUMENT APPROVAL

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## Edition History

The following table records the complete history of the successive editions of the present document.

### Edition History

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0.1	12/04/2020	Seychell & Bunjevac	First draft
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1.0	15/02/2021	Seychell & Bunjevac	Released Document



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# 1 EXECUTIVE SUMMARY

A key idea is that people do (notice, pay attention, act on, solve, etc.) what makes sense to them at the time. The facilitator's job is not to discover the things that people did not do, but what they actually did, and how they perceived their actions at the given time. Ultimately, facilitation is about getting people to tell their stories.

The facilitator does this by employing various methods; group discussion, exercises, case studies, written and the unwritten, because there are stories to tell in every person.

Facilitators are not looking for causes. Identifying the explanatory and descriptive factors in an occurrence is the task of an occurrence investigator, and cannot be done during a Team Resource Management (TRM) session. On the other hand, finding out about the things people actively do to keep the ATM system safe and running is quite difficult, and a TRM session provides a unique opportunity to reveal the underlying factors of success or the lack of it.

In ATM, there is no singular, sole perspective but rather multiple perspectives, sometimes overlapping and occasionally not.

Competency and associated competence schemes provide the ANSP with a way to define, in behavioural terms, what it is that the personnel need to do to achieve the results that the organisation desires and in such a way that is in keep with its culture.

This document identifies TRM Facilitators competencies.



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## 2 Introduction

### 2.1 Purpose

The objective of this document is to identify TRM Facilitators competencies so that the TRM Facilitator course and the Refresher course are designed in such a manner as to address the identified competencies.

### 2.2 Competency

ICAO defines 'Competency' as 'a combination of skills, knowledge and attitudes required to perform a task to the prescribed standard'<sup>1</sup>. This definition clearly shows that competency is not just training. A person who has successfully completed his/her training is a trained person but might not be a competent one. Competency is acquired by applying the knowledge received during training and building up experience. Additionally, the definition mentions 'attitudes', thus indicating that competency is more than just training and experience and infers notions such as motivation, behaviours and culture. The implication is that the competency process actually starts with proper recruitment and selection.

Competency schemes are mandated for ATCOs<sup>2</sup> and ATSEPs<sup>3</sup> but there are not yet such schemes for other staff. Nevertheless, the competency requirement is still there. EU 2017/373 ATM/ANS.OR.B.005 Management system (a)(6) states that service providers need to have:

a process to ensure that the personnel of the service provider are trained and competent to perform their duties in a safe, efficient, continuous and sustainable manner. In this context, the service provider shall establish policies for the recruitments and training of its personnel;

This regulatory requirement has an Acceptable Means of Compliance - AMC1 ATM/ANS.OR.B.005(a)(6) Management system - Training and Competency which indicates that a service provider should:

- a) determine the necessary competency for personnel performing activities supporting services provision;
- b) where applicable, provide training or take other actions to achieve the necessary competency;
- c) evaluate the effectiveness of the actions taken;
- d) ensure that personnel are aware of the relevance and importance of their activities and how they contribute to the achievement of the objectives; and
- e) maintain appropriate records of education, training, skills and experience.

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<sup>1</sup> ICAO Annex 1 — Personnel Licensing

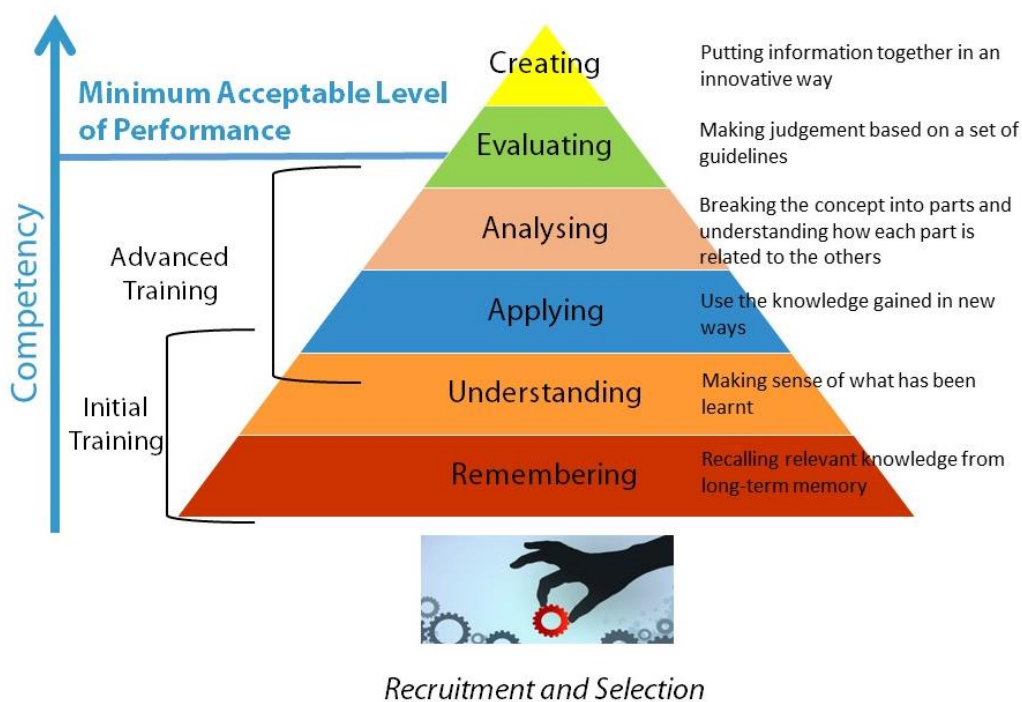
<sup>2</sup> Regulation EU 2015/340 ATCO Licensing Regulation

<sup>3</sup> Regulation EU 2017/373 Common Requirements Annex XIII Part-PERS



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Thus, there is an implicit requirement for TRM facilitators to be competent and for the ANSP to develop a competency scheme for such specialist personnel. Such schemes need to take into account the developmental aspect of competency as shown in the following diagram.



**Figure 1 Developmental Aspect of Competency**

### 2.3 Performance

There is a direct link between competency and performance. Competency and associated competence schemes provide the ANSP with a way to define, in behavioural terms, what it is that the personnel need to do to achieve the results that the organisation desires and in such a way that is in keeping with its culture. When properly defined, competencies allow organisations to evaluate their performance and to know potentially what resources they may need to improve their performance.

A trait that is a competency for one job might not predict outstanding performance in a different role; thus, a highly competent ATCO or ATSEP does not necessarily become a competent TRM facilitator. Competencies have to be specified for specific jobs or contexts.



## 2.4 Benefits of competency schemes

Competency schemes offer significant benefits to the organisation:

- Selection – Taking the guesswork out of selection and recruitment by screening candidates based on whether they possess the key necessary job competency profile,
  - providing a complete picture of the job requirements,
  - clarifying the skills, knowledge, and characteristics required for the job,
  - increasing the chances of selecting and interviewing only individuals who are likely to succeed on the job,
  - minimising the investment (both time and money) in people who may not meet the organisation's expectations,
  - enabling a more systematic and valid selection process;
- Training and development – Developing individual learning plans for individual or groups,
  - ensuring training and development opportunities are aligned with organisational needs,
  - focusing training and development plans to address missing competencies or raise level of proficiency,
  - enabling people to focus on the skills, knowledge and characteristics that have the most impact on job effectiveness,
  - providing a competency framework for ongoing coaching and feedback, both development and remedial,
  - identifying clear, valid and achievable benchmarks for the candidates to progress,
  - making the most effective use of training and development resources;
- Succession planning – Careful, methodical preparation focused on retaining and growing the competency portfolios critical for the job,
  - providing a framework for the transfer of critical knowledge, skills, and experience prior to succession,
  - preparing candidates for this transfer via training, coaching and mentoring.

## 2.5 Building a TRM facilitator competency model

The need for a TRM competency scheme had been felt for a long time. The first steps were taken back in May 2006. Regrettably, facilitator competence was then put on a back-burner, mentioned briefly in 2011 and finally raised again around 2016.



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An ad hoc TRM Facilitator Working Session was held on 19 and 20 April 2018 at IANS, Luxembourg. The aims of this working session were:

- identify the facilitators competencies,
- specify suitable topics/areas to be addressed during facilitator refresher training,
- come up with different methods to conduct facilitator refresher events/training,
- set up a working group who will transform the results of the session into a good practices guide and eventually develop a dedicated facilitator refresher course.

After the working session several experts formed a working group in order to build up on the work of previous TUG meetings and the outcome of the April 2018 ad hoc session. Chapter 6 of this document details the contributors and reviewers of this guidance material.

The outcome of the working group effort is shown in the following pages. Additionally, three ANSPs provided their TRM training documents,

- HungaroControl made available their TRM facilitator refresher course programme, which is reproduced as Appendix A1.1.
- PANSA presented their TRM Training Programme, which is reproduced as Appendix A1.2.
- DSNB provided their TRM Facilitator refresher course programme, which is reproduced as Appendix A1.3.



## **3 Essential Elements for a Competent TRM Facilitator**

### **3.1 TRM Facilitator Qualities and Competencies**

The tables below map out the desired facilitator competencies with the definition, performance criteria and observable behaviour, used to develop adapted competency models that are appropriate for the environment within which they will be applicable.

These competencies are then used to design the training and assessment programmes necessary to achieve the defined competencies. Deriving training objectives from the defined competencies following Bloom's model of knowledge, comprehension, application, analysis, synthesis and evaluation becomes relatively straight forward, albeit not an easy exercise.

The development of the adapted competency model and the associated training and assessment must take into account the regulatory, operational, technical and organisational environment within which the TRM Facilitators will perform their tasks.

The TRM Facilitator competency framework is a generic, high-level structure that has been designed to apply to all environments. To develop customised competency framework(s), the competency framework is used in combination with regional and/or national task analysis of TRM Facilitator functions and a clear understanding of the local environment.

The tables are created following the example of ICAO competency framework for ATCO<sup>4</sup> and ATSEP<sup>5</sup>.

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<sup>4</sup> ICAO Doc 10056

<sup>5</sup> ICAO Doc 10057



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Competency Unit	Definition	Performance Criteria Observable Behaviour
Effective Communication	Use of clear, concise and an appropriate style of both oral and written communication, motivating the exchange of experiences, understandings, beliefs and Information.	<p>Engages in communication (oral/written) which is clear and consistent with the session's topic.</p> <p>Uses appropriate style and vocabulary.</p> <p>Encourages open expression, including dissent and contrary viewpoints.</p> <p>Listens with attention and does not interrupt participants' contributions.</p> <p>Does not use or accept offensive communication.</p> <p>Uses correct questioning techniques.</p> <p>Openly asks for clarifications when unsure of what is discussed.</p> <p>Considers the concerns of participants by reflecting their perspectives.</p> <p>Acknowledges non-verbal cues.</p> <p>Is comfortable with silences and does not fill them with additional questions or other content.</p> <p>Communicates strategically (i.e. timing, objectives, etc.).</p> <p>Demonstrates judgment as to what information should be communicated further and what should remain confidential.</p>
Self-Management	Manages him/herself and takes responsibility for one's own behaviour and well-being.	<p>Runs TRM sessions well rested and with enough time to prepare and debrief the work done with the fellow facilitator, in the view to manage self-stress.</p> <p>Remains neutral – explores all contributions with equal interest.</p> <p>Accepts that his/her neutrality can be compromised and welcomes participants and / or co-facilitator's interventions in such cases.</p> <p>Asks participants for answers, does not preach human factors and does not</p>



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		<p>pass judgements.</p> <p>Can bounce back from negative and non-constructive feedback from participants.</p> <p>Manages strong emotions (self and others) by fostering calm, emphatic and respectful interaction.</p>
Group Management	Acknowledges group dynamics and individuals to enable constructive exchange and to accomplish the TRM module objectives.	<p>Detects ambiguous situations and facilitates clarification.</p> <p>Supports participants to challenge own assumptions and derive new beliefs.</p> <p>Ensures every participant has enough time to express own point.</p> <p>Fosters differences, accepts opposing views and uses perception differences to build strengths.</p> <p>Prevents conflicts that result from lack of attention or time to express opposing views.</p> <p>Addresses existing conflicts adequately and facilitates calm and respectful resolutions (agreements are not necessary).</p> <p>Invites different possibilities to view or resolve an issue and protects (gives voice to) minority.</p>
Session Management	Formulates TRM session and objectives, and manages TRM sessions consistent with the objectives of the TRM training for the adequate training stage.	<p>Prepares appropriate session material – objectives, topics for discussion, case studies, exercise, media, etc. with fellow facilitator(s).</p> <p>Drafts agenda for the TRM session.</p> <p>Confirms the venue is adequate and is equipped with adequate tools.</p> <p>Allocates sufficient time for topics and manages breaks adequately.</p> <p>Generates enthusiasm and energises groups to collaborate in delivering TRM objectives.</p> <p>Knows when to write and maintains written parts of the session without altering the meaning of contributions.</p> <p>When necessary, generates new and</p>



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		<p>creative ideas and adapts established programme quickly to improve the session results.</p> <p>With participants, goes back to the "Parking Lot" to evaluate if the parked contributions were addressed.</p> <p>Reports to the appropriate unit/entity in a clear, concise and totally dis-identified manner in order to provide feedback to the training and/or safety management system.</p>
Integrity and Personal Development	Acts in accordance with what he/she says, expands own skills, treats people fairly and respects the rules.	<p>Shows acceptance that TRM is not the answer to everything.</p> <p>Confident in safety benefits of TRM</p> <p>Seeks additional training/self-studies on facilitation, safety and HF in Aviation.</p> <p>Is up to date with the regulatory requirements for refresher training for the personnel for whom he/she will facilitate.</p> <p>Does not identify himself/herself with the topics discussed and accepts positive and negative feedback.</p> <p>Takes the responsibility to grow from positive or negative feedback and learn new methods, exercise etc.</p> <p>Communicates openly to management or training unit when the training request is not pertinent or would be counterproductive.</p> <p>Does not abuse operational and other agreed procedures.</p>
Teamwork	Works collaboratively or encourages collaboration with other TRM facilitators in pursuit of shared goals.	<p>Shows commitment to the TRM team's purpose and goals and actively contributes to achieving them.</p> <p>Respects TRM team decisions and is able to compromise.</p> <p>Offers support spontaneously to reach positive results.</p> <p>Consults and listens to fellow facilitators and values their</p>





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		<p>contribution.</p> <p>Allows other facilitators to collaborate in own assignments to foster teamwork.</p> <p>Acknowledges and gives credit to the achievement of the complete TRM team.</p>
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## 3.2 Skeleton for TRM Facilitator Course

In section 3.1, it was mentioned that 'training' is of primary importance for a competent facilitator.

A skeleton of essential knowledge is proposed. It is aimed as guidelines toward training and refresher activities for TRM facilitators. This skeleton requires further consideration and needs to be developed into proper objective-based training programme as explained in section 3.1.

Section 1 General Principles	<ul style="list-style-type: none"> <li>• Human Factors as applied in Aviation</li> <li>• History of CRM/TRM.</li> <li>• TRM goals and objectives</li> <li>• The objectives of facilitation</li> <li>• Process vs Content</li> <li>• Neutrality</li> <li>• Accountability</li> <li>• Feedback</li> <li>• The science behind facilitation and continuous personal development principles (see Note 1)</li> <li>• Meta communication</li> <li>• International organisations involving TRM</li> </ul>
Section 2 Know the Processes	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Nominal Group Technique/Issue Analysis</li> <li>• Action Research</li> <li>• Parking Lot</li> <li>• Select clear methods and processes</li> <li>• Other processes (See Note 2)</li> </ul>
Section 3 Preparing a session	<ul style="list-style-type: none"> <li>• Logistics</li> <li>• Objectives</li> <li>• Participants</li> <li>• Develop Session Plan</li> </ul>
Section 4 Managing the Sessions	<ul style="list-style-type: none"> <li>• Using space</li> <li>• Using time</li> </ul>



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	<ul style="list-style-type: none"> <li>• Using silence</li> <li>• Maintaining written parts of the session without altering the meaning of contributions</li> <li>• Co-Facilitation</li> </ul>
Section 5 Material to use (in TRM context) and how to use it	<ul style="list-style-type: none"> <li>• New HF elements (e.g. 1 item per refresher cycle)</li> <li>• Ice breakers</li> <li>• Selection of case studies</li> <li>• Use of occurrence databases</li> <li>• Multi Media</li> <li>• Games/Activities</li> </ul>
Section 6 Intervention	<ul style="list-style-type: none"> <li>• Verbal and oral communication</li> <li>• Listening</li> <li>• Asking questions</li> <li>• Neutrality</li> <li>• Encourages discussion</li> <li>• Encourages reflection</li> <li>• Creativity</li> <li>• Recognising and addressing misunderstandings</li> <li>• Dealing with difficult participants</li> </ul>
Section 7 Ethics	<ul style="list-style-type: none"> <li>• Honouring the group's effort</li> <li>• Keeping promises, (See Note 3)</li> <li>• Confidentiality</li> <li>• Integrity</li> </ul>

### Notes

#### 1. Continuous Improvement as Facilitator:

- Knowing and self-studying the TRM skills “theory” background regarding the TRM session. The facilitators can have some knowledge, but some self-research and preparation is necessary.
- Usage of repositories, sources of information and bibliography for facilitators.
- Peer Facilitator Groups.



2. Other Processes, e.g.:

- Decision Making Process / Key Results Area process,
- 6 Thinking Hats.

3. Keeping promises e.g.:

- Going back to the Parking Lot,
- Coming back to the person who is patiently waiting for his/her turn,
- Does with the session contributions exactly what was agreed during the session.



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### 4 REFERENCES

ICAO Annex 1 to the Convention on International Civil Aviation - Personnel Licensing

COMMISSION REGULATION (EU) 2015/340 of 20 February 2015 laying down technical requirements and administrative procedures relating to air traffic controllers' licences and certificates pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council, amending Commission Implementing Regulation (EU) No 923/2012 and repealing Commission Regulation (EU) No 805/2011

COMMISSION IMPLEMENTING REGULATION (EU) 2017/373 of 1 March 2017 laying down common requirements for providers of air traffic management/air navigation services and other air traffic management network functions and their oversight, repealing Regulation (EC) No 482/2008, Implementing Regulations (EU) No 1034/2011, (EU) No 1035/2011 and (EU) 2016/1377 and amending Regulation (EU) No 677/2011

ICAO Doc 9868 Procedures for Air Navigation Services — Training

ICAO Doc 10056 - Manual on Air Traffic Controller Competency-based Training and Assessment

ICAO Doc 10057 - Manual on Air Traffic Safety Electronics Personnel Competency-based Training and Assessment



## **5 ABBREVIATIONS AND ACRONYMS**

AIM	Aeronautical Information Management
ANSP	Air Navigation Services Provider
ATC	Air Traffic Control
ATCO	Air Traffic Controller
ATM	Air Traffic Management
ATSEP	Air Traffic Safety Electronics Personnel
Austro Control	Austrian ANSP
CRM	Crew Resource Management
DSNA	French ANSP
EANS	Estonian ANSP
ENAIRE	Spanish ANSP
FINAVIA	Finnish Airports Operator
HF	Human Factors
HungaroControl	Hungarian ANSP
IANIS	(EUROCONTROL) Institute of Air Navigation Services
ICAO	International Civil Aviation Organisation
INGENAV	ATM Consulting and Training Company
KSA	Knowledge, Skills, Attitudes
LVNL	ANSP of the Netherlands
NAV Portugal	Portuguese ANSP
PANSA	Polish ANSP
skyguide	Swiss ANSP
TRM	Team Resource Management
TUG	(EUROCONTROL) TRM Users Group



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Aline JONES	skyguide	HF expert





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## Appendix 1 - ANSPs' Course programmes

### A1.1 HungaroControl TRM facilitator refresher course programme

ITEM	TIME	ITEM	DESCRIPTION	METHOD
<b>DAY 1</b>				
1	08:00 – 09:00	Introduction	Introduction of participants, presentation of the 2 days program, repetition of legal requirements (2015/340, EUROCONTROL TRM Guideline)	Discussion
2	09:00 – 10:00	Refreshing	What is the Human Factor in aviation, What is the TRM, TRM history, TRM and flight safety, SHELL model, Swiss cheese model	Lecture and discussion
3	10:00 – 11:00	Refreshing	SA, SM, DM, TEAM work, TEAM role, The Human Error, Fatigue, Impact of new Automation	Lecture and discussion
4	11:00 – 12:00	TRM feedback	Going over TRM feedbacks of the previous year	Discussion
	12:00 – 13:00	Lunch		
5	13:00 – 14:00	Tour de table	Best practices, participants' previous year experiences	Discussion
6	14:00 – 15:00	Refreshing facilitation techniques	Motivation, Questioning techniques, Feedback techniques, What why how method	Lecture and discussion
7	15:00 – 16:00	Case study	Handling difficult situations caused by participants	Role play and discussion
8	16:00 – 17:00	Case study	Handling difficult situations caused by participants	Role play and discussion
<b>DAY 2</b>				
1	08:00 – 09:00	Refreshing facilitation techniques	How to deliver facilitated session, play games, group exercises, etc.	Group exercise and discussion



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ITEM	TIME	ITEM	DESCRIPTION	METHOD
2	09:00 – 10:00	Refreshing facilitation techniques	How to deliver facilitated session, pair exercises, discussion, workshop method, case study etc.	Short workshop and discussion
3	10:00 – 11:00	Refreshing facilitation techniques	How to deliver facilitated session, What why how method	Short workshop and discussion
4	11:00 – 12:00	Case study	Analysis of incident from a TRM point of view	Teamwork
	12:00 - 13:00		Lunch	
5	13:00 – 14:00	Next TRM session scenario	Discussion of elements of a scenario	Discussion
6	14:00 – 15:00	Next TRM session scenario	Discussion of elements of a scenario	Discussion
7	15:00 – 16:00	Next TRM session scenario	Discussion of elements of a scenario	Discussion
8	16:00 – 17:00	Closing course	Sharing home studies and background material for the implementation of the next year TRM scenario. Deciding the date of the next year TRM session delivery practice	



## A1.2 PANSATM TRM Training Programme



### **AIR TRAFFIC SERVICES OPERATING STAFF TRM SESSION METHOD ON ATM TEAM WORKING TRAINING PROGRAM**

**ALR – 1/2015**

Warszawa, 2015



## 1. ADMINISTRATIVE PART

### 1.1. List of current sites

### 1.2. List and description of changes

<i>Introduction</i>	<i>Date of introduction</i>	<i>The base of a change, Document No. introducing change</i>	<i>Description of changes</i>
1	23.03.2015	ALR-158-22/444/15	Reducing the time taken to prepare TRM session.
2	23.03.2015	ALR-158-22/444/15	Adding the legal basis for conducting training TRM.
3	23.03.2015	ALR-158-22/444/15	Clarification of the general training.
4	23.03.2015	ALR-158-22/444/15	Adding the requirements for persons engaged in TRM sessions.
5	23.03.2015	ALR-158-22/444/15	Establishment of TRM Coordinator.
6	23.03.2015	ALR-158-22/444/15	Establishment of Team TRM facilitators.
7	23.03.2015	ALR-158-22/444/15	Adding the requirements for future training participants.

1.2.1. This program replaces the "Operational staff training program for air traffic services TRM session method on the functioning of the teams at ATM" from 2011 by designation AL-22.

1.2.3. Any possible notes, updates, comments, suggestions, etc. regarding to this program should be submitted to: Department of Training and Development Projects.

### 1.3. The list of users of the program

<i>Users</i>	<i>Type</i>
ATS Bureau Director	Electronic version
ATM/CNS Personnel Training and Development Bureau Director	Electronic version
Head of the Monitoring Department of Health and Psychological Support Personnel	Electronic version



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Training program administrator / Department of Training and Development Projects	Original
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- 1.3.1. An electronic copy of this document format (.PDF), certified by the Head of the Department of Training and Development Projects or administrator of the program, is available for business use for all employees in the PANSA of the inner Intranet.
- 1.3.2. In justified cases, upon request, Head of Training and Development Projects or administrator training program prepares a certified copy of the printed this program.

### 1.4 Legal basis

Commission Regulation (EU) 2015/340 of 20 February 2015 laying down technical requirements and administrative procedures relating to air traffic controllers' licences and certificates pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council, amending Commission Implementing Regulation (EU) No 923/2012 and repealing Commission Regulation (EU) No 805/2011.

### 1.5 Overall objective of training

The aim of the training is to acquire skills of identifying the behavior of participants in teamwork affecting safety of air traffic in FIR Warsaw. TRM is a long-term program, aims of which is:

- a) **develop personal competencies of employees**, particularly in terms of communication, teamwork and improving air traffic safety through an increase in self-awareness (*awareness*) and reducing the impact of human factors (*human factor*) in air traffic management,
- b) **to develop positive attitudes and behaviors that support teamwork skills and human performance at work in ATS**, thus helping to reduce or minimize the impact of errors related to all aspects of teamwork within the ATM system. They are defined as "strategies used for better use of all available resources - people, equipment and information in order to optimize the safety and efficiency of operations Air Traffic Services"
- c) **to reduce or minimize the impact of the errors** related to all aspects of teamwork to the ATM system,
- d) **to ensure proper work of operational staff** through timely and efficient use of all available measures for the safe and efficient flow of air traffic,

### 1.6 Specific objectives:

After completing the training module **INTRODUCTION TO TRM** participant will be able to:



- a) describe the concept of TRM,
- b) identify the intended uses of the TRM,
- c) determine the expectations of TRM session,
- d) describe the assumptions and methods of TRM session course,

After completing the training module **INTERPERSONAL COMMUNICATION** participant will be able to:

- a) define the process of interpersonal communication,
- b) identify the elements of interpersonal communication process,
- c) identify factors positively and negatively affecting the process of interpersonal communication,
- d) work out ways to dealing with barriers in an interpersonal communication,
- e) identify the specific operational elements of interpersonal communication process in work performed,
- f) identify barriers in an interpersonal communication characteristic for the operational work performed,
- g) identifying methods of modifying behavior in interpersonal communication,

After completing the training module **TEAMWORK** participant will be able to:

- a) define the concept of team and distinguished team of the group,
- b) describe an effective team,
- c) indicate positive and negative teamwork aspects,
- d) identify factors positively and negatively affecting teamwork,
- e) define the roles in the team,
- f) describe the role of team leader,
- g) characterize a good team leader,
- h) make the differentiation and characterization of teams in operational work,
- i) identify leaders in operational work,
- j) describe specific role of leadership in operational work,
- k) define specific operational work problems in teamwork,
- l) identify the effects of non-effective teamwork,
- m) indicate the reasons of problems specific for operational team work,



- n) identify ways of modification of team work behavior,

After completing the training module **SITUATIONAL AWARENESS** participant will be able to:

- a) define the concept of situational awareness,
- b) define the role of situational awareness in human life,
- c) determine the role of situational awareness in operational work,
- d) identify the effects of the loss of situational awareness,
- e) identify positive and negative factors affecting building and maintaining situational awareness,
- f) identify ways of behavior modification in terms of building and maintaining situational awareness,
- g) recognize their own symptoms of loss of situational awareness,
- h) recognize the symptoms of loss of situational awareness among their colleagues,
- i) identify ways to recover from lost situational awareness,

After completing the training module **STRESS**, participant will be able to:

- a) define the phenomenon of stress,
- b) indicate the sources of stress,
- c) identify internal and external factors affecting stress occurrence,
- d) identify stress sources characteristic for operational work,
- e) recognize their own symptoms of stress,
- f) recognize stress symptoms of others,
- g) indicate potential security risks arising during work under stress in ATM,
- h) identify ways of managing with stress,
- i) identify ways of helping others in fighting against stress / return to equilibrium,
- j) define the purpose and methods of preventing stress,

After completing the training module **CASE STUDY** participant will be able to:





- a) indicate human behavior / human errors including their possible causes in the case study presented previously discussed in terms of TRM modules: interpersonal communication, teamwork, situational awareness, stress,
- b) indicate possible alternatives applied in this case study versus professional behavior presented in this case study,
- c) define recommendations to prevent situations as shown in case study,

After completing the training module **OPTIONAL ACTIVITIES** participant will be able to:

- a) apply selected techniques stress managing,
- b) identify typical common stress reactions,
- c) choose a proper and effective techniques of stress managing,
- d) explain the technique mode of action in stress managing,

### 1.7 Requirements for future training participants

In order to participate in TRM training session a person need to meet the following requirements:

- a) be PANSA employee,
- b) be a member of operational ATM staff (trainees are excluded),
- c) course participants should take TRM session once during the period of validity of license,
- d) to maintain continuity of training remaining staff should hold sessions in a three year cycle.

### 1.8 Requirements for persons engaged in TRM sessions

Training (Module I - VI) is carried out by authorized instructors - Facilitators appointed by the President of PANSA to TRM Training Facilitators Team.

The trainer-facilitator method TRM session can be a person who meets the following conditions:

- a) declares its willingness to conduct TRM training sessions,
- b) demonstrates a high motivation to train,
- c) has at least five years of experience in operational work in the air traffic services and, at the same time, is an active employee having at least ten years of experience in operational work,



- d) passed the initial verification performed by the TRM Coordinator and team of facilitators (conversation with supervisor, consultations with the associates),
- e) was trained to carry out training using method of facilitation intended for air traffic services and obtained proper certificate,
- f) speaks fluent English,
- g) carried out at least one TRM session supervised by co-instructor,
- h) received a positive opinion of the two facilitators supervising TRM session,

TRM trainer, which is not active air traffic controller can lead TRM session only as a co-trainer with the person being active air traffic controller.

Module VII (OPTIONAL ACTIVITIES) is conducted by trainers appointed to carry out the session and meeting the following requirements:

- a) completed trainer course,
- b) education in field of psychotherapy, psychology, education/teaching,
- c) positive opinion of the Team TRM training facilitators, issued after the completion of the trial session for at least two facilitators supervising a session,

In order to maintain objectivity and modern approaches it is acceptable for module VII to be carried by external service.

Tasks of the TRM training coordinator and facilitators are described in detail in the Ordinance establishing the TRM team of facilitators training.

### **1.9 Organizational information**

Training is organized by the Department of Training and Development Projects in cooperation with Air Traffic Services Bureau.

Supervision of efficient organization of TRM training is performed by TRM training coordinator.



TRM training coordinator prepares a certificate of participation in the training, on the daily basis, it is signed by the ATM/CNS Personnel Training and Development Bureau Director

### **1.10 Methodological guidelines**

Training is conducted in the form of workshops.

Training can be conducted by several instructors-facilitators and trainers.

The training session is performed by the TRM session method.

Description of the TRM session method:

The TRM session is performed in the form of practical way of facilitation group, in accordance with the guidelines contained in Eurocontrol "Methodology and Process Facilitation", "Guidelines for Developing and Implementing Team Resource Management", "Team Resource Management Test and Evaluation" and "EUROCONTROL Guidelines for TRM Good Practices". The role of instructor-facilitator is the facilitation group consisting of managing the ongoing discussions between participants within each of the thematic modules in such a way as to achieve the purpose of the training. Content is paid by the operator in the form of appropriately formulated questions, and participants share with each other our knowledge, opinions and experience. Lecturers remains neutral towards substantive discussion i. e. not express their opinion, he does not bring his knowledge to the discussion. The task of a leader is also to follow the dynamics of the group and the corresponding moderation participants' behavior and the dynamics of practical adaptation to the activity of the group.

In order to achieve the best educational outcomes it is necessary to organize a climate in place training and integration of the participants, which would initiate free discussion and encourage active and sincere sharing of experiences. That's why the training method TRM session held outside of the workplace in conditions of the hotel where it is ensured adequate conference and leisure facilities.

In the TRM training session is involved from 8 to 13 participants.



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The TRM training session lasts for 3 days, 8 hours of teaching for each day of training.

Each TRM session is preceded by a 3 - day preparation of trainers-facilitators. This preparation aims to develop a scenario classes and training necessary to implement the materials and documents.

Facilitators-controllers working time spent on preparing and conducting TRM-device session is billed according to the principle: one day of work on the preparation and conduct of the session TRM is equal to 1 duty.

Participation in the work of the other members of the team will be settled in accordance with the denomination of time in which they are employed.

The training method TRM session consists of the following modules:

- INTRODUCTION TO TRM,
- INTERPERSONAL COMMUNICATION,
- TEAMWORK,
- SITUATIONAL AWARENESS,
- STRESS,
- CASE STUDY,
- OPTIONAL ACTIVITIES,

arranged according to the rules:

- On each session it is obligatory to conduct following modules – INTRODUCTION TO TRM and CASE STUDY
- On each session it is obligatory to conduct following at least 3 thematic modules-basis from among the following: INTERPERSONAL COMMUNICATION, TEAMWORK, SITUATIONAL AWARENESS, STRESS
- It is recommended to perform OPTIONAL ACTIVITIES module.



## 2. THEORETICAL AND PRACTICAL TRAINING

### 2.1. TRAINING PROGRAMME

No	Module	Time [h]
1.	INTRODUCTION TO TRM	2,0
2.	INTERPERSONAL COMMUNICATION	3,0*
3.	TEAMWORK	3,0*
4.	SITUATIONAL AWARENESS	3,0*
5.	STRESS	3,0*
6.	CASE STUDY	4,0
7.	OPTIONAL ACTIVITIES	5,0
8.	CONCLUSION	1,0
TOTAL:		24,0

*\* In the case of implementation, only 3 out of 4 core modules, their duration extended from 3 to 4 hours of classes each, and topics are discussed in more detail. The duration of each module is recorded by the trainers in the Official coursework.*

### 2.2. DETAILED TRAINING PROGRAM

#### THEORETICAL AND PRACTICAL TRAINING

##### 2.2.1. INTRODUCTION TO TRM

No	Issue	Time [h]
2.2.1.1.	Overview of organizational matters	2,0
2.2.1.2.	Introduction of participants	
2.2.1.3.	Training session overview	
2.2.1.4.	TRM concept - its goals, objectives and application	
2.2.1.5.	Historical background of TRM	
2.2.1.6.	Discussion on TRM session method	
2.2.1.7.	Participants expectations as to the training session	
2.2.1.8.	Rules of TRM training session	
2.2.1.9.	Exercise - icebreaker	

##### 2.2.2. INTERPERSONAL COMMUNICATION

No	Issue	Time [h]
2.2.2.1.	Interpersonal communication definition	3,0
2.2.2.2.	The objectives of interpersonal communication	
2.2.2.3.	Overview of elements of the process of interpersonal communication	



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No	Issue	Time [h]
2.2.2.4.	Identification and discussion of the factors of a positive and a negative impact on the process of interpersonal communication, among others, attitudes, emotions, stereotypes and prejudices, gender difference, the difference in age, relationships, previous experience, personality and skills of the participant communication process, technical quality communication devices, mood, racing information, interpretations communications, language of communication, non-verbal factors	
2.2.2.5.	Awareness of human and technical deficits	
2.2.2.6.	Factors affecting interpersonal communication in operational work such as: the use of aeronautical phraseology, technical parameters of equipment, mass of information, noise, transmission quality, efficiency devices for communication, stress	
2.2.2.7.	Risks to the safety of air traffic control	
2.2.2.8.	Risks to situational awareness and decision-making	
2.2.2.9.	Teamwork and relationships, confusion, ambiguities	
2.2.2.10.	Areas for improvement in interpersonal communication - to identifying and ways to improve	

### 2.2.3. TEAMWORK

No	Issue	Time [h]
2.2.3.1.	The definition of the team and the difference between a team and a group	3,0
2.2.3.2.	Resources of effective team	
2.2.3.3.	Diagnosis of resources and deficits of teamwork and individual work	
2.2.3.4.	Factors affecting teamwork i. e.: communication, stereotypes and prejudices, selection of team members, individual leadership, motivation	
2.2.3.5.	Diversification teams operating in working environment, differentiation due to goals, shift work, organizational units, etc.	
2.2.3.6.	Leader, resources, a good leader, a leader formal / informal leader	
2.2.3.7.	Identification of leader's tasks in the various work situations (Senior ATM, Senior ATC, OJT, manager, director and others)	
2.2.3.8.	Working in real time, relationships, stereotypes and prejudices, communication, phraseology, limited direct communication	
2.2.3.9.	Impact of teamwork on safety	
2.2.3.10.	Areas for improvement in terms of teamwork - identification and method of improvement	

### 2.2.4. SITUATIONAL AWARENESS

No	Issue	Time [h]
2.2.4.1.	Situational awareness definition	3,0
2.2.4.2.	Role of situational awareness	
2.2.4.3.	Situational awareness, role in operational work - the basis for making decisions for individuals and teams	
2.2.4.4.	Impact of situational awareness on safety	
2.2.4.5.	Internal and external factors affecting building and maintenance of proper situational awareness	
2.2.4.6.	Symptoms loss of situational awareness - behavior, reactions, events potentially indicating	



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No	Issue	Time [h]
	of situational awareness loss	
2.2.4.7.	Recovery of situational awareness	
2.2.4.8.	Areas for improvements to the building and / or maintaining the best situational awareness during work	

### 2.2.5. STRESS

No	Issue	Time [h]
2.2.5.1.	Definition of stress, types of stress (eustress - distress, stress, acute and chronic)	3,0
2.2.5.2.	Sources of stress	
2.2.5.3.	Internal and external stressors	
2.2.5.4.	Responsibility, temperament and stimulation - too much or too little traffic density, shiftwork	
2.2.5.5.	Symptoms of stress at behavioral, emotional and physical level	
2.2.5.6.	Impact of stress on safety	
2.2.5.7.	Preventive anti stress (relaxation techniques, vacation and rest, sleep, nutrition, stimulants, balance between the obligations and work, social support, relationships with others, CISM, support, help in work and others)	
2.2.5.8.	Areas for improvement in the use of stress prevention	

### 2.2.6. CASE STUDY

No	Issue	Time [h]
2.2.6.1.	Presentation of incident	4,0
2.2.6.2.	Overview of facts	
2.2.6.3.	An incident analysis in TRM areas in terms of errors, their causes, proposals for alternative behaviors, conclusions and recommendations preventive	

### 2.2.7. OPTIONAL ACTIVITIES

No	Issue	Time [h]
2.2.7.1.	Practical exercises in the field of interpersonal communication and teamwork	5,0
2.2.7.2.	Overview of phenomena such as stress and tiredness. Developing ways to relax and organism regeneration	
2.2.7.3.	Introduction to issues such as mental hygiene and prevention of mental stress	
2.2.7.4.	Practical exercises of selected relaxation techniques: Schultz autogenic training, Jacobson autogenic training, meditation, mindfulness, visualization, music therapy, yoga, work with the body, work of breathing, laughing, relaxing muscles, exercise, work with limiting beliefs, work with emotions like.	

## 3. ELIGIBILITY REQUIREMENTS

Not applicable



## 4. DEFINITIONS AND ABBREVIATIONS

<b>Abbreviations</b>	<b>English version</b>	<b>Rozwinięcie polskie/tłumaczenie</b>
ALR	<i>Department of Training and Development Projects</i>	Oznaczenie administracyjne Działu Projektów Szkoleniowo-Rozwojowych PAŻP
ATM	<i>Air Traffic Management</i>	Zarządzanie ruchem lotniczym
ATS	<i>Air Traffic Services</i>	Służby ruchu lotniczego
CISM	<i>Critical Incident Stress Management</i>	Zarządzanie stresem po zdarzeniu krytycznym
CNS	<i>Communications, Navigation and Surveillance</i>	Łączność, nawigacja i dozorowanie
FIR	<i>Flight Information Region</i>	Rejon informacji powietrznej
KRL	<i>Air Traffic Controller</i>	Kontroler ruchu lotniczego
KZ ATM	<i>Senior Air Traffic Management</i>	Kierownik Zmiany ATM
OJT	<i>On the Job Training</i>	Szkolenie operacyjne (na stanowisku operacyjnym)
PANSA	<i>Polish Air Navigation Services Agency</i>	Polska Agencja Żeglugi Powietrznej
PAŻP		Polska Agencja Żeglugi Powietrznej
PDF	<i>Portable Document File</i>	Format pliku komputerowego
TRM	<i>Team Resource Management</i>	Zarządzanie zasobami zespołu





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## ANNEX B TO TRM GUIDANCE MATERIAL - FACILITATOR COMPETENCE AND TRAINING

### A1.3 DSNA TRM Facilitator Refresher Course Programme

ITEM	TIME	ITEM	DESCRIPTION	METHOD
<b>DAY 1</b>				
1	09:00	coffee	Welcome coffee, waiting for last minute arrivals	No sugar thanks...
2	09:30 – 11:00	Introduction	Introduction of participants, presentation of the 2 days program, repetition of legal requirements, news from and for the TRM national network, information about next TRM modules	Lecture and discussion
3	11:00 – 12:30	Experience sharing	Best practices, participants' previous months experiences and difficulties Sharing local cases	Lecture and discussion
	12:30-14:00	<i>Lunch</i>		
4	14:00 – 15:45	Refreshing facilitation techniques	Motivation, Questioning techniques, Feedback techniques, What why how method	Workshop and discussion
5	16:00 – 17:45	Creating links	HF concepts through the last decade : how we used and presented in various ways the same concept (e.g. Swiss cheese) in many courses	Workshop and discussion
<b>DAY 2</b>				
6	09:00 – 12:00	Training	Presentation of the main topics of the brand new ATCO/ATSEP common module	Lecture, group exercises and discussion
	12:00 - 14:00		<i>Lunch (+ off-record discussions ... )</i>	
7	14:00 – 15:30	Question & Answer	Various topics brought by attendance Wishes for the next session	Discussion
8	15:30–16:00	Closing	Meeting wrap-up	Discussion



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