

I.A. Human Behavior and Effective Communication

References: FAA-H-8083-9

Objectives	The student should develop knowledge of the elements related to human behavior and effective communication as required in the CFI PTS.
Elements	<ol style="list-style-type: none">1. Definitions of Human Behavior2. Human Needs and Motivation3. Defense Mechanisms4. Student Emotional Reactions5. Basic Elements of Communication6. Barriers to Effective Communication7. Developing Communication Skills
Schedule	<ol style="list-style-type: none">1. Discuss Objectives2. Review material3. Development4. Conclusion
Equipment	<ol style="list-style-type: none">1. White board and markers2. References
IP's Actions	<ol style="list-style-type: none">1. Discuss lesson objectives2. Present Lecture3. Ask and Answer Questions4. Assign homework
SP's Actions	<ol style="list-style-type: none">1. Participate in discussion2. Take notes3. Ask and respond to questions
Completion Standards	The student will understand the 3 basic elements of the communicative process, recognize the various barriers to communication, and develop communication skills in order to convey the desired information to the students.

Instructors Notes:

Introduction:

Attention

Interesting fact or attention grabbing story

Years of thinking people have understood you. Unless you've known this stuff, they haven't.

Overview

Review Objectives and Elements/Key ideas

What

Basic human needs as well as defense mechanisms and effective communication.

Why

Learning is a change of behavior as a result of experience. To successfully accomplish the task of helping bring about this change, the instructor must know why people act the way they do.

How:

1. Definitions of Human Behavior

- A. The study of human behavior is an attempt to explain how and why human functions the way they do
 - i. Combo of innate human nature and individual experience & environment
- B. A working knowledge of behavior can help an instructor better understand a student
- C. Scientific World Definition
 - i. Product of factors that cause people to act in predictable ways
 - a. Ex: how people handle fear is a product of individual experiences
 - Public speaking ex in book
- D. Satisfying Needs Definition
 - i. Human behavior is the result of attempts to satisfy certain needs
 - a. Simple needs may drive: food, water
 - b. Complex needs: respect and acceptance
 - ii. To a large extent thoughts, feelings and behavior are shared by all men and women
- E. Life Course of Humans Definition
 - i. As human grow, behavior changes
 - a. As an individual matures, their mode of actions moves from dependency to self-direction
 - b. Therefore the age of a student impacts how the curriculum is designed
- F. Personality Types
 - i. Myers Briggs Type Indicator
 - a. Seeming random variation in human behavior is quite structured due to differences in way individuals prefer to use their perception & judgment
 - ii. Now used to discover future careers
- G. Instructor and Student Relationship
 - i. Instructor must understand his/her style of teaching and as much as possible adapt to students
 - a. Adjust scenarios to fit student's learning
- H. Control of Human Behavior
 - i. Students tend to submit to authority as a valid means of control
 - a. The instructor's challenge is to know what controls are best for existing circumstances
 - b. Create an atmosphere that enables/encourages students to help themselves toward their goals

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- ii. It is the instructor's responsibility to discover how to realize the potential in each student
 - a. See the motivation and human nature generalizations (pg. 2-1)
- iii. How to mold a solid/healthy/productive relationship depends on the instructor's knowledge of students as human beings and of the needs, drives, and desires they continually try to satisfy

2. Human Needs and Motivation

- A. Hierarchy of Human Needs – An organization of human needs into levels of importance
 - i. Until the needs are satisfied, one can't focus fully on learning, self-expression, or any other task
 - a. Once a need is satisfied, it no longer provides motivation
 - Thus, the person strives to satisfy the needs of the next higher level
- B. **Physiological**
 - i. Biological needs: Food, rest, and protection from the elements
- C. **Security**
 - i. Protection against danger, threats, deprivation affect student behavior
- D. **Belonging**
 - i. Belong, to associate, and to give and receive friendship and love
 - a. Students are usually out of their normal surroundings so this need will be more pronounced
 - ii. Ensure new students feel at ease and their decision to pursue aviation is reinforced
- E. **Esteem**
 - i. Needs consist of two types:
 - a. Relating to self-esteem: confidence, independence, achievement, competence, knowledge
 - b. Relating to reputation: status, recognition, appreciation, and respect of associates
 - ii. This may be the main reason for the student's interest in aviation
- F. **Cognitive and Aesthetic**
 - i. Cognitive: need to know and understand
 - ii. Aesthetic: Emotional needs
- G. **Self-Actualization**
 - i. When all other needs are satisfied only then can self-actualization be attained
 - a. Need to be and do what one was "born to do"
 - ii. Realizing one's own potential for continued development/Reaching personal goals & potential
- H. Help student's satisfy their own needs in a manner that will create a healthy learning environment

3. Defense Mechanisms

- A. Subconscious, almost automatic, ego-protecting reactions to unpleasant situations
 - i. Used to soften feelings of failure, to alleviate feelings of guilt, and to protect personal worth
- B. **Denial**
 - i. Refusal to accept a reality because it is too threatening
- C. **Compensation**
 - i. Students attempt to disguise the presence of a weak quality by emphasizing a more positive one
 - ii. May accept and develop a less preferred but more attainable objective instead of a more preferred but less attainable objective
- D. **Projection**
 - i. Blame is relegated to others for their own shortcomings, mistakes, and transgressions
 - ii. Motives, desires, characteristics, and impulses are attributed to others
- E. **Rationalization**
 - i. If students cannot accept the real reasons for their behavior, they may rationalize
 - a. This permits them to substitute excuses for reasons, and they are acceptable to themselves
 - ii. When true rationalization takes place, individuals sincerely believe in their excuses
- F. **Reaction Formation**

- i. Sometimes individuals protect themselves from dangerous desires by not only repressing them, but actually developing conscious attitudes and behavior patterns that are just the opposite

G. Fantasy

- i. Daydreaming about how things should be rather than doing something about how they are

H. Displacement

- i. Unconscious shift of emotion, desire, affect from the original object/idea to a less threatening substitute

4. Student Emotional Reactions

A. Anxiety – “A state of mental uneasiness arising from fear...”

- i. Most significant psychological factor affecting flight instruction
- ii. Anxiety can be countered by reinforcing enjoyment of flying, and by teaching to cope with fear
 - a. Treat fears as a normal reaction, do not ignore them
- iii. Introduce maneuvers with care so student knows what to expect/what their reaction should be

B. Normal Reactions to Stress

- i. Respond rapidly and exactly, within the limits of their experience and training
 - a. This is desired, stress should not overwhelm and cause abnormal reactions (below)

C. Abnormal Reactions to Stress

- i. Response may be completely absent or at least inadequate
- ii. Responses may be random or illogical, or they may do more than is called for by the situation
- iii. Abnormal Reactions:
 - a. Inappropriate reaction, such as extreme over-cooperation, painstaking self-control, inappropriate laughter or singing, and very rapid changes in emotion
 - b. Marked changes in mood on different lessons (excellent morale/deep depression)
 - c. Severe anger to the instructor, service personnel, and others

D. Flight Instructors Actions Regarding Seriously Abnormal Students

- i. Refrain from certifying the student and assure he doesn't continue training/become certificated
- ii. This is done by:
 - a. Arranging for another instructor (not acquainted with student) to conduct an evaluation flight
 - b. An informal discussion should be initiated with the FSDO (informal is important, don't get the FSDO watching the student if you don't have to)
 - c. A discussion should be held with an AME (preferably the one who issued the medical)

5. Basic Elements of Communication

A. Doesn't occur automatically, a style of communication must be developed that can convey info to students

B. Basic Elements

- i. Communication takes place when a person transmits ideas/feelings to another
- ii. Effectiveness is measured by the similarity between the idea transmitted and the idea received
 - a. Receiver reacts with understanding and changes their behavior accordingly
 - b. A change in behavior is the goal of communication
- iii. 3 elements of communication: The Source, The Symbols, The Receiver
- iv. **The Source** (the sender, speaker, transmitter, or instructor)
 - a. Effectiveness as a communicator is related to 3 basic factors
 - An ability to select and use language is essential for transmitting meaningful symbols
 - a Effectiveness of communication is dependent on the understanding of the words used
 - b Basically, the words you use are important to learning
 - Reveals attitudes toward themselves, ideas being communicated, and students
 - a Basically, have a positive attitude!
 - Material is accurate, up-to-date, and stimulating

- a Out of date info makes you look bad, and you lose credibility
 - In summary, as the instructor speak clearly and professionally, using words the student can understand, be positive, and know the information you're teaching
- v. **The Symbols** (words or signs, or simple oral and visual codes)
 - a. Determine the symbols best to start/end and those best for explaining, clarifying, emphasizing
 - Then, determine which medium is best suited for transmission (hearing, seeing, touch)
 - b. Monitor the feedback from a student as symbols may need to be modified for clarity
 - c. Students need feedback on how they are doing (Negative feedback in private only)
 - d.
- vi. **The Receiver** (the listener, reader, or student)
 - a. Effective communication: Students react with understanding and change their behavior accordingly
 - b. To change behavior, the student's abilities, attitudes, and experiences need to be understood
 - Students come with a wide variety of abilities, tailor instruction to their level
 - Age, gender, cultural background, education, etc. can influence behavior
 - A varied communicative approach will succeed best in reaching most students
 - a Not all students learn in the same way, using multiple approaches is most effective
 - Experience, background, and ability will help determine the instructor's approach

6. Barriers to Effective Communication

A. Lack of Common Experience

- i. Greatest single barrier to effective communication
- ii. A communicator's words cannot communicate the desired meaning to another person unless he has had some experience with the objects or concepts to which these words refer
 - a. It is essential that instructors speak the same language as the students
 - b. If specific terminology is needed, make certain the student understands the terminology

B. Confusion Between the Symbol and the Symbolized Object

- i. This results when a word is confused with what it is meant to represent
 - a. Make sure associations are clear
- ii. For communication to be effective, the student's understanding must match the instructor's

C. Overuse of Abstractions (Abstractions are words that are general rather than specific)

- i. Abstractions do not evoke the intended items of experience in the minds of students
 - a. Avoid abstractions in most cases

D. Interference

- i. Physiological interference is any physical problem that may inhibit understanding
 - a. Hearing loss, injury, physical illness, etc.
- ii. Environmental interference is caused by external physical conditions (like noise)
- iii. Psychological interference is a product of how the student/instructor feel
 - a. If either isn't committed, or if fear or mistrust exist, then communication is impaired

7. Developing Communication Skills

A. Role Playing

- i. Practice instructing to develop communication skills, techniques, etc.

B. Instructional Communication

- i. Know the topic well
- ii. Do not be afraid to use examples of past experience to illustrate particular points
- iii. Determine the level of understanding by some sort of evaluation
 - a. Ask them questions to gauge their understanding

C. Listening

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- i. One way to become better acquainted with students is to be a good listener
 - ii. Students also need to want to listen
 - a. Teaching students how to listen will improve information transfer
 - iii. The pilot must be ready to listen and be responsible for listening
 - iv. Listen to understand, rather than refute
 - a. If certain areas arouse emotion, be aware of this and take extra measures to listen
 - v. Listen for the main ideas
 - vi. Don't daydream
 - vii. Take notes (no one can remember everything)
- D. Questioning
- i. Good questioning can determine how well a student understands
 - ii. Ask open ended and focused questions
 - a. Open ended questions allow the student to explain more fully
 - Explaining (or teaching) the lesson to you (the instructor) helps the student learn
 - b. Focused questions allow the instructor to concentrate on desired areas
 - Focused questions are good to measure general knowledge of a subject
 - iii. Paraphrasing and perception checking can confirm understanding is in the same way
 - a. Perception checking gets into feelings by stating the instructor's perceptions of student behavior and the student can clarify them as necessary
- E. Instructional Enhancement
- i. The deeper the knowledge about an area, the better the instructor is at conveying it

Conclusion:

Brief review of the main points

An awareness of the 3 basic elements indicates the beginning of the understanding required for the successful communicator. Recognizing the various barriers to communication further enhances the flow of ideas. The instructor must develop communication skills in order to convey desired info to students and recognize that communication is a two-way process. The true test of whether successful communication has taken place is to determine if the desired results have been achieved and the student's behavior has been changed.

PTS Requirements:

To determine that the applicant exhibits instructional knowledge of the elements related to human behavior and effective communication and how these impact effective learning by describing:

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 skills.