

B. TASK**HUMAN BEHAVIOR****OBJECTIVE**

To determine that the applicant exhibits instructional knowledge of the elements of human behavior by describing:

KEY ELEMENTS

- Control of human behavior
- Development of student potential
- Relationship with human needs to behavior and learning
- Relationship of defense mechanisms to student learning and Pilot decision making
- General rules which a flight instructor should follow during student training to ensure a good human relations

SCHEDULE

- Discuss objectives
- Review material
- Development
- Conclusion

EQUIPMENT

- FAR/AIM
- FOI handbook
- References
 - AC 60-14

INSTRUCTOR ACTIONS

- Discuss lesson objectives
- Present lecture
- Questions

STUDENT ACTIONS

- Participate in discussion
- Take notes

COMPLETION STANDARDS

- Participate in discussion
- Take notes

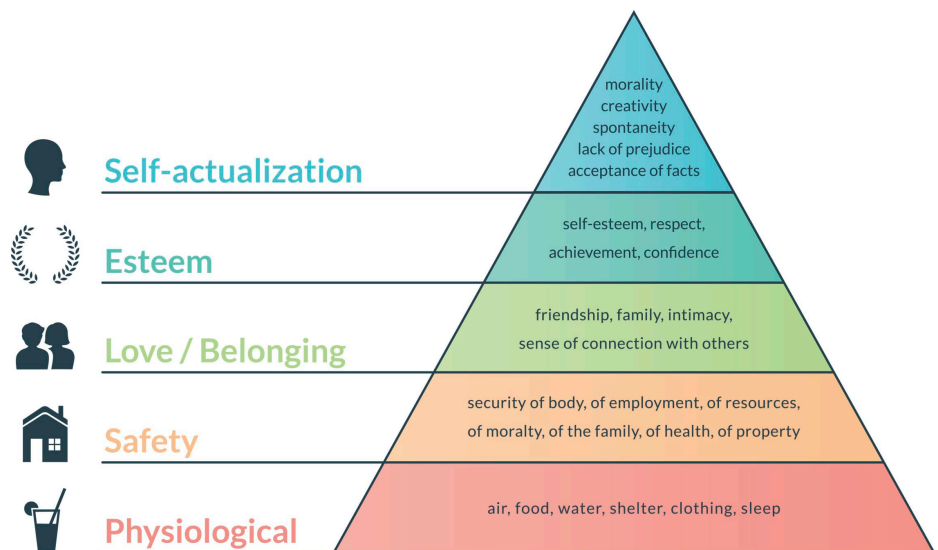
B. TASK**HUMAN BEHAVIOR****CONTROL OF HUMAN BEHAVIOR**

Controlling of human behavior

- Instructor modifies the behavior of students in guiding them toward a goal
- Students recognize and submit to instructor as symbol of authority as a means of valid control
- Instructor's challenge is to know what controls are best for what circumstances with what students
- Motivation and human nature
 - Work is as natural as play or rest
 - Most students will exercise self-control in pursuit of goals
 - Commitment is related to reward (especially, ego satisfaction)
 - Students learn to seek responsibility
 - Imagination and creativity are widespread traits
 - People use only part of their intellectual potential
 - Instructor is responsible for discovering how to realize student potential
 - The effective instructor molds solid, healthy, productive relationships with students

Maslow's Hierarchy of Needs

Control of human behavior involves understanding human needs. The five basic needs are defined in Maslow's Hierarchy of Needs:



B. TASK**HUMAN BEHAVIOR****DEVELOPMENT OF
STUDENT
POTENTIAL****RELATIONSHIP OF
HUMAN NEEDS TO
BEHAVIOR AND
LEARNING**

Human needs

- Developing solid, healthy, productive relationships with students depends on instructor's knowledge of them as human beings with needs, drives, desires
- Maslow's hierarchy of human needs
 - Physical needs: food, rest, exercise, protection from elements
 - Safety needs: protection from danger, threat, deprivation
 - Social needs: friendship and love
 - Egoistic needs: self-esteem, reputation
 - Self-fulfillment: continued development, creativity
- Instructors should help students satisfy their human needs in a manner that will create a healthY learning environment
- Aiding another in reaching self-fulfillment is a most rewarding accomplishment

B. TASK**HUMAN BEHAVIOR****RELATIONSHIP OF
DEFENSE
MECHANISMS TO
STUDENT
LEARNING & PILOT
DECISION MAKING****8 common defense
mechanisms**

What are defense mechanisms?

- Certain behavior patterns are called defense mechanisms because they are subconscious defenses against the realities of unpleasant situations.

8 COMMON DEFENSE MECHANISMS		
WHAT IT IS	DEFINITION	EXAMPLE
<i>Compensation</i>	An attempt to disguise the presence of a weak or undesirable quality by emphasizing a more positive one	"I know I had a bad landing, but at least my takeoff was good!"
<i>Projection</i>	Relegates the blame for their own shortcomings and mistakes to others or attribute their motives desires and characteristics	"I would have had a better landing if that other pilot didn't choose the same field I was landing in"
<i>Rationalization</i>	Justifying actions that otherwise would be unacceptable; substitution of excuses for reasons	"My landing would have been better if my cat didn't die last night"
<i>Denial of Reality</i>	May ignore or refuse to acknowledge disagreeable realities	"My landing wasn't bad at all in my opinion"
<i>Reaction Formation</i>	Developing a who cares how other people feel attitude to cover up feelings of loneliness and a hunger for acceptance	"Oh well I had a bad landing, it's not the end of the world we walked away"
<i>Flight</i>	Escaping from frustrating situation by taking flight, physically or mentally;	examples are faked illness or daydreaming
<i>Agression</i>	May ask irrelevant questions, refuse to participate, etc., when they cannot deal directly with the cause of their frustration	"Forget about that bad landing, tell me more about the balloon race coming up"
<i>Resignation</i>	May become so frustrated they lose interest and give up	Examples are brushing off training, showing disinterest in lessons

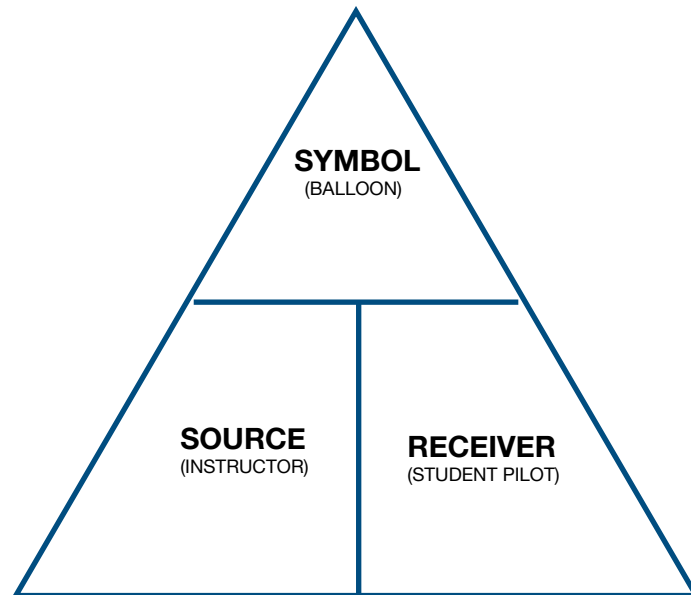
B. TASK**HUMAN BEHAVIOR****RELATIONSHIP OF
DEFENSE
MECHANISMS TO
STUDENT
LEARNING & PILOT
DECISION MAKING****3 elements of
communication****4 barriers to
effective
communication****Student pilot
decision making**

3 Basic Elements of Communication are:

SOURCE - sender, speaker, transmitter, or instructor

SYMBOL - words or signs

RECEIVER - listener, reader, student



4 Barriers of effective communication are:

- Lack of common experience
- confusion between the symbol and the symbolized object
- overuse of abstractions
- interference

INSTRUCTOR MUST BE A GOOD LISTENER

In order to positively affect student pilot decision-making, instructors must know something about their students in order to communicate effectively and must determine the abilities of the students and understand the students to properly communicate. One way to become better acquainted with the students to be a good listener

B. TASK**HUMAN BEHAVIOR****Student pilot
decision making***(Continued)***Teaching students
to be good
listeners****Instructor
questioning****GENERAL RULES
WHICH A FLIGHT
INSTRUCTOR
SHOULD FOLLOW
DURING
STUDENT
TRAINING TO
ENSURE GOOD
HUMAN
RELATIONS****WAYS TO TEACH YOUR STUDENTS TO BE GOOD LISTENERS:**

- Take notes
- listen for main ideas
- guard against daydreaming
- be emotionally calm
- listen to understand, not to refute
- be responsible for listening
- be ready to listen

QUESTIONING BY THE INSTRUCTOR IS IMPORTANT FOR DETERMINING IF EFFECTIVE COMMUNICATION HAS TAKEN PLACE.

It can determine how well the student understands. It also shows a student of the instructors paying attention, and that the instructor is interested in the students response.

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- Provide a training syllabus (see Chapter 7, Planning Instructional Activity) that is organized with clearly defined course objectives to show the learner how the training helps him or her attain specific goals.
- Help learners integrate new ideas with what they already know to ensure they keep and use the new information.
- Assume responsibility only for his or her own

B. TASK**HUMAN BEHAVIOR****GENERAL RULES
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In order to positively affect student pilot decision-making, instructors must know something about their students in order to communicate effectively and must determine the abilities of the students and understand the students to properly communicate. One way to become better acquainted with the students to be a good listener learning climate.

WAYS TO ENSURE GOOD HUMAN RELATIONS WITH STUDENT

- Provide a training syllabus (see Chapter 7, Planning Instructional Activity) that is organized with clearly defined course objectives to show the learner how the training helps him or her attain specific goals.
- Help learners integrate new ideas with what they already know to ensure they keep and use the new information.
- Assume responsibility only for his or her own expectations, not for those of learners. It is important to clarify and articulate all learner expectations early on.
- Recognize the learner's need to control pace and start/stop time.
- Take advantage of the adult preference to self-direct and self-design learning projects by giving the learner frequent scenario based training (SBT) opportunities
- Remember that self-direction does not mean isolation. Studies of self-directed learning indicate self- directed projects involve other people as resources, guides, etc.
- Use books, programmed instruction, and computers which are popular with adult learners.
- Refrain from "spoon-feeding" the learner. • Set a cooperative learning climate.
- Create opportunities for mutual planning.

B. TASK

**HUMAN BEHAVIOR
VISUAL AIDS**

<p>Transfer of Learning</p> <p>Positive transfer Negative Transfer</p>	<p>Control of Human Behavior</p> <ul style="list-style-type: none">- Instructor must recognize student's vast, untapped potential- Identify needs, drives, and desires of students to control behavior
<p>Hierarchy of human needs</p> <p><u>PSSSES</u></p> <p>Physical Safety Social Egoistic Self-fulfillment</p>	<p>Defense mechanisms</p> <p><u>FARR</u></p> <p>Flight Aggression Rationalization Resignation</p> <p>More defense mechanisms from H-8083-13:</p> <p>Compensation Projection Denial of reality Reaction formation</p>