CFI **Bootcamp**

Flight Instructor Training

FOI Chapter Notes

"FOI Essentials - What you need to Know"

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FOI Chapter Notes

The Fundamentals of Instructing, FOI, Chapter summaries are chapter summaries from the Aviation Instructor's Handbook from faa.gov. These chapter summaries are designed to keep you focused on the main parts of each chapter. There are notes on key subjects, bulleted lists and breakout boxes and where possible acronyms to memorize what DPEs and Inspectors are likely to expect for you to have memorized..

You should read the Aviation Instructor's Handbook first, available at faa.gov, and if you are a CFI Bootcamp student, watch all of the FOI videos prior to using this document. The idea is for you to understand the material by reading the handbook and watching our videos, and then have a source like this document that summarizes chapters and points out key ideas and concepts.

I hope you find these chapter summaries helpful as you study to master the fundamentals of instructing.

- Mike Shiflett, Palo Alto, CA January 2019

Definition of Human Behavior

1. **The study of how and why humans** function the way they do.
   Human phases of development influence how to teach them. Newborns are dependent and behave differently than teens and adults behave differently than teens. Most human development tries to attain self-direction.

Personality Types

As people develop, they gravitate to certain approaches to learning.
Some are Rational, Artisan, Guardian etc. They prefer to learn in certain ways depending upon their level of development and personality.

Human Needs and Motivation

Maslow's Hierarchy of Needs:

All needs supported in the order of the pyramid. Moving through each level is how the student achieves self-actualization. Self-actualization means the student can perceive themselves accomplishing what they wanted to do as opposed to "I'll never be able to do that".

Maslow's Pyramid Components

1. Physical (Physiological - Food, Shelter ect).
2. Safety (Keeping oneself from harm).
3. Social (Making one feel belonging).
4. Self-esteem (respect fro mothers and self-respect).
5. Self-actualization (able to see themselves doing what they aspire to do

Students will automatically satisfy the lowest of needs first

Human Needs and Motivation

Motivation: Without motivation there is no reason to learn.

Theory X & Y

- Theory X - People are lazy and will avoid doing work
- Theory Y - People are naturally curious and want to work and do good work left unchecked

Human Factors that Inhibit Learning

Defense Mechanisms:

Freud said that you will use these to protect your ego. When a person can't deal with their real emotions or reactions you will employ these defense mechanisms.

MEMORIZE - DR FRD CPR

1. Displacement – Taking it out on someone else, not related to the issue.
2. Repression – Won't let the emotion come to the surface due to trauma.
3. Fantasy – Day Dreaming.
4. Reaction formation – Behaving in an opposite fashion. Unsure of how to express one's emotions.
5. Denial – Doesn't believe it happened.
6. Compensation – Being good at one thing hoping the other thing goes un-noticed.
7. Projection – Placing your emotions on someone else. Projecting how you think on them.
8. Rationalization – Explaining why something couldn't be done.

Student Emotional reactions

Anxiety:

Normal Reactions to Stress:	Abnormal Reactions to Stress:
1 Sweating.	1 Anger at the flight instructor.
2 Avoiding doing something.	2 Marked changes in mood.
3 Overly cautious.	3 Painstaking self-control
4 Elevated heart rate.	4 Over cooperatioin
5 Nervousness	5 Inappropriate laughter or singing.

If abnormal reactions to stress is observed:

- Have the person fly with another CFI to help confirm/deny
- DO NOT authorize or endorse for any pilot privilege
- Contact AME or FSDO if safety to public or themselves is suspected

Teaching The Adult Student

Usually motivated, already has a purpose for learning to fly. They are self-directed (likes self- study courses), needs to have control of the schedule (not a 9 to 5 academy student – the older student usually works), needs a way to keep their self-esteem during training, want to solve new problems by using the knowledge they just learned, and tends to throw away any knowledge they see as no value or frivolous.