

# WINGS Flight Instructor Guide

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The objectives of **WINGS** training are:

- To assess pilot knowledge, judgment, and skill in critical flight and ground tasks and,
- To improve pilot performance in risk management, planning, and execution of general aviation flight operations.

In other words; **WINGS** training confirms that pilots can perform to the minimum standards associated with their certificate level **and seeks to improve** that performance level.

Aviation instructors are the key to aviation safety. Flight Instructors are the General Aviation safety gate keepers. When aviation instructors emphasize safe practices in aviation it tends to have a long-lasting effect on students. **WINGS** instructors should be a role model who has set the bar at a high level of safety. They should instruct beyond the minimum standard and set the example in aeronautical decision making, starting at the before flight briefing and following through to the debriefing.

**WINGS Flight Activities** include both ground and flight elements that are accomplished as a proficiency training event - **not as a test**. Instructors are expected to provide evaluation and training necessary to ensure airmen are proficient in each element of each **WINGS** activity. At the beginning of any **WINGS** activity, Instructors should evaluate the experience, currency, and routine flying practices of the pilot and develop a suitable plan to achieve the objectives of the activity.

The **most effective WINGS** training activities are **holistic** and **scenario-based**. By that we mean that **WINGS** Instructors evaluate and train pilots in the performance of flight operations – not to execute an isolated series of maneuvers. Scenario-based holistic training emphasizes and accelerates development of critical thinking, risk management, and flight management skills that are necessary to prevent pilot-induced accidents.

**WINGS** should **expand pilots' horizons**.

Earning a **WINGS** phase should be challenging and fun. Planning and successful execution of an operation slightly beyond a pilot's comfort zone is very satisfying. The pilot has not only demonstrated minimum standards of performance but has learned something new that improves performance on common operations and adds a new capability to the repertoire. Therefore, a prime objective of every **WINGS** flight is to learn something new and/or learn how to do something better.

**The WINGS mission (lesson) plan:**

**WINGS** pilots are rated aviators who should participate in planning their scenario-based training experiences. It is essential for **WINGS** Instructors to observe **WINGS** pilots functioning as Pilots in Command. Thus it may be more appropriate to think of the lesson plan as a mission plan. Together, the **WINGS** pilot and **WINGS** Instructor plan and discuss a mission that will incorporate one or more **WINGS** flight activities.

**During preflight** the **WINGS** mission is resourced with pilot knowledge, skills and flight planning information. Effective **Risk Management** is an essential element in every **WINGS** activity. **WINGS** Instructors should guide **WINGS** pilots in the identification of hazards and elimination or mitigation of risks associated with each **WINGS** mission. The use of a Flight Risk Assessment Tool to facilitate risk management is highly encouraged.

**In flight** – The **WINGS** Instructor ensures the safety of flight, evaluates and critiques pilot performance, and provides instruction that leads to improved performance.

A **post-flight** critique is conducted after landing and securing the aircraft but the **WINGS** Instructor should evaluate and critique performance throughout the mission and offer suggestions and demonstrations for performance improvement either on-the-spot or after the flight.

**WINGS** Flight activities can be accomplished as a standalone or combined with other **WINGS** flight activities in preparing pilots for completion of a **WINGS** Phase. Depending upon the airman's proficiency, the activity might be accomplished in a single session, however more than one session is often advantageous because an interval in training enhances absorbing and retaining of subject matter.