

Virtual Jacksonville ARTCC

Mentor in Training

Program Guidelines



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This handbook establishes guidelines for the mentor in training program. This code applies equally to staff, controllers, and VATSIM members. This document is considered a supplement to any VATSIM and VATSIM United States (VATUSA) policies, procedures, and documents. This document cancels all previous publications and policies and remains in effect until canceled VATSIM, VATUSA, or a subsequent publication of the administrative policy. This document's updates and modifications are published after the appropriate approval process and announcement to the Virtual Jacksonville ARTCC. The ATM, DATM, or their designee(s) will complete all updates and changes to this document.

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Explanation of Changes

4/21/2022

1-1

Initial Release

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Chapter 1: Roles and Responsibilities

1.1 Requirements

- A. The mentor in training shall maintain an online and always teaching presence.
 - a. Answering student controller questions
 - b. Guiding students on resources to help clarify questions
 - c. Demonstrating proper controlling techniques outside of the classroom.
- B. Ensuring controller students perform to VATUSA and ZJX training standards
 - a. This includes in and out of the classroom
- C. Maintain availability to conduct classroom and practical sweatbox training sessions for assigned students.
- D. Recommending students for S1 and Major endorsement as well as OTS checkout for potential S2, S3, and C1 controllers.

1.2 Training Expectations

- A. Preparation
 - a. Complete understanding of the airspace of you will be demonstrating.
 - b. Complete understanding of all ZJX policies and airspace SOPs.
 - c. An individualized student lesson plan for each student session.
- B. Documentation
 - a. Maintaining student training records
 - i. What did you cover in today's session?
 - ii. What if anything needs to be improved?
 - iii. What VATUSA sections, if any, need to be re-reviewed?
 - iv. What to expect next session?
 - v. Any material to review, prior to next session.
- C. When you dont know the answer
 - a. Its okay to NOT know the answer
 - b. Don't make up the answer, wait till next session if neede to provide an answer.
 - c. Refer to fellow mentors, instructors, and facility staff to clarify any subject matter.
 - d. Refer to documentation whenever possible such as SOPs and 7110.65 documents.

1.3 Expectation

- A. Duration
 - a. 60 to 90 days in training
 - b. 2-4 75 minute sessions per week
 - i. 60 minute training session

- ii. 5-15 minute briefing/debref sessions.
- B. Observations
 - a. 4-6 observation sessions of your assigned MTRs training sessions.
 - b. Take notes on you observations of those sessions to make a training plan of your own.
- C. Preparation
 - a. Review of syllabus material
 - b. Custom generalized training plan in accordance with the facility syllabus plans to follow for teaching you own sessions.
 - c. TwrTrainer, install and training.
- D. Review of Training Techniques
- E. Demonstrating
 - a. Lead you own training sessions
 - b. Review feedback from assigned MTR shadow to refine training technique
- F. Checkout by Training Adminstrator/Senior Facility Staff.

Chapter 2: ZJX MIT Progress Checklist

- _____ MIT Orientation
- _____ MTR observation Session (4-6 Sessions)
 - ___ #1 Date Observed: _____
 - ___ #2 Date Observed: _____
 - ___ #3 Date Observed: _____
 - ___ #4 Date Observed: _____
 - ___ #5 (If needed) Date Observed: _____
 - ___ #6 (If needed) Date Observed: _____
- _____ TwrTrainer Install and Setup
- _____ Student MTR Assignment: Create Own Lesson Plan
- _____ MTR Lesson Plan Presented to MIT MTR and TA/Senior Staff
- _____ Setmore
 - ___ Added to setmore
 - ___ MIT Configures Setmore for Student Scheduling
- _____ Two OBS Student assigned to MIT
 - ___ Complete Student Checklist (Review Below)
- _____ Recommend for checkout with Training Administrator/Senior Staff

Student #1 Checklist

- Complete Intro Session
- Complete VRC Setup
- Controller Positions
- Controller Briefing
- CRAFT
- SIDs
- RVSM and Direction of Flight
- LOAs and how they may effect a flightplan
- Equipment Suffix Types
- Parts of a flight plan
- Clearance Phraseology
- Movement/Non-Movement Areas
- Helicopter Ground Operations
- Taxi Phraseology
- Metars and TAFs
- Class B,C, and D Airspaces
- KHXD Sweatbox Session
- KSAV Sweatbox Session
- KJAX Sweatbox Session
- Mock Checkout Theory Session
- Mock Checkout Practical Sweatbox Session

Student #2 Checklist

- ___ Complete Intro Session
- ___ Complete VRC Setup
- ___ Controller Positions
- ___ Controller Briefing
- ___ CRAFT
- ___ SIDs
- ___ RVSM and Direction of Flight
- ___ LOAs and how they may effect a flightplan
- ___ Equipment Suffix Types
- ___ Parts of a flight plan
- ___ Clearance Phraseology
- ___ Movement/Non-Movement Areas
- ___ Helicopter Ground Operations
- ___ Taxi Phraseology
- ___ Metars and TAFs
- ___ Class B,C, and D Airspaces
- ___ KHXD Sweatbox Session
- ___ KSAV Sweatbox Session
- ___ KJAX Sweatbox Session
- ___ Mock Checkout Theory Session
- ___ Mock Checkout Practical Sweatbox Session

Chapter 3: Credit

This document utilizes the writing of a several sources. Credit to the following document:

- Damien Luniar- Mentor in Training Program Powerpoint
- Damien Luniar- ZJX MIT Progress Checklist Google Form