INSTRUCTOR'S GUIDE

COMMERCIAL PILOT

KING SCHOOLS

eLearning
Web Based Instructional Programs

Cleared for Hire—Commercial Pilot Training Course

INSTRUCTOR'S GUIDE

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Cleared for Hire—Commercial Pilot Training Course
Instructor's Guide

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INSTRUCTOR'S GUIDE
Cleared for Hire—Commercial Pilot Training Course
COURSE IMPLEMENTATION

We are proud to have you include the *Cleared for Hire*—Commercial Pilot Training Course with your flight school curriculum. You now have a commercial course that joins the other Cessna Flight Training System courses using the online Course Tracking Application (CTA).

This Instructor's Guide for the *Cleared for Hire*—Commercial Pilot Training Course is to help you understand the

- Elements of the training system
- How to use the training system
- Training concepts and methods to implement the training system

COURSE STRUCTURE

The Cessna Flight Training System for the Commercial Pilot training consists of four elements critical to help you do your job. They provide structure, guidance, content and electronic record keeping to help you develop your customer into a competent, certificated Commercial pilot.

Cleared for Hire—Commercial Pilot Training Course Syllabus Addendum

- The road map you and your customer will follow throughout the ground and flight training. It is designed to
    - Update the *Cleared for Hire* syllabus to satisfy the current requirements for a FAR Part 141 approvable curriculum
    - Be flexible and incorporate scenario-based flight training concepts
    - Incorporate Single-Pilot Resource Management (SRM) concepts throughout
    - Map the *Cleared for Hire* Syllabus to the Cessna Flight Training System online format
    - Connect the *Cleared for Hire* curriculum to the Course Tracking Application (CTA)

Cleared for Hire Syllabus

- The foundation document for this curriculum that was designed to
    - Integrate ground and flight training into a logical sequence
    - Provide a building block approach with clear objectives and standards
    - Prepare the customer for both the FAA Knowledge and Practical tests
    - Present these concepts to FAA Headquarters for review

Web-based Cleared for Hire Online Commercial Pilot Course

- The online ground training course covering knowledge areas that your customer will complete on his or her own time
    - This knowledge instruction is supplemented and validated with instructor-presented topics and discussion during the Ground Training Checklist review in each phase

Course Tracking Application (CTA)

- The web-based software used to manage customer training records for
    - Instructor recording and tracking customer flight and ground progress
    - Instructor access to the customer's online course Phase Progress Report
    - Cessna Pilot Center customer record management including generating enrollment and graduation certificates and endorsements
    - Downloading course syllabi, instructor guides, and other reference materials
    - Generating flight school management reports, and
    - The Chief Flight Instructor to manage and customize scenario content
    - Course completion documentation for the customer, you and the FAA

Additional tools you will use include

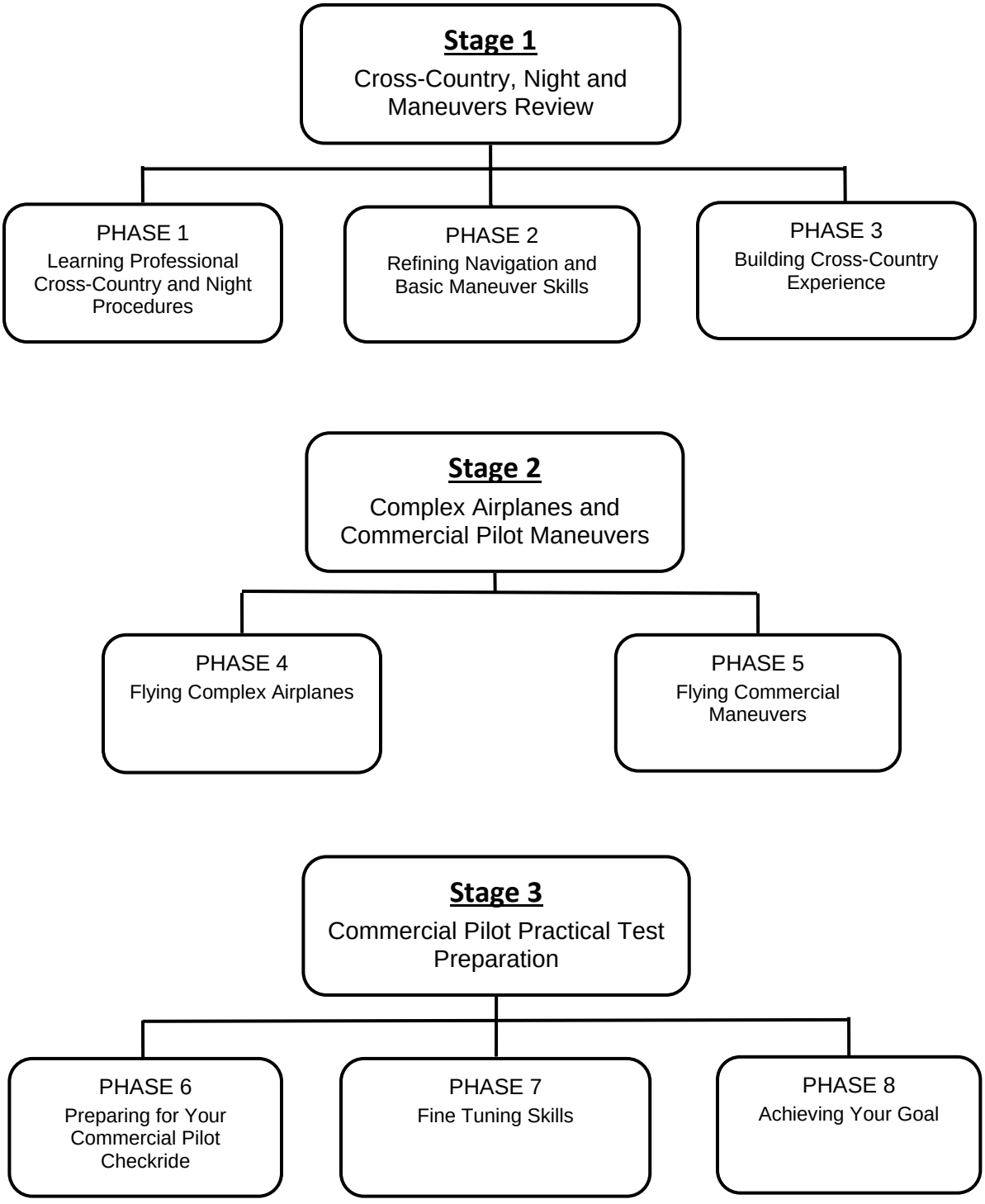
- Cessna 172 Skyhawk aircraft
- Complex airplane
- Simulators and flight training devices
- Other support materials provided to you by your Cessna Pilot Center

FAA Question Review Feature of the Cleared for Hire Online Course

- In preparation for the FAA Commercial Pilot knowledge test, your customer's online Cleared for Hire course has a FAA Question Review feature that provides
    - A substantial database of known FAA Knowledge test question types and example questions
    - Options for selecting questions for review such as
        - All
        - Unanswered
        - Incorrectly answered
        - Marked
        - Ever missed
    - Three fixed and an unlimited number of randomly generated practice tests

SYLLABUS STRUCTURE

This syllabus is divided into three stages consisting of 8 phases.



STAGES

Each of the three stages of the Commercial Pilot course has

- A stage objective
- Two or three topic-focused phases
- A progress check included the last phase of each stage

PHASES

The eight Commercial Pilot course phases include

- A phase objective
- Associated web-based knowledge lessons
- Flight scenarios
- A Ground Training Checklist
- A Phase Proficiency Checklist

The five phases with a progress check will also have

- A Progress Check scenario, and
- A Progress Check Checklist

Web-based Knowledge Instruction

- The online Cleared for Hire Commercial Pilot course is the self-study ground school
    - Foundation for the customer's aeronautical knowledge within the course
    - Organized to correlate with the flight scenarios in that phase
- Each lesson has end-of-lesson questions that
    - Must be answered correctly to receive credit for completing the lesson
        - May be retaken as many times as desired
- It is recommended that all phase knowledge lessons be completed
    - Before starting flights in that phase
    - Instructors may use their judgment
        - Whether incomplete knowledge lessons will detract from customer performance on a scheduled flight scenario
- All knowledge lessons must be completed prior to recording a phase completion
- Customers may study lessons as far in advance of their current flight phase as they wish, however
    - A recent review is recommended if there is an extended lapse from initial study to an associated flight

Flight Scenarios

- Provide the objective, structure, tasks and real-world simulation for the training flights
- Performance evaluated using the standards in the Phase Proficiency Checklist
- Organized in a suggested order of completion for skill and SRM development to phase standards
- Can be flown
    - Once
    - More than once
    - Not at all
        - If the customer otherwise meets all the phase completion requirements
            - All items on Phase Proficiency Checklist have already been graded at the highest level (Perform or Manage/Decide)
- May be completed out of phase or stage
    - If approved by the Chief or Assistant Chief Instructor
        - Should be documented in the customer's training record

- May be customized for the local training environment
    - CPC Chief Flight Instructors are encouraged to modify supplied scenarios using the Course Tracking Application (CTA)
        - For use by all instructors at that CPC

Phase Ground Training Checklists

- Are a tool for confirming knowledge or in some cases for introducing new topics such as
    - CPC Safety Practices and Procedures
    - Study materials and habits
    - Commercial Pilot Practical Test Standards
- May be used to supplement the online course as necessary or
    - Enhance learning by identifying any weak areas
- Customer preparation is through study of the web-based curriculum, flight previews and course library materials
    - Including FAA publications such as the *Pilot's Handbook of Aeronautical Knowledge,* and the *Airplane Flying Handbook*
- Contain knowledge topics that
    - Can be graded as 'Instruction Given', 'Describe', or 'Explain'
        - 'Instruction Given' indicates that the instructor briefed the customer on the subject
        - 'Describe' indicates the customer is able to describe the physical characteristics of the maneuver or knowledge area
        - 'Explain' indicates the customer is able to describe the task or knowledge area and understand the underlying concepts, principles and procedures.
    - Must be demonstrated to the 'Explain' level to complete the phase

<u>IMPORTANT</u>: The web-based instruction does not address the content of your local safety practices and procedures. Please make sure you review these key items before your first flight with the customer or during the first Ground Training Checklist review.

Phase Proficiency Checklists

- Contain the list of required SRM and skill/maneuver tasks for that phase
- Provide the completion standards for each task within that phase
    - Standards get progressively more stringent progressing through the phases
        - Ultimately equivalent to those in the Practical Test Standards
- Allow either 'Practice' or 'Manage/Decide' as grades for SRM tasks
    - 'Practice' indicates that the customer needs prompting to identify risks and make the appropriate decision
    - 'Manage/Decide' indicates that no instructor intervention is required for the safe completion of the flight
- Allow either 'Practice' or 'Perform' as grades for skill/maneuver tasks
    - 'Practice' indicates that instructor coaching, instruction, and/or assistance is necessary to correct deviations and identify errors
    - 'Perform' indicates the customer is able to identify and correct errors and deviations in an expeditious manner
- Require all tasks to receive the higher level grade for completing the phase
    - Single-pilot Resource Management tasks graded as 'Manage/Decide'
    - All skill/maneuver tasks graded as 'Perform'
    - Grading criteria is discussed in greater detail later in this document

Progress Check
Within each stage, there is a *required* progress check that

- Checks customer progress and the effectiveness of instructor pairing
- May include oral quizzing as well as a flight
- Is given by the Chief Flight Instructor, Assistant Chief Flight Instructor or a designated instructor
- Is completed when all tasks on Progress Check Checklist
    - Are evaluated 'Explain" (Oral), 'Manage/Decide' (SRM), or 'Perform' (skill/maneuver)

The progress checks are located

- Stage 1
    - Phase 2
    - Phase 3
- Stage 2
    - Phase 4
    - Phase 5
- Stage 3
    - Phase 8

PROGRESSING THROUGH THE FLIGHT PORTION OF THE SYLLABUS
A phase is considered complete when all the tasks are completed to the 'Perform' or 'Manage/Decide' level (as appropriate) for the completions standards given on the Phase Proficiency Checklist, and when applicable, the Progress Check Checklist.

It is recommend that the order of the suggested scenarios be followed

- However, with the approval of your Chief or Assistant Chief Instructor
    - Scenarios can be completed out of phase and stage
    - This flexibility allows greater efficiency when
        - Weather, facilities, or equipment preclude the normal sequence

Since this syllabus is based on proficiency completion

- Completing all the scenarios in a phase is not a requirement for phase completion
- Scenarios provide the framework for the flight training with the goal
    - Of getting the customer to the 'Perform' and 'Manage/Decide' level for the tasks and standards in that phase
    - As such are 'suggested' not mandatory flights
        - Once all phase tasks have been satisfied to the 'Perform' or 'Manage/Decide,' the flight portion of the phase is complete

NOTE: It is more common to repeat the scenarios in order to obtain the desired level of proficiency and safety than to skip them.

NOTE: If the customer is able meet all of the phase standards and skip a scenario, then you must make sure the customer meets the appropriate minimum hourly training requirements by the end of the course.

INTEGRATING FLIGHT SIMULATORS OR FLIGHT TRAINING DEVICES INTO THE COURSE

It is highly recommended that approved flight simulators and flight training devices be used whenever possible.

Many of the instrument training tasks lend themselves to be flown in a “Sim” or FTD satisfying the requirements of Appendix D 4 (c) to 14 CFR Part 141 or 14 CFR 61.129.

- Instructors must be aware of the maximum time that may be credited
    - Device classification
    - Customer’s enrolled course (Pt 141 or Pt 61)

OVERALL SYSTEM USE

The Cleared for Hire Commercial Pilot training course is designed to provide the most benefit when

- The instructor assigns preparation for the next scenario, including
    - Web-based study
    - Suggested study materials
    - Scenario planning
- Prior to the next scenario, the customer
    - Studies the assigned materials
    - Performs the necessary scenario planning
- Prior to the flight, the instructor
    - Prints the customer training package including the
        - Phase Ground Training Checklist
        - Phase Proficiency Checklist
        - Scenario
    - Notes customer’s home study course progress
- During the preflight briefing
    - The instructor reviews the home study course progress and evaluates the applicable items on the Phase Ground Training Checklist
    - The customer asks any questions and clarifies their understanding of the knowledge areas and the upcoming scenario that will be flown
    - The customer briefs the instructor on their scenario planning
        - You may need to assist the customer the first few scenarios
- During the postflight briefing
    - The instructor grades the applicable tasks on the Phase Proficiency Checklist
    - The customer independently grades the applicable tasks on the Phase Proficiency Checklist
    - The instructor and customer discuss the scenario outcome and compare grading
        - Make sure that differences are explained
        - The instructor has the ultimate authority for assigning the grade
    - The instructor logs the training completed into the Course Tracking Application

FAA INDUSTRY TRAINING STANDARDS (FITS)

This flight training syllabus uses the concepts developed under the FAA Industry Training Standards (FITS) program. The FITS program incorporates three tenets

- Scenario-based training (SBT)
- Single-pilot resource management (SRM)
- Learner-centered grading (LCG)

Scenario-Based Training (SBT) uses real-world scenarios as the foundation of training. Flight maneuvers are still a vital part of flight training, but the use of real-world scenarios develops the pilot's decision making skills. The training presents situations and circumstances that pilots face every day as learning experiences.

Single-Pilot Resource Management (SRM) includes the concepts of aeronautical decision making (ADM), risk management (RM), task management (TM), automation management (AM), controlled flight into terrain (CFIT) awareness, and situational awareness (SA). SRM training helps the pilot to accurately assess and manage risk, thereby making logical and timely decisions.

Learner-Centered Grading (LCG) includes two parts: learner self assessment and a detailed debrief by the instructor. The purpose of the self assessment is to stimulate growth in the learner's thought processes and, in turn, behaviors. The self assessment is followed by an in-depth discussion between the instructor and the customer that compares the instructor's assessment to the customer's self assessment.

SCENARIO-BASED TRAINING

The scenario-based approach to training pilots emphasizes the development of critical thinking and flight management skills, rather than focusing solely on traditional maneuver-based skills. The goal of the scenario-based training is the accelerated acquisition of higher-level decision making skills. Such skills are necessary to prevent pilot-induced accidents.

Scenario-based training goals include the development of

- Critical thinking skills
- Aeronautical decision making skills
- Situational awareness
- Pattern recognition (emergency procedures) and judgment skills
- Automation competence
- Planning and execution skills
- Procedural knowledge
- Psychomotor (hand-eye coordination) skills
- Risk management skills
- Task management skills
- Automation management skills; and
- Controlled flight into terrain (CFIT) awareness

For scenario-based training to be effective there must be a purpose for the flight and consequences if the flight is not completed as planned.

It is vital that the instructor and customer communicate the following information well in advance of every training flight

- Purpose of the flight
- Pressures to complete the flight (real or simulated)
- Risks/hazards associated with the scenario (real or simulated)
- Scenario destination(s)
- Desired outcomes
- Possible in-flight scenario changes or deviations (during later stages of the program)

With the guidance of the instructor, the customer should make the scenario as realistic as possible. This means the customer will know where they are going and what will transpire during the flight. While the actual flight may deviate from the original plan, this method allows the customer to be placed in a realistic scenario.

This syllabus provides generic scenarios.

- ***These scenarios should be customized for your particular flight environment in order to be most effective. The Chief Flight Instructor will manage the customization of scenarios.***
- ***Scenarios should increase in complexity as the course progresses but should not be so overwhelming as to detract from learning.***

SCENARIO PLANNING

Prior to the flight, you will brief the customer on the scenario to be planned. The day of the scenario, you will review the plan and offer guidance as necessary. The customer, with instructor assistance as necessary, will plan the flight scenario to include

- Simulated real-world reason to go flying
- Route
    - Destination(s)
    - Weather
    - NOTAMs
- Pressures to complete the flight (real or simulated)
- Risks associated with the scenario (real or simulated)
- Possible deviations

Reality is the ultimate learning situation, and scenario-based training attempts to get as close as possible to this ideal. The more realistic the training scenario

- The better we learn core safety habits, and
- Decision-making skills that can be applied in the real-world.

As all with most elements of flight training, the customer's involvement with planning the scenario will build on earlier experiences and study

- Requiring decreasing amounts of instructor assistance while progressing through the course

INSTRUCTOR SCENARIO IMPLEMENTATION

This curriculum has been designed to use scenario-based training whether conducted under an FAA-approved 14 CFR Part 141 pilot training course, training under 14 CFR Part 61, or as training utilizing the FAA Industry Training Standards (FITS) concepts developed under the special curricula provisions of 14 CFR Part 141.57.

The traditional method of training specific maneuvers is fairly straightforward and reasonably easy to understand.

- We explain, demonstrate, and practice a maneuver until proficiency is achieved.
- We teach pilots *what* to think about each maneuver, and sign them off when they demonstrate proficiency.

Enabling pilots to make the best decisions independently is more difficult.

- You are faced with teaching pilots *how* to think and manage risk in the endless variety of situations they may encounter while flying out in the real world.
- Often, they learn this by watching your habits and those of the instructors around you.
- They also observe reactions and, more importantly, actions during flight situations, often adapting the styles of the instructor to their own personalities.

By comparison scenario-based training provides the opportunity to incorporate Single-Pilot Resource Management (SRM) with the customer gaining experience with the decisions a pilot-in-command would make for an instrument flight while at the same time they are learning maneuvers.

In most flight scenarios, there is no one correct answer. Customers are expected to analyze each situation in light of their

- Experience level
- Personal minimums
- Current physical and mental condition
- Ability to make their own decisions as best as possible

When the customer is allowed to

- Carry a scenario to the conclusion they have actively chosen
    - Within the boundaries of safety and the FARs
- The customer will learn the consequences of their decisions.

The scenarios in this curriculum are generalized and broken into seven basic factors

- Objective
- Where to go
- How to get there
- Planned deviations
- Planned malfunctions
- Purpose/pressures (real or simulated reasons for completing this flight)
- Risks (real or simulated)

Detailed scenarios inherently involve elements that are unique to each flight school's environment (topography, weather idiosyncrasies, terrain, etc.).

- This program provides the ability for the flight school to customize the generic scenarios in this syllabus to meet the demands of the local training environment.

SINGLE-PILOT RESOURCE MANAGEMENT (SRM)

Single-pilot resource management is defined as the art and science of managing all the resources (both onboard the aircraft and from outside sources) available to a pilot flying in a single-pilot operation (prior to and during flight) to ensure that the successful outcome of the flight is never in doubt.

SRM training helps a pilot maintain situational awareness by having the ability to

- Manage the technology in the aircraft in addition to aircraft control and navigation tasks.
    - Enabling the pilot to accurately assess and manage risk while making accurate and timely decisions.
- Know how to gather specific information, analyze it and make decisions.

Teaching and evaluating SRM starting with the first flight is the best way to encourage new pilots to take the initiative to solve in-flight problems and unforeseen circumstances proactively instead of turning to the instructor for advice.

SRM includes the concepts of

- Task management (TM)
- Automation management (AM)
- Risk management (RM)
- Aeronautical decision making (ADM)
- Situational awareness (SA)
- Controlled flight into terrain (CFIT) awareness

A customer successfully completing this course will understand, and be able to explain and implement, each of these SRM concepts.

Below are standards for each training concept of SRM:

Performance The training task is:	**Standards** The customer will:
Task management (TM)	Prioritize and select the most appropriate tasks (or series of tasks) to ensure successful completion of the training scenario.
Automation management (AM)	Program and use the most appropriate and useful modes of cockpit automation to ensure successful completion of the training scenario.
Risk management (RM) and	Consistently make informed decisions in a timely manner based on the task at hand and a thorough knowledge and use of all available resources.
Aeronautical decision-making (ADM)	Consistently make informed decisions in a timely manner based on the task at hand and a thorough knowledge and use of all available resources.
Situational Awareness (SA)	Be aware of all factors such as traffic, weather, fuel state, aircraft mechanical condition, and pilot fatigue level that may have an impact on the successful completion of the training.
Controlled Flight Into Terrain (CFIT) Awareness	Understand, describe, and apply techniques to avoid CFIT during inadvertent encounters with IMC during VFR flight, periods of reduced visibility, or at night.

LEARNER-CENTERED GRADING

Learner-centered grading includes two parts
- Learner self-assessment
- A detailed debrief by the instructor

The purpose of the self-assessment is to stimulate growth in the learner's thought processes and, in turn, behaviors. The self-assessment is followed by an in-depth discussion between you and the customer that compares your assessment to the customer's self-assessment.

To improve learning, we recommend that customers prepare to learn from their experiences both *before* and *after* key events. This preparation should increase learning and enhance future performance.

Pre- and postflight briefings are essential for setting goals. During events and tasks that require high levels of attention, there may be little time for learning as the bulk of the customer's cognitive resources are given to performing the actual task.

How customer performance feedback occurs is important to the learning process. Instructors should avoid
- Lecturing the learner.
- Being overly critical early in training.
- Providing only negative feedback.

The use of closed-ended questions may hinder the usefulness of the feedback process as well, as they encourage one-word, yes/no types of answers that do not elicit opinions of performance or suggestions for improvement.
- It is more effective to use open-ended questions that probe the learner to assess their own performance.
- Ask *"What if"* questions to assist in scenario-based training
    - Examples: "What if you preflight and the fuel gauges read zero but you can visually confirm that the tanks are full?" or "What would you do if you observed a high oil temperature and low oil pressure?"

Allotting enough time for the feedback is also important.
- Debriefs that are rushed often turn into one-way "lectures" because of time constraints.

Referring to prior preflight briefings when conducting subsequent debriefs provides a sense of
- Continuity
- Reliability, and
- Consistency.

Customers may also be more receptive to feedback during a debriefing if they were advised of the goal criteria during or before the preflight briefing.

INDEPENDENTLY GRADING THE SCENARIO

After the scenario is complete, you and the customer should independently grade their performance for maneuvers and single-pilot resource management (SRM). Note that any grade that would not apply to the task has been grayed out in this syllabus.

It is very important that enough time is allowed to properly use the learner-centered grading criteria.

- Simply assigning grades and signing logbooks within a limited period of time and transitioning quickly to the next customer will not work with this new grading system.

After independently evaluating the *actual scenario outcomes* compared to the *desired outcomes*

- You and the customer compare and discuss your individual evaluations during the postflight discussion.

You and the customer may disagree on the evaluations.

- This should be used as an opportunity to discuss the scenario further.
- The instructor has the final authority in assigning the final grade for the desired outcomes.

MANEUVER (TASK) GRADES

- **Describe** – At the completion of the ground training session, the pilot in training will be able to describe the physical characteristics of the task at a rote level.
- **Explain** – At the completion of the ground training session, the pilot in training will be able to describe the task and display an understanding of the underlying concepts, principles, and procedures.
- **Practice** – At the completion of the scenario the pilot in training will be able to plan and execute the scenario. *Coaching, instruction, and/or assistance from the instructor will correct deviations and errors identified by the instructor.*
- **Perform** – At the completion of the scenario, the pilot in training will be able to perform the activity without assistance from the instructor. *Errors and deviations will be identified and corrected by the customer in an expeditious manner.* At no time will the successful completion of the activity be in doubt. ("Perform" will be used to signify that the customer is satisfactorily demonstrating proficiency in traditional piloting and systems operation skills.)

Note: – No grade will be assigned to any event not accomplished or not required in the scenario.

Example:

- Once the pilot in training can explain holding entries and patterns for multiple situations, they have achieved a level of learning that will allow for meaningful 'Practice'.
- The 'Perform' level is met when the completion standards for the particular scenario or phase are met.

SINGLE-PILOT RESOURCE MANAGEMENT (SRM) GRADES

- **Explain** – At the completion of the ground training session, the pilot in training can verbally identify the risks inherent in the flight scenario.
- **Practice** – The pilot in training can identify, describe, and understand the risks inherent in the scenario. The customer may need to be prompted to identify risks and make decisions.
- **Manage/Decide** - The pilot in training can correctly gather the most important data available both within and outside the cockpit, identify possible courses of action, evaluate the risk inherent in each course of action, and make the appropriate decision. *Instructor intervention is not required for the safe completion of the flight.*

Note: – No grade will be assigned to any event not accomplished or not required in the scenario.

Example:

- A customer who is becoming proficient at aeronautical decision making (ADM) and risk management (RM) would be graded first at the 'Practice' level.
- The 'Manage/Decide' level is met once they are making decisions on their own, for instance, the decision to go-around without being prompted.

EVERYDAY USE OF FITS CONCEPTS

The PAVE Checklist
Use the PAVE Checklist as an easy way to implement the FITS concepts.

The PAVE checklist is

- A simple way to remember and examine the risk factors before you fly, and
- Can also help you manage the specific risks associated with taking off and landing.

The PAVE checklist puts risk factors into four categories:

Pilot
Aircraft
en**V**ironment
External pressures

The pilot. Are you fatigued? When was the last time you were flying in the weather conditions that you will encounter? What are your personal minimums?

The aircraft. Are you familiar with the aircraft? Its avionics? Is it airworthy? What is the density altitude? How does that affect your climb rate? What is your maximum crosswind component?

The environment. Are the temperature and dew point close? Are you familiar with the area and its topography? Are there any NOTAMs?

External pressures. Are others influencing the flight? Do you have people waiting for you at the airport?

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**Federal Aviation
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JUN 22 2000

Mr. Mac McWhinney
Product Development
King Schools
3840 Calle Fortunada
San Deigo, CA 92123

Dear Mr. McWhinney:

We have reviewed the *Cleared for Hire* Commercial Pilot syllabus (less the multi-media interactive CD-ROM elements) developed by King Schools for the Cessna Pilot Center Computer Based Instruction (CBI) program.

We believe this syllabus, when properly incorporated into a fully developed training curriculum as outlined under Title 14 Code of Federal Regulations part 141 (14 CFR section 141.55), will adequately meet all salient requirements as a commercial pilot training curriculum when submitted for approval by a Federal Aviation Administration Flight Standards District Office under 14 CFR part 141. With appropriate modification, we believe this syllabus can also be adapted to meet the commercial pilot training requirements in accordance with 14 CFR part 61.

We trust that the information provided will be helpful to you and we would appreciate an opportunity to review the final course product when completed.

Sincerely,

Michael L. Henry
Manager, General Aviation and
Commercial Division

Enclosure