



ECA

European Cockpit Association

Future

Airline Pilot Profession

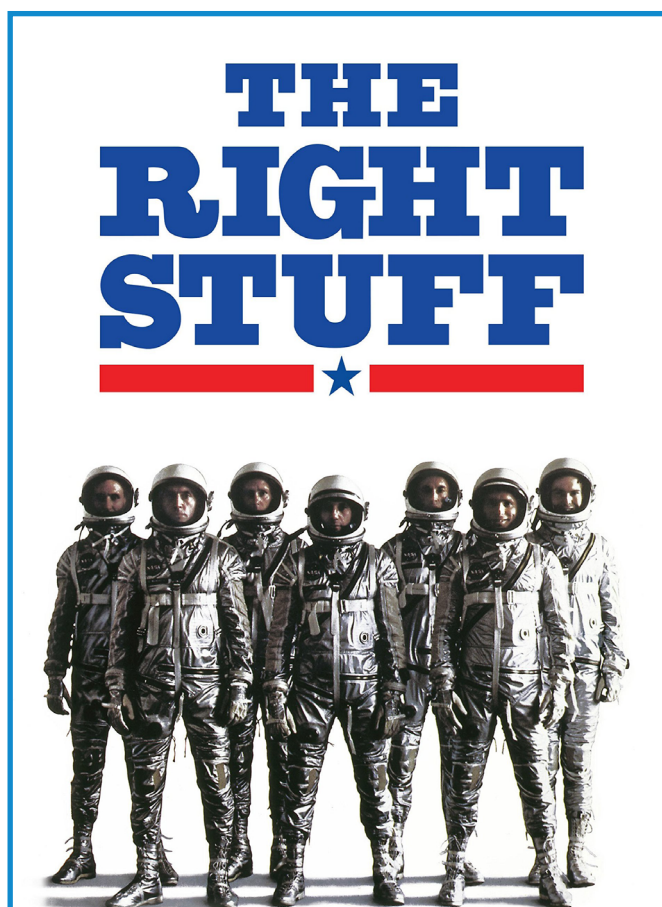
Next Generation Training for Next Generation Pilots

Introduction

Today's aviation shows a significant gap between the requirements for a pilot license – to safely fly the aircraft – and the actual real requirements and demands of the profession – to safely and efficiently operate an aircraft in an airline environment.

Initiatives and regulatory changes, like the APS MCC (Airline Pilot Standard Multi Crew Cooperation), intended to bridge that gap and supply 'industry-ready' pilots may be a first step, but they actually do not address the root cause of the problem: the lack of a proper initial pilot training, focused on the profession rather than the license.

The primary goal of 'excellency' in training, is to attract and select those students who bring with them the proper skills, knowledge, personality and dedication... something that some people call the 'Right Stuff'.



The Right Stuff is a 1983 American epic historical drama film.

The movie covers the breaking of the sound barrier by Chuck Yeager to the Mercury 7 astronauts, showing that no one had a clue how to run a space program or how to select people to be in it.

Source IMDB

Furthermore, the education that will be provided should not only emphasize on delivering the technical knowledge and background, but rather make sure that all areas of knowledge are integrated in a way to help the pilot to develop a deep understanding of what is actually required to manage an airplane and – crucially – the ability to do so.

“A history book on the shelf is always repeating itself” ... while being a quote from a song, there’s a lot of truth in that statement. History teaching is usually concentrating on facts and numbers, rather than facilitating the global conception of causal relation and the transfer of a broader knowledge.



Many ongoing initiatives still focus on the pilot license rather than training cadets for a profession



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Aviation in many ways is following the same path, leading to the same traps. We use incident/accident reports, safety reports, data sources and other means to learn from mistakes made. However, these findings are usually addressing singular events, problems and failures, then being transferred into training at a much later stage, rather than also making their way into the initial stages of training and addressing the root cause(s).

Scientific research, such as the Fleishmann Job Analysis , shows that due to the growing complexity of the aviation business and due to the growing complexity of automation as well as the global aviation system, pilots nowadays and in future require even more in-depth technical and managerial knowledge as well as resilience and management skills.

This can only be achieved through a thorough selection of candidates as well as a better and more robust and diverse initial pilot training, than is the case today.

Pilots' competencies must be trained in an integrated manner, with the goal of such training being the transfer of the knowledge in a way that makes sure the pilot trained is actually able to apply it. That means that competencies should not be trained in isolation. And it means the application in real world environment and aircraft.

At the end, the final objective for a professional pilot is a "safe, sustainable lifetime performance" – something that needs to be reflected already at the stage of initial pilot training and the selection process that precedes it.

Learning Environment

Pilot training takes place in a specific environment, and it is this environment that will impact both upon the training and on the trainee.

To achieve the best performance, dedication from the students and a dedicated training environment are necessary.

Campus or 'elite school' concepts, designed for purpose, using dedicated high-quality instructors, state of the art equipment and following modern training philosophies and pedagogical principles will create the best learning environment for properly selected and motivated students.



Case Study

SPORTS

In high level sports and athletics, it is common knowledge, how to ensure a steady flow of high performers and “to be winners”:
Select the best skilled and motivated athletes at an early age and bring them into independent, state sponsored campus programs that support the students to bring out his or her „Best“ in an extremely supportive and also demanding learning environment.

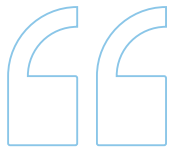
The Snow Sport Highschool „Stams“ is situated in the Inn valley in Tyrol, Austria and is a part of the Austrian general education system. Stams is famous and well known in the global snow sports community. It is THE elite sports school and one of the main ingredients of the immense success and the steady flow of gold, silver and bronze medals for Austrian snow sports athletes. Germany, Switzerland and other countries run similar schools.

The common concept of these schools is to select talents, following a very stringent and high-level selection process.

While gradually building and improving their basic techniques (e.g. skiing), competitions are already part of the “syllabus”, to gain experience in the racing environment, where additional competencies like mental training and robustness, acceptance of making mistakes and failures and thus resilience are built and developed.

Graduates from Stams consider themselves as being extremely lucky to be admitted to this kind of education. Stams is not only an education, but a school for life.

This concept has been proven to be successful for more than over 5 decades now.



The road to success is an integration of all related pillars, starting from the early stages of training in a 'building block' system



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Is this a radical new concept? No!

Until the late 80's, several legacy / state-owned airlines (as well as the military) used to run airline-sponsored training campuses. However, global & regional deregulation and the need for constant cost-cutting led to closures of most of those schools.

Very few of them survived. And those few were changed into business units / profit centers, running under a constant pressure for efficiency, lean production, and quite often driven by the sole business purpose to make money from training.

What are the lessons that can and need to be drawn from schools like Stams? (see p.5)

The road to success is an integration of all related pillars, starting from the early stages of training in a 'building block' system. For this to work, the necessary operational knowledge and procedures need to be integrated and combined from early on with initial flight training.

Just like 'Stams' graduates have acquired the abilities to adapt to ever changing environmental challenges as well as new developments in equipment, pilots that are equipped with a proper toolbox AND know how to make best use of it will also have acquired the necessary skills to adapt to evolving future airplane technology.

To solve the current dilemma of the aviation industry – i.e. the growing lack of qualified personnel – national aviation schools, that educate students according to an agreed, common and coordinated standard and syllabus throughout Europe should be established (and presumably, at some stage, for all relevant sectors of aviation, be it pilots, engineers, mechanics, ATC controllers, dispatchers etc.).

'Fit for Purpose' Pilot Training

As general principle, curricula must be designed according to state of the art pedagogical and educational principles, following ICAO ISD methodology. The toolbox available should allow for adaptive and creative use of the tools, striving for the optimum performance output. It needs to be understood that not every tool works for every student in the same way.

Throughout the whole syllabus, a strong focus has to be put on flying skills. This can be achieved by using gliders, small aircraft, leading to high performance aircraft. Sufficient exposure to "the real world" is crucial to build resilience.

Similarly, a limited introduction to aerobatic maneuvering can be very helpful in visualising aircraft upset situations and recovery techniques.

Furthermore, from the onset of training the aim should be to provide the student with



A limited introduction to aerobatic maneuvering can be very helpful in visualising aircraft upset situations and recovery techniques



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more soft skills. These encompass the areas of understanding and developing his/her personal psychological and physiological resources and limitations. They also allow better understanding of team dynamics, and learning leadership and decision-making principles. Doing so will enhance and reinforce both personal resilience as well as crew/team effectiveness and resilience.

There will need to be a continuous effort and opportunity to perfect these skills and an adequate feedback loop to ensure progress throughout the training.

Another focus that needs to be the fundament of initial training is a new approach to Human Factors (HF) and 'fusing' very closely the practical flying training with the HF training to make training a holistic experience and to interconnect different competencies necessary for the profession.

Since the ultimate goal is to train pilots for the airline pilot profession (rather than just obtaining a license), an early involvement of airlines throughout all phases of initial training is crucial. Feedback loops need to be established (incl. mentoring & coaching), allowing for training to be adapted, based on output data and/or according the changing environment and/or technology.

Mandatory internship phases – e.g. flight planning/dispatch, load control, ground handling (passenger and ramp, maintenance, operations control, ATC... should be included in the curriculum and be constructed in a way that supports the training

and learning experience of the trainee (rather than being designed to provide cheap workforce for airlines and questionable Pay-to-Fly schemes).

Competencies

Nowadays, it is widely accepted that Competency Based Training (CBT) is the way forward in order to 'produce' fully competent 'fit-for-purpose' and 'industry-ready' pilots for the profession.

Concentrating on the output of training, CBT requires properly defined competencies and related competence standards. Within the concept of CBT, focus is to be given on the training and developing of competencies (although some competencies will develop only over time and cannot be simply taught as such), and the assessment of the trainee has to focus on the enhancement of these competencies, rather than following a simple fail / pass concept.

ICAO's established and defined Core Competencies are intended to address all pilot licenses, and are therefore a useful starting point. However, they do not address the pilots' profession as such, and therefore need to be complemented:

- » For a successful airline pilot career, additional competencies are required, such as resilience, operational behavior, and professionalism.
- » In addition, and embedded as part of other competencies (but not a competency in itself) are digital skills and profound knowledge and application of technology – which in today's professional reality are essential.

Below are the current ICAO (and EASA) Competencies and related definitions, complemented by the required additional professional competencies.

APPLICATION OF PROCEDURES

Identifies and applies procedures in accordance with published operating instructions and applicable regulations, using the appropriate knowledge.

COMMUNICATION

Demonstrates effective oral, non-verbal and written communications, in normal and non-normal situations.

FLIGHT PATH MANAGEMENT (AUTOMATION)

Controls the aircraft flight path through automation, including appropriate use of flight management system(s) and guidance.

FLIGHT PATH MANAGEMENT (MANUAL)

Controls the aircraft flight path through manual flight, including appropriate use of flight management system(s) and flight guidance systems.

LEADERSHIP & TEAMWORK

Demonstrates effective leadership and team working.

PROBLEM-SOLVING AND DECISION-MAKING

Accurately identifies risks and resolves problems. Uses the appropriate decision-making processes.

SITUATION(AL) AWARENESS

Perceives and comprehends all of the relevant information available and anticipates what could happen that may affect the operation.

WORKLOAD MANAGEMENT

Manages available resources efficiently to prioritize and perform tasks in a timely manner under all circumstances.

APPLICATION OF KNOWLEDGE

Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment.

Additional (ECA identified) professional competencies – to be added to ICAO's list:

OPERATIONAL BEHAVIOR – ADAPTIVE APPLICATION OF SOPS IN THE OPERATIONAL ENVIRONMENT

Adequate interaction with all relevant participants in the operational environment, timely, adaptive and adequate use of SOP's, "creativity" in finding solutions where there are no SOP's and/or where a higher degree of safety indicates deviation from SOPs.

PROFESSIONALISM – PERFORMING THE TASK ACCORDING A HIGHEST POSSIBLE STANDARD

The skill, good judgment, ethics and (polite) behavior that is expected from a person who is trained to do a job well (see also the ECA 'Airline Pilot Profession Code of Ethics').

RESILIENCE

Ability to recover from setbacks, to adapt well to change and keep going in a professional manner in the face of adversity.

+ DIGITAL SKILLS & TECHNOLOGY

Not limited to but including: Positive, skeptical, effective and ethical use and management of digital data, use of a variety of devices and tools; adaption to new technology and tools; fluent, confident and competent transacting through digital channels and awareness of the (digital) limitations.

Tools

& their correlation to competencies

Technology is advancing fast. Not all possible tools, especially not in the electronic/e-learning field can be foreseen. New technology should always be carefully examined, and if proven to be helpful and efficient be introduced into pilot training.

It is however essential that e-learnig/electronic tools are part of the curriculum/ training course and not used as a purely “self-study”/distance learning tool and a cheap replacement for a properly designed classroom training.



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GLIDER FLYING

Competencies: Flight Path Management manual, situational awareness, application of knowledge, problem-solving and decision-making, workload management, resilience

Over many years, glider flying has proven to be an effective and efficient way to train urgently needed basic flying skills, but also energy management, situational awareness and problem-solving and decision-making. Underpinning knowledge in many theoretical subjects like meteorology, aircraft design, aerodynamics, basic instruments is required.

FLIGHT CLUB EXPERIENCE

Competencies: Leadership, teamwork, communication, workload management, problem-solving and decision-making, application of knowledge, flight path management manual (automation, depending on the aircraft type available)

Flight Clubs usually not only concentrate on the pure task of flying but can also include various tasks related to aircraft operation (flight planning, scheduling, fueling etc.) and maintenance. It requires a high level of underpinning theoretical knowledge (aircraft structure and systems) self-organization and teamwork.

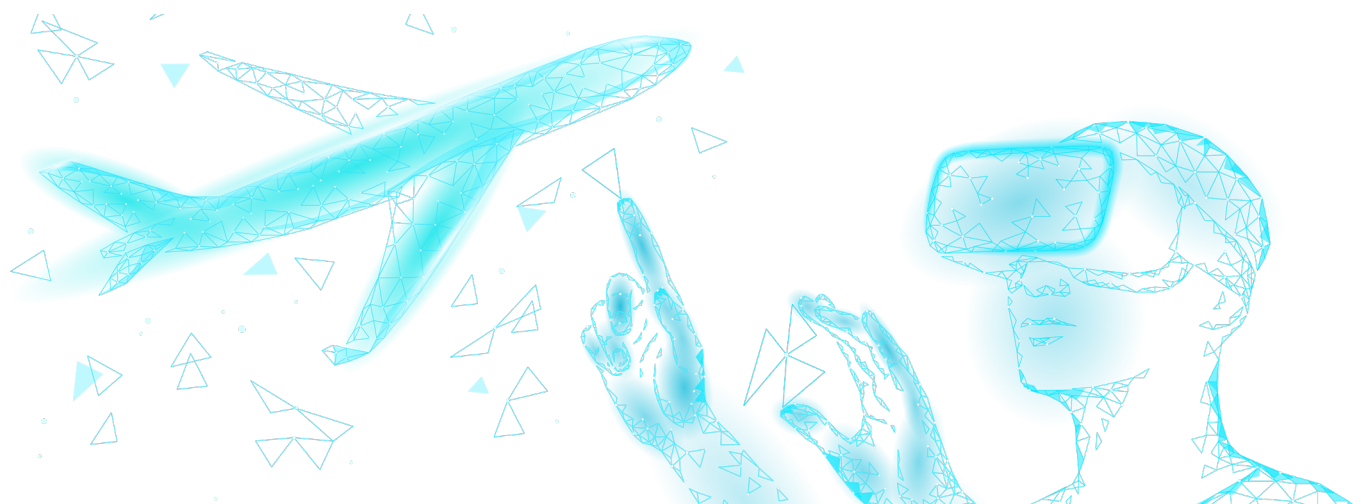
GAMIFICATION

Competencies: Depending on the actual tool used – useful for almost full range of competencies, e.g. flight path management; manual only to a limited extent

Gamification is not a tool in itself, but a concept of making use of various tools, adding elements of game playing, to train and practice certain competencies.

VIRTUAL / AUGMENTED REALITY

Competencies: Application of knowledge, theoretical knowledge and system understanding



Elements of virtual and augmented reality can be integrated in theoretical, systems and procedures training, enhancing the broader knowledge and system understanding. Their use needs to be integrated in the full curriculum and they should not be used as a stand-alone tool.

SPORTING ACTIVITIES

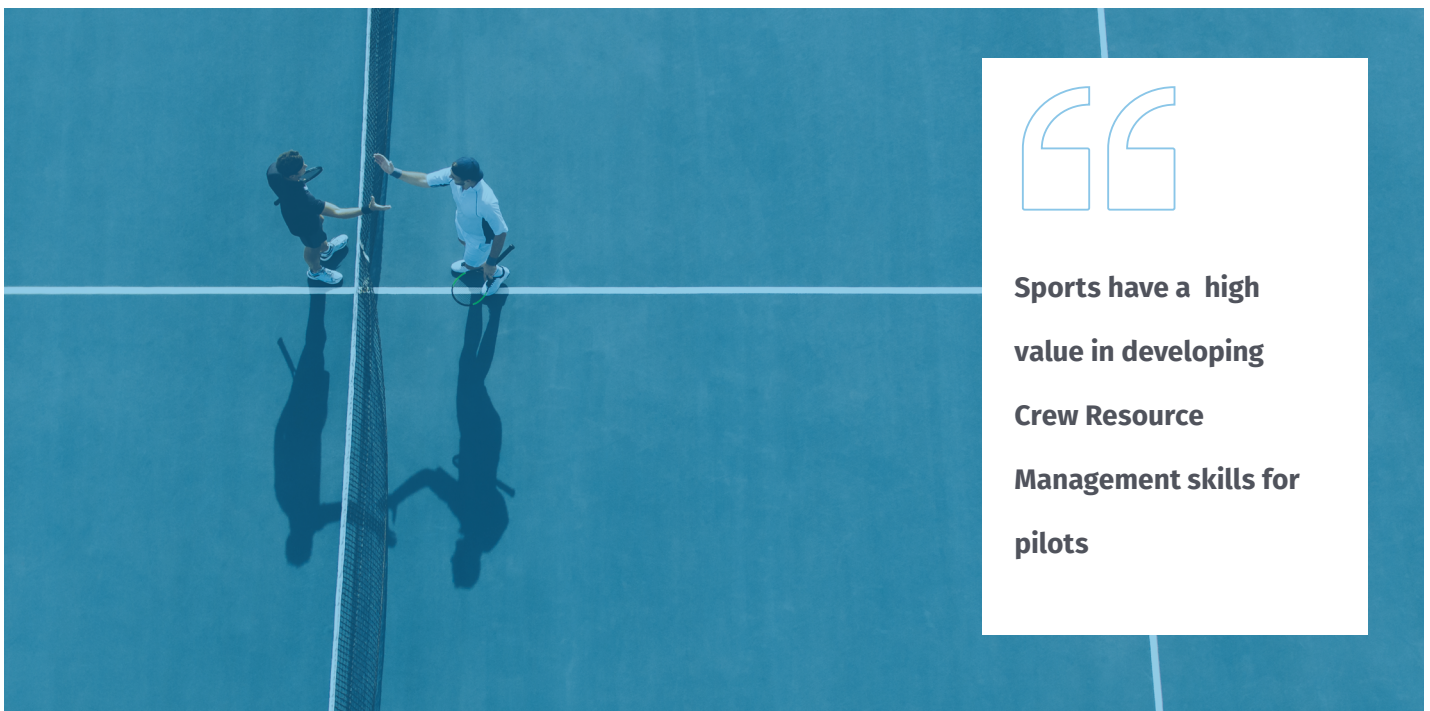
Competencies: Leadership, teamwork, communication, situational awareness, problem-solving and decision-making, resilience

Even while not directly related to pilot training, especially team sports, maybe even in a campus environment, have a high value in developing 'CRM skills'.

ROLE PLAY

Competencies: Problem-solving and decision-making, leadership, teamwork, situational awareness, communication, resilience, professionalism

Being a classic and traditional tool in CRM and Management training, role play still has a high value in developing and practicing competencies in the 'soft skills' field. Chosen scenarios have to be realistic.



“

Sports have a high value in developing Crew Resource Management skills for pilots

INTERNSHIP(S)

Competencies: Operational behavior, professionalism, application of knowledge

Internships have to be integrated and planned in the curriculum and need to be related to the profession and operation. E.g maintenance, dispatch, operations control, ground handling, also to a certain extend various areas related the management and economic/commercial context.

MENTORING

Competencies: Professionalism, operational behavior, leadership, professionalism

Mentoring is not a stand-alone tool, but an overall principle that should be integrated throughout the whole training and extend into operation later on.

COACHING

Competencies: Resilience, leadership, teamwork, professionalism, operational behavior, communication, professionalism

As mentoring, coaching is not a stand-alone tool, but an overall process which should be available throughout the whole training and extend into operation. It is of particular value where problems might be encountered.

FUN EXERCISES

Competencies: Depending on area chosen: flight path control manual and automatic, leadership, teamwork, workload management, situational awareness

Similar to gamification, Fun Exercises can provide excellent training, especially in the field of manual aircraft control, e.g. "Race around the Gibraltar Rock", Carrier Landing etc. It's important that operational limitations are applied ("established criteria") even if the scenario is outside the normal operational task (like carrier landing, racing, Touch and go pattern, etc.). Like gamification – it taps into the human competition nature.

BREAK THE ROUTINE / TRAIN THE UNEXPECTED

Competencies: Resilience, workload management, problem-solving and decision-making, leadership, teamwork, professionalism

Primarily to be applied in the more advanced stages of the training, after a certain routine has been developed. It's also a very effective tool to counteract complacency, and to prevent 'blind obedience' to SOPs in unexpected situations where deviation is the more adequate response.



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MENTAL TRAINING TECHNIQUES

Competencies: Resilience, Professionalism, Workload Management, potentially through the full scope of competencies

Mental Training Techniques are a very powerful tool to enhance all competencies, including the “physical ones” (e.g. flightpath control manual), however require a thorough training of the respective basic tasks before (e.g. the sensation of flying has to be physically experienced and certain tasks trained). However, it is a tool, that in itself requires professional instruction and practice, and can never replace proper real-life training.



**The quality & dedication
of trainers & instructors
is fundamental to the
success of any training**



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Instructor Cadre

The quality and dedication of trainers / instructors is fundamental to the success of any training. They are the key to delivering the training correctly and in a way that has the desired impact. Crucially, different instructor competencies and different levels of competencies are necessary for the individual phases of the training, and need to be deployed accordingly.

While hands-on flight training in the actual aircraft, especially in the initial stages, does require well trained and experienced flight instructors, other areas such as theory instruction might be better served by other experts in their respective fields (e.g. engineers, meteorologists, etc.).

This is particularly the case in the field of mentoring and coaching. These underlying techniques need to be taught by qualified subject matter experts.

All instructors need to be thoroughly selected and assessed against their instructing/teaching capabilities and motivation. Further thinking among the concerned stakeholders is required on how to adapt, enhance and complement today's instructor competencies and job profiles. The setting up of CBT must be matched by a corresponding process on the side of those who provide the training as well as the Training Organisations.

The Framework

Sequences of Pilot Training

PRE-TRAINING

- » (Re)Establish scholarship programs for students offered by the airline (allowing also to establish a link between the airline and the pilot)
- » Airline driven comprehensive Selection Process. Proper identification & selection of 'the-right-stuff' candidates – with the aim to provide 'industry-ready' pilots / safety professionals, it is paramount that the airlines are already involved in the selection process of those who will in future operate their aircraft. This will also (partly) address the 'money bias' in today's selection processes, whereby the size of the wallet may be more relevant than motivation, skills and personality.

INITIAL TRAINING

Goal: Robust basic flying skills, initial understanding of mental training techniques (including, but not limited to, chair flying), theoretical knowledge base according to the phase (e.g. initial: mechanical and electrical aircraft principles, aerodynamic principles, weather, rules of the air, etc.).

To include:

- » Glider Flying
- » Start of theoretical building block training to match phase of flight training (integrated learning principles)
- » Flight School Manuals to mirror Airline manuals (OM-A/B/C/D)
- » Basic Flight Training
- » Campus Life/Flight Club experience
- » Teambuilding Events
- » Introduction to Pilot Peer Support principles & programmes.

INTERMEDIATE TRAINING

Goal: Robust basic and advanced flying skills, including instrument flight, theoretical knowledge base according to the phase (e.g. advanced: mechanical and electrical aircraft principles, aerodynamic principles, weather, rules of the air.....), profound understanding and application of HPL (human performance limitations) principles.

To include:

- » Training on fatigue and health – how to recognize the symptoms, know your body and its limits (FRMS), coping strategies, unfit-to-fly, reporting etc.
- » Mental training techniques – specific training for mental robustness
- » Exercises on leadership and teamwork, sporting activity and exercise
- » Reinforced basic training: manual flying is the backbone of every pilot (e.g. gliding club experience), advanced flying and aerobatics
- » Enhanced Instrument Flight Training, including the full scope of instrument procedures, (incl. Airline SOP's and limits)
- » Train on safety concept & Just Culture, safety reporting (reports)
- » Integrated learning principles should be applied, including shop visits, initial airline internships appropriate to the phase (e.g. flight planning, ATC, maintenance...).

ADVANCED TRAINING

Goal: Professional ('industry-ready') pilot, with profound basic and advanced flying skills; operational knowledge and skills (including situational awareness, resilience, professionalism, communication, digital skills...); robust communication, teamwork and basic leadership skills.

To include:

- » Early exposure to airline's operational reality (dispatch, ground handling, coaching)
- » Mentoring – help in continuous learning process and passing on the experience
- » Digital skills & technology
- » Reinforce the basic manual flight training (include fun exercises)
- » Use of operational tools (EFB, performance calculation tools, etc.)
- » Use of integrated learning principles including further airline internships (e.g. ground handling, ops control, mission support, load control...) and other exposure to airline operations (e.g. real line flight experience as additional crew member).

Elements

for professional 'fit-for-purpose' pilot training

To achieve 'fit-for-purpose' pilot training, several elements are to be considered:

1. Invest in trainers (flight instructors and other SMEs)
2. Invest in the learning environment
3. Invest in training tools and their development
4. Training has to be outcome-based and hence 'Competency Based'
5. Exposure to the Real World is key – starting from initial training throughout the full envelope
6. Training is not a one-way-street: to enhance the quality and effectiveness of training, the feedback loop from the trainees to the trainers must be improved
7. Operational exposure is needed, including cross-operational exposure (maintenance, dispatch, ramp & ground handling, load control)
8. Focus on the training/learning to operate in complex aviation environment (e.g. scenario-based training)
9. Bring back the "fun" into pilot training – gamification, manual flying (e.g. gliders). Make training exciting again, maintaining the interest of the pilot
10. Airlines to consider training as an investment into the resources of their company.

Conclusion

Pilot Training as a wider task of society

To achieve the goal of 'industry-ready' pilots, who meet the real requirements of the industry and the profession, a number of important changes are required both to the selection process and to the initial training.

The focus must be on selecting the right people (not the biggest wallet) and to focus the training on competencies – which must be defined and set as a common standard. The training must also focus on actual flying experience, and wider management skills. Training organisations and instructor competencies need to adapt accordingly, and with the operators being involved all along and right from the beginning.

To achieve this goal in the current environment will, however, be a challenge. In fact, the consequences of outsourcing training and its profit-orientation – rather than nurturing links with an airline and focusing on 'excellence' – are being felt for several years now. The phenomenon is quite often driven by the need to attract, 'process' and 'churn out' as many pilot cadets as possible. Numerous flight schools are struggling to deliver 'industry-ready' pilots that are 'fit-for-purpose' and fit for the profession.

Against this background, it is highly recommended that airline-sponsored training schemes become the norm again, either through own training schools or through close cooperation between individual airlines and high-quality training organisations, offering training that is state-of-the art and tailored to the operational reality of the future pilots.

As the aviation industry is part of a global transportation system that provides a basic service to the general public, it must be unquestionable within the interest of a country or a union of states, to ensure a proper and effective functioning of such a system.

This ultimately means that states need to take upon them the responsibility to ensure that a sufficient supply of its best and most qualified specialists is properly trained and readily available to support such an important industry – just like government sponsored universities provide basically every industry branch with highly educated specialists.

In addition to airline-sponsored selection & initial training, a long term solution should therefore include national aviation schools that train according to an agreed, common and coordinated standard and syllabus throughout Europe, as well as for all relevant sectors of aviation, be it pilots, engineers, mechanics, ATC controller, dispatcher etc. This would help to address and solve the current training dilemma, that the aviation sector is in.

THE AIRLINE PILOT PROFESSION CODE OF ETHICS

Professionalism

Integrity

Leadership

This code has been prepared by the European Cockpit Association. It provides Airline Pilots with an ethical guide to help them accomplish their work and take their responsibilities to the highest professional standard.

This code also defines the principles that the profession believes are required from its peers in order to fulfill the trust and shoulder the responsibility and authority that has been bestowed upon them in order to operate safely and successfully accomplish their mission.

The cornerstones of the principles that govern this code are defined as:

PROFESSIONALISM – INTEGRITY – LEADERSHIP

Airline Pilots are safety professionals. As such, the prime duty of each Airline Pilot is to uphold the safety of the travelling public. In doing so, the Airline Pilot Profession undertakes the following:

A pilot's fundamental responsibilities

ULTIMATE RESPONSIBILITY & FINAL AUTHORITY

As a profession, we acknowledge and accept that the ultimate responsibility and final authority for the safe conduct of the flight lies with the pilot in command and his/her deputy. We will aim to fulfill these responsibilities in accordance with and in awareness of all relevant rules, procedures and legal requirements applicable.

DUTY OF CARE, BEYOND SAFETY

We understand that we have an overriding duty of care beyond the professional responsibility to manage the operational safety risk, as well as the effectiveness and efficiency of the mission.

In the interest of safety and to avert harm to the aircraft, its passengers and crew or third parties, we will, if required, use our authority to deviate from these rules, procedures and legal requirements based on our experience, airmanship and in accordance to our best knowledge and intent.

TEAM WORK

While the ultimate responsibility and authority lie with us, we understand that we work at the center of a team, without which we would not be able to accomplish our mission. We will give our best support to this team, whether crew, operational, engineering or other personnel, to help them fulfil their work efficiently and safely in the best overall interest of the team.

SAFETY & TRAINING STANDARDS

As a safety profession, we endeavor to engage in, promote and strengthen the highest safety and training standards. As such, we see mentoring and fellowship as an essential part of our profession, sharing our experience and knowledge in order to encourage our colleagues to achieve the highest possible standards of airmanship.

A pilot's personal responsibilities

MUTUAL RESPECT, TRUST, CONFIDENCE, LEADERSHIP

We will endeavor to create an atmosphere that promotes mutual respect and trust within the crew and the wider team and generates confidence in our leadership. We will also encourage team members to speak up, voice concerns and suggest alternatives freely when the situation requires it. This is essential for a high level of safety. We will further support each member of our crew/team to give their best effort in order to develop their full potential.

AMBASSADORS

We are ambassadors for both our company and our profession. As such we will display the necessary courtesy, respect and professionalism that can be expected from professional pilots. In our decision-making process, we will proactively consider passenger convenience as well as other company considerations, to the extent that flight safety is assured at all times.

MODESTY, HONESTY

We will approach the challenges of our profession with the modesty and honesty to allow ourselves to constantly self-reflect and accept our limitations, shortcomings and weaknesses and challenge ourselves to be the best that we can be.

PRONE TO ERROR

We understand that, despite the best of our intentions, our experience and our extensive training, as humans we are prone to error. We understand that hiding our errors from others and from ourselves may potentially compromise safety. We understand that acknowledging and addressing our mistakes and learning from them will help in making our flights and other's even safer. We therefore also commit to report incidents whenever they had or could have had an impact on safety.

For this, we expect Just Culture principles to be applied and promoted in accordance with applicable legislation and industry best practices.

ENFORCE DIFFICULT DECISIONS

We will at times be required to take and enforce difficult decisions and take responsibility for them. We will not hesitate to take these decisions in the best interest of safety and our passengers, in line with the authority bestowed upon us.

DEDICATION, DISCIPLINE, PROFESSIONALISM

Against this background, we understand that fulfilling the highest standards of professionalism and airmanship requires constant dedication, (self-)discipline, reassessment and mindfulness of the constant challenges. We embrace those challenges willingly in line with the commitment to the long tradition of the Airline Pilot Profession.



About ECA

The European Cockpit Association represents the collective interests of professional pilots at European level, striving for the highest levels of aviation safety and fostering social rights and quality employment.

www.eurocockpit.be @eu_cockpit

