

Task I.A: Human Behavior and Effective Communication

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Lesson Overview

References

- [FAA-H-8083-9A](#).
- [AIH, Chapter 2: Human Behavior](#)
- [AIH, Chapter 4: Human Behavior](#)
- [Slide Presentation](#)
- [PDF Version](#)

Elements

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

Schedule

1. Discuss lesson objectives
2. Present Lecture
3. Ask and Answer Questions
4. Assign homework

Equipment

1. White board and markers
2. References
3. iPad / Projection Device

IP Actions

1. Discuss lesson objectives
2. Present Lecture
3. Ask and Answer Questions
4. Assign homework

SP Actions

1. Participate in discussion
2. Take notes
3. 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.

Instructor Notes

Attention

Years of thinking people have understood you. Unless they'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.

Lesson Details

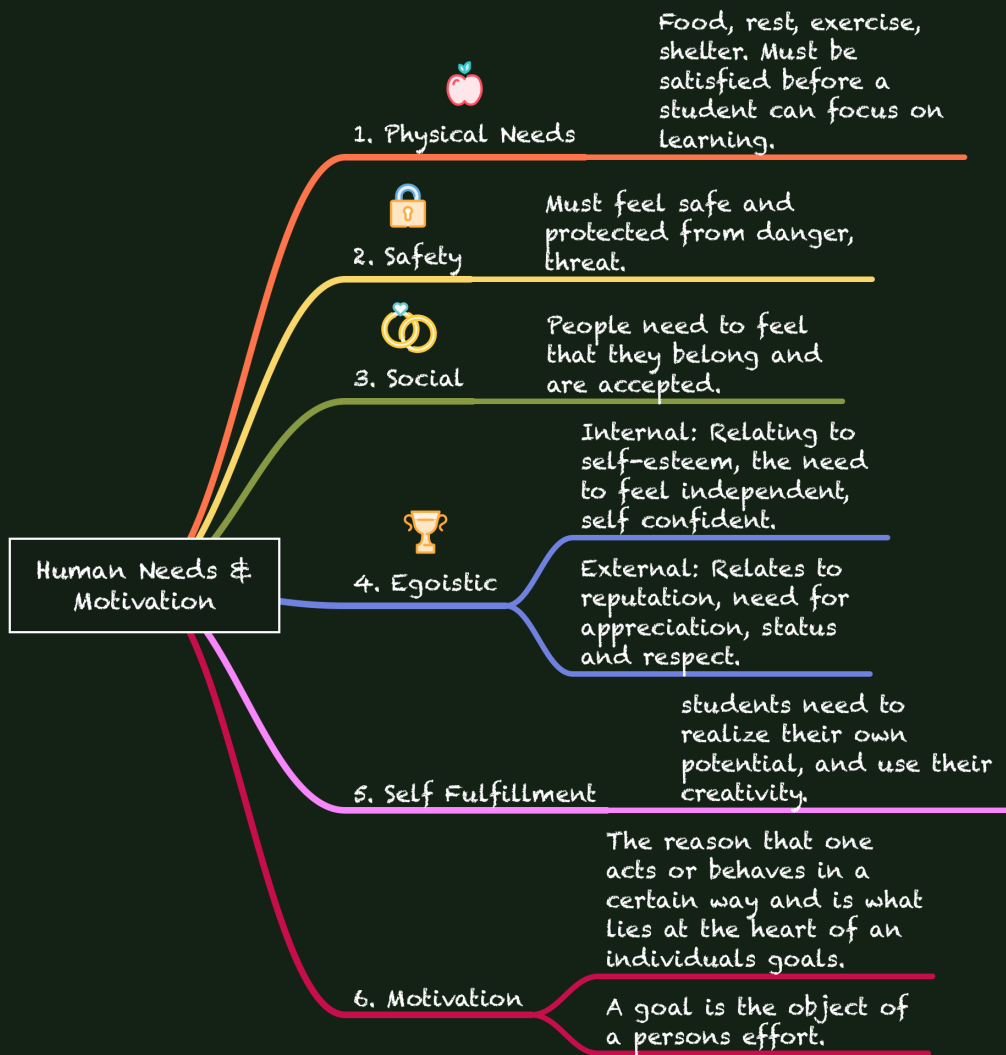
Definitions of human behavior

The study of human behavior is an attempt to explain how and why humans function the way they do. This is a combination of innate human behavior and individual experience and environment. Having a working knowledge of human behavior can help an instructor better understand (and therefore assist) a student.

The scientific word definition of human behavior is that it is **a product of factors that cause people to act in predictable ways**. For example, how people handle fear is a product of their individual experiences.

The satisfying needs definition says that human behavior is **the result of attempts to satisfy certain needs**. This can include simple needs such as the need for food and water, or more complex needs such as the need for respect and acceptance. To a large degree these needs are shared by everyone.

The life course definition says that **as humans grow, behavior changes**. As people mature there actions move from a position of dependency to one of self-direction. Therefore the student's age can impact how they learn and how the teaching curriculum should be designed.



Notes on Human Behavior

There are numerous tools available to assist in identifying various personality types such as the Myers/Briggs Type Indicator. These can assist in identifying an individual's various personality characteristics, though only very roughly (each person is an individual, never forget).

It is also critical to understand the dynamic of the instructor and student relationship. The instructor must understand their own style of teaching and, as much as practicable, adapt that style to the needs of the student. Scenarios can be adjusted to best fit the student's learning style. Students also tend to submit to the authority of the instructor. The challenge is to know what controls are best for the circumstances, and to create an atmosphere that encourages the student to help achieve their goals.

It is the instructor's responsibility to discover how to aid each student to reach their potential and to create a solid working relationship with the student.

Human needs and motivation. (*FAA-H-8083-9 2-6,7*)

Maslow's Hierarchy of Needs

Physiological

The need for air, food, water; unless these biological needs are met, a person cannot concentrate fully on learning.

Security

If a student does not feel safe, they cannot concentrate on learning.

Belonging

Students are usually out of their normal surroundings during training, and their need for association and belonging is more pronounced.

Self-Esteem

Humans have a need for a stable, firmly based, high level of self-respect and respect from others. High self-esteem results in self-confidence, independence, achievement, competence, and knowledge.

Cognitive

Humans have a deep need to understand what is going on around them. When a person understands what is going on, he or she can either control the situation or make an informed choice about what steps might be taken next.

Aesthetic

Needs connect directly with human emotions. When someone likes another person or an object, the reasons are not examined — he or she simply likes it. This need can factor into the student-instructor relationship.

Self-actualization

A person's need to be and do that which the person was "born to do." Helping a student achieve his or her individual potential in aviation offers the greatest challenge as well as reward to the instructor.

Defense mechanisms. (FAA-H-8083-9: 2-9)

Defense mechanisms are subconscious ego-protecting reactions to unpleasant situations

Repression

(Denial) A person places uncomfortable thoughts into inaccessible areas of the unconscious mind.

Compensation

Students often attempt to disguise the presence of a weak or undesirable quality by emphasizing a more positive one.

Projection

Students may relegate the blame for their own shortcomings to others.

Rationalization

Justifying actions that otherwise would be unacceptable; the substitution of excuses for reasons.

Reaction formation

Faking a belief opposite to the true belief because the true belief causes anxiety.

Fantasy

A student engages in daydreaming about how things should be rather than doing anything about how things are.

Displacement

An unconscious shift of emotion, affect, or desire from the original object to a more acceptable, less-threatening substitute. It avoids the risk associated with feeling unpleasant emotions by transferring them toward someone or something nonthreatening.

Student emotional reactions. (FAA-H-8083-9: 2-9)

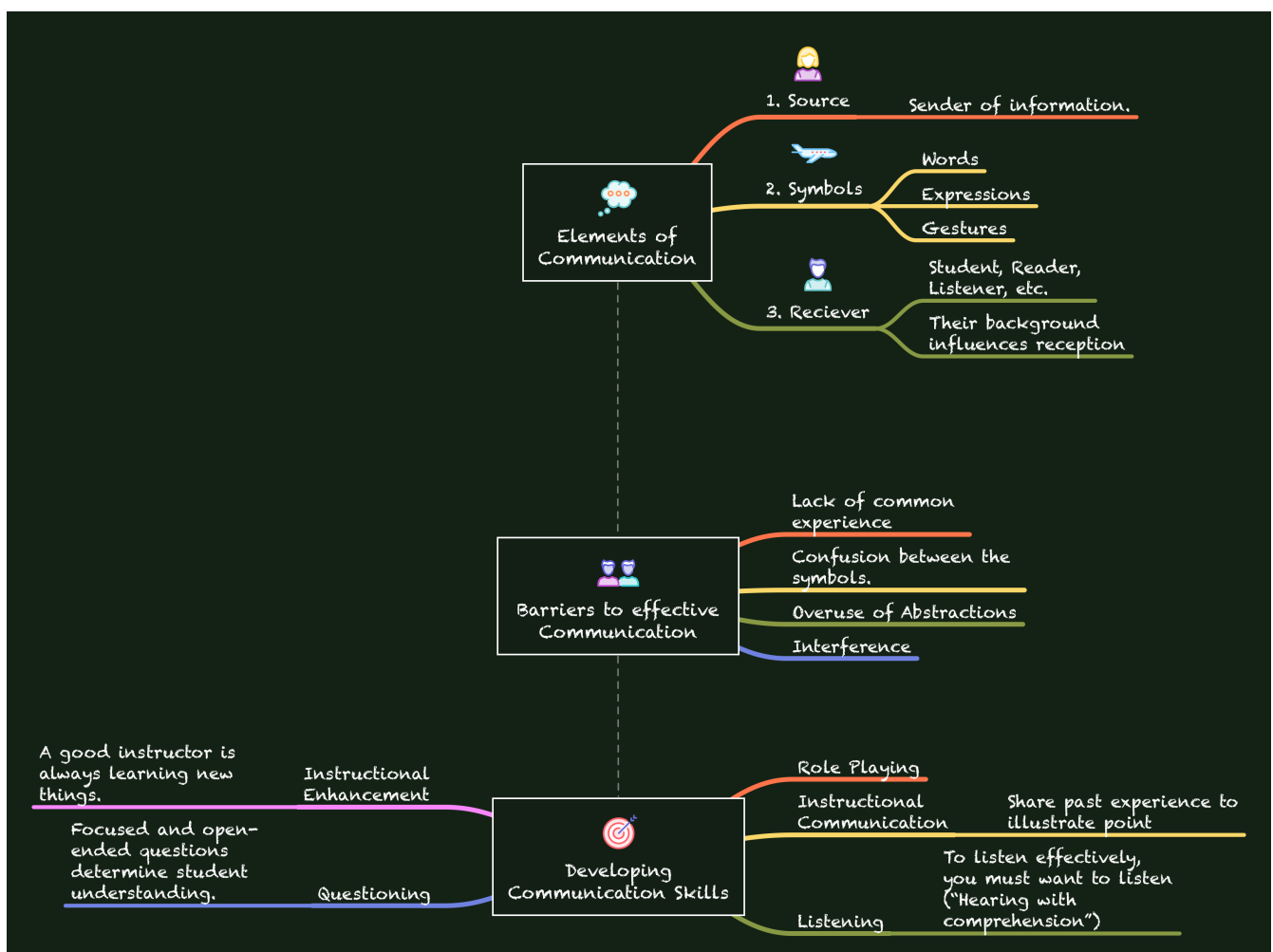
- **Anxiety**
- **Impatience**
- **Worry or Lack of Interest**
- **Physical Discomfort, Illness, Fatigue, and Dehydration**
- **Apathy Due to Inadequate Instruction**
- **Stress**

- **Normal reactions to Stress**—Responds rapidly and exactly within the limits of their experience and training; the individual thinks rationally, acts rapidly, and is extremely sensitive to all aspects of their surroundings.
- **Abnormal reactions to Stress**—The response to anxiety or stress may be completely absent or at least inadequate; response may be random or illogical or may be more than is called for by the situation.

- **Flight Instructor Actions Regarding Seriously Abnormal Learners**

Basic elements of communication. (FAA-H-8083-9: 4-2)

1. Source
2. Symbols
3. Receiver



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Barriers to effective communication. (FAA-H-8083-9: 4-4,5)

COIL

- **C**onfusion between the symbol and the symbolized object—This results when a word is confused with what it is meant to represent. Words and symbols do not always represent the same thing to every person.
- **O**veruse of abstractions—Abstractions are words that are general rather than specific. They stand for ideas that cannot be directly experienced and things that do not call forth mental images in the minds of students. The word “aircraft” is an abstract word that might mean an airplane, a helicopter, an airship, etc.
- **I**nterference—The prevention of a process or activity from being carried out properly; composed of factors outside the control of the instructor which include physiological (hearing loss, injury, or physical illness), environmental (noise, etc.), and psychological (fear of a situation or mistrust between the instructor and student).
- **L**ack of common experience—between the instructor and the student; this is the greatest single barrier to effective communication; communication can be effective only when the experiences (physical, mental, and emotional) of the people concerned are similar.

Developing communication skills

- **Role Playing**

I want to cast, magic-missile.

- **Instructional Communication** - Instructors must always determine whether the student has actually received and retained the knowledge. *Communication has not occurred unless the desired results of the communication have taken place.* Also, instructors should not be afraid to use examples of past experiences to illustrate particular points.
- **Listening**
 - Do not interrupt.
 - Do not judge.
 - Think before answering.
 - Be close enough to hear.
 - Watch non-verbal behavior.
 - Beware of biases.
 - Look for underlying feelings.
 - Concentrate.
 - Avoid rehearsing answers while listening.
 - Do not insist on the last word.
- **Questioning**
- **Instructional Enhancement** - Instructor never stops learning.

ACS 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.

Memory Sheet

1. **Definitions of Human Behavior** - The study of human behavior is an attempt to explain how and why human functions the way they do
2. **Human Needs and Motivation** - Hierarchy of Human Needs – An organization of human needs into levels of importance
 - a. Physiological
 - b. Security
 - c. Belonging - Belong, to associate, and to give and receive friendship and love
 - d. Esteem - Internally (Self esteem)/ Externally (Reputation, status, recognition)
 - e. Cognitive and Aesthetic
 - i. Cognitive: need to know and understand
 - ii. Aesthetic: Emotional needs
 - f. Self-Actualization
3. **Defense Mechanisms**
 - a. Repression - A person places uncomfortable thoughts into inaccessible areas of the unconscious mind
 - b. Denial - Refusal to accept a reality because it is too threatening
 - c. Compensation - Learners attempt to disguise the presence of a weak quality by emphasizing a more positive one
 - d. Projection - Blame is relegated to others for their own shortcomings, mistakes, and transgressions
 - e. Rationalization - Subconscious technique for justifying actions that otherwise would be unacceptable
 - f. Reaction Formation - 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 - Daydreaming about how things should be rather than doing something about how they are
 - h. Displacement - Unconscious shift of emotion, affect, or desire from the original object to a more acceptable, less threatening substitute
4. **Learner Emotional Reactions**
 - a. Anxiety
 - b. Impatience
 - c. Worry or Lack of Interest
 - d. Physical Discomfort - Fatigue, dehydration
 - e. Apathy Due to Inadequate Instruction

- f. Normal Reactions to Stress
- g. ☐☐Abnormal Reactions to Stress
- h. ☐☐Flight Instructors Actions Regarding Seriously Abnormal Learners
 - i. Refrain from instructing the learner and assure they don't continue training/become certificated

5. **Basic Elements of Communication**

- a. The Source (the sender, speaker, transmitter, or instructor)
 - i. Effective Communication
 - A. An ability to select and use language is essential for transmitting meaningful symbols
 - B. Communicators reveal information about themselves – self-image, views of ideas being communicated as well as the receiver
 - C. Material is accurate, up-to-date, and stimulating
 - D. In summary, as the instructor speak clearly and professionally, using words the learners can understand; be positive, and know the information you're teaching
- b. The Symbols (words or signs, or simple oral, visual, or tactile codes)
- c. The Receiver (the listener, reader, or learner)

6. **Barriers to Effective Communication - (COIL)**

- a. Confusion Between the Symbol and the Symbolized Object
- b. Overuse of Abstractions (Abstractions are words that are general rather than specific)
- c. Interference - Occurs when the message gets disrupted, truncated, or added to somewhere in the communication sequence
- d. Lack of Common Experience -
- e. External Factors

7. **Developing Communication Skills**

- a. Role Playing
- 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
- c. Listening - One way to become better acquainted with learners is to be a good listener
 - i. Listen for the main ideas
 - ii. Don't daydream
 - iii. Listen to understand, not to refute.
- d. Questioning - Good questioning can determine how well a learner understands
 - i. Open ended questions allow the learner to explain more fully.
 - ii. Paraphrasing and perception checking can confirm understanding is in the same way.

- e. Instructional Enhancement - The deeper the knowledge about an area, the better the instructor is at conveying it
 - i. Innovation is constantly happening in the instruction space, stay up on tools and techniques.