

HUMAN BEHAVIOR AND EFFECTIVE COMMUNICATION

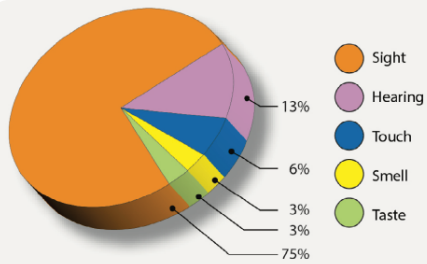
OBJECTIVE & MOTIVATION

Understanding human behavior will help you better understand a student's actions, while using effective communication skills will help transfer knowledge to the student. This helps guide the student's success by understanding how a student may behave in a situation and how you effectively communicate concepts and ideas.

PRESENTATION (1:30 HOURS)

DEFINING HUMAN BEHAVIOR

1. "A product of factors that cause people to act in predictable ways." It's a combination of human nature and a person's individual experiences.
2. How a person handles fear - fight or flight.
3. The result of attempting to satisfy needs such as food, water, and rest.
4. A set of physical, mental, and emotional responses.



The Five Senses - Note: Sight and Hearing Account For ~88% Of All Perception



Defense Mechanisms

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HUMAN BEHAVIOR AND EFFECTIVE COMMUNICATION

OBJECTIVE & MOTIVATION

Understanding human behavior will help you better understand a student's actions, while using effective communication skills will help transfer knowledge to the student. This helps guide the student's success by understanding how a student may behave in a situation and how you effectively communicate concepts and ideas.

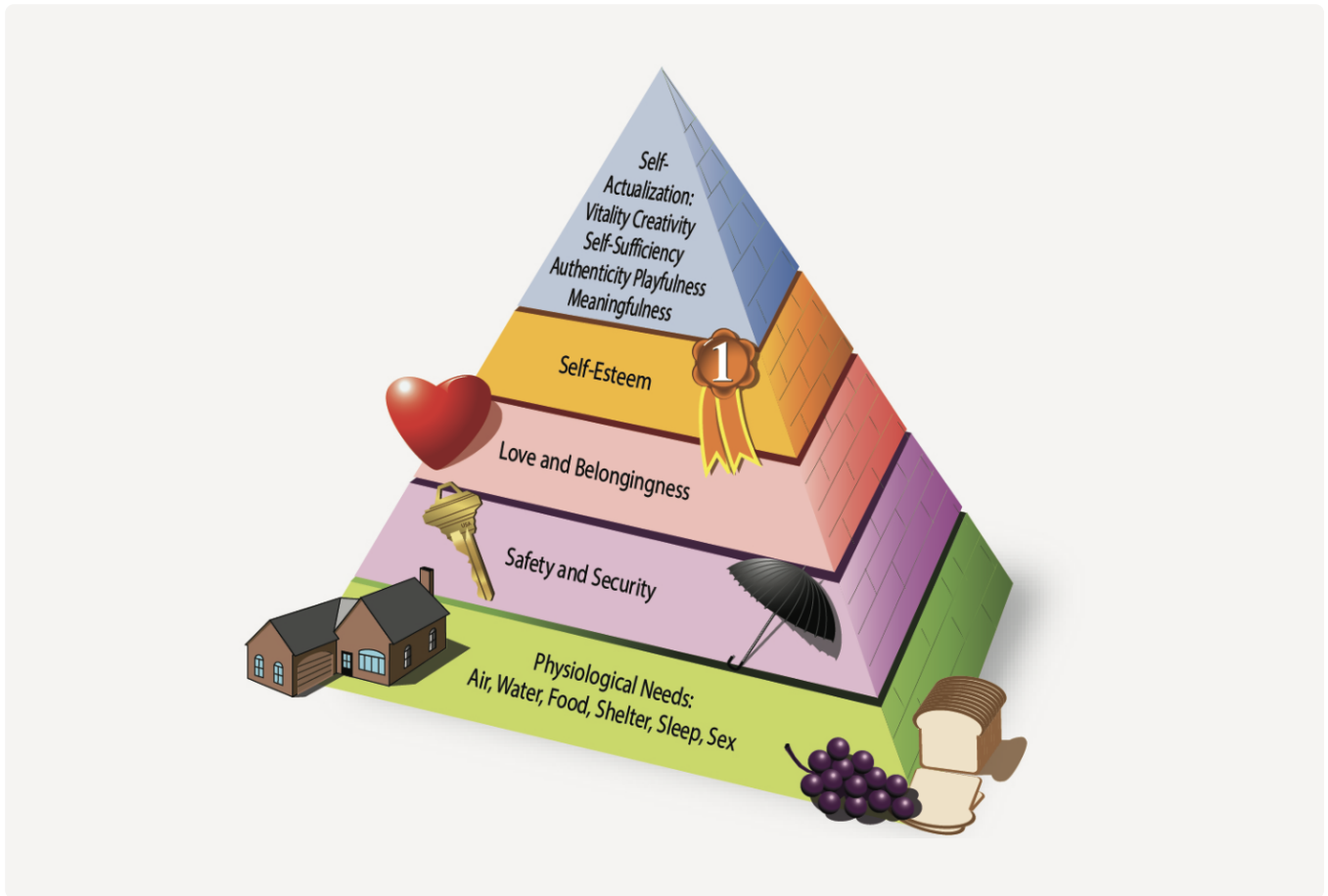
PRESENTATION (1:30 HOURS)

DEFINING HUMAN BEHAVIOR

1. "A product of factors that cause people to act in predictable ways." It's a combination of human nature and a person's individual experiences.
2. How a person handles fear - fight or flight.
3. The result of attempts to satisfy needs, such as food, water, respect, and acceptance.
4. A set of physical, physiological, and behavioral needs that vary based on the student's age.

DEFINING HUMAN BEHAVIOR

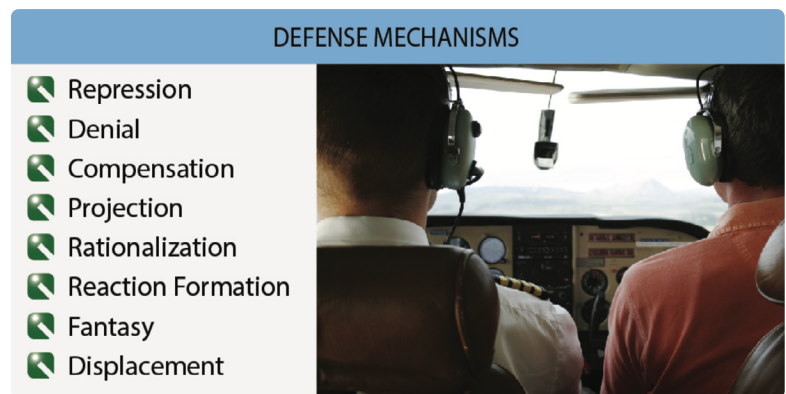
1. According to Maslow's Hierarchy of Needs, to learn, students need to meet the following in the order presented:
2. Physiological/biological: Air, food, water, and maintenance of the human body
3. Security: The need to feel safe and secure.
4. Belonging: Social needs - Overcoming feelings of loneliness and alienation, receiving love and affection.
5. Esteem: The need to feel a stable, high level of self-respect and receive respect from others.
6. Cognitive and Aesthetic: The need to know and understand (cognitive) and the "emotional need of the artist" (aesthetic).
7. Self-Actualization: The need to be and do that which the person was "born to do." This can be characterized by the following:
 - a. Being problem-focused.
 - b. Incorporating an ongoing freshness of appreciation of life.
 - c. Concern about personal growth.
 - d. The ability to have peak experiences.



Maslow's Hierarchy of Needs

DEFENSE MECHANISMS

1. Can be summarized by DR-FRD-CPR
2. Denial - A person refuses to accept reality because it is too threatening
3. Repression - A person puts uncomfortable thoughts into an inaccessible place in the unconscious mind.
4. Fantasy - A person daydreams about how things should be rather than doing anything about how things are - escaping from reality into a fictitious world.
5. Reaction Formation - A person can't process their emotions, so they react in the opposite manner - a kid likes another kid but can't process that emotion yet, so they punch the other kid lightly.
6. Displacement - A person shifts/re-directs their emotion from the original subject to a less threatening substitute - rather than being upset about poor performance in flight, gets angry at traffic on the way home from the airport.
7. Compensation - A person counterbalances a perceived weakness in one area by emphasizing strength in another area.
8. Projection - A person places their shortcomings or negative feelings onto someone else - "I failed because I had a bad DPE."
9. Rationalization - A person tries to justify their actions that would otherwise be unacceptable - "I didn't have enough time to study."



Defense Mechanisms

HUMAN MOTIVATION

1. Awareness that the student may still be motivated without meeting all of Maslow's needs.
2. The importance of motivation - intelligence or talent doesn't guarantee success; motivation does.
3. Motivation may be positive or negative - carrot and stick analogy.
4. Motivation may be tangible or intangible.
5. Understanding motivation - students may be motivated by the following:
 - a. Receiving approval from peers and superiors.
 - b. Achieving a favorable self-image.
 - c. The desire for personal comfort and security.
 - d. The ability to use the knowledge in a practical sense, "Why should I care?" (law of readiness)
 - e. Avoiding pain and injury - an inherent motivation to prevent harm or loss of life is universal among students.
6. Handling drops in motivation:
 - a. Remind a student of their original goals and that the task at hand is necessary for achieving those goals.
 - b. If a student reaches a learning plateau, explain that plateaus are normal and learning seldom proceeds at a constant pace.
7. Maintaining motivation - As an instructor, you can maintain a student's motivation by:
 - a. Caring to ask about their training goals.
 - b. Rewarding Success by
 - i. Congratulating them on completing a task without help - (incremental task achievement.)
 - ii. Reminding the student that each successful day will help to achieve the overall goal.
 - iii. Complementing student progress - As students approach and exceed ACS standards, remark on how much they've improved over time.
 - c. Presenting New Challenges - When a student achieves a set standard continually, they present distractions or problems.
 - d. Assuring students that learning plateaus are normal and that improvement will resume with continued effort.

STUDENT EMOTIONAL REACTIONS

1. Anxiety
2. Impatience
3. Worry
4. Lack of Interest
5. Physical discomfort:
 - a. Illness
 - b. Fatigue (acute or chronic) - and its characterizations (2-14)
 - c. Dehydration
 - d. Heatstroke
6. Normal/abnormal reactions to stress
 - a. Normal: fight or flight syndrome - a student will begin to respond rapidly and precisely, within the limits of their experience and training.
 - b. Abnormal:
 - i. Extreme over-cooperation
 - ii. Inappropriate laughter or singing
 - iii. Very rapid changes in emotions
 - iv. Marked change in mood on various lessons
 - v. Severe anger toward the instructor or others



Defense Mechanisms

ASSESSMENT AND CRITIQUE

OBJECTIVE & MOTIVATION

The instructor must have good assessment skills to ensure the student progresses satisfactorily. The instructor must also have good critiquing skills to ensure students learn from their mistakes during a lesson.

PRESENTATION (1:30 HOURS)

ASSESSMENT

1. Purpose of Assessment - To provide important information to determine student progress. A good assessment helps find new emphasis areas for student skill/knowledge-building.
2. General Characteristics of an Effective Assessment:
 - a. Objective - The personal opinions or biases of the instructor are not factored in; the assessment is honest and based on fact.
 - b. Flexible - The performance is evaluated considering the context. The instructor knows what to emphasize and omit at the proper time.
 - c. Acceptable - The student must have confidence in the instructor's teaching ability, and the instructor must provide the assessment fairly, with authority, conviction, and sincerity.
 - d. Comprehensive - The assessment must cover the strengths and weaknesses of the student. The instructor chooses to discuss either a few significant points or several minor points and places varying levels of emphasis on each.
 - e. Organized - The instructor organizes the assessment into a pattern that makes sense, i.e., from the beginning to the end of the flight.
 - f. Thoughtful - The assessment must reflect the instructor's thoughtfulness toward the student's need for building their self-esteem and approval, ensuring to maintain the student's dignity and not be unkind.

- ✔ Objective
- ✔ Flexible
- ✔ Acceptable
- ✔ Comprehensive
- ✔ Constructive
- ✔ Organized
- ✔ Thoughtful
- ✔ Specific



Characteristics of an Effective Assessment

- g. Specific - The instructor's statements about a particular task or maneuver should be specific, i.e., "You flared too high," not "That landing was bad."
3. Traditional Assessment usually refers to written testing - multiple choice, true/false, etc. The following are characteristics of a good written assessment or test.
- a. Reliable - Test results are consistent with repeated measurements.
 - b. Valid - The test measures what it is supposed to measure; items that aren't directly related to the objective of the test should be eliminated.
 - c. Usable - The test is functional. Easy to read, clear, and concise.
 - d. Objective - The test can be scored to minimize the instructor's knowledge and experiences, biasing the score.
 - e. Comprehensive - The test measures the overall objectives in an appropriate cross-section.
 - f. Discriminatory - The test distinguishes between students and can measure small differences in student knowledge. A test that discriminates has the following characteristics:
 - i. Has a wide range of scores.
 - ii. Has all levels of difficulty.
 - iii. Has items that distinguish between students with differing levels of achievement in the course.
4. Authentic Assessment - Asks the student to perform real-world tasks, demonstrating a meaningful application of skills and encouraging critical thinking skills in the following manner:
- a. Learner-Centered Assessment - The instructor quizzes the student, asking them to do the following in the assessment:
 - i. Replay - The student's perspective vs. the instructor's perspective.
 - ii. Reconstruct - Identifying what the student could have done better.
 - iii. Reflect - Invest personal meaning into the experience by asking questions like "What was the most important thing you learned today," or "How would you assess your performance?"
 - iv. Redirect - Help the student relate today's lessons learned to other experiences by asking questions like "How does what happened today relate to previous lessons?" Or "How can we apply the lessons learned today to future lessons?"
 - v. Maneuver or Procedure Grading - When a student performs a maneuver, it is recommended that the instructor assesses/grades their performance using the following metrics:
 - b. Maneuver or Procedure Grading - When a student performs a maneuver, it is recommended that the instructor assesses/grades their performance using the following metrics:
 - i. Describe - The student can describe the scenario but needs help to do it.
 - ii. Explain - The student can describe the scenario in-depth but still needs help to do it.
 - iii. Practice - The student can practice the scenario with some instructor intervention.
 - iv. Perform - The student can perform the scenario without instructor assistance and identifies and corrects errors expeditiously.

COMPLETION STANDARDS

By the end of this lesson, the Flight Instructor applicant will exhibit instructional knowledge of the techniques of flight instruction by describing:

- Principles of Risk Management.
- Risk Management Process.
- Level of Risk.
- Assessing Risk.
- Mitigating Risk.
- PAVE Checklist.
- IMSAFE Checklist.
- 5P Checklist.

