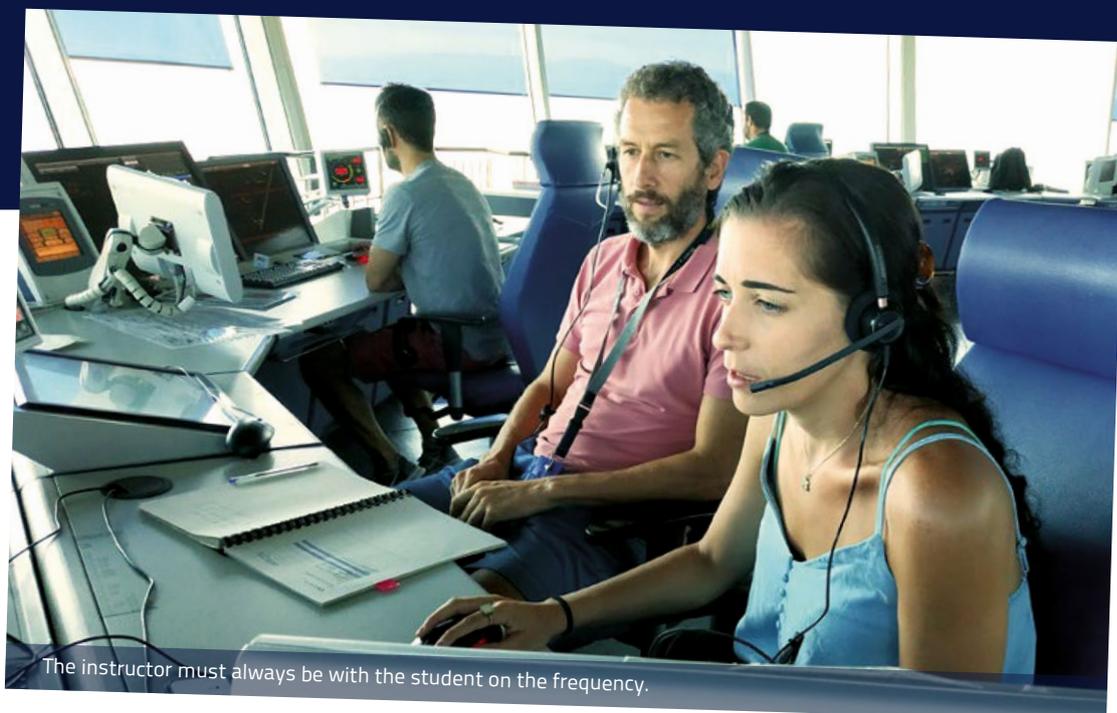




The instructor: key figure

2 August 2019



The instructor must always be with the student on the frequency.

Best practices OJTI (On-the job training instructor)

ATC Development &
Training Division

In the current context, as new air traffic controllers join ENAIRe, **instructors** play an essential role; they are the mirror in which young people see themselves.

When conveying their knowledge, skills, abilities and passion, it is important that they showcase their work so that the new lifeblood joining the ENAIRe staff can acquire the skills of a strategic, highly specialised, demanding and changing profession.

The regulatory framework is **European Commission Regulation (EU) 2015/340 of 20 February 2015**, laying down technical requirements and administrative procedures relating to air traffic controllers' licences and certificates.



*European
Commission
Regulation (EU)
2015/340 of 20
February 2015*

Functions

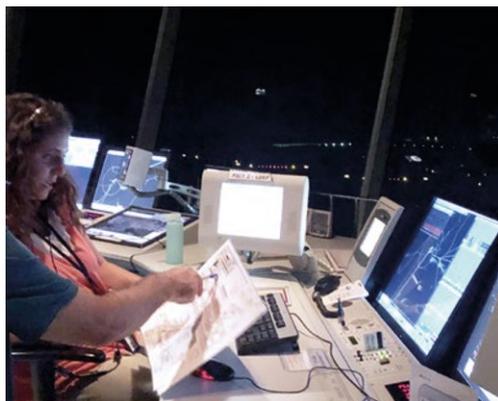
The main functions of the OJTI are as follows:

1. **Provide practical training** to controllers and students.
2. **Adapt the instruction** to the individual.
3. **Assume responsibility** for operations at the work post in which they are providing instruction.
4. **Coordinate** training periods with the control room or tower supervisor; their start times, durations and changes.
5. **Monitor the training** provided and the student's progress.
6. Report any **deficiencies** noted in the training process.

Empathy, dedication and enthusiasm

While OJTI training requires effort and responsibility, it is also highly rewarding. Its success depends, to a large extent, on the person providing it.

The instructor's role is vocational. They must use empathy and be a good communicator and leader. It is vital to select instructors who are enthusiastic and committed.



ABCs for instructors

- Follow procedures and the phraseology. Avoid deviations.
 - Always stay up to date.
 - Share best practices
 - Standardise criteria with the help of the Chief Instructor.
 - Establish a good environment for students.
 - If a student uses a non-standard procedure, inform them, justify it and show the correct one.
 - Always be with the student on the frequency.
 - Maintain smooth communication. Make sure the student understands the instructions.
 - Listen and ask actively. Correct whenever necessary.
 - Use positive reinforcement when progress is made.
 - Use the instruction briefing to set objectives, operational conditions and expectations. Determine if they were accomplished during the debrief.
 - Recognise the signs of fatigue in the trainee and their ability to identify and resolve conflicts. Monitor workload peaks.
 - Avoid unnecessarily changing the focus of the student's attention. They will tend to focus too much on your comments.
 - With the control room supervisor's help, make sure that the staff on duty know when and what positions will be under instruction. Coordinate with adjacent sectors.
 - Adapt the training to the trainee's profile. Use the follow-up notes of other instructors, observe their skill and mood.
 - Gradually adjust the student's autonomy: analyse the available options and determine if the best one was taken.
 - Test their resilience: prepare them for the unexpected.
 - Integrate the planning and supervisory controllers into the session; as well as operations and maintenance technicians; airport professionals, pilots...
 - Record and report incidents; always within the scope of a Just Culture. Remember that the CISM programme is available.
 - Complete the daily observation sheet. It will help you in the debrief, and help the student to self-assess and future instructors to guide their training.
 - Present the trainee to the entire team.
 - Lead by example and offer your experience.
 - Be self-critical. You are learning too.
 - Supervise the entire training process. If you notice any shortcomings, inform the Chief Instructor.
- We are all responsible for training our new colleagues.



While OJTI training requires effort and responsibility, it is also highly rewarding.



It is as important to pay attention to technical factors (phraseology, training notes, instruction briefing) as to psycho-emotional aspects (good environment, exercise resilience, introduce the trainee to the team...).