

Training the Trainer

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Presented By | Rich Moldstad, CDS



PRESENTER



RICH A. MOLDSTAD, CDS
Safety Consultant

Rmoldstad@smcsafety.com
219.477.3682



PURPOSE OF THE DRIVER TRAINER PROGRAM

To successfully develop a new member of our driving team into a safe, conscientious and skillful employee. The driver trainer has the ultimate responsibility of preparing a student driver for an independent driving position. The driver trainer plays one of the most important roles of this organization.



WHEN A DRIVER TRAINER PROGRAM GOES WRONG

Werner Enterprises has been ordered to pay a massive \$40.5 million judgement to the family of a woman who was killed in a fatal crash caused by a brand new truck driver.

In February of 2017, Werner trainee Felipe Johnson had just graduated from Roadmaster Drivers School. He had been hired as a student driver by Werner just eight days before the fatal accident. The lawsuit claimed that the driver, Werner, and Werner's training practices were all factors in the accident.

Johnson's trainer was required to be observing him whenever Johnson was behind the wheel.

Their lawyers argued that Werner's "inadequate operations and training programs for its student drivers" had a systematic disregard for basic safety policies and training of new drivers."

The jury awarded Armijo's family \$42.5 million in damages. \$10 million of that is considered punitive.



COURSE OUTLINE

Characteristics of a Good Driver Trainer

Characteristics of Adult Learners

Establishing the learning environment

Objectives and goals

Observational skills

Screening potential driver trainers

Evaluation and communication skills



TRAIN THE TRAINER

Why Be a Trainer?

Important opportunity to affect the lives of countless students each year

Industry needs competent, safe, skilled, responsible drivers (Wadhams also)

Training these drivers will help to maintain the quality standards that are crucial to our industry



DRIVER TRAINERS

Driver trainers must possess:

Combination of education and experience that qualifies them to train

Must possess teaching skills that enable the student to learn required job-related knowledge and skills

The heart of a mentor



CHARACTERISTICS OF AN EFFECTIVE DRIVER TRAINER

Has a true desire to teach and motivate

Mastery of all task, policies, and regulations

Communicates clearly

Has the ability to train to objectives and goals

Ability to adjust techniques to match the trainee

Patience is the #1 essential for a driver trainer

Is a professional

Is positive about trucking as a career

Is friendly, enthusiastic, complimentary, and sincere



WHAT IS IMPORTANT IN A TRAINER?

Mastery of all tasks, policies, and regulations:

Trainers must know and obey all company policies, procedures, and regulations – no shortcuts or knowledge gaps allowed

Trainers must be willing to ask if they do not know a skill, policy, procedure, or any part of the FMCSA regulations



WHAT IS IMPORTANT IN A TRAINER?

So how do we determine a potential trainers knowledge?

Document in your own words the following company policies and procedures:

- Hours of service compliance
- Pre and post-trip vehicle inspections
- Vehicle care and maintenance
- Coupling a tractor to a trailer
- Completion and submission of company paperwork



WHAT IS IMPORTANT IN A TRAINER?

Communication skills:

Must be able to explain something if several different ways

Clear and concise

“Friendly” tone and presence (body language)

Ability to listen (communication is a two-person activity)



WHAT IS IMPORTANT IN A TRAINER?

Supervisory knowledge and skills:

Understands discrimination and harassment rules (EEOC, ADA, etc.)

Understands the responsibility of supervision

Comprehends the need to lead by example



CHARACTERISTICS OF AN EFFECTIVE DRIVER TRAINER

Critical characteristics:

- Detail oriented
- Flexible
- “People person” that wants to see others succeed
- Never humiliates or puts down a trainee
- Good eye contact
- Speaks to trainee at the trainee’s level
- Asks questions (generates discussion)



CHARACTERISTICS OF AN EFFECTIVE DRIVER TRAINER

Allows time for questions

Listens to trainee's questions

Answers trainee's questions

Makes learning enjoyable

Gives good, honest, written feedback

Is safety conscious



WHAT IS TRAINING?

The result of training is learning, which is defined as an observable change in behavior.

If there has been no change in behavior, the training has not been successful.



Characteristics of Adult Learners

WHY DO ADULTS WANT TO LEARN?

Adults usually seek out learning experiences (driving truck) in order to cope with life-changing events – divorce, job loss, retiring, loss of a loved one.

Most adults want to learn because they have a need for the knowledge or skill being sought.

As such, learning is a means to an end, not an end in itself.



ADULT LEARNERS

Goal oriented

Self-directed

Approach new learning based upon past learning experience

Want to be treated with respect

Bring specific habits and opinions to the learning process

Relate new information to prior knowledge

Expect to be active in learning process



GOAL ORIENTED

Adult learners want information they can understand and put into practical use right away.

Need immediate feedback

Students need to know:

where they are in the training now

where they are going

and how they are going to get there



NEED FOR RESPECT

Adult learners need to feel respected for what they know and need to be treated as adults.

Adults do not like to make mistakes in public and do not appreciate being embarrassed.

When criticism or suggestions are provided, feedback should be provided in a coaching manner that demonstrates respect for the trainee.



THE LEARNING ENVIRONMENT

Basics of the learning environment:

Basic needs are always provided for the trainee

Student must feel safe to learn

Trainee must believe he/she belongs

Confidence is built as knowledge and skills are gained



THE LEARNING ENVIRONMENT

Training environment:

As a general rule, an adult learner cannot be effectively taught knowledge in a skills environment, and will not effectively learn skills in a knowledge environment

Skills require knowledge training first

Avoid attempting to train skills first, and then giving knowledge second



THE LEARNING ENVIRONMENT

Training skills requires a four-step approach . . .

Tell it to them (provide complete information and allow it to sink in)

Show it to them (MUST DEMONSTRATE CORRECTLY)

Coach then the first few times (do not allow shortcuts)

Have them do it - repeatedly



THE LEARNING ENVIRONMENT

Steps of skills teaching:

Teach to get the trainee started (tell and show the knowledge training)

Coach as the trainee begins to learn

Correct as knowledge and skill improves

Allow trainee to practice (ingrain into habit under supervision)

Practice does not make perfect, unless the practice is perfect!!



ADULT LEARNING RETENTION

A person will remember about 10% of what he reads

A person will remember about 20% of what is he hears

A person will remember about 30% of what he sees

A person will retain 40% of what he sees and hears

As such, this “passive” form of learning is not too effective.



ADULT LEARNING RETENTION

The same individual will remember approximately:

70% of what he/she says;

90% of what he/she says and does;

Adults tend to remember what they did in training rather than what they were told.



EFFECTIVE LISTENING AND TRAINING

Active Listening Techniques

- Focus on the trainee
- Avoid being distracted
- Concentrate on what needs to be said
- Listen with the intent of really understanding
- Do not interrupt



ELEMENTS OF EFFECTIVE COMMUNICATION

Appropriate Response Techniques

- Repeat what you've heard
- Pause-and-think before you respond
- Avoid being abrupt
- Never let annoyance or anger show in your voice

