

**- Reflection of Professional Experience -**

**Habilitation of cabin crew in different aircraft types  
for Avianca Peru**

MBA Aviation Management

- Module: Reflections on one's career to date / Crediting postgraduate  
work experience -

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## *LIST OF ABBREVIATIONS*

A319	: Airbus A319
A320	: Airbus A320
A320 family	: Airbus A319 / Airbus A320 / Airbus A321
A321	: Airbus A321
A330	: Airbus A330
DGAC	: Dirección General de Aeronáutica Civil (spanish) : General Direction of Civil Aviation (english)
E190	: Embraer E190
HR	: Human Resources (department)
HRBP	: Human Resources Business Partner
ID	: Identification Document
LCC	: Low Cost Carrier
S.A.	: Sociedad Anónima (spanish) : Anonymus Society (english)

## *ABSTRACT*

It is known that Safety and Security are two principal components in every company of the aviation industry. Nevertheless, regular passengers are not always aware of all the different procedures and processes that are taken into place in order to ensure and guarantee the achievement of these components. In this context, Cabin Crew members play an important role since they are in front and in charge of the operations once the flight has departed and until it lands. For this reason, Cabin Crew members must have the proper training and qualifications that certify they are prepared to flight an aircraft, demonstrating that they can handle safe and secure operations while keeping strong customer service skills. In this line, this report contains a reflection of professional experience focused in a former project; the habilitation of Cabin Crew in different aircraft types.

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## CHAPTER 1: INTRODUCTION

Avianca is one of the biggest airlines in Latin America. It connects passengers and cargo with 27 countries in America and Europe. Every subsidiary of the company is responsible of ensuring and keeping a sustainable performance of the carrier among all its local operational processes.

The current document presents a reflection of the professional experience that the writer had in Avianca Peru, focusing only in the project of *Habilitation of Cabin Crew in the different aircraft types* of the company. This process belongs to the Training Unit, which is part of the Operations Center. In this setting, it is important to understand the scope of the main elements of the selected project.

First, the provided information and analysis is based considering the timeframe in which the writer worked in the company, which is from August 2011 until January 2013, but also presenting important updated data when necessary. Second, the deployment of the project was directed only to the Peruvian operations, in which the aircraft types were the Airbus A320 family, the Embraer E190 and the Airbus A330. Third, although the Training Unit was responsible for the training matters of Pilots and Flight Dispatchers as well, the explained project focuses only in the aircraft habilitation for Flight Attendants, which are referred as Cabin Crew members in the present document. Finally, we should understand *Habilitation* as a satisfactory flight qualification process in a specific aircraft type.

At the end of this reflection, the following information is expected to be understood:

- i. How does the habilitation process for Cabin Crew worked in Avianca Peru from Augusto 2011 until January 2013?

- ii. What is the importance of the aircraft habilitation process in the Training Unit of a carrier and which are the main challenges?
- iii. What competences were developed by the writer during the project assignment and beyond?

The content starts in Chapter 2 "Employer information", which basically give us an overview of the company where this project was deployed. Since the carrier is a regional carrier, there is a company background information regarding its general corporate profile but also the main history milestones for the Peruvian market. Furthermore, the overview will be getting focused in the Training department for crew members and in some general information about the writer's job path in the company.

Next, Chapter 3 "Project information", presents a disaggregation of the project content, from a general overview to a detailed procedure of how the aircraft habilitation for Cabin Crew worked in Avianca Peru within the established timeframe. In addition, after understanding the project characteristics, this chapter shows the general operative results achieved through this job experience and the main work challenges.

Regarding Chapter 4, it presents the reflection about the competences acquired through the project and how they contributed in the writer's professional growth and learning process. And finally, Chapter 5 shows the main recommendations for the current project development.

The information for this report was obtained from primary and secondary sources that provided technical support, and quantitative and updated information; including corporate websites, articles, online newspapers, official documents from public organizations, and also, taking into account the writer's working experience both in the company and in the deployment of the project during the mentioned timeframe.

## CHAPTER 2: EMPLOYER INFORMATION

### 2.1 Company Background

#### 2.1.1 Introducing Avianca

Avianca Holding S.A. is a regional carrier in Latin America, with local operations in most of the countries of the region. It is dedicated to the transport of passengers and cargo. According to its website, Avianca has over 19000 employees and over 189 aircraft of short, medium and long range. It arrives to more than 108 destinations in 27 countries of Americas and Europe (Avianca, 2019a).

The commercial name of the company is Avianca and it is member of Star Alliance. Through this membership, Avianca can arrive to over 1300 destinations in more than 190 countries (Avianca, 2019a).

This airline has three main operation centers, which are also its main points for ensuring regional and international connectivity: Colombia, El Salvador and Peru. There is a brief summary of the of these hubs in Table 1:

Country	Colombia	El Salvador	Peru
City base	Bogota	San Salvador	Lima
Number of flights	3000 weekly	648 weekly	618 weekly
Destinations	7 in North America 12 in Central America 11 in South America 25 in Colombia 3 in Europe	9 in North America 11 in Central America 6 in South America	1 in North America 6 in Central America 15 in South America 6 in Peru

*Table 1: Avianca's main operation centers*

*Source: Avianca, 2019b*



Regarding its aircraft, Table 2 shows the fleet composition for this carrier. This composition operates within the 108 destinations mentioned before. However, the assignment and distribution in a country level, depends on the local market characteristics. For example, in Peru, the fleet is only formed by A320 family, E190 and A330.

Aircraft type	Quantity
Airbus A320 Family	113
ATR-72	15
ATR-42	2
Embraer E190	8
Airbus A330	13
Airbus A330F (cargo)	5
A300F	5
Cessna 208	13
Boeing 767	1
Boeing 767F	2
Boeing 787	12
<b>Total</b>	<b>189</b>

*Table 2: Avianca's operational fleet*

*Source: Avianca, 2019b*

Element	Description
Mission	Connecting the world with Latin America, giving always an extra mile.
Vision	To be the favorite Latin America carrier for the world, which has the best people and the best technology to give an exceptional experience.
Values	To live the safety To serve with passion and integrity To enjoy what they do as a team To innovate with sustainable impact

*Table 3: Avianca's corporate profile*

*Source: Avianca, 2019a*

About the corporate profile, Table 3 describes its Mission, Vision and corporate Values, which are expected to be aligned with its winning strategy. These descriptions are likely similar with the corporate profiles of its main competitors and all of them are facing the same challenges in the regional market, so they have to be continuously reinforcing its strategy and action plan.

In the last year, some important facts for this carrier in the regional environment were; pilots strike in Colombia (Avianca Holdings, 2019b), bankruptcy of Avianca Brasil (America Economia, 2019), and Best Airline in South America 2018 award (World Airline Awards, 2018). All of these facts had an impact in the operations of every country, however, due to the scope of the project, next sections will focus only in the Peruvian operations.

#### 2.1.2 Main history milestones for Avianca Peru

The beginning of this carrier operations in Peru recalls back to the year 2000, when Taca Group decides to arrive to Peru with the commercial brand of Taca Peru, also creating in Lima its first hub for South America. Prior, Taca Airlines was already an experienced carrier founded in Honduras in 1931, with mainly operations in Central America but with destinations in all the American continent. By that time, Avianca was also an experienced and succesfull carrier, stablised in Colombia since 1940.




After 10 years of continuing Taca Peru operations, there is a corporate merge between Avianca and Taca Group in 2010, which goal was to develop a stronger participation in the regional market and to strengthen boths companies' growth plan. Both companies (Avianca and Taca) had already an important participation among the region with their regional and local subsidiaries (see Table 4).

Company	Subsidiaries
Avianca	Avianca, Tampa Cargo and Avianca Ecuador
Taca	TACA International, Lacsa, Taca Peru, Aviateca, Sansa, La Costeña and Isleña.

*Table 4: Former subsidiaries Avianca and Taca*

*Source: Own elaboration from Avianca, 2019a*

In 2011, the brand changed to *AviancaTaca*, but in 2012, after the joint to Star Alliance, there is a decision to reduce the commercial brand name to only *Avianca* and the corporate name to *Avianca Holdings S.A.* Later, in 2013, there is a formal public commercial lunch of Avianca and Avianca Cargo. However, for internal procedures and distribution of operations, each country received the name after the country's name. This is how the current *Avianca Peru* started back in 2013.

Year	Brand Name - Peru	Logo
2000	Taca Taca Peru	
2011	AviancaTaca	
2013	Avianca Avianca Peru	

*Table 5: Brand evolution in Peru*

*Source: Own elaboration from Avianca, 2019a*

With the merge, there was a hard work to reorganize all the administrative procedures in order to have an easier network integration and also the homologation of the processes, products and services. Furthermore, there was a decision that each Hub keeps their own operations administration. According to Avianca's 2018 Annual Report (Avianca Holdings, 2019c), the company has 1626 employees in Peru, which represents the 9% of the total

employees in an international level. These number of employees include administrative, commercial and operational roles in all the country.

## 2.2 Market Position in Peru

According to the statistics of the DGAC (2019), national domestic traffic keeps growing, becoming in a good opportunity for the industry considering that there is still a big untouched market.

Airline	%	2014	2015	2016	2017	2018	%
Latam Airlines	63%	5,655,413	6,213,918	6,627,050	6,746,867	7,393,426	58%
Peruvian Air	12%	1,089,725	1,310,658	1,344,370	1,673,558	1,759,122	14%
Avianca	13%	1,160,503	1,265,472	1,284,324	1,301,109	1,246,988	10%
Star Peru	7%	624,680	598,928	486,526	375,381	320,992	3%
LC Peru	3%	280,711	474,236	906,144	1,136,986	1,004,952	8%
Viva Airlines	-	-	-	-	305,948	797,837	6%
Others	2%	139,133	142,032	145,617	168,449	187,384	1%
<b>Passengers</b>	<b>100%</b>	<b>8,950,165</b>	<b>10,005,244</b>	<b>10,794,031</b>	<b>11,708,298</b>	<b>12,710,701</b>	<b>100%</b>

*Table 6: National passenger traffic evolution*

*Source: DGAC, 2019a*

As seen in Table 6, in 2018 the growth in the national domestic traffic was 8,6%. This growth was positive for Latam Airlines, Peruvian Air and Viva Airlines, but not for Avianca. This decrease of passengers' number turns into a negative indicator for the domestic operations.

It is important to mention that Viva Airlines has been the first LLC launched in the domestic operations of the Peruvian market (in 2017), for 2018 it doubled its passengers number and there is a positive outlook for its next results. As a response and to ensure its market leadership, since 2017 Latam Airlines has changed its pricing structure, offering cheaper flights similar to a LCC category. In addition, Sky Airlines started to compete in the Peruvian market in April 2019, also with a LLC model (Gestion, 2019).

As a result, important decisions had been taken in the last months in Avianca Peru which will have an enormous impact in their market position in Peru, and therefore in the deployment of the selected project for the next years. According to Avianca Holdings (2019b), the company will eliminate most of its routes in the Peruvian local market focusing only in the route Lima-Cusco-Lima, which is its strongest domestic route, but also enhancing its connectivity from Lima to the regional and international market, and vice versa. Besides, throughout 2019, Avianca will retire their Embraer E190 fleet from all their operations because is not longer aligned with their long-term fleet plan (Avianca Holdings, 2019a).

### **2.3 Avianca Peru Training Center**

The Training Unit in Avianca Peru belongs to the Operations Center and is responsible for fulfilling the technical knowledge that the flight operation members are required to have. The training efforts in this area are directed to Pilots, Cabin Crews and Flight Dispatchers. The writer of this reflection was an employee in this unit.

The main functions for the Training Unit in Peru are:

- Ensure the compliance of the technical Training Program (on ground and in flight trainings) for pilots, cabin crew members and flight dispatchers, regulated by the DGAC.
- Ensure the habilitation of all flight operation members in the different aircraft types of the company: A320 family, E190 and A330.
- Ensure the correct assignment and schedule/program for the internal and external instructors.
- Tracking the validity of travel documents and licenses for pilots, cabin crew members and flight dispatchers.
- Elaborate and report the training Key Performance Indicators of the unit.

- Coordinate all the logistic activities required for the certification of a new aircraft type in the operations of the country.

According to their 2018 Annual Report (Avianca Holdings, 2019c), the efforts of the Training Unit are important so flight operations members are constantly trained to strengthen their knowledge and competences. This report also mentions that in 2017 they created the Avianca Academy (in Bogota, Colombia), which introduces a mix of e-learning and on-site trainings with the use of proper learning methodology and technology. In addition, the document mentions that they are strengthening their new operational training center (also in Bogota, Colombia) which now has greater capacity (up to 60 classrooms and 6 full equipped flight simulators).

Considering the same report, in 2018 the main challenges were: to launch the virtual reality training project for flight members, to implement the mobile e-learning system, to create a shared platform for all the instructors in a regional level, and to make more efficient the learning time (Avianca Holdings, 2019c). All the mentioned actions are important to modernize the way crew members are being trained and how the administrative tasks are being managed.

Back in 2011, there were six employees directly working in the management side of the Training Unit: 1 Manager, 1 Coordinator, 2 Analyst, 1 Assistant and 1 Intern. In addition, there was a team of ground and flight instructors, who are either experienced Pilots, Cabin Crew members or Flight Dispatchers with the respective qualification to have an instructor role. However, because of the regional merge, the automatization of some functions and the centralization of some others, nowadays there are only 3 employees: 1 Manager, 1 Coordinator and 1 Analyst. For the explanation of the current reflection, the scenario evaluated will have the team characteristics of 2011.

Besides the Training Unit, there are other operational areas who work in an integrated way. Table 7 presents the names of this areas, which will be taken into account as we continue explaining the project and the required coordinations among the Operations Center for the deployment of the habilitation process. As an advance, main coordinations will be with Flight Attendant Administration, Counter Operations and Flight Programming.

Operations Center – Avianca Peru			
Pilots Administration	Flight Attendant Administration	Flight Dispatcher Operations	Flight Programming
Training Unit	Counter Operations	Maintenance	Other Services

*Table 7: Units that belong to the Operations Center*

*Source: Own elaboration*

In the same line, there are other parties that frequently interact with the Training Unit. Table 8 presents the main actors with whom a strategic relationship becomes necessary. These parties are either internal or external stakeholders and will be represented by their functional areas or individuals that are incharged of attending our training matter requests. Then, the acquired competences presented in Chapter 4 have a strong impact in the success of these relationships.

Main Stakeholders for the Training Unit in Avianca Peru			
All Operations Center units	Airport	DGAC	HR
External specialized trainers	Specialized material providers	External transportation services	Other Stakeholders

*Table 8: Main stakeholders for the Training Unit*

*Source: Own elaboration*

## **2.4 Writer's Job Journey**

I started my career in Avianca in August 2011 as an Intern in the Training Unit of Taca Peru. By that time, the brand name AviancaTaca was still being interiorized by the employees and it was a busy season because of the extra processes that the merge adaptation brought. One of the important changes was that the local fleet was facing a new strategy that brought the Embraer E190 to the local operations. In this context, the Operations Center (including all its sub-units) were still getting familiarized with the processes it involved.

Due to an internal employee move, I had the opportunity to be hired in one of the Analyst positions since September 2011 (see Appendix 1). In this new role, my task was to ensure that all the different Training Unit functions (see detail in section - 2.3 Avianca Peru Training Center) were correctly accomplished for all the Cabin Crew members. At this time, the E190 habilitation processes of the existing Crew (who formerly only flew the A320 aircraft family) had already started and 15% of the Flight Attendants were allowed to flight this aircraft type. In the meanwhile, there was also a need of guarantee the annual renewal of the already habilitated crew, by following all the training matter regulated procedures, and to schedule a group habilitation everytime there was a newly hired crew with a satisfactory qualification.

Later, in 2012, we started all the preparations for the recognition of a new aircraft type (A330) in the Peruvian operations. In this case, the beginning of the habilitation process was from zero, and all the operational units had a role to perform. It is not common to start the operations of a new aircraft type, so it brought new learnings, challenges and competencies' development for all the Operations Center. This context will help us to explain a complete Cabin Crew habilitation process considering the mentioned scope with a goal of habilitating the 100% of the crew.



## CHAPTER 3: PROJECT INFORMATION

### 3.1 General overview

One of the main projects assigned during my job experience in Avianca was "The habilitation of Cabin Crew in different aircraft types for Avianca Peru". The main goal of this assignment is to ensure safety flight operations by providing the qualified Cabin Crew. Therefore, the 100% of the Cabin Crew of Avianca Peru was expected to have a valid flight license to operate in all the the different aircraft types. Throughout my assignment, the aircraft types in the peruvian operations were: Airbus A319/A320/A321 (A320 family), Embraer E190 (brought in 2011) and Airbus A330 (brought in 2012).

Table 9 summarizes the general operational functions of this assignment:

Function	Target/Goal
Deployment of the required training activities to habilitate the cabin crew in the Embraer E190.	85% of the Cabin Crew population in 2011.
Deployment of the required training activities to habilitate the cabin crew in the Airbus A330.	100% of the Cabin Crew population in 2012.
Deployment of the required training activities to habilitate the new hired cabin crew in the different aircraft types: E190, A330, A320 family.	100% of the Cabin Crew recently hired in Avianca Peru since September 2011.
Annual deployment of the required training activities to keep the habilitation of the Cabin Crew in the different Aircraft types: E190, A330, A320 family.	100% of the Cabin Crew population every year during my stay.

*Table 9: General functions*

*Source: Own elaboration*

This functions will be dissagregated in the next section, and they will focus only in the training procedures required to obtain the flight license of a new aircraft type and in the annual training procedures required to keep this habilitation. The detailed explanation will not consider other complementary procedures such as the renewal of travel documents, medical test or other administrative and logistic functions with an indirect relationship.

### 3.2 How does the habilitation process work?

#### 3.2.1 Habilitating a Cabin Crew member in a new aircraft type

The next lines will explain how does the process of habilitation in a new aircraft work for operations in Peru. This procedure is expected to be equal in the different companies, however the deployment might vary depending on internal adaptations (but still regulated by DGAC) of the different carriers.

Stage	Activity
1	Train to trainer
2	Certification of the new aircraft type
3	Training delivery
4	Habilitation evaluation
5	License emission

*Table 10: New aircraft habilitation process*

*Source: Own elaboration*

Table 10 lists the general processes related with the habilitation process. As mention in previous section, the explination of this process only focuses in the training procedures for this specific project (Cabin Crew members' habilitation), and will not consider complamentary processes<sup>1</sup> that are not training matters. In this context, for the next lines it is assumed that the

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<sup>1</sup> Deeper information about complementary rules of the habilitation process, RAP 63 can be reviewed (DGAC, 2019c)

company also took actions for having the flight operations permissions and to habilitate to the Pilots and Flight Dispatchers.

### 3.2.1.1 Train to trainers

Before starting the regular habilitation process for the Cabin Crew members, there is a *Train to trainers'* process. This only occurs once, when there is an introduction of a new aircraft type in the operations, and it will contribute later on for the habilitation of the regular Cabin Crew team. In this scenario, in Avianca Peru and for this project matter, the train to trainers have happened in 3 times: i) in year 2000 before the operations started in Peru (first habituations in A320 family), ii) in year 2011 before the start of operations with E190, and iii) in year 2012 before the start of operations with A330.

Since there is not skilled workforce in the country for the specific new aircraft type, the train to trainers is scheduled abroad. The location will depend on the training infrastructure that the airline has. For this initial process, there is a chosen team who travels for getting the proper preparation. This delegation is conformed by<sup>2</sup>:

- Team of Cabin Crew instructors (2 or 3 people)
- DGAC inspectors/evaluators (1 or 2 people)
- First Cabin Crew delegation (depending on the aircraft type and on the airline, generally up to 2 tripulations required for a regular flight)

They are properly trained on ground and in flight, following the regulated theoretical and practical skills they must have for the specific aircraft type. At the same time, they are being evaluated by the DGAC.

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<sup>2</sup> Number of people depends on the context of the airline for that time.

Regarding the project, considering my working period in Avianca Peru, part of my assignments included programming and monitoring the Train to Trainers processes for the A330 (which arrived in 2012).

### 3.2.1.2 Certification of the new aircraft type<sup>3</sup>

Once the delegation is properly trained, they return to the home country and start the aircraft certification. For this, the DGAC requires an emergency evacuation demonstration, in which they evaluate the Cabin Crew performance and skills for this aircraft. In this demonstration, the participants evaluated are the trained delegation (including instructors) mentioned in section 3.2.1.1 – Train to trainers. After a satisfactory result, the DGAC proceeds to approve the aircraft habilitation for this Crew and their flight license.

After this step, the regular habilitation process start for all the regular Cabin Crew members. As mentioned before, Avianca Peru requires that all its flight attendants have a flight license for all the aircraft types of its local operations. This habilitation process will now take place in Avianca Peru, and the regular crew must go through stages three, four and five (from stages listed in Table 10): Training delivery, Habilitation evaluation and License emission.

Naturally, besides this training matter procedures and considerations, there is a complex procedure that the airline must complete to certify an aircraft in a national level following the national regulations. Broader information can be found in El Peruano (2018).

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<sup>3</sup> The Certification of an aircraft type is a different Project with a long list of sub-processes. In this section, there is only an introduction that converges with our subject.

### 3.2.1.3 Training delivery

Regarding the content, there is a regulated learning curriculum that must be followed and documented. The number of topics and length might vary depending on the following: i) if the trained person is a new hired crew member, ii) if the person has a previous habilitation in a different aircraft type, iii) if the person has also a previous habilitation in a different aircraft type, but had to stop flight for an extended period of time for external reasons, such as maternity leave or medical rest.

The training is delivered through the next listed training categories:

- a) On ground training: consists of the theoretical part of the curriculum. At the end of this section, the person is required to approve a knowledge test. Most of the contents are provided by the instructors' team, except some specialized subjects such as Dangerous Goods or Aviation Security, in which it is required to hire an external provider.
- b) In flight training: consists of a mix of theoretical and practical learning content, delivered in a real flight. This training is provided and evaluated by one of the instructors (from the instructors' team), and at the end, the person is required to approve a competence check list.

To be able to schedule the flight trainings, there is a previous coordination with the Flight Programming and the Counter Operations units. Also, there is a needed coordination with the Airport, who give the authorization that the crew members in training can board the aircraft.

- c) Emergency simulation training: consists of a practical learning in which the person practices how to respond to an emergency procedure. Some examples are: first aids, firefighting, ditching, slide evacuation, among others depending on the aircraft type.

Some of the simulations will require the hire of external providers (of services or locations), such as a pool service provider, nitrogen provider, firefighters, etcetera. This section is also evaluated by the instructors.

There is a specific knowledge content that must be acquired by all the Cabin Crew who is facing the habilitation process (see Table 11). The delivery of this content is distributed within the three training categories mentioned before, and there should always be a physical record of attendance and compliance in every stage because it will go through a DGAC inspection afterwards.

<b>Knowledge requirements</b>
<b>General topics</b>
<ul style="list-style-type: none"> <li>-Air rights</li> <li>-Aerodynamics and meteorology</li> <li>-Technical english</li> <li>-Human Factors</li> <li>-Surviving skills</li> <li>-Aerospace medicine</li> </ul>
<b>Indoctrination of the air service operator</b>
<ul style="list-style-type: none"> <li>-Company procedures and policies</li> <li>-Cabin crew responsibilities</li> <li>-Pilot responsibilities</li> <li>-Dangerous goods</li> <li>-Crew resources management</li> <li>-Safety management systems</li> <li>-Security in aviation</li> <li>-In flight documentations</li> </ul>
<b>Aircraft type specifications</b>
<ul style="list-style-type: none"> <li>-First aids</li> <li>-Emergency procedures</li> <li>-Evacuation procedures</li> <li>-Emergency equipments</li> <li>-Ditching</li> <li>-Aircraft differences</li> </ul>

*Table 11: Training content required for the habilitation*

*Source: Own elaboration from DGAC, 2019c*

In the scenario that one person does not approve one or more of the knowledge checks (from any of the training categories), they need to repeat the failed curriculum and then be scheduled for a second and last try.

As part of this stage, there is a need to coordinate and monitor the transportation of the crew to all of the training venues. This service is important because if the person does not arrive to the training on time, then it should be rescheduled. Rescheduling a training is not easy and requires a lot of negotiation with other units because the person has already a flight plan for the rest of the year. Any alteration in the flight plan of a person has an impact in the entire operation, and this is usually not desired.

In the same line, all other material logistic coordinations need to be on time otherwise the training can not start. If any providers needed, they should be evaluated following the indications of the DGAC, registered in the Providers Selection Process (DGAC, 2018), in order to ensure a safe service.

#### 3.2.1.4 Habilitation evaluation

Once that the person has approved all the internal knowledge checks, then there is time to request the evaluation for the habilitation to the DGAC. For this, the following actions should be completed (DGAC, 2019d):

- a) Send to DGAC the documented information that shows the person had a satisfactory training.
- b) Request a theoretical test in DGAC installations.
- c) Request a flight inspection for habilitating a Flight Attendant in a specific aircraft type, and pay the corresponding DGAC fee.
- d) Coordinate with the DGAC inspector the schedule for the flight inspection and match it with Flight Programming and Counter Operations.
- e) Make sure that the flight inspection is held.

According to the DGAC (2018), training procedures contribute with the effectiveness and safety of the operations. For more details about complementary (non-training related) requirements that are evaluated before the license emission, see Appendix 2.

#### 3.2.1.5 License emission

If the person has approved all the previous evaluations, they receive a temporary weiver that allows them to flight the new aircraft type, while there is an administrative procedure before the new flight license emission. Once the DGAC confirms the new license is ready, there is an official communication that presents the new habilitated crew in the specific aircraft type. For this stage, the Flight Programming unit needs to be continuously updated with the information about the status of the flight license emission because as soon as the crew receive their weiver or their license, they start being confirmed in the operations with the new aircraft type or being considered as *stand by* for covering any absence that requires this qualification.

#### 3.2.2 Keeping an existing habilitation for the next years

According to RAP 63 (DGAC, 2019c), for every Cabin Crew member, there is an annual training requirement for keeping the habilitation of the license. It consists of a reduced version of the training curriculum mentioned in section 3.2.1.3 – Training delivery, in all its three training categories. In this process, even if the person has more than one habilitation, there is only one learning package programmed and it contains general technical subjects plus the respective adaptations for every aircraft type they flight. Cabin Crew here is distributed in groups throughout the year and this information is considered in advance in the flight plan of each person.



### 3.3 Project results during job experience

Table 12 shows the project status by the time that I left the organization:

Function	Target/Goal	Status
Deployment of the required training activities to habilitate the cabin crew in the Embraer E190.	85% of the Cabin Crew population in 2011.	Accomplished
Deployment of the required training activities to habilitate the cabin crew in the Airbus A330.	100% of the Cabin Crew population in 2012.	50% accomplished
Deployment of the required training activities to habilitate the new hired cabin crew in the different aircraft types: E190, A330 and A320 family.	100% of the Cabin Crew recently hired in Avianca Peru since September 2011.	Accomplished
Annual deployment of the required training activities to keep the habilitation of the Cabin Crew in the different Aircraft types: E190, A330 and A320 family.	100% of the Cabin Crew population every year during my stay.	Accomplished

*Table 12: Functions accomplishment*

*Source: Own elaboration*

Regarding the habilitations in the E190, it was possible to fulfill the 100% of the goal for recurrent Cabin Crew. Also, regarding the new hired Cabin Crew, it was possible to get the flight license for the 100% employees recently hired during my time in Avianca. In this last case, it was easier and faster to get the habilitation for all the different aircraft types because the training procedures for the 3 types were accomplished before these employees (new hires) start flying in the daily operations. Also, the annual deployment of training procedures for keeping the habilitation was executed according to the scheduled plan until my last day of work. However, the habilitations in Airbus A330 for the recurrent Cabin Crew was planned to be finish in late 2013. Since I left in early 2013, I was only able to participate in the accomplishment of the first 50% of A330 habilitations.

One important stage within this habilitation process is the local certification of a new aircraft type. Considering my functions and responsibilities in the habilitation process, I had the opportunity of participating in the certification of the aircraft A330 (in year 2012). It consisted, as mentioned in the Section 3.2.1.2 of this document, in an emergency evacuation demonstration, after which the DGAC decides if it approves the first licenses emissions for the evaluated aircraft type.

All the preparation of the local instructor and crew delegation this time was done in Brasil, in the TAM Airlines Training Center. They were responsible for deploying all the required knowledge until the demonstration day. About this event, my participacion was purely of coordinations and logistics, having as main tasks:

- Locate the aircraft in the certification area
- Locate an ambulance and the firemen in the certification area
- Facilitate the airport entry permits for the instructors, the crew delegation, the DGAC, some Avianca authorities and the Training Unit members, as well as their transportation to the certification area
- Facilitate the airport clothing requests for all the attendees
- Cover the main windows and doors of the aircraft with red cloths, which simulated the fire
- Ensure the provision of other required materials
- Coordinate some branding elements and some catering degustation

Once everything was located, the DGAC gave the final indications so the crew could be ready to see the signal and initiate the evacuation demonstration, starting at the door that the DGAC randomly and unexpectedly indicated. After the demonstration, the results of this part of the project were also positive and ended with the emission of all the A330 licenses of the crew delegation and instructors. This allowed to start the habilitation process for the regular crew.

To have a clearer understanding of which specific actions were required to be performed in order to accomplish the mentioned functions (see Table 12), by following the *Habilitation process* (presented in section 3.2 – How does the habilitation process work?), in the next lines there is a list of tasks.

### 3.3.1 Train to trainer (applies only to the A330 habilitation)

- Request (via letter) and confirm with the DGAC which were going to be the selected inspectors to be part of the delegation who will travel for the training
- Prepare the delegation documentation required by TAM Brasil (selected training venue) and hand it to the Training Manager for check and delivery
- Coordinate with TAM Brasil which are the travel specifications that the delegation must know and comply before, during and after the training trip
- Prepare all the formats required to comply the Avianca's internal training procedures and the DGAC inspection procedures, and hand it to the leader of the Cabin Crew instructors that was part of the delegation
- Coordinate all the travel arrangements for the delegation
- Be the contact point in Peru to the delegation during their training assignment in Brasil, to attend any inquiry

### 3.3.2 Certification of the A330 aircraft type

- Request (via letter) and confirm with the DGAC the emergency evacuation demonstration appointment
- Request (via letter) and confirm the participation of the external services providers for the day of the event: Airport facilities, ambulance, firemen and catering, ensuring the deployment of the activities mentioned in page 21
- Ensure all the training instructors and Cabin Crew that were going to be part of the event, had a training assignment in their flight program
- Make all the communications and reminders needed to make clear the general information of the event as well as the role of every participant
- Coordinate the transportation needs for the DGAC and our participants
- Be in the event and solve any unexpected situation

### 3.3.3 Training delivery (applies for all mentioned aircraft types)

- Prepare in advance the expected group distribution to satisfy the training deadlines considering the expiration dates of the current flight licenses, and send it to El Salvador to be considered in the flight program
- Once the year started, verify that the required training assignments were correctly considered in the flight program of each Cabin Crew
- Prepare all the training formats and materials required for the training delivery (includes the coordinations and payments to external providers)
- Prepare a monthly assignment and schedule for the internal and external Instructors, and request the DGAC inspections for the in-flight trainings
- Make sure that the annual schedule is accomplished, that every day the trainings start on time and that all the formats are properly completed
- Register any absence (or fail) and coordinate with the Flight Programming unit to facilitate the re-schedule of the training to the corresponding person

### 3.3.4 Habilitation evaluation (applies for new-hired Cabin Crew or for Cabin Crew applying for a qualification in a new aircraft type)

- Compile all the training records of the Cabin Crew who is ready to be evaluated (usually grouped according to the previous training distribution)
- Do all the tasks mentioned in Section 3.2.1.4 – Habilitation evaluation, and ensure they are properly completed
- Communicate the confirmed evaluation dates (by DGAC) to the Cabin Crew who will be evaluated (theoretical test and flight inspection)
- For already habilitated Cabin Crew who's license is going to expire, only applies a license renewal request after approving their training curriculum

### 3.3.5 License emission

- Receive the temporary weiver that allows Cabin Crew to flight a specific aircraft type once they have approved the flight inspection, and communicate it to the Flight Programming unit
- Do follow up to the DGAC to receive the corresponding licenses, and then communicate to the Cabin Crew that their license is ready for pick up

### **3.4 Work challenges**

As previously mentioned, it was only one month of employment as an Intern when there was the opportunity to take the Analyst position (the previous analyst had to leave abruptly due to external reasons). This progression was based on my potential but not on my experience, and it was challenging not receiving a formal training for the new functions. Most of the time there were only indications of "what" to do, but the "how", the "why", the rules and the exceptions were discovered along the way. Therefore, assertive communication was important in every relationship with the different stakeholders (more detail in next Chapter), who had different profiles.

Negotiation was also required most of the time. Some Operation Units were focused in doing their best performance in their respective functions, and it was good for the operations, however, there were moments in which there were urgent training requirements that depended on how effective was mine negotiation with the other units. For example, for training or inspection flights, if the flight was canceled or delayed for various reasons, we needed an immediate response in order to be able to send the evaluated crew, the instructors and the DGAC inspector in the next most immediate flight with seats availability. In this example, Flight Programming and Counter Operations played a decisive role. Another important example was the relation with the DGAC Inspector, with whom sometimes it was necessary to negotiate about their schedule availability matching our best flight options and our urgency for the habilitation.

Administrative and time management skills are decisive elements to succeed in this project. There is plenty of data about training compliance that should be administrated, so data management and organization become essential. There is a lot of training procedures that are held at the same time for different crew members and groups during the completely calendar year; then supervision, follow-up and tracking (and rescheduling

sometimes) must be properly managed. Also, all the processes with and information given to the different stakeholders must be accurate. If not, the risk is unsafety operations, penalizations and fines. Therefore, the role is in charge of important processes. Being my first work experience, it was a challenge to demonstrate accuracy.

Retention memory skills were also required. Even if the project was held in a regular office time (Monday to Friday from 8.30 to 18.00 hours), I was provided a corporate cellphone and was required to answer at any time if there was a training matter situation. Mainly regarding regular flight operations that needed a validation about Cabin Crew members' habilitation in the different aircraft types, or any other related concern. The communications, in this case, was with the Flight Attendants Administration and with the Flight Programming Unit. The personnel list that should be memorized was the "Watchlist" of different and specific training matters.

An aligned challenge was demonstrating fast response to unexpected events and being able to assertively work under pressure, always keeping a positive attitude and a team spirit. However, more important was to communicate or elevate the situation if the solution escaped from the scope of my management. The impact of a mistake was high and costly, and therefore a lot of criterion was needed. As a result, many people felt not prepared for assuming a training role. This is why it was also a challenge to engage the team (in my role, I was in charge of the 1 Assistant and 1 Intern), by giving them the right preparation according to their experience level and also caring about their motivation for this working environment.

Considering the information given in this section, as well as in additional aspects of the project, the next chapter (Chapter 4) will present the competences acquired in more detail.

## CHAPTER 4: ADQUIRED COMPETENCIES

### 4.1 Overview

In the next lines I will exemplify *Competency* as „the skills, abilities and characteristics that an employee applies performing his/her work and that are observable as behaviours or actions“ (Treasury Board of Canada Secretariat, 1999). Having this definition in mind, I have identified the main competencies obtained during my working experience in this project, which basically were developed on the march but not with any formal specialized training program. It is important to mention that since it was my first work experience, it was also my first approach to most of these competencies.

Hence, it becomes worthwhile, for a professional and/or personal development, to analyze the impact of any project assignment or working experience in the generation or reinforcement of competencies and which is the contribution of these competencies in our professional careers. Also, to identify which was the role (active or passive) of the organization where we have the employment relationship, as well as the contribution of our main internal or external stakeholders. These evaluation will give us more inputs for our next career and formation decisions.

Aligned with the previous definition, Tuning Educational (2008) complements that „competencies represent a dynamic combination of knowledge, understanding, skills and abilities“. In addition, following the classification of the Tuning Model, I will categorize the identified competencies in two types; *subject-specific competencies* and *generic competencies* (five competencies for each category and/or subcategory). Furthermore, for a better explication of the acquired degree of each competency, there is a self-evaluation that ranks from 1 (low degree) to 5 (high degree).

## 4.2 Subject-specific competencies

We consider subject-specific competencies as the specialized knowledge that the employee needs in order to demonstrate an accurate understanding of the position and its functions. In this reflection, the subject-specific competencies are related to the technical learning environment of the airlines and some administrative knowledge proper of a trainint unit.

Nº	Specialist competencies	Level of competency				
		1	2	3	4	5
1	Airline's operational procedures			x		
2	Cabin crew habilitation processes					x
3	Cabin crew learning curriculum					x
4	Event management				x	
5	Logistics				x	

*Table 13: Specialist competencies self-evaluation*

*Source: Own elaboration*

As part of the training unit, there is a high interaction with different internal stakeholders, and since there is a need of understanding how does the flight and ground assignments work for each Cabin Crew, the result is the external and complementary involvemet in other operational unit's processes (see Table 7). For example; how to schedule a training matter flight in the current flight plan of a person (with the help of Flight Programming), how to release seats so that the inspectors/instructors/cabin crew can get in the flight (with the help of Counter Operations), among others.

The cabin crew aircraft habilitation process is a *must-learn* in order to be able to have an expected or superior performance in this project, specially considering that the position had few supervision. In the same line, is is important to know about the DGAC regulations in this matter and the adoption of the mandatory learning curriculum. The risk of not meeting the basic requirements is the suspension of a licence or a penalty fee.



Event management is also a specialized knowledge acquired during the project. It was not necessarily a proficient level of this competency, because the events managed were more focused in training, but they were sufficient to understand how an event works, the relationship with stakeholders and all the different procedures required prior, during and after the event. In this project, the events managed were mainly for technical ground trainings, emergency simulations trainings and for the certification of the new aircraft type. One related process related to the event management is the logistics procedures, which becomes a strictly necessary competence to develop in the frame of aviation training and habilitation process, focusing to deliver on time all the resources needed for the different events.

Within the development of these competencies, you also acquire the generic competencies because they are interrelated.

### 4.3 Generic competencies

#### 4.3.1 Interpersonal Competencies

This category is more related with the social performance reflected in the interaction and networking with multidisciplinary workmates (Rungo et al., 2013). In the deployment of the project, the next top five were the selected:

Nº	Interpersonal competencies	Level of competency				
		1	2	3	4	5
1	Assertive communication					x
2	Opening to diversity					x
3	Negotiation and conciliation					x
4	Conflict management				x	
5	Stress management				x	

*Table 14: Interpersonal competencies self-evaluation*

*Source: Own elaboration*

Assertive communication has become in a top-ranked competency since is the door to build and keep long-term relationships with our diverse stakeholders, including supervisors and supervised. Considering the connected world, specially in aviation, we need to be assertive not only in our emitter role, but also in our receiver role. This role has interactions with almost all the units in the operation center, so its verbal and non-verbal communication skills are expected to be above average. In the same line, there is a lot of diversity<sup>4</sup> in the industry and Avianca Peru is not the exception. Therefore, the position needs to accept diversity and adapt the communications style to the different kind of audiences, keeping assertive in order to have the expected results.

Negotiation and conciliation were necessary, and using also an assertive communication, it became an interesting and challenging skill to develop. As mentioned in the previous chapter (in section 3.4 - Work challenges), there were difficult moments in which this competency was expected to be handled fast, mainly for the instructions and inspection flights. This is because the main goal for the involved operational units was to be more efficient, so re-programing<sup>5</sup> a training matter flight would mean a reduction in the passenger capacity and that is when the negotiation started. Also, in terms of conciliation, mainly with the schedule and re-schedule<sup>6</sup> of DGAC inspection, fitting the inspector's agenda with our best flight options. Occasionally, same procedure with the instructor's agenda.

Sometimes, conflict appeared in any stage of the processes and a fast and proper response was needed. This competency is interrelated with assertive communication and negotiation skills, but also with stress management. This project gives a lot of opportunities to learn about conflict and stress management and it is our task to take over this learning and succeed.

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<sup>4</sup> In Avianca Peru, by that time, diversity was mainly represented in the following categories: cultural, sexual, religious, academic, age, gender, among others.

<sup>5</sup> Reasons for re-programing can vary depending on many internal or external factors.

<sup>6</sup> Reasons for re-scheduling can vary depending on many internal or external factors.

#### 4.3.2 Instrumental Competencies

According to Rungo et al. (2013), these generic competencies help the person to understand, construct and operate in different professional scenarios, for which there is a need of cognitive, technological, linguistic and methodological abilities. From the project assignment, the following were the identified:

Nº	Instrumental competencies	Level of competency				
		1	2	3	4	5
1	Information management					x
2	Compliance management					x
3	Planing and ejecution				x	
4	Time management					x
5	Communication protocols					x

*Table 15: Instrumental competencies self-evaluation*

*Source: Own elaboration*

There is a lot of virtual and physical information in the every day operations within this project that need to be properly managed. For this competence, a lot of order and administrative organization was required. There was a physical documentation in every moment of the habilitation process that later on in case of a flight incident or catastrophe, could prove that a flight attendad went through the completed regulated process. This information also should match with the virtual registration, with which the reports<sup>7</sup> were done and then distributed to the interested units. To be able to perform this competency, it was necessary to complement it with a proper use of the Microsfot Office<sup>8</sup> system. This would contribute to prevent any non-compliance situation or to plan the upcoming flight plans considering the valid habilitations status, for example, as well as constantly analyze all the generated information throughout this project.

<sup>7</sup> There were various reports with a daily, weekly, monthly and/or annual frequency.

<sup>8</sup> Microsoft Office: Excel, Access, Outlook, Power Poing, Word.

In the same line, since there was already an annual training fixed plan for the cabin crew who need to keep their habilitation every year, and also an adaptation of this plan every time there was a new hired group (considering that the habilitation must be obtained or renewed for every aircraft type), the position needed a lot of focus and extra attention to guarantee that every flight attendant had every aircraft type valid. Part of this functions were the communication of the training and inspection schedules (on ground, flight and emergency simulations), programming the scheduled events, keeping a record of assistance, reminders about any ID or medical certificate renewal, among others (and consolidating this compliance data with the information management process).

Planning and execution skills were also developed. The key for a proper planning and execution was the anticipation. Since there was already a consolidated information with the compliance validation, it was easier to plan when was the right time that one flight attendant should have its training matter events scheduled for every habilitation needed. It starts with the creation of an annual plan that the training unit request to the flight programming unit, so they can reserve these schedules out of the annual flight plan. This plan was constantly updated every time there was a new hired group or for any reason a scheduled person was not able to complete its habilitation.

For all the previously mentioned subject-specific and generic competencies, it became strictly essential to develop time management skills, by using different time management instruments or by learning how to innately prioritize and attend activities according to its importance or urgency. Finally, keeping a social protocol was also instrumental considering there was an expected and formal communication procedure within some of the different external stakeholders; such as the DGAC or the Airport, and in some cases with some internal parties, than when followed, the communication became more assertive.

#### 4.3.3 Systemic Competencies

This category is related with the ability of managing diverse information with the goal of creating one strategic vision that will contribute with the decision taking processes (Rungo et al., 2013).

Nº	Systemic competencies	Level of competency				
		1	2	3	4	5
1	Processes improvement				x	
2	Quality assurance					x
3	Networked thinking					x
4	Autonomy and delegation					x
5	Adaptability					x

*Table 16: Systemic competencies self-evaluation*

*Source: Own elaboration*

The project allowed to identify processes improvements. It was more visible in the more procedural processes such as event management, logistics and in all the instrumental competencies mentioned in previous section, but it had the same importance level and impact in all the interpersonal competencies, which improvement was more expected to be observable in the result of the interpersonal activity. All the improvements efforts were directed to have more optimized process and efficient operations. A related competency is the quality assurance, which was required to guarantee that all the steps in the habilitation process were deployed according to the minimum regulated and corporately expected requirements.

For the networked thinking, all the interpersonal competencies merged as well as the credibility that the person reflects while executing the project. The goal was to create professional long-term relationships that could benefit not only to two parties, but also the whole company or operations. In most of the cases, the networked thinking was originated in a one to one conversation with an impact in the improvement of the work environment.

During my assignment, I gained a lot of reliability and credibility, situation that empowered me with more given autonomy and work with less supervision. This would bring the development of a high sense of responsibility and commitment. The coordinator was there for more strategic functions, and even challenged me with every time with task of greater responsibility from other procedures different from the project. In this context, I had also learned to delegate the more operative tasks of the crew members' habilitation processes in the Assistant and Intern positions that the training unit had by that time. This delegation came with formation and development skills and well as motivation to the new entry levels of the unit.

Finally, adaptability became also strategic, not only regarding people adaptability<sup>9</sup> but also regarding scenarios adaptability. This competency was put in practice in the every day operations and in every relationship with the different stakeholders, who had different profiles and with whom we were exposed to different scenarios. Also, all the competencies mentioned until now contributed to develop a more strategic adaptability so it was necessary to merge the accumulated formal and informal information in order to have a proper use of it that will lead us to build stronger connections.

Naturally, there are plenty complementary competencies that were developed with the ones mentioned in this chapter, and all of them contributed to my professional development not only during the project assignment but also beyond, in simultaneous projects in Avianca and in the next jobs experiences.

In the next section, some administrative support processes to the *Habilitation of cabin crews in different aircraft types* will be presented. They are not core functions of the Training Unit, but without them, the process selected for this reflection would not have had the same performance.

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<sup>9</sup> To the different kind of professional or personal profiles: age, gender, academic degree, position/hierarchy in the Company, sexual orientation, religion, cultural background.

#### 4.4 Other acquired competencies

I was in charge of the selection process of any Assistant or Intern position every time it was required in the Training Unit. For this process, a lot of *analysis and criteria* was needed in order to identify the best candidates. In the same line, the process of onboarding and adaptation of the selected personnel was also part of my responsibilities, for which *inclusion and motivational* skills were required. Some of the selected people were under my supervision, and they also collaborated in the habilitations processes of cabin crew members.

Considering my skills and my flexible profile, I was selected also to be part of the social events committee, which was in charge of arranging the diverse integration activities for all the Operations Center. In this case, *perspective and intuitivity* based on built relationships was crucial, so we could be able to sense the mood and preferences for the next social activity. I used this given space to strengthen the relationships of my position with the employees of other units that were involved with the habilitation process, which later on facilitated communications, negotiations and conciliations.

Besides, *budget management* abilities were learned in an entry level when distributing and spending the assigned budget within the different material providers. In addition, *information privacy considerations* were also taken into account when expected, mainly with training or medical test results of some flight attendants during their habilitation process. Also, *opening to an international scene* had an important impact in the project because showed me how the process was handled in other countries of the region.

Finally, as might be expected, there are plenty of additional competencies that can be developed during a project assignment or job experience, and as mentioned previously, all of them have an important contribution in our respective career path, so it is up to us to choose growing with them.

## 4.5 Learnings

Working on this project was challenging and enriching at the same time. I strongly believe that it gave me a lot of elements to develop a strong sense of professional responsibility. In the same line, the Training Unit was a good department to learn about the complete operations because of the natural interrelation with pretty much all the other operational units and with the main external parties, such as the airport or the DGAC (of course also in an operational level).

After Avianca, I have worked for several years in a Professional Services company (Ernst & Young). First, for three years in its Learning Unit, and then, for almost three more years in the HR department, as a HRBP. If I see backwards, I can identify that the competencies to which I was exposed at Avianca, were usefull to succeed in the new woking environment I had at Ernst & Young. If we evaluate their utility level (see Table 17), only the specialist competencies more related to the technical habilitation itself did not have a direct high relevance level in the other industry, but the rest of them plus the generic competencies, they all were a strong base with a high utility level for the new Learning and HR functions. Naturally, at Ernst & Young, all these competencies were improved, complemented and/or adapted over the years, and they will continue changing for better whenever I face new proffesional or personal challenges.

Finally, from the operations side, I could experience how global, dynamic, accelerated and safety and security focused is Aviation, and this gave me the chance to discover and enjoy the industry, awakening a great interest in having a professional career specially in an airline. As mentioned before, time also gave me the chance to work in a different industry, but now I am preparing myself to have the expected competencies to be back into Aviation.



Nº	Competencies	Utility level				
		1	2	3	4	5
- Specialist competencies						
1	Airline’s operational procedures			x		
2	Cabin crew habilitation processes			x		
3	Cabin crew learning curriculum			x		
4	Event management					x
5	Logistics					x
- Interpersonal competencies						
6	Assertive communication					x
7	Opening to diversity					x
8	Negotiation and conciliation					x
9	Conflict management					x
10	Stress management					x
- Instrumental competencies						
11	Information management					x
12	Compliance management					x
13	Planing and ejecution					x
14	Time management					x
15	Communication protocols					x
- Systemic competencies						
16	Processes improvement					x
17	Quality assurance					x
18	Networked thinking					x
19	Autonomy and delegation					x
20	Adaptability					x
- Other complementary competencies						
21	Analysis and criteria					x
22	Inclusion and motivation					x
23	Perspective and intuitivity					x
24	Budget management					x
25	Information privacy					x
26	Opening to international scene					x

Table 17: Competencies utility level

Source: Own elaboration

## CHAPTER 5: RECOMMENDATIONS

- It becomes necessary now to redefine the Training delivery process (stage 3 in the general habilitation process – see Table 10). Even more, considering there is a recently decision of eliminating most of the domestic routes in Peru, accompanied by the crew members' reduction and also the decision of removing the E190 fleet. Within their evaluation, it would be convenient to think about sending Cabin Crew to receive the training delivery in the Avianca Academy (Colombia) and therefore make this part of the habilitation more efficient.
- The impact of the personnel reduction because of the last changes could also have a negative impact on the crew members that will keep the contract, so it should be on their list to strengthen their strategies to develop the work engagement of this group. Finding emergency habilitated crews is not easy, considering that the new LCCs are being aggressive regarding hiring qualified tripulations.
- Considering the significant reduction of the domestic operations, develop a strong communication plan that contributes in keeping or strengthening Avianca's brand awareness in the Peru.
- Regarding the training content, it could be convenient to include some soft skills topics in the scheduled on-ground trainings, or in any case to procure scheduling independent soft skills sessions that complement the development process of the trained Cabin Crew going beyond a technical perspective.
- As well as in Colombia, it would help to have a better use of technological devices not only regarding the training delivery, but also regarding the administration part of the Training Unit. For example, there could be softwares or applications that facilitate the communication and

coordinations with the instructors' team, and/or to facilitate the communication with the Cabin Crew, who sometimes do not update their contact information.

- Avianca should also invest in training or formation programs for the administrative personnel of the Peruvian Operations Center<sup>10</sup>, as well as any other development program. The situation was that the Operations Center is located in the airport while the other traditional management units are based in a different district, which some times in the past caused lack of attention, mostly in soft procedures. However, in order to balance this scenario, nowadays there is a HR person permanently assigned in the Airport.
- It is also an idea to invite the other management offices to visit or to have a work assignment in the Operations Center, so they can see and feel how different is the atmosphere in the daily operations.
- Most of its internal public information is either focused in the regional operations or mainly in the Colombian scenario, in which Avianca is the market leader. It would be more consequent if they also publish detailed information about their market scenario in the other countries or at least in the main hubs.
- As mentioned along the reflection, there is a considerable use of paper. It is a recommendation to develop a project and a proposal to the DGAC, which goal would be to find an alternative for the paper consumption, maybe not attempting to completely cut it, but at least to find the way of reducing it by using more virtual resources.

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<sup>10</sup> This comment is based in the working experience the writer had back from 2011 to 2013

## *APPENDICES*

<b>APPENDICE 1: JOB CERTIFICATE.....</b>	<b>VII</b>
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<b>APPENDICE 2: STEPS TO OBTAIN A FLIGHT LICENSE .....</b>	<b>VIII</b>
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Appendice 1: Job certificate

*Taca Peru (Avianca), 2013*



**CERTIFICADO DE TRABAJO**

La Gerencia de Recursos Humanos de **TRANS AMERICAN  
AIRLINES S.A. TACA PERU** certifica:

Que el Sr. **AHUMADA PONCE SERGIO ANDRE** ha laborado en nuestra empresa desde el 15 de Septiembre de 2011 hasta el 15 de Enero de 2013, desempeñándose en el cargo de **ANALISTA DE ENTRENAMIENTOS Y ESTANDARES.**

Se extiende el presente certificado para los fines que el interesado estime conveniente.

Lima, 15 de Enero de 2013

  
(Gisella Limaylla A.)  
**Jefe de Talento Humano  
TACA PERU**

Av. José Pardo 831, Piso 4  
Miraflores, Lima - Perú

Talento Humano 213-6060 Fax 213-6062  
Lima Reservas 511-8222  
Lima Ventas 213-6060  
Lima Aeropuerto 626-8222

PASOS PARA LA OBTENCIÓN DE LA LICENCIA DGAC

1. EVALUACIÓN TEÓRICA

- Solicitud dirigida al Director General de Aeronáutica Civil (DGAC)
- Documentos que acrediten instrucción, cuando corresponda

✓ Programa fecha y hora de examen y rinde el examen teórico

**RESULTADO:** El Usuario recibirá el Resultado de Aprobación del Examen.

2. EVALUACIÓN PRÁCTICA

- Solicitud dirigida al Director General de Aeronáutica Civil (DGAC), adjuntando: Haber aprobado la evaluación teórica correspondiente (Licencias ya cuenta con las notas)
- Documentación que acredite la instrucción y experiencia aeronáutica, cuando corresponda.
- Competencia Lingüística si corresponde.
- Certificado médico vigente
- Edad correspondiente al tipo de licencia solicitada
- Pago por derecho de tramitación

✓ Programa fecha y hora de examen y rinde el evaluación

**RESULTADO:** Licencias recibirá el inspector DGAC el resultado de la Evaluación Práctica.

3. OTORGAMIENTO DE LICENCIA Y/O HABILITACIÓN

- Solicitud dirigida al Director General de Aeronáutica Civil (DGAC)
- Fotocopia simple del documento de identidad.
- Tener las edades correspondientes al tipo de licencia solicitada.
- 01 fotografía a color, en fondo blanco y tamaño pasaporte
- Documentos que acrediten instrucción requerida.
- Certificado médico vigente, si corresponde.
- Documentos que acrediten experiencia aeronáutica, si corresponde.
- Acreditar secundaria completa o superior, cuando corresponda.
- Copia de la partida de nacimiento para menores de edad y de la autorización del padre o tutor firmada ante notario; sólo en el caso de licencia de paracaidista
- Copia del certificado de antecedentes policiales, en el caso de licencia de paracaidista
- Copia del certificado de instrucción otorgado por la AAPAL, en el caso de licencia de paracaidista
- Pago por derechos de tramitación.

**RESULTADO:** Usuario recibe Licencia DGAC

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### *STATEMENT OF AUTHENTICATION*

I herewith declare that I have completed the present report independently, without making use of other than the specified literature and aids. All parts that were taken from published and non-published texts either verbally or substance are clearly marked as such. This report has not yet been presented to any examination office in the same form.

*Lima, dated: May 7th, 2019*



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Sergio Ahumada