



A Type Club's Guide to Creating a Transition Training Program Part 3: Train the Trainer Guide

Overview

Selection and oversight of flight training methodology is important for the continued success of a Type Club's flight training or transition program. Some organizations and type clubs like Cirrus Owners and Pilots' Association (COPA) teamed with the manufacturer. Others, like the American Bonanza Society, developed and offer complete standardized training courses for instructors who train in those fleets. Often smaller organizations have managed to create effective programs with significantly fewer resources. As in most things, there is no single "correct" answer that applies universally for all aircraft.

Some type clubs may have resources only to provide referrals to instructors known to the club, while others may actively train a standardized cadre of transition and refresher trainers. Careful thought should be given to the goals of the type club and what it hopes to achieve within its program, then choose an appropriate solution somewhere along the continuum.

Qualifications for instructor candidates

Instructors should be chosen for their maturity, skills as a flight instructor or pilot in the subject aircraft, and professional flying experience. It has been demonstrated in type clubs that have such programs that the best instructors often are currently or have been professional aviators in the military, airline, or corporate world, who demonstrate above-average skills as flight instructors and communicators and are masters of the aircraft in which they are instructing. When an instructor may not have one or more of these qualities, a type club may be forced to select an individual who demonstrates most and find solutions to compensate for those that are missing.

In some cases a great instructor who has two of the qualities lacks experience in the particular aircraft. In that case, the type club may elect to get him or her experience in the aircraft with another owner/ pilot. A written syllabus facilitates in acquiring mastery.

It may be necessary to choose an instructor who is not a Certificated Flight Instructor (CFI) but, nonetheless, possesses superlative instructional skills. It is often overlooked that there is not a regulation that requires CFI credentials to provide transition training—provided the student is properly rated for the aircraft and endorsements (flight review, Instrument Proficiency Check, tailwheel, high performance, complex, high altitude, etc.) are not required. It should be confirmed, in advance, with the owner's insurance company that such an arrangement is acceptable. At least one type club reports success with non-CFI checkouts for transition training. Having a written syllabus may add to the insurance company's comfort in such instances.

Regardless of the skills of the individual, the instructor should pledge to train in a way that is acceptable to the type club, using approved techniques and materials.

Standardization

A consistent training product is important for the success of the program. Professional aviation organizations like FlightSafety, Simcom and others ensure that all training is standardized so that each instructor teaches the same subject the same way. In several type clubs, training is given to instructors prior to those instructors providing training to clients, to ensure that standardized training is accomplished across the fleet. Some organizations require the instructor to complete the entire training syllabus before teaching any of it. Recurrent training of instructors is also encouraged to ensure that instructors continue to provide training in the agreed upon (standardized) format, including any changes brought on by experience or regulation.

Evaluation Training Board

Many organizations, including the military, utilize a standardization board of experts (other instructors) who decide how best to teach a subject. Standardization boards should revisit the topics periodically to review outcomes and make recommended changes to the instructor community.

Audits / Quality Control / Feedback

Feedback is important in any training program. In one TCC program the senior instructor monitors training completion and issues training certificates upon receipt of all training documents. Certificates are not issued for partially completed programs. The documents are reviewed for completeness and archived. The senior instructor follows up with the instructor(s) to gain additional information about the student, training conducted, difficulties and recommendations. This same type club encourages written debriefs by student and instructor that highlight strengths and weaknesses and makes recommendations for student improvements. These qualitative remarks assist in future training events.

Resources / Bodies of Knowledge that may or may not be Type Specific

Professional aviation organizations rely heavily on published standards found in the aviation literature, like the *Pilot's Handbook of Aeronautical Knowledge*, *Airplane Flying Handbook*, *Instrument Procedures Handbook*, Airman Certification Standards, Pilot's Operating Handbook, manufacturer recommendations and more. Many accidents and incidents are attributed to intentional and unintentional noncompliance with procedures. Some of this stems from poor instruction, such as, when instructors deviate from practiced and accepted standards. Intentional deviation from published standards should be considered carefully.

Conclusion

The depth, breadth and reach of type club train-the-trainer programs will vary greatly from one type club to another. Not all clubs have the resources or expertise to fully educate and monitor the instructional activities of flight instructors who teach using the club's Pilot's Notes or flight training syllabus. Frankly, not all type clubs *want* to deliver a centralized training program. All clubs, however, should at the very least provide a referral list of instructors and other pilots that club knows to be masters of the type, and who otherwise meet the club's standards for professionalism and educational ability. All recommendations that club makes in the way of procedures and techniques for operating the aircraft should be standardized, so that each instructor or pilot conducting training has the benefit of the collective experience of that type club.

Should a type club wish to create a full, standardized transition syllabus, or even develop a formal flight instructor standardization and monitoring program, there are examples available on the Type Club Coalition website (www.eaa.org/typeclubs) Resources page that may be used as examples. Contact the individual type clubs if you have questions about how you can adapt their examples to your club's needs. Or contact the Type Club Coalition at tcc.chairman@eaa.org.

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