

Federal Aviation Administration

FOREWARD

June 17, 1996

In a recent letter to the first Aviation Safety Counselor of the Year, Administrator, David R. Hinson, noted that without you, our Aviation Safety Counselors, the Federal Aviation Administration's (FAA) only safety outreach and education program would be unable to touch the hundreds of thousands of airmen we do each year. That is an awesome safety responsibility, but one which, fortunately for us, you, as public service volunteers, accept eagerly and readily. You are truly, in Administrator Hinson's words, "the backbone and the energy" of the Aviation Safety Program. None of us with safety responsibilities could do our jobs so well without you.

A prime example of your dedication to the counselor program is this manual. Designed and produced by a committee of active Aviation Safety Counselors, it is a departure from the typical government publication.

First, it is not an "FAA Order" which compels counselors to do their work in a single, prescribed, orthodox manner. It is a manual of suggestions, recommendations, and guidelines—all of them tried and true from active counselors.

Second, the government "tech-writers" stayed out of it. This manual is written solely by counselors and reflects real experience and efforts by counselors in the program.

Third, it is a dynamic publication to which any counselor can feel free to add. (Remember, these are only suggestions.) We only ask that you share your ideas with the national Aviation Safety Program Branch so all your counselor peers can benefit.

Finally, it is an open-ended description of your "job." The guidelines herein are merely outlines, which you can fill in with your own, unique talents. In this way, we have opened the counselor program up for your innumerable innovations, and that prospect is truly exciting.

We in the FAA look forward to continuing to work with you, our Aviation Safety Counselors, for years to come.

With the publication of this manual, FAA Order 8740.3A, General Aviation Accident Prevention Counselor's Manual, dated July 26, 1983, is canceled.

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CHAPTER 1

INTRODUCTION

The mission of the Aviation Safety Counselor program is to support the Federal Aviation Administration's Aviation Safety Program in promoting and fostering aviation safety. This program encompasses all elements of the aviation community.

The Federal Aviation Act of 1958 stipulates the mission of the Federal Aviation Administration (FAA). It says, in part, "The Administrator shall regulate air commerce in such a manner as to best promote its development and safety," (Section 103(a)). Our Aviation Safety Program (ASP) is supported by the Office of the Administrator and the strength of the entire FAA. The program encourages total involvement of the aviation community.

Representatives of all segments of the aviation industry are encouraged to participate with the FAA in the conduct of workshops and seminars designed to broaden and refresh technical knowledge. There are Safety Program Managers (SPM's) assigned to each Flight Standards District Office to organize ASP activities. There are over 3,000 volunteers serving as Aviation Safety Counselors (ASC's), sharing their technical expertise and professional knowledge with the aviation community.

This document describes the safety program and provides guidance to volunteer counselors in the performance of their duties and responsibilities in support of the program.

The FAA established the ASP on the premise that accident rates could be reduced by encouraging members of the aviation community to improve their attitudes toward safety by refreshing their aeronautical knowledge and by improving their aeronautical skills.

The ASP began as the brainchild of James (Pete) Campbell, former Flight Standards Division Manager and the program's first national coordinator. He reasoned that, if the Flight Instructor Refresher Clinic Program could reduce the accident rate for flight instructors by 40% in four years and 87% in eight years, a similar outreach to general aviation pilots might have a similar effect. He envisioned a more positive approach to safety as it blended with regulatory compliance.

As a result of his enthusiasm, a two-year test program was implemented in 1968, involving only two regions, Central and Southwest. Two regional coordinators and one inspector from each General Aviation District Office were assigned full-time duty for the duration of the test.

They began with nothing but their experience in aviation and a willingness to reach out to the aviation community. There was no audiovisual equipment, no system of meeting announcement production or distribution, and no detailed guidance. Despite limited resources, the public welcomed the effort with great enthusiasm.

The concept was a hit for both the public and the FAA. The ASP was officially incorporated as a Flight Standards function and entitled Project 85 in November 1970, in honor of the first 85 inspectors assigned to that duty, nationwide.

Although the position title and headquarters parent organization has changed several times since 1970, our mission has remained the same: to enhance aviation safety through public education.

THE AVIATION SAFETY COUNSELOR

ASC's are private individuals dedicated to the promotion of aviation safety. They voluntarily serve

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as assistants to the FAA SPM in performing accident prevention functions in their community. ASC's act as advisors to the aviation community in support of aviation safety, but without designated regulatory authority. Counselors are selected for their interest in aviation safety, their professional knowledge, and their personal reputation in the aviation community.

ASC's assist the FAA in the promotion of aviation safety by activities including:

- * Providing information and guidance on local flying conditions to transient pilots.
- * Counseling individuals who may have exhibited potentially unsafe acts.
- * Assisting pilots, aircraft owners, and mechanics on matters pertaining to proper maintenance of aircraft and avionics equipment.
- * Counseling individuals following incidents requiring flight assistance from Air Traffic Control (ATC) personnel.
- * Assisting FAA in transmitting safety information to pilots, aircraft owners, maintenance facilities, and mechanics.
- * Conducting proficiency flights (when appropriately rated).
- * Providing FAA information and assistance in establishing local airport safety committees.
- Notifying the appropriate authorities of the need for corrective action when hazardous conditions affecting safe flight or ground operations are observed.
- * Organizing and participating in safety meetings, workshops, and seminars.

HOW TO CONTACT A COUNSELOR

Usually the airport manager, fixed base operators, flying clubs, or other local organizations having maintenance or flight operations will have a list of ASC's and their phone numbers. All Flight Standards District Offices (FSDO) have a list of the counselors serving the district.

SUMMARY

ASC's are voluntary supporters of the ASP, serving their community by providing advice and counsel. They organize and participate in safety programs, initiate action to correct conditions that may be hazardous to persons or aircraft in flight or on the ground, and counsel transient pilots.

Representatives from all segments of the aviation industry are encouraged to participate in the program.

CHAPTER 2

QUALIFICATIONS AND APPOINTMENTS

The SPM will determine the need for ASC's in the local ASP and will evaluate the qualifications of volunteer counselors to determine what contributions they can make to the program. Counselors are selected on the basis of their aviation knowledge, high interest in aviation safety, and knowledge of the local aviation community. ASC's are selected for appointment by the SPM with the concurrence of the manager of the FSDO

Interested individuals can apply either directly to the SPM or be recommended by other active ASC's. It is highly desirable that new counselors be recommended to the SPM by present counselors.

The SPM will consider the applicant's area of expertise and specialized knowledge to determine the extent of a counselor's duties. In addition, the SPM will determine that the applicant:

- * Has a high degree of interest and concern in aviation safety.
- * Has a good aviation safety/violation record.
- * If the counselor is a pilot, that he/she is a Certified Flight Instructor (CFI) or a pilot with broad, current aviation experience.
- * If a counselor is an aviation maintenance technician that he/she has a broad and current experience level

Counselors are appointed by the FAA for period of one year. Appointments are renewed on an annual basis. When conducting their duties, ASC's will be under the guidance of the SPM.

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CHAPTER 3

COUNSELOR TRAINING – GENERAL OVERVIEW

Direction and Guidance

As a new counselor, you can expect to participate in an orientation and periodic recurrent training. More experienced counselors may be asked to assist with the ongoing training programs

ASC's act under the direction and guidance of the local SPM and before initiating any activities must coordinate their plans with the SPM

As deemed appropriate, SPM's will assist in conducting counselor activities by encouraging their use of available audio-visual materials, and providing publicity in support of the program. Counselors should request assistance, supplies, educational pamphlets, equipment, and mailing service for publicity flyers through the appropriate district office.

ASC's will conduct their activities in a manner, which will reflect favorably upon the Federal Aviation Administration and the aviation industry. Counselors should make their services available to any person having an apparent need for assistance or guidance in matters of aviation safety.

Organizational Structure of the Aviation Safety Program

The ASP is strongly supported by the FAA's Office of the Administrator and all other levels of management. The program is administered within the Flight Standards Service and operates at three levels. At the national level, the program is managed by the ASP Branch located at FAA headquarters in Washington, D.C. This office provides guidance on agency policy, facilitates the development and distribution of program materials to the field, and sets certain national operational standards concerning budget, printing, and the equitable distribution of resources to all regions. A Regional Safety Program Manager (RSPM) is located in each of FAA's nine regional offices. The RSPM serves as the liaison between their field offices and the headquarters office. They provide direct guidance to their SPM's and bring local concerns to the attention of headquarters.

SPM's are located in each of FAA's Flight Standards District Offices throughout the United States. They are responsible for serving the aviation safety needs of their local aviation communities. Their activities include:

- * Conducting aviation safety seminars
- *Promoting the Pilot Proficiency Award (WINGS) Program
- *Promoting the Pilot and Aircraft Courtesy Evaluation (PACE) Program
- *Promoting the Aviation Maintenance Technician Awards Program
- *Promoting the Charles Taylor Awards Program
- *Promoting the Aviation Safety Counselor of the Year Awards Program Managing the ASC Program

Responsibilities of the Counselor

ASC's are responsible for assisting the FAA's ASP in promoting aviation safety. ASC's serve as volunteers who work directly with, or under, the guidance of the local SPM in carrying out the various program activities. ASC's also serve as safety advisors for the aviation community. They provide advice to individuals concerning safety issues, direct individuals to appropriate FAA personnel for additional help, and if qualified to do so, may counsel pilots or aviation maintenance technicians in need of assistance with specific aviation safety concerns.

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Limitations

The FAA recognizes the valuable contributions ASC's make to the ASP and their vital role in promoting aviation safety. It is important for ASC's to appreciate that there are legal restrictions, which must be adhered to, while acting as a volunteer for the ASP. Remember to consult with your SPM if you have any questions regarding these restrictions. Restrictions include:

SPM's may authorize transpiration for ASC's in government vehicles for ASP-related business, but only authorized federal employees can operate owned/leased U.S. Government vehicles.

The FAA cannot compensate or reimburse ASC's for expenses incurred as a result of their program related activities.

ASC's cannot fiscally obligate the U.S. Government for any purpose.

ASC's may make requests to their SPM for the use of U.S. Government franked mailers, postal penalty privileges, mailing lists, and Government printing in support of ASP related activities. Prior approval must be given by the SPM to use these services. The SPM has sole authority to provide the services.

ASC's are not authorized to act as official representatives of the FAA under any circumstances. Any matters requiring legal interpretation of the Federal Aviation Regulations, clarification of FAA policies, possible enforcement actions, or any other questionable circumstances should be directly referred to the SPM.

Counselor Activities

ASC's' general activities include counseling individuals, identifying safety hazards, planning and conducting safety meetings and seminars, supporting aviation award programs, and helping to publicize the safety program. These activities are outlined below and are described in more detail in the following chapters.

Counseling

ASC's have the opportunity to be a positive influence in the aviation community. Interaction may be formal or informal and may involve individuals or groups of people with aviation related concerns.

Counselors may be asked to provide a positive example or constructive advice to an individual who, through lack of understanding, has deviated from the Federal Aviation Regulations, has required in-flight assistance, or has operated in an unsafe manner. In some cases, retraining may be required.

Counseling a pilot may include giving a courtesy flight evaluation. These evaluations may only be given by counselors who hold current flight instructor certificates.

Identifying Safety Hazards

Safety hazards exist in many forms, often through neglect, ignorance, or indifference. They range from the obvious, such as power lines or damaged windsocks, to the more insidious such as incorrectly charted aeronautical information.

ASC's are encouraged to be alert for anything, which, if changed, might make aviation safer. Use the Safety Improvement Report, (FAA Form 8740-5), and the Malfunction or Defect Report, (FAA Form 8010-4), to report these identified

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problems. This will help to ensure that solutions are found. Counselors distribute these forms to airports and other appropriate locations.

Safety Meetings and Seminars

Safety programs, meetings, and seminars should be carefully planned and properly presented. Counselors are encouraged to schedule, organize, and conduct meetings, seminars, clinics, or panel discussions. Keep your SPM informed of your activities and he/she will be happy to help you plan a successful program. Your SPM will be able to give you good advice as well as audiovisuals and pamphlets you may wish to use in conducting your program.

Other members of the aviation community are often enthusiastic about supporting your efforts. State government aviation departments and aviation industry organizations are also excellent sources of material and expertise.

Aviation Award Support

Nothing is more effective as a positive motivation than awarding effort or accomplishment. Each year outstanding certificated aviation professionals, pilots, maintenance technicians, etc., are chosen for local, regional, and national awards. As an ASC you will be in an excellent position to recognize exemplary performance. Submit your recommendations and nominations for recipients of such awards to the SPM.

(1) The following is a list of awards, which are supportive of the FAA ASP:

- (a) Pilot Proficiency Award (WINGS) Program (AC 61-91) (FAR 61.56 (C) (3) (f))
- (b) Aviation Maintenance Technician Awards Program (AC 65-25) (Notice 1200.12)
- (c) Charles Taylor Master Mechanic Award (FAA Order 8000.76) (AC 65-26)
- (d) Certificated Flight Instructor and Aviation Maintenance Technician of the Year Awards
- (e) Aviation Safety Counselor of the Year Awards Program

(2) Other programs include:

- (a) Pilot and Aircraft Courtesy Evaluation Program (FAA Order 8700.2)
- (b) Remedial Training (FAA Order 2150.3A, Bulletin 90-8) (FAA Order 8740.1C) (FAA Notice 8080.90)
- (c) Major public education efforts such as airspace reclassification, LORAN/GPS navigation, and METAR/TAF weather format.

Publicity

Meeting announcement flyers are the primary source of publicity for ASP activities but there are also other resources. Most print and broadcast media have staff aviation writers. Most aviation-oriented organizations publish regularly and will be happy to include your well written message.

Get to know these people. Provide them with meeting announcements, results, and photographs of speakers receiving recognition. Invite interested writers to attend your events. You may be asked to assist in writing aviation articles or to participate in a broadcast program.

For public safety seminars which you sponsor, your SPM will provide announcement flyer production and distribution services. To insure the timely distribution of announcements, begin your flyer design to meet time requirements as set by the SPM.

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CHAPTER 4

GENERAL ACTIVITY

On a daily basis, ASC's interact with the aviation community and the general public. Activities include, but are not limited to, counseling individuals regarding aviation safety matters, responding to questions and directing people to the appropriate source.

The following paragraphs address a variety of situations that may arise, and provide guidance consistent with FAA policy.

A General Request

Review general requests as they are received. Use your knowledge and experience as a Counselor to determine what action is to be taken. When in doubt, consult your SPM for further guidance. Notify the person making the request of the recommended course of action.

A Request for Further Education

As a Counselor, you may be asked for information regarding continuing education programs related to aviation. Some examples include FAA safety seminars, industry sponsored seminars, FAA awards programs, and courses available through local colleges and universities. ASC's should ensure that they receive a current list of activities and sources from the SPM and keep it on file.

Safety Concerns Regarding Potential Aviation Hazards

Typical concerns include hazards that could affect aircraft operations on or off the airport, for example: missing or confusing airport markings, unmarked or unreported equipment or construction near the airport, unlit or unpainted obstructions, and unsafe fueling practices. These concerns must be dealt with on an individual basis. ASC's should use their best judgement in addressing the situation and, if necessary, report the hazard to the appropriate authority. You are encouraged to monitor the situation and ensure that it is resolved. Chapter 6 contains more details regarding hazards.

Promoting New Ideas

Within the aviation community, there exist many talented people who might approach you with "great ideas." Absorb them all; share them with your SPM and other Counselors. One idea can be connected to the ideas of other people and before long something unique and effective is born.

Formal Complaints

When someone insists on making an official complaint, instruct the individual to contact the appropriate authority directly. For example, the authority may be the FAA, an FBO or the airport manager. Remember, counselors do not have the authority to act on behalf of the FAA.

Handling a Concern Regarding the FAA

When someone approaches you with a concern regarding the FAA, listen carefully, ask questions, and get as much information as possible, including the individual's name and telephone number. You may protect the individual's identity.

Explain to the individual that you will contact the SPM who will determine the proper course of action. Tell the individual that they will receive a response from either the SPM or yourself.

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As a Counselor, you should not involve yourself on behalf of the individual. Avoid making any comments that may be misinterpreted. Make it clear that you as an ASC, do not have direct influence on FAA decision making.

If the individual is not satisfied by the proposed course of action, you may recommend they call the FSDO directly, or one of the FAA "hotline" telephone numbers available to the public.

An Individual Reluctant to Approach the FAA

You may be approached by individuals who are reluctant to contact the FAA directly. The first step you should take is to determine how best to respond to the individual. Questions within the scope of your knowledge can be answered directly. You can also direct the inquirer to a fellow counselor with the necessary expertise or you can contact the appropriate FAA personnel and relay the answer. In a legal matter, suggest that the individual seek legal counsel.

CHAPTER 5

PROGRAM ACTIVITY

ASP presentations provide a valuable service to the aviation community. They provide updated information on such subjects as changing regulations, new flight or maintenance procedures, and aviation safety issues.

A major responsibility for the ASC is to plan and conduct ASP seminars and assist the SPM and other counselors with seminars. ASC's should coordinate their programs with the SPM to ensure that all aspects of the seminar, including the subject matter and speakers, are appropriate.

The seminars you present are an important component of the Pilot Proficiency Award Program (Wings Program). Other award programs that should be supported include:

- *Aviation Maintenance Technician Awards
Program (AC 65-25) (Notice 1200.12)

- * Charles Taylor Master Mechanic Award (FAA
Order 8000.76) (AC 65-26)

- * Certificated Flight Instructor and Aviation
Maintenance Technician of the Year Awards

- * Aviation Safety Counselor of the Year Awards
Program

Planning and Preparing a Presentation. When planning presentations, the ASC should consider program content as related to the audience, program length, location, and the need for supplemental materials.

Program Content. Plan safety seminars and programs so that well-qualified speakers present subject matter of interest to the audience. Be careful when addressing multiple subjects in the same program, that each subject and program format is relevant to the particular audience. Coordinate program segments to present a unified whole. Combine audiovisuals, speakers representing different perspectives, audience interactions, and supporting printed material to make the program dynamic and convey the intended message.

Program Length. Excessively long programs are often unproductive. Specify time limits for each speaker or program segment and allow time for questions and comments from the audience. Plan ample time for breaks. Ensure that sufficient time is allowed to re-configure audiovisual aids between speakers or program segments. Be certain that each speaker understands the amount of time allowed. Anticipate the need for audiovisual equipment to meet the speaker's requirements. Review speakers audiovisual material to ensure appropriate content and length.

Supplemental Audiovisual Aids. The FSDO has tapes and handout materials available for use by ASC's in support of safety programs. You can duplicate FAA-produced material as needed. The FAA also makes available copyrighted materials that may be used, but not duplicated.

You may choose a topic for which there are inadequate accompanying audiovisual aids. If possible, plan to develop the materials you need to augment the program. Coordinate the additional materials required with the SPM. You might also consider a sponsor to underwrite the development costs.

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Community Involvement Every effort should be made to enlist the support of the entire aviation community. Fixed base operators, airport managers, flying clubs, flight instructors organizations, vocational schools, airport committees, and aviation support groups should be encouraged to sponsor and participate in safety seminars and events.

Selecting the Meeting Place for a Presentation. Physical surroundings can contribute to or detract from the success of a meeting.

(1) The room should be large enough to accommodate the anticipated number of attendees. If the room is too large for the number of people attending, arrange the seating in a cluster. Ensure an adequate supply of chairs is available and arrange to have them set up.

(2) Uncomfortable conditions can detract from the program. Adequate heating, cooling, and lighting should be considered. The use of hangars for safety seminars encourages people at airports to attend; however, it may be impossible to control noise created by arriving and departing aircraft. It may also be impossible to exclude daylight in a hangar without creating stifling conditions. This can be critical if use of audiovisual aids is planned for a daytime seminar.

(3) There should be adequate parking space. If attendees will need to make any special arrangements to access parking, that information should be noted in the program flyer. Make sure to arrange transportation for fly-in attendees and include this information in the program flyer as well.

(4) Consider the number and location of restrooms, especially when snacks and beverages are to be served. Be aware of the special needs of individuals who are physically challenged and make arrangements to accommodate them. Ask your SPM for guidance if necessary.

(5) Try to obtain free space from schools, libraries, airport operators, and other organizations, if suitable facilities are available. If a rental charge is to be paid, assure that the sponsor has made arrangements for the payment of fees.

Reporting. The activities of ASC's are tracked and reported to FAA Headquarters on a quarterly basis. On the basis of information you provide, we are able to determine the effectiveness of the ASP Prevention Program. As a result, it is imperative that ASC's submit the "Aviation Safety Counselor Activity Report", quarterly to the District Office's SPM.

It is imperative that we document and report our accomplishments and resource expenditures. The Flight Standards Program Tracking and Reporting System (PTRS) is the vehicle used for that documentation. Your SPM will provide copies of an ASC Activity Report form and instructions on how to report your monthly activities.

CHAPTER 6

AIRPORT ACTIVITY

ROLE OF THE AVIATION SAFETY COUNSELOR

The ASC can play a significant role in helping to maintain a safe operating environment by facilitating positive working relationships between airport personnel, airport users, the FAA and the local community at large. Specific airport activities include:

- *Counseling pilots on local flying conditions.
- *Counseling maintenance personnel on matters pertaining to their specific operations.
- *Presenting safety seminars on topics of local interest.
- *Providing a calendar of local events and list of local aviation resources.
- *Assisting in organizing airport support groups Identifying and reporting safety hazards.

Although we learn to fly according to standard procedures, each airport along with its surrounding area, has unique features. Before flying to a new airport or over unfamiliar territory, such as mountainous terrain or desert, it is advisable for transient pilots to consult with a local counselor. Local counselors will be familiar with desirable routes, typical wind and weather conditions, noise abatement procedures and nearby emergency landing areas. They can also offer advice on the type of survival equipment appropriate for the area. Likewise, each aircraft maintenance operation is unique. Counselors can assist by identifying and bringing to the attention of maintenance personnel, potentially unsafe conditions you may observe in the shop, hangar, or ramp area.

The counselor should consider planning regularly scheduled safety seminars on local issues including typical weather conditions and airport operations, such as noise abatement procedures, special flight pattern considerations, ground movement procedures, fueling practices and airspace considerations.

Counselors should provide a listing of events and activities of interest to the local airport community with dates, times, locations and contact persons. Post the calendar in locations normally accessible to interested parties. Maintain a list of resources that are available for reference on specific topics. For example, the list might include a maintenance technician willing to explain how to trouble-shoot engine problems, or a meteorologist knowledgeable about the area's micro-climate.

The counselor can work with airport operators to establish airport support groups. Airport support groups are helpful in dealing with a broad range of issues and acting as liaison between the airport and the public. It is particularly important to establish a rapport with the airport's closest neighbors. Typical activities of the support group may include providing a newsletter, establishing an airport safety committee and promoting general aviation's contribution to the community. The most effective support groups include individuals representing the interests and concerns of the general public as well as the aviation community.

While some hazards develop overnight, others develop over time, and are often overlooked. Counselors should be alert and able to recognize hazards, which might affect safe airport operations.

General categories of airport hazards include: Those resulting from weather conditions, such as snow, ice, and slush on or adjacent to runways, taxiways, and aprons or high density altitude:

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- * Hazards created by erosion, broken or damaged surfaces in the approach, takeoff, taxi, and apron areas
- * Damaged or missing airport lighting, markings or take-off and landing aids
- * Obstacles in approach, takeoff, taxi, and apron areas
- * Potential construction hazards
- * Potential breaches of airport security
- * Bird and other animals on or near the airport
- * Unsafe fueling operations

During winter it is especially important to keep airport operational surfaces clear of objects, so that snow removal equipment can operate safely. Snow removal should not create a berm at the threshold or the end of the runway. The height of snow banks and drifts next to the runway and taxiways should be limited to allow proper clearance for aircraft wing tips, engines, and propellers. Lights and signs should be clear of snow or other debris.

Pavement edges should not have excessive drop-offs. Shoulders should not have eroded areas or washouts, which could eventually affect the integrity of the operational surfaces. Ruts, cracks or holes should not be large enough to cause directional control problems for aircraft. Surfaces should be free of bumps, low spots, or areas of deterioration, which could cause damage to an aircraft. Surface areas should be free of debris, which could cause foreign object damage to aircraft or engines. Vegetation growth should not be allowed to deteriorate pavement or impede drainage of the surface areas, which could lead to ponding.

All markings and signs should be correctly color coded. Pavement markings and signs should be easy to read, exhibiting minimum peeling, blistering, chipping, or fading. Reminder signs such as, "USE YOUR CHECKLIST," or "ELEVATION 102 " are excellent additions to any run-up area, and should be recommended if non-existent.

Lights should not be damaged, missing or burned out. They should not be obscured by vegetation or deposits of foreign material. Soil erosion should not be allowed to expose the base of lighting fixtures. Radio controlled lighting should function as described in the Airport Facility Directory. The airport rotating beacon should be clearly visible and working properly.

The segmented circle should be clear of vegetation and visible from the air. The wind and landing direction indicators should function properly and be easily seen. If lighted, all lights should be operational. Other take-off and landing aids, such as VASI's and automatic weather reporting devices, should be in proper working condition.

Trees growing over a period of time may penetrate the obstacle clearance plane. Tall cranes being used at construction sites on the airport as well as sites in the immediate area surrounding the airport should be properly marked and lighted. At those airports where hay is cut and bailed, the bails should be removed from the runway safety area as soon as practical so as not to constitute a fire hazard.

Construction next to aircraft movement areas should be identified with conspicuous marking, lighting and excavations should be properly barricaded. Construction equipment, farm implements or airport maintenance equipment not in use should be marked, lighted and parked well clear of the runway safety areas. Material

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and construction items should be properly stockpiled to prevent them from being moved by wind or prop-stream into aircraft operational areas, and should be placed well clear of the runway safety areas.

Fences and limited-access gates should be in good repair. Signs and notices should be placed to discourage individuals from walking or driving unauthorized vehicles onto the aircraft operational areas.

ASC's should be alert for the presence of animals on the airport and birds in the vicinity of the airport and report any activity to the airport manager.

"NO SMOKING" signs should be posted in the immediate area. Fueling areas should be clean and free of debris. There should be no apparent

fuel leaks or spills. Pumps should be placarded for proper octane and/or fuel grade. Grounding means, with components in good condition, should be provided for all refueling operations. Fire extinguishers should be readily available at the fueling pumps. Fuel trucks should be parked well clear of the aircraft movement area.

The counselor should approach the appropriate airport authority regarding safety problems that may arise. In situations where a counselor is unable to identify the responsible person or agency in charge of the airport, the report should be made to the SPM; or, in urgent situations, the FAA's Airports Division, if the SPM is not available. It is important for the success of the Counselor program to report your activities as requested by the SPM.

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CHAPTER 7

AVIATION SAFETY EDUCATION

ASC education consists of several forms: counseling, assisting with or conducting safety seminars, conducting remedial flight training, being a local source of information and safety materials.

Since one of the primary functions of an ASC is to "counsel," this is probably the most common form of education conducted.

One of the first things an ASC must do before beginning the counseling process, is to become familiar with the pertinent FAR. If there are any questions about FAR interpretation, your SPM can usually answer them.

Counseling is not limited to remedial action; it can also be useful in providing advice, information or guidance at any time. Examples include: briefing a transient pilot about local traffic procedures, explaining some facet of new avionics equipment, or an aircraft airworthiness requirement.

If you observe an occurrence that appears to be unsafe, you may discuss it with the person involved. The best way to approach a person is to display a genuine concern for their well being. Identify yourself as an FAA ASC and explain that your job as a volunteer is to discuss safety issues with persons who have experienced problems and make recommendations on how to avoid situations that could lead to more serious consequences. Your manner should be helpful and non-threatening to the person being counseled. An effective approach to counseling is to just ask what happened and then listen. Often the explanation identifies the problem. Counseling does not have to be formal or complicated to be effective. In most situations the simpler the explanation, the easier it is to understand. If the person does not appreciate your assistance, do not become confrontational; contact your SPIVI and explain what happened. If there is a question as to whether the issue goes beyond counseling, the SPIVI should be notified, especially if intentional wrongdoing is suspected or known.

Counselors also provide education by assisting with aviation safety education seminars. Hundreds of these meetings are scheduled each year by the SPM's and are well attended. The ASC's role can range from coordinating the entire meeting to being available to distribute "WINGS" cards. Appendices A-J describe the seminar program in detail.

Sometimes counselors are called upon to provide remedial flight training. Only certificated flight instructors are authorized to provide this service. If you are not a certificated flight instructor, you may recommend someone who is, possibly another counselor. (Such remedial training should not be confused with that required by FAA regulatory action.)

Remedial flight training may be appropriate when a pilot exhibits potentially unsafe practices in the operation of aircraft. Sometimes counseling alone is unlikely to correct these practices, but a little additional dual flight time can make a big difference. Some examples of unsafe practices include: habitual improper pattern flying including exaggerated maneuvers and extended downwind legs, excessive taxiing speed, improper leaning procedures and low altitude maneuvering.

Counselors are looked upon by the aviation public as a source of information and expertise on aviation safety matters. Keeping up to date lists of resources is an important component of the counselor's role as a safety expert.

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CHAPTER 8

PUBLIC EDUCATION

Education is the process of imparting knowledge or skills.

Methods:

(1) One of the basic tools used to transmit information is lecturing. A speaker well-versed in his subject can acquaint an audience with the necessary information, so that they can react in a positive manner. It is important that the speaker identifies the problem adequately and addresses it in a language understandable to the audience attending the lecture.

(2) Another method used to educate a specific population is to have (or) hold discussions. The old adage of "there are many sides to a story" holds true and the audience will often accept a determination more readily when they have contributed to the final solution. This method can be used for complex issues requiring a broader approach to the problem at hand.

Do you want to hear all sides of a story? Just start a debate, discussing opposing viewpoints of a given subject. A good debate will clearly define the scope of a problem and produce possible alternatives to its resolution. Debates add to the learning process by revealing conflicting approaches to singular or multiple questions or situations.

These suggestions are predicated upon known reactions to verbal interaction and behavior. Language has been the keystone of the learning process, thus learning has been focused upon the utility of speech. Another method for imparting learning is dependent upon the non-verbal senses. Have you ever been advised to "try it" to solve a particular task? Execution by trial and error is a useful avenue to the learning process. Watching other people solve common problems, or trying it out for yourself is an educational experience. All these aspects of attempting and emulating are facets of education by performance. Learning by manual or visual methods is one of the best methodologies when language or socio-cultural difficulties are pre-eminent in the learning procedures.

(3) The ASC can organize and contribute to workshops, seminars and special programs dedicated to Aviation Safety.

Support should be directed toward sustaining and contributing to the Pilot Proficiency Award Program (Wings), and the Pilot and Aircraft Courtesy Evaluation (PACE) program formats.

Counselors should maintain an up-to-date roster of knowledgeable guest speakers so they can provide lecturers for civic or fraternal gatherings such as the Rotarians, Kiwanis, Elks, and other interest groups to explain safety concepts.

ASC's can interact with other organizations such as; Aviation Manufacturers Representatives, The Civil Air Patrol program, and other civic groups to further specify knowledge of aviation interests.

The ASP is a natural asset to colleges, high schools, and other educational institutions in the presentation of safety aspects when introduced into the schools curriculum.

It is suggested that counselors interact with the SPM in the production of flight clinics or workshops.

As ASC's we must realize that education and enlightenment will contribute to the general public's acceptance of aviation activities in general and to the ASP specifically.

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CHAPTER 9

PUBLIC RELATIONS

Public relations is the art of obtaining public support of issues pertaining to airport and flight operations, as they affect the adjoining community.

The public should know about the ASP and services provided by local counselors. Information about the program should be disseminated through the various public media.

We must educate the public toward a realization and understanding of the importance of aviation's contribution to the transportation needs and economy of the community. We must also provide timely responses to public inquiries regarding aviation and airport safety. With the many advances in aviation safety and their value to the enhancement of a safer operating environment, the counselor has adequate information to respond to most public inquiries.

The primary method for the dissemination of worthwhile information is to utilize the public media. Television networks and their affiliates, the newspapers, magazines, radio stations and other news organizations will publish articles that are timely and newsworthy. The SPM should retain a listing of all news agencies within the FSDO area. The SPM, or counselors with the concurrence of the SPM, should distribute news releases to the various media within a reasonable time before the event occurs, to assure proper public notification.

As an ASC, you may be called upon by the media to answer questions. Any questions regarding safety or FAA policy issues must be directed to the local FAA Office of Public Affairs. Remember you cannot express an opinion as an official representative of the FAA.

ASC's should be available to Airport Managers and their staff to promote a cooperative working climate. This interaction will enhance the successful establishment of a safer airport environment. An ASC is a knowledgeable person the airport staff can call on in the case of an inquiry pertaining to aviation safety.

Many of the FSDO's have community, state or national parks or reserves and conservancies within their geographical area. It would be advantageous to contact the superintendents and supervisors of such areas and make them aware of your role as an ASC. As such, you can act as liaison between the aviation public and the community agency.

The ASC can be a resource person to schools and institutions that have aviation related subjects in their curriculum. With your knowledge as a proponent of aviation safety, you can enhance the students' understanding of aviation safety. Another excellent way to foster good public relations is to become associated with service and youth organizations such as Boy Scouts, Girl Scouts, 4H Clubs, Civil Air Patrol, Sea Scouts, and Jr. ROTC.

By participating in local gatherings, meetings and town hall sessions, the counselor can educate the public on aviation topics. Public concerns such as flight patterns and noise abatement procedures can be addressed. If people are informed about such matters they may be more amenable to a common solution. The counselor should maintain a list of competent and versatile speakers to address various groups' interests. This list should first be coordinated with the SPM and shared with other counselors when required.

AVIATION SAFETY COUNSELOR MANUAL

ASC's should make an effort to acquaint local and state officials with the FANs ASP. For example, to create a good public image with the various law enforcement agencies; the ASC's should acquaint their local Police Departments with the objectives of the ASP.

Remember, we are perceived in the way others see us. If we maintain an effective and diligent program, then we have served our purpose. It requires that individual counselors exert their best effort toward making the ASP a success.

CHAPTER 10

FAA LIAISON

The role of the counselor should be one of service to the aviation community as well as a supporter of the FAA Safety Programs. The counselor can identify and resolve potential safety problems by communicating directly with individuals before these issues become incidents or accidents. The counselor's role should not be one of enforcement or policing the flying public. If the individual is unwilling to listen to the counselor, then the Aviation SPM should be notified.

The Safety Program Manager should explain the purpose of the Counselor Program at aviation safety seminars. A list of counselors can be disseminated at seminars so that local pilots and other interested persons know whom to contact if they have a question or comment regarding aviation safety.

The SPM will contact each counselor as often as necessary to keep them up to date on current activities. The SPM should distribute to the counselors a list of FSDO personnel and their responsibilities.

The SPM should provide a list of counselors to all inspectors and office administrative personnel as well as all air traffic control (ATC) facilities in your district. This can be very helpful when a tower or flight service station provides a Flight Assist to a lost pilot or encounters a pilot who is having difficulty operating within the ATC system. ATC can contact a local counselor to speak to the pilot to correct any misunderstandings or to solicit information so that other pilots may benefit from their situation.

ATC will also benefit from a liaison with local counselors when they conduct an Operation Rain-check or similar program. Pilots are invited to visit centers, towers, and flight service stations. Counselors can be introduced to the flying community at these events as information resources regarding flight operations in controlled airspace. Counselors can further assist ATC by offering to participate in the "Fly-a-Controller Program." This enables controllers and flight service specialists to see what flight operations look like from the pilot's perspective.

The SPM can take a proactive approach by encouraging interaction between counselors and FAA personnel. One example would be to invite air traffic controllers, aviation safety inspectors, and flight service specialists to counselor training workshops. Another example would be to have a dinner at a local restaurant before a seminar enabling counselors and FAA personnel to meet on an informal basis. Counselors should be encouraged to discuss their observations with FAA personnel.

ASC's are the eyes and ears of the FAA at the grass roots level. Counselors should be trained to identify and recognize airport safety hazards and to report them to the appropriate authorities.

Counselors include Flight Instructors, Designated Pilot Examiners, and Aviation Maintenance Technicians who deal with the certification of pilots and aircraft. They are encouraged to review any Notice of Proposed Rulemaking that would affect their areas of expertise and provide comments regarding regulatory proposals based upon their experience.

AVIATION SAFETY COUNSELOR MANUAL

ASC's can spread the word about aviation safety in the academic community. The SPM can assist counselors by obtaining quantities of handouts for students and teachers at elementary, secondary schools and colleges or universities. For example the FAA publishes a Teachers Guide to Aviation Education for Grades 2-6 (APA-6-153-91). There is also an excellent Aviation Career Series for those counselors who speak at high school and college Career Fairs.

Any counselor with a computer and a modem can access Federal government on-line information systems. The SPM can provide you with telephone numbers and communications addresses as required.

FEDIX:

FEDIX, the Federal Information Exchange, Inc., which is the information link between the Federal Government and academia. Some of the topics on the FAA menu are as follows:

1. FAA Agency Overview
2. FAA News for Educators
3. Elementary School Programs (K-6)
4. Secondary School Programs
5. College/University Programs
6. FAA Resource Centers
7. Regional & State Programs
8. Aviation Industry Programs

Any microcomputer or dumb terminal with communications software and a modem operating at 1200, 2400, and 9600 baud, or any computer that has access to the Internet can connect to the system.

Internet Address: The telnet address is "fedix.fie.com" or "I 92.111.228.33"

Data Lines:

(301)-258-0953 Washington Metro Area (800)-783-3349 Toll free

MODEM Setup:

8 Databits, No Parity, 1 Stopbit

Free User Guides are available by contacting (301)975-0103.

APPENDIX A

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide:

WHO DOES WHAT AND HOW:

- * Individual and Joint Responsibilities of the Sponsor and the SPM:
- * Checklists and Recommendations for:
 - * Site Selection
 - * Personnel
 - * Equipment Arrangements
 - * Transportation Services Refreshments Door Prizes

Hosting a Seminar or Clinic for the FAA Aviation Safety Program requires some organization and planning. The objective, of course, is to produce an interesting and informative session that pilots, airworthiness technicians or mechanics will enjoy and benefit from. This section contains checklists and recommendations designed to make your job as easy as possible. If you are conducting an event in conjunction with others, you may want to assign specific tasks to each co-sponsor to simplify the effort.

Cooperation and communication are the keys in developing a successful seminar or clinic. Close contact and cooperation between the ASC and the local FAA SPM are vital. Establish contact as early as possible and keep in touch with each other.

One of the best ways to organize and plan an FAA Safety Meeting for maximum impact on your local aviation community is to co-sponsor the project with the other FBO's in your area. Although the sponsor and the SPM each has specific responsibilities in arranging a seminar or clinic, much can be gained through an open exchange of ideas and suggestions. For example, while you are responsible for site selection, the SPM may have some suggestions and experience that can be of value. You may have ideas the SPM would welcome regarding guest speakers or topics of particular interest to pilots in your area.

The ASC's can become involved in safety seminar planning by helping with choosing sites, personnel, equipment arrangements, transportation services, refreshments, and door prizes, each of which is covered in detail later in this section:

The SPM will arrange and conduct the seminar/clinic as reviewed in Section III of this handbook. Specifically, he or she is responsible for:

- * Development of the program and selecting topics
- * Selecting speakers
- * Providing printed safety materials
- * Conducting the program

The ASC and SPM may work together in:

- * Deciding what kind of program to have-a week-night seminar, an all-day clinic, etc. - Promoting and publicizing the event locally through direct mail, posters, newspaper advertisements and articles, and radio or TV public service announcements.
- * Distributing and collecting WINGS entry cards and forwarding them to the FAA FSDO

AVIATION SAFETY COUNSELOR MANUAL

Remember that the program you sponsor is a public service for the pilots and mechanics in your area. It is not a commercial venture, and you are limited to non-commercial remarks and messages. You may however:

- * Make product literature available. (You may have it displayed on a conveniently located table, but you may not actively distribute it.)
- * Display aircraft and other equipment and have sales personnel available to answer questions. Salespersons may not actively sell to participants at a seminar.)
- * Comment in general terms about the safety advances made in recent years regarding general aviation aircraft. (You may not use a seminar to make a sales pitch.)

The SPM will be able to offer more specific guidelines on what is and is not permissible along commercial lines.

In selecting a site for an Aviation Safety Program Seminar or Clinic, you must consider a variety of factors in evaluating the relative suitability of one location over another.

One of the first things to do in selecting a site is to estimate the audience size. Your own knowledge of the local aviation community, educated guesses from other FBO's who are co-sponsoring the event, and the experiences of the SPM with whom you work are probably the best guidelines for estimating the audience.

No matter how much planning and preparation is done to make the content of a safety program interesting and informative, its success depends to a large extent on selecting a satisfactory site. Personal comfort is a necessary ingredient for developing a good learning environment and for encouraging people to return for later programs.

You may consider such possibilities as airport hangars, lounges and restaurants; school and factory auditoriums and cafeterias; hotel and motel convention space and meeting rooms, and halls of local fraternal lodges and civic groups.

Experience in hosting safety seminars and clinics has shown that virtually every possible site has both good and bad points. For example, airport hangars may be inexpensive to use and easy to find. Unfortunately, they often are too hot or too cold, do not have adequate restroom facilities, and may be unsatisfactory because of outside noise and internal acoustics. On the other hand, a hotel or motel meeting room may be comfortable and have good audio-visual capabilities, but it may be too expensive or unavailable on the day you want to use it.

Selecting a suitable site for a safety meeting simply requires time devoted to review alternatives and evaluate advantages and disadvantages. Plan well and evaluate a variety of locations to come up with the site best suited to your needs.

APPENDIX B

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

MEETING SITE EVALUATION

Sites:

On-airport _____ Off-airport _____

1. Ease of Access:

- A. Does it have adequate parking?
- B. Is it centrally located for the anticipated audience?
- C. Is it easy to find for those unfamiliar with the area?

2. Site Suitability:

- A. Is the room big enough for the anticipated audience?
- B. Is the room available when you want it?
- C. Does the site need to be modified or cleaned?
- D. Can temperature be adequately controlled?
- E. Does the site have permanent seating or will chairs need to be procured and/or setup?
- F. Location of electrical outlets available for audio-visual equipment? Will extension cords be needed?
- G. Can speakers be heard over outside noise?
- H. Can a screen be setup so everyone can see well?

1. Can the room be darkened adequately to show slides or films?

J. Are the rest rooms adequate and clean?

K. Can you serve refreshments?

3. Costs:

- A. Is there a rental fee or service charge for the room?
- B. What additional costs may be incurred in obtaining chairs, audio-visual aids, other equipment, custodial personnel, etc.?

APPENDIX C

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

MEETING ROOM CHECKLIST:

Date Accomplished:

By Whom

Evaluate, select and reserve site for seminar/clinic.

Arrangements made for:

- Parking
- Chairs
- Speaker's platform
- Audio-visual equipment
- Other materials
- Public address system
- Refreshments
- Door prizes
- Extra help
- Transportation

Check the following items on meeting day:

Meeting room clean and set up for program

- Audio-visual equipment, microphone, extension cords, etc., plugged in and working
- Restrooms clean, unlocked and lights working.
- Table(s) available for distribution of printed materials
- Refreshments ready, serving items on hand, trash receptacles Available.

APPENDIX D

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

EQUIPMENT ARRANGEMENTS

Most of the equipment needed for a successful Aviation Safety Program Seminar or Clinic will be provided by the FAA SPM who conducts the program. However, some additional equipment may be desirable. Confer with the SPM on any special needs for the program you are sponsoring.

Each SPM has the following equipment:

- 16 mm sound movie projector.
- 35 mm slide projector with synchronizer, pro grammer and zoom lens.
- 35 mm camera with flash and close-up attachments.
- Two projector screens.
- Dual track tape recorder.
- Portable overhead projector.
- Barany Chair (vertigo simulator).
- TV/CR or Projector

Through the Regional SPM each SPM has access to:

- A laptop computer with CD-ROM drive and presentation software
- A Lite-Pro projector with capability to hook up to two computers and two VCR's

Some other equipment that may be needed or desired:

- Speaker's podium with light
- Portable microphone to permit speaker to move about easily
- Blackboard with chalk and eraser
- Extra tables for projectors, tape recorder, printed materials, etc

EQUIPMENT ARRANGEMENTS CHECKLIST

Date Accomplished

By Whom

- Determine need for equipment other than that supplied SPM.

Responsibility for equipment assigned to: _____

Arrangements made for:

Speaker's podium with light.

Carafe and glasses for water or drink.

All public address system components including portable microphone if desired.

Blackboard with chalk and eraser.

Extra tables for projectors, tape recorder, printed materials, etc.

Extension cords, extra bulbs, remote control units, and any other audio-visual "extras".

Complete equipment list reviewed by sponsor and SPM.

All equipment on hand and setup in meeting room in time for Testing before program begins.

APPENDIX E

FAA AVIATION PROGRAM

Organizational and Planning Guide

REFRESHMENTS

Providing refreshments at your seminar or clinic can help to make the session more relaxed and enjoyable. If the session is really enjoyable, these who attend are more likely to benefit from the meeting and to attend future safety programs.

Refreshments should be appropriate to the occasion and require minimum effort. A few simple, low-cost, easy-to-serve snack foods and a beverage will probably do it.

You have two alternatives in serving refreshments, do-it-yourself or hire a caterer. Cost is the major consideration in using a caterer. If you choose to do it yourself, be alert to two common pitfalls -inadequate planning and over-extending your capabilities.

What you serve will be determined to some extent by the type of program you sponsor. If its an evening seminar, for example, your audience will have eaten dinner before arriving and a beverage and a light snack would be appropriate. If your seminar is an all-day affair, you will probably have to plan for two refreshment breaks and lunch.

All-day seminars usually include refreshments at morning and afternoon breaks but many do not provide lunch. Instead, they recess the program at noon to allow each person to eat on an individual basis. Before choosing this lunch procedure, consider the availability of restaurants near the seminar/clinic site and provide this information in the program flier.

Whatever you decide, remember that planning will eliminate problems before they cause embarrassment. Keep the menu simple and remember that the objective is to provide adequate refreshments appropriate to the occasion with minimum effort and expense.

To help you plan your refreshments, the following recommendations and checklist are offered.

RECOMMENDATIONS ON REFRESHMENTS

1. Determine the refreshment requirements for your seminar or clinic as early as possible. If you host an all-day safety meeting, decide how to handle lunch early in your planning. If you decide that it is too complicated or expensive to serve lunch, make sure there are restaurants in the area where people can eat on their own during the hour-long lunch break.
2. Compare the costs of having refreshments provided by a caterer and the cost and time involved in doing it yourself.
3. Settle on a simple menu early in your planning and stick to it. Avoid time consuming, last minute changes.
4. Plan the refreshments service thoroughly, including who will furnish what, who will serve, who will clean up, etc. Be sure to get permission from the management of the facility to serve refreshments before proceeding.
5. The intermission times available for serving refreshments may be limited (perhaps only 20 minutes), so organize the serving for speed and smoothness. An arrangement resulting in minimum delay of movement is the best arrangement.

AVIATION SAFETY COUNSELOR MANUAL

6. Use finger food or those that can be served from their packages, rather than those requiring cooking or other types of preparation.
7. Whenever possible, prepare food and beverages in advance for quick serving.

REFRESHMENTS CHECKLIST

Basic Equipment

- ☐ Serving table
- ☐ Tablecloth
- ☐ Serving trays
- ☐ Clean-up equipment
- ☐ Trash receptacles

If you serve:

You need:

Coffee, Tea

- ☐ Thermal cups
- ☐ Spoons
- ☐ Sugar or substitute
- ☐ Cream or substitute
- ☐ Napkins

Carbonated Soft Drinks or Fruit Drinks

- ☐ Cups
- ☐ Ice or other way to chill

Brownies, Cookies, Cupcakes, Doughnuts

- ☐ Napkins
- ☐ Paper plates
- ☐ Plastic utensils for serving

APPENDIX IF

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

ADDITIONAL PERSONNEL

There are four principal areas in which additional personnel will probably be required for the FAA Aviation Safety seminar or clinic you sponsor. These are: transportation, parking, seating and refreshments.

You may be required to furnish ground transportation for people who fly in to attend a meeting held at an off-airport site. If this requirement does exist, you will have to assign people to provide the necessary transportation.

If required by site selection, people should be assigned to assist with parking. They should be available to direct participants to designated parking areas and to see that the available parking space is filled in an orderly and efficient manner.

At some sites, ushers may be required to assist with seating participants and to direct people to restrooms, telephones, water fountains, etc. They can also distribute safety materials provided by the SPIVI.

Although it's possible to use some of the ushers for serving refreshments, you should setup a special detail to handle the refreshments from start to finish. They should be responsible for preparing the refreshments, serving them and cleaning up.

Personnel planning should be included in all phases of preparation for the safety meeting. Ask the advice of the SPIVI, and mostly importantly, do not over-extend a limited staff. Friends, family and associates may be called upon. Ask for help early enough so people can arrange their personal schedules to be available the day of the meeting.

Local aviation organizations and local chapters of national aviation groups are possible sources of additional manpower. These might include such organizations as flying clubs and local pilot associations, antique and experimental aircraft clubs, the Civil Air Patrol, The 99's, etc.

APPENDIX G

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

TRANSPORTATION SERVICES

If the aviation safety seminar or clinic you sponsor is conducted at a site away from the airport, you should make arrangements to provide ground transportation for participants who fly in for the meeting, if required.

Consider the possible need for transportation services early while selecting the site for your meeting. Confer with the SPM on this topic, too. Try to anticipate the need and handle it as necessary.

In addition, especially if an on-airport site is selected for your program, you should make arrangements for providing aircraft parking space, tie-down ropes and perhaps for fuel sales, and other aircraft services. Make sure that you are fully informed about any pertinent airport security issues, and be sure to relay any necessary security information to attendees.

Related to transportation services is the need for adequate signs. They need not be elaborate, but signs directing participants to the meeting should be prepared and placed on roads and highways leading to the site and in the designated parking area. Consider all principal routes to the meeting site in determining where highway signs should be placed. If your meeting is in a well-known location for which highway signs are not necessary, consider the need for inside signs to direct people to the auditorium, restrooms, etc.

Do not forget to coordinate speaker transportation when required.

APPENDIX H

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

SUGGESTIONS ON DOOR PRIZES

1. Determine the amount of money you want to spend on door prizes and the number of prizes to be given. About three prizes per 100 attendees is a good rule of thumb, and one prize should be of obviously greater value than others.
2. Select the prizes as early as possible and mention them in your local promotional materials.
3. Schedule the door prize drawing for after the break or at the end of the program, to encourage people to stay.
4. Have small pieces of paper or forms attendees can place their names on for the drawing.
5. Consider low-cost but attractive prizes that will be of use to any pilot or mechanic rather than to airplane owners only. Such items as plotters, computers, books and manuals may be appropriate, or you might give flying time, simulator time, or mechanic training. If you are going to offer a prize to airplane owners only - ask them to fill out a different form than the pilots.
6. Remember that door prizes are an incentive to remain with the program, which must stand on its own merits. Try to deal with the subject of door prizes early in your planning so that last-minute problems do not arise.

APPENDIX I

FAA AVIATION SAFETY PROGRAM

Organizational and Planning Guide

RECOMMENDATIONS ON PROMOTION

1. Discuss promotion fully with the SPM as early as possible. Learn exactly what he/she can do and what his/her experience has been in promoting similar meetings.

2. Make use of your own experience and contacts in suggesting promotion possibilities. If you know the aviation writer for the local newspaper, for example, ask him to write an article about the importance of the Aviation Safety Program and the time, place, and topic of the meeting you are conducting. If a pilot you know is a local disc jockey or TV news reporter, ask him/her to record a public service announcement.

3. Regardless of your personal contacts at newspapers or radio and television stations, confer with the SPM about approaching all such media for publicity. As a starting point, adapt the attached sample news release and public service announcement to your own use. Deliver or send the material to the news media yourself, or with the help of the SPM. As a government employee

devoting full time to the business of safety, the SPM may have a better chance of having the publicity accepted.

4. If your budget permits, place one or more advertisements in local newspapers. A suggested advertisement is attached for use as a starting point. The newspaper advertising department can assist in designing the ad for your particular seminar or clinic and your budget will dictate the size of the ad to use. One advertising idea you should consider is placing a notice of your safety seminar in the newspaper classified advertising section offering airplanes for sale. This section is well read by local pilots and it is a good way of reaching your potential audience with a brief message about the time and place of your safety meeting.

5. In all of your promotion work, keep the message simple and to the point. Be sure to include the date, time and location of the meeting, topics to be covered, names of any outstanding guest speakers, name of the SPM who will conduct the program, and the name of the sponsor.

SAMPLE PROMOTIONAL MATERIALS

The following sample promotional materials- a news release, radio-TV public service announcement and newspaper advertisement -are based on a hypothetical situation with fictional names, programs and places. They merely show you how to prepare such materials and what information to include:

Once you set the date, time, location and program for your Aviation Safety seminar or clinic, prepare your own news release, public service announce

ment and advertisement along the lines of the samples. Type out publicity materials and send them to all daily and weekly newspapers, radio and television stations in your area, not just the biggest ones.

In selecting newspapers for your advertisement, however, check their circulation figures to make sure your message is getting the most exposure possible for your advertising dollars.

SAMPLE NEWS RELEASE

[Name of SPM]

From: [Name of Counselor]
[Name]
Address
Phone Number

Aviation Safety Program Manager
Flight Standards District Office
Address
Phone Number

FOR IMMEDIATE RELEASE

[Date of Release]

An aviation safety seminar for (pilots) (aviation maintenance technicians) will be held at [time], [day of week], [date] in the [location].

The seminar is part of the FAA's nation-wide Aviation Safety Program. [Name of SPM] FAA Safety Program Manager, will conduct the meeting, which is sponsored by [name of sponsor].

Included in the three-hour session will be discussions of [list seminar topics, speakers, or any films/videos to be shown].

The FAA's Aviation Safety Program is a national effort to enhance aviation safety by conducting seminars, clinics, and proficiency flights attended voluntarily by the aviation community. Approximately 15,000 seminars and clinics are held each year, attended by nearly 800,000 airmen.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT FOR RADIO - TV

From: [name of counsellor]
Address
Phone Number

[name]
Aviation Safety Program Manager
Flight Standards District Office
Address
Phone Number

PUBLIC SERVICE ANNOUNCEMENT

For use through [date and time of seminar]

:30 (AVIATION MAINTENANCE TECHNICIANS) (PILOTS) IN THE [local area]

COUNTY AREA ARE INVITED TO A FEDERAL AVIATION

ADMINISTRATION SAFETY SEMINAR AT [time] [day of week]

[date], IN [location]. THE SEMINAR IS PART OF THE FAA's NATION -

WIDE AVIATION SAFETY PROGRAM AND WILL BE CONDUCTED BY

AVIATION SAFETY PROGRAM MANAGER, [NAME]. THE MEETING IS

SPONSORED BY [NAME OF SPONSOR].

THAT'S [TIME], [DAY OF WEEK], [DATE], IN THE [LOCATION]

- AN FAA SAFETY SEMINAR FOR ALL (AVIATION MAINTENANCE TECHNICIANS)

(PILOTS).

PUBLIC SERVICE FOR RADIO - TV

From: _____

Phone: _____ Phone: _____

PUBLIC SERVICE ANNOUNCEMENT

For use through: _____

:30 (AVIATION MAINTENANCE TECHNICIANS) (PILOTS)

IN THE _____ AREA

ARE INVITED TO A FEDERAL AVIATION ADMINISTRATION SAFETY

SEMINAR AT _____

IN _____

THE SEMINAR IS PART OF THE FAA'S NATION - WIDE ACCIDENT

PREVENTION PROGRAM AND WILL BE CONDUCTED BY ACCIDENT

PREVENTION PROGRAM MANAGER, _____

THE MEETING IS SPONSORED BY OAK CITY FLYING SERVICE.

THAT'S _____ IN THE

_____ - AN FAA SAFETY

SEMINAR FOR ALL (AVIATION MAINTENANCE TECHNICIANS) (PILOTS).

SUGGESTED INTRODUCTION AND WELCOME BY SPONSOR

LADIES AND GENTLEMEN:

MY NAME IS (YOUR NAME) AND I AM PLEASED TO (BE / REPRESENT) THE SPONSOR(S) OF THIS FAA AVIATION SAFETY SEMINAR.

BEFORE WE PROCEED, HOWEVER, I WANT TO (IDENTIFY / RECOGNIZE / INTRODUCE) THE OTHER AVIATION ORGANIZATIONS WHO ARE CO - SPONSORING THIS PROGRAM.

(NAME) _____ (ORGANIZATION) _____

ON BEHALF OF ALL OF US, I WANT TO EXPRESS OUR APPRECIATION TO YOU FOR TAKING THE TIME TO BE WITH US TODAY (TONIGHT).

WE HAVE WORKED TOGETHER TO HOST THIS SESSION BECAUSE OF OUR SINCERE BELIEF IN PROMOTING AIR SAFETY, AND BECAUSE WE WANT TO SEE YOU BETTER ENJOY THE RECREATION AND UTILITY OF FLYING. AS THE SLOGAN GOES " A SAFE FLIGHT IS NO ACCIDENT". CERTAINLY BEYOND THAT A SAFE FLIGHT IS A FUN FLIGHT WHERE YOU, AS THE PILOT, DEMONSTRATE SKILLS AND KNOWLEDGE IN DEALING WITH ALL PHASES OF FLYING.

WE ARE NOT HERE TODAY TO HEAR A SERMON... AND WHILE OUR OVERALL MESSAGE IS SAFETY, OUR INTENT IS TO HELP MAKE FLYING A LITTLE MORE ENJOYABLE FOR YOU AND YOUR PASSENGERS BY HELPING YOU TO BETTER UNDERSTAND GOOD FLYING SKILLS.

AT THIS POINT, I AM GOING TO TURN THE PROGRAM OVER TO THE FAA REPRESENTATIVE, YOUR "FRIENDLY AVIATION ADMINISTRATOR" (OR INDUSTRY OR COUNSELOR) WHO WILL RUN THE PROGRAM.

(NAME) _____ (JOB TITLE) _____ (LOCATION) _____

SUGGESTED CLOSING STATEMENT BY SPONSOR

THANK YOU (NAME OF INDIVIDUAL(S) CONDUCTING THE PROGRAM) FOR A VERY FINE PROGRAM. I THINK EVERYONE ENJOYED IT AN WE WILL ALL DO WELL TO LIVE AND FLY ACCORDING TO THE SAFETY GUIDELINES YOU'VE DISCUSSED.

IT HAS BEEN MY PLEASURE AS A SEMINAR SPONSOR TO SEE ALL OF THE PLANNING AND PREPARATION THAT GOES INTO A MEETING LIKE THIS. MR./MS. (NAME OF FAA PERSON OR COUNSELOR) CERTAINLY DID A PROFESSIONAL JOB FOR US AND HE/SHE IS A CREDIT TO THE FAA ASP.

(YOU START THE APPLAUSE)

MY PERSONAL THANKS ALSO, TO ALL OF YOU WHO TOOK THE TIME TO JOIN US HERE TODAY (TONIGHT). YOU'VE SHOWN GENUINE INTEREST IN SAFETY BY ATTENDING THIS MEETING AND I HOPE YOU'LL CONTINUE TO HAVE A HEALTHY CONCERN FOR SAFETY EVERY TIME YOU FLY.

BEFORE WE BREAK UP, PLEASE JOIN ME IN THANKING ALL OF THE PEOPLE WHO HELPED MAKE THIS SEMINAR POSSIBLE.

(NAME CO-SPONSORS, FAA PERSONNEL AND OTHERS WHO ASSISTED WITH PLANNING, TRANSPORTATION, REFRESHMENTS, ETC.)

THANK YOU ONCE AGAIN FOR YOUR CONTINUED INTEREST IN AVIATION SAFETY.....

APPENDIX J

PLANNING AND CONDUCTION MEETINGS

SECTION 1. BASIC PRINCIPALS

The success of a public safety meeting is dependent upon many factors. Please consider the following important factors when planning your meetings:

(1) Room Size:

Select a room large enough to accommodate all who are expected to attend. There must be enough room for the proper spacing of chairs. If the room is too large for the number of people who will attend, plan the seating arrangement so they will be grouped closely together.

(2) Heating and Ventilation:

Adequate heating or air conditioning and draft-free ventilation should be considered. Stuffy or otherwise uncomfortable conditions can be distracting.

(3) Appearance of the Facility:

Decorations, fixtures, cleanliness, and all other aesthetic factors will affect the prevailing mood of the meeting. The quality of a meeting is often a reflection of the facility.

(4) Setting the Stage:

The stage setting should be planned in detail and completed well before the meeting is to begin. Locate the projection screen so the entire audience can see it. The projector's speaker should be placed under or near the screen, when possible. If the lecturer is using visual aids, the lectern should be located to one side. Training aids should be developed whereby the entire viewing audience can read them.

(5) Furniture:

The use of folding chairs or small hard-seated straight chairs should be avoided whenever possible. They are uncomfortable and not conducive to good listening.

(6) Freedom from Noise:

It is important to have as little distraction from noise as possible. Hangars are not particularly desirable as meeting places because of typical noise levels and poor acoustics. Meeting rooms in hotels or restaurants should be located well away from the kitchen, bar, and lobby areas.

(7) Meeting Room Arrangement:

Consider the type of seating arrangement that will produce the best result. Allow for ample spacing between seats. Have your equipment set with projectors loaded, focused, and ready to run. Every effort should be made to avoid fumbling with your equipment at the last moment.

(8) Smoking:

Your meeting should be conducted in a smoke-free environment. Make an announcement to that effect or post a sign in a prominent location.

(9) Safety and Convenience:

For larger groups, it may be necessary to insure that your audience is aware of fire exit, public telephone, and rest room locations. See that people are ushered to their seats so that they will be gathered together and as near the front of the room as is comfortable.

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Have someone ready to deal with unexpected problems such as noise outside the meeting room, sudden changes in room temperature, equipment malfunctions, changes in lighting requirements, or the need for additional seating.

(10) Timing:

No matter how worthy the subject matter, how brilliant the speaker, or how loyal the audience, one mistake might spoil a well planned program. By considering these limitations to audience attention, the quality of your program will be improved.

The attention span of most people is approximately two hours, regardless of how interesting the speaker or subject may be. Schedule and plan all meetings for two hours or less.

Plan a time schedule for each meeting event. Allow each speaker and other program functions ample time, but specify a limit and stick with it.

In addition to the speakers, insure that the audience is aware of the events'schedule and overall meeting length.

Start the meeting at the scheduled time, even if only one person is present.

Manage the meeting. Do not just let it happen. You should make it happen.

Keep the meeting moving and do not overlook occasional stretch breaks.

End the meeting on schedule by announcing that the meeting has ended. State that you will remain in the area to answer individual questions, then step away from the podium. Your exit from the podium officially ends the meeting. Those who came to listen will appreciate your sticking to the schedule. Those who care to ask questions will find you.

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PLANNING AND CONDUCTION MEETINGS

SECTION 2. PREPARATION FOR A PRESENTATION

Any presentation, talk, or briefing contains three basic elements which should be considered in initial planning. They are: the audience, the reason for the meeting or purpose of the presentation, and the presenter.

An understanding of your audience in terms of its size and the experience and interests of its members will be extremely helpful.

Be aware of your audience in terms of race, sex, age, disability, etc., and avoid comments that could possibly be misconstrued as offensive. Be especially careful in the use of humor. Be pleasant, courteous, professional, and stick to the point.

(1) The Meeting's Purpose:

The reason for having the meeting should be a primary consideration when planning an event.

Typically, your purpose will be to educate, inform, or persuade. The lecture or demonstration method with appropriate audio/visual aids and limited audience participation will be required. You may, however, conduct or act as a moderator at a public listening session to provide information or resolve aviation related problems.

(2) Meeting Segments:

The presentation will typically consist of three elements; the introduction, the body, and the conclusion. It often helps to think in these terms: Tell them what you are going to tell them - tell them and tell them what you have told them.

(3) The Introduction:

The introduction should gain the interest and attention of the audience and specifically state the subject to be discussed. Here are some suggestions on how you might begin.

Make a personal reference. You might tell a story about yourself or cite a recent experience which incorporates the meeting's theme.

Relate a subject of vital interest to your audience. Show them that what you are about to say will be of value or interest to them. For example, "Since most of you fly or maintain aircraft, which are more than 25 years old, I know that you will be interested in our special recommendations which apply to an aging aircraft fleet".

Ask a question. A provocative question will make your audience want to listen to discover just what you meant by your question. For example, "There are at least 10 concerns unique to the operation or maintenance of aircraft more than 25 years old. Do you know what they are?"

Cite a quotation or authority. Using a quotation from a famous person stirs attention and can add interest in what you have to say. George Bernard Shaw said, "I often quote myself; it adds spice to the conversation."

Make a startling statement. The novel, unfamiliar statement can spark immediate attention. How about this: "Did you know that typically, the newest of light, single-engine, piston powered airplanes registered in this country are nearly 20 years old?"

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After gaining the attention of your audience, state your specific objective. Highlight the points you wish your audience to understand. For example, as you open your meeting devoted to crosswind landings, you might say, "Tonight we are going to analyze crosswind landings, explain several ways they may be accomplished, and persuade you to pass these techniques on to your fellow pilots."

(4) The Body:

There are common organizing patterns which successful authors and speakers have practiced. The pattern you practice will be determined by the type of material you have to present. Although one of these patterns will usually work, do not attempt to force your material into a set pattern if it does not fit. Present the material as clearly and as logically as you can. Use these patterns as a guide, not as a crutch.

(5) Problem-Solution:

With a narrative, supported perhaps with audio/visual aids, outline a scenario which highlights a particular aviation hazard. The safe solution then becomes the point of your presentation. Weather, density altitude, contaminated fuel, aging aircraft, human factors, and many other such subjects make a good beginning. Emphasizing the importance of the problem at the outset, such as the number of accidents caused by a particular practice, will provide impact to your description of the solution.

(6) Cause and Effect:

This pattern will be especially effective when using an accident report as the basis for your presentation. Analyzing the causes leading to an accident is not only a logical means of organizing a presentation, but provides a dramatic technique for driving home your point.

(7) Chronological Order:

Chronological order is the easiest pattern to recognize and is probably the most familiar to you and your audience. When discussing routine procedures such as obtaining a weather briefing, performing your checklist, or how to land in a crosswind, the chronological pattern relating to time sequence is effective and readily understood. Simply put; first we do this, and then we do that.

(8) The Conclusion:

Plan your conclusion carefully. It is probably the most important part of your presentation and is too often approached as an afterthought. The main purpose for most presentations is to inform or persuade. If your purpose was to inform, then your conclusion will be a summary of the main points you have made. If your purpose was to persuade, then you have two requirements in concluding. You must not only summarize, but you must motivate your audience to act. Your presentation should begin and end with a strong tone. The conclusion should pull the presentation into a unified whole. It is essential for your audience to feel the impact of the presentation in its entirety. The conclusion is your last chance to clarify the ideas discussed, to reinforce the points made, and to place emphasis where you want it. Leave your audience with a clear understanding of the subject.

Do not apologize for the facility or any part of your presentation. Let your listeners decide how well you have done. An apology will not make them feel better about their experience. If you feel that improvements are warranted, your next presentation will provide the opportunity.

Do not conclude abruptly or at great length. The conclusion should be a harmonious and balanced

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part of the presentation. The complexity of the subject and the quality of your work in delivering the body of the presentation will determine the length of an appropriate conclusion.

Do not introduce new material in your conclusion. Your listeners are aware that you are concluding your presentation and are expecting a summary. The impact of your presentation can be easily lost

by the introduction of new points at this time.

Cover only the main points in conclusion. Do not repeat the body of your presentation.

If your presentation was intended to persuade, insure that your audience understands exactly what action you expect them to take.

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SECTION 3. GENERAL CONCEPTS OF PUBLIC SPEAKING

The following paragraphs are provided to aid speakers in the delivery of their presentations. You should be friendly, focused, businesslike, and modest. Approach the speaker's stand with confidence. Pause for a moment and look steadily over the audience before you speak. The most critical time for any speaker is that first minute with their audience. Your appearance and the way you conduct yourself have an effect on the way your audience will respond.

(1) Let each member of the audience know that you are talking to them. Your manner of speaking may be varied to fit the occasion and the size of the audience, but always maintain eye contact. Without it, you will lose your listeners. Be yourself. The audience will spot an act immediately.

(2) A good delivery is practiced, animated, and alive. If you stand before your audience in a careless manner, you will not gain their attention or hold their interest. A practiced and lively presentation will hold the audience's attention. This takes practice. You must show that you are interested in and believe in what you are saying. You will be successful in your delivery if:

- (3) You know your subject.
- (4) You have a firm belief in your subject.
- (5) You have confidence in your ability to talk on the subject.
- (6) You exhibit eagerness to talk about it.
- (7) You speak clearly and fluently.
- (8) You practice your presentation.

(9) A good delivery is free from apparent tension. Everyone suffers from nervousness when they first address an audience. Great orators, like Cicero and Abraham Lincoln, confessed to stage fright. Many of today's statesmen, movie and television actors admit to moments of nervousness every time they step on stage or speak publicly. It helps when you recognize the symptoms, understand the causes, and know the cures for nervousness.

a. Some of the symptoms are:

- increase in pulse rate.
- Sweaty palms.
- Empty feeling in the stomach.
- Dryness in the throat.
- The pitch of the voice changes.
- Shaky hands or knees.

b. Some of the causes are:

- Lack of confidence.
- Lack of preparation.
- Feeling of great responsibility.
- Fear of loss of status or respect.

c. Some of the cures are:

- Recognize that nervousness is a perfectly normal reaction.
- Recognize that you probably appear to be more confident than you feel.

* Be prepared. Know your subject so thoroughly that you feel confident.

- Remember that the audience is friendly and wants you to do well.
- Concentrate on what you have to say.

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* Remember that you know your subject better than your audience.

* A good delivery is simple, direct, and natural. Relax. Be yourself.

(10) If the audience is large, it may be necessary to speak louder than your normal conversational tone. Speak as you normally do with a bit more care to insure that you are easily understood. Avoid affectations or an adopted oratorical style.

Frequently repeated mannerisms will distract the audience. Anyone may have distracting mannerisms that they are not aware of. Avoid:

- Fumbling with your pencil, your watch, a pointer, or any other object. Laser pointers can be especially distracting.
- Buttoning and unbuttoning your coat or adjusting your neckwear.
- Jangling coins or keys in your pocket. It may be a good idea to remove them beforehand.
- Pacing, shifting from side to side, Or rocking.
- Leaning on the lectern.

A good delivery is no accident, and people are not born as good speakers. It takes hard work and practice to become a good public speaker. Before you make any presentation for the first time, rehearse. Have an outline showing at least the principal points in the order in which you wish to cover them.

(11) A Special Caution: Probably the most distracting and otherwise telling flaw in public speaking is the repeated use of meaningless interjections. The habit of using "Ah", "Ya know", "OK", "Right?", or other such words in your speech will be difficult to break.

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SECTION 4. ANALYSIS OF THE PRESENTATION

(1) How well did you do? One way to improve your presentation is to analyze audience reactions. Did you succeed? Were they informed or persuaded? Critique sheets can be effective if properly used. One method is to ask specific questions or request comments on a piece of paper distributed before the meeting and collected as your audience leaves.

(2) Printed lists of questions requiring a simple "yes" or "no" do not provide much useful data. Most people simply praise the program. By asking several appropriate, provocative questions, you will probably receive a better indication of your effectiveness.

(3) How may our presentation be improved?

(4) What subject would you choose for our next meeting?

(5) What are you going to do as a result of this meeting?

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SECTION 5. A FEW FINAL WORDS - DO NOT TRY TO DO TOO MUCH

(1) Do not over-saturate your work schedule. If you have a state wide safety week or other emphasis period, do not participate in a meeting every night unless you have a variety of speakers. Even if you play the part of emcee, a meeting every night of the week will wear you out. As the days go by, you will be less effective and less motivated to do a good job. Space your meetings so that you will have a breather.

(2) Before giving a new presentation, have your colleagues listen to you and critique your presentation. Have them ask pertinent questions. You will profit from their constructive criticism. **Adequate** rehearsal is important to your success!

(3) You will, no doubt, have excellent ideas for new programs and suggestions for how we may better serve our customers in the aviation community. Please pass those thoughts on to your SPM.

Plan the placement of screens, monitors, projectors, speakers, lecterns, and other equipment so that everyone in the audience will be able to see and hear the program. Include provisions to cover, secure, or tape down equipment cords. If audiovisual equipment is being provided by the facility or sponsor, ensure that a representative will be available to instruct the seminar presenter in use of the equipment. Make arrangements to access equipment. Make arrangements to access equipment that may be locked up before the program is scheduled to begin. Provide backup equipment (including extra projection bulbs)!

Meetings must be planned at least six weeks up to two months in advance, depending upon the type of announcement system your SPM is using. For best attendance results, announcements should be in the attendees mailbox two weeks prior to the meeting. Any shorter time and the attendee may commit to another function. If an earlier period, the attendee may forget about the meeting date or misplace the announcement.

In many locations, meetings are held the same time each year and you may be used to your SPM calling you about two months ahead of the traditional meeting date to verify availability. However, do not take anything for granted. If you haven't heard from your SPM give him or her a call to confirm the meeting. In many locations, guest speakers can be used because of their close proximity to the meeting location or because they have a sponsoring organization that will pay their expenses. If you know of such a person and their presentation is interesting and have an aviation safety theme or message, do not hesitate to suggest using them as part of the program.

Counselors may be asked to assist their SPM in making arrangements for a meeting, or they may be asked to produce and conduct their own meetings.

In this situation the counselor will have to be responsible for the entire meeting. This will include, in addition to all functions discussed above, planning the presentations or making arrangements for guest speakers. In addition to this, the counselor will have to provide for the equipment needed, depending upon the presentation and size of the audience. Some equipment may be available from the SPM, provided it is not being used by another counselor at another meeting. Getting the equipment from the FSDO SPM

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to the counselor and back to the FSDO will have to be worked out between the counselor and the FSDO SPM depending on the actual situation at the time. The SPM may be able to attend the meeting, in which case, he could pick up the equipment. In other situations the counselor may have to drive or fly to the FSDO to pick-up and return the equipment.

When planning a presentation remember the basics. Any presentation has an introduction, body, and conclusion. For each topic you plan to discuss, use this basic outline. Explaining something the way you understand it does not necessarily mean everyone else will understand it. They won't have the same experiences you have to help them understand your subject. The terminology used will have to be explained in many situations. Your subject will never be fully understood if you use terms that your audience does not understand. You wouldn't explain how a computer works to a novice using computer terminology. It would sound like a foreign language to them. The same holds true for flying. A good example on how to lose an audience would be explaining aerodynamics to pilots without mathematical backgrounds by using a lot of math formulas and terms. Stick with an explanation of the principals, not the quantitative measurements a design engineer would need. One of the best ways to teach is to use examples of actual situations. This seems to interest a vast majority of audiences. They want to know how other people have gotten into trouble so they can recognize when they are approaching similar situations and avoid them at the earliest possible indication of impending difficulties. Needless to say, the appropriate use of visual aids always adds interest to the learning process for your audience.

The traditional list of visual aids that can be used ranges from the oldest, but time proven, to the latest in computer technology. We all grew up in a room with a blackboard and chalk in it. It may

seem old fashioned, but any illustration aids in understanding and memory retention over just the spoken word alone. If overhead projectors are available they can provide the presenter with the opportunity to have their illustrations prepared in advance so much class time is not taken up making the drawings to illustrate the point to be made. In addition, color can be used to aid in understanding as well as to brighten up the presentation. The next, and one of the most common tools for a visual aid in a presentation is the 35mm slide projector. This has been the standby for many years and still has its place as a visual aid. In many instances it provides the best way to illustrate many subjects, especially to a large audience where a large bright picture needs to be displayed. Following after the 35mm slide projector itself is the slide/tape machine. These are used for the "canned" slide/tape program. Your SPM has many of these programs. Although most of these slide/tape programs have been around now for a considerable time, they are excellent and are as good today as the day they were made. For any pilots who have not seen them or for a review they provide a very good source of educational material.

The 16mm projector has, in most situations, been replaced by video projectors. This is due mainly to the cost of reproducing 16mm films compared to how inexpensive it is to reproduce programs on video tape. Some of the old but usable programs that were on 16mm have been transferred to video. The drawback to video is that a TV can only be so big. This limits the size of an audience if a conventional TV is all this is available. This problem has been overcome by the advent of the video projector. With a video projector you now have the equivalent of a TV with a screen 100 inches or larger in size. Most resource material is now provided in video cassette format and most district office SPM's have obtained video projectors. These have proven to be very reliable and have been received extremely well. The SPM's also have some excellent video presentations that can be used in safety seminars.

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The latest presentation equipment for visual aid usage is the computer-based projection equipment using either LCD panels or video projectors in conjunction with one of the presentation programs currently on the market and a laptop or other type of computer. With this type of equipment, the presenter can make up his own program or import parts of other programs into his own. If scanners are used, photographs and other visual aids of a graphical nature can be used to enhance the computerized "slides" incorporated into the presentation. This type of equipment may be available in some FSDOs for counselors to use. Of course, if counselors have their own equipment, they are certainly encouraged to use it. It is not unusual for counselors to use both.

One last visual aid, often overlooked, but extremely effective, especially in small groups, is the model of the item of equipment you are discussing. This can range from complete models of an airplane to the various parts you may be discussing in detail. Actual aircraft parts themselves, when they can be obtained, make the most realistic visual aids, especially ones with cutouts that expose all moving parts. A good source for these are flight schools, A&P schools, local colleges, or maintenance shops.

There are four basic phases to the teaching process. These are preparation, presentation, trial and practice, and review and evaluation. In aviation safety seminars, preparation and presentation will always be present. Trial and practice may depend on the subject matter. Review to some degree, but usually not an "evaluation". The most important thing to remember is that for learning to take place, the educational process you employ must be interesting and it needs to be fun. It's also important that what is taught has enough impact that it is not only remembered but

can be applied. This is where the real benefit is obtained - where an accident may be avoided by a member of your audience because of information you have provided.

Since the foundation of airman education with reference to the ASP is the presentation, the following discussion gives some basic information on presentation techniques.

There are several mistakes that can be avoided when making a presentation. One, is not having a clear goal or purpose for the subject matter presented. A talk that is wandering around will give your audience the distinct impression you did not prepare or organize your talk and are just making it up as you go along. This leads into the second major error you can make which is a presentation that doesn't flow logically from one point to another. It's not presented in a manner that organizes the information in a simple building block process for your audience to assimilate. This can lead to another error which is giving too much information to your audience. It's always good to know more about your subject than you are going to talk about, but don't try to tell them everything there is to know about something. Your presentation will get too long and boring or too technical for the majority of your audience to understand.

The next error almost sounds contradictory to the first one. That is not having enough support or documentation for your presentation. Statistics, actual experiences, either your own or those documented from others, can be very helpful if they aren't excessively long. The next area of concern would be personal appearance and your actual speech delivery technique. Nothing will lose your audience quicker than a dull monotonous speaking voice that gives the impression you are not enthusiastic about what you are doing. You must meet your audiences' needs. They want information that is interesting and to some degree entertaining.

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Many attend safety seminars for the social aspects of the event. They get to see people with similar interest to theirs, get updated on the latest information or controversy, and they enjoy entertainment (humor) as much as the educational aspect of the meeting. As a very well known aviation lecturer once said, "learning can be fun, and people will learn a lot more when it is." So, never be boring, always be enthusiastic, always prepare well in advance, and you will not only build your own self-confidence, but gain the confidence and respect of your audience.

There are several fundamental steps taught in texts on the subject of speech presentations. We'll review the more commonly taught ones here.

First, control stage fright. This is the most common problem among all public speakers. You don't have to be a novice to have stage fright. Some of the worlds most famous speakers suffered from state fright. They found out how to control it or use it in a positive, constructive way as opposed to letting it destroy them. There are several things to realize about stage fright.

- (1) Recognize you are not the only one that suffers from it. Almost everyone does.
- (2) Realize it is not as obvious to your audience nearly as you might think.
- (3) It will never go completely away, but it will diminish with experience.
- (4) Your audience is there to see you succeed, not fail. They will not do anything to make you fail.
- (5) Concentrate on what you are saying, not so much on how you will say it. If you are concentrating too much on volume you will lose your train of thought.
- (6) Allow yourself an outlet for any nervousness before your presentation-just be aware of it and don't let it carry over to the actual presentation. Nothing is more annoying and unprofessional than raffling change in your pocket or talking to the floor while you mumble. This not only shows you are uncomfortable and don't want to be up in front of everyone, it makes your audience uncomfortable as well.
- (7) Prepare your material as far in advance as possible and be as complete as possible in your preparation. This is the key to controlling stage fright. The better prepared you are, the more confidence you will have in your ability. You will be in charge like any good speaker is, your audience will know it, and you will know your audience knows it.

Second, select your subject well. In doing this you need to know your audience. What is their experience level? What would they be interested in hearing? What information can you give them that they will benefit from? Make the talk match what it belongs to. You wouldn't give a lecture on holding patterns and holding pattern entry to a group of student pilots working on their Private Pilot Certificate. By the same token, you wouldn't give a talk on basic VFR training maneuvers to an audience that was much more experienced. You may use this type of topic if you publicize the seminar as a review of basics or as a CFI seminar. Identify your audience and match the presentation to that particular audience.

Third, gather your ideas and information. This is the basic research you need to do to get factual information on the subject of your talk. One of the worst things to do at a meeting of an educational nature is to pass on inaccurate information. We don't want that type of information passed off as official policy or practice by someone representing the FAA when it is not authoritative. This is the

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key to any good presentation - that is authoritative, accurate, and up to date and not misinterpreted. You must have your presentation documented also because you may be challenged by members of your audience at anytime and you want to be able to back up what you say about something that is challenged or nothing else you say will be believed no matter how accurate it is.

When you begin to prepare to talk to a group, don't wait until you sit down to start writing. This may result in that familiar "writer's block" which is in a way a form of stage fright. One of the best ways to avoid this is to carry around with you some blank 3 x 5 cards and a pen or pencil to jot down ideas when they come into your head. With this technique you will have a lot of ideas already jotted down you can refer to when you sit down to write. This is also a good time to be planning what type of visual aids you want to use in your presentation. Visual aids can also be one of the best friends a speaker can have when it comes to the subject of stage fright. They assist with recall and make the presentation go much smoother, show the audience you are prepared, and help them remember what you've talked about.

Fourth, organize your material. Prepare an outline. Have a logical flow of information. Don't skip around. This will only confuse your audience. They will have trouble following you and you will give the appearance you did not prepare properly. It is important in this section to include some interesting examples, stories, and humor. It is extremely important to hold your audiences attention during the entire presentation, not to just tell the traditional joke to start off and then have no more humor throughout the talk. By including a humorous anecdote every so often when it is appropriate, you will maintain your audiences' interest at the same high level throughout the entire presentation, not just at the beginning.

Fifth, plan the introduction to your presentation. This is an extremely important part. It sets the tone for what is to follow. You can win friends in the first 30 seconds of your talk or lose their interest. Plan this with something your audience can relate to. Sometimes you may want to add to your opening with a comment about something that was said or done at the gathering prior to your speech. Humor is the traditional attention getter, however, if it is not well planned, it will start you off on the wrong foot. Other types of attention getters include stating a startling fact, asking a question, presenting a quotation related to your talk, giving an example or story of an actual or recent occurrence that is related to your topic, or just simply emphasizing the importance of what you are about to say. After your opening or attention getter, tell your audience what you are going to say, why it is important, and how it might affect them. Transition into a preview of the body of your presentation and then proceed.

Sixth, plan the conclusion of your talk. This is very simple. Tell your audience you are concluding then review the main ideas of your presentation. This is what you want your audience to remember. One technique is to return to your original attention getter, emphasize your theme or objective, then close out. Once you have done this, then stop-don't drag it out or add something that may have been forgotten. You can ask for questions if you like, but be prepared to end the presentation without them. One very effective way to end is to announce a break or to introduce the next speaker. The key is to stay in charge, don't die on the vine while you are still in front of your audience by giving the appearance you don't know what to do next.

Seventh, practice your speech. This will give you the opportunity to review your notes for completeness. You will be able to smooth out the rough spots and check your timing. You never want to fall short or go beyond your allotted time. This disrupts the planned schedule and could possibly

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cut into someone else's time. This will make it extremely difficult, not only for the last speaker but the audience also. If a meeting starts at 7:00 PM, and is supposed to be over at 9:30 PM, it becomes very tiring to many people when 10 minutes has gone by the ending time and there is no indication of it ending.

There are several techniques to use when practicing your presentation. Some people just review their notes at their desk, however, if you can use a room with a mirror, this will be more effective, you might see mannerisms you may want to correct. Some speakers use tape recorders or even camcorders to review their own practice sessions prior to the actual presentation. If this type of equipment is available, it would be very advantageous to use it. These practice sessions are where you gain proficiency using your visual aids and determining if any changes need to be made.

Eighth, give your talk. Remember, be yourself, think positively and confidently. Get set before you talk. Establish eye contact with your audience. Don't start talking before you get behind the lectern. Don't read your notes - talk to your audience. Be aware of any nervous habits and avoid them. Act like you enjoy what you are doing, and your audience will be much more comfortable with you. Lastly, speak loud enough so that everyone can hear you, don't allow your voice to trail off.

Any discussion Of presentation techniques can become quite involved. We've just reviewed some of the basics. Just remember, any presentation is a training experience which requires the presenter to explain a subject. In the explanation of any subject, there are three basic parts-what, why, and how. If you don't remember anything else you've read about presentations, remember this simple checklist-what, why and how. Always explain what you are going to talk about, why it is important to talk about this particular sub

ject and the how to. Then, after the conclusion, follow up with answers to any questions.

Now that we have discussed how to give a presentation, what subjects should you consider? The most obvious are the ones of which you are most knowledgeable. Any traditional aviation subject may be of interest to a particular audience. Some subjects are seasonal such as icing and density altitude, however, your audience may not want to hear an entire program or presentation on one subject. A good evening's program will have a mix of usually two or more different speakers using a variation of subject matter. SPIVI's have a very good supply of audio-visual material; however, a night of nothing but video or slides/tapes would probably bore your audience. If they are properly used to augment a talk, they will add to the presentation's effectiveness.

One thing to remember is that many of your audiences will have a wide experience background. It is not uncommon to have retired airline captains as well as student pilots sitting side by side in a safety meeting. You should also have several of the local flight instructors as well as airport personnel in attendance. You must be well prepared and have tailored' your talk to your audience. There will be times when audience background information is unavailable prior to the meeting. You, at such times, must be flexible in your presentation techniques.

The following is a checklist that may be helpful in planning an aviation safety meeting:

- (1) Determine the need for and type of meeting desired in your area at least two months prior to the desired date.
- (2) Check for meeting site, availability, and cost.
- (3) Insure there are not any conflicts with holidays or other events or activities.

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- (4) Contact your SPM for any assistance.
- (5) Determine availability and/or cost of items the SPM cannot provide. These may include chairs, sound equipment, projection equipment (16mm, 35mm, video, or other visual aids), refreshments, and what is needed to serve them.
- (6) Determine costs of guest speaker(s), etc.
- (7) Solicit sponsors for anticipated costs.
- (8) Contact your SPM for announcement preparation planning (minimum 6 weeks in advance).
- (9) Two weeks prior to the meeting insure local pilots are receiving the announcement.
- (10) Verify arrangements with all parties involved in the program.
- (11) Day of the meeting arrive at least one hour ahead of time to begin setup.
- (12) Insure lighting can be controlled and not inhibit visual aid presentation.
- (13) Setup projection and visual aid equipment. Insure you have an adequate number of extension cords, duct tape, and projector tables.
- (14) Setup sound system, if one is needed.
- (15) Test all equipment.
- (16) Setup or have sponsor set up chairs and refreshments.
- (17) Setup all handouts to be distributed.
- (18) Conduct meeting. (Schedule a break point, no more than one hour into the program, and don't forget to acknowledge and thank the sponsors.)
- (19) Count attendance during the meeting.
- (20) Distribute a critique sheet to obtain feedback on the meeting.
- (21) After the meeting clean up and return equipment, etc.
- (22) Report back to the SPM how the meeting went, any changes needed for the next meeting, and the number of attendees.