

TRAINING OF DRIVER-TRAINERS

INTERACTIVE FORUM



EUROPEAN CHEMICAL TRANSPORT ASSOCIATION



European Transport Training Association

The chemical transport sector trains its drivers according to the principles of Behaviour Based Safety training (BBS) for drivers. The driver-trainer is the key person in this training scheme and the selection, training and reporting skills of driver-trainers were discussed at an ECTA Interactive Forum on June 1st, 2007, organised in cooperation with EuroTra.

Managers and human resource specialists of ECTA member companies met with educational specialists from their own training institutes and EuroTra institutes to discuss and share the learnings on training of driver-trainers across borders.

IN-HOUSE DRIVERS' TRAINERS IN FRANCE



>> Jean-Luc Bour
Director General APTH, France

France introduced legal training requirements for professional drivers in 1995. After an initial training of 156 hours, drivers have to participate in follow-up training sessions every five years. In large corporations, specifically trained in-house instructors provide this 24-hour training.

Jean-Luc Bour, director of the respected French transport training institute APTH (Association pour la Prévention des risques liés aux Transports d'Hydrocarbures), presented the French legislation as one example of legal systems regulating drivers' training and licensing, adding "but it's not necessarily better than others". Nevertheless, the French system already includes both initial and periodical training requirements, similar to the new European directive that will come into force in 2008/09.

"Since 1995, the French authorities have made a distinction between a driving licence (for 3.5 t and over) and a licence to transport", Bour explained. Before starting their driver's career on heavy vehicles (7.5 t and over), all newcomers have to take the compulsory minimum initial training course, FIMO (Formation Initiale Minimum

Obligatoire), for 156 hours and pass an exam to obtain their transport licence for an unlimited period. However, for the licence to remain valid, the driver needs to take FCOS, a 24-hour "update" training, every five years.

The FIMO theory training, held in classes with a maximum of 16 students, covers safety and security rules (parking and driving), risks tied to loading/unloading, emergency responses and legal regulations regarding driving times, tachygraphs, tunnels etc. It also addresses general aspects such as a company's organisation, social and commercial aspects, general behaviour and hygiene. For the practical training sessions, only four students per vehicle are allowed. The "intelligent driving" part of the program has a focus on loading, braking and reversing, as well as on environmental aspects and dangerous goods.

BACK TO SCHOOL FOR 24 HOURS EVERY FIVE YEARS

The periodical security training, FCOS (Formation continue obligatoire de sécurité), is compulsory every five years, although it can be taken within the six months prior to the deadline. In a 24-hour refresher training session, drivers receive an update on safety, traffic and working regulations and will individually drive for at least one hour to improve their driving techniques in standard and problematic situations. Accident prevention and emergency response issues are addressed during a seven-hour theory course. Lastly, the drivers take a test to evaluate their own knowledge, with no eliminatory consequences. “The test is set up to stimulate the drivers’ attention and motivation”, said Bour, “not to decide whether or not they are able to drive”.

TRAINING COMPANIES’ IN-HOUSE INSTRUCTORS

While only institutes approved by the authorities may provide the initial FIMO training, sub-delegated authorised instructors may hold the FCOS training sessions in-house. APTH, as Bour explained, recommends two instructors per 100 drivers

within a company. The approved training institutes (APTH and AFT-IFTIM) regularly control their “sub-delegated” instructors. APTH calls on the instructors for one week of refresher training each year to improve their training skills and tools and to update their knowledge. New instructor-candidates take psychological tests to determine their ability to train colleagues before they receive their initial three-week training. These candidates have to pass a final exam to receive the sub-delegation, which is valid only within their own company. In Bour’s view the main advantage of in-house training is that “it creates better consistency between in-house procedures and legal regulations”. He also feels that the instructors should still be driving for the company themselves to ensure they are well accepted by their colleagues.

EU Directive 2003/59 will necessitate some adaptations of FCOS from 2008/09 on, requiring a minimum of five (full) hours of individual driving and extending the training to 36 hours in all.

A GLOBAL APPROACH: AUDIT, TRAINING AND BENCHMARKING

APTH’s FORCE SYSTEM is a new training curriculum combining individual evaluation (audit) with immediate personal training

and an action plan for future improvement measures. It is subdivided into five observation areas following an automated standard protocol (500 observations per half-day): pre-start vehicle check; loading and unloading procedures; defensive and fuel-efficient driving; customer relationships and social attitudes; and compliance with rules and procedures. The computerized system keeps track of all driving data and immediately analyses the PDA assessment grid to support the trainer’s subjective perception. Data are filed per company (but not under the driver’s name) to enable benchmarking (by company or industry-wide) and visualize progress, even over a number of years. Significant data can sometimes make a company aware of a structural problem that needs to be addressed. “The immediate feedback to both the driver and the company is highly appreciated by our clients”, Bour commented. As an added plus, the training program can be held during normal working hours, with the trainer “embedded”, observing real-life situations in the driver’s usual working environment.

More information (in French) is available on the APTH site at www.apth.fr

WORKING GROUP SESSIONS

In alternating working groups of six members each, the forum’s participants discussed crucial questions regarding drivers’ trainers and training evaluation. The results were presented and discussed in a plenary session. A summary of these discussions and the various views on these questions are presented below.

TRAINERS’ INITIAL PROFILE

How should drivers’ trainers be selected? What criteria and procedures could be recommended?

>> PROFESSIONAL KNOWLEDGE

Future trainers should not only have a good level of initial education, they should also have demonstrated their personal development ability on the job. They should be enthusiastic about their work and committed to safety issues. Furthermore, their professional competencies and knowledge should be up to date, especially as concerns the specific job requirements and the industry.

>> PERCEPTION BY COLLEAGUES

Their own professional driving records must be irreproachable in order for them to serve as an example as “senior driver” and



highly respected colleague. They should know what they are talking about through their own experience.

>> “SOFT” SKILLS

They should have proven natural teaching and interpersonal skills to fit the trainer’s role as both an expert AND an “entertainer”. These soft skills include body language, verbal communication, coaching and interpersonal or transactional skills. Trainers should be particularly observant and be able to view their trainees with a “cold” and a “warm” eye.

>> REPORTING QUALITIES

They should be able to remain objective and neutral, and be capable of concisely reporting on training using IT. In addition, future trainers should have the competencies needed to deliver and adapt a training schedule and programme.

>> IN-HOUSE TRAINERS

In-house trainers have often proven very effective, especially if the selection process was based on a precise job-description involving the employers as well as social partners. Nevertheless, regular updates and feedback on training procedures are necessary to prevent trainers from becoming complacent with their trainees/colleagues over the long term.

TRAINING CONTENT FOR DRIVER-TRAINERS

What are the key elements of a training scheme for driver-trainers? Are driver-trainers sufficiently trained on the loading/unloading of chemicals?

>> TECHNICAL AND PRACTICAL KNOWLEDGE

Trainers should become familiar with a pre-trip checklist covering safety features, loading and security equipment and emergency

response. Training content must include all information on recent security devices (e.g. mirrors), technological improvements to the vehicles (e.g. ESP) and related driving techniques, in general as well as in exceptional situations (special driving techniques also related to a specific market).

The curriculum should comprise driving, loading/unloading, HSSE and should include concepts like BBS. They should understand the importance of near-misses and of reporting on near-misses.

How should drivers’ trainers be selected? What criteria and procedures could be recommended?

How should driver-trainers record their observations and provide personalised feedback to the driver and the transport company?

What are the opportunities and limitations inherent in driver-trainers’ training? Are sufficient capacities available? What are the profile and qualifications of trainers providing training to driver-trainers?

>> REGULATORY KNOWLEDGE

They should receive a complete update on ADR and various recent regulations (such as resting/driving times etc.), as well as national and international traffic and safety laws.

>> INTERPERSONAL SKILLS

Communication and behaviour are crucial to a successful driver’s training. Trainers should know, learn and practise how to observe and assess the drivers’ behaviour without losing their patience or objectivity. They need to receive training to develop a motivating attitude and deliver appropriate feedback to the drivers. Trainers should view their role as a coach or mentor, be good listeners, provide advice and be able to speak to the drivers in their ‘own’ language. Their motto should be “Selling, not telling”.

>> REPORTING SKILLS

Reporting skills should focus on giving comprehensive feedback to the driver as well as to the company’s management about the driver. Reporting to the company should include periodical reviews on training content, goals and curriculum.

At the end of a successful training period, the new trainers should receive a certificate validating their new responsibilities and competencies.

OBSERVING, FILING, REPORTING

How should driver-trainers record their observations and provide personalised feedback to the driver and the transport company?

> COLLECTING PRE-TRAINING INFORMATION

Driver trainers need to have a clear understanding of communication processes (and limits) and of the objectives of the data they collect and evaluate. Automated data from black boxes (speed, accelerating and braking frequency,



fuel consumption etc.) and/or tachygraphs should be made available to be analysed and evaluated by the trainer before the training actually starts. Data from a truck simulator or from “can bus“ devices can also provide an objective view of the driver’s behaviour and habits. Set-up and training objectives should be openly addressed with the driver and discussed within the company.

>> OBSERVATIONAL TOOLS

Everyone agrees that trainers' "feeling", experience and communication skills are essential for intelligent observation and adequate training measures. However, an objective checklist including ADR, BBS and loading procedures should also always be at hand. In addition to "old-fashioned" technology, i.e. paper-based reports and registration sheets, trainers can use digital devices such as PDA with a large number of criteria to check (from 200 to 500). Cameras are useful to film the dashboard as well as the driver. Reviewing and analysing the sequences together helps out when the driver tends to be in denial about some of his habits. However, the use of cameras may be prohibited at some sensitive chemical loading/unloading sites.

>> FILING AND REPORTING

Each driver should have his or her own registration sheet and complete report, on paper and in digital format, ready for filing in a central database. Drivers' evaluations should include vehicle and equipment checks, their administrative and legislative knowledge (including the tachygraph), their attitude on the road and on customers' sites, their awareness of security issues and emergency responses, together with defensive, fuel-saving driving tips and communication on incidents and near-misses. Each driver should receive a (reward) certificate and a global evaluation after the training and should understand his or her position with regard to certain criteria and overall percentages.

>> ASSESSEMENT OF TRAINING

The evaluation data should be entered into a central database in order to establish individual/company-wide records. By recording certain variables before and after the training, its impact can be measured and ratings established. The long-term evaluation helps to assess the training measures, their purpose and the trainers' performance on an objective level. It might be useful to switch roles from time to time and put the trainer in the driver's seat – the trainer should directly experience trainees' evaluation and the training process they undergo.

OPPORTUNITIES AND RISKS

What are the opportunities and limitations inherent in driver-trainers' training? Are sufficient capacities available? What are the profile and qualifications of trainers providing training to driver-trainers?

>> FOR THE TRANSPORT INDUSTRY

The new EU directive 2003/59, which will come into force in 2008/09, will create a more level playing field and increase the quality of services and road safety overall. So far, legal training obligations exist only in a few countries like France or The Netherlands. The directive will increase the practical aspect of drivers' training, including special premises (loading sites). It should help improve the drivers' professional image in general. The pedagogical approach (life-long learning) should enhance drivers' self-reflection on the job and their communication skills.

>> **HOWEVER** national applications of the directive and training methods could differ from one country to another. What's more, cultural and language barriers will create extra difficulties at a time when drivers are hard to find. Financial issues (who pays for the training and the trainers' training?) and as yet insufficient infrastructures for training purposes are issues that will also have to be addressed. The industry's organisations could help by developing a European (or international) training scheme. Nonetheless, lack of uniformity might also be a source of experimentation for various concepts and generate "Best Practice" standards in the long run.

>> FOR TRANSPORT COMPANIES

Better service and improved performance. The possibility of using in-house trainers offers companies more flexibility and is more cost effective, since in-house instructors are drivers themselves. Furthermore, they bear their company's specific needs and KPIs in mind and contribute to sound data management. Training activities should have a positive impact on the drivers' overall motivation and sense of responsibility, as well as

enhance communication among drivers and within the company. Incentives could be set to meet targets regarding BBS and reporting on near-misses.

Nevertheless, driver training represents a significant initial investment. As well, productivity per driver decreases due to training activities, a time-consuming feedback process and consistent follow-ups.

>> FOR THE DRIVERS

By receiving personalised feedback and training, the drivers will become more familiar with the "life-long learning" concept and improve their communication and self-reflection skills. The training will also raise their awareness about their lifestyle, fitness and health.

What's more, drivers will see a new job opportunity – i.e. the possibility of upgrading to driver trainers.



>> FOR THE TRAINERS

The new directive is a blessing for the sector and will improve the image of trainers and institutes. More external trainers will be needed.

Companies investing in training will expect training institutes to deliver consistent results based on proper data management. While the concrete impact of one-on-one training is not really predictable (and only measurable for a limited number of criteria), training and evaluation schemes have to prove their overall effectiveness.

Moreover, intelligent data management should help companies identify driving-related and structural problems. Reviewing training content and measures per company, as well as upgrading individual BBS criteria, will remain a permanent challenge for trainers and training institutes.

WITH THE PARTICIPATION OF

COMPANY/TRAINING INSTITUTE

De Rijke Group
 NIV
 APTH
 U.T.T.
 TYA Sweden
 VOS Bulk Logistics
 DEKRA
 HOYER
 BWG- Wilke
 CEFTRAL/CETM
 Blomquist
 Green Duck
 VTL
 Alfred Talke Group
 Ewals Cargo Care
 ECTA
 Consultrans Solutions sprl
 De Coninck Management & Org
 FTA
 VOC-Brugge
 LKW Walter Int.



TRAINING THE DRIVER'S TRAINER

An Interactive Forum Organised by ECTA in Cooperation with EuroTra - Brussels - June 1, 2007



>> Andreas Zink - Vice president European Chemical Transport Association
 Director,
 LKW Walter International (Austria)

IMPLEMENTING BEST PRACTICE AND BBS

In his introductory speech, ECTA Vice president Andreas Zink described the overall efforts by the chemical transport association to improve safety practices within the chemical transport industry and to promote an "active" care approach.

A firm commitment to Best Practice standards and behaviour-based safety (BBS) in chemical transport is one of the main pillars of ECTA. "We contribute to the continuous improvement of the efficiency, safety and quality of the chemical logistic chain by

sharing our experiences, organising conferences and Academy Days, and promoting Best Practice among our members," Andreas Zink explained as a Board member of ECTA and chairman of the HG working group. ECTA and its member companies are also committed to the European Road Safety charter, a responsible "active" care program set up by the European Commission. For several years, Best Practices in chemical transports have been discussed and compiled in joint ECTA-Cefic working groups. Discussions focus on health, safety and environmental (HSE) issues in the chemical transport and logistics chain. As an external assessment of safety and quality, ECTA also supports the SQAS scheme.

>> CHEMICAL TRANSPORT COMPANIES POOL SAFETY AND EFFICIENCY EFFORTS THROUGH ECTA

“Our association’s current initiatives cover a large range of safety issues and offer various tools for promoting and implementing Best Practice in the chemical logistics chain,” Zink continued. Most recent ECTA topics include BBS at loading/unloading sites, BBS driver training, cargo securing, non-performance coding for chemical land transport, safety of silo and container tipping, standardisation of road transport equipment, transport security, roll-over prevention and ESP (Electronic Stability Program - new braking systems), safety at intermodal land terminals and trailer conspicuity.

Improved standards for procedures, equipment and training have significantly contributed to the reduction of incidents over the years. BBS training seems to be the appropriate tool to build on this improvement. Andreas Zink is convinced that “BBS is the next breakthrough and has the potential to reduce incidents further.”

>> MOTIVATION AND CORPORATE CULTURE ARE KEY FACTORS

As a reminder, Zink referred to ECTA/Cefic definition of BBS. It stands for “increased safety by positively influencing behaviour through observation, coaching and communication in the field of driving and loading/unloading, with key performance measurements (KPI) to identify individual and company-wide improvements, across the chemical transport industry.”

BBS is an interactive process, involving the drivers and their driver-trainers as well as the carrier’s senior management, which sets goals and objectives and assigns responsibilities. It is the managers’ role to implement BBS as a part of a company’s culture and policy. As for the drivers, one-on-one training and refresher sessions are meant not only to improve their skills, but also to foster solid individual commitment to BBS by increasing their own safety awareness as well as respect for their safety at all

levels within the transport company. KPIs are objective tools for providing drivers with feedback based on their individual records. These tools measure improvements such as reduced fuel consumption, fewer damages due to accidents or poor maintenance, and fewer fines.

>> BBS, AN INVESTMENT COMMITTED TO DRIVER SAFETY

Andreas Zink is persuaded that “the right motivation triggers safer behaviour and helps keep near-misses from turning into real incidents. Overall, it’s an investment that definitely underlines our commitment to the safety of our personnel.” BBS does not only help reduce accidents, but it also subsequently impacts on accident/maintenance costs and fuel efficiency. On the whole, BBS helps improve customer service. And last but not least, it puts the driver in a responsible key position and enhances the overall image of the profession. “This is a crucial issue at a time when it’s become hard to recruit drivers,” stressed Zink.

Since responsible care in chemical transports and promoting BBS require everyone’s participation, Zink invited ECTA member companies to play an active role: “To achieve continuous improvement of performance (KPIs), LSPs have to share Best Practice with the industry and communicate actively to stakeholders and the larger public.”



The Vice president also explained that one of the next goals is improved implementation of BBS at loading/unloading sites through seeking active cooperation with terminal and site operators. Companies like Shell have been forerunners in this area. It all starts with qualified observers, drivers or instructors closely monitoring loading and unloading procedures. The goal to ensure the safety of the people on the job (i.e. the driver and the operator) becomes the target and both receive constructive feedback on how they handle the loading/unloading together. This promotes better communication between drivers and operators and triggers improvements.

Tools such as Transperanto (www.transperanto.org) are also important ways of improving communication to help drivers and terminal operators bridge the language gap.

>> EUROTRA, THE EUROPEAN TRANSPORT TRAINING ORGANISATION



>> Caj Luoma
President of EuroTra and TYA
(Sweden)

EuroTra is a network of leading organisations active in the training for professional drivers all over Europe. Its’ main mission is to provide expertise on training programs and share the learning within its members on educational support and practical training courses. EuroTra is also involved in European projects with regard to the new training obligations set out by the European directive 2003/59.

Caj Luoma, President of EuroTra and Manager of International affairs at TYA Sweden, gave a brief presentation of the EuroTra network founded in 1990 by leading national

training organisations for professional drivers. A “loose” organisation in the beginning, it has developed since then to become a vast network linking more than twenty member organisations in 17 countries and involved in the training over 350 000 individuals per year.

„Our goals are to enhance the image of the profession overall and to stimulate the development and implementation of innovative training methods and tools.“ All EuroTra member organisations deliver professional training for drivers and are closely linked to the social partners. „Therefore we are focusing on training items following the requirements of existing or upcoming legislation regarding professional drivers.“

Although the headquarters of EuroTra are now based in Brussels, EuroTra’s mission does not include any lobbying activity, nor is it related to any specific industry. EuroTra focuses on diversified training programs in the field of logistics and transport to meet national and international requirements for professional drivers, enhance road security and promote environmental issues. They also set out criteria in terms of competence of trainers to ensure the quality of vocational training and its’ accessibility in all EU-countries.

>> A NEW EUROPEAN WIDE MARKET

The introduction of the mandatory European driver training directive 2003/59 will create a new situation and a new market where driver instructors will play a more important role than ever. Demand of exchanging experiences and creating comparable training schemes will increase considerably. “Because so far, only some countries like France, the Netherlands or the Czech Republic had specific systems in place. Some industries, too, have created standards, like ECTA promoting BBS amongst its’ members.“

“In fact, a lot of our members are already looking in this area, too, and will increase their focus on BBS in the upcoming years.” said Mr. Luoma, “BBS offers an interesting perspective as it delivers objective positive safety results.”

ECTA OPINION POLL

Participants were asked to vote on some sensitive issues relating to the drivers’ training. “Raise your hands if you agree with the idea that...”

... Technology and devices such as “Black Boxes” can efficiently replace a drivers’ trainer.”

EVERYONE DISAGREED



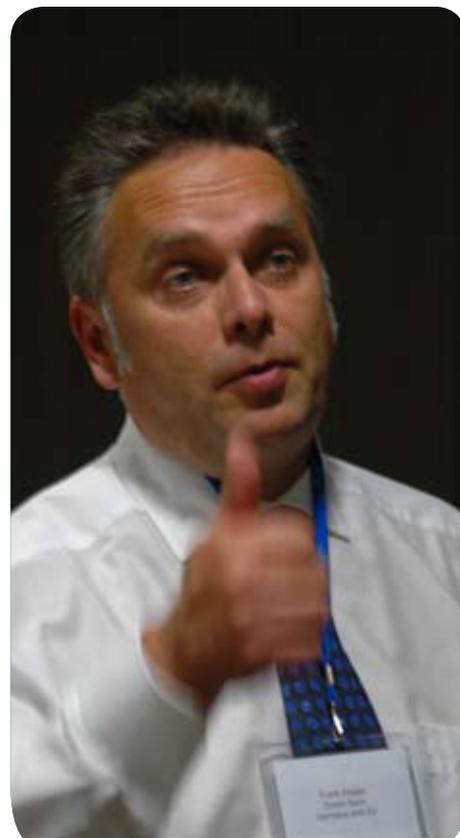
... Benchmarking of the driver being trained is a positive aspect of the training.”

EVERYONE AGREED



... Experienced truck drivers do not like to use simulators for general training.”

A MAJORITY AGREED





What is BBS?

BBS is a programme that aims to increase safety during road freight transport by positively influencing the behaviour of the drivers through observation, coaching and communication during individual training on the road.

How to implement BBS training for drivers?

The transport organization handles BBS and its implementation process as an important part of its continuous improvement programme. To implement BBS includes the following steps:

Company management develops a BBS implementation plan and a training programme based on the principles described in the ECTA-Cefic Guidelines*. This is followed by company wide communication of the BBS principles.

BBS trainers are recruited (internally or externally e.g. from a training institute) and obtain a training for BBS trainers.

BBS trainers provide individual training to drivers on the road.

BBS trainers produce an assessment report for each trained driver, which is kept on file and/or may be incorporated into the carrier's record storage system (database).

Drivers obtain a copy of their assessment report and may consult the record filing system for their individual records (as required by law in some countries).

Company keeps records of key performance indicators (KPI's) such as incident/accident statistics, fuel consumption, maintenance costs, insurance premiums and fines.

Analysis of the evolution of the KPI's by the management will provide a useful tool in deciding on further steps toward continuous improvement of the BBS programme.

Checking of implementation of BBS during tri-annual SQAS assessment of the carrier.

*ECTA-Cefic Guidelines reflect Best Practices in Logistics of Chemical Goods as defined in joined working groups with representatives of both the chemical transport industry and the chemical industry. These Best Practices Guidelines can be downloaded at www.ecta.be