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| Objectives | <ul style="list-style-type: none"> ▪ The student will understand the elements related to human behavior and effective communication |
| Elements | <ul style="list-style-type: none"> ▪ Definitions of Human Behavior ▪ Human Needs & Motivation ▪ Defense Mechanisms ▪ Student Emotional Reactions ▪ Basic Elements of Communication ▪ Barriers to Effective Communication ▪ Developing Communication Skills |
| Schedule | <ul style="list-style-type: none"> ▪ Review lesson objectives ▪ Review lesson material ▪ Conclusion & Review |
| Equipment | <ul style="list-style-type: none"> ▪ White Board / Markers ▪ References |
| CFI Actions | <ul style="list-style-type: none"> ▪ Present lesson ▪ Use teaching aids ▪ Ask/ answer questions |
| Student Actions | <ul style="list-style-type: none"> ▪ Participate in discussion ▪ Take notes ▪ Ask / answer questions |
| Completion Standards | <ul style="list-style-type: none"> ▪ The student will understand the three basics elements of the communicative process, recognize the various barriers to communication, and develop communication skills in order to convey the desired information to students. |

Additional Notes: _____

Introduction

Overview

Review objectives / Elements

What

This lesson will cover basics human needs as well as defense mechanisms and effective communication

Why

Learning can be defined as a change in behavior in result of experience. To be successful, the instructor must understand why people act the way people do as well as achieve proficient communication skills

How

Definitions of Human Behavior

- The study of human behavior is an attempt to explain why humans act the way they do
- A strong knowledge of human behavior can help an instructor better understand a student

Satisfying Needs

- Human behavior is the result of attempts to satisfy certain needs
 - Some simple needs include food and water
 - Complex needs can be respect, and acceptance

Life Course of Humans

- Behavior changes as humans age
 - More mature individuals' actions switch from dependency to self-direction
 - The age of students will impact the structure of the curriculum

Instructor & Student Relationship

- The instructor must understand his/her style of teaching and adapt is to the student
 - Every student learns in unique ways, it's our job as instructors to analyze this and tailor our lessons to their needs

Control of Human Behavior

- Students tend to submit to authority as a valid means of control
 - The instructor's challenge is to know what controls are appropriate for given circumstances
 - An atmosphere that enables and encourages students to develop and work towards their goals is essential
- Instructors must discover the potential in each student and work to get that

Human Needs & Motivation**Hierarchy of Human Needs**

- The Moslows hierarchy of needs attempts to organize the needs into levels of importance
 - Until the needs are satisfied, one can't fully focus on leaning, self-expression, or any other task
 - Once a need is satisfied, it no longer provides motivation

Physiological

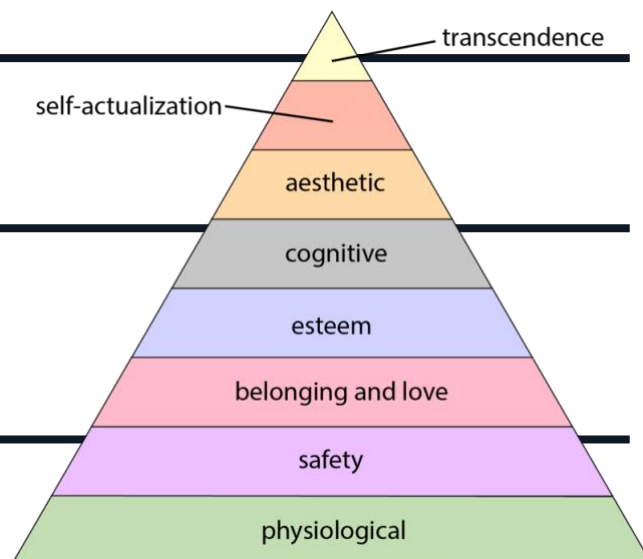
- The biological needs of humans: Food, sleep, water and shelter

Security

- Protection against danger, threats, fear of the unknown all effect the student's ability to learn

Belonging & Love

- Students want to fit in, belong and to feel love and friendship
 - Since the flight training world will be new for students, it's important to welcome new students
- Put students at ease, reinforce their decision to pursue aviation
- Many schools use uniforms to help build the feeling of belonging

**Esteem**

- Esteem needs can fall into 2 categories
 - Self-esteem (internal): Confidence, Independence, achievement, competence, knowledge
 - Reputation (external): status, recognition, appreciation, and respect of associates
- This may be a main reason for a student's interest in aviation

Cognitive & Aesthetic

- Cognitive: the need to know and understand
- Aesthetic: Emotional needs

Self-Actualization

- When all other needs are satisfied, the student can self-actualize
 - Need to be and do what one was “born to do”
- Realization of one's potential for continued development/Reaching personal goals & potential
- Student will find their full potential

Defense Mechanisms

- **Defense mechanisms are subconscious, ego-protecting reactions to unpleasant situations**
- **Often used to soften feelings of failure, alleviate guilt, and to protect personal worth**
- **DR-FDR-CPR**
 - **Denial**
 - Refusal to accept reality because it's too threatening
 - **Repression**
 - Thoughts too dangerous for a person's own mind are sent to subconscious and cannot be retrieved
 - **Fantasy**
 - Daydreaming about how things should be rather than doing something about how they are
 - **Displacement**
 - Shift of emotion, desire, or effect from original object/idea to a less threatening substitute
 - **Rationalization**
 - Student will substitute excuses for real reasons behind their behavior
 - **Compensation**
 - The students disguise a weak quality by emphasizing a more positive one
 - **Projection**
 - Blame is relegated to others for their own shortcomings, mistakes etc.
 - **Reaction Formation**
 - Students will feel one way but display opposite emotions

Student Emotional Reactions

- **Anxiety – A state of mental uneasiness arising from fear**
 - Most psychological factor affecting flight instruction
 - Anxiety can be countered by reinforcing enjoyment of flying, and be teaching to cope with fear
 - Motivate students and reassure with performance
- **Introduce maneuvers with care so students know what to expect/what their reaction should be**
- **Stress is needed to be able to perform however, too much stress can be catastrophic**
- **Normal reactions to stress include:**
 - Respond rapidly and exactly, within the limits of their training

- **Abnormal reactions to stress:**
 - PRE-SIM
 - **Painstaking self-control**
 - **Rapid changes in emotions**
 - **Extreme over-cooperation**
 - **Severe anger towards IP**
 - **Inappropriate laughter/singer**
 - **Marked changes in mood over lessons**
- **Flight instructors' actions regarding seriously abnormal students**
 - Refrain for certifying student
 - Have another instructor fly with student
 - Discuss with AME
 - Talk to the FISDO if needed

Basic Elements of Communication

- Communication doesn't occur automatically; these skills must be developed to improve information conveyed to the student

Basic Elements

- **Communication takes place when a person transmits ideas/feelings to another**
 - Effectiveness is measured by the similarity between the idea transmitted and the idea received
 - Receiver reacts with understanding and changes behavior accordingly
 - A change in behavior is the goal of communication

Three Elements of Communication

- SSR
- **The Source** (sender, speaker, instructor)
 - The instructor should speak clearly and professionally, using words the student can understand, be positive, and know the information you're teaching
- **The Symbols** (Words or signs, or simple oral and visual codes)
 - Determine the symbols best to start/end and those best for explaining, clarifying, and emphasizing
 - Symbols may need to change for clarity
- **The Receiver** (The listener, reader, or student)
 - Each receiver is unique, so to get desired behavior, we must need to understand the receivers background

Barriers to Effective Communication

- **COIL**
- **Confusion between symbol and symbolized object**
 - Results when a word is confused with what it meant to represent
- **Overuse of abstractions**
 - Abstraction do not evoke the intend items of experience (add a little bit of power)
- **Interference**
 - Physiological interference may include things like hearing loss or injury
 - Environmental factors include things like noise
- **Lack of common experience**
 - One of the greatest barriers to effective communication
 - Don't speak over the student's head

Developing Communication Skills

- LIQIR
- **Listening**
 - Students and instructors are required to listen to make effective communication
- **Instructional Communication**
 - Know your topic well, being able to speak on past experiences will ease communication
- **Questioning**
 - Questioning can determine if the student understands
 - Avoid open ended questions and focused questions
- **Instructional Enhancement**
 - Deeper knowledge of the topic will make it easier to convey the information
- **Role Playing**

Review & Conclusion

Conclusion

An awareness of the elements of communication and the human needs will improve the quality of instruction given to the students

Review

1. Definitions of human behavior
2. Human needs and motivation
3. Defense mechanisms
4. Student emotional reactions
5. Basic elements of communication
6. Barriers to effective communication
7. Developing communication skill