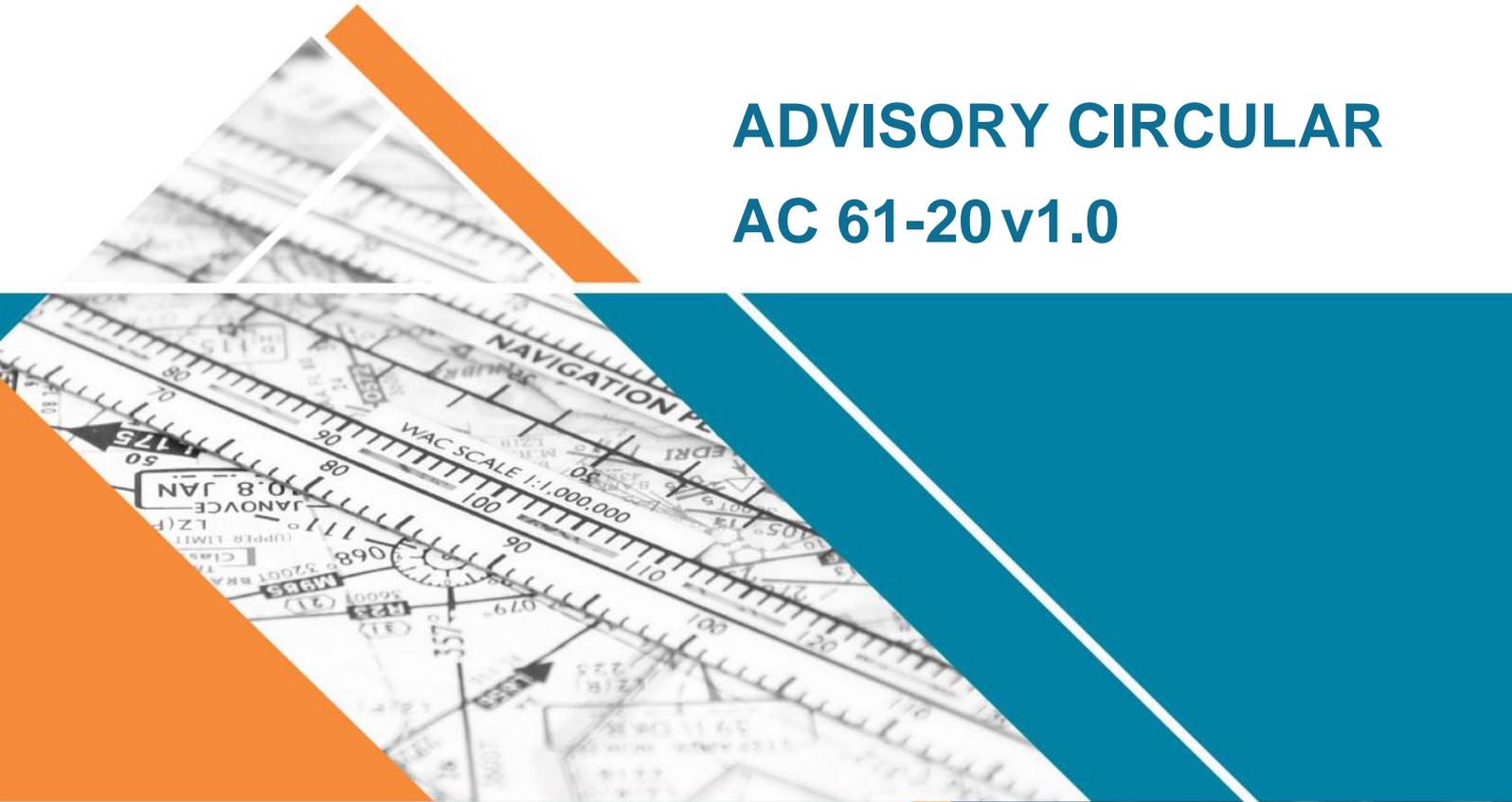




Australian Government
Civil Aviation Safety Authority

ADVISORY CIRCULAR AC 61-20 v1.0



Pilot supervision and mentoring



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Advisory circulars are intended to provide advice and guidance to illustrate a means, but not necessarily the only means, of complying with the Regulations, or to explain certain regulatory requirements by providing informative, interpretative and explanatory material.

Advisory circulars should always be read in conjunction with the relevant regulations.

Audience

The supervision and mentoring methodology provided in this AC may be utilised by all operators and would form part of the safety management system and training system.

Purpose

This AC provides guidance to operators and pilots for a structured supervision program when supervision is required by the regulations and, information on mentoring programs for pilots at various stages of their careers.

The intent of the supervision or mentoring process is to provide an environment for pilots to gain confidence, effective knowledge and operational experience when operating in a normal environment.

For further information

For further information, contact CASA's Personnel Licencing, Aerodromes and Air Navigation Standards Branch (telephone 131 757).

Status

This version of the AC is approved by the Branch Manager, Flight Standards.

Version	Date	Details
v1.0	June 2023	Initial AC.

Unless specified otherwise, all subregulations, regulations, Divisions, Subparts and Parts referenced in this AC are references to the *Civil Aviation Safety Regulations 1998 (CASR)*.

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1 Reference material

1.1 Acronyms

The acronyms and abbreviations used in this AC are listed in the table below.

Acronym	Description
AC	advisory circular
CASA	Civil Aviation Safety Authority
CASR	Civil Aviation Safety Regulations 1998
CEO	Chief Executive Officer
FSTD	flight simulator training device
GM	guidance material
HF	human factors
HOFO	Head of Flying Operations
HOO	Head of Operations
HOTC	Head of Training and Checking
MOS	manual of standards
NTS	non-technical skills
OEM	original equipment manufacturer
OPC	operator proficiency check
PIC	pilot in command
SMS	safety management system
SLT	supervised line training
SOP	standard operating procedures
SPC	standardisation proficiency check
VFR	visual flight rules

1.2 Definitions

Terms that have specific meaning within this AC are defined in the table below. Where definitions from the civil aviation legislation have been reproduced for ease of reference, these are identified by 'grey shading'. Should there be a discrepancy between a definition given in this AC and the civil aviation legislation, the definition in the legislation prevails.

Term	Definition
aerial work operations	One or more of: an external load operation, a dispensing operation, a task specialist operation, or training for an aerial work operation (refer to regulation 138.010).
aircraft	Any machine or craft that can derive support in the atmosphere from the reactions of the air, other than the reactions of the air against the earth's surface.
air crew member	a crew member for a flight of an aircraft (other than a flight crew member) who carries out a function during the flight relating to the safety of the operation of the aircraft, or the safety of the use of the aircraft.
competency	A combination of skills, knowledge and attitudes required to perform a task to the prescribed standard. Competency (ICAO). A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that mobilise the relevant knowledge, skills, and attitudes to carry out activities or tasks under specified conditions.
conversion training	Training provided to a person by a Part 119 or Part 138 operator to enable that person to carry out their duties and responsibilities in accordance with the operator's policies and procedures prior to the person commencing unsupervised duty.
direct supervision (Part 61)	Of a pilot conducting a flight means doing the following: (a) performing the tasks involved in indirect supervision of the pilot; (b) being present and able to monitor and assess the safety of the flight and communicate directly with the pilot; (c) selecting and planning the area in which the flight is conducted; (d) authorising the pilot to conduct the flight; (e) providing direction to ensure the safety of the flight.
flight crew member / pilot	A crew member who is a pilot or flight engineer assigned to carry out duties essential to the operation of an aircraft during flight time.
head of operations	A key person for a part 138, 141 or 142 operator.
indirect supervision (Part 61)	Of a pilot conducting a flight means doing the following: (a) conducting frequent surveillance of the performance of the pilot; (b) periodically reviewing the performance of the pilot in the planning and conduct of the flight; (c) providing feedback on the performance of the pilot; (d) knowing the pilot's area of operations; (e) acting as a mentor to the pilot
induction training	Training provided to a person to introduce the operators' processes for carrying out all activities associated with a person's role.
line training	Supervised line or task training on normal operations in a relevant aircraft.

Term	Definition
mentoring	A process in which an individual with more experience or expertise provides encouragement, advice, and support to a less experienced colleague.
operational safety-critical personnel	For an Australian air transport operator or an aerial work operator means personnel carrying out, or responsible for, safety-related tasks, including: <ol style="list-style-type: none"> 1. personnel carrying out roles that have direct contact with the physical operation of aeroplanes or rotorcraft used in the operator's Australian air transport operations or aerial work operations; and 2. personnel carrying out roles that have operational contact with personnel who operate aeroplanes or rotorcraft used in those operations; and 3. personnel described as operational safety critical personnel in the operator's exposition or operations manual; 4. but does not include personnel who are employed or engaged by the operator (whether by contract or other arrangement) and are engaged in: 5. the provision of continuing airworthiness management services for aeroplanes or rotorcraft used in the operator's Australian air transport operations or aerial work operations; or 6. carrying out maintenance on an aeroplane, rotorcraft, or aeronautical product on behalf of an approved maintenance organisation.
operations manual	the set of documents approved by CASA under the regulation in which the operations manual applies
operator proficiency check	An assessment conducted by an operator in accordance with its training and checking responsibilities under these Regulations of whether a person has the aeronautical skills and knowledge required by the operator.
person/personnel	For this AC, when either 'person' or 'personnel' is mentioned, it refers to an individual or group of individuals employed as operational safety-critical personnel.
pilot in command under supervision	A pilot, other than a student pilot, who performs the duties and functions of the pilot in command of an aircraft under the supervision of a pilot who is authorised by the operator of the aircraft to conduct the supervision.
proficiency	Refers to the level of skill or expertise displayed in performing a task.
recurrent training	Training of the personnel of an aircraft operator, or the operator of a flight simulation training device, that is conducted to ensure that the personnel are competent to carry out their responsibilities.
supervised	Carrying out an activity under the observation and direction of a supervisor, training pilot or checker.
supervising	Observing and directing an activity to assess behaviours, competence and ensure safety.
supervisor	Aerial application operations: a pilot who meets the requirements of the regulations. Air Transport and aerial work operators: a pilot who is authorised by the operator in accordance with the procedures in the operator's exposition or operations manual.
task specialist	For an aerial work operation, means a crew member for a flight: <ol style="list-style-type: none"> 1. who carries out a function for the flight relating to the aerial work operation; and 2. who is not a flight crew member or an air crew member for the flight.
trainer	A person assigned by an operator to deliver training.

1.3 References

Legislation

Legislation is available on the Federal Register of Legislation website <https://www.legislation.gov.au/>

Document	Title
Division 61.R.1	Privileges and requirements for grant of aerial application ratings
Division 61.T.4	Privileges and requirements for grant of training endorsements
Subpart 119.E	Training and checking for operational safety-critical personnel
Subpart 121.N	Flight crew
Subpart 133.N	Flight Crew
Subpart 135.N	Flight Crew
Subpart 137.N	Flight Crew
Division 138.B.5	Training and checking
Subpart 138.N	Flight Crew
Subpart 141.E	Part 141 Operators—instructors
Subpart 142.J	Internal training and checking
Part 138 MOS Chapter 23	Flight crew member training and checking
Part 138 MOS Chapter 24	Air crew member training and checking
Part 138 MOS Chapter 25	Task specialist training and checking
Subpart 138.P	Air crew members and task specialists

International Civil Aviation Organization documents

International Civil Aviation Organization (ICAO) documents are available for purchase from <http://store1.icao.int/>

Many ICAO documents are also available for reading, but not purchase or downloading, from the ICAO eLibrary (<https://elibrary.icao.int/home>).

Document	Title
Doc 9868	Procedures for Air Navigation Services —Training

Advisory material

CASA's advisory materials are available at <https://www.casa.gov.au/publications-and-resources/guidance-materials>

Document	Title
Multi-Part AC Part 119-11 AC 138-02	Training and checking systems
AC 61-09	Competency based training in aviation

Document	Title
AC-61.07	Flight instructor training
CASR Part 141 technical assessor handbook and sample manual	
CASR Part 142 technical assessor handbook and sample exposition	
CASA Flight Crew Licensing Manual	

2 Introduction

The world of aviation is rapidly changing. The utilisation of aircraft and airspace is evolving and the advances in technology and systems are expanding the scope and the pace of pilot related roles within many operations. These changes introduce a wide array of human performance implications that require appropriate management to maintain aviation safety.

For more than two decades, CASA has promoted a systems-based approach to aviation safety, including a learning culture, that assists operational safety critical personnel to gain experience while continuing to conduct their duties safely. A learning culture sets processes and practices that encourage not only individuals but also organisations to increase knowledge, competence, and performance.

An integral part of a learning culture within an organisation is supervision and mentoring. Supervision in an aviation learning environment is required by the regulations in a training system, training organisation and for pilots as part of gaining or maintaining a qualification or to exercise the privileges of an endorsement. Mentoring is an on-going collaborative relationship between a pilot with more experience and a less experienced pilot for the purpose of increasing the less experienced pilot's knowledge, skills and confidence.

Supervision and mentoring are tools in a holistic approach to providing a pilot or operational safety-critical personnel with operational experience, familiarisation in a new environment and confidence. It differs from the competence achieved on a check ride which is often displayed in a formal and structured environment.

There are additional training and assessment requirements covered by other regulations such as training and assessment in human factors principles and non-technical skills, dangerous goods, drug and alcohol management plans, and pilot-conducted aircraft maintenance. Although these requirements are not specifically included in this AC, they should be considered when developing a supervision or mentoring plan.

The information provided in this AC is not intended to increase administrative burden on organisations, the documenting of the plan and progress does not need to be complex, and operators should use their existing template/forms.

Operators who already have a system and processes in place for supervision and mentoring should continue with that system and consider including relevant information provided in this AC when conducting a review of the supervision/ mentoring process.

3 Supervision

3.1 What is Supervision?

Pilot supervision provides guidance, training, and operational experience to a pilot in a normal operating environment. The supervision process should be part of an operator's training and quality system (where applicable) and/or outlined in the operator's exposition or operations manual.

Pilot supervision may be direct or indirect and should be tailored to the individual pilot, taking into consideration the type of operation, a recognition of prior learning, pilots recent experience and local knowledge. The level and duration of supervision can vary and may be determined by the effectiveness of other controls deployed to manage operational safety risks or achieve desired outcomes.

Operator supervision involves managing operational safety-critical personnel, regulatory compliance, standards and quality of training.

3.2 What supervision is not?

The information provided on supervision in this AC is not intended to refer to:

- general emergency training
- conversion training
- differences training
- remedial training.

3.3 When must supervision be provided?

Supervision is mandatory when prescribed in the regulations, for example:

- Pilot supervision:
 - to exercise the privileges of an endorsement.
 - to validate a qualification.
- Operator supervision:
 - in general terms as part of a training system or in a training organisation.

3.4 Who can conduct supervision?

A supervisor conducting pilot supervision must meet the following requirements:

- Air transport operators:
 - a pilot approved in accordance with the procedures in the operator's exposition, which may include right hand seat training and authorisation by the manager of flight operations.
- Aerial work operators:
 - a pilot approved in accordance with the procedures in the operations manual.
- Aerial application endorsements:

- the head of flying operations/ head of operations of the operator of the aircraft in which the operation is conducted, or
- a flight examiner who holds an aerial application rating flight test endorsement or
- the holder of an approval under regulation 61.040 to supervise the operation.
- Training Organisations:
 - the HOO and when authorised by the HOO, a Grade 1 instructor.

When operator supervision is required in a training system or training organisation, the manager of flight operations, head of check and training, HOFO or HOO (as applicable) would normally be responsible. The responsibilities may be delegated to suitably qualified pilots for periods of absence. This policy should be outlined in the exposition/operations manual.

- Supervisors should have the following attributes:
 - knowledge, skills and attitudes (KSA) relevant to the context, needs and goals of the pilot
 - calm and nonjudgmental manner
 - good communication skills
 - a good understanding of the role of the supervisor
 - a good understanding of the role of the pilot.

3.5 What does a supervisor do?

In a pilot supervision plan, the supervisor manages the pilot and supervision process and is key to providing an effective outcome. The supervisor has the following responsibilities:

- Supervise the pilots, providing advice, guidance and feedback to support them in meeting the operational standards of the organisation.
- Ensure flying tasks assigned to, or initiated by, the pilot are consistent with the skill levels, familiarity, and level of progress through the supervision program.
- Collaborate with the pilot to ensure they gain and maintain the appropriate knowledge and skills to ensure a safe operating environment.
- Provide opportunity and encourage the pilot under supervision to self-evaluate, self-critique and reflect on performance.
- Lead by example, particularly in terms of what they do as a matter of routine.
- Conduct supervised line training and command under supervision (when required).
- If possible, observe the pilot in normal operations, provide constructive feedback, discuss, and record areas of discussion (when supervised line training or command under supervision is not required).

The duties of supervisors responsible for operator supervision are provided in *Multi-Part AC Part 119-11 AC 138-02* or *Part 141/142 sample exposition*.

3.6 Types of supervision

A pilot supervision plan should provide for the following:

Direct supervision - is where the supervisor is directly and actively involved in the operation of the flight and may include the following:

- supervising line training and command under supervision
- observing the pilot during pre-flight planning, aircraft preparation, operating in the aircraft (if possible) in a range of normal operations, and during post flight responsibilities
- being present and able to monitor and assess the safety of the flight and communicate directly with the pilot
- flight planning or selecting and planning the area in which the flight is conducted
- authorising and providing direction to ensure the safety of the flight
- authorising the pilot to conduct the flight.

Indirect supervision - is when the supervisor is not in the aircraft or vicinity of the flight. The following are examples of indirect supervision:

- regular meetings with the pilot to discuss progress
- conducting surveillance of the performance of the pilot
- reviewing the performance of the pilot in the planning and conduct of the flight.
- phone contact with the pilot
- an experienced mustering pilot in another nearby aircraft or observing from the ground
- conducting a self-assessment, analysis, and providing feedback on progress
- identifying professional training needs and opportunities
- reviewing documentation associated with the supervision program
- reviewing flight plans, loading information and general discussion regarding the pilot's area of operations
- assigning general duties and responsibilities specific to the role
- providing feedback on the performance of the pilot
- reviewing pilot training records.

4 The supervision plan

4.1 Creating a supervision plan

A supervision plan should be scaled to the size and type of operations and be developed to provide the pilot the opportunity to gain practical experience, consolidate on competence and build confidence in normal operations. The supervision process should be documented in the operator's exposition or operations manual and include focus areas related to the operation. If an operator has an existing supervision process, they should continue with that. The supervision plan should be documented and used during the supervision program to record flights, discussion points and monitor progress.

Supervised line training and command under supervision syllabus and forms for managing and recording the supervision should be provided in the operator exposition. A procedure should be provided for amending the content of the syllabus to align with the experience of the pilot.

Sector specific requirements are provided in the following chapters.

4.2 Training Organisations

Table 1: Regulatory requirements: supervision - training organisations

Regulation	Summary
Part 141.260	Requires the operator to have a description of the procedures by which the operator conducts and manages the training, including the supervision of instructors.
Part 142.315	The internal training and checking system must include procedures that ensure that each of the operator's personnel is supervised effectively.
Part 142.340(k)	The exposition should provide a description of the procedures by which the operator conducts and manages the supervision of instructors and persons participating in activities.
Part 61.1235	Requires the holder of a grade 3 training endorsement to act under the supervision of the holder of a grade 1 instructor rating.

4.2.1 Supervision for instructors

The HOO is responsible for the overall standard of the training programs and the standard of the delivery of those training programs. The exposition or operations manual should describe how the HOO supervises the instructors and students which may include:

- Review the planned training for the day and ensure that the weather conditions are suitable to allow successful lesson outcomes.
- Review of NOTAMS.
- Where possible, observe briefings and lesson conduct, student interactions and record keeping, and compliance with civil aviation legislation.
- If a scheduled flight lesson has to be changed for any reason, the HOO will determine whether the revised lesson may take place.
- regular flying with students.

- where an external examiner or check pilot has conducted an assessment flight, the HOO or relevant instructor attends the de-brief.
- regular instructor meetings
- review of training records.

4.2.2 When the HOO is not on duty

The responsibilities of the HOO may be delegated to suitably qualified pilots for periods during which the HOO is absent. This procedure supporting this delegation of responsibilities should be outlined in the operations manual.

4.2.3 Internal training and checking system (part 142) - supervision for instructors, students and operators personnel

An internal training system may outline the policies and procedures that manage the standards of the examiners and instructors and provide supervision for the students.

4.2.4 Supervision of grade 3 training endorsement holders

If the holder of a grade 3 training endorsement is qualified to conduct other types of training, supervision is only required when conducting training utilising the grade 3 endorsement.

The supervisor (normally the HOO) and pilot should work together to create an effective supervision plan to support the grade 3 training qualification and progression to grade 2. The initial meeting should commence with a review of regulatory requirements and supporting material related to supervision (company manuals, standard operating procedures, recommended focus areas)

- Decide on focus areas of the supervision that are suited to the pilot's individual situation.
- Relate the focus areas to a core category and an observable behaviour (appendix A).
- Decide on an activity or activities where the focus areas are applicable and the desired outcome.
- Discuss the experience required to allow indirect supervision.

The outcomes above should be documented in a training syllabus for recording progress (sample provided in appendix B).

The supervisor should brief the pilot on:

- how the supervision activities would be conducted (direct or indirect)
- how the supervision would be recorded/reported
- the process for addressing any lack of knowledge or difficulty in following the standard operating procedures.

4.3 Aerial work operators

Table 2: Regulatory requirements: supervision - aerial application pilots and aerial work operators

Regulation	Summary
Part 61.1130	Requires a period of supervision for pilots with less than 110 hours of aerial application operations below 500ft
Part 138 MOS 23.07	Qualifications of Pilot in Command
Part 138 MOS	Qualifications of a supervisor
Part 138 MOS Chapter 24	Requirements for training and checking—aircrew members
Part 138 MOS Chapter 25	Qualifications and Training—task specialists
Part 138 MOS 23.03	Specifies the requirements which must be met before a person acts as an FCM for a flight without direct supervision
Part 138 MOS 23.08(3)	Specifies the requirements to have a minimum number of supervised flights for a marine transfer pilot.

4.3.1 Aerial application operations below 500ft

The supervision requirements for aerial application pilots are prescribed in part 61 however, for certain part 138 aerial work operations, the operator may be required to determine the amount of minimum supervised line flying for a particular task. This minimum requirement would be outlined in the operations manual. Further information on these requirements is available in *Multi-Part AC Part 119-11 AC 138-02 Training and checking systems*.

In the circumstances where supervision is required, the supervisor and pilot should work together to create an effective supervision plan to support the type of operation. The initial meeting should commence with a review of regulatory requirements and supporting material related to supervision (operating procedures, recommended focus areas):

- Decide on focus areas of the supervision that are suited to aerial work and aerial application operations.
- Relate the focus areas to a core category and an observable behaviour (Appendix 1)
- Decide on an activity or activities where the focus areas are applicable and the desired outcome.
- Discuss the requirements for direct supervision and how it is to be managed, the supervisor should be clear on how direct supervision is conducted.
- Document the above in a supervision plan for recording progress (sample low level plan provided at appendix C).

The supervisor should brief the pilot on:

- how the supervision will be recorded/reported including the logging of hours
- the process for addressing any lack of knowledge or difficulty in following normal procedures.

4.3.2 Task specialists, aircrew members

Operators may require minimum requirements for supervision for task specialists and aircrew members, these would be specified in the operations manual. The process to establish a supervision plan outlined in 4.3.1 may be used for task specialists and aircrew members with the focus areas, core categories and observable behaviours varied to suit the role.

4.4 Air transport operators

Table 3: Regulatory requirements- air transport operators

Regulation	Summary
Part 119.170	The internal training and checking system must include procedures that ensure that each of the operator's personnel is supervised effectively during training and checking.
Part 121.560	Requires supervised line flying to complete conversion training requirements.
Part 121.565	Requires supervised line flying on an aeroplane of that kind as pilot in command under supervision for at least the number of sectors required by the operator's exposition.
Part 133.385	Requires minimum flight time as pilot in command under supervision.
Part 135.395	Requires supervised line flying on an aeroplane of that kind as pilot in command under supervision for at least the number of sectors required by the operator's exposition.
Part 135.400	Supervised line flying on an aeroplane of that kind as co-pilot for the number of sectors or flight hours mentioned in the operator's exposition.

4.4.1 Supervision during training and checking

Procedures in the operator's exposition are required to ensure all personnel who are subject to training and or checking are supervised effectively. This may involve the assignment of a supervisor at the commencement of training and, where possible, the supervisor should not be instructor or examiner. The supervisor may be responsible for a number of pilots under training and may be a management pilot (head of check and training, training supervisor). Responsibilities of the training supervisor should be outlined in the operator's exposition and may include the requirements in chapter 3.5.

Larger operators may have an internal training and checking system that manages the standards of the examiners and instructors and manages the supervision requirements for all operational safety- critical personnel.

4.4.2 Supervised line training

Supervised line training (SLT) is required to be provided for newly qualified pilots operating in an air transport operation.

SLT provides a method for pilots to gain practical experience and exposure to an operator's route structure, consolidate on competence and build confidence in line operations. The program may also be used for crew who have been absent for long periods as part of the re-currency training.

Operators should have a SLT syllabus outlined in their exposition which should consist of line operation specific focus areas to ensure that flight crew are confident to operate normal operations. The number of sectors may be varied, taking into account the pilot's experience with the operation, the complexity of the network and the period of time since the last operational duties.

At the completion of the SLT program the pilot must be able to:

- perform normal SOPs in all phases of flight, in accordance with the operator's performance standards.
- manage the flight path manually and with automation, in accordance with the performance standard under operational conditions.
- demonstrate a competent standard of operational and regional knowledge, including published operating instructions and where to source required information.
- appropriately manage the workload in order to maintain proper situational awareness during operations.
- achieve safe and efficient line operations by demonstrating an effective decision-making process.
- effectively perform monitoring duties and use appropriate intervention strategy (when necessary) to maintain safe aircraft operations throughout all phases of flight.
- demonstrate effective communication by conducting interactive threat-based briefings and using correct R/T procedures and phraseology at all times.
- demonstrate commercial awareness.

4.4.3 In command under supervision

To act as pilot in command on an air transport operation, the pilot must have completed a command under supervision training program. The syllabus may be similar to the SLT program with a focus on pilot in command specific areas including the ability to make sound decisions, management of a multi crew operation and commercial awareness. The hours/sectors may be increased for a pilot's first assigned air transport command to allow time to gain confidence in making command decisions and management of the flight.

A sample SLT and record of completion form is available in the supervision plan in appendix D.

4.5 Casual/part time pilots

A casual or part time pilot may require a longer supervision period to achieve the required hours or experience. Some focus areas may need to be reviewed depending on the interval between flights. The pilot should consider conducting an initial full time consolidation period.

4.6 Assessment and ongoing review

During the supervision period, the hours should be recorded, and progress documented. Provision should be made for regular debriefs which should commence with the supervised pilot self-debriefing and self-critique. This provides the supervisory pilot an opportunity to assess any areas that the pilot considers acceptable when it may not be.

The Supervisor should also regularly:

- encourage the pilot to reflect, assess, and self-critique on their operational flying and describe how standards are being maintained
- assess the pilot's strengths and areas for further development based on their own self-assessment
- provide the pilot with feedback
- plan for future professional learning needs and ongoing support and improvement, if required.

For indirect supervision, the conversation can occur by videoconference or telephone if a face to face meeting is not practicable.

4.7 Ineffective supervision

The following supervisor behaviours would lead to the supervision process being ineffective:

- Inadequate attendance, or the failure to provide the necessary guidance, training, leadership, or oversight to ensure the pilot operates in a safe operating environment, meets the minimum standards and is regulatorily compliant.
- Continued inappropriate behaviours or problems where instances are known to the training supervisor yet are allowed to continue unchecked and uncorrected.
- Criticism as opposed to constructive critique.
- Senior pilots or supervisors having their own way of doing things not in compliance with standard operating procedures.
- Not allowing sufficient time for debriefing and self-evaluation.

4.8 Finalising the supervision process

On completion of the minimum regulatory requirements the pilot and supervisor can discuss when the time is right to finalise the supervision process. The pilot should have a sound knowledge and understanding of the focus areas that were agreed to on commencing the supervision plan and have overall confidence in operating in the new environment.

Documents relating to the supervision plan should be attached to the supervision plan file. For example, flight plans, flight logs and records of self-assessment. Documentary evidence for every discussion point or every flight is not required and should not be expected.

To finalise the supervision process, the supervisor needs to ensure all requirements in the supervision plan have been covered and the regulatory requirements are met.

4.9 The role of management pilots/instructors

The manager of flight operations, head of check and training, HOO, or HOFO (depending on the complexity of the operation) has the responsibility for managing the training and checking for an operator. Procedures for approving the supervision plan and the final sign-off for the pilot at its completion should be provided in the operator's exposition/operations manual.

Supervisors should advise the pilot and the senior management pilot of any issue(s) with the pilot's work, behaviours, or flying practices that may negatively impact on safety.

Conversely, the trainee pilot should report to the senior management pilot any safety related issues regarding the actions of the supervisor.

4.10 Supervision and the operator's safety management system

Operators who have a safety management system (SMS) should encourage feedback to be provided to the safety manager on any emerging or existing risks identified during the supervision process. Risks should be identified and entered in the organisation's risk register and be reviewed in accordance with the safety management system.

The SMS may precipitate changes to the level and duration of supervision conducted by an operator.

5 Mentoring

5.1 What is mentoring?

A process in which an individual with more experience or expertise provides encouragement, advice, and support to a less experienced colleague. The process is less formal than supervision and a mentor may be external to the pilot's employment arrangements.

Mentoring is for everyone and should be tailored to the individual pilot taking into consideration a recognition of prior learning, pilot experience and local knowledge. Operators should include a process for mentoring in the training system.

5.2 Types of mentoring

Operator formal - an on-going documented mentoring plan where the process is within an operator training system, outlined in the operator's exposition or operations manual and includes the steps in **5.7**.

Pilot formal - an on-going documented mentoring plan where the process includes the steps in **5.7** and is pilot or student managed outside of a company training system.

Informal - pilot or student instigated "catch up" with a more experienced pilot or mentoring which is not documented or recorded.

5.3 When may mentoring be provided?

A formal mentoring process could be developed for any pilot;

- training for a commercial licence.
- with a career goal that differs to their current role
- being inducted by an operator and requiring knowledge of company procedures and the local environment.
- completing requirements for a new qualification (aircraft class or type, new or upgrade of aerial work operation) and requires support operating the new equipment in the local environment.
- that is an instructor in a training organisation with increased instructional privileges and responsibilities completing a new training endorsement.

A mentoring plan is not limited to the scenarios described above. The process could be used any time operational safety critical personnel require support to allow them to gain further experience while performing their duties.

5.4 Who can mentor?

A mentor may be employed by a different company or retired, there should be no requirement for a mentor to be employed by the operator. Internal mentors have a vision for the internal growth of the pilot, and they can provide insights on the company culture and opportunities for professional development. External mentors can offer a broader perspective, unbiased opinions and help establish a positive career path. They are in a better position to help the pilot navigate

internal operator challenges that may be difficult to discuss with internal mentors. A pilot may have more than one mentor.

Mentors should have the following attributes:

- substantial experience that is relevant to the needs and goals of the pilot
- calm and nonjudgmental manner
- good communication skills
- a good understanding of the role of a mentor
- a good understanding of the pilot's goals.

5.5 What does a mentor do?

A mentor provides encouragement, advice, local knowledge, operator knowledge and industry knowledge. They should be a non-jeopardy go-to person who collaborates with the pilot to ensure the pilot gains and maintains the appropriate knowledge and skills to support the goals and ambitions of the pilot. If possible, a mentor should observe the pilot in normal operations, provide constructive feedback, discuss, and record areas of discussion.

The mentor should provide opportunity and encourage the pilot to self-evaluate, self-critique and reflect on performance.

5.6 Observable behaviours

Observable behaviours provided in Appendix A may be utilised with the focus points in the mentoring program by modifying them to suit the pilot or operator's requirements. They should not be applied in a prescriptive way, used as a checklist, or as fixed examples.

5.7 Developing a mentorship plan

An operator formal mentorship plan should be documented in the operator's exposition or operations manual and include forms for managing and recording the progress.

Pilots may develop their own formal mentorship plan and forms for recording the progress, for example student pilots or pilots not employed by an operator.

The following steps are recommended to develop a mentorship plan:

- The mentor and pilot should meet and work together to create an effective plan. This initial meeting should commence with a review of the pilot's goals and potential challenges.
- Decided on focus areas and phases of the program that are suited to the pilot's individual situation (refer observable behaviours in appendix A).
- Decide on an activity or activities where the focus areas are applicable.
- Decide, on the level of involvement of the mentor.
- Document the above for regular review, a sample mentor program is in appendix E.

The mentor and pilot should also discuss:

- how the activities will be conducted
- how the program will be recorded/reported

- the process for addressing any lack of knowledge or difficulty in meeting the goals.

The mentorship plan belongs to the pilot; however, any changes should be discussed with the mentor and operator (if applicable).

The Mentor may observe the pilot's knowledge and skills on several occasions during the mentorship. The following should be regularly updated and recorded in the mentorship plan:

- type of activity
- type of mentoring
- a record of any self-assessment
- mentor's comments and advice.

5.8 Review of mentorship plan

Goals or focus areas should have pre-determined time frames for completion. The mentorship plan should be reviewed regularly and updated to reflect the pilots progress and achievements. New goals or revised timeframes for existing goals should be discussed and recorded.

5.9 Ineffective mentoring

The following mentor behaviours would lead to the program being ineffective:

- inadequate attendance or engagement, or the failure to provide the necessary guidance
- continued inappropriate behaviours or problems where instances are known to the mentor yet are allowed to continue unchecked
- criticism as opposed to constructive critique
- not allowing sufficient time for debriefing and self-evaluation
- a mentor having their own way of doing things not in compliance with operator standard operating procedures.

5.10 Finalising the mentorship process

A mentorship plan should be on-going however the pilot may 'outgrow' the mentor or the mentor may no longer be available. The pilot or mentor may initiate the discussion regarding finalisation of the mentorship process.

Documents relating to the mentorship should be attached to the mentorship plan. Documentary evidence for every discussion point is not required and should not be expected.

To finalise a formal operator mentorship process, the senior management pilot should be advised and the procedures in the exposition or operations manual followed. A formal pilot mentorship process may be terminated any time and the pilot may elect a new mentor however it is recommended a new mentorship plan be developed in accordance with chapter 5.7.

6 Professional development

Pilots, providing structured, effective and meaningful supervision or mentoring to other pilots is an important component in the professional development of the pilot during their pathway to becoming a Grade 1 flight instructor, airline captain, HOO, HOFO, HOTC etc.

Engagement in professional development outside the supervision process should be encouraged, but to be of value it must be specific to the pilot's goals and needs. It can be skills or knowledge based, formal or informal in nature and, where applicable, self-guided.

Professional development for pilots could include opportunities for them to:

- observe more experienced pilots
- demonstrate their area of expertise to colleagues
- if appropriate, provide elements of supervision or mentoring to less experienced pilots.

Appendix A

Observable behaviours

Operators and pilots are encouraged to create their own observable behaviours for supervision and mentoring tailored to the type of operation and operating conditions.

Table 1: Observable behaviours

Core Category	Observable behaviour (OB)	Observable behaviour (OB) - Advanced
Application of Knowledge	<p>Demonstrates required knowledge of published operating instructions.</p> <p>Knows where to source required information.</p> <p>Can apply knowledge effectively.</p>	<p>Demonstrates practical and applicable knowledge of limitations and systems and their interaction.</p> <p>Perseveres in working through problems while prioritising safety.</p>
Application of Procedures and Compliance with Regulations	<p>Identifies where to find procedures and regulations and complies with them.</p> <p>Applies relevant operating instructions, procedures, and techniques.</p> <p>Operates aircraft systems and associated equipment correctly.</p>	<p>Follows SOPs but can appropriately deviate when safety issues are identified.</p>
Communication	<p>Selects appropriately what, when how and with whom to communicate.</p> <p>Conveys messages clearly, accurately, and concisely.</p> <p>Confirms that the recipient understands important information.</p>	<p>Listens actively and demonstrates understanding when receiving information.</p> <p>Uses appropriate escalation in communication to resolve identified deviations.</p> <p>Asks relevant and effective questions.</p>
Aircraft management	<p>Controls the aircraft with accuracy and smoothness as appropriate to the situation.</p> <p>Monitors and detects deviations from the intended flight path and takes appropriate action.</p> <p>Manually controls the aircraft using the relationship between attitude, speed.</p>	<p>Manages the flight path safely to achieve optimum operational performance.</p> <p>Maintains the intended flight path during manual flight while managing other tasks and distractions.</p>
Leadership and Teamwork	<p>Carries out instructions when directed.</p> <p>Engages and considers inputs from others in planning.</p> <p>Gives and receives feedback constructively.</p> <p>Accepts responsibility for decisions and actions.</p>	<p>Encourages team participation and open communication.</p> <p>Demonstrates initiative and provides direction when required.</p> <p>Addresses and resolves conflicts and disagreements in a constructive manner.</p>
Situation Awareness and Management of	<p>Monitors and assesses the state of the aircraft and its anticipated flight path.</p>	<p>Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected.</p>

Core Category	Observable behaviour (OB)	Observable behaviour (OB) - Advanced
Information	<p>Monitors and assesses the general environment as it may affect the operation.</p> <p>Validates the accuracy of information and checks for gross errors.</p>	<p>Responds to indications of reduced situational awareness.</p>
Workload Management	<p>Plans, prioritises and schedules appropriate tasks effectively.</p> <p>Manages time efficiently when carrying out tasks.</p> <p>Seeks and accepts assistance, when appropriate.</p>	<p>Exercises self-control in all situations.</p> <p>Offers and gives assistance.</p> <p>Monitors, reviews and cross-checks actions conscientiously.</p> <p>Verifies that tasks are completed to the expected outcome.</p>

Appendix B

Supervision plan: Grade 3 Instructor

Guide - Grade 3 Instructor Supervision and record of completion

(sample form only - not a complete list of possible focus areas)

Company Name Pty Ltd:

Instructor: ARN:

Supervisor: Date:

Supervision Type:

D = direct I = indirect ✓ achieved | X not achieved | n/o not observed

Focus area	Core competency	Type	Observable behaviour	Exercise/ outcome	✓	Comments
Planning	Application of Knowledge	D	Knows where to source required information. Can apply knowledge effectively.			
Lesson briefs	Communication Application of knowledge	D	Conveys messages clearly, accurately, and concisely. Confirms that the recipient understands important information.			
Training area location	Situation Awareness and Management of Information	D	Monitors and assesses the general environment as it may affect the operation.			
Control handover	Communication	I	Conveys messages clearly, accurately, and concisely. Confirms that the recipient understands important information.			
Lookout	Situation Awareness and Management of Information	I	Monitors and assesses the state of the aircraft and its anticipated flight path. Monitors and assesses the general environment as it may affect the operation.			
Fuel management	Situation Awareness and Management of Information	I	Validates the accuracy of information and checks for gross errors.			

Focus area	Core competency	Type	Observable behaviour	Exercise/ outcome	✓	Comments
Low Flying Procedures & Limitations	Application of Procedures and Compliance with Regulations.	D	Applies relevant operating instructions, procedures, and techniques. Operates aircraft systems and associated equipment correctly			
Emergency procedures	Application of Knowledge.	I	Can apply knowledge effectively.			
Solo flight authorisation	Leadership and Teamwork	D	Gives and receives feedback constructively. Accepts responsibility for decisions and actions.			

Supervision completed:

Supervisor name:

(sign):

Date:

Instructor name:

(sign)

Date:

Head of Operations:

(sign):

Date:

Appendix C

Supervision plan: Aerial work operations - low flying

Guide: Low flying supervision syllabus and record of completion

(sample form only - not a complete list of possible focus areas)

Company Name Pty Ltd:

Pilot:

Supervisor:

Date:

Scenario: Hours required:

Supervision Type:

D = direct I = indirect ✓ achieved | X not achieved | n/o not observed

Focus area	Core Category	Type	Observable behaviour	Exercise/ outcome	✓	Comments
Planning & Briefing	Application of Knowledge.	I	Knows where to source required information. Can apply knowledge effectively.			
Low Flying Procedures & Limitations	Application of Procedures and Compliance with Regulations.	D	Applies relevant operating instructions, procedures, and techniques. Operates aircraft systems and associated equipment correctly.			
Airspace planning	Situation Awareness and Management of Information	I	Monitors and assesses the general environment as it may affect the operation.			
De confliction	Situation Awareness and Management of Information	D	Monitors and assesses the state of the aircraft and its anticipated flight path.			
Low Flying Authorisation	Application of Procedures and Compliance with Regulations.	D	Identifies where to find procedures and regulations and complies with them.			
Airborne Execution	Aircraft management	D	Controls the aircraft with accuracy and smoothness as appropriate to the situation.			
Assessment of Conditions	Application of Knowledge.	I	Knows where to source required information. Can apply knowledge effectively.			

Focus area	Core Category	Type	Observable behaviour	Exercise/ outcome	✓	Comments
Low Flying Checks	Application of Procedures and Compliance with Regulations.	D	Applies relevant operating instructions, procedures, and techniques.			
Descent to Low Level	Aircraft management	D	Controls the aircraft with accuracy and smoothness as appropriate to the situation.			
Altitude Maintenance (-0ft/+50ft)	Aircraft management	D	Monitors and detects deviations from the intended flight path and takes appropriate action.			
Speed Control	Aircraft management	D	Manually controls the aircraft using the relationship between attitude, speed.			
Angle of Bank Control	Aircraft management	D	Controls the aircraft with accuracy and smoothness as appropriate to the situation.			
Eyes Out/Lookout	Situation Awareness and Management of Information	D	Monitors and assesses the general environment as it may affect the operation.			
CRM with PNF	Communication	D	Conveys messages clearly, accurately, and concisely. Confirms that the recipient understands important information.			
Flight at 300ft AGU/AMSL	Aircraft management	D	Controls the aircraft with accuracy and smoothness as appropriate to the situation.			
Flight at 100ft AMSL	Aircraft management	D	Manually controls the aircraft using the relationship between attitude, speed.			
Flight at 50ft AMSL	Aircraft management	D	Manually controls the aircraft using the relationship between attitude, speed.			
Obstacle flypast	Application of Procedures and	I	Applies relevant operating instructions,			

Focus area	Core Category	Type	Observable behaviour	Exercise/ outcome	✓	Comments
procedures	Compliance with Regulations		procedures, and techniques.			
10/10 Pop Manoeuvre	Application of Procedures and Compliance with Regulations	I	Applies relevant operating instructions, procedures, and techniques.			
PNF Duties	Communication	D	Conveys messages clearly, accurately, and concisely.			
Emergency Procedures	Application of Knowledge	I	Demonstrates required knowledge of published operating instructions.			
Bird Strike	Application of Procedures and Compliance with Regulations	I	Can apply knowledge effectively.			
Double Engine Failure	Application of Procedures and Compliance with Regulations	I	demonstrates required knowledge of published operating instructions.			
Trim Runaway	Application of Procedures and Compliance with Regulations	I	Demonstrates required knowledge of published operating instructions.			

Supervision completed:

Supervisor name:

(sign):

Date:

Instructor name:

(sign)

Date:

Head of Operations:

(sign):

Date:

Appendix D

Supervision plan: Air transport operations

Focus area	Core Category	Observable behaviour	Exercise/ outcome	✓	Comments
		important information.			
Icing conditions	Application of Procedures and Compliance with Regulations	Applies relevant operating instructions, procedures, and techniques.			
Emergency descent to low level	Aircraft management	Controls the aircraft with accuracy and smoothness as appropriate to the situation.			
Severe turbulence	Aircraft management	Monitors and detects deviations from the intended flight path and takes appropriate action.			
Speed Control (manual flying)	Aircraft management	Manually controls the aircraft using the relationship between attitude, speed.			
Eyes Out/Lookout	Situation Awareness and Management of Information	Monitors and assesses the general environment as it may affect the operation			
CRM with PNF	Communication	Conveys messages clearly, accurately, and concisely.			
Instrument approach (ILS) (VOR)	Aircraft management	Controls the aircraft with accuracy and smoothness as appropriate to the situation.			
Automation	situation Awareness and Management of Information	Monitors and assesses the state of the aircraft and its anticipated flight path.			
Diversion fuel	Application of Knowledge.	Demonstrates required knowledge of published operating instruction.			
use of QRH	Application of Procedures and Compliance with Regulations	Applies relevant operating instructions, procedures, and techniques.			
PNF Duties	Communication	Conveys messages clearly, accurately, and concisely.			
Emergency Procedures	Application of Knowledge.	Demonstrates required knowledge of published			

Focus area	Core Category	Observable behaviour	Exercise/ outcome	✓	Comments
		operating instructions.			
Bird Strike	Application of Procedures and Compliance with Regulations	Can apply knowledge effectively.			
Double Engine Failure	Application of Procedures and Compliance with Regulations	demonstrates required knowledge of published operating instructions.			
Trim Runaway	Application of Procedures and Compliance with Regulations	Demonstrates required knowledge of published operating instructions.			

Supervision completed:

Supervisor name:

(sign):

Date:

Instructor name:

(sign)

Date:

Head of Operations:

(sign):

Date:

Appendix E

Mentorship program

Guide - Operator mentorship program

(sample form only - not a complete list of possible focus areas or content)

Company Name Pty Ltd:

Pilot:

Contact number:

Pilot mentor:

Contact number:

Date:

Hours(total):

Licence: CPL/IR(a):

Goals:

- Command on DHC-8 (Dash 8) *(Sample)*
- Training / Check Captain – Simulator *(Sample)*

Challenges:

- First airline role *(Sample)*
- Low hours total time *(Sample)*
- No ATPL *(Sample)*
- No instructor experience *(Sample)*

Focus area	Core Category	Observable behaviour	Exercise/ outcome	Timeframe	✓	Comments
Type training DHC-8	Application of Knowledge	Can apply knowledge effectively. Knows where to source required information.	Complete type training on Dash-8			
Induction	Application of Procedures and Compliance with Regulations	Applies relevant operating instructions, procedures, and techniques.	Complete operator induction program			
Emergency Training	Application of Knowledge	Can apply knowledge effectively.	Complete training			
Supervised line training	Application of Procedures and Compliance with Regulations	Applies relevant operating instructions, procedures, and techniques. Operates aircraft systems and	Complete training			

Focus area	Core Category	Observable behaviour	Exercise/ outcome	Timeframe	✓	Comments
		associated equipment correctly.				
ATPL Subjects	Application of Knowledge	Can apply knowledge effectively.	Achieve a pass in all subjects.			
Instructor rating	Application of Knowledge	Can apply knowledge effectively.	Consider completing the training for a grade 3 instructor rating (external to company training system).			
Hours for ATPL/ Command	Workload Management	Plans, prioritises and schedules appropriate tasks effectively.	Achieve ATPL hours and operator specific minimum command hours seek command recommendations from captains and supervisory pilots.			
Command Training	Leadership and Teamwork	Carries out instructions when directed. Engages and considers inputs from others in planning. Gives and receives feedback constructively. Accepts responsibility for decisions and actions.	Complete line training and proficiency checks.			
Consolidate command experience	Application of Procedures and Compliance with Regulations	Applies relevant operating instructions, procedures, and techniques. Operates aircraft systems and associated	Seek training supervisor recommendations from check pilots and other supervisory pilots.			

Focus area	Core Category	Observable behaviour	Exercise/ outcome	Timeframe	✓	Comments
		equipment correctly.				
Line Training Supervisor	Application of Knowledge	Can apply knowledge effectively.	Complete the training requirements.			
Simulator Instructor	Application of Procedures and Compliance with Regulations	Identifies where to find procedures and regulations and complies with them. Applies relevant operating instructions, procedures, and techniques.	Complete the training requirements.			
Consolidate instructing experience	Application of Knowledge	Can apply knowledge effectively.	Consider completing an instructional techniques course.			
Company check pilot	Application of Procedures and Compliance with Regulations	Applies relevant operating instructions, procedures, and techniques.	Complete the training and assessment requirements.			