



SYMBIOTICS

EATS 2024

ALEKSANDRA KAPELA





SYMBIOTICS

FINDING THE PERFECT MATCH

CBTA IN SELECTING INSTRUCTORS

WITH THE RIGHT TRAITS

WHY CBTA FOR INSTRUCTORS MATTERS

- ✈ Evaluation of an instructor's ability to handle **complex teaching scenarios, motivate students,** and guide them through **challenging situations.**

(Boeing, "CBTA Learner Solutions: Enhancing Pilot and Instructor Training with Competency-Based Approaches," 2023)

- ✈ Organisations using CBTA have seen a **15% increase in pilot pass rates** due to improved **instructor selection and training.**

(*"How CAE is becoming a CBTA Training Organization"*, 2023)

- ✈ Many training organisations have reported a **30% improvement in student retention rates** after adopting CBTA for instructors.

(*„Competency Assessment and Evaluation for Pilots, Instructors and Evaluators Guidance Material"*, 2024)

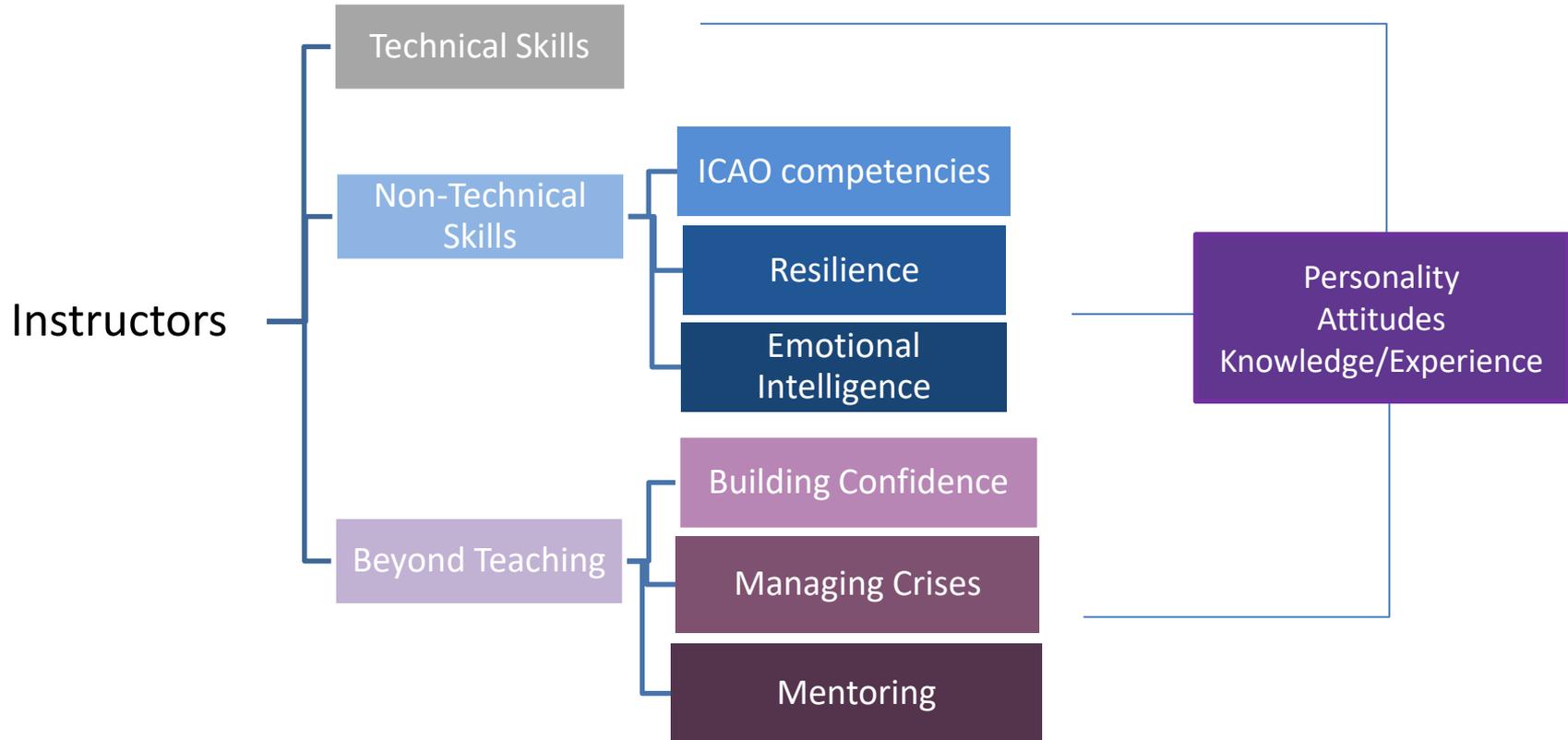


DIFFERENT PERSPECTIVE OF CBTA FOR INSTRUCTORS

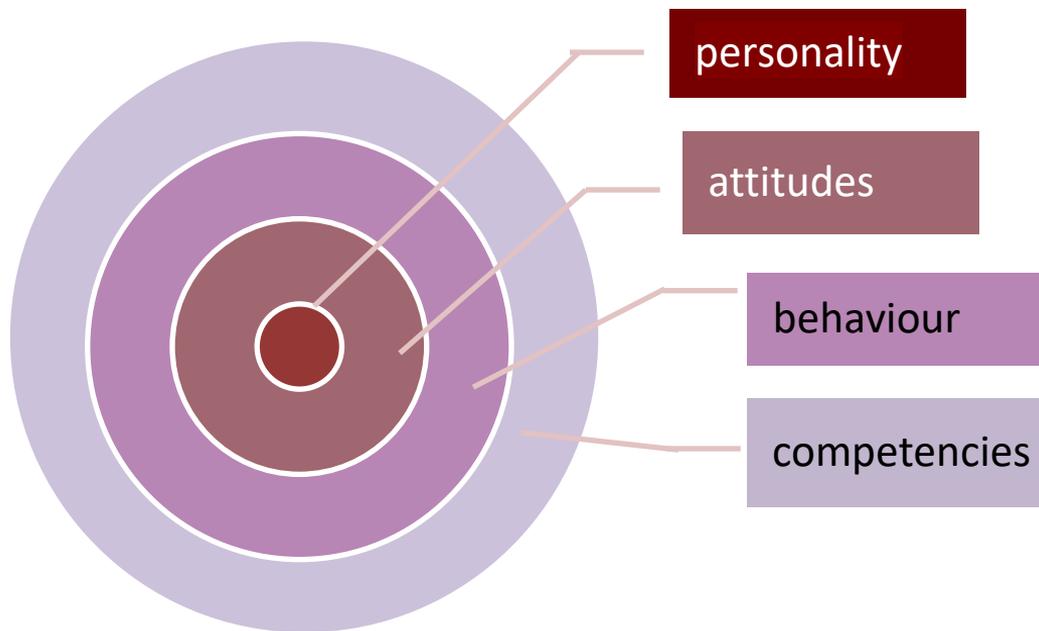
DIFFERENT PERSPECTIVE OF
CBTA FOR INSTRUCTORS



INSTRUCTORS - CRITICAL ATTRIBUTES



COMPETENCIES SOURCE



What if I mess this up....



Am I doing something wrong?

Be careful, don't rush!



Maybe I don't do well

COMPETENCIES SOURCE

- ✈ Decision-Making:** Flexibility, Pressure Management, Low Anxiety
- ✈ Communication:** Emotional Intelligence, Sociability, Extraversion, Trustworthiness
- ✈ Leadership and Teamwork:** Confidence, Motivation, Low Anxiety, Emotional Intelligence
- ✈ Adaptability:** Conscientiousness, Safety Culture, Trustworthiness, Low Anxiety



SYMBIOTICS ANALYSIS



HIGH SCORES – KEY TRAITS

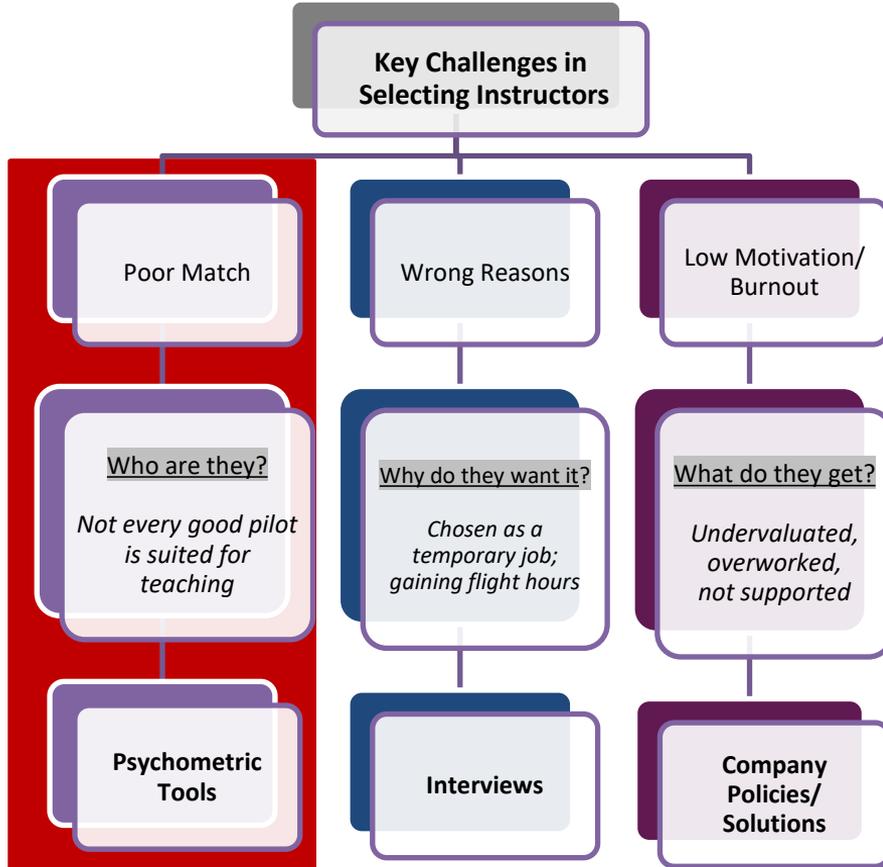
- ✈ The average score for **Emotional Intelligence** – 4.5 out of 5
- ✈ The average score for **Adaptability & Motivation**— 4.6 out of 5
- ✈ The average score for **Conscientiousness** is 4.24 out of 5

LOW SCORES - PATTERNS

- ✈ Low **Sociability** (below 3) is often accompanied by lower **Trustworthiness** scores (average of 5.06)
- ✈ Instructors with high **Anxiety** (above 6) tend to score lower in **Invulnerability** (average of 4.5).
- ✈ Low **Conscientiousness** scores (below 3.5) correlate with lower scores in **Safety Culture** (average of 4.5)



KEY CHALLENGES



READY SOLUTIONS



PQ Summary

No Concerns
The candidate profile indicates strong potential for transition into the role, with no real areas of concern highlighted.

Situational Profile: TPAD (Average Match)

This description is for people who score highly on the relevant scales. A more balanced score will need to produce a mixed demonstration of these behaviours.

Highly structured, cautious but consistent performer who may be heavily dependent on formal advice and may never feel that they are sufficiently prepared for site visits and tests. Will be prepared to take on major check roles and be looking for someone to shoulder end of other external factors that could prevent them progressing. Can be very uncomfortable in dynamic situations and can feel the effect of pressure and stressors, likely to attribute the cause of this discomfort to external factors and not want to take responsibility.

Generally hard working and diligent, and may appear to give themselves hard and relentless. May be a person or supervisor who does not like to be asked to do things they are not used to or find it difficult to do. May be someone who does not like to be asked to do things they are not used to or find it difficult to do. May be someone who does not like to be asked to do things they are not used to or find it difficult to do.

Key Attributes:

- Vulnerability: No Concerns
- Stress Management: No Concerns
- Assertiveness: No Concerns
- Conscientiousness: No Concerns
- Motivation: Some Concerns

Overall Fit:

- Role: No Concerns
- Personal Style: Minor Concerns
- Character: Minor Concerns
- Work Performance: No Concerns

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Instructor Capability

Overall Suitability: 80%

Instructor Knowledge: 80%
Instructor Knowledge looks at the understanding of the individual regarding the right approach to take in different types of learning situations.
Minor concerns. This individual has mostly understood the 'ideal' answer for the list as described.

Instructor Style:
There are a number of different styles of instruction that are recognised as being effective in different education environments. Individuals have varying areas of preference to make use of these styles, with some being a strong preference for one style and using that their go-to methodology. Others will be more flexible and use the wider range of styles as the occasion demands. There are no right or wrong styles, it is the style chosen and put to use that determines the effectiveness of the students. Thus, the teaching will be effective.

Facilitator	preference level	Medium
Formal Authority	preference level	High
Personal Model	preference level	Medium
Facilitator	preference level	Medium
Delegator	preference level	Medium

Style descriptions:
The person with a moderate preference for using the Facilitator style may appear to be an ideal "go-to the stage" knowledge holder or colleague to passive participants. However, they often possess strong opinions about their knowledge and their ability to find evidence, and their lectures are well attended. They are expected to take some responsibility for looking after what they need to know and for asking for help when they don't understand something. People who have a strong preference for a formal authority teaching style tend to focus on content. This style is generally teacher-oriented, where the instructor leads, responds to questions and controls the flow of content and the student is expected to receive the content. A person with a moderate preference for the Personal Model style will be comfortable acting as a role model by demonstrating skills and processes and then also coaching others in finding their own development and applying these skills and knowledge. There are some concerns in showing positive participation and may be able to adjust their presentation to include various learning styles.

People with a moderate preference for the Facilitator style are able to design and deliver, teach, instruct, or provide learning materials that require student discovery and application of course content in creative and original ways where the content is appropriate. This type of teaching style works well for students who are comfortable with abstract and learning scenarios and actively participate and collaborate with other students. A person with a moderate preference for a Delegative style of learning will be able to adjust this style when their students show appropriate levels of knowledge and learning style that is necessary to independent study. The student could take a more independent learning style and to accept the responsibility for their own learning. People with a Delegative style must be using top-down direct control over their students' development tasks and their outcomes, which is the aspect that those with a moderate preference may struggle with.

Reference: 12788
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Motivation Drivers Results:

Driver 1 2 3 4 5 6 7 8 9 10 **High Scorers**

Level of Activity: 1-10 scale (score ~7)
Usually enjoys energy, often runs the show, wishes to get things done, moves and reacts quickly, often on their own, often working when others have given up.

Competitiveness: 1-10 scale (score ~7)
Likes to do better than others, refers to how well or badly others are doing. Competitive with others, even when the rules change. Enjoys challenges and achieving targets.

Affiliation: 1-10 scale (score ~7)
Feels comfortable working in a team and benefiting from support. Enjoys working with others, even when the rules change. Enjoys challenges and achieving targets.

Power: 1-10 scale (score ~7)
Enjoys exercising authority and needs to feel in control of their work. Enjoys making decisions when there is no support for the decision.

Locus of Control: 1-10 scale (score ~7)
Believes in a way which influences a sense of control over events. Enjoys making decisions and does not see why others should interfere in their decisions.

Status: 1-10 scale (score ~7)
Concerned with social relative to others and with the middle signs of achievement. Needs to be recognised for others.

Material Reward: 1-10 scale (score ~7)
Lacks interest in salary, is motivated by perks and bonuses. Becomes disappointed when recognition is perceived to be inappropriate or low.

Autonomy: 1-10 scale (score ~7)
Prefers to work without restriction or interference. Enjoys setting own strategies and ideas and approach. Enjoys being in charge of their own work.

Intrinsic Interest: 1-10 scale (score ~7)
Attracted towards new and varied work, involvement is always linked to personal interest in the work. Can enjoy the challenge of their work.

Involvement: 1-10 scale (score ~7)
Becomes highly involved with the work, gets in extended hours, even when there is no work at hand.

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THANK YOU –
ANY QUESTIONS?



Teme House,
Whittington Road,
Worcester, UK
WR5 2RY



www.symbioticsltd.com



+44 (0) 1905 368 175



www.symbioticsltd.com/contact-us