



# Flight Instructor

# ORAL EXAM GUIDE



**MICHAEL D. HAYES**

THE COMPREHENSIVE GUIDE  
TO PREPARE YOU FOR THE  
FAA CHECKRIDE

**SEVENTH EDITION**

*Flight Instructor Oral Exam Guide*  
*Seventh Edition*

by Michael D. Hayes

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Visit ASA's website often ([www.asa2fly.com](http://www.asa2fly.com)) to find updates posted there due to FAA regulation revisions that may affect this book. See also [www.asa2fly.com/reader/oegcfi](http://www.asa2fly.com/reader/oegcfi) for the "Reader Resources" page with additional information and updates.

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*—M.D.H.*

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# Introduction

The *Flight Instructor Oral Exam Guide* is a comprehensive guide designed for commercial pilots who are involved in training for the initial Flight Instructor Certificate.

This guide was originally designed for use in a Part 141 school but has quickly become popular with those training under 14 CFR Part 61 who are not affiliated with an approved school. It will also prove beneficial to flight instructors who wish to refresh their knowledge or who are preparing to renew their flight instructor certificate.

The *Flight Instructor Practical Test Standards—Airplane* book (FAA-S-8081-6) specifies the areas in which knowledge and skill must be demonstrated by the applicant before issuance of a flight instructor certificate with the associated category and class ratings. The *Flight Instructor Oral Exam Guide* contains questions on the procedures and maneuvers in the Private Pilot, Commercial Pilot, and Instrument Rating Airman Certification Standards. The performance standards for those procedures and maneuvers are also included; these standards should be mostly up to the skill level expected of the commercial pilot (FAA-S-ACS-7), unless the maneuver only appears in the *Private Pilot—Airplane Airman Certification Standards* (FAA-S-ACS-6). In the latter case, the skill level expected of the flight instructor applicant is supposed to be “more precise” than that of a private pilot applicant, determined at the discretion of the examiner (FAA-S-8081-6).

During the exam, an FAA examiner will attempt to determine that the applicant is able to make a practical application of the fundamentals of instructing and is competent to teach the subject matter, procedures, and maneuvers included in the standards to students with varying backgrounds and levels of experience and ability. Through very intensive post-CFI-checkride de-briefings, we have provided you with the questions most consistently asked along with the information or the appropriate reference necessary for a knowledgeable response.

*Continued*



This guide may be supplemented with other comprehensive study materials as noted in parentheses after each question; for example: (FAA-H-8083-9). The abbreviations for these materials and their titles are listed below. Ensure that the latest revision of these references is used when reviewing for the test. Also, check the ASA website at [www.asa2fly.com](http://www.asa2fly.com) for the latest updates to this book; all the latest changes in FAA procedures and regulations that affect these questions will be listed there. In addition to the regular question-and-answer sessions in each chapter, questions for further review have been included at the end of sections. These additional questions are designed to be good study aids for the references below, upon which they are based.

14 CFR Part 11	<i>General Rulemaking Procedures</i>
14 CFR Part 47	<i>Aircraft Registration</i>
14 CFR Part 61	<i>Certification: Pilots and Flight Instructors</i>
14 CFR Part 67	<i>Medical Standards and Certification</i>
14 CFR Part 68	<i>Requirements For Operating Certain Small Aircraft Without a Medical Certificate</i>
14 CFR Part 91	<i>General Operating and Flight Rules</i>
14 CFR Part 97	<i>Standard Instrument Approach Procedures</i>
14 CFR Part 119	<i>Certification: Air Carriers and Commercial Operators</i>
49 CFR Part 1552	<i>Transportation Security Administration, Civil Aviation Security, Flight Schools</i>
NTSB Part 830	<i>Notification and Reporting of Aircraft Accidents and Incidents</i>
NPRM	<i>Notice of Proposed Rulemaking 2016-6142-001</i>
AC 00-2	<i>Advisory Circular Checklist</i>
AC 00-6	<i>Aviation Weather</i>
AC 00-45	<i>Aviation Weather Services</i>
AC 61-65	<i>Certification: Pilots, and Flight and Ground Instructors</i>
AC 61-67	<i>Stall and Spin Awareness Training</i>
AC 61-98	<i>Currency Requirements and Guidance for the Flight Review and Instrument Proficiency Check</i>
AC 61-134	<i>General Aviation Controlled Flight Into Terrain Awareness</i>
AC 68-1	<i>Alternative Pilot Physical Examination and Education Requirements</i>

AC 90-23	<i>Aircraft Wake Turbulence</i>
AC 90-48	<i>Pilots' Role in Collision Avoidance</i>
AC 91-63	<i>Temporary Flight Restrictions</i>
AC 91-67	<i>Minimum Equipment Requirements for General Aviation Operations under Part 91</i>
AC 91-73	<i>Parts 91 and 135 Single Pilot, Flight School Procedures During Taxi Operations</i>
FAA-H-8083-1	<i>Aircraft Weight and Balance Handbook</i>
FAA-H-8083-2	<i>Risk Management Handbook</i>
FAA-H-8083-3	<i>Airplane Flying Handbook</i>
FAA-H-8083-6	<i>Advanced Avionics Handbook</i>
FAA-H-8083-9	<i>Aviation Instructor's Handbook</i>
FAA-H-8083-15	<i>Instrument Flying Handbook</i>
FAA-H-8083-25	<i>Pilot's Handbook of Aeronautical Knowledge</i>
FAA-H-8083-27	<i>Student Pilot Guide</i>
FAA-H-8083-31	<i>Aviation Maintenance Technician Handbook: Airframe Volume 1</i>
FAA-P-8740-50	<i>On Landings – Part III</i>
FAA-S-ACS-8	<i>Instrument Rating – Airplane Airman Certification Standards</i>
FAA-S-8081-6	<i>Flight Instructor Practical Test Standards (Airplane Single- and Multi-Engine)</i>
FAA-S-ACS-7	<i>Commercial Pilot – Airplane Airman Certification Standards</i>
FAA-S-ACS-6	<i>Private Pilot – Airplane Airman Certification Standards</i>
Order 8900.1	<i>Flight Standards Information Management System</i>
AIM	<i>Aeronautical Information Manual</i>
POH/AFM	<i>Pilot Operating Handbooks and FAA-Approved Flight Manuals</i>
TSA	<i>Transportation Security Administration Chart Supplement U.S. (formerly A/FD)</i>

Most of the publications listed above are reprinted by ASA and are available from aviation retailers worldwide.

A review of the information and references presented within this guide should provide the necessary preparation for the FAA initial Flight Instructor certification check.

Were you asked a question during your checkride that was not covered in this book? If so, please send the question to ASA. We are constantly striving to improve our publications to meet the industry needs.

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## A. Human Behavior and Effective Communication

### 1. What is the definition of human behavior?

(FAA-H-8083-9)

Human behavior is the product of factors that cause people to act in predictable ways. It can also be defined as the result of a person's attempt to satisfy certain needs. A working knowledge of human behavior can help an instructor better understand students.

### 2. Control of human behavior involves understanding human needs. What are these basic needs, and how are they important to the instructor-student relationship?

(FAA-H-8083-9)

- a. *Physiological*—The need for air, food, water; unless these biological needs are met, a person cannot concentrate fully on learning.
- b. *Security*—If a student does not feel safe, they cannot concentrate on learning.
- c. *Belonging*—Students are usually out of their normal surroundings during training, and their need for association and belonging is more pronounced.
- d. *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.
- e. *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.
- f. *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.
- g. *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.

### 3. What are defense mechanisms? (FAA-H-8083-9)

Defense mechanisms are subconscious ego-protecting reactions to unpleasant situations. They soften feelings of failure, alleviate feelings of guilt, help an individual cope with reality, and protect one's self-image.

### 4. Explain the eight common defense mechanisms that may apply to students. (FAA-H-8083-9)

*Repression*—A person places uncomfortable thoughts into inaccessible areas of the unconscious mind. Thoughts or information a person is unable to cope with are pushed away, to be dealt with at another time, or never.

*Denial*—A refusal to accept external reality because it is too threatening. Denial is the refusal to acknowledge what has happened, is happening, or will happen.

*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 and mistakes to others or attribute their motives, desires, and characteristics 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 unthreatening.

### 5. What is the definition of anxiety and why is a student's anxiety of concern to an instructor? (FAA-H-8083-9)

Anxiety is a feeling of worry, nervousness, or unease, often about something that is going to happen—typically something with an uncertain outcome. It results from the fear of anything, real

or imagined, that threatens the person who experiences it, and may have a potent effect on actions and the ability to learn from perceptions.

**6. How can an instructor help students counter their anxieties? (FAA-H-8083-9)**

Anxiety can be countered by reinforcing the student's enjoyment of flying and by teaching them to cope with their fears. An effective technique is to treat fears as a normal reaction, rather than ignoring them. Instructors should introduce certain types of operations and maneuvers (e.g., stalls) with care, so that students know what to expect and how to react.

**7. What are several examples both of a student's normal reactions and abnormal reactions to stress?**

*Normal reactions*—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*—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.

**8. What are the three basic elements of communication? (FAA-H-8083-9)**

*Source*—speaker, writer, or instructor

*Symbols*—words or signs

*Receiver*—listener, reader, or student

**9. Explain the three characteristics that instructors must understand about their students before effective communication can take place. (FAA-H-8083-9)**

- a. *Abilities*—An instructor needs to determine the abilities of the student in order to properly communicate.
- b. *Attitudes*—The attitudes that students exhibit may indicate resistance, willingness, or passive neutrality.
- c. *Experiences*—Student experience, background, and educational level determine the approach an instructor takes.

# Flight Instructor

# ORAL EXAM GUIDE



INCLUDES A CHAPTER ON  
SCENARIO-BASED TRAINING BY  
ARLYNN MCMAHON

The OEG Series is an excellent study tool for students and instructors alike, arranged in a question-and-answer format. Use when you're gearing up for the Practical Exam, as well as for a general refresher! Other Oral Exam Guides available from ASA...

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