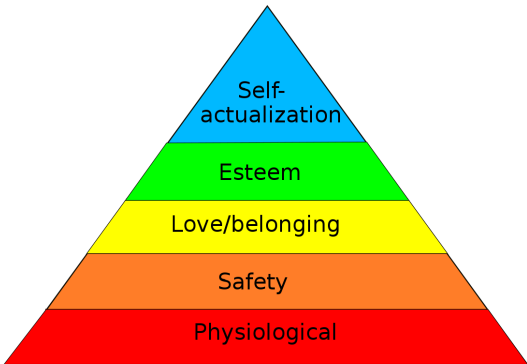


Effects of Human Behavior and Communication on the Learning Process

Objective	
<p>To ensure the applicant learns the effects of human behavior and communication on the learning process.</p>	
Purpose <p>Every time a CFI interacts with a student during a lesson, the elements of human behavior are at work. This lesson will teach aspiring CFIs to recognize some of the causes and motivations for student behavior, and help them understand strategies for communicating with students more effectively.</p>	
Schedule	Equipment
<ul style="list-style-type: none"> ● Ground Lesson: 30 minutes ● Student Q&A: 10 minutes 	<ul style="list-style-type: none"> ● Whiteboard / Markers (optional)
Student Actions	Instructor Actions
<ul style="list-style-type: none"> ● Ask any questions, receive study material for the next lesson. ● Watch linked video. ● Review listed references. 	<ul style="list-style-type: none"> ● Deliver the ground lesson (below). ● Answer student questions.
Completion Standards	
<ul style="list-style-type: none"> ● Student can explain the following concepts: <ul style="list-style-type: none"> ● Human Behavior ● Human Needs and Motivation, Maslow's Hierarchy ● The Instructor and Learner Relationship ● The Defense Mechanisms ● Basic Elements of Communication, Barriers to Communication ● Teaching the Adult Learner ● How to Develop Communication Skills 	

References

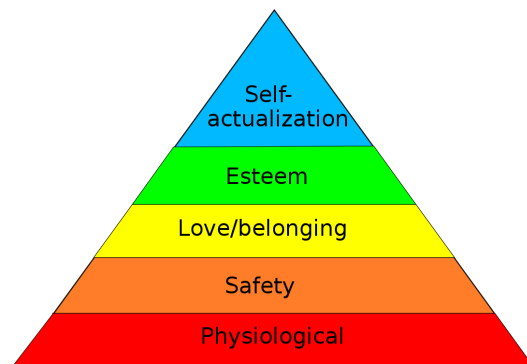
- FLY8MA.com Flight Training - “CFI ORAL EXAM: Part 1 | FOI”
 - YouTube - <https://www.youtube.com/watch?v=4IxiQeh0FFI>
- FAA-H-8083-9B (Aviation Instructor’s Handbook) - Chapter 2 [Human Behavior], Chapter 4 [Effective Communication]
- FAA-S-ACS-25 (CFI ACS) - Area I Task A
- FAA-S-8081-9D (CFII PTS) - Area I Task B

Ground Lesson Outline

- Human Behavior
 - Product of factors that lead people to act in predictable ways, attempts to satisfy certain needs
- Human Needs and Motivation
 - Maslow’s Hierarchy of Needs
 - Physiological, Safety/Security, Love/Belonging, Esteem, Self-Actualization
- The Instructor and Learner Relationship
- Defense Mechanisms
 - Denial, Repression, Displacement, Rationalization, Compensation, Projection, Reaction Formation, Fantasy
- Learner Emotional Reactions
 - Anxiety, Stress
 - Physical discomfort, illness, fatigue, and dehydration
 - Impatience, Worry, or Lack of Interest
 - Apathy due to inadequate instruction
 - Normal and Abnormal Reactions to Stress
 - Stress, Anxiety
 - Abnormal Reactions
 - Flight Instructor Responsibilities
- Teaching the adult learner - Seek useful skills, goal oriented, looking for new jobs, etc.
- Basic Elements of Communication
 - Source, Symbol, Receiver
- Barriers to Effective Communication
 - Confusion (symbols/symbolized object), Lack of common experience, Interference, Overuse of Abstractions
- Developing Communication Skills
 - Listening, Questions, Instructional Communication, Instructional Enhancement, Roleplaying
 - Instructional Communication
 - Subjects the instructor knows well, use past experiences, ensure student knows the how *and* the why

Ground Lesson Content

- **Human Behavior**
 - Product of factors that lead people to act in predictable ways
 - Attempts to satisfy certain needs
- **Human Needs and Motivation**
 - **Maslow's Hierarchy of Needs** - Needs must be met in order of importance. Can impede learning if basic needs are not met.



- **Physiological** - Hunger, thirst, need to use restroom, etc.
 - **Safety/Security** - Not feeling physically threatened, out of work, homeless, etc.
 - **Love/Belonging** - Both at home and in the flight instructing environment, students need to feel a sense of belonging.
 - **Esteem** - Many things students do is aimed at satisfying the need for self-esteem or group esteem. Learning to fly can impress friends, for example, or provide the student with a feeling of well being and accomplishment.
 - **Self-Actualization** - The pinnacle of all needs, the feeling that one is doing what they were meant to do, or serving some other higher purpose.
- **The Instructor and Learner Relationship** - Every learner has an individual learning style, and instructors and learners must have compatible personalities. Instructors must work with the individual learning styles of their students rather than against them.
 - Personality types (see: *Myers Briggs Personality Types*) differ, and research shows that learners whose learning style is compatible with an instructors teaching style and personality retain information longer, apply it more effectively, learn more, and have a more positive attitude in general throughout training.
- **Defense Mechanisms** - Used by students who want to avoid some uncomfortable realities
 - **Denial** - Denying what has occurred, e.g. "I don't think the landing was that bad"
 - **Repression** - Repressing scary or stressful memories, e.g. the student causes a near-spin and fails to remember it after the lesson.
 - **Displacement** - Redirecting negative feelings towards another, e.g. being angry at your friends or family because you're disappointed in your own purpose.
 - **Rationalization** - Making excuses, e.g. "Well ATC was just distracting me, so it was ok", etc.
 - **Compensation** - Trying to compensate for negative performance by emphasizing positive performances
 - **Projection** - Attributing your own negative feelings towards another.

- **Reaction Formation** - Choosing to believe something that is the opposite of the truth to avoid facing an uncomfortable reality, e.g. “Who cares, I didn’t care about that anyway”
- **Fantasy** - Psychological escape, daydreaming.
- **Learner Emotional Reactions**
 - **Anxiety** - Fear of an upcoming, uncertain event. Normal response during flight training.
 - **Stress** - Felt during periods of high demand, to a limited degree can improve performance, but can also hurt it at very high stress levels.
 - **Feeling of Unfair Treatment** - Students want to feel like they’re treated fairly. It gets in the way of their training if they feel the instructor is unfair, or holding them to unreasonably high standards, particularly early on.

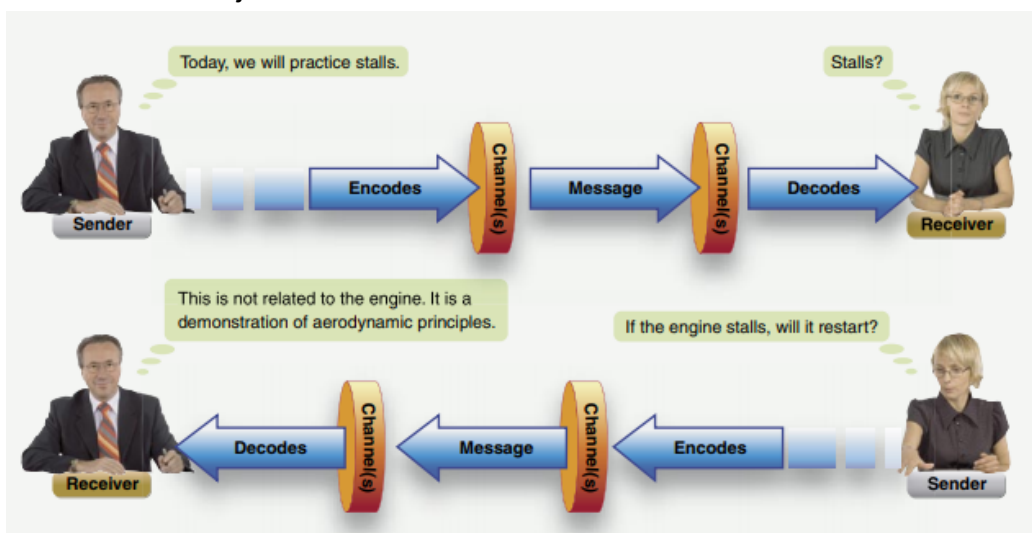


- **Impatience** - Flying circles all day in the traffic pattern is less fun than cross country flying, and many students are impatient to press on with these other activities
- **Worry or Lack of Interest** - Students may not be interested in a particular task, or they may have worries about some aspect of their training, or even non-flying related issues.
- **Physical Discomfort** - Students who are experiencing discomfort won’t learn as well (*remember Maslow’s Hierarchy*).
- **Apathy Due to Inadequate Instruction** - Students who feel their instructor is unprepared, or treats them poorly, or does not adequately explain tasks or maneuvers may become apathetic, lose motivation, and give up.
- **Normal and Abnormal Reactions to Stress** -
 - **Normal** - Feelings of frustration, etc.
 - **Abnormal** - Laughing, singing, extreme over-cooperation, painstaking self-control, morbid comments
 - **Flight Instructor Responsibilities** - Some students are not cut out for flight training. If these are displayed, politely refuse to train, possibly refer to FSDO or authorities depending on severity
- **Teaching the Adult Learner** - The average age of an aviation learner is 30. Unlike primary or secondary school, or even university, most flight students are adults, with busy, active lives. They are pursuing aviation learning goals for their own enjoyment (self-actualization), or career goals. It’s important to keep in mind that these students usually have the following characteristics:
 - Their primary reason for learning is they find the skill or knowledge useful
 - They seek training to cope with life changing events (e.g. new jobs, pursuing new careers)
 - They are autonomous and self-directed and need independence and control

- They have a wealth of life experiences that they draw upon
- They are goal-oriented, and relevancy-oriented. They want to apply their knowledge immediately.
- They are practical, and will focus on elements that they find most useful.
- They must be shown respect, like all students.
- The need to increase or maintain self-respect is a strong motivator for adult learners.

- **Basic Elements of Communication**

- **Source** - The person or object sending the message
- **Symbol** - The words, pictures, symbols, etc, used to convey the message
- **Receiver** - The object of the communication.



- **Barriers to Effective Communication**

- **Confusion** (symbols/symbolized object) - e.g. "stall" like engine vs. "stall" like a wing stall
- **Lack of common experience** - Metaphors are often used, rely on common experience
- **Interference** - Noisy environment, unmet physiological/basic needs, etc.
- **Overuse of Abstractions** - Talking at too high of a level, e.g. "a bit high" versus "50 feet high", or "aircraft" versus "airplane".



- **Developing Communication Skills** - Communication skills require development, they don't happen automatically
 - **Listening** - Listen carefully to the student, don't just hear them. Observe their reactions and responses. Think before answering, do not interrupt. Look for underlying feelings.



- **Questions** - Ask well-directed questions to discern student understanding, ask student about their feelings on the subject, try to get them to discuss how they are thinking about things
- **Instructional Communication**
 - Instructors are at their best when discussing things they know well.
 - Use past experiences as examples
 - Student should know the how *and* the why
 - Communication hasn't taken place unless the desired results have taken place
- **Instructional Enhancement** - A good instructor is always learning, engaging in professional development, keeping up to date.
- **Roleplaying** - It can be useful to pretend to be in an environment. For example, the instructor could pretend to be Air Traffic Control and talk to the student, etc.