

Code of Good Practice

Marine Pilot Competence and Performance

2nd Edition



2nd Edition | March 2020

Approved by the Executive

Code of Good Practice – Marine Pilot Competence and Performance

2nd Edition, 2020

1st Edition, 2009

As approved by the Executive

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Foreword

AMPI is committed to ensuring the highest standard of safe and comprehensive pilotage service. We acknowledge the varied challenges for pilots today and the commitment of all pilots to lifelong learning and ongoing self-reflection on their practice and performance.

AMPI has identified the need to develop better processes for assessing the performance of marine pilots. The intent is to offer support and remediation to pilots where this is appropriate.

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Introduction

This AMPI Competence and Performance guide presents a framework for assessing performance of marine pilots in all areas of practice and across all competencies.

The guide describes a range of specific tools that can be used to assess performance and provides information to support pilots who may be underperforming, or at risk of underperforming.

AMPI Competencies

AMPI has identified nine competencies of a marine pilot. These competencies underpin all aspects of training with the aim of developing programs to achieve the following attributes:

- Pilot Expertise
- Judgement – Decision Making
- Technical Expertise
- Professionalism
- Pilot Advocacy
- Communication
- Collaboration & Teamwork
- Management and Leadership
- Scholarship & Teaching

These competencies provide the framework to assess performance of marine pilots. Each competency is vitally and equally important to the achievement of the highest standards of pilot performance.

Competence and Performance

There is an important and helpful distinction between competence and performance:

Competence is what we have been trained to do, which involves acquiring and maintaining skills.

Performance is about practice. It is what we actually do day to day. How we perform is influenced by a variety of abilities, some of which are technical, and others are non-technical.

Competence and performance are inter-related. An example would be that the ability of a pilot in the 21st Century to deliver best practice depends upon not only their ship handling ability, but also on the ability to participate as a member or leader of a multidisciplinary team. Another example is the willingness of a pilot to participate in audit and peer review, not only to confirm their technical performance, but also to enable opportunities for improvement to be identified.

Individual related influences include personality, health and family issues.

System related influences include those that arise from the pilot service provider and relate to matters such as workload, staffing, funding, competing demands for time, and resources.

Behavioural Markers

A Pilot's performance may be assessed through the use of Behavioural Markers.

Behavioural markers are short descriptions of good and poor behaviour that have been used to structure training and evaluation of non-technical skills in civil aviation, the medical profession and the nuclear power industry in order to improve safety and efficiency.

AMPI Behavioural Markers

Markers of good behaviour can provide guidance to pilots regarding exemplary behaviour whereby they may be seen as a role model for trainees or other pilots. Markers of poor behaviour may help to identify early evidence of underperformance and provide a basis for support and remediation of underperforming pilots before safety or standards are compromised.

It should be noted that the good and poor behavioural markers represent the extremes of pilot performance. There is a wide spectrum of normal and appropriate pilot behaviour between these extremes – the 'shades of grey' of pilotage practice.

Patterns of behaviour, behavioural markers, performance measures, resources and supports are identified for each of the AMPI Competencies in the following pages. The behavioural markers do not represent an exhaustive list but are examples of what may be considered in 'good' and 'poor' behaviour.

Pilot Competence and Performance

This section outlines the list of nine Competencies and twenty-five associated behavioural markers which AMPI have composed for this Competence and Performance Guide.

1. Pilot Expertise

Integrating and applying pilot knowledge, skills and professional attitudes in the provision of the service.

1.1. Demonstrating skills and expertise

Consistently demonstrating the highest standards of knowledge, skill and professional behaviour.

Good behaviours

- Provides a consistently high standard of planning, conducting and review of the pilotage service
- Ensures the development, implementation and evaluation of pilot training, conduct and auditing

Poor behaviours

- Denial of underperformance that directly impacts on safety and outcomes
- Is unresponsive to concerns regarding performance issues
- Fails to participate in performance reviews

1.2. Monitoring and evaluating performance.

Regularly reviewing and evaluating pilotage practice and outcomes

Good behaviours

- Participates in pilot audit and peer review
- Compares own results with peers, other pilots and relevant industry standards
- Reviews and discusses risk event reports and incident investigations

Poor behaviours

- Fails to regularly attend audit meetings or audit own results
- When clearly at fault, blames others for poor outcomes
- Makes no comparisons of their work to others' results or agreed standards
- Employs a new technique without an appropriate appraisal process

1.3. Managing safety and risk

Ensuring safety by understanding and appropriately managing risk.

Good behaviours

- Always undertakes appropriate pre pilotage planning
- Demonstrates awareness of unlikely but serious potential problems and prepares accordingly
- Incorporates contingency planning in risk management
- Has a thorough understanding of the Safety Management System

Poor Behaviours

- Undertakes a hasty judgement without making appropriate assessment
- Proceeds with pilotage knowing that equipment or facilities are not adequate or ready for safe use
- Demonstrates a lax attitude towards situational awareness
- Ignores incident reporting system

Measuring Performance

- Pilot audit and peer review
- Simulation and Manned Model techniques

Resources and Supports

- BRM courses
- Revalidation of courses
- Advanced MPT
- Pilot Service Management
- Passage Plans
- Mentor Pilots

2. Judgement & Decision-making

Making informed and timely decisions regarding assessment, planning and management.

2.1. Considering options

Generating alternative possibilities or courses of action to solve a problem. Assessing the hazards and weighing up the threats and benefits of potential options.

Good behaviours

- Recognises and articulates problems to be addressed
- Initiates balanced discussion of options, pros and cons with relevant team members
- Seeks a second opinion when appropriate
- Embraces BRM principles and contingency planning

Poor behaviours

- Does not consider or discuss options
- Does not solicit views of other team members
- Fails to adequately address BRM issues
- Fails to embrace BRM principles
- Unwilling to alter decision as other information/alternatives become available

2.2. Planning ahead

Predicting what may happen in the near future as a result of possible actions or inaction.

Good behaviours

- Complete an authorised passage plan
- Show evidence of contingency planning
- Passage plan discussion with bridge team
- Makes decisions clearly in a timely manner

Poor behaviours

- Failure to prepare or use a passage plan
- Does not consider the views of the bridge team
- Does not help the bridge team prepare for predictable or likely events
- Fails to issue post-pilotage information to bridge team
- Is difficult to contact and fails to recognise importance of availability

2.3. Implementing and reviewing decisions

Undertaking the chosen course of action and continually reviewing its suitability in light of changes in the prevailing circumstances. Showing flexibility and changing plans if required to cope with changing circumstances to ensure that goals are met.

Good behaviours

- Implements decisions within an appropriate timeframe
- Reconsiders plan in light of changes in prevailing conditions or when problem occurs
- Calls for assistance if required
- Routinely reviews pilotage outcomes

Poor behaviours

- Frequently fails to implement decisions
- Makes same error repeatedly
- Continues with initial plan in face of predictably poor outcome or when there is evidence of a better alternative
- Becomes hasty or rushed

Measuring Performance

- Multi source feedback particularly from trainee pilots, pilots, management and bridge team
- Manned model and ship simulation exercise programs and audits Review of visual, audio and electronic recordings

Resources and Supports

- Revalidation of courses
- BRM courses
- Advanced MPT
- Ship simulation
- Manned models
- Table top exercises and discussions

3. Technical Expertise

Safely and effectively performing pilotage.

3.1. Recognising safe pilotage parameters

Demonstrating an understanding of when conditions are outside safe operating parameters.

Good behaviours

- Consults with peers and colleagues when conditions are marginal
- Routinely questions and justifies approaches to pilotage problems and practices
- Prioritises tasks appropriately during pilotage
- Recognises when further assessment, observation or investigation is preferable to actions

Poor behaviours

- Focuses on single task at the detriment of situational awareness
- Chooses inappropriate plan for a particular pilot task
- Performs pilotage without consideration for BRM or passage planning
- Will not discuss justification for any decisions

3.2. Maintaining technical skills

Consistently demonstrating sound pilotage skills at a level appropriate to a pilot's experience and the nature of the prevailing conditions.

Good behaviours

- Goes through appropriate processes when learning a new technique e.g. observing and mentoring
- Participates in simulation exercises and other evaluations of technical skills when appropriate
- Recognises and responds to impairment or limitation of skills due to ageing
- Uses techniques that minimise the risks to other services assisting e.g. tugs, linesman

Poor behaviours

- Hurries assessment of new procedures and resents input of others
- Introduces new technology or procedures without consultation and planning
- Denies the impact of ageing or physical impairment on technical skills
- Allows the use of techniques that increase the risk to other services assisting

3.3. Defining scope of pilotage practice

Undertaking pilotage appropriate to a pilot's training and expertise, as well as the available infrastructure, conditions and manning.

Good behaviours

- Takes into account local conditions and service providers in defining scope of pilotage practice
- Knows own limitations and when to ask for guidance, referring conditions outside their usual scope to mentors
- Calls for guidance when facing a difficult problem outside of competence
- Modifies scope of pilotage practice in accordance with current experience

Poor behaviours

- Carries on when the guidance of others would clearly be beneficial
- Fails to refer appropriately or in a timely manner
- Lacks insight of own capabilities, when undertaking pilotage tasks not experienced in
- Takes on pilotage tasks beyond scope of training when mentors are available for referral

Measuring Performance

- Audit and peer review
- Ship handling simulation
- Video recording and review

Resources and Supports

- Revalidation of courses
- BRM courses
- Advanced MPT
- Ship simulation
- Manned models

4. Professionalism

Demonstrating commitment to industry stakeholders, the community, and the pilotage profession through the professional delivery of pilotage service.

4.1. Having awareness and insight

Reflecting on an individual's pilotage practice and having insight into its implications for industry stakeholders, other pilots, trainees and the community.

Good behaviours

- Adopts a courteous approach to other pilots and other industry service providers
- Responds positively to questioning, suggestion and objective criticism
- Admits to errors
- Recognises poor outcomes and the need to reflect and improve

Poor behaviours

- Stubborn, refuses help when it is clearly required
- Blames others for poor outcomes
- Berates or humiliates other service providers and / or bridge team members

4.2. Observing ethics and integrity

Maintaining standards of delivery of professional pilotage services, integrity and respecting the scope of other service providers.

Good behaviours

- Provides a professional role-model for other service providers
- Ensures that the safety management system is followed
- Responds to bridge team input during passage planning exchanges
- Respects cultural and religious sensitivities
- Maintains appropriate personal boundaries at all times

Poor behaviours

- Makes public comment on other service providers
- Exhibits bullying, harassing or sexist attitudes towards pilots, trainees, other industry participants
- Breaches confidentiality
- Blames other industry service providers for own professional transgressions

4.3. Maintaining health and well-being

Maintaining personal health and well-being and considering the health and safety needs of colleagues and other industry service providers.

Good behaviours

- Has a personal general practitioner and attends regularly and appropriately
- Has regular rest and holidays
- Operates in accordance with the fatigue management plan
- Maintains a personal level of fitness appropriate to performing pilotage duties
- Mindful of the welfare of other pilots, professional colleagues and support staff
- Enjoys leisure activities and interests outside pilotage
- Maintains a balance of work, family and social life

Poor behaviours

- Uses alcohol indiscriminately eg: when on call or prior to performing pilotage duties
- Abuses prescription medications or uses illegal drugs
- Regularly exhibits moodiness or dispirited behaviour
- "Battles on" even when unwell or overtired without recognising the impact on pilotage performance

Measuring Performance

- Multi source Feedback
- Stakeholder satisfaction survey

Resources and Supports

- AMPI peer support program
- AMPI Competence and Performance guide
- Safety Management Systems
- Code of conduct

5. Pilot Advocacy

5.1. Responding to community needs

Demonstrating understanding of the impact of pilotage activity and considering the broader social and economic needs of the community.

Good behaviours

- Strives to improve access to industry information
- Recognises needs of the community
- Contributes to community education and development
- Communicates effectively with the wider community

Poor behaviours

- Disregards community impact of decisions
- Shows no interest in community engagement
- Insensitive to different backgrounds, cultural beliefs or attitudes
- Discriminates on the basis of culture, ethnicity or religion

Measuring Performance

- Multi source Feedback, particularly from individuals and community groups

Resources and Supports

- Code of conduct

6. Communication

Communicating effectively with other pilots, industry stakeholders, industry service providers and regulatory authorities in order to form an accurate picture of the industry in general.

6.1. Gathering and understanding information

Seeking timely and accurate information during the planning and performance of pilotage.

Good behaviours

- Ensures that all relevant documentation and information is available and has been reviewed
- Reflects on and discusses significance of information
- Liaises with other service providers exchanging information relevant to pilotage - with regular updates as required

Poor behaviours

- Fails to review relevant information
- Does not obtain the latest available information prior to commencing pilotage
- Does not consider potential problems
- Frequently asks for information not relevant to the pilotage task

6.2. Discussing and communicating options

Discussing options with pilots, management and other service providers.

Good behaviours

- Reaches a decision and communicates it clearly
- Makes provision for and communicates other options and plans
- Informs stakeholders of intended plans
- Is decisive and has clear goals and plans of management

Poor behaviours

- Fails to inform team of passage plan
Is aggressive or unresponsive if plan questioned
- Selects inappropriate manoeuvres often leading to complications
- Appears to make it up as she/he goes and is angered when difficulties are encountered

6.3. Communicating effectively

Exchanging information with bridge team, service providers and other pilots.

Good behaviours

- Follows up debrief of pilotage
- Encourages the bridge team and service providers to ask questions
- Shows awareness and sensitivity to stakeholders from different cultural backgrounds
- Uses closed loop communication methods

Poor behaviours

- Is discourteous to bridge team and other service providers
- Frequently talks in technical jargon and does not check for adequate understanding
- Routinely interrupts or dismisses the comments of bridge team, service providers and other pilots
- Shows insensitivity to the impact of language, culture or disability on communication

Measuring Performance

- Multi-Source Feedback, particularly from industry stakeholders and colleagues
- Customer satisfaction surveys
- Audits
- Review of risk event reporting

Resources and Supports

- Regular pilot meetings
- Meeting with industry stakeholders
- BRM
- Peer Support
- AMPI workshops and conferences

7. Collaboration & Teamwork

Skills for working in a team context to ensure that the bridge team has an acceptable shared mental model of the situation and can complete tasks effectively.

7.1. Documenting and exchanging information

Giving and receiving knowledge and information in a timely manner to aid establishment of a shared understanding among team members.

Good behaviours

- Is professional in dealings with industry stakeholders
- Listens to, discusses and appropriately acts upon concerns of other pilots, bridge team and industry stakeholders
- Considers other points of view in difficult situations

Poor behaviours

- Does not listen to bridge team members
- Needs advice or assistance but does not make it clear what assistance is required
- Refuses to consider advice and guidance of others
- Fails to ensure provision of timely information to industry stakeholders and other pilots

7.2. Establishing a shared understanding

Ensuring that the team has all necessary and relevant information, understands it and that an acceptable shared 'big picture' view is held by members.

Good behaviours

- Provides briefing, clarifies objectives and ensures the bridge team understands the passage plan before commencing pilotage
- Encourages input from members of the bridge team
- Debriefs bridge team members, discussing what went well and problems that occurred
- Ensure that bridge team and industry service providers share the same mental model

Poor behaviours

- Fails to keep bridge team informed about passage plan changes
- Appears uncomfortable about challenges to the passage plan
- Does not take into account suggestions made by bridge team or other service providers
- Fails to communicate effectively with bridge team and other industry service providers

7.3. Playing an active role in Bridge teams

Working together with other team members to carry out cognitive and physical activities in a simultaneous, collaborative manner.

Good behaviours

- Discusses anticipated contingencies with bridge team
- Reassesses passage plan as new information becomes available
- Informs bridge team of changes to passage plan
- Arrives in a timely fashion to ensure effective information exchange and passage plan discussion is completed before pilotage

Poor behaviours

- Proceeds with pilotage without ensuring that all equipment is ready
- Fosters disharmony or conflict in the bridge team or other service providers
- Becomes obstinate when asked to change the plan
- Doesn't pass on information relevant to other service providers

Measuring performance

- Multi source feedback particularly from pilots, other industry service providers and industry stakeholders

Resources and Supports

- Regular pilot meetings
- Meeting with industry stakeholders
- BRM
- Peer Support
- AMPI workshops and conferences

8. Management & Leadership

Leading the team and providing direction, demonstrating high professional standards, and being considerate about the needs of team members.

8.1. Setting and maintaining standards

Supporting safety and quality by adhering to acceptable principles of pilotage, following codes of good practice and industry standards.

Good behaviours

- Introduces self to new or unfamiliar members of the team
- Clearly follows pilotage service providers, SMS and guidelines
- Requires all team members to observe standards
- Always prepared to give a considered opinion on pilotage aspects of management issues
- Leading that inspires others

Poor behaviours

- Fails to observe standards or protocols
- Shows disrespect to others
- Dismisses the opinions of colleagues
- Demonstrates disorganisation and chronic lateness

8.2. Leading that inspires others

Retaining a calm demeanour when under pressure and emphasising to the team that he/she is under control of a high-pressure situation. Adopting a suitably forceful manner, if appropriate, without undermining the role of other team members.

Good behaviours

- Remains calm under pressure, working methodically towards effective resolution of difficult situations
- Resolves team conflicts quickly and appropriately
- Acts as a role-model to others in both technical and non-technical areas of pilotage
- Continues to provide leadership in critical situations

Poor behaviours

- 'Freezes' and displays inability to make decisions under pressure
- Fails to confer with other pilots when an unexpected technical challenge requires other expertise
- Blames others for errors and does not take personal responsibility
- Loses temper repeatedly or inappropriately

8.3. Supporting others

Providing cognitive and emotional help to team members. Judging different team members' abilities and tailoring ones' style of leadership accordingly.

Good behaviours

- Provides constructive criticism to team members
- Ensures delegation of tasks as appropriate
- Establishes rapport with team members
- Gives credit for tasks performed well

Poor behaviours

- Does not provide recognition for tasks performed well
- Fails to recognise needs of others
- Shows hostility to other team members
- Denigrates junior pilots or other industry workers

Measuring Performance

- Multi source feedback particularly from other pilots and trainee pilots
- Simulation exercises involving management of crisis situations

Resources and Supports

- Industry Courses: Pilots as Managers, AMPI Peer support program
- Support for pilots regarding leadership and management of teams is often best provided by colleagues in similar positions

9. Scholarship & Teaching

As professional mariners and teachers of our craft, pilots demonstrate a lifelong commitment to reflective learning, and the creation, dissemination, application and translation of pilotage knowledge.

9.1. Showing commitment to lifelong learning

Engaging in a lifelong commitment to reflective learning both through their own learning and by passing on their knowledge to others.

Good behaviours

- Participates in conferences, courses and other pilot development activities
- Encourages questioning by colleagues, trainees and members of bridge teams
- Engages with other members of the industry and encourages their learning, development and career planning
- Demonstrates understanding of the recent literature and demonstrates the impact of this on pilotage and administration practice

Poor behaviours

- Shows errors in understanding of literature or doesn't acknowledge recent literature
- Fails to keep up to date with current literature
- Avoids involvement in teaching, supervision and mentoring
- Demonstrates no interest in the training and development of junior pilots

9.2. Teaching supervision & assessment

Facilitating education of their trainees, colleagues, other industry stakeholders and the community.

Good behaviours

- Provides continuous constructive feedback without personalising the issues
- Provides adequate supervision to junior pilots
- Makes themselves available for planned workshops and tutorials
- Provides opportunities to teach junior pilots

Poor behaviours

- Demonstrates arrogance, rudeness or disinterest in the training of junior pilots
- Fails to delegate appropriately to junior pilots
- Regularly fails to attend scheduled workshops and tutorials
- Is critical of a junior pilot even when the pilot could not reasonably be expected to know

9.3. Improving pilotage practice

Evaluating or researching pilotage practice, identifying opportunities for improvement and implementing change at individual, organisational and industry levels.

Good behaviours

- Strives to improve pilotage practice through research, innovation and audit of outcomes
- Actively promotes best practice and evidence-based pilotage
- Alters practice if performance is shown to be suboptimal
- Always looks for better solutions to improve performance

Poor behaviours

- Ignores the evidence-base regarding emerging technologies and techniques
- Promotes a 'it works for me, therefore it is right' approach in the absence of appropriate evidence
- Fails to inform industry stakeholders when a practice is innovative or new

Measuring Performance

- Multi source Feedback, particularly from trainees
- Records of conferences and courses attended
- Reports and synopses of conferences, seminars and courses
- Personal learning portfolios
- Feedback and evaluation of teaching and mentoring sessions
- Evaluation and follow-up of personal and organisational improvement activities

Resources and Supports

- AMPI Workshops
- Workplace Training and Assessment Certificates

Assessment Tools

Assessing performance is different from assessing competence, and there is a variety of tools available for the assessment of a pilot's competence and performance.

Many pilots will be familiar with assessment tools used at trainee levels and which focus on the assessment of competence. These are typically used as part of examinations during training, and many will have been involved in using these assessment tools with their trainees. Examples of some of the tools that are used to assess competence are Multiple Choice Questions, Short Answer Questions, Written Tests, Ship Simulation Exercises, Manned Model Exercises and Direct Observation by a Check Pilot.

With pilots, the aim is to measure performance in all competencies and most pilots perform well across all areas. However, when there is a question about a pilot's performance, it frequently relates to problems in several different areas of competence.

Self-assessment

One of the purposes of this guide is to present examples in all competencies for a pilot to assess their own performance against examples of good behaviour. Whilst there is obviously benefit in this, it does require insight into the issues of less than acceptable performance that the individual recognises and seeks to correct.

Through completion of incident reporting, pilots also maintain a record (log) that demonstrates their commitment to lifelong learning. This record, in combination with the self-assessment described above provides a valuable aid to reflection on competence and performance.

Assessment by others

The aim of training is to ensure that a trainee has knowledge and skills in all competencies, and one role of the trainers and supervisors is to assess their competence and performance in each area. When performance is considered to be below the expected level, the issue can be discussed in a non-judgemental, open and fair manner. This will involve verifying the facts by talking to a number of people, including the pilot concerned and reviewing all the evidence. It is also important to be aware of any bias, „spin“, interpretations or assumptions that may have been made.

Addressing the pilot who is underperforming is more difficult but needs to follow a similar process. Confidentiality, a non-judgemental supportive approach, the unbiased opinions of peers and reference to explicit examples of the underperformance are integral to achieving a successful change in behaviour.

Examples of assessment tools that are likely to be useful in reviewing pilots are described below.

Pilot audit and peer review

AMPI encourages all pilots to participate in an annual peer-reviewed audit.

Outcome audit measures performance, particularly in the areas of technical expertise and of judgement and decision-making.

It is the systematic, critical analysis of the quality of pilotage that is reviewed by peers against explicit criteria or recognised standards, and then used to further inform and improve pilotage practice.

The sorts of questions that we might have to answer from an audit are:

- Is the management of pilotage practice consistent with the current literature and evidence-based practice?
- Does the pilot follow the standard guidelines?
- Are the outcomes of the pilotage acceptable?
- Are any investigations appropriate?

Further information, about pilot audits, is available from AMPI

Performance review

There is potential benefit of a routine annual performance review provided that it follows an agreed format and content across all competencies, that it involves the Pilotage Management, and that it is not used to denigrate pilots. Performance review implies agreeing what performance is expected prior to the period being reviewed. Therefore, each pilot must be engaged and agree to the process prior to the review period.

Review of complaints and adverse incidents

In practice, a review of a complaint or adverse incident is currently the most commonly used assessment tool. It usually relates to an individual pilot and occurs following a perceived incident of poor performance. Most pilot services have mechanisms for dealing with these reviews.

Multi-source feedback

Multi-source feedback (including 360-degree feedback) is the process whereby assessment of aspects of performance can be made by a range of colleagues (management, peers, trainees) and/or industry stakeholders.

Done in a comprehensive and sensitive manner, multi-source feedback can provide valuable information, but it can be time consuming.

One approach is to break down the process into components that may include:

- Supervision and support for junior pilots and trainees
- Teamwork – feedback from other service providers. (agents, tug operators, terminal staff)
- Communication – can be assessed by observing an interaction or by asking bridge teams about how they felt their pilot communicated with them
- Management and leadership – organisation and setting standards can be assessed by peers and trainees
- Direct observation, for example of a pilotage by an independent assessor or peer. This may be appropriate if there were a specific problem to address and the pilot recognises there is a problem, struggles to understand the full extent or nature of the problem and is willing to ask a colleague to join him/her to give constructive criticism and comment
- Customer satisfaction surveys

Specific Pilot competencies

The behavioural markers outlined in this handbook provide a guide across the competencies about the standards of good behaviour that are recognised as 'aspirational', together with examples of poor behaviours that may indicate the need for remediation or support.

Support for Marine Pilots

AMPI encourages all pilots to recognise and discuss the challenges facing them and to ensure that self-care is part of managing professional life.

Self-Care

Self-care involves taking care of your physical, mental and emotional health. It also involves eating, sleeping and living well. To ensure pilots enjoy their work and leisure, priorities and boundaries need to be set.

Pilots are at risk from stress, burnout and a range of illnesses. We have a responsibility to be alert to our symptoms and to seek appropriate professional care.

Consult your General Practitioner

Pilots are encouraged to regularly visit a General Practitioner they trust to manage their health care. Encourage your colleagues to do the same. By allowing a doctor to objectively manage your health, you will be free to do what you do best - concentrate on safe and efficient piloting.

Support Networks and Friends

Maintaining an effective support network is recognised by many specialties in many countries as being the single most important means by which professionals can maintain balance and health in their lives. Support networks can include management and peers, colleagues, structured support networks and personal support from family and friends.

Many pilots find it invaluable to select one or two „pilot friends“ who are available to help and support in stressful times. This arrangement is best made proactively before specific incidents or trouble occurs.

Strengthening your Skills

There are a number of professional development opportunities and tools available that promote and strengthen skills for managing the challenges and pressures of a pilot's work. These include time and practice management skills, coping with stress and burnout, conflict resolution and self-care strategies for the healthy pilot.

Peer Support Networks

AMPI established and continues to finance a Peer Assistance Network to give support to Marine Pilots and their families.

PAN Members are Marine Pilots who come from a variety of ports around Australia we are trained and committed to supporting the well-being of our peers.

Details can be found on the AMPI website.

Need more help?

www.ampi.org.au/pan



Other Support Services

Mental Health Support Services

Beyond Blue Support Service

<https://www.beyondblue.org.au>

Black Dog Institute

<https://www.blackdoginstitute.org.au>

Alcoholics Anonymous

Australia

Telephone: 1300 222 222

Website: www.aa.org.au

New Zealand

Telephone: 0800 229 6757

Email: help@aa.org.nz

Website: <https://aa.org.nz>

Alcohol and Drug Information

Australia

Alcohol and Drug Foundation

Telephone: 1800 198 024 (24hrs)

Website: <https://adf.org.au>

New Zealand

Drug Foundation NZ

<https://www.drugfoundation.org.nz>

Alcohol Drug Helpline New Zealand

Telephone: 0800 787 797 (10am – 10pm)

Website: <https://alcoholdrughelp.org.nz>

Narcotics Anonymous

Australia

Telephone: 1800 652 820

Website: <https://www.na.org.au>

New Zealand

Telephone: 0800 628 632

Website: www.nanz.org