

In this chapter you will learn about the **five hazardous thought patterns** affecting pilot judgment and how to understand these patterns as they apply to your flying. In subsequent chapters, you will learn ways to limit your own hazardous thoughts and to reduce the effects of high stress.

As a first step, you are now to take a self-assessment inventory to give you a personal insight for the following discussions and training. This information is only for your own use. It is **not intended to be shared with your flight instructor or anyone else, unless you choose to do so.**

This assessment asks you to decide why you, as

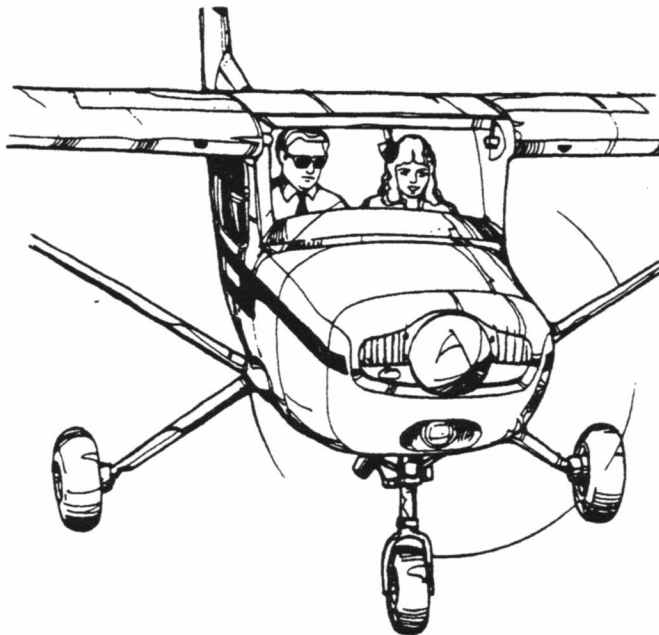
a pilot, might have made certain decisions. Ten situations will be presented, each involving a flight decision. After each situation, you will find a list of five possible reasons for a decision. No "correct" answer is provided for any of the 10 situations. You may indeed be correct in believing that a safe pilot would **not** choose any of the five alternatives. Be assured that most people know better than to act as described in the situations. **Just recognize that the inventory presents extreme cases of incorrect pilot decision-making to help introduce you to the five special types of hazardous thinking described later in the chapter.**

### Instructions: Assessment Inventory

1. First, remove the answer sheet, on page 23
2. Read over each of the situations and the five choices. Decide which one is **the most likely reason** why you might make the choice that is described. Place a numeral 5 in the space provided on the answer sheet.
3. Continue by placing a numeral 4 by the next most probable reason, and so on, until you have filled in all five blanks with ratings of 5, 4, 3, 2, and 1.
4. Do all 10 situations and **fill in each blank**, even though you may disagree with the choices listed. Remember, there are no correct answers.

#### EXAMPLE:

- a.     1     (your least likely response)
- b.     3
- c.     5     (your most likely response)
- d.     2
- e.     4



## ATTITUDE INVENTORY

### Situation 1

You are on a flight to a unfamiliar, rural airport. Flight service states that VFR flight is not recommended since heavy coastal fog is forecast to move into the destination airport area about the time you expect to land. You first consider returning to your home base where visibility is still good but decide instead to continue as planned and land safely after some problems. Why did you reach this decision?

- a. You hate to admit that you cannot complete your original flight plan.
- b. You resent the suggestion by flight service that you should change your mind.
- c. You feel sure that things will turn out safely, that there is no danger.
- d. You reason that since your actions would make no real difference, you might as well continue.
- e. You feel the need to decide quickly so you take the simplest alternative.

### Situation 2

While taxiing for takeoff, you notice that your right brake pedal is softer than the left. Once airborne, you are sufficiently concerned about the problem to radio for information. Since strong winds are reported at your destination, an experienced pilot who is a passenger recommends that you abandon the flight and return to your departure airport. You choose to continue the flight and experience no further difficulties. Why did you continue?

- a. You feel that suggestions made in this type of situation are usually overly cautious.
- b. Your brakes have never failed before, so you doubt that they will this time.
- c. You feel that you can leave the decision to the tower at your destination.
- d. You immediately decide that you want to continue.
- e. You are sure that if anyone could handle the landing, you can.

### Situation 3

Your regular airplane has been grounded because of an airframe problem. You are scheduled in another airplane and discover it is a model you are not familiar with. After your preflight you decide to takeoff on your business trip as planned. What was your reasoning?

- a. You feel that a difficult situation will not arise so there is no reason not to go.

- b. You tell yourself that if there were any danger, you would not have been offered the plane.
- c. You are in a hurry and do not want to take the time to think of alternate choices.
- d. You do not want to admit that you may have trouble flying an unfamiliar airplane.
- e. You are convinced that your flight instructor was much too conservative and pessimistic when he cautioned you to be thoroughly checked out in an unfamiliar aircraft.

### Situation 4

You were briefed about possible icing conditions but did not think there would be any problem since your departure airport temperature was 60°F. As you near your destination, you encounter freezing precipitation, which clings to your aircraft, and your passenger, who is a more experienced pilot, begins to panic. You consider turning back to the departure airport but continue instead. Why did you not return?

- a. You feel that having come this far, things are out of your hands.
- b. The panic of the passenger makes you "commit yourself" without thinking the situation over.
- c. You do not want the passenger to think you are afraid.
- d. You are determined not to let the passenger think he can influence what you do.
- e. You do not believe that the icing could cause your plane to crash in these circumstances.

### Situation 5

You do not bother to check weather conditions at your destination. En route, you encounter headwinds. Your fuel supply is adequate to reach your destination, but there is almost no reserve for emergencies. You continue the flight and land with a nearly dry tank. What most influenced you to do this?

- a. Being unhappy with the pressure of having to choose what to do, you make a snap decision.
- b. You do not want your friends to hear that you had to turn back.
- c. You feel that flight manuals always understate the safety margin in fuel tank capacity.
- d. You believe that all things usually turn out well, and this will be no exception.
- e. You reason that the situation has already been determined because the destination is closer than any other airport.

## ATTITUDE INVENTORY (cont'd)

### Situation 6

You are forty minutes late for a trip in a small airplane, and since the aircraft handled well on the previous day's flight, you decide to skip most of the preflight check. What leads you to this decision?

- a. You simply take the first approach to making up time that comes to mind.
- b. You feel that your reputation for being on time demands that you cut corners when necessary.
- c. You believe that some of the preflight inspection is just a waste of time.
- d. You see no reason to think that something unfortunate will happen during this flight.
- e. If any problems develop, the responsibility would not be yours. It is the maintenance of the airplane that really makes the difference.

### Situation 7

You are to fly an aircraft which you know is old and has been poorly maintained. A higher than normal RPM drop on the magneto check is indicated, and you suspect the spark plugs. Your friends, who are travelling as passengers, do not want to be delayed. After five minutes of debate, you agree to make the trip. Why did you permit yourself to be persuaded?

- a. You feel that you must always prove your ability as a pilot, even under less than ideal circumstances.
- b. You believe that regulations overstress safety in this kind of situation.
- c. You think that the spark plugs will certainly last for just one more flight.
- d. You feel that your opinion may be wrong since all the passengers are willing to take the risk.
- e. The thought of changing arrangements is too annoying, so you jump at the suggestion of the passengers.

### Situation 8

You are on final approach when you notice a large unidentified object on the far end of the runway. You consider going around, but your friend suggests landing anyway since the runway is "plenty long enough." You land, stopping 200 feet short of the obstacle. Why did you agree to land?

- a. You have never had an accident, so you feel that nothing will happen this time.
- b. You are pleased to have someone else help with the decision and decide your friend is right.
- c. You do not have much time, so you just go ahead and act on your friend's suggestion.

- d. You want to show your friend that you can stop the plane as quickly as needed.
- e. You feel that the regulations making the pilot responsible for the safe operation of the aircraft do not apply here since it is the airport's responsibility to maintain the runway.

### Situation 9

You have just completed your base leg for a landing on runway 14 at an uncontrolled airport. As you turn to final, you see that the wind has changed, blowing from about 90°. You make two sharp turns and land on runway 11. What was your reasoning?

- a. You believe you are a really good pilot who can safely make sudden maneuvers.
- b. You believe your flight instructor was overly cautious when insisting that a pilot must go around rather than make sudden course changes while on final approach.
- c. You know there would be no danger in making the sudden turns because you do things like this all the time.
- d. You know landing into the wind is best, so you act as soon as you can to avoid a crosswind landing.
- e. The unexpected wind change is a bad break, but you figure if the wind can change, so can you.

### Situation 10

You have flown to your destination airfield only in daylight and believe that you know it well. You learn that your airplane needs a minor repair which will delay your arrival until well after dark. Although a good portion of the flight is after dark, you feel that you should be able to recognize some of the lighted landmarks. Why did you decide to make the flight?

- a. You believe that when your time comes you cannot escape, and until that time there is no need to worry.
- b. You do not want to wait to study other options, so you carry out your first plan.
- c. You feel that if anyone can handle this problem, you can do it.
- d. You believe that the repair is not necessary. You decide you will not let recommended but minor maintenance stop you from getting to your destination.
- e. You simply do not believe that you could get off course despite your unfamiliarity with ground references at night.

Now that you have completed taking the inventory, the next step is to score it to determine your hazardous thought profile. You will need to use your answer sheet (page 23), the scoring keys on pages 28 through 32 and the profile graph on page 33.

1. Place the left side of the answer sheet on top of the first scoring key (Anti-Authority, page 28) so that it is lined up with the scoring key blanks for situations 1 through 5. Add the numbers written on your answer sheet which appear next to

the "x's" on the scoring key. Keep these totals on a separate piece of paper.

2. When you have done this for situations 1 through 5, move the answer sheet so that its right edge now lines up with the blanks for situations 6 through 10. Add the numbers next to the "x's" for situations 6 through 10 to the first total which you recorded on a separate piece of paper.

3. Write this sum on the top of the profile graph (page 33).

4. Repeat this procedure for all five scoring keys. See Figure 2 for an example of the use of the scoring key.

**Figure 2**  
**Example Of Scoring Key Use**

Scoring Key For Anti-Authority	Answer Sheet:
<b>Situation 1</b> a. _____ b. <u>  x  </u> ←————→ c. _____ d. _____ e. _____	<b>Situation 1</b> a. <u>  4  </u> b. <u>  3  </u> c. <u>  1  </u> d. <u>  5  </u> e. <u>  2  </u>
<b>Situation 2</b> a. _____ b. _____ c. _____ d. <u>  x  </u> ←————→ e. _____	<b>Situation 2</b> a. <u>  3  </u> b. <u>  2  </u> c. <u>  5  </u> d. <u>  1  </u> e. <u>  4  </u>

$$\begin{array}{r}
 3 \text{ (number next to "x" on scoring key at 1-b)} \\
 +1 \text{ (number next to "x" on scoring key at 2-d)} \\
 = \underline{4} \text{ sub-total for situations 1 and 2} \\
 +\dots \text{ (numbers next to "x's" for situations 3 thru 10)}
 \end{array}$$

Grand total of all 10 numbers next to x's.

Transfer this total to the "Anti-Authority" blank at the top of the profile graph, Figure 3, page 33.

ATTITUDE INVENTORY

**Answer Sheet**

Remove this answer sheet from manual.

**Situation 1**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 2**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 3**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 4**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 5**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 6**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 7**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 8**

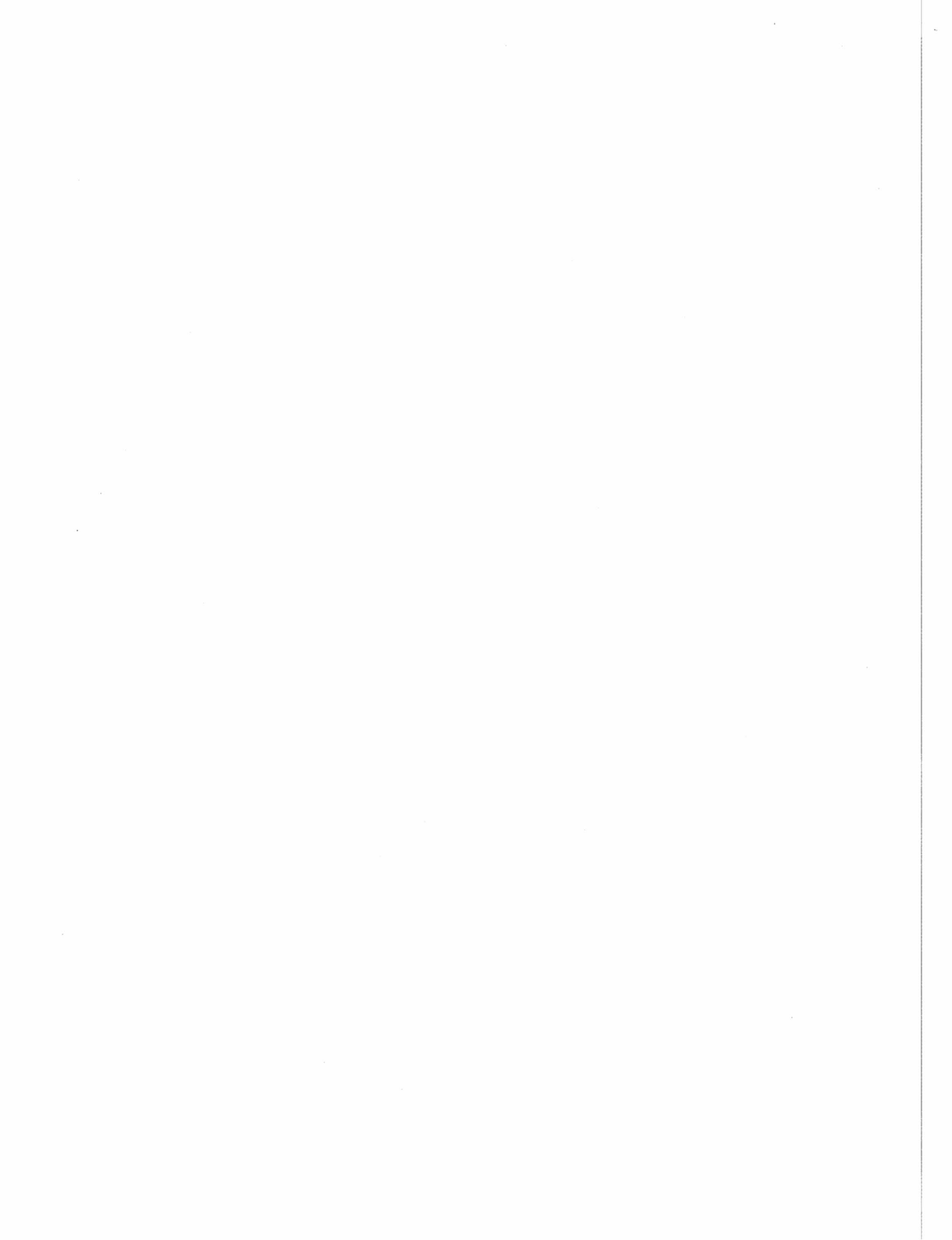
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 9**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Situation 10**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



ATTITUDE INVENTORY

Answer Sheet

Remove this answer sheet from manual.

Situation 1

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 2

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 3

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 4

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 5

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 6

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 7

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 8

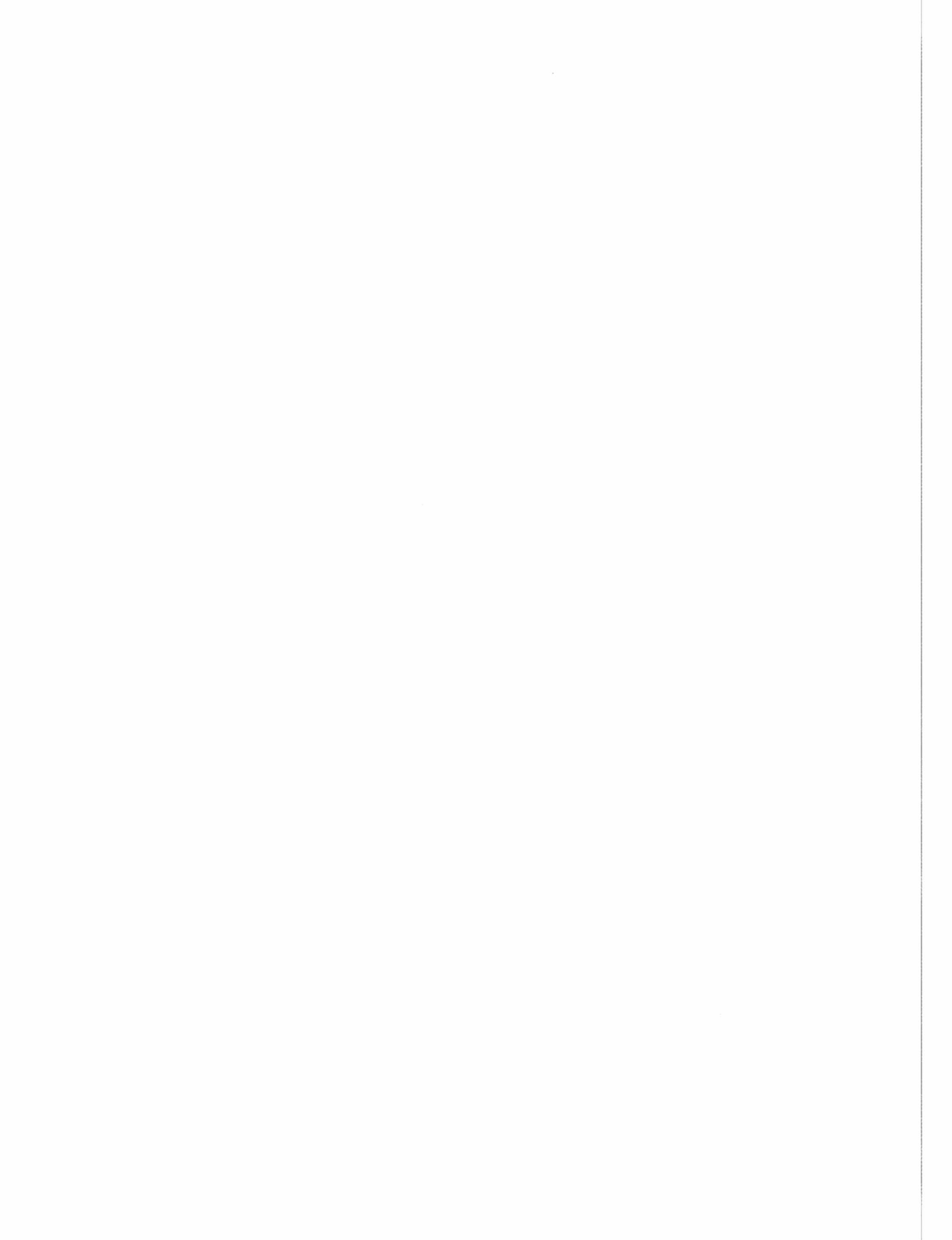
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 9

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 10

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_





**Scoring Key For  
Invulnerability**

Situation 1

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c.   X
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 2

- a. \_\_\_\_\_
- b.   X
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 3

- a.   X
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 4

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e.   X

Situation 5

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d.   X
- e. \_\_\_\_\_

Situation 6

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d.   X
- e. \_\_\_\_\_

Situation 7

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c.   X
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 8

- a.   X
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 9

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c.   X
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 10

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e.   X

**Scoring Key For  
Resignation**

Situation 1

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d.   X
- e. \_\_\_\_\_

Situation 2

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c.   X
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 3

- a. \_\_\_\_\_
- b.   X
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 4

- a.   X
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 5

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e.   X

Situation 6

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d.   X
- e.   X

Situation 7

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d.   X
- e. \_\_\_\_\_

Situation 8

- a. \_\_\_\_\_
- b.   X
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Situation 9

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e.   X

Situation 10

- a.   X
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Scoring Key For  
Macho

Situation 1

- a.  X
- b.
- c.
- d.
- e.

Situation 2

- a.
- b.
- c.
- d.
- e.  X

Situation 3

- a.
- b.
- c.
- d.  X
- e.

Situation 4

- a.
- b.
- c.  X
- d.
- e.

Situation 5

- a.
- b.  X
- c.
- d.
- e.

Situation 6

- a.
- b.  X
- c.
- d.
- e.

Situation 7

- a.  X
- b.
- c.
- d.
- e.

Situation 8

- a.
- b.
- c.
- d.  X
- e.

Situation 9

- a.  X
- b.
- c.
- d.
- e.

Situation 10

- a.
- b.
- c.  X
- d.
- e.

Scoring Key For  
Impulsivity

Situation 1

- a.
- b.
- c.
- d.
- e.  X

Situation 2

- a.
- b.
- c.
- d.  X
- e.

Situation 3

- a.
- b.
- c.  X
- d.
- e.

Situation 4

- a.
- b.  X
- c.
- d.
- e.

Situation 5

- a.  X
- b.
- c.
- d.
- e.

Situation 6

- a.  X
- b.
- c.
- d.
- e.

Situation 7

- a.
- b.
- c.
- d.
- e.  X

Situation 8

- a.
- b.
- c.  X
- d.
- e.

Situation 9

- a.
- b.
- c.
- d.  X
- e.

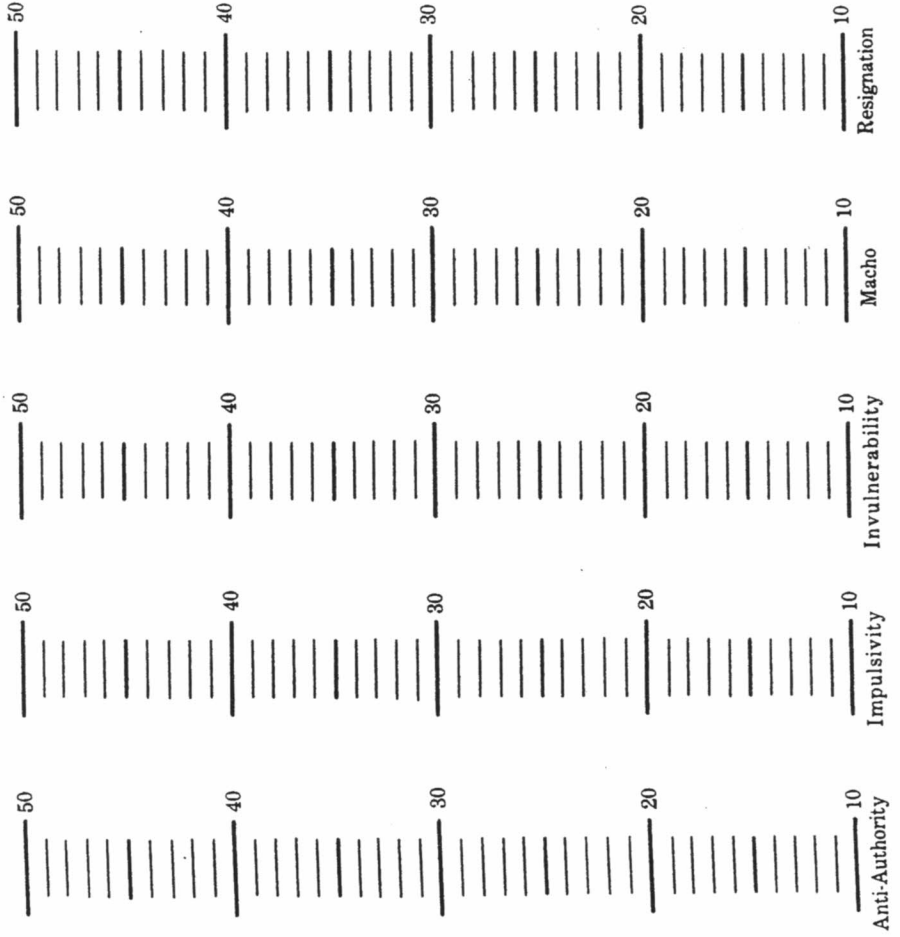
Situation 10

- a.
- b.  X
- c.
- d.
- e.

### Figure 3. Profile Graph

1. Enter the raw scores obtained from each scoring key in the correct blank space below. The sum of the five scores should equal 150. If it does not, go back and check your work.

Anti-Authority \_\_\_\_\_  
 Impulsivity \_\_\_\_\_  
 Invulnerability \_\_\_\_\_  
 Macho \_\_\_\_\_  
 Resignation \_\_\_\_\_  
 TOTAL ..... 150



### Scoring Key For Anti-Authority

Situation 1	a. _____	Situation 6	a. _____
	b. <u>X</u>		b. _____
	c. _____		c. <u>X</u>
	d. _____		d. _____
	e. _____		e. _____
Situation 2	a. <u>X</u>	Situation 7	a. _____
	b. _____		b. <u>X</u>
	c. _____		c. _____
	d. _____		d. _____
	e. _____		e. _____
Situation 3	a. _____	Situation 8	a. _____
	b. _____		b. _____
	c. _____		c. _____
	d. _____		d. _____
	e. <u>X</u>		e. <u>X</u>
Situation 4	a. _____	Situation 9	a. _____
	b. _____		b. <u>X</u>
	c. _____		c. _____
	d. <u>X</u>		d. _____
	e. _____		e. _____
Situation 5	a. _____	Situation 10	a. _____
	b. _____		b. _____
	c. <u>X</u>		c. _____
	d. _____		d. <u>X</u>
	e. _____		e. _____

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## Profile Explanation

You now have a profile graph which indicates the comparative strength of each of the five hazardous thought patterns for you. (Remember, your scores are confidential and need not be divulged to anyone!) The higher the relative number, the greater is your propensity to respond with that hazardous thought pattern. Keep your results in mind as you read further. Let us begin the explanation of your profile by describing an all-too-common flight situation.

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*A pilot of a single-engine airplane checks the weather and notes that there is a possibility of a thunderstorm at his destination airport. He has never operated an aircraft in bad weather, and he knows that his flight instructor would advise him not to fly. Despite this, he takes off, crashes in poor weather, and seriously injures himself.*

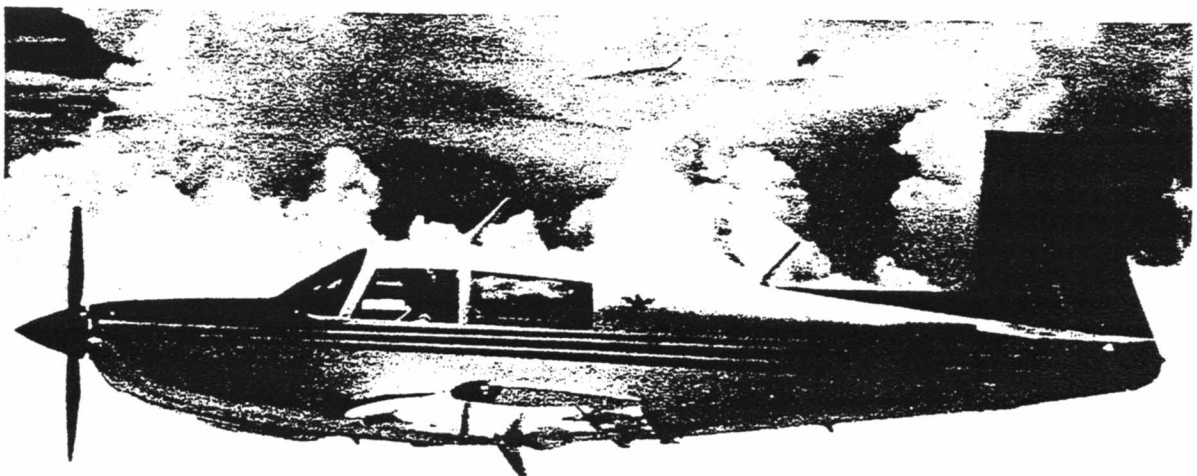
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Why does this occur so often? Because many accidents involve pilots who allow themselves to be influenced by one or more of the **five basic hazardous thoughts**. These thought patterns get pilots into trouble by causing them to take chances that invite accidents. (The five hazardous thoughts are the ones recorded on the assessment inventory which you just completed.)

## Summary

If you have not already done so, look back at your profile to see which hazardous thoughts most often matched your own thinking when you answered the questions. This shows which patterns you tend to use when your judgment becomes influenced by hazardous thinking. The inventory **does not** show that you are bound to act in the manner of one or more of the hazardous thoughts. Having thoughts similar to the ones described as hazardous is common and normal. But as you progress in your flight training, you will find yourself thinking fewer and fewer hazardous thoughts as you become able to identify and counteract them. The important thing to learn is to **balance all your thoughts against possible outcomes** so that you act only in a non-hazardous manner. **A critical part of your judgment training, then, is learning to examine your own thinking and control hazardous thoughts.** Whether you now engage in one or more of these thought patterns, often or only rarely, learning to control them will be worthwhile; you will become a safer pilot the less often you act upon a hazardous thought.

When you work on all five hazardous thoughts in the next section, pay particular attention to the ones on which you scored the highest. (Note: The next section is to be completed as soon as possible after you finish the self-assessment profile.)



## THE FIVE HAZARDOUS ATTITUDES

**1. Anti-Authority:  
“Don’t tell me!”**

This thought is found in people who do not like anyone telling them what to do. They think, “Don’t tell me!” In a sense, they are saying “No one can tell me what to do.” The person who thinks, “Don’t tell me,” may either be resentful of having someone tell him or her what to do or may just regard rules, regulations, and procedures as silly or unnecessary. However, it is always your prerogative to question authority if you feel it is in error.

**2. Impulsivity:  
“Do something—quickly!”**

This is the thought pattern of people who frequently feel the need to do something, anything, immediately. They do not stop to think about what they are about to do; they do not select the best alternative—they do the first thing that comes to mind.

**3. Invulnerability:  
“It won’t happen to me.”**

Many people feel that accidents happen to others but never to them. They know accidents can happen, and they know that anyone can be affected; but they never really feel or believe that **they** will be the involved. Pilots who think this way are more likely to take chances and run unwise risks, thinking all the time, “It won’t happen to me!”

**4. Macho:  
“I can do it.”**

People who are always trying to prove that they are better than anyone else think, “I can do it!” They “prove” themselves by taking risks and by trying to impress others. While this pattern is thought to be a male characteristic, women are equally susceptible.

**5. Resignation:  
“What’s the use?”**

People who think, “What’s the use?” do not see themselves as making a great deal of difference in what happens to them. When things go well, they think, “That’s good luck.” When things go badly, they attribute it to bad luck or feel that someone is “out to get them.” They leave the action to others—for better or worse. Sometimes, such individuals will even go along with unreasonable requests just to be a “nice guy.”