

# SALUTING THE PROFESSIONAL PILOT

**N**either your doctor, your dentist, your attorney, nor any other “professional” is subject to the degree of scrutiny you endure as an airline pilot. And if you have one of those “non-normal” days no pilot hopes for, you can end up being praised worldwide as a hero—or as raw meat for headline writers and late-night comedians.

■ “We have given [Mr. John Q. Public] nothing to measure us by except personal contact and what he reads in the papers,” says the justification for the ALPA Code of Ethics, adopted during

the Association’s 1956 Board of Directors meeting.

■ Today, to “the papers,” add radio, television, blogs, Twitter, and other electronic media that broadcast news and opinions continuously.

■ Your professionalism, ALPA members, is the bedrock on which the North American airline industry—the safest form of transportation ever developed—was built. Please turn the

page for some pilot-to-pilot sage advice from your union’s line pilot subject-matter experts on how to boost and maintain that professionalism. 🌐



# A PASSION FOR COMMUNICATING

**By Jan W. Steenblik**  
Technical Editor

**H**awaiian Airlines has been flying since 1929—and has never had a fatal accident.

Perhaps Lono, the Hawaiian god of peace and prosperity, wind and rain, clouds and storms, has smiled on the interisland—now international—airline. Perhaps, too, the professionalism of HAL's pilots has had more than a little to do with their superb safety record.

One of the paragons of professionalism among HAL's 439 line pilots is Capt. Mark Anderson, 58, a B-767 line and simulator check airman and technical pilot who "personifies the ALPA Code of Ethics," says Capt. Eric Sampson, HAL Master Executive Council chairman.

## CAPTAIN, CHECK AIRMAN, MENTOR

Anderson learned to fly as a teenager in Hawaii. He attended Northrop Institute in California, where he earned additional ratings and an A&P certificate. Joining HAL in 1985, Anderson flew Dash 7s, DC-8s, L-1011s, and DC-10s before B-767-300ERs.

ALPA's Code of Ethics says, in part, that a captain "will be firm but fair, explicit, yet tolerant of deviations that do not affect the safe and orderly completion of the flight. He will be efficient yet relaxed....[H]e will expect efficient performance of each crewmember's duties, yet he will overlook small discrepancies and refrain from unnecessary and destructive criticism, so that the crewmember will retain his self-respect and cooperative attitude." Those who've flown with Anderson say that describes him perfectly.

F/O David Sperry, editor of *The Iwa Bird*, the HAL MEC newsletter, says, "He's a great person to fly with—very relaxed but very professional. He operates by the book. There's never any question about

## CAPT. MARK ANDERSON (HAWAIIAN) PERSONIFIES PILOT PROFESSIONALISM AND LIVING BY THE ALPA CODE OF ETHICS

what he intends to do next. He always keeps the copilot informed.

"He knows absolutely everything about procedures. If he's flying with a pilot new to the airplane, he'll very quietly point out the correct way to do something."

Capt. Jeffrey Jones, the HAL pilots' Communications Committee chairman, adds, "He's always proactive, very willing to listen to constructive criticism. He's highly knowledgeable and confident,

but very modest, always willing to listen to other crewmembers—very good with CRM, making the other members of the crew feel comfortable in the cockpit."

The chairman of the HAL MEC Professional Standards Committee, Capt. John Wade, points out, "A skilled check airman has the rare ability to make the whole checkride a positive learning experience. And that's Mark."

Capt. Mike Silva, until recently B-767 fleet captain, says of Anderson, "He *trains* SOPs, and he *flies* SOPs. He doesn't chastise or intimidate, he just teaches."

Fellow check airman Capt. Scott Banning adds that Anderson "does things the way we're *supposed* to do them. He instills this in everyone he flies with. On checkrides, he doesn't treat me any different than anyone else.

"He gets himself really focused on what he's doing and stays that way. If he could package it and sell it," Banning laughs, "I'd buy a whole lot."

## ALPA VOLUNTEER

Performing at a high level of professionalism as a pilot and check airman is a noteworthy achievement in itself, but Anderson also has served his fellow pilots as an ALPA volunteer. As such, he has more than fulfilled the obligation spelled out in the ALPA Code of Ethics that an airline pilot "will regard himself as a debtor to his profession and ALPA, and will dedicate himself to their advancement. He will cooperate in the upholding of the profession by exchanging information and experience with his fellow pilots...."

"I was the junior man on our three-man Negotiating Committee from 1991 through 1995," he recalls. "That was very enlightening, but they were bad, bad times; the pilots' willingness to grant concessions helped save the airline. HAL declared bankruptcy twice."

However, Anderson asserts, "If I have a story, it's about communications and my continued passion to promote and



F/O LOWELL SANNES (ALASKA)

## CODE OF ETHICS ROLE MODEL

Nominated by Capt. John Wade, HAL MEC Professional Standards Committee chairman, Capt. Anderson was selected from an excellent field of pilots recommended by their peers. Making the selection were Capt. Chuck Hogeman (United), chairman, ALPA Human Factors and Training Group; Capt. John Rosenberg (Delta), chairman, ALPA Professional Standards Committee; and Capt. John Sluys (Alaska), chairman, ALPA Professional Development Group.

To nominate a member as an ALPA Code of Ethics role model to be profiled in *Air Line Pilot*, e-mail [magazine@alpa.org](mailto:magazine@alpa.org). 🌐

enhance our pilots to be better stewards of our profession."

From 1998 until 2000, Anderson served as vice-chairman of Council 65; from 1996 until 2001 he also was chairman of the MEC Communications Committee. He was the chief architect of multiple ways of improving communications with the pilot group:

- With a grant from ALPA and ALPA staff support, the HAL pilots acquired video equipment to record various events for later web streaming.
- They enhanced meeting notices via a local executive council (LEC) flyer, *Pilot Talk*, detailing the meeting agenda with the pros and cons of each issue. *Pilot Talk* evolved into *NewsTalk Saturday*, a weekly MEC electronic newsletter that provided MEC news, MEC and LEC meeting minutes, committee reports, and more.
- *HangarTalk*, a web-based pilot bulletin board, was later adopted ALPA-wide for all pilot groups.
- The HAL Flight Crew Information System (FCIS), <http://halpilot.com>, started in 1996, continues to serve the HAL pilots as their home page.

## TWEAKING TRAINING

Anderson also has made tremendous contributions to HAL's flight operations, procedures, and pilot training, in keeping with the ALPA Code of Ethics dictum, "An air line pilot will remember that his is a profession heavily dependent on training..." For several years he worked for Capt. Bernie Watson, who retired in 2003 as HAL's director of Flight Standards and Training.

When HAL began flying DC-10s in 1994, Watson recalls, "We were just a Cat I operator. We were flying to the major cities on the West Coast, and we had too many diversions, so we decided to go for Cat II and III. We put together pilot guides, and Mark developed Cat II/III briefing cards for the cockpit—weather and equipment required, MEL issues, all the callouts. He also made a Cat II/III video."

Since then, Watson, who now works for HAL's Flight Standards and Training Department as a consultant, and Anderson have collaborated on many training guides, lesson plans, cockpit quick reference cards, and technical documents and videos.

"For example," Watson explains, "We had pilots who had only flown in the islands; when they moved to long-haul, transpacific flying, they found themselves in a very different environment. So Mark put together a guide on oceanic flying.

"As a CRAF airline, we fly military charters, so we have to be able to fly PAR approaches. Mark developed our procedures."

Watson continues, "I asked him if he could develop a Flight Standards website for the check airmen. He said, 'Why limit it to just check airmen?'"

The website, <http://haflight.com>, received a Golden Web Award for 2002–2003.

Watson and Anderson agreed that training and checking should not be a minefield, "so we put together a line check guide—and another for the sim—so the pilots would know what to expect," Watson explains. "Mark did all the work; I just did the editing. He put these guides together on his own time."

Says Silva, "Many times Mark will start the ball rolling and develop documents or programs to resolve a technical issue."

However, Banning adds, "He's a real team player—he'll develop something, but he'll distribute it to all the check airmen and ask for our input."

## TECHNICAL PILOT

Anderson is passionate about bringing the safety and efficiency benefits of the Next Generation Air Transportation System (NextGen) to HAL, bringing to mind sections of the ALPA Code of Ethics that say an airline pilot "will continue to keep abreast of aviation developments..." and "He will be a good citizen of his country, state, and community, taking an active part in their affairs, especially those dealing with the improvement of aviation facilities and the enhancement of air safety."

Case in point: HAL's B-767s came equipped for Future Air Navigation System (FANS) applications, but without satcom. So Anderson came up with a way to achieve controller-pilot datalink using HF. "Diplomatically pushy" is the way Dr. Dan Smith, HAL's engineering manager, describes Anderson's successful efforts to bring together HAL management, the FAA, ARINC, and Honeywell to develop FANS high-frequency datalink (HFDL). HAL check airmen use the HFDL on B-767 flights in oceanic airspace in an ongoing operational evaluation.

Living in the Seattle area and being so involved in technical projects for HAL, Anderson has participated in many FAA and industry meetings—again, on his own time. "Pretty much if it's on the West Coast, Mark's attended for us," Watson observes. "He's so devoted."

Banning declares, "I have the highest regard for his professionalism, his perseverance, his dedication. He has put thousands of hours into this volunteer work to create a safer and standardized environment for HAL's pilots."

Wade concludes, "Capt. Anderson embodies the ALPA Code of Ethics as well as anyone I have known in my 32 years of airline flying." 🌐

# HONORING THE CODE: ASPIRING TO BE THE CONSUMMATE PILOT PROFESSIONAL



**By Capt. John Rosenberg (Delta),**  
Chairman,  
ALPA National  
Professional  
Standards

Over the last few years, several aircraft accidents and serious incidents have prompted the NTSB and the FAA to examine the issue of “professionalism” on our flight decks. This past year, the FAA initiated an industry “Call to Action.” The initial effort consisted of meetings throughout the U.S. with airlines and other industry representatives to discuss needed changes in pilot hiring, training and mentoring, and to look for ways to heighten pilot awareness of the need for professionalism. Working closely with ALPA, the FAA is now confronting the issues of conduct, entry-level low experience, and the age-old subject of fatigue.

FAA Administrator J. Randolph Babbitt, a former ALPA president, has stated, “We can’t regulate professionalism.” We wouldn’t want the FAA to try. What each of us must do is adhere to the doctrine that ALPA drafted in 1956, which truly defines what it means to be an airline pilot—the ALPA Code of Ethics and Canons. This single directive characterizes the very heart and soul of plying our trade as professional airmen.

When ALPA pilots drafted this document, they got it right the first time. The Code is as relevant today as it was in past decades of airline flying—the language is timeless. By living the Code, we uphold the values placed upon us by our peers, our employers, and, most importantly, the traveling public.

So how did we ever reach the point where the NTSB and the FAA were compelled to focus on pilot behavior and conduct? We have to look back to the gradual economic slide of the airline industry, when there was a perceived demoralization and devaluing of the piloting profession by the business practices of new start-up airlines.

The Airline Deregulation Act of 1978

and Canons in this article, I encourage you to reference the Jeppesen-sized copy enclosed in this issue. I encourage you to carry the Code of Ethics with you on every flight, to refer to it often, and to discuss it with your colleagues. I also ask my professional female peers to bear with the repeated use of masculine pronouns in the text, as this practice was the accepted manner in which to generalize

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served as the watershed event that effectively changed the U.S. airline industry forever. The resulting chaotic nature of free-market competition made it increasingly more challenging for pilots to maintain their dignity and sense of significance in an industry replete with startups and failures. For every step the industry has taken forward, the pilot career has fallen two steps back. Our profession has been demoralized by lower compensation, reduced benefits, altered lifestyles, and lost pensions.

If we are honest and true to ourselves, we must acknowledge that there is evidence to suggest that, as pilots, we may have lost our situational awareness for the principles and values outlined in the ALPA Code of Ethics. A review of this professional checklist is in order to help us recalculate our collective course and reestablish the enviable image we once maintained.

As we review the ALPA Code of Ethics

at the time this document was drafted. There is no implied or expressed bias in these words, and the ALPA Code of Ethics and Canons applies equally to all of our Association members.

## SECTION ONE

The Code of Ethics and Canons opens by exploring the essence of being a “professional” airline pilot. It addresses the heavy responsibility of command authority along with the need to be highly proficient in all areas. We chose to become airline pilots, so we must embrace our responsibilities and never lose sight of the extreme consequences, should we fail in our duty.

These early canons remind us that external pressures may attempt to influence our judgment, and that **an act of omission can be as hazardous as a deliberate act of commission.** We all experience highs and lows in our personal lives, but



we must never lower our guard despite difficult times.

**Consistent with flight safety, (the airline pilot) will at all times operate his aircraft in a manner that will contribute to the comfort, peace of mind, and well-being of his passengers, instilling in them trust in him and the airline he represents.** From the moment we walk onto the airplane, we must convey—through our actions and words—confidence in our performance and, in return, earn the respect and trust of our fellow crewmembers and the public.

**Once (the airline pilot) has discharged his primary responsibility for the safety and comfort of his passengers, he will remember that they depend upon him to do all possible to deliver them to their destination at the scheduled time.** Deliberately delaying a flight for personal reasons or operating the aircraft outside the parameters of safe and efficient operation is contrary to the behavior of a professional pilot.

**If disaster should strike, (the airline pilot) will take whatever action he deems necessary to protect the lives of his passengers and crew.** The Code of Ethics emphasizes our calling to place the welfare of our passengers and crew above all else.

## SECTION TWO

Section two of the Code of Ethics and Canons examines our employment and our relationship with our airlines. It indicates that **(the airline pilot) will faithfully discharge the duty he owes the airline that employs him and whose salary makes possible his way of life.** Through the collective bargaining process, we trust our appointed negotiat-

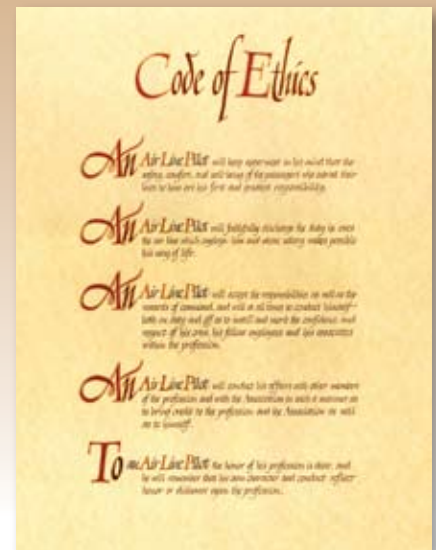
ing committee to bargain for a fair and equitable wage and allow the grievance committee to defend our rights. This permits us to concentrate on the task at hand.

The Code directs us **to do all within our power to operate the aircraft efficiently and on schedule in a manner that will not cause damage or unnecessary maintenance.** The language continues **(the airline pilot) will faithfully obey all lawful directives given by his supervisors, but will resist and, if necessary, refuse to obey any directives that, in his considered judgment, are not lawful or will adversely affect flight safety.** Remember that 14 CFR FAR 91.3 and Section 3 of the Canadian Aeronautics Act put the final authority and responsibility for the safe completion of the flight on your shoulders.

The Code of Ethics prohibits us from knowingly falsifying any log or record and discourages our tolerance of such action by other crewmembers. Integrity is sacrosanct and cannot be compromised by an airline pilot.

We are encouraged to remember that a full month's salary demands a full and fair month's work. On our days off, we are instructed to avoid any occupation or activity that will diminish our efficiency or bring discredit to our profession. How we conduct ourselves in public, both in or out of uniform, must always reflect the highest standard and project an esteemed image for all to admire. The airline pilot must bring honor to his peers, company, and community.

As an airline pilot, you are asked to realize that you represent the airline to all who meet you and, therefore, you should keep your personal appearance and conduct above reproach. While in uniform, the airline pilot carries the company brand, and how we wear the



uniform reflects the company image.

An airline pilot **will give his airline, its officers, directors, and supervisors the full loyalty that is their due, and will refrain from speaking ill of them. If he feels it necessary to reveal and correct conditions that are not conducive to safe operations and harmonious relations, he will direct his criticism to the proper authorities within ALPA.** Through the strength of a unified union, we will find responsible union leaders. We fully entrust our leaders to protect our collective interest and to defend, on our personal behalf, any wrongdoing by company officials.

## SECTION THREE

The ALPA Code of Ethics, in its third section, addresses the specific responsibilities and privileges of command. It rightfully assumes that all pilots entering the profession aspire to one day be in command.

**An Air Line Pilot will accept the responsibilities as well as the rewards of command and will at all times so conduct himself both on duty and off as to instill and merit the confidence and respect of his crew, his fellow employees, and his associates within the profession.**

**He will know and understand the duties of each member of his crew. If in command, he will be firm but fair, explicit, yet tolerant of**

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**W**hat each of us must do is adhere to the doctrine that ALPA drafted in 1956, which truly defines what it means to be an airline pilot—the ALPA Code of Ethics and Canons. This single directive characterizes the very heart and soul of plying our trade as professional airmen.

**deviations that do not affect the safe and orderly completion of the flight. He will be efficient yet relaxed, so that the duties of the crew may be carried out in a harmonious manner.** The tone is set the moment the captain introduces himself to the crew. It begins with a proper and respectful briefing. During this event, the successful captain demonstrates his secure authority and is confident in his abilities. The captain stands before the crew and passengers as the ultimate authority while encouraging crew contribution to critical decision-making and instilling confidence in the minds of the passengers. This section on command is the embodiment of the seven words of good crew resource management—authority with participation and assertiveness with respect.

**If in command, (the airline pilot) will expect efficient performance of each crewmember's duties, yet he will overlook small discrepancies and refrain from unnecessary and destructive criticism, so that the crewmember will retain his self-respect and cooperative attitude.** The captain creates an enjoyable working environment for the entire crew, setting appropriate guidelines and limits.

**An Air Line Pilot will remember that his is a pro-**

**fession heavily dependent on training during regular operations and, if in command, will afford his flight crewmembers every reasonable opportunity, consistent with safety and efficiency, to learn and practice. He will endeavor to instill in his crew a sense of pride and responsibility.** The captain has an obligation to mentor and coach crewmembers new in their positions and to provide encouragement. Pilots will naturally select traits of the best captains as they subconsciously develop their own styles.

**While in command, the Air Line Pilot will be mindful of the welfare of his crew.** This portion of the text is the “service before self” commitment of the airline captain. Another way to look at it is the “captain goes down with the ship.” The captain will always ensure the comfort, security, and well-being of his crewmembers and see to their needs before his own.

#### SECTION FOUR

Section four of the Code looks at our affiliation with ALPA and our collective responsibility as airline pilots, regardless of airline affiliation, to stand unified as one voice in protecting our sacred motto, “Schedule with Safety.”

**An Air Line Pilot will con-**

**duct his affairs with other members of the profession and with ALPA in such a manner as to bring credit to the profession and ALPA as well as himself.** Just as pilots must operate according to the FARs or CARs, so must they honor and act in accordance with the policies set forth in the ALPA Constitution and By-Laws. How we conduct union business is important to the stability of the organization, and pilots must never behave in a manner that discredits ALPA. Trust and confidence in the union's leaders is essential as it faithfully fulfills its fiduciary responsibility to the members.

**He will not falsely or maliciously injure the professional reputation, prospects, or job security of another pilot, yet if he knows of professional incompetence or conduct detrimental to the profession or to ALPA, he will not shrink from revealing this to the proper authorities within ALPA, so that the weak member may be brought up to the standards demanded, or ALPA and the profession alike may be rid of one unworthy to share its rewards.** We will not tolerate a pilot maligning a fellow pilot's character or reputation. Having said this, we have an obligation to bring forward to ALPA leaders a pilot, who, with credible evidence, is considered below the acceptable performance or standards of our union membership. The statement in the Code assumes that the member is already in good standing and that the ALPA leaders must evaluate the possibility of dissolving the relationship between this member and ALPA.

The airline pilot **will conduct his affairs with ALPA and its members in accordance with the rules laid down in the Constitution and By-**

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**W**e are asked to take a long, hard look at ourselves in the mirror and consider whether we measure up. This should not be a one-time question but a daily exercise. Consider it a sacred oath, a commitment we make to one another as professionals.

**laws of ALPA and with the policies and interpretations promulgated therefrom.** To be an effective, cohesive union of pilots with a strong voice, there must be an organized structure with rules and guidelines. In addition, ALPA is unique in that it is member-driven. Except for the paid staff, the majority of work in ALPA is performed by its volunteer members. ALPA strongly encourages all of its members, at some point in their careers, to volunteer for some facet of ALPA work. The historic success of ALPA is due in large part to the continued volunteer ethic passed on from generation to generation of ALPA pilots.

**An Air Line Pilot shall refrain from any action whereby, for his personal benefit or gain, he takes advantage of the confidence reposed in him by his fellow members. If he is called upon to represent ALPA in any dispute, he will do so to the best of his ability, fairly and fearlessly, relying on the influence and power of ALPA to protect him.** A pilot possessing proprietary information in the conduct of ALPA business shall maintain confidentiality and not divulge that information in the interest of advancing a personal agenda. An ALPA pilot may be called upon to defend a fellow pilot or the Association in matters before an arbitration panel and will be afforded the

full resources of the Association.

**He will regard himself as a debtor to his profession and ALPA, and will dedicate himself to their advancement. He will cooperate in the upholding of the profession by exchanging information and experience with his fellow pilots and by actively contributing to the work of professional groups and the technical press.** This canon was written to obligate members to collectively represent the voice of the airline piloting profession in matters before lawmakers and regulators. ALPA, with its unique cockpit perspective, takes an active leadership role in sharing with the FAA, airlines, and other industry contributing participants knowledge and experience that advance aviation safety.

## SECTION FIVE

The fifth section provides an overview of the ALPA Code of Ethics. **To an Air Line Pilot the honor of his profession is dear, and he will remember that his own character and conduct reflect honor or dishonor upon the profession.**

**He will be a good citizen of his country, state, and community, taking an active part in their affairs, especially**

**those dealing with the improvement of aviation facilities and the enhancement of air safety.** [An airline pilot] **will conduct all his affairs in a manner that reflects credit on himself and his profession.**

**He will remember that to his neighbors, friends, and acquaintances he represents both the profession and ALPA, and that his actions represent to them the conduct and character of all members of the profession and ALPA.**

**He will continue to keep abreast of aviation developments so that his skill and judgment, which heavily depend on such knowledge, may be of the highest order.** The airline pilot will do all in his power to be a current, accomplished professional.

## FINAL STATEMENT

The final statement of the Code of Ethics is congratulatory in nature and presumes that you have reached the pinnacle of your career. There is an implied understanding that this document, created by past generations of airline pilots, is intended to inspire us to continue to try harder and to be all that we can be.

**Having endeavored to his utmost to faithfully fulfill the obligations of the ALPA Code of Ethics and Canons for the Guidance of Air Line Pilots, a pilot may consider himself worthy to be called... an Airline Pilot.** We are asked to take a long, hard look at ourselves in the mirror and consider whether we measure up. This should not be a one-time question but a daily exercise. Consider it a sacred oath, a commitment we make to one another as professionals. 🌐



# PERFORMANCE UNDER PRESSURE

## SOPS AND HABITS FOR SUCCESS



**By F/O Karl Fennell (United),** Director, ALPA Human Factors Program, and **Capt. Glen Finch, (Jazz),** Director, ALPA Pilot Training Program

We often hear about how flight crews masterfully handled emergencies or irregular situations in ways that made the flight look routine to the passengers in the back. Experts—including pilots—have the ability to make complicated jobs appear magically simple. So what's the secret for success in high-pressure flight situations?

Actually, it's no secret; the answer is standard operating procedures (SOPs), which are fundamental to what it means to be an airline pilot. SOPs form the basis of flight safety and have allowed us to overcome inconsistencies in human performance to achieve high levels of success.

SOPs, usually laid out in policy, manuals, and regulations, must be consciously practiced to achieve the desired effects. We pilots spend thousands of hours cultivating these habits by careful practice, consistent repetition, and active discipline, building a repertoire of skills designed to serve under the most demanding circumstances.

When the pressure increases and performance becomes critical, our SOPs help us to use our training, judgment, and analytical skills to handle even the unexpected. The habits and routines—such as checklist discipline, critical callouts, and crew coordination—serve us well when needed the most.

In emergencies, SOPs are critical. Consider a malfunction in the high-

speed takeoff regime before reaching  $V_1$ : SOPs help us quickly decide to reject or continue the takeoff. They also guide our response after we make our decision and help us to achieve a successful outcome. In complex emergencies, SOPs help designate who is running checklists and who is flying. They help us to prioritize and complete checklists, coordinate with ATC, dispatch, and maintenance, and

**SOPS KEEP US ON TASK AND HELP US TO PREVENT MISSING CRITICAL STEPS OR ITEMS.**

help with our interactions with the flight attendants and cabin preparation.

SOPs keep us on task and help us to prevent missing critical steps or items. For instance, the SOP to check landing performance and stopping distance with a malfunction helps to select a suitable landing airport.

SOPs also protect us from normal variations in human performance. We humans are drawn to critical and unusual situations. We naturally tend to shift our attention to activity, motion, dynamic visual displays, and interesting situations. But we also perform many routine tasks so often that we do them easily without much conscious thought. This makes us vulnerable to distractions, lapse of attention, and routine slips. When our attention is drawn to an important irregular procedure or maintenance problem, we become vulnerable to missing items in our normal routine.

Vigilance and SOPs help solve the problem. For example, when a checklist is interrupted, SOP directs us to re-run the entire checklist. This may help prevent missing something as critical as setting the correct pitch trim or flap position for takeoff.

Finding solutions to emergencies, irregular, or off-nominal events can be extremely compelling and suck us into the problem completely, losing situational awareness and allowing fatal slips and lapses. For example, the SOP that someone always must be designated to fly the airplane and maintain primary situational awareness of the flight path was the result of more than one fatal accident. We know that monitoring for long periods can be challenging, but we also understand the consequences of failure.

SOPs protect us by helping us to strengthen areas of human performance that are known to be problematic. For example, non-essential talking in critical phases of flight can shift attention away from flight-related tasks and introduce separate problems that lead to distraction or degraded performance.

SOPs

- allow us to see deviations from normal by clearly defining normal performance: Deviations from SOPs are easily noticed, alerting the crew to a dangerous situation and allowing time to correct back to normal.
- set crew expectations: When someone follows SOPs, other crewmembers know that critical duties will be accomplished and know how that person will perform tasks. The SOP affords no guesswork or ambiguity.
- establish important safeguards in performance: For example, standard callouts focus attention on items such as airplane performance and targets that must be met. When these callouts are not made, it is more likely that aircraft or human performance deficiencies will not be noticed.

SOPs are the backbone of our safe and consistent performance as professional pilots and give us a critical defense against known deficiencies of human memory and attention. SOPs don't just define what we do—they define who we are as pilots and give us the ability to make abnormal situations appear routine. 🌀



# STRONG LEADERSHIP FOR AIRLINE PILOTS



**By Capt. Rick Swanson** (left), Chairman, CAL MEC Professional Standards Committee, and **F/O Dave Illig**, CAL MEC Professional Standards Committee

**A**s airline pilots, regardless of seat position, we must have the highest level of developed leadership attributes to be professionally competent. By exercising effective leadership skills, we obtain the highest level of safety and support from our coworkers while gaining well-deserved public respect.

As we develop our airline pilot leadership skills, several key characteristics of good leaders deserve to be highlighted. A good technique is to keenly focus on one attribute each week to ensure we habitually incorporate that trait into our daily life. Consider the following:

## CHARACTER

Strong character built on a foundation of integrity brings lasting respect, trust, and a willingness in others to follow you as a leader. We must always do the right thing, no matter who is (or is not) looking and no matter the cost to our comfort or convenience. Integrity should be ever-present and controlling in our character whether we are on duty or not.

## COMPASSION

One of the most dynamic and distinguishing attributes of a leader is unconditional concern and commitment to others under his or her care and command—a “service before self” mindset. This unselfish dedication to others will make your leadership

distinctive, respected, and effective.

## COMPETENCE

It is easy to become complacent after years of performing the same job. To be professionally competent, we must consistently prepare ourselves to do our best. As successful leaders, we must improve our skills every day through continued education, practice, and self-evaluation. A talented leader has a strong desire to accomplish more than what is expected while inspiring others to reach lofty goals.

## FOCUS

The sharper your focus, the sharper you will be. Keep focused on maintaining your strengths while diminishing your weaknesses as a leader. Do this by paying attention to every detail and having a focused discipline in every task.

## LISTENING

To connect with those around you, you must be a good listener. When you listen, you show respect and caring for the other

person. A good, effective listener hears what the other person means, not only what he or she is saying.

## POSITIVE ATTITUDE

The attitude you display is your choice. Maintaining a good attitude is easier than regaining one. Those who let external forces drag them down also drag down those around them. External factors must not erode our professionalism, or diminish our positive attitudes.

## RESPONSIBILITY

You can't lead others if you won't accept responsibility for your decisions and actions. Leaders who embrace their duty are effective. Dependability, consistency, and trustworthiness are foundational values of good leaders.

## SELF-DISCIPLINE

The first person you lead is yourself. If you can discipline yourself to stay on track and achieve your goals, others will want to be part of your team and will have confidence in you as a leader. 🌐



ALPHA ARCHIVE PHOTO



## LEADERSHIP INVENTORY AND SELF-EVALUATION CHECKLIST

Be honest with yourself—check areas in which you feel confident, and try to improve in areas in which you consider yourself in need of help. Next month, re-evaluate your progress, and be encouraged.



**CHARACTER:** Your character must be based on consistent integrity.



**COMPASSION:** Unselfishly giving of yourself for the benefit of others pays big dividends for everyone.



**COMMITMENT:** Be a “doer,” rather than just a “dreamer.”



**COMMUNICATION:** Think before you speak (or write or hit the “send” button); choose your words carefully and thoughtfully.



**COMPETENCE:** Competence takes consistent, repetitive practice of good habits and skills.



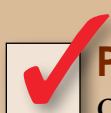
**FOCUS:** The sharper your focus, the sharper you’ll be on task.



**INITIATIVE:** Show the way for others to follow your lead. Start the ball rolling!



**LISTENING:** Effective communication starts with effective listening.



**POSITIVE ATTITUDE:** Don’t let outside influences destroy your can-do attitude.



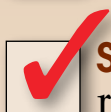
**PROBLEM-SOLVER:** If time permits, weigh all the factors, consider your options, and use your best judgment.



**RELATIONSHIPS:** You don’t have to *like* everyone you work with; you *do* have to be able to *work* with them.



**RESPONSIBILITY:** Don’t hide from it—embrace it.



**SELF-DISCIPLINE:** Take responsibility for yourself.



**TEACHABLE:** Constantly upgrade your mind and understanding.



**VISION:** Imagine the possibilities, then visualize the future. 🌀

# REKINDLING THE DESIRE TO DO BETTER



**By Capt. Charles S. Hogeman (United)**, Chairman, ALPA Human Factors and Training Group; **Capt. Leja Noe (Mesa)**, Chairman, Central Air Safety Committee; and **Capt. Dennis Townsend (American Eagle)**, Chairman, MEC Training Committee

A universal characteristic of airline pilots is our desire to improve. Whether we're developing a better way to approach training, working with other crewmembers, or just flying, we pilots generally strive to do better.

However, in an era when the airline piloting profession has undergone many changes because of the airline industry's economic distress and when the public may not respect or admire our profession as much as it once did, our motivation for self-improvement can become just another casualty. But this should not diminish our basic human desire to improve ourselves.

As one seasoned airline captain said, "Know your weaknesses, then challenge yourself to make them your strengths." It sounds difficult, but when you are able to work on something that you've acknowledged is not your strong suit and do a better job of it, you'll discover that this is one of the most important gratifying aspects of being an airline pilot.

The following are some common areas in which pilots can improve:

## FLY THE AIRPLANE BETTER

Pilots who want to improve are not afraid of technical or flight maneuver areas in which they don't excel—they seek opportunities to make themselves stronger in those areas. We shouldn't

pass up a chance to manually fly the airplane after carefully considering crew workload or the need to maintain high situational awareness.

While much of our training focuses on automation, it is only a *tool* for flying the airplane. We are pilots, not automation engineers.

This doesn't mean that we shouldn't try to understand or improve our knowledge of autoflight systems and management. In fact, this is an area in which understanding the goals of the designers can help you fly strategically—i.e., efficiently. However, our ability to improvise and handle unanticipated events during flight depends on how quickly we can revert to the basics of *flying the airplane*.

Rather than playing catch-up when a proficiency evaluation looms, use the lower-workload phases of flights to discuss the mechanics of proficiency maneuvers with other crewmembers. Focus on critical events that we don't face every day, such as engine failures during takeoff, non-precision approaches, and windshear recovery techniques. Having a mental picture of how these maneuvers are to be performed in actual line situations will make recurrent training and evaluations go much more easily.

## LEARN THE BOOK

Pilots who want to improve seek out the "why" behind the regulations, company procedures, and technical aspects of the airplane. Those who have flown their present airplane for other companies often complain that their present airline's standard operating procedures (SOPs) do not make sense or are difficult to follow. This may lead to "discretionary non-compliance," which can increase risk.

By exploring *why* the company SOP is stated the way it is, you may discover some interesting background on why the company wrote the SOP that way and learn something about the airplane. A detailed discussion with line check airmen, instructors, or management

can lead to a better understanding of the airplane and the way it is to be flown, better equipping you to discuss your ideas for improving the SOP with your master executive council's Central Air Safety Committee and your airline's flight operations management.

## IMPROVE YOUR CREW MANAGEMENT SKILLS

As crew resource management (CRM) training has evolved during the past 30 years, we now find ourselves operating in an environment in which we have to manage threats and human error. We can operate best by proactively seeking information in advance and being able to select from a number of possible solutions to make a decision during unanticipated situations.

Rote memorization of minor footnotes in company manuals doesn't necessarily make one a better pilot. But being able to quickly retrieve useful information and putting details together to achieve a better understanding *will* help you and others to do a better job. This may require you to do some research into areas that go beyond your specific responsibility.

Pilots can improve their overall management skills by learning about and understanding the tasks and responsibilities of other cockpit crewmembers—particularly the ones they have during periods of high workload—as spelled out in the airline's flight operations manual or airplane flight manual. This also applies to understanding the tasks of other members of your "team," including flight attendants, mechanics, dispatchers, customer services representatives, and air traffic controllers.

Our success in taking back the profession depends, in part, on how well we do our jobs. We have to find ways to get around the noise, complaints, and distractions that batter our self-esteem. We have to rekindle qualities, such as our desire for self-improvement, that inspired us to become airline pilots. 🌐



# MAKING THE MOST OF TRAINING AND CHECKING



**By Capt. Frank Cheeseman (United),** ALPA Human Factors and Training Group, and Vice-Chairman, ALPA Training Council, and **Capt. Glen Finch (Jazz),** Chairman, ALPA Training Council

**W**e airline pilots view training and checking “opportunities” with mixed emotions.

We recognize the unique chance to hone our skills in the safety of modern flight simulators. An evaluation comes attached, but the chance to practice and improve is invaluable. Very few professional groups have this unique opportunity for self-improvement.

On the other hand, training and checking lead to additional stress in our busy lives.

How can we reap the most benefit from our training experiences?

The success of the training and checking experience rests on establishing the proper learning environment by creating and maintaining honest, professional relationships among the pilot’s union, the airline, and the regulatory agency. Each play a key role in framing the pilot for success. Let’s look at each leg of this training stool.

## AIRLINES’ ROLE

What should be the airlines’ role as they develop, deliver, evaluate, and update their training programs?

Modern training regulations allow a significant amount of flexibility in crafting curricula. This privilege allows airlines to develop programs that are relevant and fresh, and they should

## OPTIMIZING PILOT TRAINING AND CHECKING REQUIRES A THREE-WAY PARTNERSHIP OF PILOT UNIONS, AIRLINES, AND REGULATORS

adopt a data-driven approach to developing training programs that use modern safety programs such as ASAP, FOQA, and LOSA to provide constant feedback and quality control.

Well-trained instructors and evaluators should be handpicked. These professionals should stay current by flying the line to keep their delivery energized.

Regulatory minimums should be viewed as just that—minimums.

Finally, pilots deserve the opportunity to expand and improve their skills as leaders of the airline industry. Ongoing programs such as safety standdown days have proven invaluable in recalibrating attitudes and improving the overall operating environment.

## YOUR ROLE

How can you best prepare yourself to maximize the benefits of training and checking while minimizing stress? Here are a few suggestions:

First, divide your training interval (6, 9, or 12 months) into “personal modules” in which you focus your attention on specific areas of your training. For example, make September your “systems month.” Dedicate a few hours that month to a review of aircraft systems. March can be your “maneuvers month”; February, your “flight operations month.” This will keep you focused throughout the year and avoid last-minute cramming, which only leads to higher levels of stress and consternation.

Second, insist that your elected representatives be strong, active advocates for your professional development. Pilot unions should endorse and encourage airlines to meet their members’ professional

needs while recognizing pilots’ accountability. This is often accomplished by a formal training committee that can be structured in a variety of ways depending on the specific airline. Effective training committees are vigorous advocates for individual pilots and for the entire pilot group. The ALPA Code of Ethics speaks clearly to our commitment to proper levels of proficiency and competency.

## REGULATORS’ ROLE

Regulatory agencies largely play a “behind-the-scenes” oversight role in today’s world of complicated training and evaluating programs. These agencies ensure that the airline complies with current regulations regarding training and checking and has programs and policies in place to remain compliant.

In an effective relationship, regulators should be able to enjoy watching a well-run training department do its work, but should always be looking for non-compliance and be willing to offer suggestions for improvement. Even in the most difficult economic times, regulators should be willing to engage certificate holders with concerns and issues, and on rare occasions, to disapprove of inadequate or inappropriate training practices. We airline pilots expect our regulators to help preserve the highest possible quality of training and checking programs. The taxpayers, all of us, expect nothing less.

To reiterate, proper relationships among pilot groups, airline management teams, and regulators will ensure success. Partnering is the key. But like any three-legged stool, one shaky leg can cause failure.

ALPA’s Code of Ethics gives clear guidance for ALPA members. Airlines and regulators should also embrace a high level of responsibility and accountability as we work together toward achieving a goal of one level of quality training and professional development for all airline pilots. 🌀



# MENTORING IS CRITICAL!



**By Capt. Chris Malo (ExpressJet),**  
MEC Vice-Chairman and member, ALPA Training Council

No simulator, computer-based training, flight training device, or study guide can teach the personal qualities outlined in the ALPA Code of Ethics. These aspects of being an airline pilot—honor, professionalism, confidence, and character—must be passed on through skillful mentoring by other airline pilots.

Often an airline's training program devotes many hours to teaching new-hire, upgrade, and recurrent pilots the skills needed to fly the airplane, but precious little time is spent on mentoring or developing the professionalism also needed to be a successful airline pilot. Over the years, while our industry and pilot demographics have changed, professional development and mentoring have lagged behind. The result? A decrease and often outright absence of "soft" skills needed to perform at the highest levels of piloting.

We began to see this at my airline a few years ago when hiring was on a huge upswing and the average time until upgrade was plummeting. We saw pilots who had the technical skills required to perform the perfunctory tasks of piloting, but who lacked the professional development needed for command. These pilots, through no fault of their own, were left with a huge deficit in their training and career development.

For the long-term good of the airline piloting profession, we cannot allow this situation to continue. This is where ALPA and you come in. In my opinion, this challenge has two parts: The first involves formal pilot mentor-

ing programs; the second, daily line mentoring.

## FORMAL MENTORING

To ensure the level of pilot skills and capabilities required of our profession, each airline and master executive council must set up an active and comprehensive mentoring program.

At my airline and MEC, we have a 100-plus-page living document known as the *Pilot Mentor Manual*. Developing and using the manual was one way we dealt with the deficit in training and career development of our new-hire pilots a few years ago.

## TO ENSURE THE LEVEL OF PILOT SKILLS AND CAPABILITIES REQUIRED OF OUR PROFESSION, EACH AIRLINE AND MASTER EXECUTIVE COUNCIL MUST SET UP AN ACTIVE AND COMPREHENSIVE MENTORING PROGRAM.

This manual was created and is maintained by a number of dedicated ALPA volunteers. Our management thought it was a great idea and shared with us the cost of printing the manual. It is distributed to each and every new hire via print or CD and is available for download via both the ALPA and company websites. An invaluable resource for our new hires, it covers a wide range of subject material that a new airline pilot would need to know when he or she begins flying for our company.

Our MEC also has created a Pilot Mentor Committee. This Committee is quite large and pairs a senior "pilot mentor" with each new-hire first officer and new captain. These pilot mentors make regular contact with their assigned

colleagues, provide advice and guidance for their professional development, and serve as sounding boards for their thoughts and concerns.

Moreover, our MEC Training Committee and our management jointly authored a four-page document that gives explicit operational guidance to new-hire pilots who are going to upgrade to captain.

## INFORMAL MENTORING

The second part of the professional development of airline pilots through mentoring is perhaps even more important than the first. This part requires a concerted effort and commitment by every ALPA member to act professionally, to "do it right," to follow the ALPA Code of Ethics, and then to take it still a step further. Fortunately, this informal approach exists, in some capacity, at every airline.

As pilots, we must take the time to convey this attitude and approach to the person sitting next to us in the cockpit. Captains must remember that they are responsible for mentoring first officers. The captains' character and behavior, as much as training received at the schoolhouse, will shape our fellow airline pilots, the first officers, and determine the type of mentors that they in turn become.

This mentoring is direct and indirect, verbal and nonverbal. It ranges from how you present yourself to how you act, both in and out of the cockpit. It is reflected when you explain why you made a particular decision. It is embodied in how you deal with your fellow crewmembers, the ground crew, and ATC, as well as with the hotel van driver and check-in clerk.

As ALPA members, we make a conscious decision to commit to the Code of Ethics—a commitment to the future of the airline piloting profession. It is up to each of us, through formal mentoring and the informal mentoring we do each day on the line, to ensure that the title of airline pilot continues to convey prestige, honor, and respect. 🌀

# SHORING UP ERODED CAPTAIN'S AUTHORITY

**By Jim Johnson,** Managing Attorney, ALPA Legal Department

**T**he authority of the pilot-in-command (PIC) stems from maritime law, which for centuries gave a sea captain authority over his ship and its crew. With this authority went responsibility for the safety and security of the ship, its crew, and cargo.

In early aviation, the aircraft was likened to a ship. The pilot had a role similar to a ship captain's. When flying, he was alone in the air and had complete control of the aircraft, but had no effective means of communication and no one to help him make decisions. He also had the responsibility for the safety of the aircraft.


In single-pilot aircraft, the authority of the PIC was not in question. However, as aviation evolved, other individuals having a defined role in the operation of the aircraft—including copilots, flight engineers, dispatchers, chief pilots, senior management, flight attendants, and mechanics—entered the scene. Effective methods of electronic communication were developed; today we can instantly downlink data from the aircraft. This, on occasion, results in the captain's decisions being questioned.

Unfortunately, there has been a growing tendency of managers and senior airline executives to attempt to override the captain's authority through standard operating procedures or intimidation.

Federal Aviation Regulation (FAR) 1.1 defines the pilot-in-command as "the person who...has final authority and responsibility for the operation and safety of the flight." This is reinforced by FAR 91.3, which says that the PIC "is directly responsible for, and is the final authority as to, the operation of the aircraft," and (2) "in an inflight emergency requiring immediate action, the PIC may deviate from any rule...to the extent required to meet that emergency."

FARs 121.533, 121.535, and 121.537 provide that the PIC is in command of the aircraft and crew, which includes the cabin crew. Captain's authority in Canada mirrors captain's authority in the U.S. Per Canadian Aviation Regulation 602.05, the captain is the final authority for the safety of the aircraft, and crewmembers and passengers are obligated to comply with the captain's instructions. In Canada, the captain has the powers of a peace officer from the time the doors of the aircraft close with the intent of flight until the doors are opened at the destination.

The international rules (ICAO Annexes 2 and 6) give the captain the same responsibility and authority as outlined above.

The legal responsibility and authority are clear. Captains must stand firm that they are the final authority as to the safety and security of the flight. If you encounter pressure or intimidation to restrict the exercise of your captain's authority, inform your local air safety chairman, central air safety chairman, and contract administrator about the incident so ALPA can try to prevent more challenges to this fundamental aspect of being the PIC. 



WILLIAM A. FORD



# THE POWER OF THE PA

## YOUR PROFESSIONALISM AND WHAT YOU SAY CAN MAKE A DIFFERENCE!



**By Capt. John Sluys (Alaska),**  
Chairman, ALPA Professional Development Group

**D**o you exercise the command authority given to you when you communicate with your passengers? Each time you grab the public address (PA) microphone to inform your passengers, your professionalism and *command authority* are on display; your passengers can, and will, form an opinion about you based on your communication skills. Every time you make a PA announcement, you have a rich opportunity to maximize your leadership skills through effective communication.

Our level of professionalism is on display from the minute we arrive at the airport. This is part of the role that each of us assumes every time we put on our uniforms, because travelers have their eyes on us. Our passengers are watching us, listening to us, scrutinizing us, judging us. We are in command of

their flight and hold their very lives in our hands.

We also are ambassadors of our airlines and, more importantly, our profession. Therefore, conducting ourselves professionally throughout the airport, at the layover hotel, and wherever else we go is essential.

We only need to care enough to do so. Are you taking advantage of these opportunities?

- Approach the gate area in a professional manner with a positive attitude.
- Talk to the gate agents in a cooperative and friendly way. Inquire about the possible jumpseat riders who may be trying to travel with you and take care of them the way you would want to be taken care of.
- Share any details that they may find helpful in doing their jobs and for the operation as a whole.
- If your flight is delayed, seize the moment—and the leadership role that comes with our profession—and offer to make an informative announcement to your waiting and curious passengers.

On board our aircraft, the scrutiny continues. With each flight, we have a unique opportunity to communicate our *command authority* to our passengers by

taking the time to introduce ourselves in a simple but effective manner. Introduce yourself as the captain or the first officer so that the passengers are not confused as to who is addressing them. We want our passengers to know that their pilots are talking to them. This simple communication can set the tone for the entire flight and be accomplished in less than 30 seconds.

As the leaders of each flight, when we use a positive, professional, and informative tone to address our passengers, we can only help lift their confidence in our abilities. Each announcement is a huge opportunity to highlight how professional we are. Are you taking advantage of this opportunity?

Communicating a plan to your fellow crewmembers will likely serve you and your crew well when handling an abnormal or emergency condition. Expanding on your welcome announcement and communicating effectively and in a clear, concise, and truthful manner to your passengers at every phase of the flight—without using aviation or airline jargon, but speaking to them in words they understand—will remind them that they are traveling in the hands of a truly professional flight crew. 🌐



**AS THE LEADERS OF EACH FLIGHT, WHEN WE USE A POSITIVE, PROFESSIONAL, AND INFORMATIVE TONE TO ADDRESS OUR PASSENGERS, WE CAN ONLY HELP LIFT THEIR CONFIDENCE IN OUR ABILITIES.**