

TASK ANALYSIS

Coach/Mentor/Assessor

National Occupational Standards



Canada

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Introduction

This task analysis presents **five levels** of analysis:

- A series of **General Areas of Competence** (GACs). A GAC describes a major function or responsibility of a particular profession, trade or position. There are two types of GACs: Areas of *Professional* Competence (GACs A to F inclusively) and Areas of *General* Competence (GACs G and H).
- Each GAC is further defined into **Tasks** (competencies). The tasks, as well as the GACs, are identified in behavioural terms and thus begin with an action verb depicting the applied behaviour.
- Each task is further analyzed into **Subtasks**. A subtask is an intermediate step between the whole task and the detailed actions associated with performing the task.
- A (non-exhaustive) series of **Important Actions**, performance **Standards** and **Key General Competencies** have been identified; these may be used as **Performance Indicators**, providing the criteria by which competence can be assessed.
- A summary of Essential Skills (and their level) that are particularly relevant to each task are included along with the General Competencies. These Essential Skill summaries, along with the more detailed essential skills profile at the end of the document, may be used to assess entry-level requirements for training programs, and as a guide to upgrading individuals who are seeking to specialize in this occupational area.

Occupational definitions

Coach:

A driver assigned to work with a newly-trained driver over a short period of time (several weeks), providing them with additional, in-cab training on skills development and on the application of policies and procedures; also provides hands-on instruction and guidance.

Mentor:

A driver assigned to work with other newly-hired (experienced) drivers over a longer period of time (several months), sharing their knowledge and experience. The term “mentor” is informal in nature and is more of an assumed role.

Assessor:

An individual who is responsible for assessing the skill level of newly-trained and newly-hired drivers, making recommendations on hiring new drivers and providing feedback on skills that require additional training. The individual may also provide this training. Assessors also conduct continuous assessments of more experienced drivers.

A Coach/Mentor/Assessor must be able to:

A. Reinforce Policies, Procedures, and Regulations

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
1. Implement government regulations and procedures	1.1 Provide instruction relative to government regulations and procedures	<ul style="list-style-type: none"> Provide instruction about hours on duty (e.g. Hours of Service Regulations) Provide instruction about trip inspections Provide instruction about dangerous goods routes allocation (e.g. federal, provincial, state and other jurisdictional regulations) Provide instruction about cargo securement requirements (e.g. National Safety Code, Federal Motor Carrier Safety Act (FMCSA)) Provide instruction about trip weight and dimension requirements (e.g. National Safety Code, Federal Motor Carrier Safety Act (FMCSA) and other jurisdictional regulations, if applicable) Provide instruction about occupational health and safety regulations (e.g. federal, provincial, US and other jurisdictional regulations, if applicable) Provide instruction about restrictions and other regulations regarding urban, rural and highway truck routes and delivery routes 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate Professionalism (G.1) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3), Document Use (3), Reading (4), Writing (2)
	1.2 Assist trainee to utilize reference documents	<ul style="list-style-type: none"> Assist trainee to utilize permit books outlining government regulations Assist trainee to utilize company/reference books 	

A Coach/Mentor/Assessor must be able to:

A. Reinforce Policies, Procedures, and Regulations

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
2. Comply with company policies and procedures	2.1 Provide instruction relative to company policies and procedures	<ul style="list-style-type: none"> Provide instruction regarding occupational health and safety policies Provide instruction regarding company policies on substance use Provide instruction on systems operational guidelines 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate professionalism (G.1) <p><i>Essential Skills:</i> Reading (4), Oral Communication (2)</p>
	2.2 Provide on the job assistance to follow step-by-step procedures	<ul style="list-style-type: none"> Emphasize importance of obtaining appropriate information from dispatch to do the job safely and effectively Encourage trainee to consult with knowledgeable parties (e.g. experienced drivers) 	
3. Stay current with changes to regulations and legislation	3.1 Refer to printed and electronic sources of information	<ul style="list-style-type: none"> Review company bulletins Review government updates on legislations and regulations Review transportation specific magazines Listen for updates on news talk radio 	<ul style="list-style-type: none"> Pursue continuous learning (G.13) <p><i>Essential Skills:</i> Reading (4), Continuous Learning (3), Finding Information (3), Oral Communication (2)</p>
	3.2 Communicate with knowledgeable parties	<ul style="list-style-type: none"> Communicate with colleagues (coaches, instructors) Communicate with company officials Communicate with government officials 	

A Coach/Mentor/Assessor must be able to:

A. Reinforce Policies, Procedures, and Regulations

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
4. Assist trainee with work assignment	4.1 Assist trainee in understanding work assignment requirements	<ul style="list-style-type: none"> Assist trainee in analyzing a work assignment (i.e. clarity, accuracy and thoroughness of information contained in work assignment) Assist trainee in preparing questions to clarify or confirm his/her understanding of work assignment Assist trainee to utilize the company's Information Management Systems 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Tailor communication to suit trainee (H.3) Use positive reinforcement when speaking with trainee (H.8) Utilize industry terminology and jargon (H.9) <p><i>Essential Skills:</i> Oral Communication (3), Decision Making (2), Critical Thinking (2), Document Use (2)</p>
	4.2 Assist trainee to follow the established step-by-step procedure	<ul style="list-style-type: none"> Demonstrate how to legalize load (e.g. permits, axle-weight restrictions, bridge laws, local, provincial/state road restrictions) Encourage trainee to ensure documents are properly completed (ex.: dangerous goods documents, bills of lading) Encourage trainee to submit documents upon completion of loads 	

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A. Reinforce Policies, Procedures, and Regulations

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
5. Promote customer satisfaction	5.1 Encourage and assist trainee to identify customer's needs and expectations	<ul style="list-style-type: none"> ▪ Demonstrate how to engage clients to determine needs ▪ Emphasize importance of sharing information with company's personnel about client's expectations 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate professionalism (G.1) ▪ Demonstrate a positive attitude (G.2) <p><i>Essential Skills:</i> Oral Communication (3), Critical Thinking (2)</p>
	5.2 Assist trainee to handle inquiries	<ul style="list-style-type: none"> ▪ Assist trainee in following carrier's policies on service to customers 	
	5.3 Assist trainee to follow the established pick-up and delivery procedure	<ul style="list-style-type: none"> ▪ Confirm pick-up and delivery of shipments ▪ Advise customers of unforeseen delays ▪ Follow each customer's site protocol (policies and procedures) ▪ Submit COD documents and money in a timely manner ▪ Keep customer and company business information confidential ▪ Follow carrier's policies on service to customers 	
	5.4 Encourage trainee to maintain a professional relationship with dispatcher and other drivers	<ul style="list-style-type: none"> ▪ Inform dispatcher of special requirements for customer ▪ Inform other drivers of the types of products to be transported and their transport requirements 	

A Coach/Mentor/Assessor must be able to:

B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
1. Build rapport with trainee	1.1 Define Roles	<ul style="list-style-type: none"> Explain the role of a coach and/or of a mentor and/or of an assessor Guide trainee to describe his/her role (both as a learner and as a manager of his/her professional development) Verify trainee’s understanding of roles Confirm trainee’s level of comfort with roles 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate professionalism (G.1) Earn trainee’s respect (G.4) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3), Finding Information (2)
	1.2 Agree on ground rules to govern the coaching/mentoring relationship	<ul style="list-style-type: none"> Introduce the notion of ground rules (provide examples) Commit to confidentiality Commit to disclosure of any information that may affect the relationship or the goals Agree on other possible ground rules, if required 	

A Coach/Mentor/Assessor must be able to:

B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
<u>2. Introduce trainee to truck</u>	2.1 Introduce trainee to the inside of the truck	<ul style="list-style-type: none"> ■ Show trainee how to get in and out of the top bunk safely ■ Request that trainee make their bed ■ Demonstrate where to store gear, groceries and water ■ Demonstrate how things work inside of the truck ■ Involve trainee to participate in the process ■ Introduce trainee to: <ul style="list-style-type: none"> - dashboard - switch packaging - emergency equipment - bunk controls - heat and light controls - radio controls 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <p><i>Essential Skills:</i> Oral Communication (3)</p>
	2.2 Introduce trainee to the outside of the truck	<ul style="list-style-type: none"> ■ Involve trainee in the process ■ Familiarize the trainee with external pieces of equipment and the truck ■ Reinforce 3-point contact when entering and exiting the cab 	
	2.3 Involve the trainee as you demonstrate the truck	<ul style="list-style-type: none"> ■ Make trainee feel part of the process ■ Encourage trainee to ask questions ■ Encourage trainee to take notes 	

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B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	2.4 Explain the ground rules of the coach's truck	<ul style="list-style-type: none"> Outline ground rules for smoking, cleanliness, music volume 	
3. Identify mutual expectations	3.1 Define company's and own expectations as coach	<ul style="list-style-type: none"> Explain company's expectations of trainee Explain coach's expectations of trainee for example, trainee provides own transportation to work, trainee provides own food on the road Inform trainee that he/she will be treated fairly 	<ul style="list-style-type: none"> Listen actively (H.2) Use questioning techniques (H.4) <p><i>Essential Skills:</i> Oral Communication (3), Problem Solving (2)</p>
	3.2 Discuss trainee's expectations	<ul style="list-style-type: none"> Request that trainee identify expectations toward the coach/mentor/assessor Encourage trainee to identify expectations regarding the training program as a whole 	
	3.3 Agree on mutual expectations	<ul style="list-style-type: none"> Clarify and confirm expectations Ensure expectations are mutual and compatible 	
4. Assist trainee in setting goals	4.1 Review trainee's road evaluation before meeting trainee	<ul style="list-style-type: none"> Identify trainee's strengths Identify areas requiring improvement 	<ul style="list-style-type: none"> Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Document Use (3), Critical Thinking (2), Oral Communication (3), Writing (3)</p>
	4.2 Provide goal setting examples	<ul style="list-style-type: none"> Refer to industry best practices Share successes and failures 	

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B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	4.3 Set goals with trainee	<ul style="list-style-type: none"> ▪ Reinforce a positive attitude when setting goals ▪ Discuss trainee’s strengths and areas requiring improvement ▪ Discuss trainee’s experience and achievements ▪ Identify gap areas ▪ Assist trainee in prioritizing interests ▪ Assist trainee in setting achievable goals ▪ Identify limitations ▪ Ask trainee how he/she feels goals can be achieved ▪ Set goals in stages ▪ Recognize that each trainee is an individual 	
	4.4 Confirm trainee goals	<ul style="list-style-type: none"> ▪ Take lead in suggesting trainee goals ▪ Obtain confirmation and agreement on goals from trainee ▪ Consult with third party, as required 	
5. Promote teamwork	5.1 Instruct trainee on how to earn colleagues’ trust, respect and support	<ul style="list-style-type: none"> ▪ Emphasize and illustrate the importance of fulfilling one’s commitments to colleagues ▪ Emphasize and illustrate the importance of accepting others’ ideas ▪ Emphasize and illustrate the importance of praising the contributions of one’s colleagues ▪ Emphasize and illustrate the importance of being straightforward with colleagues at all times 	<i>Essential Skills:</i> Working with Others (3), Oral Communication (2)

A Coach/Mentor/Assessor must be able to:

B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	5.2 Instruct trainee on how to solicit and obtain information	<ul style="list-style-type: none"> Keep proper etiquette in mind Avoid over-using capital letters in e-mail messages 	
	5.3 Instruct trainee on how to collaborate with team members	<ul style="list-style-type: none"> Emphasize and illustrate the importance of sharing one’s information and ideas Emphasize and illustrate the importance of sharing one’s expertise and experience 	
6. Motivate trainee	6.1 Encourage high level of ownership	<ul style="list-style-type: none"> Affirm value of the trainee’s work Enhance trainee’s ability to solve problems Communicate constructive feedback Discourage trainee from blaming 	<ul style="list-style-type: none"> Demonstrate initiative (G.8) Earn trainee’s respect (G.4) Use positive reinforcement when speaking with trainee (H.8) <p><i>Essential Skills:</i> Oral Communication (2), Problem Solving (2), Decision Making (2)</p>
	6.2 Encourage trainee to trust his/her instinct	<ul style="list-style-type: none"> Create conditions for trainee to take initiative at work Demonstrate how to trust one’s instinct by sharing personal examples and taking advantage of actual situations Role play with trainee 	

A Coach/Mentor/Assessor must be able to:

B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
<u>7. Assess trainee performance (as a coach)</u>	7.1 Enable trainee to learn from experience (successes and failures)	<ul style="list-style-type: none"> ■ Encourage trainee to reflect on experiences, i.e. successes (+) and areas for improvement (-) ■ Ask challenging questions 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ■ Exhibit good judgment (G.3) ■ Exhibit ethical conduct (G.6) ■ Use positive reinforcement when speaking with trainee (H.8) <p><i>Essential Skills:</i> Critical Thinking (3), Finding Information (2), Oral Communication (3), Writing (3), Document Use (3)</p>
	7.2 Provide an objective and constructive assessment based on the company's standards	<ul style="list-style-type: none"> ■ Base assessment on facts/observations ■ As much as possible, provide "balanced" feedback (highlighting both strengths and areas to improve) ■ Work with trainee to correct weaknesses in a professional manner by identifying development/remedial activities ■ Request feedback from trainee ■ Encourage trainee to maintain a positive attitude 	
	7.3 Complete a periodic written evaluation in compliance with company policy and/or labour standards	<ul style="list-style-type: none"> ■ Maintain and update assessment log (daily, weekly) ■ Outline improvements achieved ■ Outline where further improvement is required in skills and knowledge ■ Review the evaluation with trainee ■ Sign evaluation (coach and trainee) 	

A Coach/Mentor/Assessor must be able to:

B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
8. Plan next steps with trainee	8.1 Review alternatives regarding next steps	<ul style="list-style-type: none"> ▪ Prioritize improvements required ▪ Ask trainee how they will approach making improvements 	<ul style="list-style-type: none"> ▪ Negotiate with trainee (H.7) ▪ Provide and solicit feedback (H.6) <i>Essential Skills:</i> Oral Communication (3), Decision Making (2)
	8.2 Agree on plan	<ul style="list-style-type: none"> ▪ Assess options for making improvements ▪ Finalize plan for next steps 	
9. Recognize and act on signs of trainee stress or discomfort	9.1 Observe trainee for signs of stress	<ul style="list-style-type: none"> ▪ Look for signs in trainee such as: <ul style="list-style-type: none"> - silence - mood swings - body language - general demeanour - tension 	<ul style="list-style-type: none"> ▪ Use questioning techniques (H.4) ▪ Provide and solicit feedback (H.6) ▪ Demonstrate empathy (G.9) ▪ Demonstrate professionalism (G.1) <i>Essential Skills:</i> Oral Communication (3), Problem Solving (2)
	9.2 Address signs of stress	<ul style="list-style-type: none"> ▪ Demonstrate empathy and professionalism when introducing observations with trainee ▪ Utilize humour when appropriate ▪ Involve others if needed, such as: <ul style="list-style-type: none"> - EAP - HR Managers ▪ Request feedback from trainee ▪ Adjust work plan if and as required ▪ Remain positive ▪ Encourage trainee to remain positive 	

A Coach/Mentor/Assessor must be able to:

B. Personalize Coaching

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
10. Work with cultural and religious differences	10.1 Demonstrate sensitivity to cultural differences	<ul style="list-style-type: none"> Respect multicultural customs and practices Request feedback from trainee on how to incorporate customs and practices 	<ul style="list-style-type: none"> Demonstrate professionalism (G.1) Tailor communication to suit trainee (H.3)
	10.2 Accept to make adjustments/arrangements, when possible	<ul style="list-style-type: none"> Comply with the Canadian Charter of Rights and Freedom Apply company's HR policies 	<p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3), Decision Making (2)
11. Address undesirable trainee behaviour	11.1 Communicate undesirable behaviour to trainee	<ul style="list-style-type: none"> Choose an appropriate time and place Have one-on-one conversation with trainee Focus on the issue(s) rather than on the employee's personality Be both straightforward and tactful 	<ul style="list-style-type: none"> Demonstrate professionalism (G.1) Exhibit good judgment (G.3) Make decisions (G.10) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3), Problem Solving (2) Decision Making (2), Writing (3)
	11.2 Facilitate access to support systems for trainees with chronic behaviour problems	<ul style="list-style-type: none"> Apply company policies 	
	11.3 Refer trainee to next level (administration), as required	<ul style="list-style-type: none"> Apply company policies 	

A Coach/Mentor/Assessor must be able to:

C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
1. Demonstrate and reinforce driving safely and defensively	1.1 Consider long and short vision and react to it	<ul style="list-style-type: none"> Consider eye lead time Be aware of surroundings at all times Apply defensive driving skills 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (3), Critical Thinking (2)</p>
	1.2 Emphasize safe stopping and following distances	<ul style="list-style-type: none"> Follow industry defensive driving guidelines Instruct trainee to be aware of what is behind the truck when determining safe stopping distances Instruct trainee on using fixed markers to judge following distances (for example, observe recommended standards such as 20 seconds at 100 km per hour) 	
	1.3 Assist trainee to see dangers on the road	<ul style="list-style-type: none"> Help identify dangers, such as wildlife/animal crossing areas Instruct trainee to be cautious of objects falling from and being thrown from overpasses Instruct trainee to identify environmental hazards, and hazardous weather and road conditions Assist trainees to be aware of vehicles behind when making right hand turns and control situation as much as possible through proper lane positioning Assist trainees to deal with tailgating vehicles by slowing down gradually until vehicle behind passes Discourage trainee from becoming overconfident 	

A Coach/Mentor/Assessor must be able to:

C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
<u>2. Demonstrate and reinforce driving skills</u>	2.1 Reinforce backing manoeuvres	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines, such as: <ul style="list-style-type: none"> - parking lot backing manoeuvres - mall backing manoeuvres - street backing manoeuvres 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Reading (3), Oral Communication (3)</p>
	2.2 Reinforce lane management techniques	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines 	
	2.3 Reinforce mirror skills	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines 	
	2.4 Reinforce space management techniques	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines, such as establishing and maintaining a buffer zone all around the truck 	
	2.5 Reinforce proper braking procedures	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines. For example: outline proper stopping distances 	
	2.6 Reinforce speed management techniques	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines 	
	2.7 Reinforce traffic circle procedures	<ul style="list-style-type: none"> Follow Canada Safety Council Follow Professional Driver Improvement Course (PDIC) 	

A Coach/Mentor/Assessor must be able to:

C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	2.8 Reinforce shifting patterns and procedures	<ul style="list-style-type: none"> Follow Canada Safety Council Follow Professional Driver Improvement Course (PDIC) 	
	2.9 Reinforce cornering skills	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines. For example: speed and lane positioning 	
3. Prepare trainee to deal with hazardous driving conditions	3.1 Reinforce proper passing procedures	<ul style="list-style-type: none"> Follow industry defensive driving and safety guidelines Apply company policy For example: question whether trainee needs to pass 	<ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6)
	3.2 Reinforce proper dealing with road hazards	<ul style="list-style-type: none"> Remind trainee that bridges freeze before roads Remind trainee of road shoulder hazards, such as secondary highways with no paved shoulder and appropriate locations for putting on tire chains Remind trainee of importance of following industry defensive driving and safety guidelines Instruct trainee on how to deal with railway crossings 	<p><i>Essential Skills:</i> Oral Communication (3), Critical Thinking (2), Decision Making (2)</p>

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C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	3.3 Instruct trainee on how to deal with hazardous weather conditions (rain, fog, snow, ice, bright sunshine, wind, ...)	<ul style="list-style-type: none"> ▪ Instruct trainee on how to detect signs of black ice ▪ Instruct trainee on how to drive during hazardous time periods (mid-afternoon, rush hour, open road, dusk, “darkest hour” (hour before sun rise)) ▪ Emphasize importance of industry defensive driving policy and company policy 	
4. Demonstrate and reinforce vehicle inspection and maintenance	4.1 Instruct trainee to follow regular maintenance schedule	<ul style="list-style-type: none"> ▪ Emphasize obligation to follow company policies ▪ Emphasize obligation to comply with federal standards for truck and trailer maintenance ▪ Emphasize obligation to comply with Provincial and Federal Motor Carrier Safety Act (FMCSA) regarding vehicle inspections 	<ul style="list-style-type: none"> ▪ Speak effectively (H.1) ▪ Listen actively (H.2) ▪ Use questioning techniques (H.4) ▪ Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Document Use (3), Reading (3), Oral Communication (3), Measurement and Calculation Math (1), Data Analysis (1)</p>
	4.2 Instruct trainee to report any problems to shop	<ul style="list-style-type: none"> ▪ Emphasize obligation to follow company policies ▪ Emphasize obligation to comply with Provincial and Federal Motor Carrier Safety Act (FMCSA) regarding vehicle inspections 	

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	4.3 Instruct trainee to perform pre-trip and post-trip inspections	<ul style="list-style-type: none"> ▪ Emphasize importance of ensuring availability of all required documents, such as registration documents, insurance documents, safety inspection documents, commercial vehicle operator registration, provincial and/or state permits ▪ Emphasize obligation to follow company policy and manufacturers specifications ▪ Emphasize obligation to comply with US and Canada Highway Traffic Act Regulations, Hours of Service regulations 	
	4.4 Instruct trainee to perform mid-trip inspection	<ul style="list-style-type: none"> ▪ Emphasize obligation to inspect: <ul style="list-style-type: none"> - tires - lights - seals intact - check king pin ▪ Emphasize obligation to follow company policies ▪ Emphasize obligation to comply with Customs-Trade Partnership Against Terrorism (C-TPAT) and international customs regulations 	

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	4.5 Instruct trainee to perform circle checks when taking breaks	<ul style="list-style-type: none"> ▪ Emphasize importance of checking: <ul style="list-style-type: none"> - lights - tires - seals ▪ Emphasize obligation to follow company policies ▪ Emphasize obligation to comply with Customs-Trade Partnership Against Terrorism (C-TPAT) and international customs regulations 	
	4.6 Instruct trainee to maintain cleanliness	<ul style="list-style-type: none"> ▪ Emphasize importance of keeping the inside and outside of company vehicles clean 	
5. Demonstrate and reinforce proper communication using information management systems	5.1 Instruct trainee to talk to local dispatch, office manager, shop vehicle manager, customs specialists, and safety managers	<ul style="list-style-type: none"> ▪ Instruct trainee on who to contact in various situations ▪ Ensure trainees are aware of the various roles within the organization ▪ Outline who to contact, depending on the situation ▪ Provide contact and scheduling information to trainee ▪ Emphasize the obligation of following company policies 	<ul style="list-style-type: none"> ▪ Demonstrate professionalism (G.1) ▪ Speak effectively (H.1) ▪ Listen actively (H.2) <p><i>Essential Skills:</i> Oral Communication (2), Computer Use (2), Finding Information (2), Working with Others (2)</p>

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	5.2 Instruct trainee to utilize satellite systems if available	<ul style="list-style-type: none"> ▪ Instruct trainee on proper use of satellite systems, such as for: <ul style="list-style-type: none"> - load confirmation - directions - customer information - customs information ▪ Emphasize the obligation of following company policy 	
	5.3 Teach trainee which communication vehicle is most appropriate	<ul style="list-style-type: none"> ▪ Emphasize the obligation of following company policy, such as the use of cell phones 	
	5.4 Teach trainee communication etiquette	<ul style="list-style-type: none"> ▪ Emphasize the obligation of following company policy ▪ Encourage use of conflict resolution techniques, as required 	
<u>6. Demonstrate and reinforce trip planning</u>	6.1 Instruct trainee to confirm cargo and logistics	<ul style="list-style-type: none"> ▪ Emphasize importance of identifying if the load is a delivery or pick-up ▪ Emphasize importance of identifying cross border and other special considerations, where applicable 	<ul style="list-style-type: none"> ▪ Speak effectively (H.1) ▪ Listen actively (H.2) ▪ Use questioning techniques (H.4) ▪ Provide and solicit feedback (H.6)
	6.2 Review trip with trainee	<ul style="list-style-type: none"> ▪ Identify delivery dates and times ▪ Calculate driving time to destination ▪ Emphasize obligation of following company policies 	<p><i>Essential Skills:</i></p> <p>Reading (2), Document Use (3), Writing (2), Scheduling, or Budgeting and Accounting Math (3), Money Math (2), Finding Information (2), Oral Communication (3)</p>

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	6.3 Review Hours of Service with trainee	<ul style="list-style-type: none"> ▪ Outline non-compliance situations ▪ Emphasize obligation of complying with Hours of Service regulations ▪ Emphasize obligation of following company policy 	
	6.4 Assist trainee in determining appropriate timing	<ul style="list-style-type: none"> ▪ Assist trainee in determining when a layover is required ▪ Assist trainee in notifying dispatch if the delivery cannot be made on time ▪ Emphasize obligation of complying with Hours of Service regulations ▪ Emphasize obligation of following company policy 	
	6.5 Instruct trainee to select the route	<ul style="list-style-type: none"> ▪ Utilize mapping technologies ▪ Write down the route ▪ Identify marker signs before exits ▪ Establish two reference points ▪ Emphasize obligation of following company policy 	
	6.6 Instruct trainee to ensure adequate fuel	<ul style="list-style-type: none"> ▪ Estimate fuel consumption ▪ Emphasize obligation of following company policy 	

A Coach/Mentor/Assessor must be able to:

C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	6.7 Instruct trainee to plan stopping place, sleeping place, bathroom breaks and meal stops	<ul style="list-style-type: none"> ▪ Identify safe parking and rest areas ▪ Emphasize obligation of following company policy ▪ Emphasize obligation of complying with Hours of Service regulations 	
	6.8 Instruct trainee to ensure weights and dimensions are within legal requirements and ensure possession of trip permits if required before proceeding	<ul style="list-style-type: none"> ▪ Emphasize obligation of following company policy ▪ Emphasize obligation of complying with appropriate regulations 	
	6.9 Instruct trainee to check for height restrictions on selected route	<ul style="list-style-type: none"> ▪ Emphasize importance of checking clearances on: <ul style="list-style-type: none"> - overpasses - tunnels - utility lines - bridges 	

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
7. Demonstrate and reinforce handling cargo and securing loads	7.1 Instruct trainee to use safe work procedures	<ul style="list-style-type: none"> ▪ Advise trainee on: <ul style="list-style-type: none"> - safe lifting procedures - personal protective equipment (hard hats, glasses, vest, steel-toed shoes) ▪ Emphasize the importance of checking safety procedures before entering a yard ▪ Emphasize the importance of considering the safe work procedures of customers when making deliveries ▪ Emphasize the obligation to comply with all rules and regulations of trucking company and customer 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Speak effectively (H.1) ▪ Listen actively (H.2) ▪ Use questioning techniques (H.4) ▪ Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Reading (3), Oral Communication (3), Critical Thinking (2)</p>
	7.2 Instruct trainee on rules and regulations relative to securing loads the company hauls	<ul style="list-style-type: none"> ▪ Emphasize the obligation to comply with Federal regulations (North American Cargo Securement Standard) ▪ Review regulations on specialties such as: <ul style="list-style-type: none"> - tankers - flat-beds - livestock - gravel haulers - TDG (transportation of dangerous goods) 	
	7.3 Demonstrate handling and securing techniques	<ul style="list-style-type: none"> ▪ Emphasize the obligation to comply with federal rules and regulations for cargo securement 	

A Coach/Mentor/Assessor must be able to:

C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
8. Demonstrate and reinforce verifying cargo security	8.1 Instruct trainee to scale the load	<ul style="list-style-type: none"> Emphasize the obligation to comply with national/international regulations for cargo security Emphasize the obligation to comply with company policy 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Reading (4), Oral Communication (3), Critical Thinking (2), Document Use (2), Measurement and Calculation Math (2)</p>
	8.2 Instruct trainee to visually inspect for load securing devices and seals	<ul style="list-style-type: none"> Emphasize the obligation to comply with National/International Safety regulations for cargo security Emphasize the obligation to comply with company policy 	
	8.3 Instruct trainee to check that seal matches documentation	<ul style="list-style-type: none"> Emphasize the importance of ensuring that seals match paperwork Emphasize the obligation to comply with National/International Safety regulations for cargo security Emphasize the obligation to comply with company policy 	

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
9. Provide training	9.1 Demonstrate proper techniques	<ul style="list-style-type: none"> Identify training priorities by considering safety first Demonstrate shifting technique in compliance with company policy Demonstrate driving technique in compliance with company policy Demonstrate backing technique in compliance with company policy 	<ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (3)</p>
	9.2 Guide the trainee through tasks	<ul style="list-style-type: none"> Provide ample practice time Take step-by-step approach 	
10. Manage time	10.1 Instruct trainee on how to calculate appointment times	<ul style="list-style-type: none"> Emphasize obligation to comply with Hours of Service regulations Emphasize obligation to comply with company policy Emphasize importance to adhere to trip plan 	<ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (3), Scheduling, or Budgeting and Accounting Math (3), Problem Solving (2)</p>
	10.2 Instruct trainee on how to deal with unplanned delays	<ul style="list-style-type: none"> Emphasize obligation to comply with company policy, such as inform the customer's customer service representatives and trucking company dispatch 	

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	10.3 Instruct trainee to upgrade trip plans to accommodate for potential lost time	<ul style="list-style-type: none"> ▪ Emphasize the obligation to comply with the Hours of Service regulations ▪ Discuss how to deal with unforeseen events such as breakdowns 	
	10.4 Encourage trainee to observe that time management begins at home	<ul style="list-style-type: none"> ▪ Emphasize the importance of getting proper rest ▪ Emphasize the importance of allowing sufficient time to get to work 	
11. Recognize signs of fatigue	11.1 Observe and monitor trainee for signs of fatigue	<ul style="list-style-type: none"> ▪ Observe trainee for: <ul style="list-style-type: none"> - rolling window up and down for air - eyes closed for longer than a blink - missing road signs - poor judgment 	<ul style="list-style-type: none"> ▪ Exhibit good judgment (G.3) ▪ Demonstrate empathy (G.9) <p><i>Essential Skills:</i> Critical Thinking (2)</p>
	11.2 Instruct trainee to recognize signs of fatigue in themselves	<ul style="list-style-type: none"> ▪ Emphasize the importance of looking for signs such as : <ul style="list-style-type: none"> - missing gears - truck swaying over lanes - difficulty regulating the temperature of the truck - crossing rumble strips - not knowing where a particular car/truck came from - coming up too close on a vehicle ahead - unregulated speeds 	

A Coach/Mentor/Assessor must be able to:
C. Reinforce Over-The-Road (OTR) Skills

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
12. Manage fatigue	12.1 Emphasize the importance of adopting healthy life habits. Get enough sleep to start the task at hand	<ul style="list-style-type: none"> Emphasize the importance of getting enough sleep Emphasize the importance of following proper diet 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Exhibit good judgment (G.3) Make decisions (G.10) <p><i>Essential Skills:</i> Decision Making (2)</p>
	12.2 Take regular stops every four hours	<ul style="list-style-type: none"> Emphasize the importance of being as active as possible when outside the truck Emphasize obligation to comply with Hours of Service regulations Emphasize obligation to comply with company policy 	
13. Help trainee deal with stress	13.1 Analyze and explain the causes of stress	<ul style="list-style-type: none"> Review that stress may be: <ul style="list-style-type: none"> family-related stress money-related stress job-related stress Explain to trainee the importance of not dwelling on stress Emphasize the obligation of complying with company policies Encourage trainee to think positively 	<ul style="list-style-type: none"> Use questioning techniques (H.4) Use positive reinforcement when speaking with trainee (H.8) Demonstrate empathy (G.9) <p><i>Essential Skills:</i> Oral Communication (3), Finding Information (2), Critical Thinking (2), Decision Making (2)</p>
	13.2 Outline stress management techniques	<ul style="list-style-type: none"> Apply company policies 	
	13.3 Encourage trainee to seek help, if required	<ul style="list-style-type: none"> Refer to Employee Assistance Program (EAP) if available 	

A Coach/Mentor/Assessor must be able to:
D. Prepare Trainee for Trucking Lifestyle

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
1. Encourage trainee to communicate with family and friends about trucking lifestyle	1.1 Encourage ongoing, open communication	<ul style="list-style-type: none"> ▪ Encourage trainee to call home ▪ Provide a “ride-along” program, if possible ▪ Inform trainee on Employee Assistance Program (EAP) 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate professionalism (G.1) ▪ Promote the industry (G.14) <p><i>Essential Skills:</i> Oral Communication (2)</p>
	1.2 Provide orientation for families	<ul style="list-style-type: none"> ▪ Educate families on: <ul style="list-style-type: none"> - the amount of time the driver will be away from home - costs - how to make family decisions when driver is on the road - truck orientation ▪ Provide families with emergency contact numbers 	

A Coach/Mentor/Assessor must be able to:
D. Prepare Trainee for Trucking Lifestyle

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
2. Educate trainee about personal safety and security	2.1 Review regulations, Fast and Secure Trade card (FAST), and other border security requirements	<ul style="list-style-type: none"> Review Customs-Trade Partnership Against Terrorism (C-TPAT) Program Instruct trainee on how to apply to US and Canadian customs (Fast and Secure Trade card) Review other border security requirements 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) Speak effectively (H.1) <p><i>Essential Skills:</i> Oral Communication (3), Critical Thinking (2), Decision Making (2)</p>
	2.2 Promote safe work practices	<ul style="list-style-type: none"> Instruct trainee how to use three-point contact to enter and exit the truck Instruct trainee how to couple and uncouple the truck Instruct trainee how to open trailer doors Instruct trainee to park in well-lit truck stop areas Instruct trainee in the procedure to be used if they are being followed Instruct trainee to conduct in-trip inspections in compliance with company policy and the National Safety Code Advise trainee not to talk on CB or in truck stops about cargo or destinations Advise against unauthorized visitors or passengers Emphasize obligation to comply with company policy on all safety matters 	

A Coach/Mentor/Assessor must be able to:
D. Prepare Trainee for Trucking Lifestyle

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
3. Prepare trainee to live in a truck	3.1 Inform trainee on what to bring	<ul style="list-style-type: none"> Emphasize the limited space available Inform trainee that they may only bring a limited amount of personal property Encourage trainee to bring personal effects, such as change of clothes, personal toiletries Advise trainee not to transport meat, fruits or vegetables across the US border 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate a positive attitude (G.2) Utilize industry terminology and jargon (H.9) <p><i>Essential Skills:</i></p> <p>Oral Communication (2)</p>
	3.2 Inform trainee about sleeping in the truck	<ul style="list-style-type: none"> Advise trainee to bring sleeping bag, sheets and towels Inform trainee about the possibility of hearing wind, rain, or other trucks running 	
	3.3 Educate trainee on how to cook and store food in truck	<ul style="list-style-type: none"> Outline that microwaves or hot boxes may be available Remind trainee to consider limited refrigeration 	
	3.4 Inform trainee about smoking policy	<ul style="list-style-type: none"> Emphasize obligation to comply with company policy 	
	3.5 Educate trainee on appropriate fuel stops	<ul style="list-style-type: none"> Emphasize obligation to comply with company policy 	
	3.6 Review truck cleanliness ground rules	<ul style="list-style-type: none"> Emphasize obligation to comply with company policy 	

A Coach/Mentor/Assessor must be able to:
D. Prepare Trainee for Trucking Lifestyle

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
4. Educate trainee about seating and posture	4.1 Instruct trainee on how to reduce major injuries and fatigue	<ul style="list-style-type: none"> Advise trainee on adjusting seats and arm-rests for knee comfort, back comfort, slouching 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (2)</p>
	4.2 Educate trainee on exercises and stretching		
5. Encourage healthy eating	5.1 Encourage trainee to select healthy food at truck stops	<ul style="list-style-type: none"> Emphasize the importance of following Canada’s Food Guide Emphasize lighter meals before bed 	<ul style="list-style-type: none"> Speak effectively (H.1) Listen actively (H.2) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (2), Finding Information (2)</p>
	5.2 Discourage use of stimulants and “power-drinks”	<ul style="list-style-type: none"> Discourage, for example: <ul style="list-style-type: none"> amphetamines over-the-counter medicines under-the-counter medicines “black beauties” power drinks/foods such as “Red Bull” Ensure driver is aware of applicable company policies regarding stimulants and substance use 	
6. Encourage physical activity	6.1 Encourage trainee to take periodic breaks	<ul style="list-style-type: none"> Encourage trainee to get out of the truck Encourage trainee to walk around at well-lit truck stops 	<ul style="list-style-type: none"> Speak effectively (H.1) Use questioning techniques (H.4) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (2)</p>
	6.2 Encourage physical exercise	<ul style="list-style-type: none"> Encourage stretching as a minimum physical exercise 	

A Coach/Mentor/Assessor must be able to:
D. Prepare Trainee for Trucking Lifestyle

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
7. Educate trainee about Over-The-Road (OTR) personal hygiene	7.1 Instruct trainee about proper personal hygiene	<ul style="list-style-type: none"> ▪ Advise trainee on: <ul style="list-style-type: none"> - showering daily - brushing teeth daily - changing clothes daily - using deodorant 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Speak effectively (H.1) ▪ Listen actively (H.2) ▪ Use questioning techniques (H.4) ▪ Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (2)</p>
	7.2 Emphasize the importance of maintaining a professional appearance	<ul style="list-style-type: none"> ▪ Emphasize importance of wearing clean clothes ▪ Emphasize obligation to adhere to company dress code 	
8. Educate trainee about money management	8.1 Instruct trainee on how to allocate money during trips	<ul style="list-style-type: none"> ▪ Outline where money will be required 	<ul style="list-style-type: none"> ▪ Speak effectively (H.1) ▪ Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (2), Document Use (2), Money Math (2), Scheduling, or Budgeting and Accounting (3)</p>
	8.2 Instruct trainee on how to track expenses	<ul style="list-style-type: none"> ▪ Outline the importance of obtaining receipts 	

A Coach/Mentor/Assessor must be able to:
D. Prepare Trainee for Trucking Lifestyle

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
9. Promote awareness of truck stop culture	9.1 Encourage trainee to refrain from participation in truck stop hazards	<ul style="list-style-type: none"> ▪ Discuss: <ul style="list-style-type: none"> - prostitution - gambling - sale of stolen goods ▪ Outline the importance of talking to more experienced drivers ▪ Encourage trainee to take advantage of available information, such as talking to truck-stop attendants 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Promote the industry (G.14) ▪ Demonstrate professionalism (G.1) ▪ Speak effectively (H.1) ▪ Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Oral Communication (3), Finding Information (2)</p>
	9.2 Encourage trainee to take advantage of facilities available	<ul style="list-style-type: none"> ▪ Utilize: <ul style="list-style-type: none"> - televisions - showers - laundry facilities 	

A Coach/Mentor/Assessor must be able to:

E. Assess Driver (Assessor Role only)

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
1. Maintain objectivity	1.1 Outline the importance of conducting the assessment	<ul style="list-style-type: none"> Apply company policy 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Exhibit good judgment (G.3) Exhibit ethical conduct (G.6) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3), Critical Thinking (2)
	1.2 Do not intimidate or overpower driver	<ul style="list-style-type: none"> Apply company policy 	
	1.3 Use impartial language	<ul style="list-style-type: none"> Apply company policy 	
2. Prepare for skill assessment	2.1 Determine content of assessment	<ul style="list-style-type: none"> Ensure assessment is relevant to the subject being assessed Prepare assessment route that is suitable for the type of driving being assessed Ensure assessment sufficiently challenges the driver Apply company policy and provincial regulations 	<ul style="list-style-type: none"> Demonstrate professionalism (G.1) Demonstrate initiative (G.8) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Critical Thinking (3), Decision Making (2), Writing (2), Writing (3), Reading (3)
	2.2 Write assessment questions	<ul style="list-style-type: none"> Write clear questions Avoid negative assessment questions Assemble paperwork for knowledge assessment (if required) Apply company policy 	

A Coach/Mentor/Assessor must be able to:

E. Assess Driver (Assessor Role only)

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
	2.3 Prepare individuals to be assessed	<ul style="list-style-type: none"> Apply company policy and provincial regulations 	
	2.4 Make verifications in compliance with company policy and governmental (provincial/federal regulations)	<ul style="list-style-type: none"> Verify appropriate licensing Review driver's driving record (if required) Review vehicle and equipment to ensure safety standards are met 	
3. Conduct pre-employment assessment	3.1 Prepare pre-employment assessment in compliance with company policy and provincial regulations	<ul style="list-style-type: none"> Establish criteria for pre-employment assessment Prepare assessment route that is suitable for the type of driving being assessed 	<ul style="list-style-type: none"> Demonstrate professionalism (G.1) Exhibit good judgment (G.3) <p><i>Essential Skills:</i> Document Use (2), Finding Information (2), Writing (3), Reading (3)</p>
	3.2 Perform pre-employment assessment in compliance with company policy and provincial regulations	<ul style="list-style-type: none"> Verify background and driving record against the established criteria Follow established procedure 	

A Coach/Mentor/Assessor must be able to:

E. Assess Driver (Assessor Role only)

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
4. Conduct skill assessment	4.1 Review driving tasks to be assessed	<ul style="list-style-type: none"> ▪ Maintain knowledge of standards and driving tasks(s) to be assessed 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate professionalism (G.1) ▪ Exhibit good judgment (G.3) ▪ Exhibit ethical conduct (G.6) <p><i>Essential Skills:</i> Critical Thinking (3), Reading (3), Writing (3), Document Use (3), Oral Communication (3), Decision Making (2)</p>
	4.2 Assess trainee in compliance with company policy and government (federal/provincial) regulations	<ul style="list-style-type: none"> ▪ Follow assessment plan or route ▪ Consider tasks driver has been hired to perform ▪ Assess if driver complies with industry's driving standards ▪ Assess how well driver operates equipment ▪ Assess driver's soft skills, such as attitude, ability to represent company, overall presentation, dress 	
	4.3 Identify problems and initiate corrective interventions	<ul style="list-style-type: none"> ▪ Make appropriate notes ▪ Explain the correct way to do the job ▪ Apply company policy ▪ Apply provincial and federal regulations 	
	4.4 Request driver to repeat poorly performed tasks	<ul style="list-style-type: none"> ▪ Apply company policy ▪ Apply provincial and federal regulations 	

A Coach/Mentor/Assessor must be able to:

E. Assess Driver (Assessor Role only)

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
5. Conduct skill assessment follow-up	5.1 Provide recommendations for remedial measures	<ul style="list-style-type: none"> For example, recommend: <ul style="list-style-type: none"> defensive driving/space management shifting backing load securement regulatory compliance 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate professionalism (G.1) Exhibit good judgment (G.3) Exhibit ethical conduct (G.6) <p><i>Essential Skills:</i> Critical Thinking (3), Reading (3), Writing (3), Document Use (3), Oral Communication (3), Decision Making (2)</p>
	5.2 Perform re-assessment (if required)	<ul style="list-style-type: none"> Apply company policy 	
	5.3 Complete written report of results	<ul style="list-style-type: none"> Apply company policy 	
	5.4 Forward recommendations to the appropriate person for remedial measures, if necessary	<ul style="list-style-type: none"> Apply company policy 	
6. Prepare progress reports	6.1 Identify factual activities or events from the skill assessment	<ul style="list-style-type: none"> Apply company policy 	<ul style="list-style-type: none"> Demonstrate professionalism (G.1) Exhibit good judgment (G.3) <p><i>Essential Skills:</i> Writing (3), Document Use (3), Oral Communication (3)</p>
	6.2 Prepare a complete record of the assessment	<ul style="list-style-type: none"> Ensure written comments are clear, concise and detailed Avoid personal opinions in the reports Apply company policy 	
	6.3 Update progress reports	<ul style="list-style-type: none"> Review the progress report on an ongoing basis Forward completed progress reports to appropriate personnel 	

A Coach/Mentor/Assessor must be able to:

E. Assess Driver (Assessor Role only)

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
7. Recommend next steps to trainee or company	7.1 Review trainee/driver's aspirations and discuss current status, as required	<ul style="list-style-type: none"> Review aspirations, documentation, and relevant notes together Encourage trainee to evaluate current status and possible changes Review factual data, observations, as well as opinions with the trainee 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate professionalism (G.1) Provide and solicit feedback (H.6) <p><i>Essential Skills:</i> Critical Thinking (3), Reading (3), Writing (3), Document Use (3), Oral Communication (3), Decision Making (2)</p>
	7.2 Informally review options regarding next steps (if required)	<ul style="list-style-type: none"> Review options regarding further training, job change, etc. Collect information for trainee's consideration (calendar, brochures, etc). 	
	7.3 Forward recommendations for hiring or advancement to appropriate personnel	<ul style="list-style-type: none"> Apply company policy 	
8. Conduct road test	8.1 Prepare for road test in compliance with company policy and government (federal/provincial) regulations	<ul style="list-style-type: none"> Review expectations of the road test Maintain knowledge of standards and driving task(s) to be tested 	<ul style="list-style-type: none"> Demonstrate professionalism (G.1) Exhibit good judgment (G.3) Exhibit ethical conduct (G.6) <p><i>Essential Skills:</i> Critical Thinking (3), Reading (3), Writing (3), Document Use (3), Oral Communication (3), Decision Making (2)</p>
	8.2 Assess trainee in compliance with company policy and government (federal/provincial) regulations	<ul style="list-style-type: none"> Follow predetermined test plan or route Test driver's skills based on established standards 	
	8.3 Initiate corrective interventions in compliance with company policy and government (federal/provincial) regulations	<ul style="list-style-type: none"> Make appropriate notes Identify problems or skill-related issues Explain the correct way to do the job during the post-test review 	

A Coach/Mentor/Assessor must be able to:

F. Mentor

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
1. Establish mentoring guidelines	1.1 Introduce the notion of ground rules	<ul style="list-style-type: none"> ▪ Describe ground rules using examples ▪ Emphasize the importance of ground rules in a mentoring relationship ▪ Brainstorm on other possible ground rules ▪ Assess the applicability of ground rules 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate professionalism (G.1) ▪ Provide and solicit feedback (H.6) ▪ Earn trainee’s respect (G.4) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3), Decision Making (2)
	1.2 Commit to confidentiality	<ul style="list-style-type: none"> ▪ Define confidentiality ▪ List all areas of confidentiality such as: <ul style="list-style-type: none"> - inner working of companies, personal information - hearsay - third party obligations ▪ Commit to maintaining confidentiality unless it presents a safety issue ▪ Outline areas of limitation with regard to confidentiality 	
	1.3 Commit to disclosure of any information that may affect the mentoring relationship and goals	<ul style="list-style-type: none"> ▪ Define areas where disclosure may be necessary (conflict of interest, health and family issues that may affect the work) 	
	1.4 Provide mentor contact information	<ul style="list-style-type: none"> ▪ Provide parameters of mentor’s availability ▪ Outline when and how the driver can contact the mentor 	
	1.5 Agree on ground rules	<ul style="list-style-type: none"> ▪ Brainstorm on other possible ground rules ▪ Verify trainee’s level of comfort with ground rules 	

A Coach/Mentor/Assessor must be able to:

F. Mentor

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
2. Help driver develop problem-solving skills	2.1 Provide guidance on issues or concerns	<ul style="list-style-type: none"> Outline areas of limitation with regard to guidance Listen to the driver's issue or concern Brainstorm possible solutions for resolving the issue or concern Provide required information as necessary Encourage/assist trainee in developing an action plan 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Listen actively (H.2) Speak effectively (H.1) Demonstrate professionalism (G.1) Earn trainee's respect (G.4) <p><i>Essential Skills:</i> Oral Communication (3), Decision Making (2)</p>
	2.2 Follow up on the issue or concern	<ul style="list-style-type: none"> Set a date for a follow-up meeting Listen to and question driver Provide feedback 	
3. Provide information	3.1 Provide driver with information upon request or as required	<ul style="list-style-type: none"> Provide "insider" undocumented information Pass on industry specific information resources Facilitate access to network of individuals (contacts) 	<ul style="list-style-type: none"> Speak effectively (H.1) Utilize industry terminology and jargon (H.9) <p><i>Essential Skills:</i> Oral Communication (3)</p>
	3.2 Provide a standing offer to company for making own contact information available to past students	<ul style="list-style-type: none"> Apply company policy for giving explicit consent Follow National Privacy Act and Access to Information Act 	

A Coach/Mentor/Assessor must be able to:

F. Mentor

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>			
4. Assess potential risk to driver and public	4.1 Identify problems or concerns with the driver or the load	<ul style="list-style-type: none"> ■ Apply company policy ■ Apply federal and provincial regulations ■ Determine whether a supervisor or safety officer should be made aware of the issue or concern 	<ul style="list-style-type: none"> ■ Exhibit good judgment (G.3) ■ Make decisions (G.10) <p><i>Essential Skills:</i> Critical Thinking (3), Decision Making (2)</p>
	4.2 Assess potential risk associated with issues or concerns	<ul style="list-style-type: none"> ■ Apply Hours of Service regulations 	
5. Provide advice	5.1 Offer several suggestions or options in response to a request	<ul style="list-style-type: none"> ■ Refer driver to Employment Assistance Program (if applicable) 	<ul style="list-style-type: none"> ■ Speak effectively (H.1) ■ Listen actively (H.2) ■ Provide and solicit feedback (H.6) ■ Demonstrate professionalism (G.1) <p><i>Essential Skills:</i> Oral Communication (3)</p>
	5.2 Provide advice in such a manner as to promote driver finding their own solutions and outcomes	<ul style="list-style-type: none"> ■ Reinforce driver’s ability to make decisions such as enabling him/her to identify the consequences of a possible decision or course of action ■ Maintain confidentiality 	
6. Provide encouragement	6.1 Identify and ease driver’s concerns	<ul style="list-style-type: none"> ■ Keep current on driver’s overall progress ■ Employ an encouraging, positive tone 	<ul style="list-style-type: none"> ■ Demonstrate professionalism (G.1) ■ Earn trainee’s respect (G.4) ■ Promote the industry (G.14) <p><i>Essential Skills:</i> Oral Communication (3)</p>
	6.2 Offer unprompted support	<ul style="list-style-type: none"> ■ Take initiative to make contact with new drivers or past students ■ Provide positive feedback 	

A Coach/Mentor/Assessor must be able to:

F. Mentor

Tasks	Subtasks	Performance Indicators	
		Important Actions/Standards	General Competencies and Essential Skills
7. Build confidence	7.1 Identify and praise strengths	<ul style="list-style-type: none"> Provide concrete observations relative to driver’s performance 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate professionalism (G.1) Earn trainee’s respect (G.4) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Oral Communication (3)
	7.2 Assist driver in seeing positive outcomes	<ul style="list-style-type: none"> Discuss issues or close calls 	
8. Provide ongoing, informal support	8.1 Maintain regular contact with drivers during the mentor–mentoree process	<ul style="list-style-type: none"> Hold informal meetings 	
	8.2 Maintain contact with drivers after completion of the process	<ul style="list-style-type: none"> Remember that there is no “closure date” in the mentoring relationship 	

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

G. Demonstrate Personal Attributes

Skills	Subskills	Sub-Subskills
1. Demonstrate professionalism	1.1 Accomplish one's duties and tasks according to expected standards	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	1.2 Prevent/notice errors	<ul style="list-style-type: none"> Take corrective actions
	1.3 Honour one's commitments	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	1.4 Establish/maintain relationships based on trust	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	1.5 Give priority to one's professional obligations, if needed	<i>(Generally not required, subskill being relatively self-explanatory)</i>
2. Demonstrate a positive attitude	2.1 Welcome changes	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	2.2 Demonstrate enthusiasm for one's work/mandate	<i>(Generally not required, subskill being relatively self-explanatory)</i>
3. Exhibit good judgment	3.1 Analyze a situation	<ul style="list-style-type: none"> Refrain from drawing hasty conclusions Gather information before voicing an opinion, committing oneself or making a decision Consider viewpoints and ideas expressed by others Distinguish between a fact, a perception and the interpretation of a fact
	3.2 Draw pertinent conclusions	<ul style="list-style-type: none"> List a series of possible solutions Assess their positive and negative impact Take action and/or adopt adequate behaviour

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

G. Demonstrate Personal Attributes

Skills	Subskills	Sub-Subskills
4. Earn respect	4.1 Stand by one's principles	<ul style="list-style-type: none"> ▪ Carry through with one's word
	4.2 Demonstrate consistency in behaviour	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	4.3 Solve problems	<ul style="list-style-type: none"> ▪ Demonstrate professional competence ▪ Demonstrate resourcefulness
5. Balance work and personal life	5.1 Ensure sufficient time to relax	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	5.2 Ensure quality time with family or friends	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	5.3 Know when to say "no"	<ul style="list-style-type: none"> ▪ Establish parameters for communication ▪ Know when to pull off the road/use rest times
6. Exhibit ethical conduct	6.1 Keep confidential information confidential	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	6.2 Take responsibility for one's errors/mistakes	<i>(Generally not required, subskill being relatively self-explanatory)</i>
7. Maintain focus	7.1 Create a to-do list	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	7.2 Schedule time	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	7.3 Find/create an appropriate work environment and/or atmosphere	<i>(Generally not required, subskill being relatively self-explanatory)</i>
8. Demonstrate initiative	8.1 Act rather than react	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	8.2 Take proper action to prevent or eliminate problems	<i>(Generally not required, subskill being relatively self-explanatory)</i>

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

G. Demonstrate Personal Attributes

Skills	Subskills	Sub-Subskills
9. Demonstrate empathy	9.1 Detect what others feel	<ul style="list-style-type: none"> Decode non verbal cues, such as small changes on the face, tension in the voice
	9.2 Demonstrate sensitivity and understanding to what other feels	<ul style="list-style-type: none"> Use non verbal cues, such as eye-to-eye contact, nods Use verbal communication
10. Make decisions	10.1 Make timely decisions	<ul style="list-style-type: none"> Readily address issues and problems under one’s authority Quickly react to urgent matters/situations Take calculated risks Accept impact/consequences of one’s decision Whenever possible, take time to analyze the problem/situation
	10.2 Make appropriate decisions	<ul style="list-style-type: none"> Rely on one’s judgment and experience Consult individuals trusted for their wisdom and practical experience Assess risks
11. Manage change	11.1 Consider safety first	<ul style="list-style-type: none"> Apply company policies Apply federal and provincial regulations
	11.2 Evaluate the situation	<ul style="list-style-type: none"> Consider priorities
	11.3 Assess the pros and cons of change	
	11.4 Form an action plan	
	11.5 Ask for help if you need it	
	11.6 Advise company personnel, as required by company policy	<ul style="list-style-type: none"> Apply company policies

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

G. Demonstrate Personal Attributes

Skills	Subskills	Sub-Subskills
12. Manage stress	12.1 Prioritize tasks and assignments	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	12.2 Control one's emotions when facing resistance or hostility	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	12.3 Exert positive influence in crisis situations	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	12.4 Balance work and personal life	<i>(see G.5)</i>
13. Pursue continuous learning	13.1 Keep abreast of trends and development	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	13.2 Use changes occurring in one's field and/or work environment as opportunities for professional development or growth	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	13.3 Define/update a professional plan	<i>(Generally not required, subskill being relatively self-explanatory)</i>
14. Promote the industry	14.1 Speak positively about the industry	
	14.2 Promote road safety	
	14.3 Educate the public about the industry	
	14.4 Promote and emphasize the professional, skilled nature of the trade	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

H. Demonstrate communication skills

Skills	Subskills	Sub-Subskills
1. Speak effectively	1.1 Organize ideas before speaking	<ul style="list-style-type: none"> ▪ Sequence ideas in a logical order
	1.2 Speak clearly	<ul style="list-style-type: none"> ▪ Adapt language to recipient/audience ▪ Use short sentences
	1.3 Ensure own verbal and non-verbal messages reinforce each other	<ul style="list-style-type: none"> ▪ Make eye contact
	1.4 Use communication/presentation aids	<ul style="list-style-type: none"> ▪ Use presentation software (ex.: PowerPoint) ▪ Use flip charts ▪ Use graphics
2. Listen actively	2.1 Verify one's understanding	<ul style="list-style-type: none"> ▪ Summarize someone else's opinion ▪ Rephrase
	2.2 Use question techniques	<ul style="list-style-type: none"> ▪ Ask open-ended questions ▪ Ask close-ended questions

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

H. Demonstrate communication skills

Skills	Subskills	Sub-Subskills
3. Tailor communication to recipient/audience	3.1 Consider recipient's personal characteristics or audience's profile, such as age, education background, race, ethnicity, etc.	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	3.2 Select appropriate means of communication	<ul style="list-style-type: none"> ▪ Consider object of communication (message, decision, documentation, report) ▪ Consider importance and sensitivity of information to communicate (strategic, urgent, confidential) ▪ Consider profile of targeted recipient(s) ▪ Consider available budget
	3.3 Use easy-to-understand examples	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	3.4 Find common interests	<i>(Generally not required, subskill being relatively self-explanatory)</i>
4. Use questioning techniques	4.1 Ask open-ended questions	<ul style="list-style-type: none"> ▪ Make question(s) direct and simple ▪ Validate clarity of the question(s) ▪ Confirm recipient's understanding of the question(s)
	4.2 Ask close-ended questions	<ul style="list-style-type: none"> ▪ Make question(s) direct and simple ▪ Validate clarity of the question(s) ▪ Confirm recipient's understanding of the question(s)

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

H. Demonstrate communication skills

Skills	Subskills	Sub-Subskills
5. Use non-verbal communication	5.1 Observe and interpret body language	<ul style="list-style-type: none"> ▪ Observe and interpret: <ul style="list-style-type: none"> - tilted head - standing with hands on hips - pulling or tugging at ear
	5.2 Observe and interpret facial expressions	<ul style="list-style-type: none"> ▪ Observe and interpret: <ul style="list-style-type: none"> - grimacing - pouting - yawning
	5.3 Observe and interpret body expressions	<ul style="list-style-type: none"> ▪ Observe and interpret: <ul style="list-style-type: none"> - twitches - shudders - shrugs
	5.4 Observe and interpret body interactions	<ul style="list-style-type: none"> ▪ Observe and interpret: <ul style="list-style-type: none"> - nail biting - brow wiping - palm rubbing
	5.5 Observe and interpret interactions with objects	<ul style="list-style-type: none"> ▪ Observe and interpret: <ul style="list-style-type: none"> - rearranging clothing - pen chewing - twiddling with jewelery
	5.6 Observe and interpret eye movements	<ul style="list-style-type: none"> ▪ Observe and interpret: <ul style="list-style-type: none"> - staring out of a window - staring at an object - defocused gazing into space

And to accomplish the previously described professional competencies, A COACH/MENTOR/ASSESSOR must be able to:

H. Demonstrate communication skills

Skills	Subskills	Sub-Subskills
6. Provide and solicit feedback	6.1 Provide/solicit feedback based on facts and observations	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	6.2 Provide/solicit constructive feedback, i.e. one that underlines strengths as well as shortcomings	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	6.3 Provide/solicit practical suggestions for improvement	<i>(Generally not required, subskill being relatively self-explanatory)</i>
7. Negotiate	7.1 Create a positive climate	<ul style="list-style-type: none"> ▪ Find appropriate time and place ▪ Demonstrate listening skills ▪ Demonstrate empathy
	7.2 Persuade	<ul style="list-style-type: none"> ▪ Present/defend your position with emphasis on its benefits for the other party(ies)
	7.3 Find a win-win arrangement/settlement	<ul style="list-style-type: none"> ▪ Try to understand position of other party(ies) ▪ Identify items/issues where a compromise is possible
8. Use positive reinforcement	8.1 Give encouragement	<i>(Generally not required, subskill being relatively self-explanatory)</i>
	8.2 Celebrate successes	<i>(Generally not required, subskill being relatively self-explanatory)</i>
9. Utilize industry terminology and jargon	<i>(Generally not required, skill being relatively self-explanatory)</i>	

Essential Skills Profile

Executive Summary: Essential Skills Profile — Coach/Mentor/Assessor

While the Occupational Analysis outlines the technical skill requirements for the occupation of Professional Driver, the Essential Skills Profile outlines the foundation skills (e.g., numeracy, writing) that enable job incumbents to perform job-related technical skills.

The most important Essential Skills for Coach/Mentor/Assessor are:

- Oral Communication
- Decision Making
- Critical Thinking

The complete Essential Skills Profile — Coach/Mentor/Assessor follows. A summary is provided in this section. To effectively perform the tasks/skills outlined in the Occupational Analysis, Professional Drivers require:

- high level **Reading Text** skill to locate and interpret information written in memos, manuals, industry magazines, collective agreements, legal regulations, etc. to ensure they provide correct and accurate information to driver trainees
- high-level **Document Use** skill to complete trip planning and to instruct driver trainees on completing and managing a wide range of documents such as tables, Bills of Lading, customs forms, permits, etc.
- proficient **Writing** skill to accurately and clearly describe trainees skills and areas of strength and weakness and make recommendations
- proficient **Numeracy** skill to use various math applications relating to money, scheduling or budgeting and accounting, data analysis and measurement and calculation
- high level **Oral Communication** skill to provide positive and successful learning and training situations for driver trainees and to maintain good working relations with co-workers, customers and colleagues
- strong **Problem-Solving** skill to respond to unforeseen circumstances and to troubleshoot problems relating to people and equipment
- sound judgment in **Decision Making**, especially with respect to safety when driving with driver trainees
- strong **Critical Thinking** skill for sound judgment and evaluation of the competencies of driver trainee skills, safety of worksites and road conditions and suitability of routes
- high-level **Job Task Planning and Organizing** skill for trip planning and ensuring all aspects of professional driving competencies are covered during coaching, mentoring and assessing
- a good **Memory** as it contributes to efficiency
- proficiency in **Finding Information** from various sources, such as people and documents
- proficiency in **Working with Others** (i.e. team work) to achieve common goals
- basic **Computer Use** to use on-board communication systems and to prepare assessments and reports
- strong **Continuous Learning** skill to stay abreast of new information (e.g. policies, procedures, regulations) and to maintain necessary accreditation

Essential Skills Profile for Coach/Mentor/Assessor

The most important Essential Skills for Coach/Mentor/Assessor are:

- Oral Communication
- Decision Making
- Critical Thinking

A. Reading Text

■ The Reading Text Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical text reading tasks of Coach/Mentor/Assessor are at Complexity Levels 1 to 3. Their most complex text reading tasks are at Complexity Levels 3 and 4.

Examples

Coach/Mentor/Assessor:

- read reminders, notes from co-workers and entries in logs. For example, they read reminders about making telephone calls. They read comments about hazards and delays in daily traffic logs. (Level 1)
- read instructions, explanations, and short narratives on forms. For example, they read drivers' accounts about incidents on reporting forms to verify the information is accurate and complete. They read instructions for assessing drivers and completing questions on assessment forms. They read descriptions of driving strengths and areas requiring improvement in road evaluations of driver trainees. (Level 2)
- read memos and notices. For example, they read memos about upcoming activities such as training sessions. They read notices about upcoming training of new driver trainees. They may read notices from their organizations to learn about new procedures and read forms that track training activities. (Level 2)
- may read e-mail from supervisors and co-workers. For example, they may read e-mail in which supervisors request updates on driver trainees' progress. They may read e-mail from co-workers giving their feedback about training questions. (Level 2)
- may¹ read brief reports. For example, they may read assessment reports completed by previous coaches and mentors about driver trainees. They read to learn about drivers' skills, areas covered with previous coaches and mentors and areas where extra focus is needed. (Level 2)
- read magazines, e-magazines and newsletters to stay abreast of research developments in professional driving and adult education. For example, they read articles about defensive driving, accident prevention and trip planning. They read to follow new developments for enhanced defensive driving and cost efficiencies and to learn about new methods and practices for coaching, mentoring and assessing. (Level 3)
- read and interpret policies and procedures. For example, they read policies and procedures for the use of air brakes and engine brakes while going down hills, driving speeds and loading and unloading cargo such as furniture, bulk liquids, equipment and lumber. They read and interpret the information in order to explain the meaning and outline the reasons and benefits. (Level 3)
- read and interpret legislation, regulations and codes. They read to understand requirements and ensure the practices they demonstrate and instructions they provide about driving, trip routes and load management are compliant. For example, they read the National Safety Code, Securement Standards and Highway Traffic Act to ensure cargos are secured properly and within limits for weight, height and width. (Level 4)
- read training manuals and may read textbooks. For example, they read training manuals about coaching, mentoring and assessing to understand learning outcomes, instructional activities and assessment scales. They read to learn how to enhance their skills in creating learning opportunities, providing feedback and offering suggestions to driver trainees. (Level 4)

¹ The qualifier "may": Some Examples use the qualifier "may". This indicates that the task may not relate to all **Coach/Mentor/Assessor** or may relate to only Coach/Mentor or Assessor.

Reading Profile

Type of Text	Purpose for Reading			
	To <i>scan</i> for specific information/ To <i>locate</i> information	To <i>skim</i> for overall meaning, to get the “gist”	To <i>read</i> the full text to understand or to learn	To <i>read</i> the full text to critique or to evaluate
Forms	√	√		
Labels				
Notes, Letters, Memos	√	√	√	
Manuals, Specifications, Regulations	√	√	√	
Reports, Books, Journals	√	√	√	

Other Information – Language

- The use of language in an occupation affects the Essential Skills of Reading Text, Writing and Oral Communication. This section provides information on language as it relates to Reading Text only. It provides a description of industry practice as opposed to prescribing an occupational language standard.
- Most carriers who operate trucks extra-provincially require their Coach/Mentor/Assessor to read English text at the levels of complexity outlined in this Essential Skills Profile. Some carriers require their Coach/Mentor/Assessor to read text in both English and French to enable them to serve customers in their preferred language.

B. Document Use

The Document Use Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical document reading tasks of Coach/Mentor/Assessor are at Complexity Levels 1 to 3. Their most complex document reading tasks are at Complexity Level 3.

Examples of Document Use Tasks

Coach/Mentor/Assessor:

- review lists of learning goals and objectives for driver trainees. (Level 1)
- locate and retrieve data from various tables, schedules and other table-like text. For example, they scan training matrixes to locate data about training activities covered and competencies achieved. They scan learning skills rubrics of assessment data to determine competency levels. They locate dates, times and locations on driving and training schedules. They locate dates, distances, and fuel consumption and efficiency entered by driver trainees into fuel consumption logs to verify accuracy. (Level 2)
- enter data in tables. For example, they enter data in training matrixes for driver trainees, including dates, routes, driving times, check off tasks completed and performance ratings, and provide data about competencies achieved. (Level 2)
- locate data in forms. For example, they locate tasks completed and performance ratings achieved by driver trainees' in daily evaluation and driver assessment forms, road test and written driving tests. They locate data about driving histories of trainees in driving records. They locate data about delivery dates and times, rest, fuel-up and layover locations, driving details such as exit markers and special instructions and features such as overpasses, tunnels and utility lines in trip plans prepared by driver trainees. They scan the plans to verify the details are accurate, complete and efficient. (Level 3)
- enter data into forms. For example, they record driver trainees' performance and progress on daily evaluation and driver assessment forms. They check off items, enter data such as dates, driving routes, names of coaches and trainees and enter data about tasks performed by driver trainees. They enter data about damage to vehicles and injuries to people in incident and accident reports. (Level 3)

Document Use Profile

Coach/Mentor/Assessor:

- read signs, labels or lists.
- complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.
- read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.
- read tables, schedules or other table-like text.
- enter information on tables, schedules or other table-like text.
- obtain specific information from graphs or charts.
- interpret scale drawings.
- take measurements from scale drawings.
- read schematic drawings.
- make sketches.
- obtain information from sketches, pictures or icons.

C. Writing

The Writing Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical writing tasks of Coach/Mentor/Assessor are at Complexity Levels 1 and 3. Their most complex writing tasks are at Complexity Level 3.

Examples of Writing Tasks

Coach/Mentor/Assessor:

- write comments in notebooks and logbooks to record information about events and discussions that occur during training with driver trainees. For example, they write comments in notebooks about how driver trainees completed tasks. They note their observations about comfort levels, attitudes and performance achieved and if trainees need further training. They record key discussions about pre- and post-trip inspections, driving practices, safety procedures and practices, completing documents and maintaining professionalism. (Level 1)
- write brief descriptions and explanations in forms. For example, they write summaries in monthly activity forms to give their supervisors an overview of activities such as coaching, mentoring, road tests and driving assessments, workshops and other services they have provided. (Level 2)
- write descriptions and explanations on forms. For example, they write in assessment reports their observations and conclusions about the achievements, strengths and weaknesses, areas of focus for additional training and factors that may be affecting performance of driver trainees. They use vocabulary and a writing style appropriate for driver trainees. When completing accident and incident report forms, they write narrative accounts of incidents such as collisions, personal injuries, damages to property and cargo and breaches of safety procedures. They comment on potential causes, steps taken afterwards and their interactions with individuals involved and witnesses. (Level 3)

Writing Profile

Length	Purpose for Writing						
	To organize/ to remember	To keep a record/ to document	To inform/ to request information	To persuade/ to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text	✓	✓	✓				
Texts rarely requiring more than one paragraph	✓	✓	✓	✓			
Longer texts							

Other Information – Language

- The use of language in an occupation affects the Essential Skills of Reading Text, Writing and Oral Communication. This section provides information on language as it relates to Writing only. It provides a description of industry practice as opposed to prescribing an occupational language standard.
- Some carriers require their Coach/Mentor/Assessor to write text in both English and French to enable them to serve customers in their preferred language.

D. Numeracy

Numerical Calculation

The Numerical Calculation Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The numeracy tasks of Coach/Mentor/Assessor involve:

- Money Math at Complexity Levels 2 to 3;
- Scheduling or Budgeting and Accounting Math at Complexity Level 3;
- Measurement and Calculation Math at Complexity Levels 1 to 2; and
- Data Analysis Math at Complexity Level 1.

Examples of Numeracy Tasks

Coach/Mentor/Assessor:

- calculate expense claim amounts. They calculate reimbursement amounts for meals, highway tolls, accommodations and other related costs. (Money Math, Level 2).
- calculate pay. For example, they calculate their pay using specified rates per kilometre and other incentives. (Money Math, Level 3).
- may calculate unit prices, total prices and net prices to identify lowest costs for goods and services. For example, they may calculate total travel costs for various routes considering items such as fuel, accommodation and permits to determine which route is the most cost effective. In addition, they use their calculations to assist driver trainees to create costing plans. (Scheduling, or Budgeting and Accounting, Level 3).
- create schedules, timetables and timelines. For example, they develop trip plans to create timelines for routes. They consider arrival dates and times, numbers of deliveries en route, overall distances, road and driving conditions, locations of services en route, time of year, weather forecasts, loads being carried, road restrictions and permit limitations. (Scheduling, or Budgeting and Accounting, Level 3).
- measure physical properties using common measuring tools. For example, they measure heights and widths of cargo to ensure compliance with regulations. They use tire gauges to measure the wear on treads. They measure the distances between axles and the weight load on axles. (Measurement and Calculation, Level 1).
- measure and calculate volumes and weights of cargo. For example, they may use measurements and calculations to determine placements of cargo such as steel bundles and large equipment on trailers. They consider lengths, widths, heights and weights of equipment and packaged products. (Measurement and Calculation, Level 2).
- calculate fuel costs. For example, they use formulae to calculate costs for fuel at different driving speeds to demonstrate potential cost savings to driver trainees. (Measurement and Calculation, Level 2).
- calculate average fuel consumptions for specified distances and compare them to specifications. (Data Analysis, Level 1).

Numerical Estimation

The Numerical Estimation Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The numeracy tasks of Coach/Mentor/Assessor involve numerical estimation at Complexity Level 1 and 2.

Examples of Numerical Estimation

Coach/Mentor/Assessor:

- estimate the time required to complete tasks. For example, they estimate the time it takes driver trainees to learn specific driving tasks such as back ups into different conditions, loading and unloading cargo and scanning the road ahead. (Level 1)
- estimate the sizes and weights of cartons, skids and other cargo to monitor driver trainees while they are loading to ensure they do not exceed load limits. (Level 2)
- estimate transit times. They consider factors such as driving conditions, times of day, routes, cargoes, permit restrictions, personal well being and transit times for similar routes. They use their estimates to evaluate driver trainees' trip planning. (Level 2)

Math Skills Profile**a. Mathematical Foundations Used****Number Concepts****Whole Numbers****Integers****Rational Numbers – Fractions****Rational Numbers – Decimals****Rational Numbers – Percent****Equivalent Rational Numbers****Patterns and Relations****Equations and Formulae****Use of Rate, Ratio and Proportion****Shape and Spatial Sense****Measurement Conversions****Areas, Perimeters, Volumes****Coach/Mentor/Assessor:**

- read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, recording and adding the number of hours driven by driver trainees; recording cargo quantities such as litres of fuel per compartment and number of items loaded; calculating distances; calculating gross weights.
- read and write, add or subtract integers. For example, reading and recording temperatures.
- read and write, add or subtract fractions. For example, recording and calculating time intervals in fractions of hours; reading and writing fractions of inches on measuring instruments.
- read and write, round off, add or subtract decimals, multiply or divide decimals. For example, reading and writing measurements in centimetres; calculating the costs of trips and fuel costs, calculating weight loads, tank and trailer capacities.
- read and write percents, calculate the percent one number is of another, calculate a percent of a number. For example, estimating the percentage of wear on tire treads; calculating the fuel capacity of tankers and trailers and the percentage of remaining fuel; calculating the actual weight of loads; calculating the percentage of tasks completed in driving tests and demonstrated while en route.
- convert between fractions and decimals or percentages. For example, converting depths and distances from fractions of feet and inches to decimal equivalents; converting time from fractions of hours to decimal hours.
- solve problems by constructing and solving equations with one unknown, use formulae by inserting quantities for variables and solving. For example, calculating costs for fuel at different speeds for the same distances.
- use a rate showing comparison between two quantities with different units, use a ratio showing comparison between two quantities with the same units, and use a proportion showing comparison between two ratios or rates in order to solve problems. For example, calculating average distances, speeds and fuel consumption; using proportional calculations to determine distances on road maps.
- perform measurement conversions. For example, converting kilograms to pounds, litres to gallons and inches to metres.
- calculate volumes. For example, calculating the volume of loads such as the volume of diesel fuel in tanks and lumber on pallets.

Statistics and Probability

See Document Use for information on:

- using tables, schedules or other table-like text.
- using graphical presentations.

b. How Calculations are Performed

Coach/Mentor/Assessor make calculations:

- in their head.
- using a pen and paper.
- using a calculator.
- using a computer.

c. Measurement Instruments Used

Coach/Mentor/Assessor measure:

- time — using clocks or watches.
- weight or mass — using commercial weigh scales.
- distance or dimension — using odometers, measuring tapes and gauges.
- liquid volume — using graduated cylinders or fuel gauges.
- temperature — using thermometers and temperature gauges.
- pressure — using oil pressure and air brake gauges.

They use:

- both the metric and imperial measurement systems.

E. Oral Communication

The Oral Communication Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical oral communication tasks of Coach/Mentor/Assessor are at Complexity Levels 1 and 3. The most complex oral communication tasks of Coach/Mentor/Assessor are at Complexity Level 3.

Examples of Oral Communication Tasks

Coach/Mentor/Assessor:

- discuss the progress of driver trainees with supervisors. They outline progress, areas of strength and weakness and offer their opinions about requirements for further training. (Level 2)
- may have discussions and participate in meetings with co-workers such as other Coach/Mentor/Assessor about coaching and mentoring techniques and instructional and communication methods. For example, they may discuss adaptive coaching strategies to manage driver trainees' attitudes about policies. They may discuss instructional techniques for defensive driving and assessment methods to determine competencies of trainees. (Level 2)
- discuss ongoing work with driver trainees. For example, during drives they discuss a wide range of driver-related topics such as regulations, driving and safety and trip planning techniques. They provide instructions for completing tasks and give reasons for making choices, for example about backing-up methods, routes for trip plans and loading and unloading sequences. They interact in a manner that solicits opinions from trainees, keeps conversations positive, encourages questions and builds confidence. (Level 2)
- give instructions and offer comments and suggestions to driver trainees during demonstration and coaching sessions. For example, they give instructions to carry out procedures such as braking appropriately in different weather, road and load conditions, coupling and uncoupling trailers, and monitoring activities behind and around tractors and trailers. They coach trainees on sequencing activities and on how to improve efficiency and quality. They reinforce safety protocols, motivate workers and instill good work ethics. (Level 3)
- facilitate defensive driving sessions and other workshops. They use a wide range of learning and communication techniques to share information, motivate driver trainees and solicit discussion and feedback. (Level 3)

Modes of Communication Used

Coach/Mentor/Assessor communicate:

- in person.
- using the telephone.
- using a two-way radio or other such means.
- using specialized communication signals.

Environmental Factors Impacting Communication

Background noise may impede phone and radio communication with dispatchers and others. Noise from heavy equipment, such as forklifts and cranes, may hinder communication with others at loading docks.

Other Information – Language

The use of language in an occupation affects the Essential Skills of Reading Text, Writing and Oral Communication. This section provides information on language as it relates to Oral Communication only. It provides a description of industry practice as opposed to prescribing an occupational language standard.

While English is acknowledged as the North American language of the trucking industry, there are carrier-specific approaches to this reality. A carrier's policies and practices with respect to language requirements for Coach/Mentor/Assessor in their employ are strongly linked to customer service and whether provincial and international borders are being crossed.

Most carriers who operate trucks extra-provincially require their Coach/Mentor/Assessor to speak in English at the levels of complexity outlined in this Essential Skills Profile. Some carriers require their Coach/Mentor/Assessor to speak in both English and French to enable them to serve customers in their preferred language.

Oral Communication Profile

Type	Purpose for Oral Communication											
	To greet	To take messages	To provide/receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)				✓								
Speaking (little or no interaction)			✓									
Interact with co-workers			✓	✓	✓	✓	✓		✓	✓	✓	
Interact with those you supervise or direct												
Interact with supervisor/manager			✓	✓			✓					
Interact with customers/clients/public			✓	✓	✓		✓	✓		✓	✓	
Interact with suppliers, servicers												
Participate in group discussion				✓	✓		✓					
Present information to a small group				✓					✓	✓		
Present information to a large group												

F. Thinking Skills

Thinking Skills differentiates between six different types of cognitive functions. However, these functions are interconnected and include:

1. **Problem Solving**
2. **Decision Making**
3. **Critical Thinking**
4. **Job Task Planning and Organizing**
5. **Significant Use of Memory**
6. **Finding Information**

1. Problem Solving

The Problem Solving Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical problem solving tasks of Coach/Mentor/Assessor are at Complexity Levels 2 to 3. Their most complex problem solving tasks are at Complexity Level 3.

Examples of Problem Solving Tasks

Coach/Mentor/Assessor:

- find driver trainees do not follow procedures and protocols. For example, they find driver trainees are not wearing required personal protective equipment and find trainees are not completing reporting forms correctly. They review procedures, discuss the risks caused by their actions, and outline the consequences of failure to comply. If infractions continue, they inform supervisors. They may withdraw coaching and mentoring activities if improvement is not apparent and infractions are serious. (Level 2)
- notice decreases in performance and motivation of driver trainees. They speak with the trainees to investigate the reasons behind the declining performance. If factors such as separation from family and living out of a truck seem to be the cause, they provide strategies to minimize the effect. They coach trainees on maintaining healthy, physical and safe life styles and try different motivation strategies. (Level 3)
- find that coaching and mentoring strategies and interventions with driver trainees are not effective. They discuss roles and responsibilities and review expectations and goals with driver trainees. They monitor trainees' responses to learning opportunities, try alternative strategies and adjust their instructional approaches. They may discuss options and ideas with supervisors and co-workers. (Level 3)

2. Decision Making

The Decision Making Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of Coach/Mentor/Assessor are at Complexity Levels 2 to 3. Their most complex decision making tasks are at Complexity Level 3.

Examples of Decision Making Tasks

Coach/Mentor/Assessor:

1. choose routes. They consider factors such as distances, restrictions for dimensions and weights, the type of roadway, time of day travelling, construction and other road conditions. In addition, they consider whether different routes will provide extra learning opportunities for driver trainees. (Level 2)
2. choose weather and driving conditions in which driver trainees can drive. They consider severity of conditions, restrictions on permits, type of cargo and driving experiences and alertness of trainees. (Level 2)
3. select learning opportunities for driver trainees. They consider the complexities of jobs and match trainees' skills, attitudes and job experiences to those required for tasks. In addition, they seek the opinions of driver trainees. For example, they monitor driver trainees' comfort and confidence levels and their demonstration of key safe and defensive driving techniques on two-lane highways before allowing them on four-lane highways. (Level 2)
4. choose instructional approaches and methods. They consider driver trainees' learning strategies and personalities and their own experience and comfort with various instructional approaches. (Level 3)

3. Critical Thinking

The typical critical thinking tasks of Coach/Mentor/Assessor are at Complexity Levels 2 to 3. Their most complex critical thinking tasks are at Complexity Level 3.

Examples of Critical Thinking Tasks

Coach/Mentor/Assessor:

- assess the suitability of coaching and mentoring styles to meet trainees' needs. They observe driver trainees' behaviours, confidence and participation levels in order to match them with appropriate training approaches. In addition, they look for changes in the competencies of trainees when driving and performing other driver-related activities. They use these assessments to adjust training and other coaching activities. (Level 2)
- judge the severity of worksite hazards. This is especially important when working with new drivers who may not be aware of dangerous situations. For example, they assess the risks of injury to individuals and damage to property and equipment while loading, securing and unloading cargo such as lumber, heavy equipment and dangerous goods. They complete visual inspections to assess the risks presented by such things as low-hanging wires, slippery surfaces, damaged and worn equipment and shifting cargo during transit. (Level 2)
- assess the severity of driving conditions in relation to the skill and comfort levels of driver trainees. For example, when assessing driving conditions they consider risk factors such as visibility, traffic volume, ice and snow and type of cargo and the experience and alertness of driver trainees. They use their assessment to determine whether to switch drivers and continue driving. (Level 2)
- judge the suitability of routes for coaching and mentoring. During coaching and mentoring, it is important for trainees to experience diverse driving opportunities. Coaches and mentors examine maps, permits, road schedules and transportation regulations. They speak to dispatchers and other drivers and review websites for information about road construction and features such as low bridges, sharp or limited turns and other potential obstructions and complications. They may select alternative routes because of their assessments. (Level 3)
- assess the competency of driver trainees. They review forms completed by trainees, and observe trainees while they are completing tasks such as driving, pre- and post trip inspections, loading, securing and unloading cargo and ask them how they would manage various scenarios and observe confidence levels. They use their daily assessments and weekly progress reports to determine immediate learning needs and to make recommendations about hiring and additional training. Assessors use their assessments to determine whether driver trainees pass road tests. (Level 3)

4. Job Task Planning and Organizing

The Job Task Planning and Organizing Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Coach/Mentor/Assessor plan and organize their job tasks at Complexity Level 3.

Description

- Job task planning and organizing is important in the day-to-day work of Coach/Mentor/Assessor. While dispatchers and supervisors assign priorities for loads, deadlines, routes and driving tests, coaches and mentors are responsible for ensuring they complete learning activities throughout the day and complete the necessary assessment forms and reports. In that regard, they plan and organize aspects of their daily activities in response to driver trainees learning needs. They work with trainees to revise routes due to complications and obstructions and to plan routes and tasks such as fuel and rest stops and deliveries.

Planning and Organizing for Others

- They may plan and schedule job tasks for driver trainees.

5. Significant Use of Memory

Examples

Coach/Mentor/Assessor:

- remember driver trainees' reactions to situations until they can write them down.
- remember how driver trainees perform various tasks to determine where to focus learning activities.
- remember personal information about driver trainees in order to build rapport.
- remember routes through large cities, including details such as low underpasses and narrow turns in order to provide advance warning and learning opportunities to trainees.

6. Finding Information

The Finding Information Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Coach/Mentor/Assessor tasks that involve finding information are at Complexity Levels 1 and 3.

Examples

Coach/Mentor/Assessor:

- find information about current road conditions and weather forecasts. They listen to announcements on radio stations and weather channels and receive updates from dispatchers and other drivers to help coach driver trainees about upcoming situations and conditions. (Level 1)
- find information about driver trainees. They review driving records, tests and assessments and consult with other coaches/mentor/assessors who have worked with the trainees. (Level 2)
- find information about routes, including restrictions, bridge heights and widths, scheduled construction and potential hazards and obstructions, in order to verify trip plans prepared by driver trainees. They consult with dispatchers and other drivers and search maps, road atlases, databases, road condition tables and construction schedules. (Level 2)
- search a wide range of sources including textbooks, trade publications and websites to find transferable lesson plans and learning materials. (Level 3)
- find information about changes to ground transportation rules and regulations by consulting co-workers and searching government websites, memoranda and notices. This is important to ensure they are providing driver trainees with the most current requirements. (Level 3)

G. Working with Others

The Working with Others Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Coach/Mentor/Assessor work with others at Complexity Level 3.

Description

In addition to tasks completed as professional drivers, Coach/Mentor/Assessor complete the following tasks:

- They coordinate and integrate job tasks with driver trainees. They supervise and provide guidance to driver trainees and work with them to develop learning goals. They work independently to complete daily and weekly progress reports and driving assessments, which they review with trainees.

Participation in Supervisory or Leadership Activities

Coach/Mentor/Assessor:

- participate in formal discussions about work processes or product improvement.
- have opportunities to make suggestions on improving work processes.
- monitor the work performance of others.
- inform other workers or demonstrate to them how tasks are performed.
- orient new employees.
- make hiring recommendations.

H. Computer Use

The Computer Use Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex).

The computer use tasks of Coach/Mentor/Assessor are at Complexity Levels 2 and 3.

Computer Use Profile

Coach/Mentor/Assessor:

- may use word processing. For example, they write, edit and format text for assessment reports and letters using programs such as Word. They may supplement text with imported logos, letterheads and photographs. (Level 3)
- use communications software. For example, they send and receive e-mail with attachments to supervisors, co-workers. They may receive information about regulations and links to government websites. (Level 2)
- use the Internet. For example, they may access websites to review acts, regulations and procedures, to download forms and to organize services such as repairs and hotel reservations. (Level 2)
- use other computer and software applications. For example, they use function keys and codes in loading and unloading systems to generate bills and printouts of load information. They use route optimization software such as PC Miler to review road maps and identify distances and times of trips. Some drivers may use them to plan and customize travel itineraries. (Level 2)

I. Continuous Learning

Coach/Mentor/Assessor perform continuous learning tasks at Complexity Level 3.

Coach/Mentor/Assessor are expected to stay abreast of industry trends and changes to government rules and regulations. Continuous learning is typically related to driving skills, compliance and safety, company policies and procedures, new technology, and teaching strategies. They learn through their daily tasks and interactions with dispatchers, supervisors and other Coach/Mentor/Assessor and by reading trade publications, e-magazines and government legislation, memoranda and notices. They may participate in their organizations' in-house training programs and those offered through associations on topics such as learning strategies, coaching and mentoring techniques, assessment and adult learning

Coach/Mentor/Assessor need to re-certify at designated intervals, refreshing knowledge and skills as needed.

How the Learning Occurs

Learning may be acquired:

- as part of regular work activity
- from co-workers
- through training offered in the workplace
- through reading or other forms of self-study:
 - at work
 - on worker's own time
 - using materials available through work
 - using materials obtained on worker's own initiative
- through off-site training:
 - during working hours at no cost to the worker
 - partially subsidized
 - with costs paid by the worker

J. Other Information

Other Information summarizes additional information collected during interviews with job incumbents and focus groups with occupational experts.

1. Physical Aspects

Coach/Mentor/Assessor sit to drive, read and complete forms. They walk, bend and climb to inspect tractors and trailers and to load, secure, transport, unload and deliver cargo. They use hand-eye coordination and upper limb coordination to drive trucks and to operate equipment. Multiple-limb coordination is required for climbing on board tractors, trailers and equipment. They use heavy strength to move equipment and goods.

2. Attitudes

Coach/Mentor/Assessor must be calm, patient and flexible. They must enjoy working with people and be empathetic, creative, non-judgmental, motivating and positive. They must be able to recognize individuals' personal strengths and build on these to encourage self-confidence

3. Future Trends Affecting Essential Skills

In the future, Coach/Mentor/Assessor will need enhanced essential skills to work with computers and to remain current about adult learning strategies and legislation and stricter environmental and safety standards. The adoption of computers by carrier companies will require advanced computer skills and continuous learning of Coach/Mentor/Assessor. Changes to adult learning strategies and government regulations and stricter transportation, safety and environmental standards will increase the requirement for reading, writing and document use skills.



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