

Stresshantering i en säkerhetskritisk lärandemiljö



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- PB Capacity
- Lund Universitet
- 4C Strategies
- Entry Point North
- Sterling Airlines
- SAS



The graphic features a blue square with a white 'X' shape on the left. To its right, the text '4C STRATEGIES' is displayed in large, bold, black letters. Below this, there are three images: a yellow sign with 'ENTRY POINT NORTH' written on it, a control tower, and the Lund University logo. At the bottom, there are two images of airplanes: a white SAS aircraft and a red Sterling Airlines aircraft.



Stresshantering i en säkerhetskritisk lärandemiljö

och högpresterande





There will be challenges



Stress



Performance



Communication



Learning



Stress



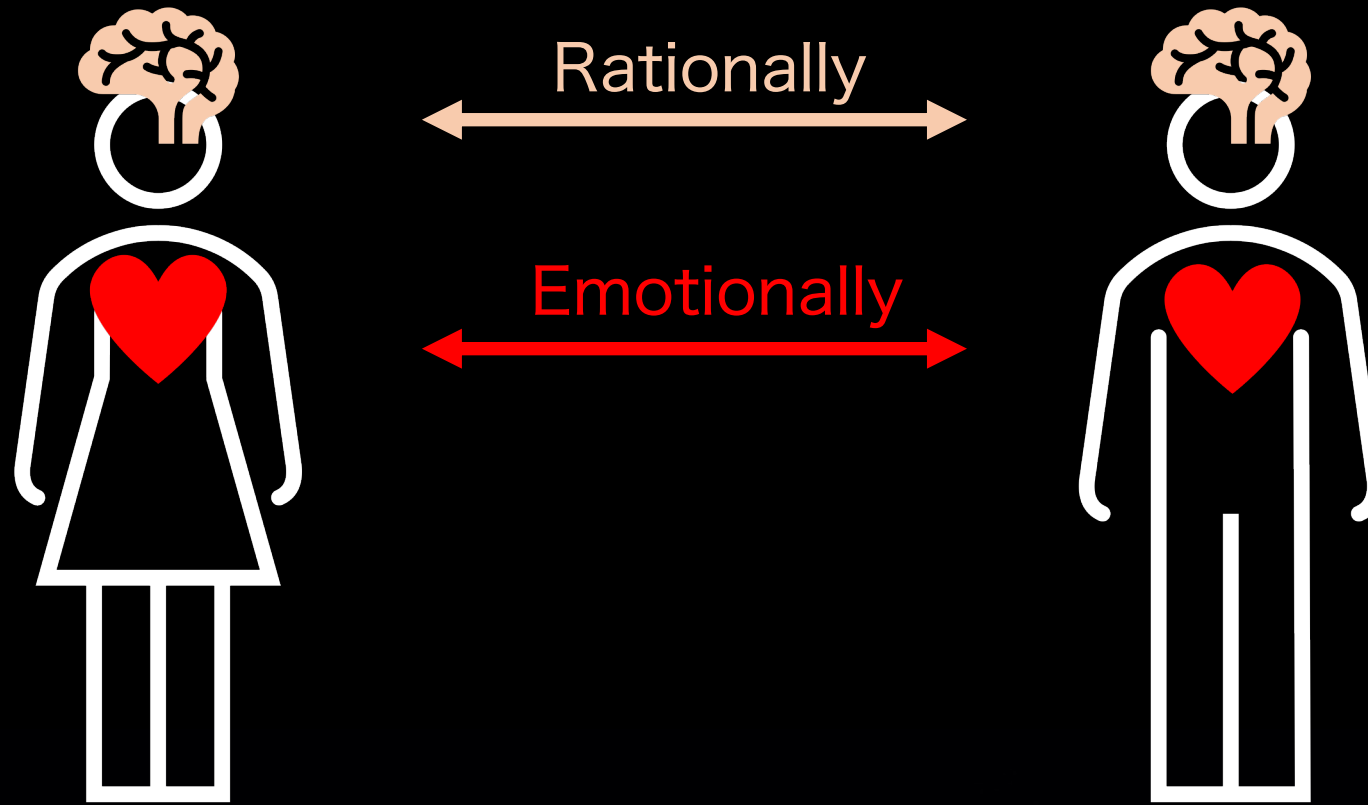
Learning

Performance

Communication



When stressed, - how do we communicate?





Something is missing...

Stress Management

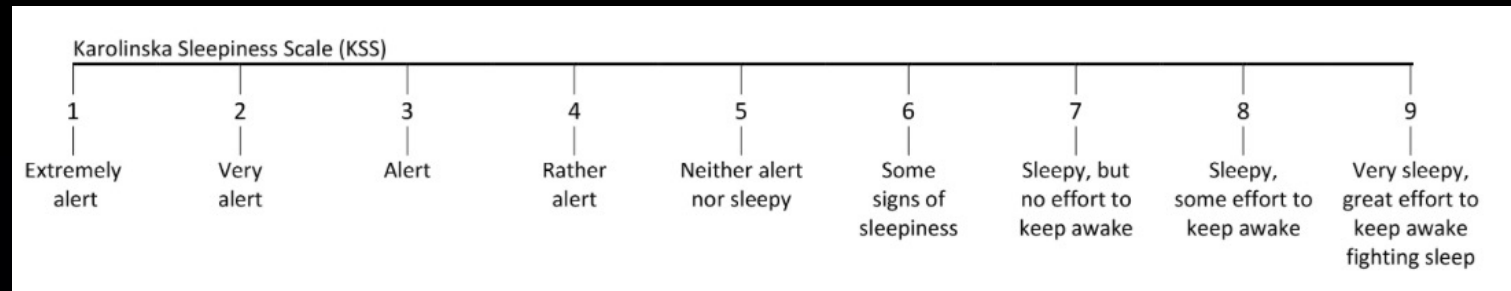
To **optimize** performance, it is important to work in a **structured way** with stress management and to **shift the focus** on stress from being **emotional** to something that is **logical/rational** and that you can **cognitively understand** and work with 😊



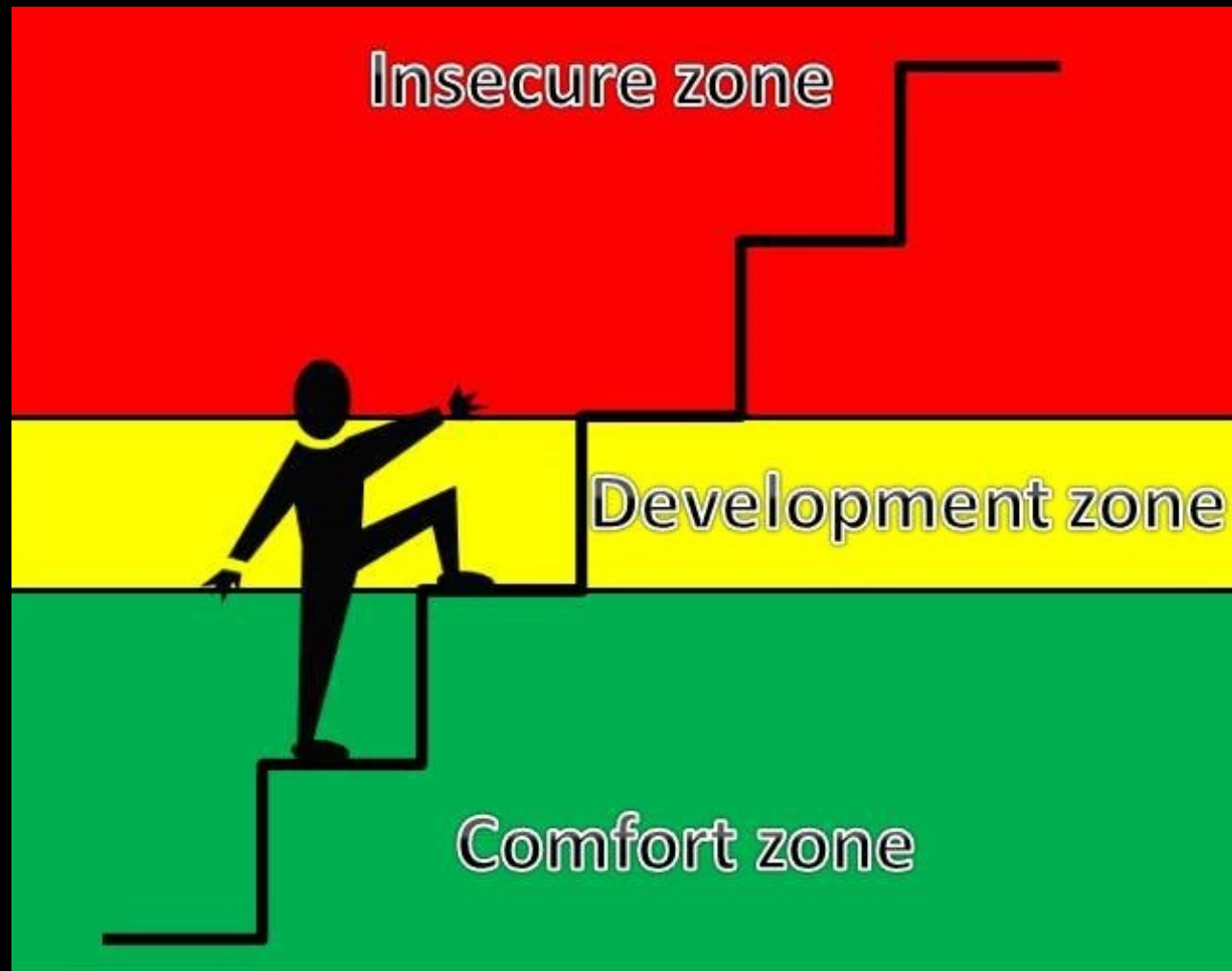
Karolinska Sleepiness Scale

1	Extremely alert
2	Very alert
3	Alert
4	Rather alert
5	Neither alert nor sleepy
6	Some signs of sleepiness
7	Sleepy, but no effort to keep awake
8	Sleepy, some effort to keep awake
9	Sleepy, great effort to keep awake, fighting sleep

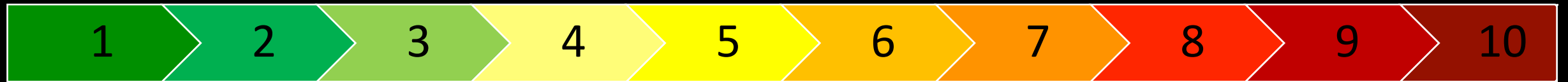
Rating	Verbal descriptions
1	extremely alert
2	very alert
3	Alert
4	fairly alert
5	neither alert nor sleepy
6	some signs of sleepiness
7	sleepy, but no effort to keep alert
8	sleepy, some effort to keep alert
9	Very sleepy, great effort to keep alert, fighting sleep



Vygotsky- ZPD (Zone of Proximal Development)



Stress Calibration Scale (Petri)



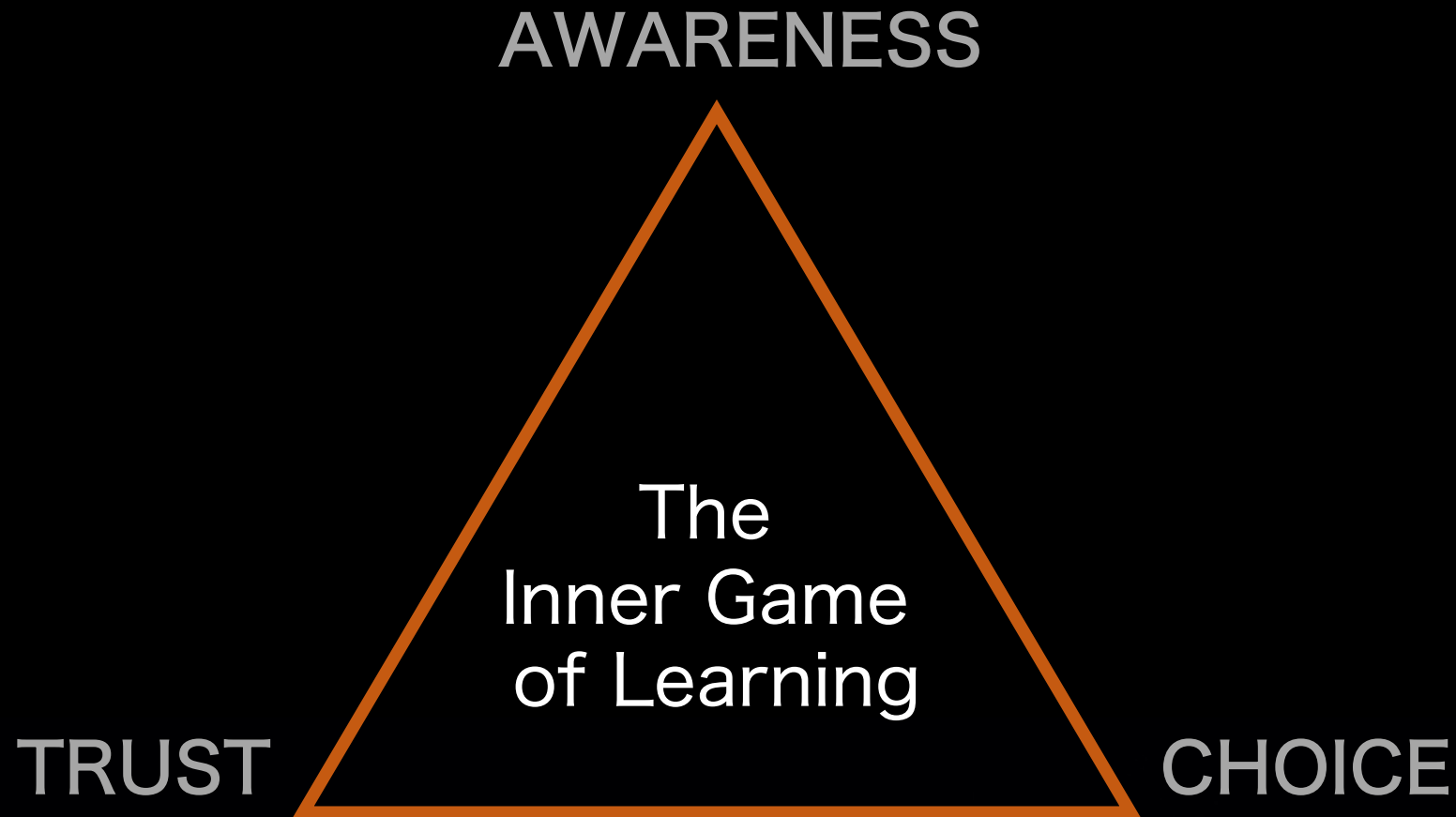
Stress Calibration Scale

The **Stress Calibration Scale** is a stress tool that can **help assess** and **communicate** the **current** stress/intensity level!

The **assessment** then forms the basis for the instructor's **level of support!**



Gallwey: The inner game of learning

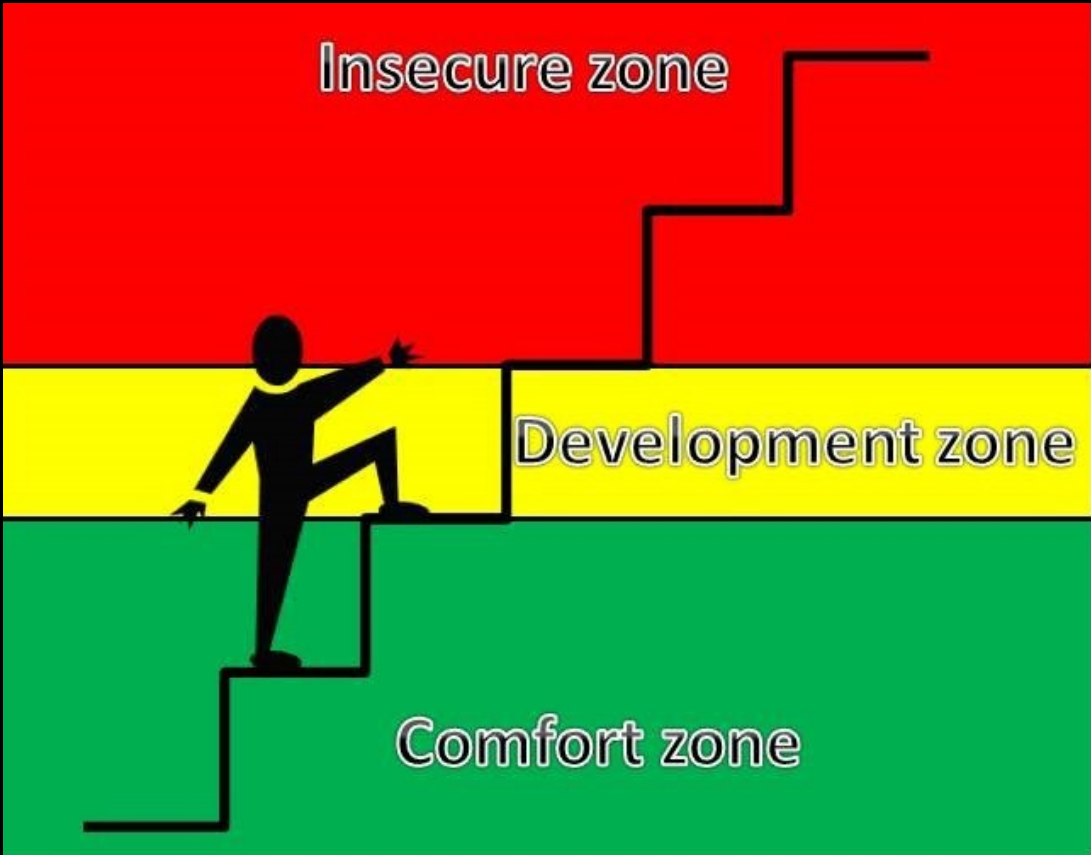
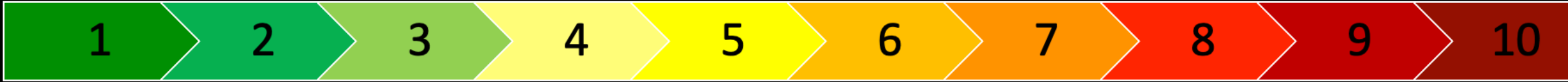


Gallwey: $P = p - i$

Performance = Potential - Interference

To **optimize the potential** and thus performance, we must actively work to **reduce distractions** such as negative stress, unrealistic expectations and performance pressures!





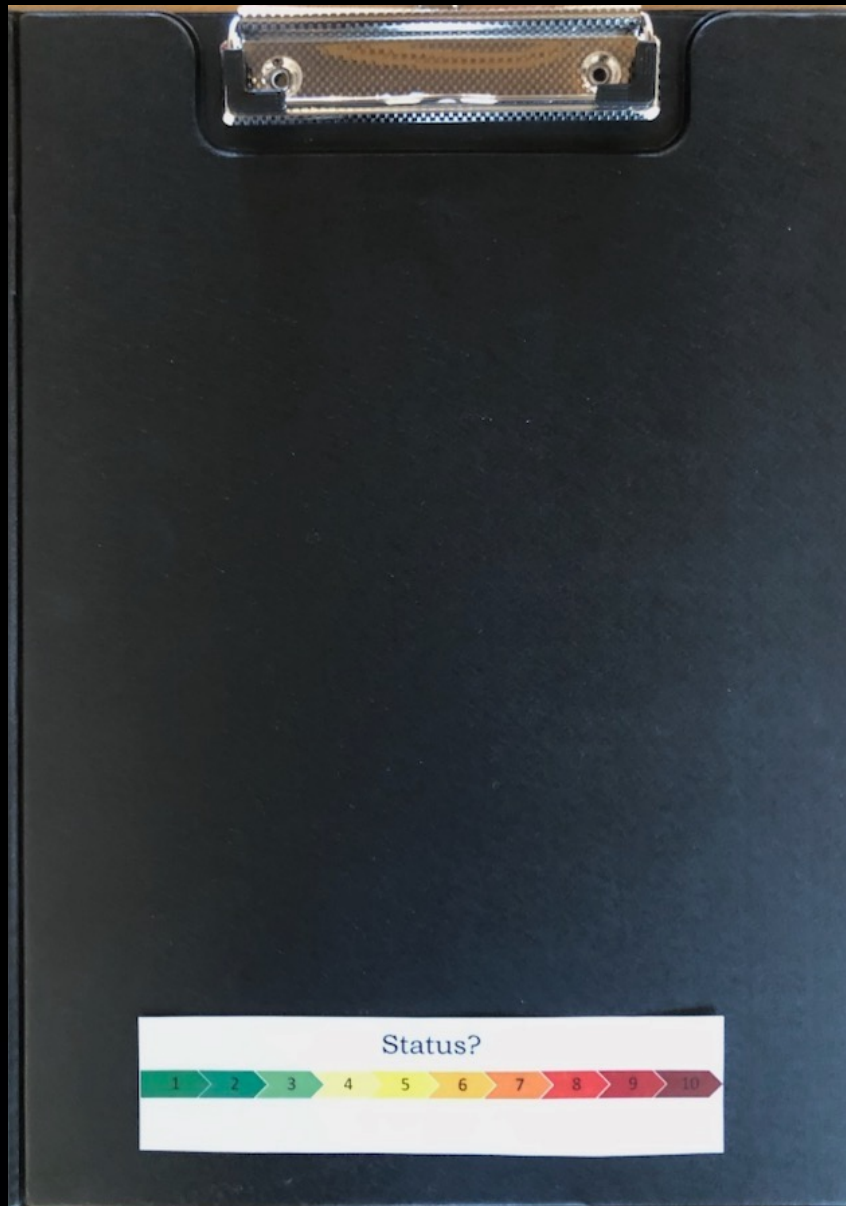
“High demand
Low level of control”



Stress Calibration Scale - Examples



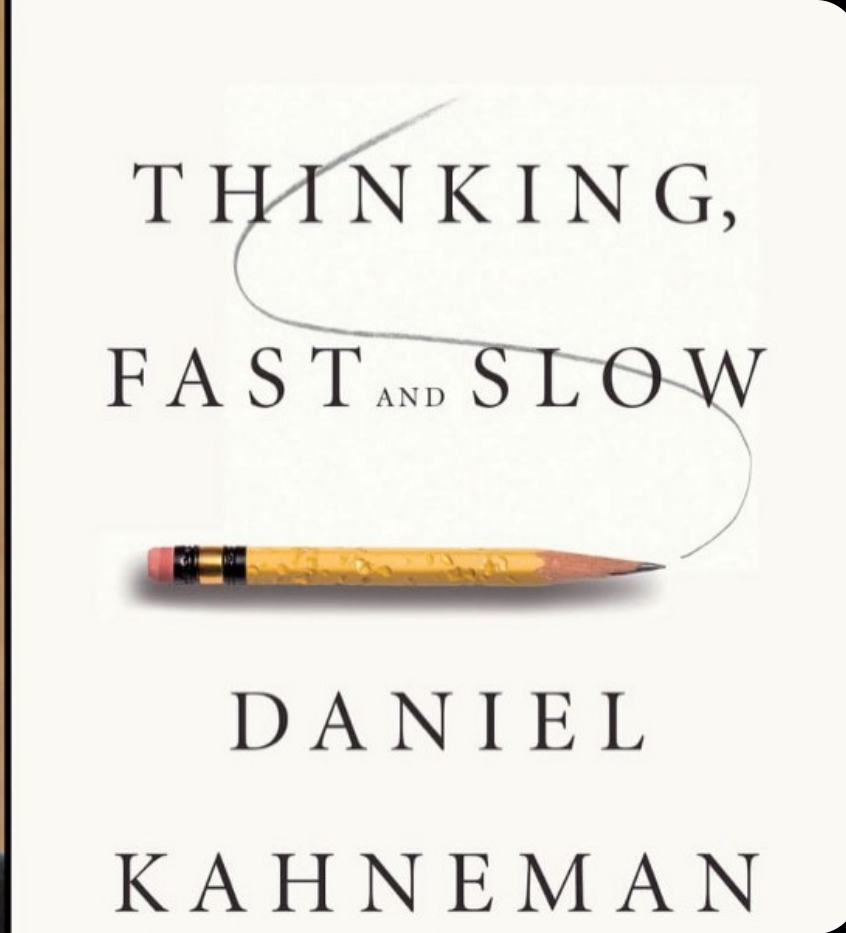




- Introduced to all new students
- Important to use it often to build trust and avoid surprises
- Is used when working in position and during debriefing
- When used in position – **students tend to choose a higher number than the instructor expects!**
- During debriefing – where... & if...
- Works well in low traffic situations to ensure the student is in the **development zone!**



Thinking fast and slow– Daniel Kahneman



Kahneman: System 1 & System 2

S1 = Fast thinking

- Common & subconscious
- Easy and automatic
- Emotional
- Fast – but error prone
- Associative autopilot
- Acts on impulses & intuition

S2 = Slow thinking

- Occasional & conscious
- Difficult & deliberate
- Rational
- Reliable – but slow
- Logical – yet lazy
- Used only if necessary

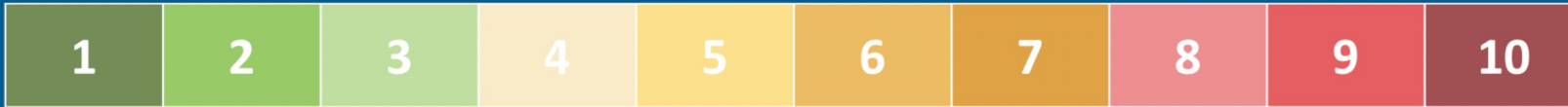


- Is currently being introduced to all the instructors
- Has only been used in the simulator so far
- Provides an early indication of capacity
- Instructors have been positively surprised about the open and honest answers and indications of **INTERFERENCES**
- Facilitates and **legalises a discussion about demanding workload and ensures that we** talk about it!
- Provides **AWARENESS**, builds **TRUST** and supports **CHOICES!**



INSTRUCTOR TOOLBOX

Stress/comfort scale



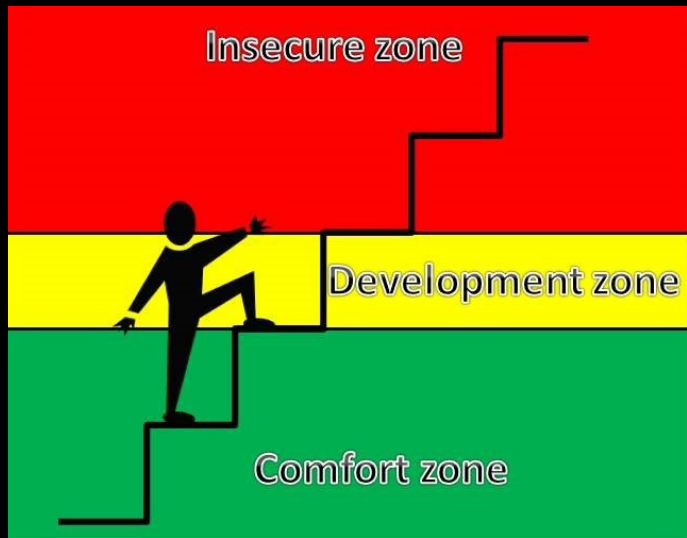
The Stress Calibration Scale



Could you operationalise this?



$$\text{Performance} = \text{Potential} - \text{Interference}$$



Logic

Emotional



Questions or reflections?



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