EU-Coaching-Project HERMES

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EU HERMES Project (March 2007-March 2010):

"Coaching-style training for driving instructors"

Interim Report

to the European Commission, DG TREN
(based on months 1-24 of the project)

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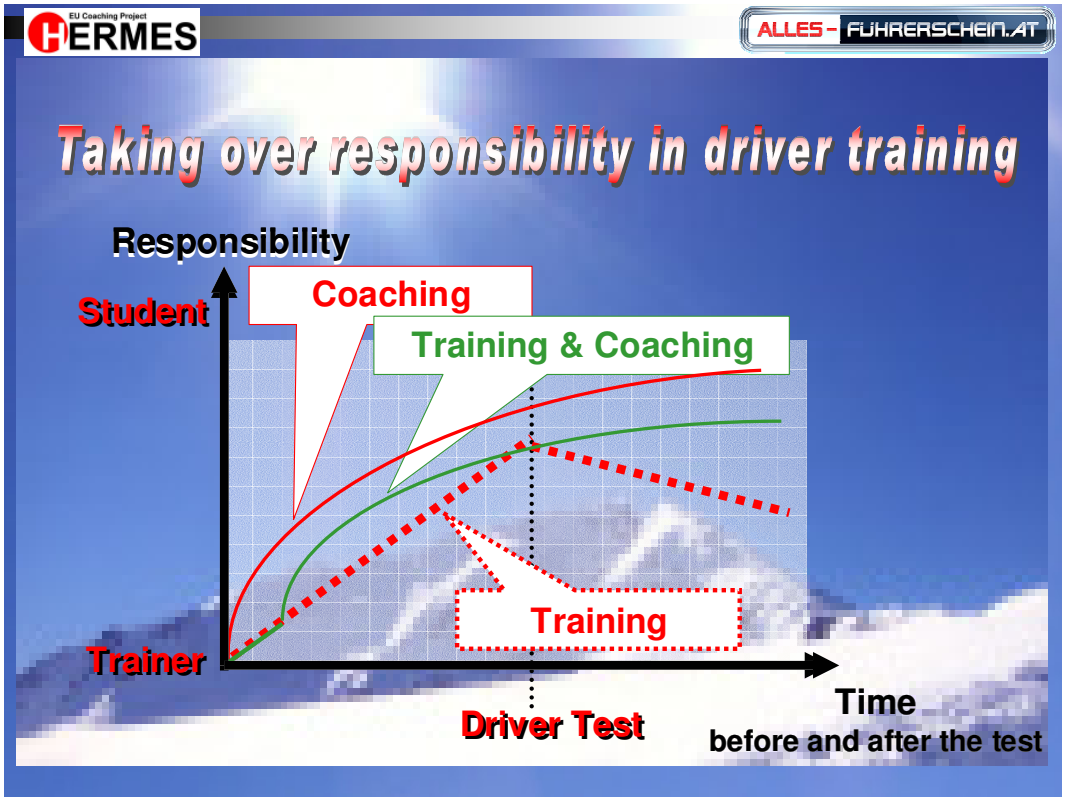
Table of Contents

1. Introduction

It is the general aim of the EU-HERMES project to develop more efficient communication styles (primarily coaching) for driving instructors in Europe to achieve safer drivers. It will be evaluated if and how coaching techniques can be applied in driver basic and further training. Practical coaching scenarios are going to be developed. Any action is based on the principles of the GDE-Matrix (Goals for Driver Education).

The need for a change in communication style form pure teaching to coaching-style is argued as follows: during basic driver training responsibility for each behavioural action shifts stepwise from the instructor to the student until the test. But after the driving test self-responsibility for safe behaviour often decreases and causes accidents (single vehicle accidents are most of the fatalities in young driver accidents caused by irresponsible behaviour based on risk taking, fatigue, inattention, peer-group pressure, showing off…).

With coaching it shall be achieved that responsible behaviour shall be elaborated by the student himself and the shift for responsibility in driver behaviour shall take place as early as possible in driver training by making use of coaching-style to achieve more sustainable self-responsibility or even a further increase also after the test. As a compromise a mixture of teaching at the very beginning and coaching-style is under discussion. This main idea is illustrated in the graph below:



2. Overview of project status

WP	Project deliverable / action	Status	Remaining work
WP1	▪ State-of-the-Art report on coaching for driving instructors	Completed, October 07	This report may be updated based on the findings of the second half of the project.
WP2	▪ Trainee's course manual (3-day coaching course)	Not yet started	This manual will be written once we have finalised the exact content and methods to be used in the 3-day coaching course (April 2009+)
WP3	▪ Trainer's handbook (3-day coaching course)	Completed, May 07	This handbook was written as the basis of the 3-day coaching course. It may be revised based on the findings of the before-after evaluation (WP6)
WP3	▪ 3-day coaching course (to be tested in practice with driving instructors, + 1-day follow-up)	Completed, June/Aug 08	The 3+1 day coaching course will be revised based on the findings of the before-after evaluation and the experiences of the course leaders. At least the following aspects of the course will be further developed: - more exercises to develop core coaching skills (primarily questioning) - a more structured programme for the follow-up day (the 1-day session a few weeks after the initial 3-day training) - a focus on 'giving up control' and 'giving up the traditional hierarchy between instructor and learner'.
WP4	▪ Training-of-trainer's handbook	Not yet started	This manual will be written towards the end of the project once all other training components are in place.
WP5	▪ Training material (60 X coaching scenarios)	Started, August 08 to be continued	A total of 19 draft scenarios have been completed so far. Further scenarios are now being developed with a view to testing them in the full project meeting in Luxembourg on March 9-11 2009.
WP5	▪ HERMES film	preparations	Filming is scheduled to take place in the autumn of 2009.
WP6	▪ Before-after evaluation (of 3-day coaching course)	Before-evaluation completed	The pre-training 'before-measurement' was completed prior to the delivery of the 3-day training in June + August 2008. The full results, including the post-training evaluation, comparisons and audit results, were completed in April 2009.

2.1. Status of individual work packages

The following actions have been achieved:

- The state-of-the-art report on coaching for driving instructors has been completed (WP1) – it is not included in this interim-report as it has been published on the websites of www.cieca.be and www.alles-fuehrerschein.at
- The first version of the 3-day training course manual (trainer handbook) has been completed (WP3)
- The 3-day training course itself (+ 1-day follow-up) has been carried out in practice (WP3)
- The first part of the before-after evaluation of the effectiveness of the 3-day course has been completed – questionnaire and audits (WP6)
- We have begun to develop individual coaching scenarios (on-track, in-car and classroom exercises), (WP5)

More detail on the individual work packages is given below.

Work package 1: State-of-the-Art report on coaching for driving instructors

See attached document (HERMES state of the art report FINAL.pdf)

THE HERMES state-of-the-art report on coaching and optimal communication skills for driving instructors was published on the HERMES website in October 2007 (see now: www.alles-fuehrerschein.at/hermes). The 65-page document contains the principles and process of coaching (as currently understood by the project team), in addition to a range of active-learning methods which can be used in track, on-road and class-based driver training.

This report may be updated on the basis of the findings of the rest of the project.

Work package 3: Trainer handbook (of 3-day coaching training course)

See attached document (HERMES 4-day coaching course for driving instructors_updatedNov2008_ENGLISH.pdf)

The second draft of the 3-day course manual (since extended to 4-days), which will form the basis of the trainer handbook, was completed in November 2008. The 54-page document introduces the course participants (= driving instructors) to coaching and to coaching methods through a series of participant-oriented exercises (in a seminar room). Each exercise has a content aim (e.g. a driving skill to develop, such as how to hold a steering wheel) and a didactic aim (a teaching skill to develop, such as practising in the role of 'coach'). Coaching scenarios are explored with the participants who, over the course of the programme, gradually develop and build their own joint set of principles and processes for coaching.

Work package 3: Implementation of the 3-day coaching training course

The 3-day coaching course was given to 18 Austrian driving instructors in Vienna on June 9-11 2008. The course leaders were Gregor Bartl and Kay Schulte and the training was observed by Marc Pannacci (all members of the HERMES project team).

A follow-up training day took place with these instructors on August 24th, also in Vienna.

Work package 5: Coaching scenarios

60 coaching scenarios will be developed over the course of the project. These scenarios consist of on-road, track and classroom-based training exercises, with a coaching, participant-oriented dimension, addressing all the levels of the GDE matrix (Goals for Driver Education).

19 draft scenarios have been completed. These scenarios, and a lot more, were presented and tested in an extended full project meeting in Luxembourg on March 9-11 2009.

Work package 6: Before-after evaluation of the 3-day coaching training course

Prior to the 3-day training in June 2008, various pre-training measurements were taken, as follows:

- A pre-training questionnaire was given to driving school pupils, in order to see how they evaluated the teaching skills of the driving instructors (before these instructors took the HERMES coaching course)
- Independent observers 'audited' the instructors, again with regard to their teaching skills.

2.2. Meetings

For meeting reports, please see the Meeting-reports.

As of August 2008, a total of 4 full project meetings and 2 steering committee meetings have taken place, as follows:

Meeting	**Date**	**Location**
Kick-off meeting	March 5-6, 2007	Brussels
Steering committee meeting 1	June 18-19, 2007	Vienna
Full project meeting 2	September 19-20, 2007	Barcelona
Steering committee meeting 2	December 10-11, 2007	Berlin
Full project meeting 3	March 6-7, 2008	Prague
Full project meeting 4	October 16-17, 2008	Vienna
Extended full project meeting	March 9-12 2009	Luxemburg

3. Evaluation of HERMES-Coaching Seminar

3.1. Students' feedback before - after HERMES Coaching seminar

Keskinen, Katila & Laaksonen

METHOD

SUBJECTS

Driving students

In total 285 driving students took part in the study (table 1). They formed two groups according to when they participated. The ones who participated before the instructors' three day coaching seminar served as subjects in the first measurement of this study. The ones who participated after the coaching seminar served as subjects in the second measurement of the study.

Table 1. Measurement and the amount of subjects, age & gender

		Age*				Gender**	
Measurement	N	M	SD	Mo	Md	Male	Female
1.	158	21.31	7.14	18	19	76	80
2.	127	20.23	4.86	18	19	70	56

* 17 subjects did not give information about their age in both 1. and 2. measurement

** 2 subjects from the 1. measurement and 1 subject from the 2. measurement did not answer the question about their gender

First measurement

Driving students (N=158) ranging in age from 15 to 60 years (M=21.3, SD= 7.14) served as subjects in the first measurement of this study (table 1). The gender of the subjects was evenly distributed (male n=76 and female n=80). Male and female subjects had a similar educational background (Table 2). Most of them were employees or students in a school with a matura exam. Subjects completed the questionnaire mainly after a safe driving course (n=50) or a theory lesson (n=96) (table 3). Only five subjects completed it after a driving lesson and seven after a feedback drive.

Second measurement

130 driving students took part in the second measurement of the study. Three of them answered the questionnaire without any inner variation and thus they were eliminated from the data. Therefore 127 driving students, 70 male and 56 female, served as subjects in the second measurement of the study (table 1). The age range was 16-48 years (M= 20.2, SD=4.86). The driving students were mostly employees, both male and female subjects (table 2). Most of the subjects completed the questionnaire after a theory lesson or a safe driving course (table 3).

Table 2. Students' educational background and gender (%)

	Gender			
	Male		Female	
Subjects educational background*	1.	2.	1.	2.
employee	36.1	38.1	38.7	47.3
student in a school with a matura exam	31.9	25.4	38.7	25.5
apprentice	11.1	25.4	8.0	16.4
student	13.9	7.9	8.0	7.3
student in a vocational school without a matura exam	6.9	3.2	6.7	3.6
Total (n)	100 (72)	100 (63)	100 (75)	100 (55)

* 11 subjects in the 1. measurement and 9 subjects in the 2. measurement did not give information about their educational background

1. = first measurement

2. = second measurement

Table 3. When the questionnaire was completed (%)

	Measurement	
Questionnaire was completed after	1.	2.
Theory lesson	60.8	41.7
Safe driving course	31.6	33.1
Feedback from driving	4.4	12.6
Driving lesson	3.2	12.6
Total (n)	100 (158)	100 (127)

Driving instructors

Experiences on the three day seminar

17 driving instructors took part in the first measurement of this study. They completed the questionnaire after the three-day seminar and they have marked on the questionnaires that they have answered the questions after a safe driving course (n=4), a driving lesson (n=4), a feedback drive (n=5) or a theory lesson (n=4). Neither the age nor the gender of the driving instructors was asked.

Evaluation of own teaching style

In the second measurement of the study 14 driving instructors who attended to the seminar evaluated their own teaching from a student's point of view. The questionnaires were completed after a safe driving course (n=9), after a driving lesson (n=3) or after a feedback drive (n=2).

MEASUREMENT

Based on conceptual framework of coaching (Whitmore, 2006) a 29-item questionnaire was developed to asses driving students' experiences of the driving course and driving instructors' experiences of the coaching seminar and evaluations of their own teaching. Data was collected in Austria from several driving schools and the questionnaires were presented for subjects in German language (appendix 1).

Responses were made on a 5-point scale, varying from a positive to a negative pole (1=positive, 5=negative). Only in one item *Although the course leaders were nice and cool, I didn't really learn anything* the scale varies from a negative to positive pole (however, the question was also negative, so the meaning is parallel with other items). The scales were reversed in order to make the understanding of the results easier. Thus the bigger the value, the bigger the effect was. Because in the item *In my opinion this course was just a money-spinner and a waste of time* the content was opposite to other items, the original scale was preserved.

Forming the mean variables was made in three steps. The first step was to conduct a factor analysis (GLS-extraction method and oblique rotation) for these 29 items. Only driving students (from the first measurement) were used as subjects for the analysis because of the small amount of driving instructors. A six factor -model ($\chi^2(165)=182.13$,

p>.05) was formed with the help of factor analysis. Some items were excluded from the model because they did not fit into it.

In the second step the factor model was reformulated with help of a conceptual analysis and bivariate correlations (Spearman) between the occasional items and the factors. According to this step six mean variables were formed and the internal consistencies (Cronbach's alpha) were tested.

The third step was to assure the adequacy of the summary variables with the conceptual framework. This was conducted by the corrected item correlations (item's own value was eliminated) with the mean variables. Finally, the six mean variables were reconstructioned (table 4) and their inner consistencies (Cronbach's alpha) were tested. The inner consistency of these mean variables (from α=.68 to α=.81) and correlations between the items and the mean variables (from r=.36 to r=.74) showed appropriate results in the first measurement of the study. These mean variables conform to illustrate also the results of the second measurement well enough (table 4). The inner consistency (from α=.60 to α=.83) and correlations (from r=.34 to r=.74) of the second measurement showed appropriate results, too.

Some of the items (table 4) were analysed as a single variables because they did not fit in to any of the mean variables.

Table 4. Mean variables, Cronbach alphas and corrected item-total correlations

Mean variables (scales 1-5)	α_1	r_1	α_2	r_2
Experience of own personal growth as a driver	.81		.73	
How much did this course help you to learn more about yourself?		.74		.60
How much did the theory unit give you more self confidence?		.64		.58
How much did the theory unit give you a more accurate picture of yourself as a driver?		.61		.57
How much personal attention did you get?		.54		.45
How much did the learning content appeal to you personally and "get under your skin"?		.51		.34
Possibility to take responsibility of own learning and behaviour	.74		.70	
How much did you feel jointly responsible for shaping the course content?		.65		.55
How much were emotional themes discussed?		.52		.44
Were you able to define your own learning goals?		.50		.54
Who made the most decisions regarding the next learning steps during the theory session?		.48		.36
How much did the course leaders emphasise that you yourself are responsible for the learning process?		.36		.42
Own activeness	.69		.62	
How active were you during the course?		.52		.44
During the course, were you rather lectured to or did you tend to play a more active role?		.52		.44
Interactivity of the teaching style	.76		.60	
How meaningful were the questions that the course leaders asked you?		.71		.48
How interested were the course leaders in your comments?		.57		.44
How often did the course leaders ask questions?		.54		.34
Experiences of the course leader	.79		.83	
How effective did you find the learning methods used by the course leaders?		.66		.59
I would recommend these course leaders to my friends:		.58		.74
The course leaders were:		.54		.71
How cool were the course leaders?		.54		.58
How motivated were the course leaders to work with you?		.53		.59
Contentment with the course	.68		.65	
How useful did you find the course?		.59		.45
How useful is the course content for you in the real traffic?		.56		.36
How interesting did you find the course?		.47		.53
In my opinion this course was just a money-spinner and a waste of time:		.36		.45
Separate questions:				
How was the learning atmosphere?				
Were the exact learning goals discussed for the course?				
How often did the course leaders ask you to play an active role?				
If you were a good coaching leader, would you rather let participants work out the learning phases and solutions themselves or would you tend to explain and demonstrate everything?				
Although the course leaders were nice and cool, I didn't really learn anything:				

1= first measurement

2= second measurement

The mean variables which embody the goals of coaching (*personal growth* and *responsibility*) correlated well (table 5). Also between the mean variables *Interactivity of the teaching style* and *Experiences of the course leader* was a quite strong positive correlation. The mean variable *Contentment with the course* had the weakest correlation to the other mean variables. To emphasize, the mean variable *Activeness* was more strongly correlated to the goals of coaching after the coaching seminar (second measurement) than before it (first measurement).

Table 5. The mean variable correlations (r_s)
In a right upper corner the correlations from the 1. measurement and in a left lower corner the results from the 2. measurement

Mean variables	1.	2.	3.	5.
1. Experience of own personal growth as a driver	1	.63**	.49**	.47**
2. Possibility to take responsibility of own learning and behaviour	.65**	1	.41**	.42**
3. Own activeness	.38**	.33**	1	.33**
4. Interactivity of the teaching style	.40**	.37**	.27**	.57**
5. Experiences of the course leader	.48**	.45**	.30**	1
6. Contentment with the course	.50**	.29**	.26**	.55**

** = sig. level .01

*= sig. level .05

RESULTS

DRIVING STUDENTS

Driving student's (N=158) experiences concerning normal driving school education (first measurement) were very positive (table 6). The means of all variables were at least on the level of three in the five points scale. *Interactivity of the teaching style, Experiences oft the course leader* and *Contentment with the course* got the best evaluations. Students evaluated that *Possibility to take responsibility* was the least realized thing in the driving school education.

The experiences of the driving school education following the rules of coaching were also very positive (table 6) according to the driving students (N=127). In total, the results were very similar to the first measurement but a little bit more positive. The course leaders were experienced in a positive manner by the students and the students were very content with the course. Like in the first measurement of the study, the possibility to take responsibility was the least realized thing.

Table 6. Descriptive statistics for the mean variables

					Percentage**				
Mean variables	*	N	M	SD	1-1.4	1.5-2.4	2.5-3.4	3.5-4.4	4.5-5
Experience of own personal growth as a driver	1.	158	3.65	.82	.6	7.6	33.5	38.6	19.6
	2.	127	3.82	.69		3.9	26.0	52.8	17.3
Possibility to take responsibility of own learning and behaviour	1.	158	3.28	.74	.6	14.6	45.6	34.8	4.4
	2.	127	3.37	.69		10.2	49.6	34.6	5.5
Own activeness	1.	158	3.66	.92	2.5	12.0	33.5	39.9	12.0
	2.	127	3.89	.79	1.6	4.7	36.2	40.9	16.5
Interactivity of the teaching style	1.	158	4.19	.71	1.3	.6	12.7	45.6	39.9
	2.	127	4.24	.55		.8	9.4	53.5	36.2
Experiences of the course leader	1.	158	4.61	.45			2.5	31.6	65.8
	2.	127	4.57	.48			3.9	32.3	63.8

Contentment with the course	1.	158	4.45	.57	1.9	3.8	48.7	45.6
	2.	127	4.46	.53		7.9	40.2	52.0

* 1. = first measurement
2. = second measurement

** the sum of percentage is 100.0% for every summary variable at each measurement

As shown in the figure 1, the experiences of the driving students were highly positive. In particular the results of the driving education following the rules of coaching were slightly more positive than the results of the normal driving education. It seems that the coaching had the biggest influence to the personal growth and activeness, because of their difference in the first and the second measurement. However, the only difference was found for activeness ($U= 8691.00$, $p< .05$) in the statistical tests. Thus, the coaching had influenced the course leaders teaching style which provided the students to be in a more active role.

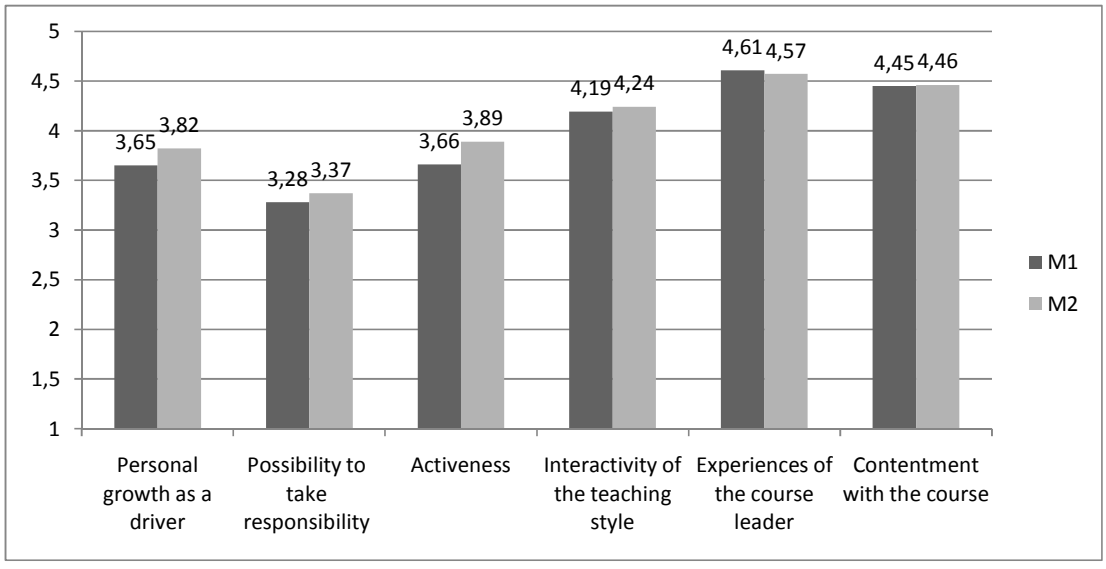


Figure 1. The means of the mean variables for driving students, M_1= first measurement and M_2= second measurement

The effects of the background variables on the mean variables

Analysis of variance (ANOVA) was used to examine how age, gender and educational background influenced the mean variables *personal growth as a driver, possibility to take responsibility, own activeness, interactivity of the teaching style, experiences of the course leader* and *course contentment*. For the analyses the subjects were divided into two groups according to their age (20 year old or younger and over 20 years; subjects being

40 years or older were removed), and according to their educational background (working and studying). The variable *the questionnaire was completed after* was left out from the analysis, because the distribution of the subjects among the groups (theory lesson, driving lesson, safe driving course and feedback drive) was very unequal. This could have contorted the results if it had been included to the analysis.

When analysing the results it should be considered that the variances were uneven in the mean variables: *personal growth* ($F=2.14$, $p<.01$), *responsibility* ($F=1.77$, $p<.05$), *own activeness* ($F=2.30$, $p<.01$) and *experiences of the course leader* ($F=1.56$, $p<.001$). However, the sample size was big (n=285) and the distributions had quite similar shapes (even if positively skewed) in the first and the second measurement of the study. Thus, the unevenness of the variances did not hinder the analyses.

Experiences of the own personal growth as a driver

The means for *the experiences of own personal growth as a driver* are shown in table 7. In table 8 is shown how educational background, age, gender and time of the measurement influenced *the experiences of own personal growth as a driver*.

Table 7. The means for *the own personal growth as a driver*

		M_1	SD_1	M_2	SD_2
Time of the measurement		3.65	.82	3.82	.69
Educational background	working	3.77	.98	3.78	.71
	studying	3.58	.68	3.82	.67
Age	≤ 20	3.62	.76	3.78	.65
	> 20	3.54	.90	4.04	.73
Gender	Male	3.68	.86	3.81	.71
	Female	3.65	.79	3.83	.66

1= first measurement
2= second measurement

Table 8. Analysis of variance for *the own personal growth as a driver*

Source	df	F	η	p
Educational background (E)	1	.07	.00	.79
Age (A)	1	.17	.00	.68
Gender (G)	1	.27	.00	.60
Measurement (M)	**1**	**5.54**	**.03**	**.02**
E x A	1	.11	.00	.74
E x G	1	.01	.00	.91
E x M	1	1.36	.01	.24
A x G	1	.10	.00	.75
A x M	**1**	**4.33**	**.02**	**.04**
G x M	1	.02	.00	.88
E x A x G	1	.00	.00	.98
E x A x M	1	.01	.00	.92
E x G x M	1	.72	.00	.40
A x G x M	1	.00	.00	.97
E x A x G x M	1	.26	.00	.61
error	210			

The time of the measurement had a main effect on *the experiences of personal growth* ($F_{1,210}$=5.54, p<.05, η_p^2=.03). Thus, the driving school education following the rules of coaching offered the subjects a better possibility to experience personal growth as a driver than the normal driving school education.

The time of the measurement and the age had an interaction on *the experiences of personal growth* ($F_{1,210}$=4.33, p<.05, η_p^2=.02) (Figure 2). Over 20 years old subjects experienced the better chance to experience personal growth in the second measurement than in the first measurement (U=284.00, p<.05). 20 year old or younger subjects experienced the personal growth equally in the measurements. Therefore, the experiences of the personal growth as a driver rely on the age of the subject.

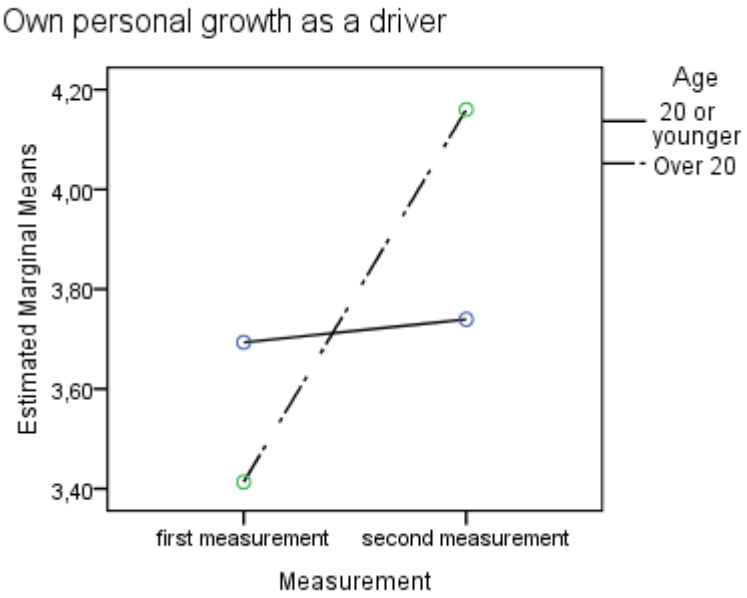


Figure 2. Measurement's and Age's interaction on *the personal growth as a driver*

Experiences of the possibility to take responsibility of own learning and behaviour

In table 9 is shown the means for *the possibility to take responsibility* and in table 10 is shown how educational background, age, gender and time of the measurement influenced *the possibility to take responsibility*.

Table 9. The means for *the possibility to take responsibility*

		M_1	SD_1	M_2	SD_2
Time of the measurement		3.28	.74	3.37	.69
Educational background	working	3.43	.79	3.33	.76
	studying	3.20	.66	3.34	.54
Age	≤ 20	3.22	.68	3.26	.66
	> 20	3.25	.88	3.64	.79
Gender	Male	3.35	.70	3.42	.74
	Female	3.22	.78	3.31	.65

1= first measurement
2= second measurement

Table 10. Analysis of variance for *the possibility to take responsibility*

Source	df	F	η	p
Educational background (E)	1	1.81	.01	.18
Age (A)	1	.30	.00	.58
Gender (G)	1	1.58	.01	.21
Measurement (M)	1	1.56	.01	.21
E x A	1	1.78	.01	.18
E x G	1	3.07	.01	.08
E x M	1	1.75	.01	.19
A x G	1	.23	.00	.63
A x M	**1**	**4.36**	**.02**	**.04**
G x M	1	.00	.00	1.00
E x A x G	1	2.59	.01	.11
E x A x M	1	.31	.00	.58
E x G x M	1	1.08	.01	.30
A x G x M	1	.23	.00	.63
E x A x G x M	1	.14	.00	.71
error	210			

The time of the measurement and the age had an interaction on *the possibility to take responsibility* ($F_{1,210}$=4.36, p<.05, η_p^2=.02) (Figure 3). Over 20 years old subjects felt more able to be responsible in the second than in first measurement of the study (U= 304.50, p<.05). On the contrary, 20 year old or younger students felt less able to take responsibility in the second measurement than in the first measurement.

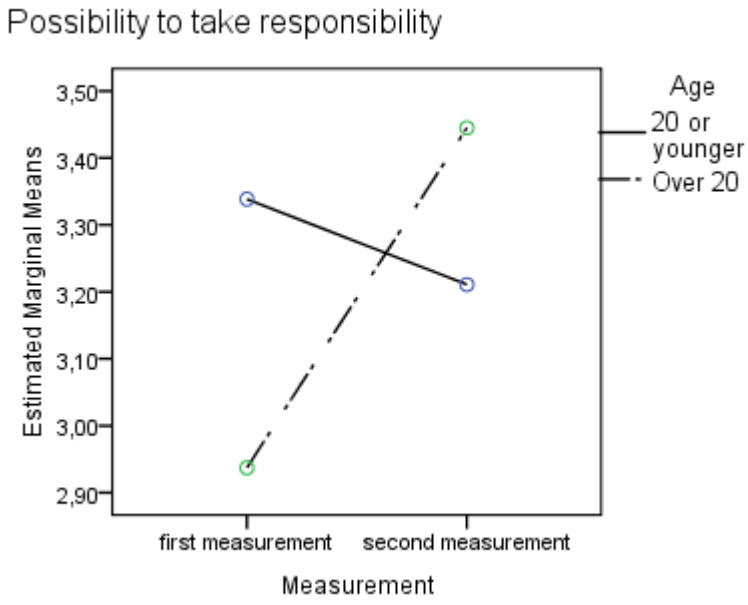


Figure 3. Measurement's and Age's interaction on *the possibility to take responsibility*

Experiences of own activeness

The means for *the own activeness* are shown in table 11 while in table 12 is shown how educational background, age, gender and time of the measurement influenced *the own activeness*.

Table 11. The means for *the own activeness*

		M_1	SD_1	M_2	SD_2
Time of the measurement		3.66	.92	3.89	.79
Educational background	working	3.78	.89	3.93	.84
	studying	3.63	.90	3.77	.70
Age	≤ 20	3.61	.99	3.93	.70
	> 20	3.69	.79	4.07	.90
Gender	Male	3.72	.82	3.95	.79
	Female	3.64	1.00	3.83	.79

1= first measurement
2= second measurement

Table 12. Analysis of variance for *the own activeness*

Source	df	F	η	p
Educational background (E)	1	1.41	.01	.24
Age (A)	1	.15	.00	.70
Gender (G)	1	.68	.00	.41
Measurement (M)	**1**	**6.01**	**.03**	**.02**
E x A	1	.32	.00	.57
E x G	1	.71	.00	.40
E x M	1	.24	.00	.62
A x G	1	.15	.00	.70
A x M	1	1.17	.01	.28
G x M	1	1.55	.01	.21
E x A x G	1	3.01	.01	.08
E x A x M	1	.98	.00	.32
E x G x M	1	.04	.00	.85
A x G x M	1	1.11	.01	.29
E x A x G x M	1	.81	.00	.37
Error	210			

The time of the measurement had a main effect on the experiences of *own activeness* ($F_{1,210}$=6.01, $p<.05$, η_p^2=.03). Thus, the driving school education following the rules of

coaching let the subjects to be in a more active role than the normal driving school education.

Experiences of the interactivity of the teaching style

The means for *the interactivity of the teaching style* are listed in table 13. In table 14 is shown educational background, age, gender and time of the measurement were related to *the interactivity of the teaching style*.

Table 13. The means for *the interactivity of the teaching style*

		M_1	SD_1	M_2	SD_2
Time of the measurement		4.19	.71	4.24	.55
Educational background	working	4.17	.77	4.28	.54
	studying	4.17	.68	4.13	.59
Age	≤ 20	4.17	.71	4.21	.54
	> 20	4.12	.76	4.42	.48
Gender	Male	4.17	.76	4.26	.52
	Female	4.20	.67	4.23	.60

1= first measurement
2= second measurement

Table 14. Analysis of variance for *the interactivity of the teaching style*

Source	df	F	η	p
Educational background (E)	1	.22	.00	.64
Age (A)	1	.00	.00	.96
Gender (G)	1	.00	.00	.98
Measurement (M)	1	1.12	.01	.29
E x A	1	.53	.00	.47
E x G	1	.60	.00	.44
E x M	1	.20	.00	.65
A x G	1	.02	.00	.89
A x M	1	.91	.00	.34
G x M	1	.66	.00	.42
E x A x G	1	.07	.00	.79
E x A x M	1	.17	.00	.68
E x G x M	1	1.32	.01	.25
A x G x M	1	.47	.00	.50
E x A x G x M	1	.64	.00	.43
Error	210			

No effects or interactions between the experiences of *the interactivity of the teaching style* and the educational background, age, gender and time of the measurement were found. Thus, independent of the educational background, age, gender or time of the measurement, the subjects experienced the interactivity of the teaching style similarly.

Experiences of the course leader

In table 15 is shown the means for *the experiences of the course leader*, and in table 16 is shown how educational background, age, gender and time of the measurement influenced *the experiences of the course leader*.

Table 15. The means *for the experiences of the course leader*

		M_1	SD_1	M_2	SD_2
Time of the measurement		4.61	.45	4.57	.48
Educational background	working	4.62	.48	4.58	.45
	studying	4.62	.41	4.49	.55
Age	≤ 20	4.67	.39	4.54	.48
	> 20	4.41	.53	4.71	.37
Gender	Male	4.61	.46	4.53	.48
	Female	4.61	.44	4.60	.49

1= first measurement
2= second measurement

Table 16. Analysis of variance for *the experiences of the course leader*

Source	df	F	η	p
Educational background (E)	1	.48	.00	.49
Age (A)	1	1.9	.01	.17
Gender (G)	1	.17	.00	.68
Measurement (M)	1	.36	.00	.55
E x A	1	.10	.00	.75
E x G	1	3.18	.01	.08
E x M	1	.27	.00	.60
A x G	1	.74	.00	.39
A x M	**1**	**7.47**	**.03**	**.01**
G x M	1	.08	.00	.77
E x A x G	1	3.28	.02	.07
E x A x M	1	.28	.00	.60
E x G x M	1	.52	.00	.47
A x G x M	1	.00	.00	.96
E x A x G x M	1	.04	.00	.84
Error	210			

The age and the time of the measurement had also an interaction on *the experiences of the course leader* ($F_{1,210}$=7.47, p<.05, η_p^2=.03) (figure 4). Under 20 years old students experienced the course leader in a more positive way in the second than in the first measurement of the study (U=323.00, p<.05). 20 year old and younger students experienced the course leader conversely. The experiences were a bit more positive in the first measurement than in the second measurement of the study.

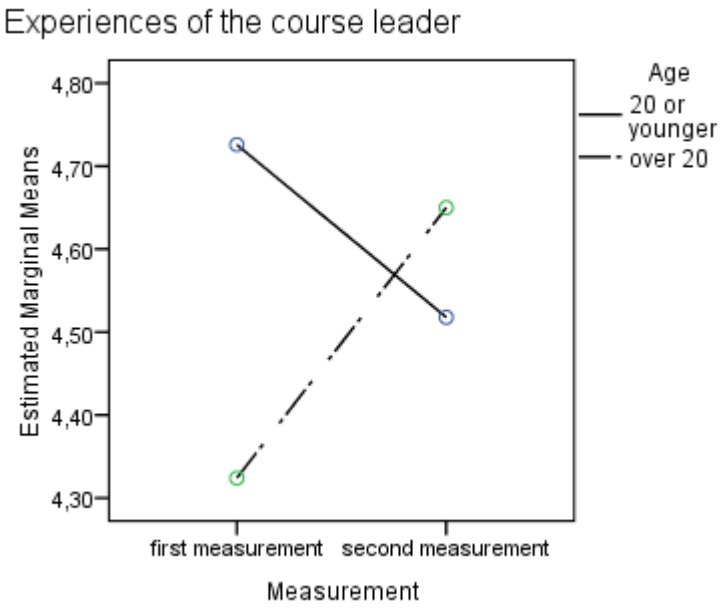


Figure 4. Measurement's and Age's interaction on *the experiences of the course leader*

Contentment with the course

The means for *the contentment with the course* are listed in table 17. In table 18 is shown how educational background, age, gender and time of the measurement influenced *the contentment with the course*.

Table 17. The means for *the contentment with the course*

		M_1	SD_1	M_2	SD_2
Time of the measurement		4.45	.57	4.46	.53
Educational background	working	4.45	.62	4.53	.52
	studying	4.45	.53	4.35	.54
Age	≤ 20	4.43	.56	4.41	.56
	> 20	4.40	.61	4.62	.43
Gender	Male	4.37	.69	4.43	.56
	Female	4.53	.41	4.50	.48

1= first measurement
2= second measurement

Table 18. Analysis of variance for *the contentment with the course*

Source	df	F	η	p
Educational background (E)	1	.01	.00	.91
Age (A)	1	.52	.00	.47
Gender (G)	1	.69	.00	.41
Measurement (M)	1	1.36	.01	.25
E x A	1	.05	.00	.82
E x G	1	.07	.00	.80
E x M	1	.03	.00	.87
A x G	1	.08	.00	.78
A x M	1	1.39	.01	.24
G x M	1	.15	.00	.70
E x A x G	1	.13	.00	.72
E x A x M	1	.96	.00	.33
E x G x M	1	.57	.00	.45
A x G x M	1	.02	.00	.89
E x A x G x M	1	.07	.00	.80
Error	210			

No effects or interactions between the contentment with the course and the educational background, age, gender and time of the measurement were found. So, independent of the educational background, age, gender or time of the measurement the subjects were *equally content* with the course

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EU-Coaching-Project HERMES

Hermes project – Results from a questionnaire study: students and instructors

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Ari Katila
Niina Laaksonen
University of Turku,
Department of Psychology

Hermes WP 6 Evaluation 1

Research questions

The aim of the study was to find out how effective was a three day coaching seminar for driving teachers as evaluated by students and teachers.

1. How students evaluate driving teachers' style of teaching before and after the teachers have been learning coaching style method in teaching in the three day seminar?

2. How teachers evaluate the three day coaching seminar?

3. How teachers evaluate their own teaching style after the three day seminar?

4. How was the teaching style of driving teachers before and after the three day coaching seminar as evaluated by independent observers/auditors?

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SUBJECTS

The amount of the subjects

	Measurement	
	1.	2.
Driving students	158	127
Driving instructors	17	14

Hermes WP 6 Evaluation 3

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SUBJECTS
Driving students

Measurement and the amount of subjects, age & gender

		Age*				Gender**	
Measurement	N	M	SD	Mo	Md	Male	Female
1.	158	21.31	7.14	18	19	76	80
2.	127	20.23	4.86	18	19	70	56

* 17 subjects did not give information about their age in both 1. and 2. measurement

** 2 subjects from the 1. measurement and 1 subject from the 2. measurement did not answer the question about their gender

Hermes WP 6 Evaluation 1

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SUBJECTS
Driving students

Measurement and the amount of subjects, age & gender

		Age*				Gender**	
Measurement	N	M	SD	Mo	Md	Male	Female
1.	158	21.31	7.14	18	19	76	80
2.	127	20.23	4.86	18	19	70	56

* 17 subjects did not give information about their age in both 1. and 2. measurement

** 2 subjects from the 1. measurement and 1 subject from the 2. measurement did not answer the question about their gender

Hermes WP 6 Evaluation 1

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SUBJECTS
Driving students

Students' educational background and gender (%)

	Gender			
	Male		Female	
Subjects educational background*	1.	2.	1.	2.
employee	36.1	38.1	38.7	47.3
student in a school with a matura exam	31.9	25.4	38.7	25.5
apprentice	11.1	25.4	8.0	16.4
student	13.9	7.9	8.0	7.3
student in a vocational school without a matura exam	6.9	3.2	6.7	3.6
Total (n)	100 (72)	100 (63)	100 (75)	100 (55)

* 11 subjects in the 1. measurement and 9 subjects in the 2. measurement did not give information about their educational background

1. = first measurement

2. = second measurement

Hermes WP 6 Evaluation 5

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SUBJECTS
Driving students

When the questionnaire was completed (%)

	Measurement	
Questionnaire was completed after	1.	2.
Theory lesson	60.8	41.7
Safe driving course	31.6	33.1
Feedback from driving	4.4	12.6
Driving lesson	3.2	12.6
Total (n)	100 (158)	100 (127)

Hermes WP 6 Evaluation 6

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SUBJECTS
Driving instructors

When the questionnaire was completed (n)

	Measurement	
Questionnaire was completed after	1.	2.
Safe driving course	4	9
Feedback from driving	5	2
Driving lesson	4	3
Theory lesson	4	
Total	17	14

Hermes WP 6 Evaluation 7

Before reading the results

Evaluation design and data collection method

1. Design was before after between subjects design: students could experience only a teaching situation before or after

2. Data collection methods was based on "absolute" (amount evaluation) evaluation of own experience on a scale 1 – 5, where 5 means high amount and 1 low amount of certain component of experience

3. Ceiling effect: high values already before, difficult to be better!

4. The after seminar evaluation happened ?? month after seminar – reacency effect was not any more valid

If there are now positive result, then they are reliable.

Before reading the results

Validity of results

The measurement concerns students' and teachers' evaluations concerning experiences of teaching style.

The questions are designed to measure two of the most important goals of coaching style teaching and four variables which mainly describe methods used in coaching style teaching.

The aim was to measure how coaching style teaching was realized in driving teachers' teaching and not how effective (concerning knowledge and skills) it was as a method for increasing learning.

The next question concerns learning of knowledge and skill contents.

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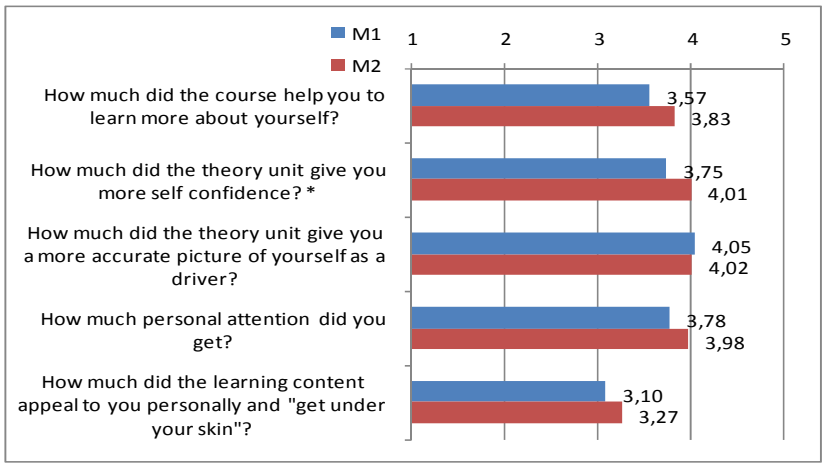
RESULTS
Driving students
The means for the single items of
Experience of own personal growth as a driver



M1= Means in the first measurement, M2= Means in the second measurement

*Significant difference (U= 8624.50, p<.05)

10

Hermes WP 6 Evaluation

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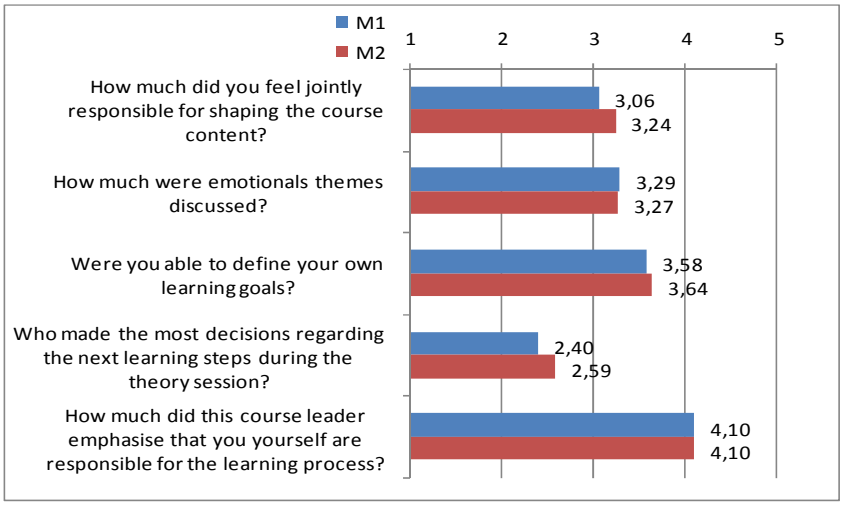
RESULTS
Driving students
The means for the single items of
Possibility to take responsibility



M1= Means in the first measurement, M2= Means in the second measurement

11

Hermes WP 6 Evaluation

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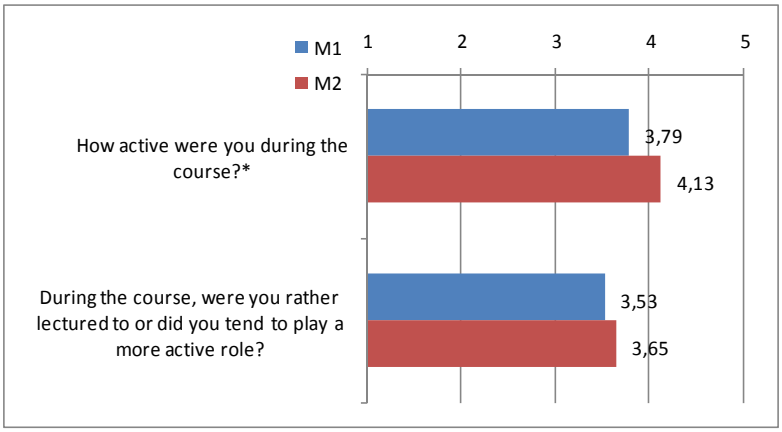
RESULTS
Driving students
The means for the single items of
Own activeness



M1= Means in the first measurement, M2= Means in the second measurement

* Significant difference (U=8027.50, p<.01)

12

Hermes WP 6 Evaluation

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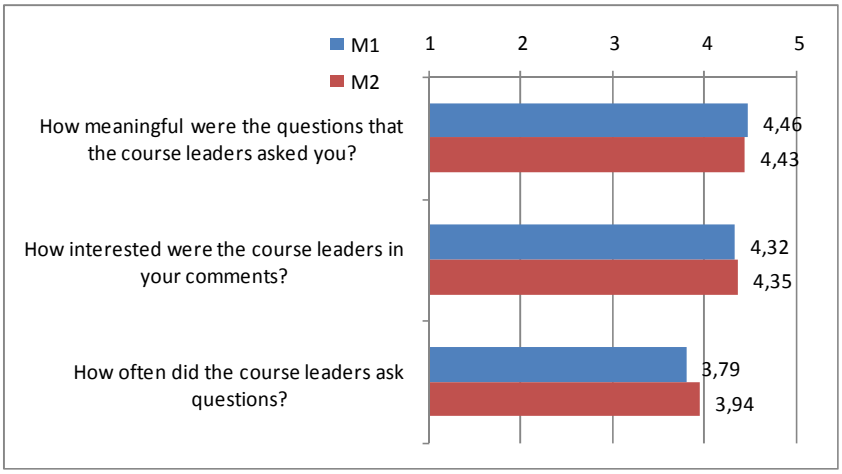
RESULTS
Driving students
The means for the single items of
Interactivity of the teaching style



M1= Means in the first measurement, M2= Means in the second measurement

13

Hermes WP 6 Evaluation

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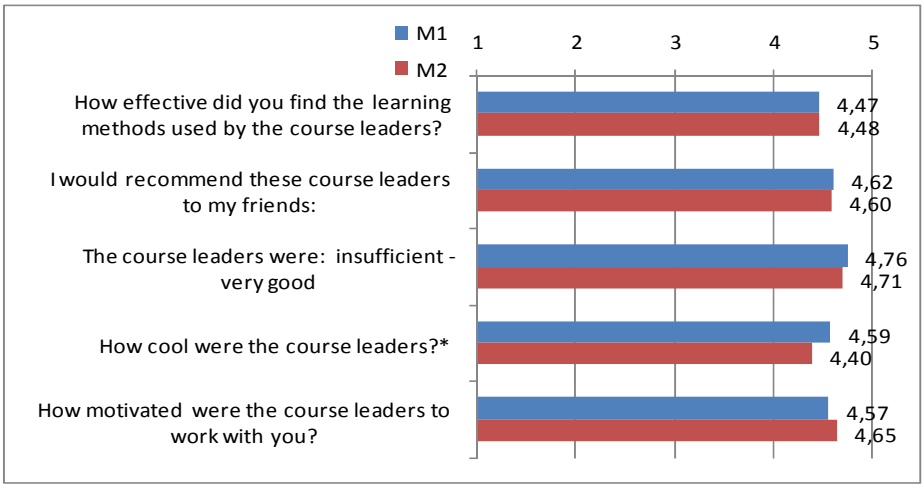
RESULTS
Driving students
The means for the single items of
Experiences of the course leader



M1= Means in the first measurement, M2= Means in the second measurement

* Significant difference (U=8247.00, p<.05)

14

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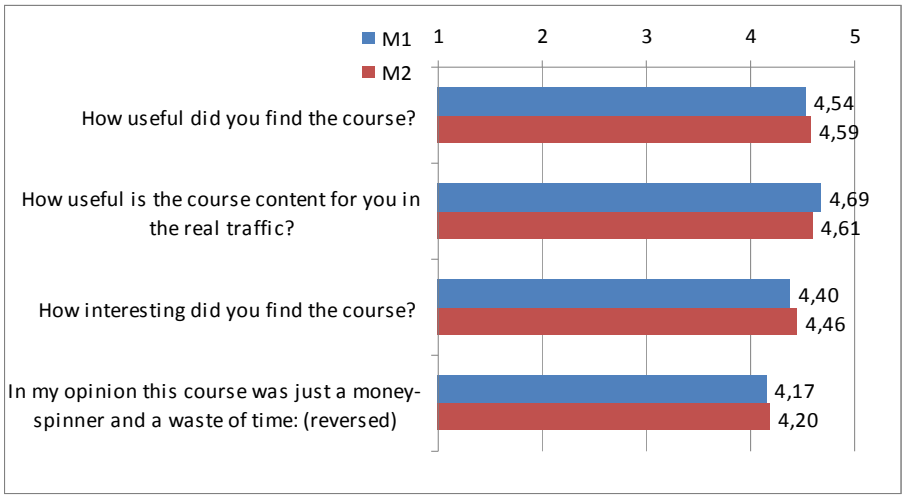
RESULTS
Driving students
The means for the single items of
Contentment with the course



M1= Means in the first measurement, M2= Means in the second measurement

15

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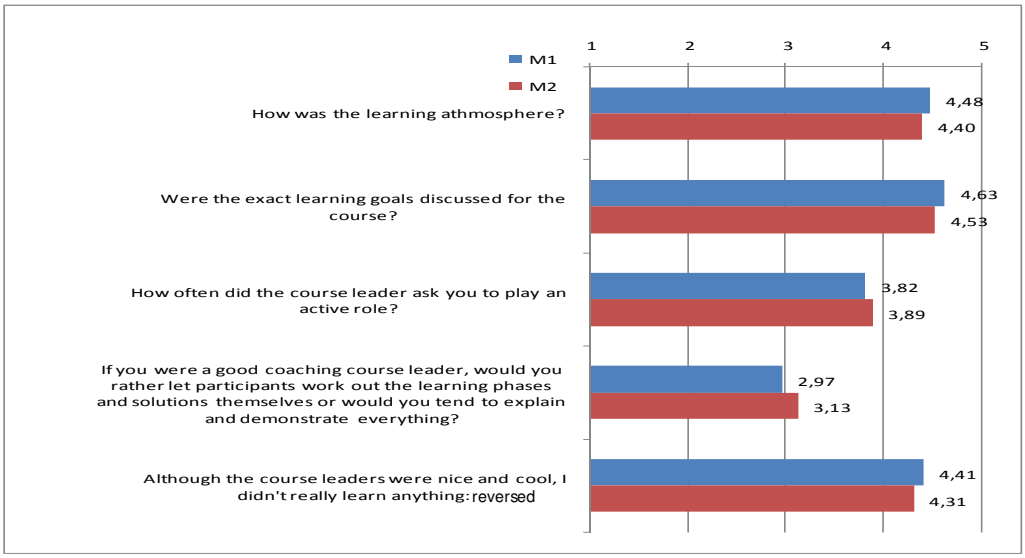
RESULTS
Driving students
The means for the separate questions



M1= Means in the first measurement, M2= Means in the second measurement

Hermes WP 6 Evaluation

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RESULTS
Driving students
Mean variables & reliability analysis 1

Driver's experience of his personal growth as a driver, α_1=.81, α_2=.73
How much did this course help you to learn more about yourself?
How much did the theory unit give you more self confidence?
How much did the theory unit give you a more accurate picture of yourself as a driver?
How much personal attention did you get?
How much did the learning content appeal to you personally and "get under your skin".

Hermes WP 6 Evaluation 17

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RESULTS
Driving students
Mean variables & reliability analysis 2

Driver's possibility to take responsibility of his own learning and behaviour, α_1=.74, α_2=.70

- How much did you feel jointly responsible for shaping the course content?
- How much were emotional themes discussed?
- Were you able to define your own learning goals?
- Who made the most decisions regarding the next learning steps during the theory session?
- How much did the course leader emphasize that you yourself are responsible for the learning process?

Hermes WP 6 Evaluation 18

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RESULTS
Driving students
Mean variables & reliability analysis 3

Driver's activeness, α_1=.69, α_2=.62

- How active were you during the course?
- During the course were you rather lectured to or did you tend to play a more active role?

Interactivity of the teaching style, α_1=.76, α_2=.60

- How meaningful were the questions that course leaders asked you?
- How interested were the course leaders in your comments?
- How often did the course leaders ask questions?

Hermes WP 6 Evaluation 19

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RESULTS
Driving students
Mean variables & reliability analysis 4

Driver's experiences of the course leader, α_1=.79, α_2=.83
How effective did you find the learning methods used by the course leaders?
I would recommend these course leaders to my friends?
The course leaders were: insufficient – very good
How cool were the course leaders?
How motivated were the course leaders to work with you?

Driver's contentment with the course, α_1=.68, α_2=.65
How useful did you find the course?
How useful is the course content for you in the real traffic?
How interesting you find the course?
In my opinion this course was just a money spinner and waste of time.

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RESULTS
Driving students

Separate questions:
How was the learning atmosphere?
Were the exact learning goals discussed for the course?
How often did the course leaders ask you to play an active role?
If you were a good coaching leader, would you rather let participants work out the learning phases and solutions themselves or would you tend to explain and demonstrate?
Although the course leaders were nice and cool, I didn't really learn anything

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RESULTS
Driving students

The mean variable correlations (r_s)

Mean variables	1.	2.	3.	5.
1. Experience of own personal growth as a driver	1	.63**	.49**	.47**
2. Possibility to take responsibility of own learning and behaviour	.65**	1	.41**	.42**
3. Own activeness	.38**	.33**	1	.33**
4. Interactivity of the teaching style	.40**	.37**	.27**	.57**
5. Experiences of the course leader	.48**	.45**	.30**	1
6. Contentment with the course	.50**	.29**	.26**	.55**

** = sig. level .01

*= sig. level .05

In a right upper corner the correlations from the 1. measurement and in a left lower corner the results from the 2. measurement

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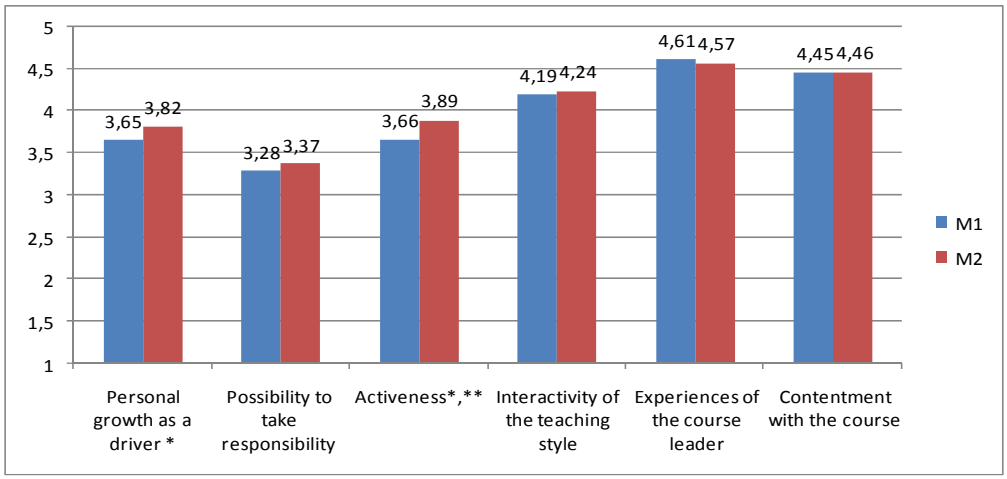
RESULTS
Driving students



The means for the mean variables (M1= first measuremet, M2= second measurement)

*The main effects on *Personal growth as a driver* ($F_{1,210}$=5.54, p<.05, η_p^2=.03) and on *Activeness* ($F_{1,210}$=6.01, p<.05, η_p^2=.03)

** Significant difference for *Activeness* (U= 8691.00, p<.05)

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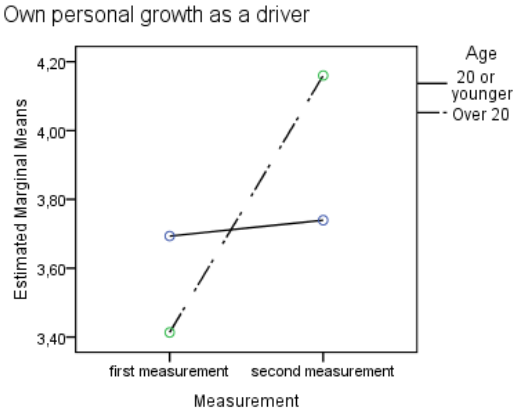
RESULTS
Driving students

The time of the measurement and the age had an interaction on the experiences of *the personal growth* ($F_{1,210}$=4.33, p<.05, η_p^2=.02).



Hermes WP 6 Evaluation 24

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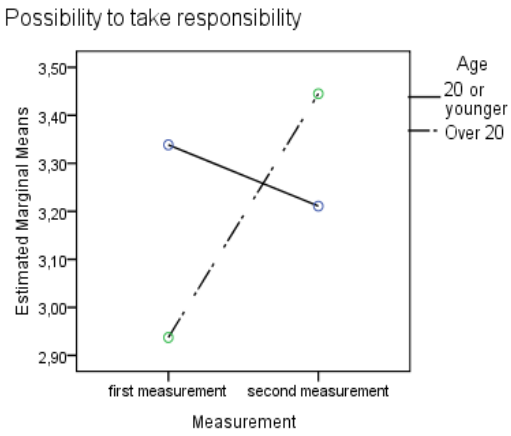
RESULTS
Driving students

The time of the measurement and the age had an interaction on *the possibility to take responsibility* ($F_{1,210}$=4.36, p<.05, η_p^2=.02)



Hermes WP 6 Evaluation 25

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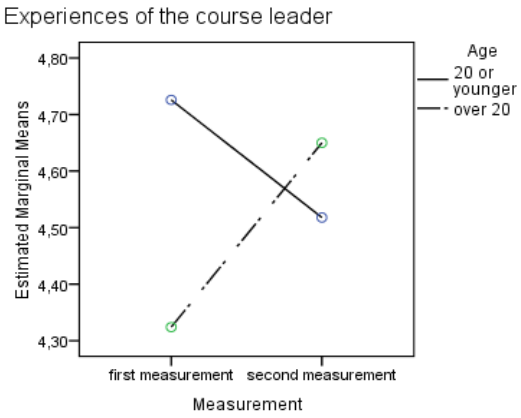
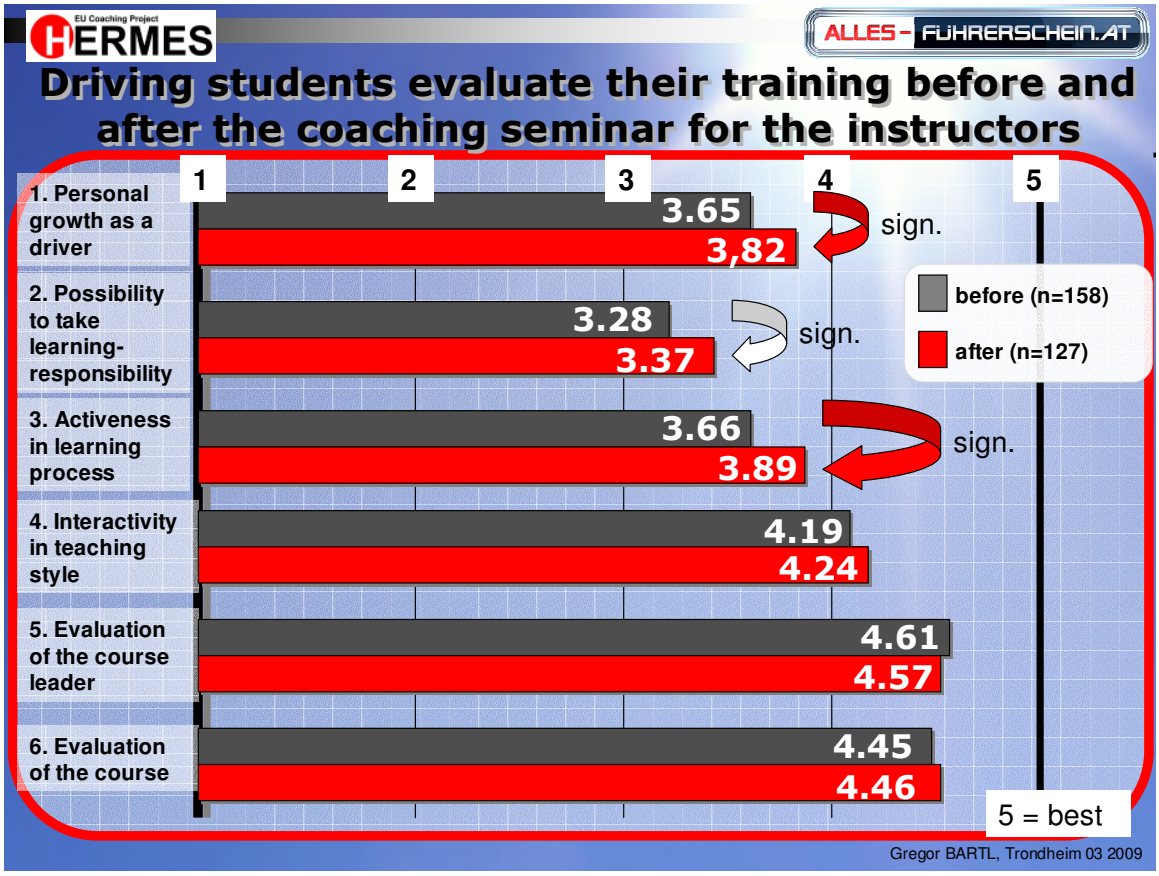
RESULTS
Driving students

The time of the measurement and the age had an interaction on *the experiences of the course leader* ($F_{1,210}$=7.47, p<.05, η_p^2=.03)



Hermes WP 6 Evaluation 26



3.2. Feedback analysis on driving instructor's HERMES Coaching-Seminar

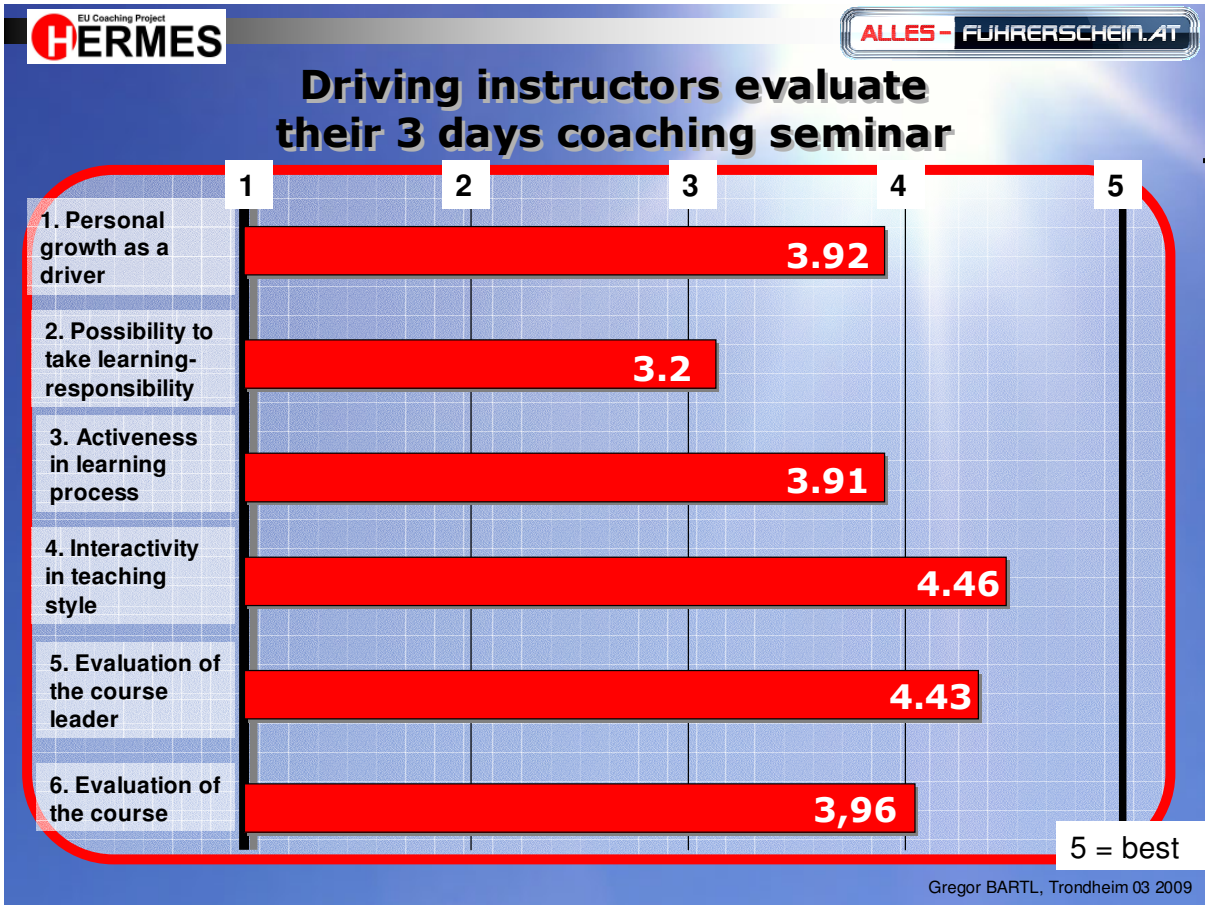
(Bartl & Urbanek)

In June 2008 17 driving instructors participated in a three days Coaching seminar at the driving camp Pachfurth close to Vienna / Austria lead by Kay Schulte and Gregor Bartl from the HERMES project team following the coaching handbook which has been elaborated so far – and will be further developed after during the remaining period of the HERMES project until begin of 2010 – also based on the experiences of this trial. After this three days coaching seminar they started to practice and two months later a one day supervision-seminar was carried out and then the after audits were conducted.

The selection of the driving instructors was rather random. They have been audited before and were informed that they shall participate in a seminar where an exchange of experience shall take place. They have been sent by their bosses rather randomly and summarized they can be seen as an average sample of typical Austrian driving instructors for executing the basic practical ant theory training, the feedback drives and the track training. It is compulsory in Austria to attend a driving school in Austria with theory in classroom an practice in car before the test. After the test novice drivers have to participate feedback drives and a track training (multiphase or second phase training).

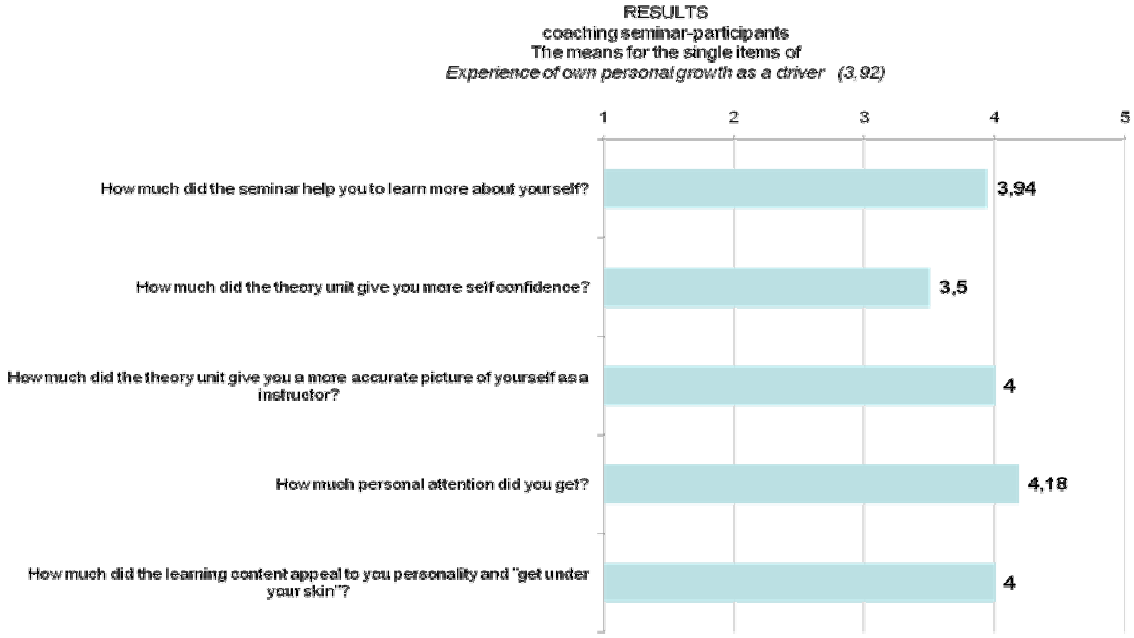
The seminar followed the coaching handbook, no relevant problems occurred.
First the feedback of the driving instructors on how they evaluated their three days seminar will be highlighted, and then the results of the audits will be described.
The instructors had to fill in about the same questions as their students had to fill in when evaluating their training. The data processing therefore follows the same structure.

The results were above average as it can be seen in the following graph which illustrates the factors, which resulted from the factor analysis based on the questionnaire. The participants could evaluate with a five scale ranking scheme – 5 was best:

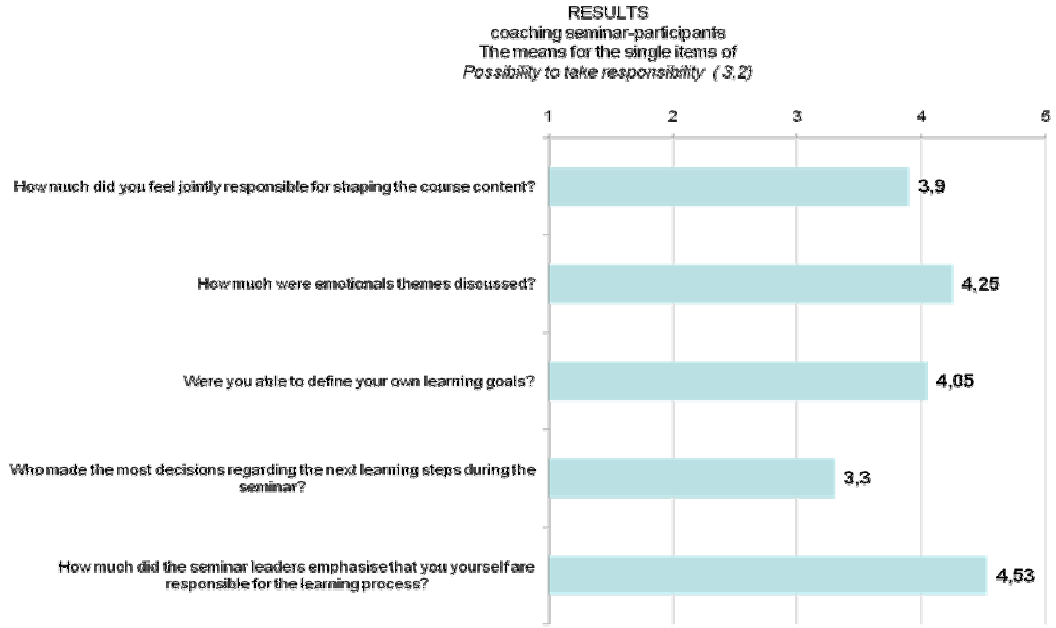


In the following the results of the separate Items (questions) are shown which form the six factors:

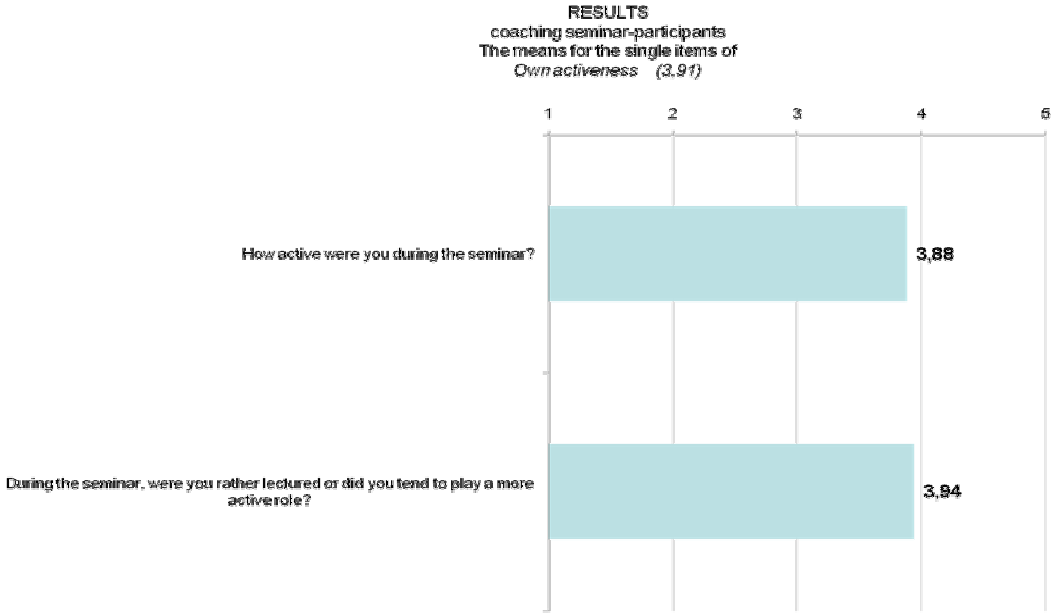
1. Personal growths as a driver:



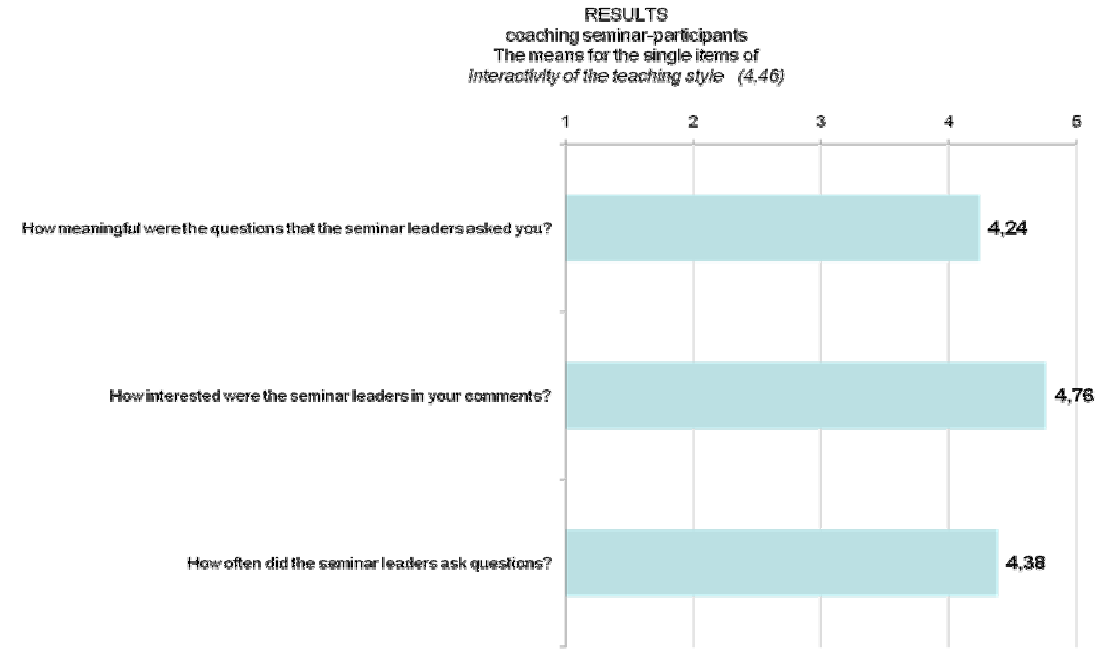
2. Possibility to take learning responsibility (during the three days seminar):



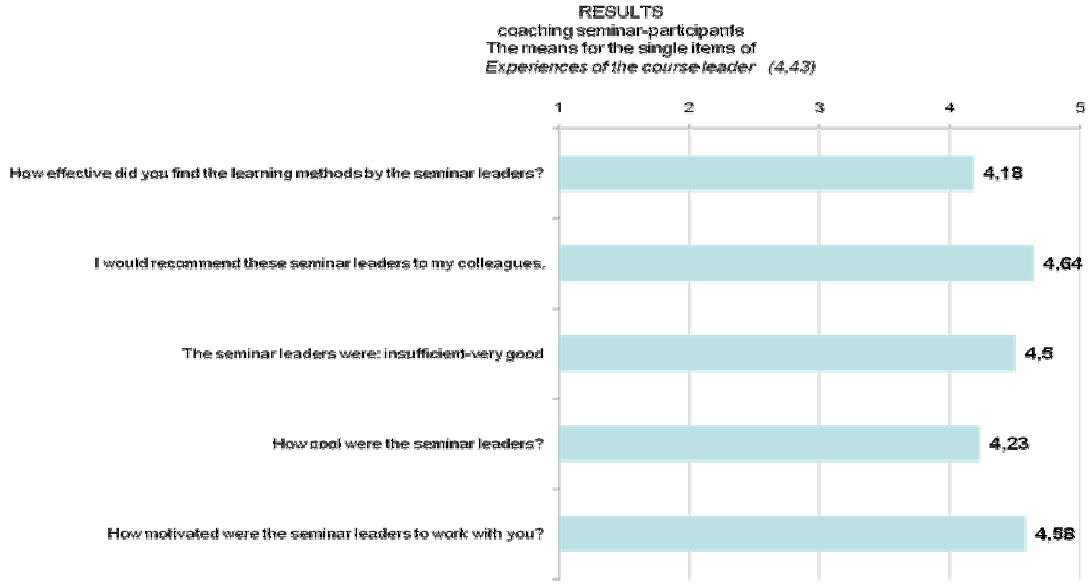
3. Activeness in learning process (during the three days coaching seminar):



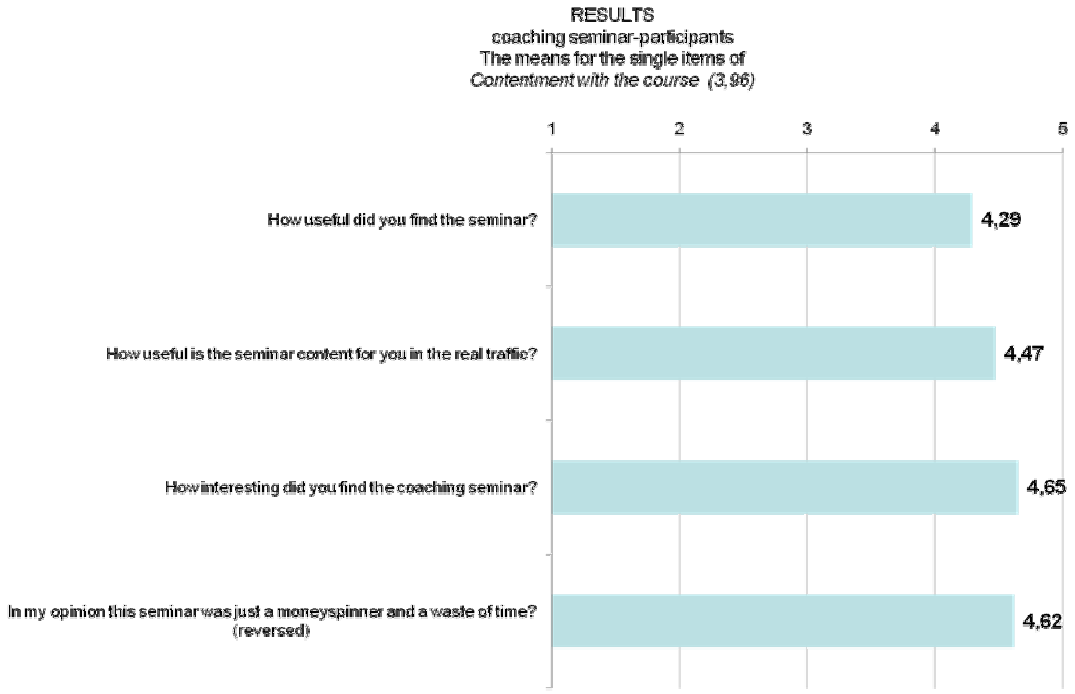
4. Interactivity in teaching style



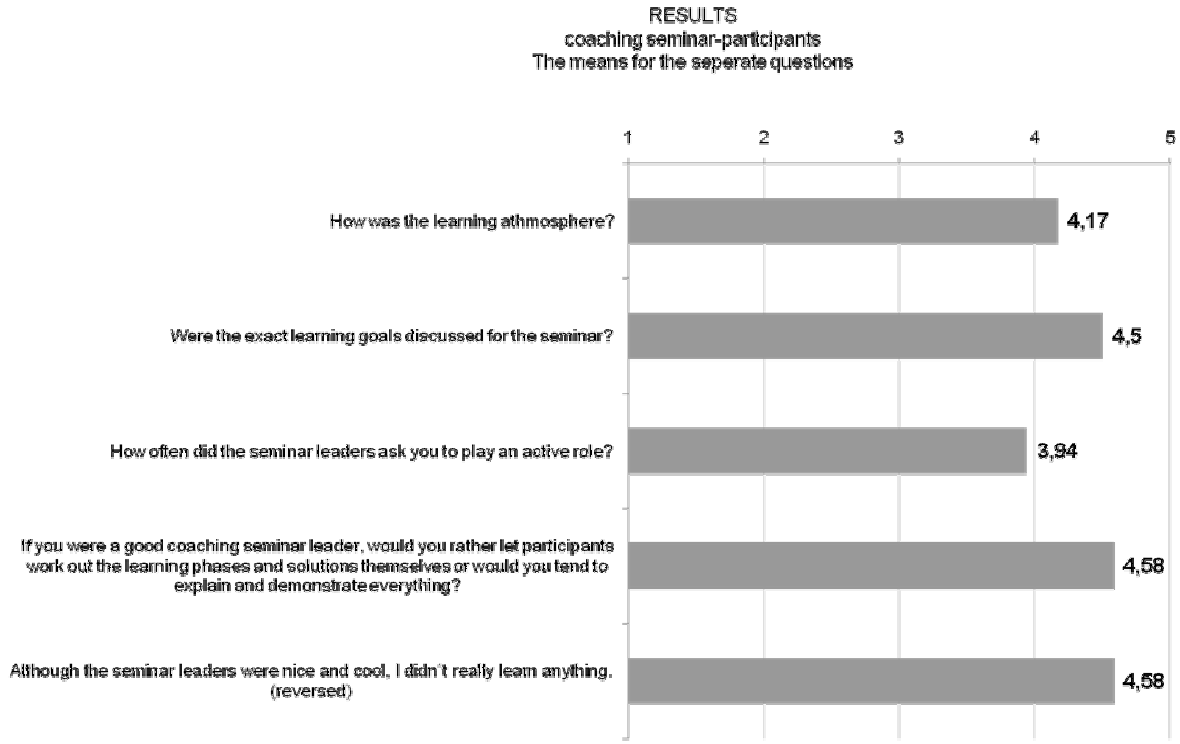
5. Evaluation of the two coaching course leaders



6. Evaluation of the three days coaching course



7. Results of separate further questions which were not included in the factors above:
(explanation of last but one question: they would rather let the participants work out... and explanation of last question: this question strongly was not agreed by the participants)

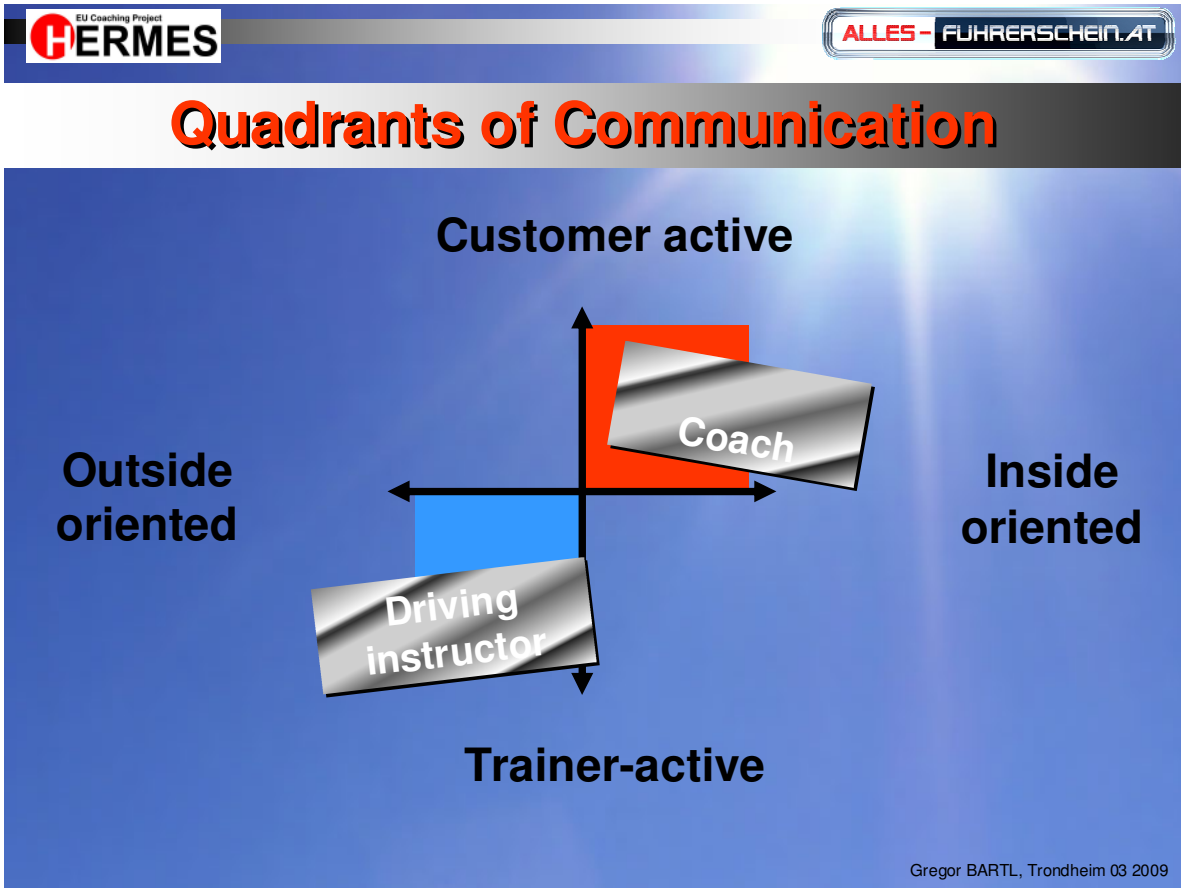


3.3. Results of audits

(Bartl, Urbanek & Keskinen)
20 audits were carried out during the months before and after the coaching seminar for the instructors. During the theory classroom lessons, during basic driving lessons, during feedback drives of the second phase and during the one day track training seminars of the second phase training the instructor's communication has been observed and categorizes by psychological and especially introduces auditor. As the instructors were the same persons in the before and the after phases the results can be compared.

The number of communications was counted and the average results are shown.

Type of communication:
One essential approach was to detect if the contents of the communication was rather outside oriented (lower levels of GDE-matrix or inside oriented (higher levels of GDE-matrix and if the communication was rather trainer or customer active. A detailed description of this approach can be seen in the HERMES state of the art report. In the following diagram this approach is illustrated:



Results for theory in classroom, in car basic training and in car feedback drives for second phase training:
As illustrated in the following two grids the average numbers of communications is described, separately for theory (in green), in car basic training (blue) and feedback drives (red), divided into the parts introduction, lesson and final discussion:

UNIVERSITY OF TURKU

Instructors' audition data summary
The percentages of the communication type means – audits before coaching seminar

Introduction

Co	2,4	0,8	Ci
0	3,50	0,25	0
To	95,50	0,75	Ti
100	96,4	0,4	0

Lesson

Co	8,00	1,71	Ci
20	3,25	0,75	0
To	93,25	2,75	Ti
80	88,71	1,57	0

Final discussion

Co	1,5	1,25	Ci
0	1,50	0,25	0
To	97,00	1,25	Ti
100	91,75	5,5	0

Feedback drive
Driving lesson
Theory lesson

Co+Ci+To+Ti=100%

Co= Customer active outside communication (facts...)
Ci= Customer active inside oriented communication (believes, attitudes...)
To= trainer active outside communication
Ti= trainer active inside communication

31

Hermes WP 6 Evaluation

Instructors' audition data summary
The percentages of the communication type means In car and theory – audits after coaching seminar

Introduction

Co	5,22	1,77	Ci
7,50	16,33	1,16	0
To	81,33	0,83	Ti
92,50	91,88	0,55	0

Lesson

Co	9,55	4,00	Ci
32,50	21,66	3,33	0
To	69,33	5,66	Ti
67,50	83,55	2,88	0

Final discussion

Co	7,77	0,55	Ci
4,00	13,00	2,16	1,00
To	83,66	1,16	Ti
95,00	90,88	0,77	0

Feedback drive
Driving lesson
Theory lesson

Co+Ci+To+Ti=100%

Co= Customer active outside communication (facts...)
Ci= Customer active inside oriented communication (believes, attitudes...)
To= trainer active outside communication
Ti= trainer active inside communication

(data: alles-fuehrerschein.at)

14

The results of the before as well as the after audits indicate that the main communication was focussed on the lower levels of the GDE-matrix and it was mostly trainer active. Especially in theory lessons no communication at all about inside oriented subjects – such as personal believes and attitudes – took place, neither before nor after. But a general trend can be seen in all aspects that customer activity was improved in a clear tendency, which follows one of the coaching principles: asking not telling.

Detailed types of communication:
The auditors also observed the number of the following communications from the instructors:

- Closed versus open questions
- Laud versus blame (critics)
- Positive versus negative humour
- Communication which decreases versus increases the learning responsibility of the customers
- Showmanship
- Communication which underlines the transfer of the elaborated knowledge into real life
- Finally the duration was checked in minutes.

There was no change from before to after, neither concerning the number of open nor the number of closed questions.
No change could have been observed concerning laud – only in theory lessons less laud took place.
A decrease in blame (critics) was found in the after phase.
Generally a little bit less of positive as well as negative humour was observed in the after phase.
Especially during the basic driving lessons and the feedback drives more communication was observed, which decreases the responsibility of the customer – which is a clear negative result. But at the same time communications which increase the customers' responsibility increased during the driving lessons and the feedback drives a little which compensates partly for the negative changes mentioned before.

Less showmanship was observed which is positive.
There was not change in the number of communications to transfer elaborated knowledge and skills into real life.
The total time spent increased during the after phase – primarily caused by a longer introduction and final discussion whereas the lessons remained about the same time span.
The detailed results are illustrated in the two following charts:

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Instructors' audition data summary part 1 before

	Introduction			Lesson			Final Discussion		
	FD	DL	TL	FD	DL	TL	FD	DL	TL
Closed questions	0,60	7,75	0,25	5,29	11,25	29,25	0,83	0,75	3,00
Open questions	1,60	1,25		1,86	3,75	1,75	2,83	1,00	
Laud		0,75		6,43	6,25	13,50	1,67	1,50	
Blame (/critic)		1,25		5,00	5,00	0,75	1,83	1,00	
Humor positive	1,00	5,50	0,25	6,00	5,50	5,50	1,17	1,50	1,00
Humor negative	0,20	0,75		2,00	1,00		0,17		
Responsibility trainer	0,80	3,25	1,00	6,86	11,75	11,75	1,33	1,00	
Responsibility customer	0,80	0,50		4,86	2,00	1,25	0,33		
Showmanship			0,25	0,43	1,75	1,75			1,00
Private small talk (+)	0,40	1,50	0,25	9,43	0,75	2,50			
Transfer n				0,43					
Transfer y	1,20	2,00		3,86	2,25	6,25	2,17	0,50	1
Duration (min)	5,80	7,75	2,25	80,71	76,67	74,33	10,50	3,50	5,00
Auditor (n)	5	4	4	7	4	4	6	4	1

FD= Feedback drive

DL= Driving lesson

TL= Theory lesson

Values are means (sum of values/n) of the action

30

Hermes WP 6 Evaluation

Instructors' audition data summary

Part 2

	Introduction			Lesson			Final Discussion		
	FD	DL	TL	FD	DL	TL	FD	DL	TL
Closed questions	2,00	3,00	1,33	7,88	10,33	25,00	2,11	1,66	5,00
Open questions	1,00	0,83	0,33	3,11	3,00	1,75	1,44	1,00	2,00
Laud	0,11	0,50		4,33	8,83	5,25	0,88	1,50	
Blame (/critic)	0,11	0,33		2,33	2,50	0,75	0,44	0,33	
Humor positive	1,00	2,00	0,33	6,00	3,33	7,75	0,55	0,33	1,50
Humor negative	0,11	0,16		0,88		1,50			
Responsibility trainer	0,88	3,00	1,66	9,11	17,33	10,25	0,33	1,33	
Responsibility customer	0,77	1,16		5,22	8,33	3,00	0,11	0,66	
Showmanship				0,11	0,50	0,50			
Transfer y	0,33	2,00	0,33	4,00	2,83	9,50	1,22	2,00	1,50
Transfer n	0,77						0,11	0,16	
Duration (min)	4,55	12,5	6,00	82,77	76,50	88,75	6,55	8,50	7,50
Auditor (n)	9	6	3	9	6	4	9	6	2

FD= Feedback drive

DL= Driving lesson

TL= Theory lesson

Values are means (sum of values/n) of the action

data by alles-fuehrerschein.at

8

Results for track training:

During the track training the type of communication was observerd during those parts where most of the communication took place: the introduction and the final discussion. The 4 before audits are shown in red letters as part 1, the two after audist in blue letters as part 2:

Instructors' audition data summary
The percentages of the communication type means
Save driving course

Introduction

Co	5,50 25	0 2,50	Ci
To	60,00 93,25	12,50 1,25	Ti

Part 1 (n=4)

Part 2 (n=2)

Final discussion

Co	10,00 25,00	0,25 27,50	Ci
To	40,00 89,75	7,50 0	Ti

Co+Ci+To+Ti=100%

Co= Customer active outside communication (facts...)
Ci= Customer active inside oriented communication (believes, attitudes...)
To= trainer active outside communication
Ti= trainer active inside communication

12

Especially in the finals discussion a significant shift from trainer active communication about outside oreinted subjets (lower GDE-levels) to customer active communication concerning inside oriented subject (higher GDE-levels) took place. Summarised these single case studies demonstrate that much more of customer active communication and much more of higher GDE-level themes can be subject of the final discussion of a track training.
Already during the introductory discussion an increase of more customer activity could have been observed and a slight shift toward more communication about the higher GDE-levels was also observed.

Detailed types of communication:
The auditors also observed the number of the following communications from the instructors:

- Closed versus open questions
- Laud versus blame (critics)
- Positive versus negative humour

- Communication which decreases versus increases the learning responsibility of the customers
- Showmanship
- Communication which underlines the transfer of the elaborated knowledge into real life
- Finally the duration was checked in minutes.

There was a trend that more questions have been asked in the after phase and this increase primarily came up from the open questions - which is positive.

There was a clear decrease in laud in the after phase and at the same time a dramatic increase in communication which increases learning responsibility of the student (laud is seen as decrease of own learning responsibility – power can be defined as the possibility to give positive or negative feedback). At the same time communications which decrease the responsibility of the learner declined significant. And also blame decreased considerably.

Negative humour decreased slightly and positive humour stayed about the same.
There was also a decreased in showmanship, but this communication element was also not overrepresented in the before phase of these single case studies.

The transfer to reality did not show a major change.

The total time spend for the trainings observed increase in the after phase concerning the communication modules (introduction, briefings and debriefings and final discussion) significantly and slightly for the practice.

Summarised, significantly more of coaching-style has been executed in the after phase during those single case studies of communication styles of second phase track trainings for novice drivers. It can be concluded that coaching style has a high potential to especially change the communication in track based safety training. The details are illustrated in the following two charts:

Instructors' audition data summary

Save driving course PART 1

	Intro-duction	Br. I	Ex. I	Debr. I	Br. II	Ex. II	Debr. II	Br. III	Ex. III	Debr. III	Br. IV	Ex. IV	Debr. IV	Br. V	Ex. V	Debr. V	Final Discussion
Closed questions	2,25	3,33	3,75	5,33	7,25	1,25	3,66	5,00	0,75	1,50	3,25	1,50	2,33	3,00		1,50	2,25
Open questions	1,50	0,33	1,00	4,00	0,75		2,33	1,00		1,00	1,75		0,66	1,00		2,00	1,25
Laud			14,50	2,00	1,50	13,75			11,5	0,75		16,00	1,00	0,25	23,75	1,25	1,50
Blame (/critic)			2,00		0,25	6,25			5,00	0,25		3,00		0,75	2,00		
Humor positive	4,50	1,66	2,50	2,33	2,25	1,50		1,00	1,50	0,50	1,50	1,50	1,33	1,00	4,75	1,50	1,00
Humor negative			2,50	0,33	0,25	0,25		0,50	1,00			0,25			0,75		
Responsibility trainer	6,50	2,33	47,50	1,33	3,00	36,50		2,25	34,50	1,00	2,50	36,25	0,33	2,00	40,75	1,00	1,25
Responsibility customer	0,50	0,33	7,50		1,25	2,75		0,25	0,25	0,25	0,25	8,50		0,75	0,50		
Showmanship	0,50	0,33	0,25			0,25	0,33		0,25								
Transfer y	1,25	1,00	1,50	2,33	3,00	2,75	2,33	2,510	2,75	2,50	2,00	3,50		1,50		2,75	0,75
Transfer n	0,25	0,66	0,50			0,25				0,25			1,00	0,50	1,00	0,25	0,75
Duration (min)	12,50	4,33	38,75	7,66	10,20	38,75	7,66	8,75	37,50	5,50	6,25	37,50	4,33	6,75	44,00	7,50	8,50
Auditor (n)	4	3	4	3	4	4	3	4	4	4	4	4	3	4	4	4	4

Br. = Briefing
Ex. = Exercise
Debr. = Debriefing

Values are means (sum of values/n) of the action

10

Instructors' audition data summary

Save driving course PART 2

	Intro-duction	Br. I	Ex. I	Debr. I	Br. II	Ex. II	Debr. II	Br. III	Ex. III	Debr. III	Br. IV	Ex. IV	Debr. IV	Br. V	Ex. V	Debr. V	Final Discussion
Closed questions	2,50	5,00		2,50	7,00	2,00	3,50	3,50	2,50	1,00	3,50	1,50	3,50	4,00		4,00	1,00
Open questions	3,00	3,00		3,00	3,00		2,50	0,50		1,50	1,00		1,00			3,00	1,00
Laud		2,00	6,00	1,00	0,50	5,50	0,50	0,50	12,50	1,00		11,00			5,00		0,50
Blame (/critic)		0,50	1,00						1,50			5,00			0,50		
Humor positive	2,00	2,50	1,00	1,00	1,00	2,00		1,50	0,50	0,50	1,00	1,50	1,00	1,00	2,00	1,00	1,50
Humor negative			0,50			1,00			1,00						0,50		
Responsibility trainer	2,00	6,00	8,50	1,00	1,50	26,00	1,50	0,50	4,50		1,50	30,00	2,5,	2,50	8,50	2,00	1,50
Responsibility customer	1,00	2,00	18,50		5,00	3,50	3,00	3,00	5,50	0,50	2,00	13,00	2,00	3,00	23,50	5,00	8,00
Showmanship	1,00										0,50						
Transfer y	2,00	1,00	1,50		2,50	2,00		1,00		1,00	2,00		1,00	1,00	1,00	2,00	1,00
Transfer n	0,50	0,50	0,50	1,00	0,50	0,50	1,00	0,50	1,00	0,50	0,50	1,00	0,50	0,50	0,50	0,50	0,50
Duration (min)	28,00	15,00	45,00	6,00	17,50	40,00	7,50	10,00	47,50	4,00	7,50	45,00	10,00	12,50	45,00	10,00	10
Auditor (n)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Br. = Briefing
Ex. = Exercise
Debr. = Debriefing

Values are means (sum of values/n) of the action

11

4. HERMES Coaching scenarios by May 2009

1. Scenario designed by: Sakari Hopia

2. Name of scenario: Safety margins

The main aim of scenario:

To increase risk awareness and to give the learner tools to understand the importance of safety margins, how to prevent collisions and to save fuel.

3. Secondary aims:

Together with a coach find relaxing ways to use the vehicle, save fuel at the same time and bear in mind that there should always be sufficient safety margins/cushions all around the vehicle.

4. Location:

On road

5. Main level /cell of GDE matrix:

All levels of the GDE matrix, depending on the student and discussion with the coach, because the goal is defined by the student.

6. Summary:

In this scenario the esential thing is that the learner driver can save fuel and drive in a relaxed way at the same time as driving safely. To do so we need to focus on maintaining large safety margins around us so that it enables us to maintain a continuous driving speed and provides enough space and time for sudden manoeuvres if necessary.

7. Description:

This scenario can be used, and repeated if necessary, during the whole in-car driver training programme.

To find the goal for this scenario it is important to ask learner driver their opinion on keeping safety margins.

These questions can be like:

What do you think are the most common reasons for rear- end collisions?

How could you avoid such a situation? How can you save fuel when driving in slow moving traffic? Do you know anyone who has been in a rear-end collision and why did it happen?

When the goal is clear, learner driver should follow his/her own examples and by doing that show the coach they have understood the importance of safety margins.

If the learner driver is driving too close

Coach may ask, for example:

How much time do we save by driving this way? When will we arrive at our destination? What do you think your chances are of stopping the car before the car in front of you, if it should stop suddently? Is there someone driving behind us? How would you stop the car if we drive this way and something happens to the car in front of you? Do you know if they have better tires or brakes in the car in front? What are the

reasons for our fuel consumption to be higher now, compared to when keeping longer safety margins? Where would you put the money you could save by maintaining a steady driving speed?

If there is a car just behind the learner driver

How would you describe the driver behind us; is he/she alert? What would he/she do, if you should stop your car abruptly? What would you do if you needed to stop the car suddenly? How can we maintain a steady driving speed and avoid abrupt changes of speed? What are the reasons for people driving so closely?

If there is a car just beside us

When can we move laterally to the left/right, if we need to change lane? Do you think the driver beside you will give you the space if you need it now? What are the colors of thecars beside you? Etc.

During this session, it is only the student who is evaluating his/her possibilities and the coach is only observing and checking - by asking questions - that the student has understood the goal and found a relaxed, energy efficient way to drive.

8. How easily can this scenario be applied in driver training:

This is an easy scenario to use and it can be done when driving in a built-up area or in the countryside.

It is important to repeat this scenario several times during the driving course to make it clear that there is no reason to hurry in traffic and the habits of other drivers (to tailgate) is a bad one.

There is no need to have any special tools or areas.

1. Scenario designed by: Sakari Hopia

2. Name of scenario: Route planning and distraction

3. The main aim of scenario:

To raise awareness of the risks of driving with passengers, mainly focusing on the problem of passengers trying to influence the driver.

Ways to deal with such situations, avoiding, for example, abrupt, unexpected braking or steering.

4. Secondary aims:

To learn how to plan a route and what things should be taken into account while doing so, focusing on the condition of the car, driver and circumstances, also bearing in mind time schedules, traffic type and density etc…

5. Location:

In the classroom and on road.

6. Main level /cell of GDE matrix:

Levels 3 and 4, depending on the student and discussion with the coach.

7. Summary:

In a theory lesson, the learner drivers should split into pairs and, using a map, should plan a route which they would like to drive together. If GPS navigation systems are being used, the coordinates could already be stored in the navigator's memory. The route should be rather easy to follow. Therefore it is important that the theory coach checks all the routes that the learners have planned.

In the classroom, important topics for route-planning should be discussed, such as the skills of the driver, traffic density, possible weather conditions, condition and load of the car, etc. The answers should come from the learners, based on questions from the coach. If the answers are not forthcoming, some leading questions by the coach may help.

When the driving time comes there should be a learner driver at the steering wheel, coach in the passenger seat and also another learner driver sitting in the back. If there is no second learner driver, a GPS navigation system can fulfil the function instead.

8. Description:

This scenario must be used when driving in a quiet area so that the outcome of this exercise does not consitute a danger to the participants or other road users.

Drivers should follow the route they have planned. The coach should find an appropriate time to hand a message to the learner on the backseat. He tells the backseat learner quietly to read the paper and to indicate if he/she has understood the message. The message written is "On approaching the next turn, tell the driver loudly to continue to drive straight on". The coach ensures that the message has been understood.

When the left- or right hand turn comes, the backseat learner should order the driver to continue straight on instead of turning and the coach should order the driver to turn in the opposite direction to what has been planned.

If there is no backseat learner, his function can be done with a GPS system. In this case, the driver would first drive the route from memory or by using a map. After a while the coach should switch on the navigator to give orders where to drive. It is the same route the learners have planned so he/she should remember that. During the trip, the coach and the driver decide not to follow the route as planned, so at a certain point they continue straight on instead of turning. The GPS will then try to get the driver to go in the direction of the programmed destination and may, for example, suggest to turn left instead off continuing straight. The driver thinks, on the basis of his agreement with the coach, that they should continue straight on. The coach, on the other hand, suddenly changes his mind and says they should turn, for example, right. All in all, the GPS is saying turning left, the coach is saying turn right and the driver wants to continue straight on.

Afterwards, the car should be stopped in a quiet place and the coach can ask how the driver felt in the situation and why the learner driver did what he/she did.

It is also important to highlight, in the form of questions from the coach, similar situations which are likely to occur in the future when the learner is driving with friends. The coach can also try to find out if the learner has already experienced similar situations, what happened and how they felt.

During this session, the role of the coach is only observing and checking – by asking questions – that the learner(s) have understood everything and have made the connection between the demonstration and real weekend or holiday driving. The learner drivers should be coming up with solutions (on how to avoid such situations), expressing the feelings and experience, etc.

It is not necessary to repeat this with the other learner driver. The main thing is to have a demonstration for discussion.

9. How easily can this scenario be applied in driver training:

This should be an easy scenario to use and it fits in most training curricula. The classroom session is not mandatory.

The preparation can be done at home or just before driving with the coach.

I think that students are ready for it because they don't have any preconceived notion of what is going to happen in the car.

1. Scenario designed by: Sakari Hopia

2. Name of scenario: Feedback Drive

3. The aims of the scenario:

To increase self awareness and risk awareness and to give tools to improve driving in the future, so that the coachee can find out the real level of his/her driving with the help of the coach.

4. Location:

On road

5. Main level /cell of GDE:

All levels of the GDE because the goal is made by the coachee.

6. Summary:

This scenario can be used at any time during in-car driver training.

At first, before moving off we can ask his/her goal for this driving session. It may be anything between the sky and earth.

For example in the last driving session before the driving test, it could be that they want to drive so that they can pass the test. It is normally the most common goal.

When they are ready to start they may drive about five to ten minutes to warm up and then the coach can ask them how they think they are doing. After they have given the answer the coach may ask if they still want to have the same goal.

The goal of this feedback drive comes from the coachee and the evaluation is done with the help of the coach who is using open questions to find out the knowledge and possible sometimes, even the attitude of the coachee.

Finally together they will check if they have reached the goal.

From the environmental point of view it is also possible to measure the fuel consumption and to discuss about that topic.

7. Description:

The manual for the second phase driving audit and "the driving school examination"

(The form which can be used is attached)

To save time and to motivate, it is sometimes better to do the first evaluation and the goal setting at home.

To calm the driving situation:

In the beginning of the driving, take the EVALUATION FORM.

Ask the own goal or goals of the student and ask to write them on the paper

Ask to estimate his/her own driving and mark it on the line at the spot which is in the right position

If the form is already filled at home, you must at least discuss the GOAL and talk about the other evaluation topics.

Drive the first round and after that to the EVALUATION form:

The student put his/her own marks on the same lines again, to the place where he/she think is the right place.

Discuss about strengths and weaknesses

Note in the space "Test 1" the fuel consumption and driving time etc.

If necessary drive the "demonstration drive", where:

discuss something you want to comment about

show the right examples to develop the driving behavior

Drive the round 2 and after that:

The student evaluates his/her own success verbally

The coach comments the evaluation, when necessary, by asking questions

Note in the space “Test 2” the fuel consumption and driving time and count the changes

Check if you have reached the goal which was written on the paper earlier

During the whole education, it is only the student who is evaluating his/her driving behavior and the coach is only checking by asking questions, if there is something the coach would like to know more, etc

(Asking open questions who, when where…)

8. How easily can this scenario be applied:

This is very easy scenario to be used, but so far, after we have tried this kind of approach, we have found out that the most difficult thing here is to get old style teachers to use this kind of scenario.

Those, who are using it, are very satisfied and the coachees seem to like this kind of evaluation quite a lot, because it is very interactive.

This is very cheap scenario and it can be done easily everywhere where the teachers are ready to adopt it.

DRIVING EVALUATION

OWN GOAL?.....

Evaluate your driving skills according to: to improve ----------very good

MANOEUVRING SKILLS 1_____5

DRIVING TRAJECTORY, LANES 1_____5

FLEXIBILITY 1_____5

OBSERVING AND DETECTING RISKS 1_____5

OBSERVING LIGHT TRAFFIC 1_____5

TOLERATING PRESSURE 1_____5

OBEYING AND KNOWING RULES 1_____5

SAFETY MARGINS 1_____5

ECONOMICAL WAY OF DRIVING 1_____5

	CONSUMPTION	**TIME**	**CO2**	**OTHER**
	l/100km	*min*	*g/100km*	
Test 1				
Test 2				
CHANGE				

SAVE_____x _____km/y x _____€/L =
appr,_____€/year

Scenario Nr. S7 (classroom)
Passenger in a car – Kay Schulte

Background

Young novice drivers often take along several passengers of the same age group to spend their free time together. These driving situations generate a lot of typical risks for this age group – group pressure, group dynamics, distraction, experiencing free time, showing off, prodding somebody, noise level and so on.

These situations can hardly be experienced during driver training. The learner drivers can only refer to their experiences as passengers in a car at this point of time. Experiences as drivers in such situations are rare. Presentations or discussions on this topic are often experienced as 'lecturing' and telling young people how risky their behaviour is.

It is necessary to change perspective altogether, in order to enable peer-to-peer learning. This is only possible when the person him/herself has recently had similar experiences. Young people have plenty of good and bad experiences as passengers in a car. They should use these experiences as car passengers to draw conclusions with regard to their role as driver.

Focus within GDE-Matrix

Level 3 and 4

Aims

The learner drivers should answer certain questions referring to their experiences as passengers.
The learner drivers should state, based on their experiences, how the driver is acting when they feel especially comfortable.
The learner driver should state, based on their experiences, how the driver is acting when they feel uncomfortable.
The learner drivers should, based on their experiences, describe the types of behaviour of passengers which could lead to riskier driving situations.
The learner drivers should, based on their experiences, describe potential measures to prevent passengers having a negative influence on the driver.
The learner drivers should discuss the difficulties involved in implementing these strategies and any further support which could facilitate their use and application.

Method

4-corner-method

Procedure

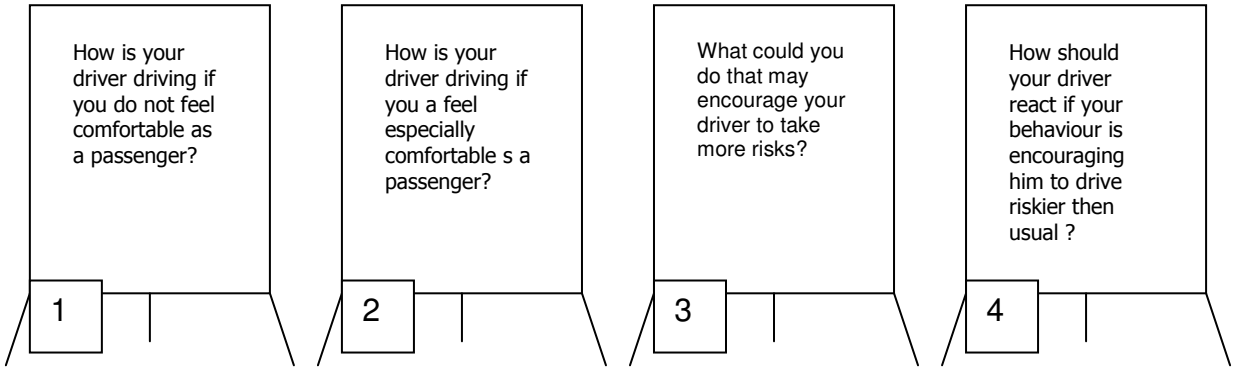
The participants are split into 4 small groups. 4 flipcharts are placed around the room, one in each corner. Each flipchart has its own question on it.

Question 1: How is your driver driving if you do not feel comfortable as a passenger?

Questions 2: How is your driver driving if you feel especially comfortable as a passenger?

Question 3: What could you do that may encourage your driver to take more risks?

Question 4: How should your driver react if your behaviour is encouraging him to drive riskier then usual?



Each group is assigned to a corner and should note down answers to the question on the flipchart. Each group is given 7 minutes.

Next, each group proceeds clockwise to the next flipchart and the next question. They should only amend the work of the previous group on the flipchart and are therefore given 5 minutes to carry out this task.

When these 5 minutes are up, the four groups proceed once again to the next flipchart and the next question. They are given 3 minutes for further amendments before changing the last time in a clockwise direction for a further 3 minutes of amendments to the last question. After all 4 groups have answered all four questions the participants are thanked for their contributions.

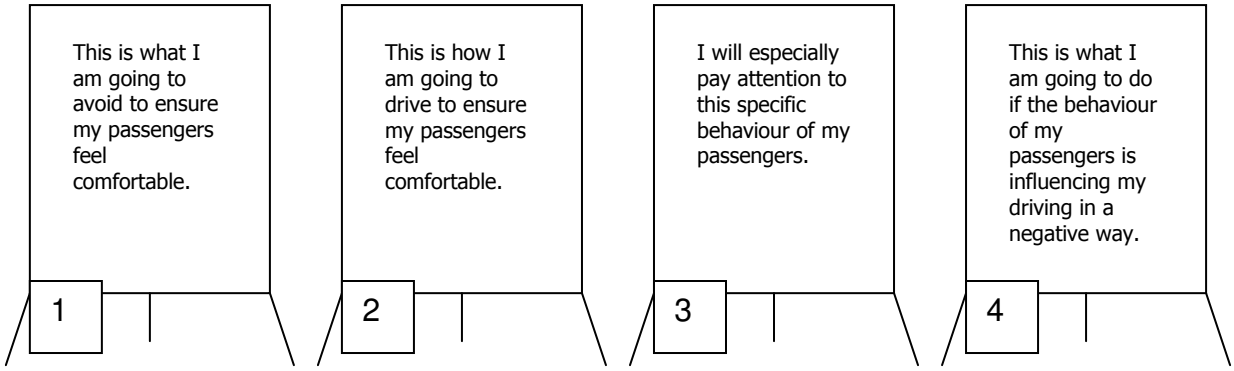
Following this part the different questions are replaced by the headings below:

Heading 1: This is what I am going to avoid to ensure my passengers always feel comfortable.

Heading 2: This is how I am going to drive to ensure my passengers feel comfortable.

Heading 3: I will especially pay attention to this specific behaviour of my passengers.

Heading 4: This is what I am going to do if the behaviour of my passengers is influencing my driving in a negative way.



Evaluation

The results of this exercise are strategies developed by the young novice drivers based on their experiences. However, a group discussion led by a coach is necessary to treat the topic in even more detail and to allow the young novice drivers to work intensively with the strategies they have developed and their implementation. The following questions could facilitate the process:

What could happen to cause you to drive in a riskier way and for your passengers to feel uncomfortable? How could this be avoided?

What could make it difficult to detect risky behaviour from passengers? What could help you to do so?

Considering your experiences, do you think that passengers will be easy to handle with the strategies which have been developed together? Could difficult situations occur and if so what else could you do in this case?

Scenario Nr. S2 (car) by Kay Schulte
Before the training really begins – first contact in driver training

Background:

Driving a car is not a rational movement from A to B. It is a complex activity in a social context. In this way, car trips and their associated risks are strongly determined by the driver's motives and reasons for driving and by their attitudes in life and attitudes towards road traffic. Very few drivers are aware of this. The earlier drivers address these factors and really get to grips with them, the greater their ability will be to assess driving situations in a self-critical way, to reduce risk and/or avoid specific situations altogether.

Some countries only have practical driver training so there are no theory lessons or group sessions. In these cases, the instructor can only use the time in the car to address these themes.

Focus within GDE matrix

Levels 3 and 4

Primary aim:

Learner drivers should become more aware of their reasons for wanting to drive, and of their attitudes towards driving. They should identify the risks linked to these factors and what they can do firstly to recognise risky situations and secondly how to reduce the associated risk or avoid the situations altogether.

Secondary aims

The learner driver should list important reasons for wanting to obtain a driving licence.
The learner driver should reflect on – and identify - whether or not his reasons (either a motive for driving or an attitude) could lead to increased risk when driving.
The learner driver should reflect – and identify – if there are risk-increasing factors linked to the individual reasons which would make driving riskier.
The learner driver should become aware how to recognise when he/she is in a risky situation.
The learner driver should think about what he/she can do to minimise the risk or to avoid the risky situation altogether.

Method

Partner work / Dialogue

Procedure

Coachee and coach address the subject in a dialogue. The coach leads with questions and tries to focus in on important aspects with further questioning. At the end of the conversation, the coachee should be given some homework, namely to observe friends and parents (for example) in between driving lessons, with regard to what has been discussed.

The following questions could be used to start up the conversation:

Could you briefly describe to me why you want to get a driving licence?
Why do you actually want a driving licence?
What expectations do you have regarding a driving licence?
What hopes and wishes are linked to the driving licence?
When you think about a driving licence, what thoughts spring to mind?
How do you imagine yourself, when you have your driving licence?

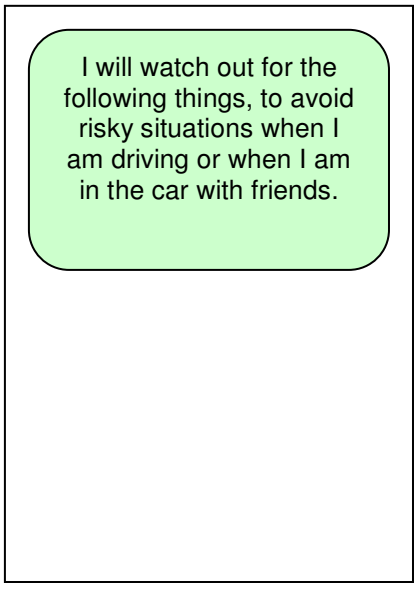
To continue the conversation further, the following questions could help you focus in on risk-increasing factors:

What expectations do you have of me in this process?
In your opinion, what could lead to this car trips becoming risky?
Are there driving situations where you would assume there will be more risk than usual?
Is there perhaps something which could happen during these trips which could lead you to drive in a riskier way?
Can you think of any similar trips with your friends where you have felt uncomfortable, and why?
Have you ever been a passenger in a car where you have felt uncomfortable? Why did you feel that way?

To focus on in the self-evaluation aspect, the following questions could be useful:

Can you imagine how you would recognise that this trip is riskier than others?
Have you already been on car trips where you already felt in advance that you wouldn't feel right? Why was that?
What options do you have in advance of the trip to make the trip less risky?
In your opinion, what could you bear in mind to avoid getting into such a risky situation?

Following the conversation, a self-observation and self-reflection sheet could be written up.



Remark:

If the participants are still having trouble understanding Coaching, the HERMES coachs may like to demonstrate this sequence. The participants will then be able to get a good impression of a goal-oriented coaching process.

Scenario Nr. S1 (classroom) by Kay Schulte
Before the training really starts – first contact in driver training

Background:

Driving a car is not a rational movement from A to B. It is a complex activity in a social context. In this way, car trips and their associated risks are strongly determined by the driver's motives and reasons for driving and by their attitudes in life and attitudes towards road traffic. Very few drivers are aware of this. The earlier drivers address these factors and really get to grips with them, the greater their ability will be to assess driving situations in a self-critical way, to reduce risk and/or avoid specific situations altogether.

Focus within GDE matrix

Levels 3 and 4

Primary aim:

Learner drivers should become more aware of their reasons for wanting to drive, and of their attitudes towards driving. They should identify the risks linked to these factors and what they can do firstly to recognise risky situations and secondly how to reduce the associated risk or avoid the situations altogether.

Secondary aims

The learner drivers should list 3 important reasons for wanting to obtain a driving licence.
The learner drivers should reflect on – and identify - whether or not the reason (either a motive for driving or an attitude) could lead to increased risk when driving.
The learner drivers should reflect – and identify – if there are risk-increasing factors linked to the individual reasons which would make driving riskier.
The learner drivers should become aware how to recognise when they are in a risky situation.

The learner drivers should think about what they can do to minimise the risk or to avoid the risky situation altogether.

Method

Individual work (visualisation of individual contributions on the board) / guided group discussion / work in small groups

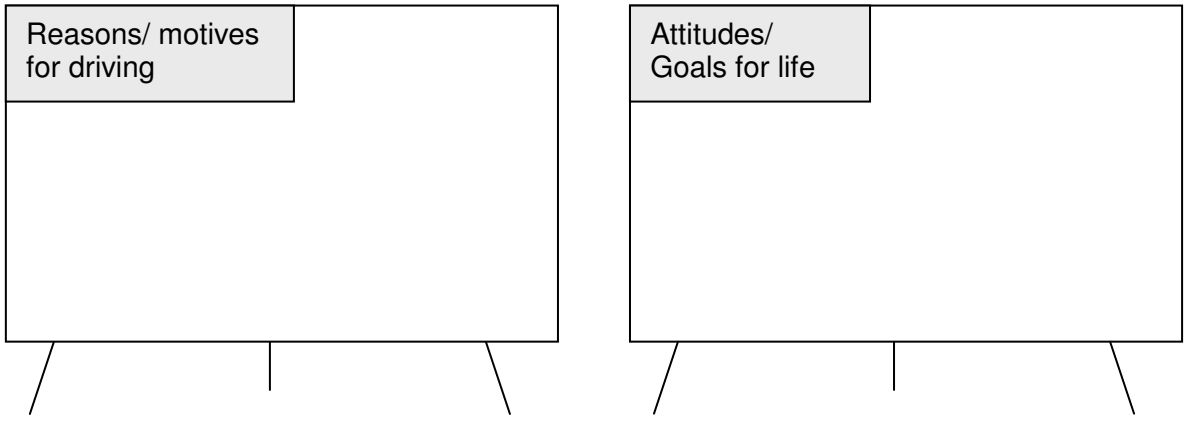
Procedure

Ask the learner drivers to think about the following aspect. The following question may be useful to get things started:

What are the 3 most important reasons for you wanting to get a driving licence?

Give the learner drivers 5 minutes to prepare their answers. Then give each learner 3 pinboard cards and ask them to write each reason on a separate card.

In the meantime, the seminar leader prepares two pinboards with the following titles on them: Reasons / motives for driving und Attitudes/goals for life



After 5 minutes is up, ask each learner driver to present each of their cards and to allocate them to one of the two board (categorisation). They should also clarify what is written on the cards if it is not easily understood.

The following question could help in this process:

Can you imagine what is meant by this?

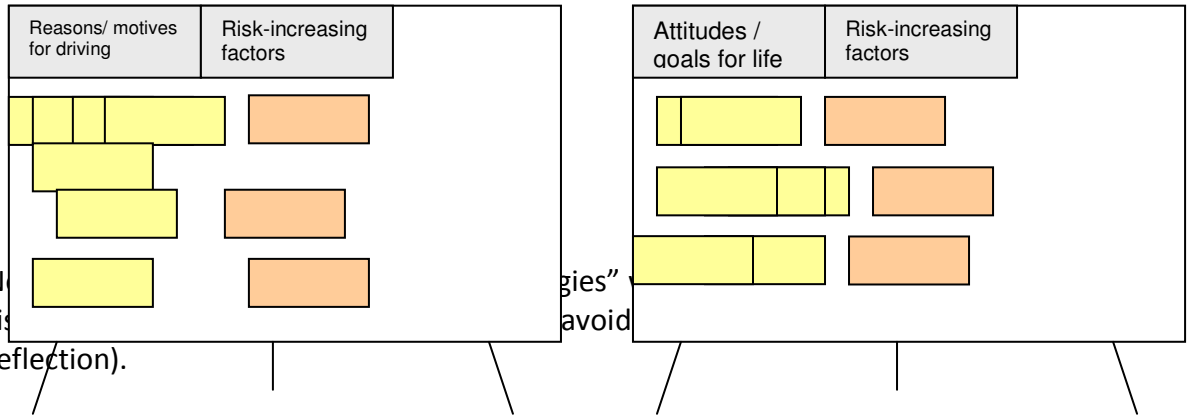
When all the cards have been posted on the boards, the seminar leader asks the whole group if they agree with the categorisation or if there are questions. Then place obvious duplications (cards with the same reasons on it) on top of each other or in a way that it is obvious that there are several cards stating the same thing.

Then ask the learner drivers to consider if there are any risks associated with the reasons on the board, or if there are any risk-increasing factors which could lead to unsafe driving.

The following questions may help:

Amongst this range of reasons for wanting a licence, are there any here which could make driving riskier?
Could you imagine that any of the reasons could lead to risky driving?
Are there any situations linked to these reasons which could involve risk-increasing factors?

Write down, again on pinboard cards, any risk-increasing factors which arise from the discussion and sort them under a new heading on the pinboard “risk-increasing factors”.



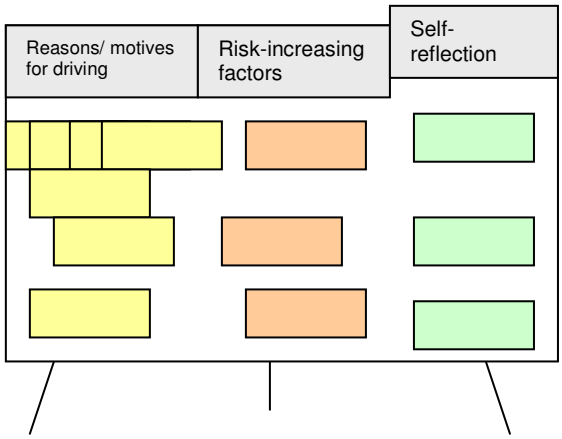
N gies” v
ri avoid
reflection).

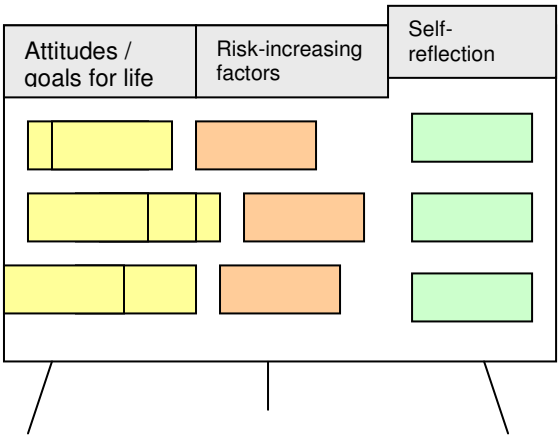
Split the participants up into 2 to 4 groups and give two or three reasons for wanting a licence to each group, with the associated risks. Give each group 10 minutes to think about how to recognise the risky situations and ways to minimise or remove the risk.

The following questions may help in this process:

How do you think you could recognise if you are in a driving situation where there is increased risk? What could you do to tackle this risk?
Why do you think a car trip can become risky and what could you do in such situations?
What makes you think that such a reason can lead to risky car driving and what would you do in such circumstances?

Ask the learner drivers to write their results on green pinboard cards. Inform the participants that they will have to present their results later to the whole group and will have to allocate their results to the pinboard in the following way:





Scenario Nr. S5 (car/track) by Kay Schulte
Emergency braking

Background:

Especially at the beginning of their driving career young novice drivers often experience suddenly developing situations (e.g. suddenly a car is in front of them, a car crosses, pedestrians, a car pulls out of its parking spot) which force them to carry out unusual braking manoeuvres (braking and avoiding, emergency braking).
Often these emergency braking manoeuvres are not carried out strongly enough, resulting in unnecessarily long braking distances. Young novice drivers assume that these situations are quite common, especially in dense city traffic.

These situations reveal two deficits which originate at different levels:

Lack of experience in recognising driving situations which require immediate action
Emergency braking is not carried out correctly

The focus of this exercise is to develop in a group the necessary “tools“ (understanding and handling) for emergency braking to ensure a fast and efficient reaction.

Focus within the GDE-Matrix

Level 1

Aims

The learner driver should list different situations from his / her experience where emergency braking can be necessary.
The learner driver should describe what has to be done in order to carry out emergency braking in the most effective way.
The learner driver should carry out emergency braking and should describe his / her experiences.
The learner driver repeats the emergency braking until an optimum result is reached.
The learner driver should realise how important the right seating position is.

Procedure

At the beginning the learner driver is asked if he has already experienced situations where an emergency braking manoeuvre was necessary.

The following questions could be used to start up the conversation and further introduce the topic:

What do you need to do to carry out an emergency braking in the most effective way?
What could you observe when the driver carried out a particularly effective emergency braking?
What do you think is most important for carrying out effective emergency braking?

Then, emergency braking is carried out. For evaluation of the emergency braking manoeuvres, the following questions could be useful:

How did you feel when carrying out the emergency braking?
What was comfortable, what was not so comfortable and why?
What could you do to avoid the uncomfortable feeling in future?
What could you do in order to shorten the braking distance even further?

This training and feedback should be repeated until a reasonable short braking distance is achieved.

Scenario Nr. S6 (track) by Kay Schulte
Passengers in the car – Distraction through the group

Background

Young novice drivers often transport several passengers of the same age group to spend their free time together. These driving situations can generate a lot of typical risks for this age group – group pressure, group dynamics, distraction, experiencing free time, showing off, prodding somebody, noise level and so on.

These situations can hardly be experienced during driver training. The learner drivers can only refer to their experiences as passengers in a car at this point of time. Experiences as drivers in such situations are rare. Presentations or discussions on this topic are often experienced as 'lecturing' and simply telling young people how risky their behaviour is.

Therefore it is important to create a situation where young learner drivers are distracted by their passengers and experience the consequences of this distraction in a safe environment, followed by a discussion and evaluation of their experiences.

Focus within GDE-Matrix

Level 3 and 4

Aims

The learner drivers should experience how passengers can influence their driving by provoking an emergency braking;
The learner drivers should realise how difficult but also how important it is for the driver not to get distracted by passengers;
The learner drivers should experience an (almost) surprise emergency braking situation;
The learner drivers should reflect on what it means to take along passengers and the responsibility involved;
The learner drivers should realise how important it is to avoid situations where emergency braking could become necessary if they are taking passengers along with them in their car.

Method

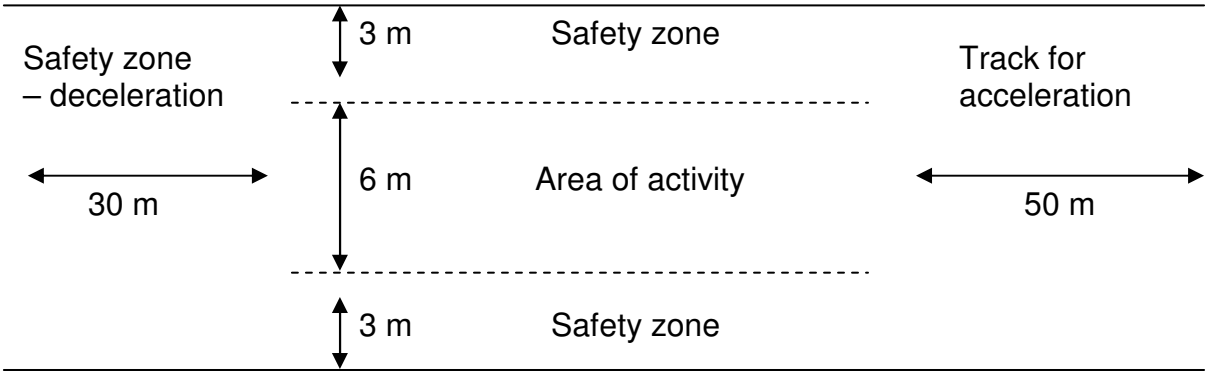
Practical exercise on a closed area in small groups

Procedure

The exercises are only carried out towards the end of the driver training, or even after completion, once a certain level of experience in terms of vehicle manoeuvring has been achieved. Own (solo) driving experience is desirable.

When carrying out the exercise it is important to stress that each participant receives his / her own written assignment which is only intended for them and which is secret. Exchanging the different assignments before the exercise is carried out undermines the desired effect.

Attention needs to be paid to the correct wearing of the seatbelt of all persons in the car (driver and passengers). The driver in each group has to reach a constant speed of 40 km/h before any action is taken. The track has to be minimum of 105 m long and 10 m wide.



No more than 12 participants (3 groups) should be coached on the training area at the same time by the coach / driving instructor. It is important that only one car is on the activity area at any time and has left the safety zone before the next car starts. Each group only drives once which means that not every participant will play the role of driver. The number of drivers is therefore limited to 3.

Group of 4 people in one car "What happened?"

One driver and three passengers each receive a written, top secret assignment. All four are asked to get into the car and drive to the starting point.

Attention, top secret!!!
Assignment driver

"Please drive at a constant 40 km/h. As soon as you hear the word "sun shade" carry out an emergency braking."

Attention, top secret!!!
Assignment passenger I

"As soon as your driver has reached a constant speed of 40 km/h read out, loud and clear, the following words. Once you reach the last word start from the beginning again:

„Sunscreen, Midsummer, sunburn, sun allergy, summer sun, sunbathe, sun shade".

Attention, top secret!!!
Assignment passenger I

„As soon as your driver has reached a constant speed of 40 km/h read out, loud and clear, the following words. Once you reached the last word start from the beginning again:

„Winter sports, winter cold, winter sun, winter months,

Attention, top secret!!!
Assignment passenger I

„As soon as your driver has reached a constant speed of 40 km/h read out, loud and clear, the following words. Once you reached the last word start from the beginning again:

„Rain worm, rain shower, rain

Expected Results:

The driver does not carry out an emergency braking manoeuvre even though the word “sun shade“ is mentioned, as he / she does not realise it because of the distraction due to all passengers talking at the same time. Therefore it is important to inform the driver at the beginning of the exercise that he has to stop before leaving the safety zone.
The driver already stops as soon as he / she hears any word containing the word “sun” in it.

Both scenarios are good and important for the evaluation.

Evaluation

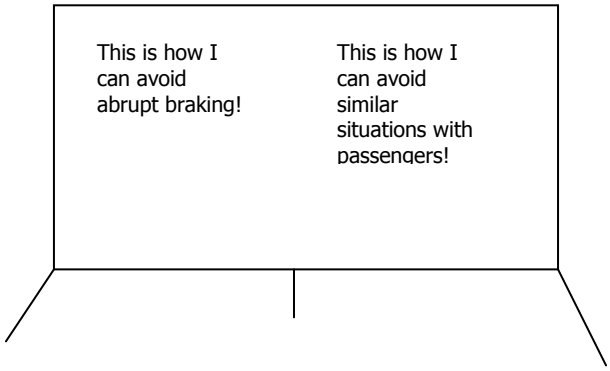
This exercise results in experiences which will be retained a long time by the driver as well as the passengers, so the exercise absolutely must be evaluated. Starting with the reading out of the assignments of the driver as well as the passenger they will talk about their experiences using the following questions. First the drivers should tell their experiences, then the passengers.

What happened and how did you feel as the driver?
How did you feel as a passenger? How did you feel during the braking?

First collect all experiences and then further develop the discussion. The following questions may help:

How does this experience affect your braking in daily traffic situations?
How does this experience affect carrying passengers in daily traffic situations?
What could you do in order to avoid abrupt braking?
What possibilities do you have to avoid such situations?

The results are noted on a flipchart.



Scenario S10 (track) by Kay Schulte
Distance-keeping on a practice ground

Background

Young novice drivers often get into situations where their safety margins are insufficient and thus they need to brake very sharply.

These drivers have learned about the correct safety margin in driving school but they are ofen do not apply it in practice. The reason for this is related to personal experience (based on feelings rather than rational factors) and to observing the safety margins of other road users. Distance-keeping is one of those areas where decisions are made based on a feeling rather than a rational analysis.

In addition, there are a lot of factors which encourage driving too closely to other traffic. Thse factors include stress, time pressure, irritation, desire, fun, a carefree attitude and many others. These are factors that relate more to the higher levels of the GDE matrix. This scenario provides opportunities and support to develop and apply decision-making and monitoring of safety margins.

Focus within GDE-Matrix

Levels 2 (3 and 4)

Aims

- The learners should think about the necessary safety margin
- The learners should reflect on and name what could support him to maintain the right safety margin
- The learners should experience the results of insufficient safety margins

- The learners should think about and name what could help them to maintain safe margins in the future.

Method

Practical exercise with evaluation discussion

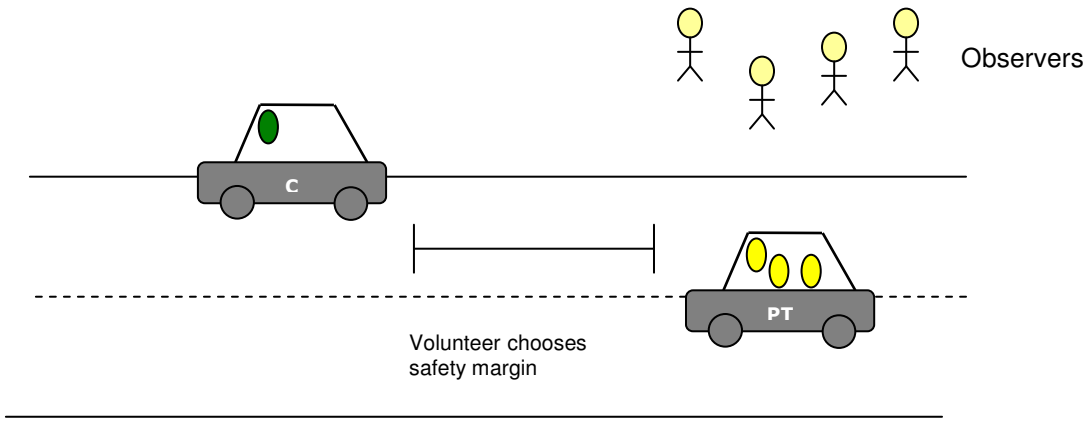
Procedure

First try to engage in a relaxed conversation with the learners about chosing the right safety margins when driving. The following questions may be useful:

- The law states that drivers should respect a certain distance between you and the car in front. Why should we, as drivers, maintain a certain distance in front?
- What springs to mind when talking about the concept of safety margins?
- What would you say if I was to ask you how you choose the right safety margin?
- What do you think about when considering the safety margin between your car and the car in front?

Then ask for a volunteer in the group to take part in a distance-keeping exercise.

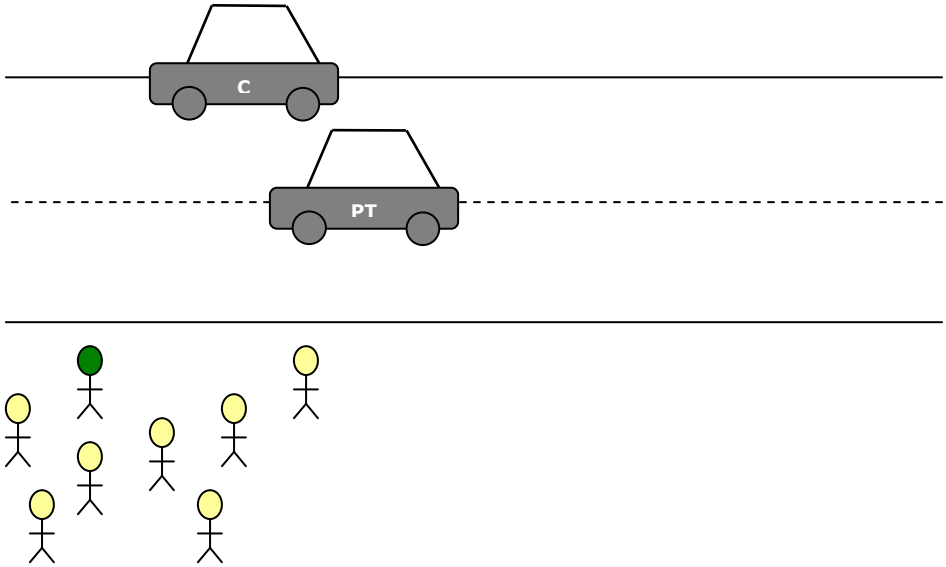
You, as coach, will drive ahead in a car. One participant (with passengers if possible) is asked to follow in his car, maintaining a distance that he feels comfortable with. The cars should be staggered so the participant's car is not directly behind the coach's car (see sketch). Ask the participant in the rear car to drive at the same speed (around 50km/h) as your car. When you brake (only once you have passed the spectators) the volunteer in the rear car should brake too so as to come to a standstill behind you. Leave the vehicles in the exact position they come to a stop.



The other participants make up the observation group. They should stand in a safe area to the side of the track and carry out the following tasks:

- One participant: Please observe precisely how much time elapses between the coach's car braking lights coming on and the volunteer braking.
- One participant: Please observe precisely how sharply the volunteer brakes.

Next, the coach should carry out an evaluation with the group based on the template below.



The following procedure is recommended:

First, ask the driver (volunteer) what happened. The following questions may be useful:

- How are you feeling at the moment?
- What did you think when you saw the brake light of my car coming on?
- What were you thinking when you were braking?
- How did the braking go, in your opinion?
- What do you think when you see where your car finally stopped?

You can then ask the same questions to the passengers, in order to bring out the emotional impact of the experience.

Then ask the observers what they saw based on the tasks they were given.

Then ask questions to try to work out ways to support the drivers with maintaining and checking their safety margins. The following questions could be used:

- How could you know when the safety margin is sufficient?
- What could help you to determine a sufficient safety margin?
- What could you help you to find a safe distance?
- How could you test to see if you have really chosen a safe margin?

You could also repeat this exercise with all participants, until they have set themselves sufficient safety margins. In this way, the participants can find out for themselves what safety margin is necessary.

Coaching scenario designed by: Ian Edwards
Name of scenario: Journey Context

Main learning objective

The learning objective of the scenario is for the coachee to understand how context and journey goals impact on driving performance.

Secondary Aims

To assist the development of coping strategies to deal with, or avoid, dangerous journey goals or contexts.

Location

In-car

Main level / cell of GDE matrix (Hatakka el al 1999)

All for levels of the GDE

Short Summary

The Goals for Driver Education (GDE) identify the need to develop a driver's knowledge and understanding relating to the context and goals for the journey. Against that background it is interesting to consider the goals of a learner driver when under tuition. Edwards and Curle (2008) indicated that the types of faults seen by driving instructors would be limited by the context in which the driving lessons take place – an educational context. This context is unlikely to include the types of distractions or pressures the driver would normally encounter when completing a 'real life' journey. The driver's goals whilst under tuition are likely to be significantly different to those a driver may normally have when completing a 'real' journey. The goal whilst under tuition is likely to be associated with driving well, and in line with the model being advocated by the instructor. In a 'real life' journey, a driver is more likely to be concerned about getting from A to B on time for a meeting, impressing their peers, listening to music, etc. It therefore follows that one of the key goals for a coach is to encourage the coachee to consider their driving not only in the current training context but in the wider 'real world' context.

Detailed Description of the Scenario

This scenario can be used in a number of ways. The basic approach is to allow a driver to drive independently (with minimum assistance or direction) for a period of approximately 10 to 15 minutes. The coach then stops the drive and asks the coachee to give an overall score of their driving performance, using a 1 to 10 scoring system with 1 being poor and 10 being excellent.

The coach should then discuss with the coachee a number of alternative scenarios and ask the coachee to consider how each scenario could impact on driving performance. Each scenario should be scored and the score should be reviewed against the score given for the initial drive. Depending on what the coach seeks to achieve, these scenarios should focus on the context or goals for the journey.

Where possible the scenarios should be based on the coachee's own expectations of journeys they may be likely to undertake in the future, as this increases the reality of the discussion. The coach can instigate this through the use of questions relating to:

> When is the coachee likely to use these types of roads?
> Who is the coachee likely to be travelling with?
> At what time of day is the coachee likely to undertake this journey?
> What would be the purpose of the journey?

If the coachee has difficulties relating to their own types of journey the coach may wish to give some examples, these could include:

> Imagine you have just applied for a new job and have been asked to attend an interview
>
> You are going out for the evening with a number of friends, and plan to return late, how do you think this trip would impact on your driving?

The main learning objective is for the coachee to understand that the context and goals for a journey will impact on driving performance. This learning objective is achieved through the comparison of the different scores for each of the scenarios.

If appropriate the coach can develop the session to include coping strategies for the contexts and goals discussed.

Application in Driver Training
This coaching scenario, whilst simple, is very effective as it encourages the coachee to consider their own future driving performance. The scenario's strength comes from its simplicity which allows it to be adopted to fit a number of situations.

The approach is probably best used when the coachee reaches a consistent standard of safe driving.

Reference

Edwards, I. & Curle, T. (2008), Fault Correction or Self-Assessment: Which Way Forward?, in Dorn, L (ed), Driver Behaviour and Training Volume 3: Ashgate:UK pp. 31-36

Hatakka M, Keskinen E, Gregersen NP, *et al.* Theories and Aims of Education and Training Measures. In: *Driver Training, Testing and Licensing—towards theory-based management of young drivers' injury risk in road traffic*. Results of EU-Project GADGET, Work Package 3. In: Siegrist S, ed. Bfu –Report 40 1999

1. Coaching scenario designed by Gregor Bartl

2. Name of scenario: goal-guided track training

3. Main aim of scenario (learning objective): **to elaborate the connection between real accident causing factors and the exercises of the track training**

4. Secondary aims of scenario: **to initiate more active learning and coaching-relationship**

5. Location of scenario: **primarily classroom, secondly on track**

6. Main level / cell of GDE matrix reached: **4th level (self-control)**

7. Short summary of exercise: **first, participants of a track training are invited to write accident causing factors on a flip chart – one below the other; then during the track training the instructor refers as often as applicable to these factors; finally in the classroom the instructor gets back to the flipchart and let the group elaborate in which**

exercises they have experienced knowledge and beliefs to avoid these accident causing factors.

8. Detailed description of exercise and application of coaching techniques (see template)

ii) Making coaching role explicit:

The instructor starts to ask the participants, "which are the main at fault accident causing factors in your opinion for novice drivers?" He tries to deepen the answers: e.g. if a student says speeding, the instructor asks for the causes of speeding. Causes, not circumstances shall be in the focus of this scenario: e.g. ice is a circumstance, whereas underestimations of ice, inexperience, sensation seeking, self-overconfidence etc. are causes of crashes on an icy road. Clear answers shall be written on a flipchart either by the instructor or the participants. (Following examples of answers are expected based on experience so far: fatigue, inattention, showing off, stress, wrong view, slippery road, alcohol, drugs, over-motivation, inexperience, sensation seeking, group-pressure, immaturity, aggression, etc.).

The instructor can also invite the participants to make a ranking of these accident causing factors.

iii) Defining the issue

The instructor asks the student what they think how we can now work on these accident causing factors during the next hours on the track. And he explains that when they come back to the classroom he will ask them about their experiences during the training concerning the connection between what they have done on the track and the accident causing factors.

iv) Experience

During the training the Instructor repeatedly comes back to the accident causing factors either by reminding them, giving them hints or discussing it between the exercises. E.g.: in the braking exercise it shall be elaborated that little differences in choice of speed make a big difference in braking distances. In this case he may e.g. ask: "when do we drive faster?" Possible answers: stress, showing off, high spirits etc.

v) Debriefing / further experience

When back in the classroom the instructor shall come back to the accident causing factors and asks the group for each factor in which exercise they concretely have experienced something which fits to the accident avoiding factors.

Recommendable questions are: "Now, let's go through the accident causing factors of our list. In which of our exercises on the track have you experienced or learned something to avoid the first accident causing factor on our list which is e.g. stress?" Then go through one by one, if possible all of them. How much each factor is deepened is a question of time, of the instructor's competence and of the motivation of the group.

If a customer e.g. answers "in the braking exercise", then the instructor shall at least ask e.g.: "ok, and what exactly have you learned – what exactly can you take with you for your personal future?" Further possible questions are: "What will you specifically take care of in the future?" "How will you achieve your goal later in real life?" "What typical

temptations do you have to consider?"

If students say something provocative or nonsense, then it is important that the instructor stay emotionally neutral and takes the answer for serious and perhaps asks: "What else could be a strategy to avoid this specific accident risk?"

If students e.g. say, that they have not learned anything for their safety or that they will continue to drive risky then the instructor shall not say nothing, because being silent usually will be misunderstood as acceptance. Therefore the instructor has to make use of group dynamic possibilities and has to build up a confrontation. He can ask what conclusions the others have and give the problematic customer the opportunity to say his opinion on that. The instructor can also build up a confrontation between him and the customer: e.g. "How would it be for you if you meet me on the road, when I drive drunk home or tired etc.?" "What would you say to me, if I crash into your car, because I was driving so fast because of my stress…?"

It shall be the always in the focus, that during the scenario all pros and cons for safe behaviour are being discussed but the choice making is not the instructors but always the customers responsibility.

Ideally every accident causing factor is being discussed and every customer has the possibility to state his conclusions. A structure for the discussion and the right speed for discussion are essentially. The instructor shall resist the temptation to focus on nonsense.

vi) Future strategy

Finally, the instructor can ask, how they will transfer these experiences into their future life and in which individual situations which strategy is specifically useful. E.g. When I drive to work every morning in a hurry I will especially take care of my safety margin, because during the track training I have experienced…..

vii) Address any worries / concerns arising from lesson

Instructors have to be specifically educated to be able to coach and to be aware of the accident causing factors also on the 3rd and 4th GDE level. This scenario takes about half an hour.

For moderating this scenario well coaching abilities are necessary!

Scenario designed by : Gérard ACOURT - Catherine TROTIN - ECF

Name of scenario : Highway code: STOP and GIVE WAY signs

The aim of the scenario : The ultimate aim of the experience is to realise that traffic rules exist for a reason, especially STOP and GIVE WAY signs, because otherwise everyone would act differently, it would be dangerous and anarchic.

Location : THEORY (CLASS)

Main level /cell of GDE : 3 et 4

Summary :

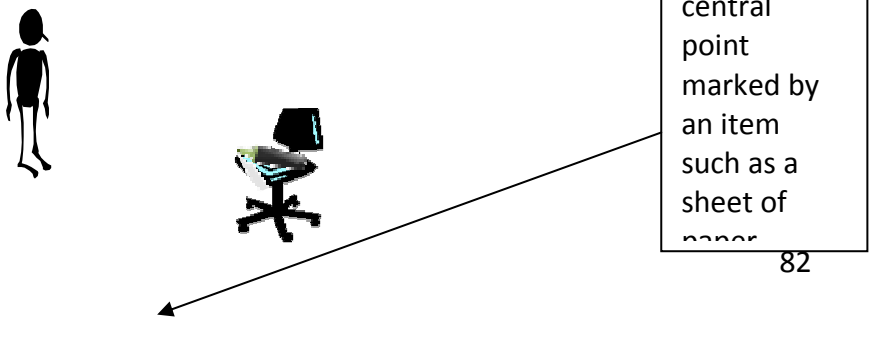
This scenario involves the physical participation of a group of learner drivers.
Several people are asked to stand in a circle and walk in a particular direction. No other instructions are given. Different outcomes will occur : nobody moves, everybody moves and collides with each other ; some people move, others stay ; some people decide on the rules for everybody else, ...
Then the coach gets the group to analyse what has happened and to draw the conclusion that rules are necessary for people to move and pass by each other properly.
Finally, the coach can get the class to think about which rules would best regulate this particular situation.

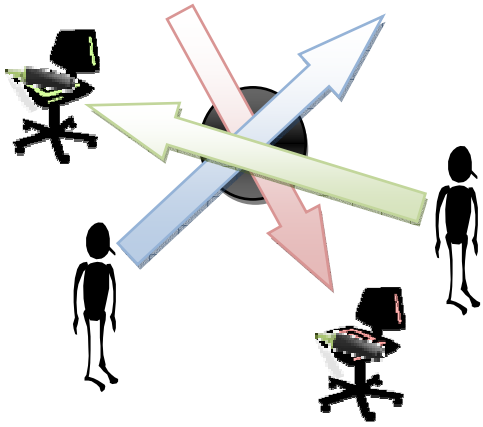
Descriptions :

1. Explanation from coach about the context of today's lesson
2. Explanation of exact objective of today's lesson, also from coach
3. Coach explains that they will 'try something different' today: a game
4. Learners are asked to split up into groups of 3, standing in a circle, surrounding a central point marked by an item such as. a sheet of paper
5. One participant is the designated observer of the exercise who will be questioned afterwards
6. Chairs are placed opposite each person, on the other side of the central point, with a pen on the chair
7. The objective of the game for each person is to retrieve the pen opposite them, by passing directly over the central point in the middle.
8. The participants are asked to retrieve their pens as quickly as possible once the coach gives a sign
9. When the coach gives a sign, the participants move
10. Different outcomes will occur : nobody moves, everybody moves and collides with each other ; some people move, others stay ; some people decide on the rules for everybody else, ..
11. A discussion then arises on: what happened, what did you do, what did the others do, what are the reason for this happening, etc. including the remarks from the participant who has been observing the situation
12. The principle of the STOP and GIVE WAY signs are jointly elaborated
13. Without going into any more detail about individual signposts, etc, the participants are invited to apply this knowledge and experience in the car on the road.

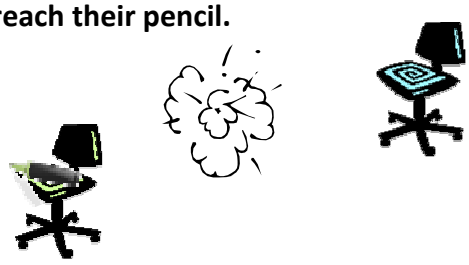
Scheme :

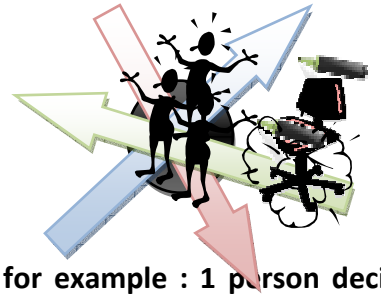
Step 1





Step 2 – 1 option for example : Everyone meets in the middle and collides with each other. Nobody manages to reach their pencil.





Step 2 – Another option for example : 1 person decides on the order that each person should move in but in the end he can't get his own pencil. He is unhappy about having « regulated the traffic » because he feels he has lost.

How easily can this scenario be applied :
This scenario can be applied very easily and requires very little material.
You need at least 3 people and 1 observer for the scenario to work. The observer is not absolutely necessary but he/she can make a significant contribution to the subsequent exchange of views.
This exercise is very meaningful for the participants : they can easily understand the need for signals and signposts at the same time as feeling totally safe. They are able to appreciate the 'why' as much as the 'what', to understand the reasons behind certain factors (rules, situations) in traffic.

Scenario designed by : Gérard ACOURT - Catherine TROTIN - ECF

Name of scenario : Highway code: STOP and GIVE WAY signs – Practical Application

The aim of the scenario : To encourage the learner driver to either resist or give in to social pressure, especially from someone who the learner sees as being an authority.

Location : PRACTICAL APPLICATION (on-road)
Main level /cell of GDE : 3 and 4
Summary :
This scenario is based on a « confrontation ».
The coach asks the learner driver to put into practice what he/she has learned about STOP and GIVE WAY signs, and to give a commentary. On approaching a STOP sign, the coach tries to encourage the learner (having already established an atmosphere of trust and safety between them) to cross the STOP sign without stopping.
Depending on the person, some learners will follow the 'instructions' of the coach (and cross the STOP sign without stopping). In this case, the coach must perform an emergency stop. Others will refuse and will stop as expected by the law.
The car should then be pulled over to allow for a debriefing. The debriefing should be used to see how the learner driver felt when he accepted or refused the coach's instructions and how this situation can apply in other areas of life too.
Descriptions :

1. The coach repeats the objective of the exercise (practise approaching STOP and GIVE WAY signs). He states he is not interested in any other aspect of the learner's driving.
2. The coach only gives instructions on where to go, but gives no instructions whatsoever on what do do and how to drive, especially when approaching STOP and GIVE WAY signs

3. After 2 or 3 STOP and GIVE WAY signs, the coach asks the learner to pull over and switch off the engine.
4. Thereafter follows a discussion about what the learner has just experienced:

- What did we pass on the road?
- How do you think it went?
- What were the differences between them?
- What were the individual characteristics of each one (did anything specific spring to mind)?
- Could you have done anything better?
- What was important for you during this process?

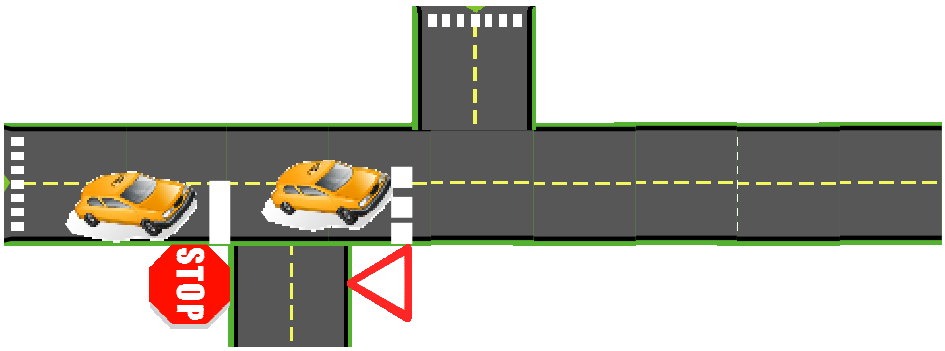
5. The learner then drives back towards the driving school, passing by other STOP and GIVE WAY signs.
6. "THE TRICK": On the way back, the coach cleverly introduces level 3 and 4 of the GDE matrix
7. On approaching a STOP sign, he tells the learner to ignore it and drive straight through it.
8. Generally speaking, in their experience so far, most learners obey the coach.
9. Within a metre or two of passing the STOP sign, or whenever it is considered unsafe, the coach intervenes by emergency braking.
10. The coach asks the learner to pull over and switch off the engine
11. The coach asks:

- what happened?
- what are you supposed to do at STOP signs?
- Why did you follow my instructions?

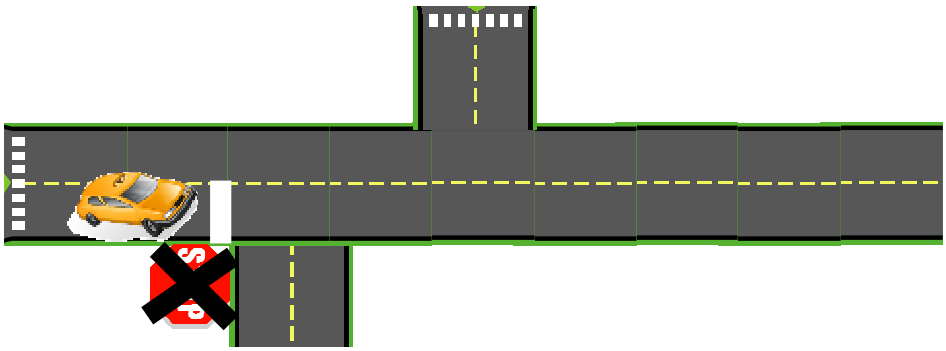
12. The coach then enlargens the subject to address other situations in driving where the driver could submit to pressure from other road users (passengers, persons driving too close behind, etc)
13. The door is open for getting the learner to think about how readily he/she will submit to outside pressure in 'critical situations', to make links with the past (learner's experience with this in other facets of life already) and with the future (how independently will I act in the future)

Scheme :

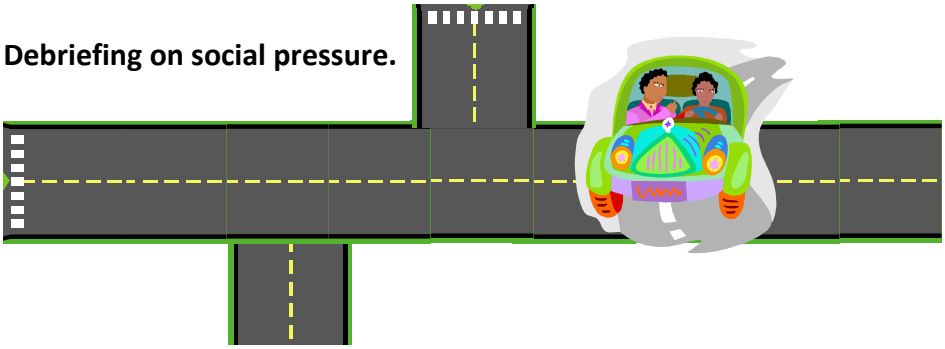
Step 1 : the learner driver practises STOP and GIVE WAY signs, as he/she has learned in theory.



Step 2 : the coach suggests that the learner does not stop at the STOP sign.



Step 3 : Debriefing on social pressure.



How easily can this scenario be applied :

This 'confrontation' exercise is a very effective way of addressing social or peer pressure, regardless of the decision taken by the learner (to accept or refuse to cross the STOP sign). The debriefing after the event is very important. Here, the coach must do the following :

- If the person followed the coach's instructions and was prepared to cross the STOP sign (and therefore to commit an offence) : the coach must work with the learner to understand why, what pushed him/her to give in, how could this happen in other areas of life…and what he/she could do to act differently next time.
- If the person refused to the follow the coach's instructions and therefore did not give in to social pressure : the coach needs to encourage this attitude and check if the learner would always act like this (even in the case of peer pressure for instance)….

The awkward aspect of this exercise is the borderline safety component : the instructor-coach has to be able to stop the car before it crosses the STOP sign. The trainer also really needs to know how to coach in the debriefing session, especially if the learner was intending to cross the STOP sign.

Scenario designed by: Gérard ACOURT - Catherine TROTIN - ECF
Name of scenario: FATIGUE - THEORY (CLASS only)

The aim of the scenario: The aim is to get the learners to think about the importance of decision-making (good and bad decisions) and to promise the coach that they will think back to this scenario when they have to make such decisions in reality in the future.

Location: CLASS only
Main level /cell of GDE : 4
Summary :
This scenario is based on a role play.
The instructor-coach gets 4 learner drivers to play the role of his friends (all driving licence holders) who have eaten together at his house after a day of sport. The meal has finished and its 2 o'clock in the morning.
The instructor-coach gives each person a description (on a piece of paper) of the character they are playing (in the role-play) and suggests that they all spend the night at his place because it is late and they are tired.
The subsequent exchange of views provides theoretical insight into the notion of fatigue and to confront the learners with a situation which may well happen when they get their licence.
Descriptions :

1. Coach explains that they will 'try something different' today: a role play
2. The scenario is the following:
   - The participants (max. 4 per group) are good friends
   - They have spent a day together hiking in the hills
   - They come back to the house of the coach, who is also a friend who has been out hiking with them
   - They have a large dinner, but no alcohol or drugs
   - By the time they have finished, it is 2am
3. Each participant is given an individual scenario (on paper), for example:
   - Participant A lives 90minutes drive away and has invited people for lunch the next day
   - Participant B also lives 90minutes away and has to go mushroom-picking the next day
   - Participant C lives 45 minutes drive away and has to repaint her window frames.
   - Etc
   - One person per table is an observer who takes notes.
4. The coach, or the 'host of the evening dinnner' offers to his friends the opportunity to spend the night at his place and go home the next morning, rather than driving through the night.
5. Thereafter, each participant must decide whether he/she agrees to stay or whether she/he decides to return immediately home.
6. Each individual makes his decision
7. The individual decisions are written up on the board and the reasons (advantages and disadvantages) of each decision are discussed and written up too.
8. Through coaching, the participants identify the objective of the class session to be 'about fatigue'.

9. The coach asks the participants to consider how, for each individual, they would recognise the symptoms of fatigue in themselves.
10. The role play scenario is changed slightly to see if any of the participants would change their decision at all (it's not so late, they live closer, etc).
11. The participants are asked to consider what other factors would play a role in such a decision (should I stay or should I go) in real-life situations in the future. For example, obstacles to clear decision-making.
12. The participants are asked to make a clear commitment to 'making the right decision' in the future in such circumstances.

Scheme :

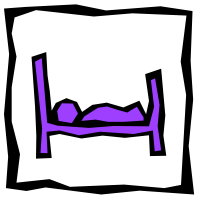
Step 1 : The instructor-coach invites the 4 learners to take a seat at the table and distributes their role cards.

Examples of « role – cards » :

It will take you 90 minutes to get home. You are having your parents over for lunch tomorrow (Sunday).	It will take you 90 minutes to get home. You have to go mushroom-picking very early tomorrow morning (it's that time of year !)
It will take you 45 minutes to get home. You have to re-paint your window shutters tomorrow.	It will take you 55 minutes to get home. You don't have any plans tomorrow but you don't like sleeping somewhere without a toothbrush !

Step 2 : the coach suggests that his « friends » spend the night with him. He tells each person where they can sleep and assures them they will be comfortable.

Step 3 : Each person must decide, according to his role and his own view, what he will do. Drive home or sleep at the friend's house. What are the risks of driving home now ? What are the advantages and disadvantages of staying ? Which is the more important ?



How easily can this scenario be applied :

This role play allows learners to « virtually » and safely experience an event from daily life which may involve an element of road safety risk.

The discussion must be long enough to ensure that the experience is engraved in their memory so that they can recall it when a similar situation happens in reality (decision taken, risks, others' opinions...).

This role play is very easy to put in place and requires little material.

The personality of the coach will have a great influence on the richness of the debate : he should ensure that the game is enjoyable and real enough for the learner drivers involved.

Scenario designed by : Gérard ACOURT - Catherine TROTIN - ECF

Name of scenario : « Adapting your speed to the situation »

Stage E2.e French driver training curriculum -

- To know how to choose and change your speed according to :
    - Own ability
    - Signposting and rules
    - Presence of other road users
    - Location (highway, urban area)
    - Geography (flat, hilly..)
    - Visibility
    - Weather
    - Possibilities offered by the car
    - …

from curriculum

The aim of the scenario :

The aim of the scenario is to :

- stress the importance of adapting your driving speed according to a range of personal and environmental factors (i.e. inside and outside of the driver) which can change at any moment.
- Help the learner find ways to observe, identify and evaluate these factors,
- Feel / experience the possible consequences of not adapting your speed to different situations
- Allow for everyone's personal experiences (in life in general, not just driving) to be used to see how people have adapted, in different personal and professional situations, to these environmental and personal factors – and to transfer this learning between driving and life in general.

Location : THEORY (CLASS) with a group. Also possible with a single person / multiple persons in an on-road context.

Main level /cell of GDE : 3 and 4

Summary :

This scenario has two stages :

1. development of factors to be taken into account (with a group of learners, or a single learner and instructor) for adapting and changing driving speed, possible ways to identify changes in these factors and consequences of non-respect. Personal experiences (preferably from life in general) should be used to develop these factors.
2. Application in practice (on-road) in order to acquire experience and spot changes.

Description :

1. The group of learners (or single learner) watch a range of videos (funny, to be found on the internet, no more than 5 minutes total length) : vidéos\une-montee-difficile.html, vidéos\le-frimeur-et-le-plongeoir.html, vidéos\videoplayer-1234.html, vidéos\videoplayer-1154.html, vidéos\videoplayer-507.html, vidéos\videoplayer-761.html, … These videos should aim to present situations where bad judgement or poor anticipation occurs, and to make a connection with the prior personal experience of the learners present.
2. The instructor asks the group (or individual) what they think of the videos. What happened in each one ? Why did these results happen ? What could he have done to avoid this ? What should he have expected ? The discussion should allow for a list to be drawn up of 'verbs of action' relevant to driving, such as : anticipate, observe, think before acting…
3. Ask each person to talk to the group about a similar situation they have experienced (or someone they know has experienced (either driving or not). Ask each person to list for themselves what they could have done to avoid the situation and what he felt at the moment he experienced the situation. They can mime or tell their story by moving around the room. Movement and exchange should be encouraged.
4. Suggest to the group that they imagine driving situations where a failure to observe and anticipate led to a risky situation (perhaps a situation which they have experienced themselves – maybe as a child or as a learner driver). Get them to express the aim of the lesson : to observe and identify factors to take into account for selecting, changing and adapting driving speed.
5. The instructor must also tell a driving story (for honesty's sake) where he took risks by not observing and taking into account various factors. He should then say what he should have done to prevent the situation from occurring.
6. Then ask each person to pick a card from a selection of 10-12 cards. Each one of the cards has a personal or environmental factor written on it which needs to be taken into account when driving. Then get each person to talk about their card, to explain why this factor is important and what you need to do as a driver to take it into account and to take as few risks as possible.
7. Now the learners should apply on the road what they have learned in the class. At least 2 learners per car (one driving and the other in the back) + an instructor would be ideal. The aim is to identify the personal and environmental factors related to driving speed which were discussed in the class. The instructor can start by asking the learner how he feels : tired, annoyed, happy, relaxed, etc, thereby determining his general state of well-being. Then he can choose a driving route where a number of different environmental factors can be experienced (other road users, signposts, etc). The route should not be so complex that the learner is unable to give a commentary on what he is about to do (adapting speed).
8. The learner should follow the route and give a commentary on the environmental factors he observes, identifies and what the decisions he is making. The learner in the back can help the driver in these tasks and give him advice. The instructor ensures that there is a calm atmosphere in the car. Ideally, each learner would experience both the role of the driver and the observer.

9. Having returned to the driving school, the instructor should encourage the learner to express how he feels about having taken decisions based on reflection, and having adapted his speed according to the factors observed. It is important to try to get him to realise how good it feels to have mastered or perfected this driving technique…and how he can impress his friends with his speed adaptation skills!
10. The instructor asks his learner driver(s) to reproduce the same systematic approach (observing, identifying and adapting speed) during subsequent lessons, combined with a commentary, so that these skills become automatic.

Comment : points 7-10 above could be developed into an on-road scenario of its own.

Scheme :

1st stage – classroom – points 1 to 2 above

The instructor shows the video clips and gets the participants to create a list of verbs of action based on the videos : observing, anticipating, acting, …

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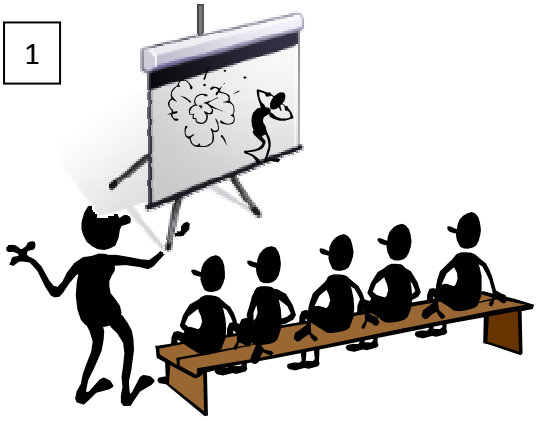

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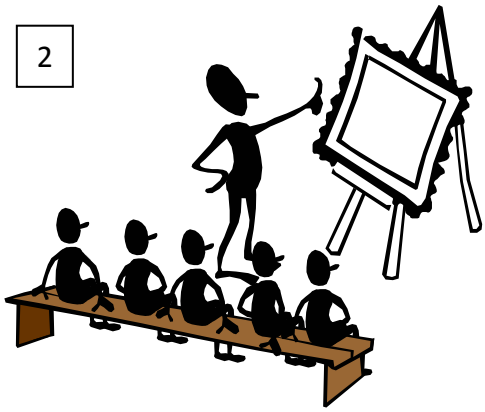
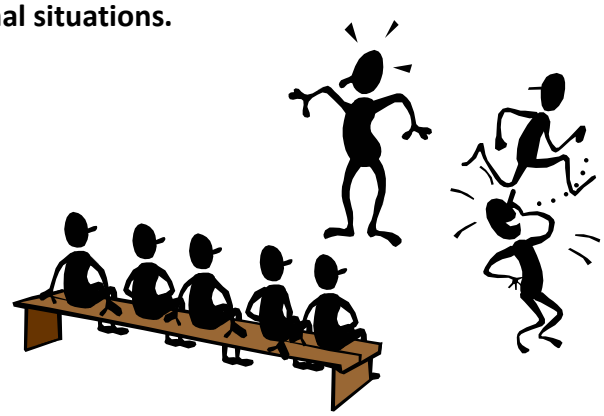


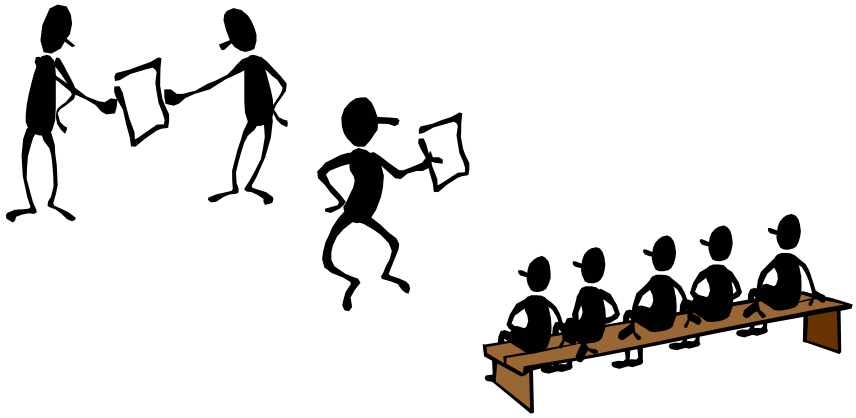
2nd stage – classroom – point 3 above

The instructor-coach asks the participants to tell the class (miming, moving around in the room) about similar personal situations.



3rd stage – classroom - points 4 to 6 above

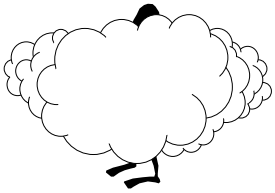
The instructeur-coach gets the class to focus on driving situations and, with a view to triggering a discussion, distributes cards, each featuring one personal or environmental factor to look out for and identify.



Cards (examples)

Fatigue

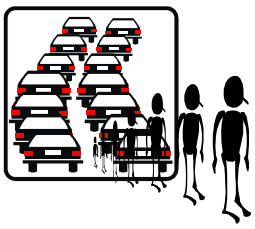
Distracted



Annoyed

Rain

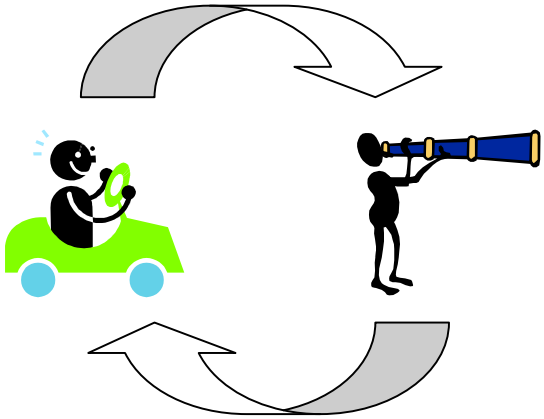
High density traffic



Not much petrol left

4th stage – in car – points 7 to 10 above

The instructeur-coach gets everyone to apply what they have learned in class out on the road. Each learner takes it in turn to be the driver and observer.



How easily can this scenario be applied :

This scenario requires a certain amount of preparation in finding the videos and developing the deck of cards (which could simply be a few words written on a piece of paper !).
The important thing is to show that each learner has relevant experience from their daily lives on how to adapt his speed or his behaviour as a result of personal and environmental factors.
Use humour to address this subject and get their attention because young learner drivers may otherwise consder this subject to be rather trivial.
It can be carried out with 1 person or several (the more people involved, the better the exchange).
The most important thing is to exchange experiences, encouraging understanding and analysis, before application in reality.

1. Scenario designed by: Sakari Hopia

2. Name of scenario: Speed adaptation

3. The main aim of scenario:

To raise awareness and knowledge of the risks associated with driving speed, to give the learner driver tools to understand the importance of appropriate speed in any given situation and to understand the function of speed limits.

4. Secondary aims:

Together with a coach, the learner should find out that appropriate driving speed depends on visibility, road surface, environment, circumstances, condition of the car and speed limits, etc., and that it is sometimes safer to use uniform driving speeds where possible.

5. Location:

On road

6. Main level /cell of GDE matrix:

Level 2 of the GDE matrix, depending on the student and discussion with the coach, because the goal is defined by the student.

7. Summary:

In driving it is most important to understand the importance of appropriate speed and therefore this must be demonstrated and discussed during driving lessons / practice. The driving speed may vary from 0 to over 100 km/h and the manoeuvring skills of learner drivers are normally not very good. The main risk here is that they try to drive too fast for the circumstances and environment. It is important to discuss speed limits and to stress that slowing down is the most efficient method for solving and reducing the risks in difficult situations.

8. Description:

This scenario can be used, and repeated if necessary, during the whole in-car driver training programme.

The coach has a role in this scenario by asking questions to ensure that the learner focuses on the theme of speed. This focus can be stated in the form of a goal at the beginning of the lesson or can be introduced during a lesson.

First of all, before moving off, the coach can ask.

What are the reasons for not being able to drive at 50 km/h in this area?

The coach needs to find an area where speed limits vary from 30 to 60 km/h. While driving in this area, the coach can ask, for example, the following questions:

This area has a speed limit of 30 km/h. Why do you think that is? Can you give me some reasons why this speed limit is 30 km/h? Can you see any of these near here?

When the limit is higher, at 40 or 50 km/h, the coach may keep asking the learner to explain the difference in speed limits and where such limits can be found.

The same kind of approach can be used concerning higher speeds, by introducing the subject of warning signs.

The main aim here is to demonstrate the meaning of appropriate speed for the circumstances. It can be done by asking questions when approaching junctions or any other situation where the speed should be changed. Questions could be as follows:

Approaching a junction

We are turning to the right/left at the next junction, what speed do you think is appropriate to use? Were you satisfied with the speed you used? What went well and what didn't? Is there anything you could change to make the situation safer? On a scale from one to ten, how satisfied were you with the speed you were using?

Driving in rainy, foggy, windy or slippery conditions

Do you know why we are not allowed to drive as fast as normal in such circumstances? What does it mean to drive in weather like this? Is it safe to drive in this kind of weather? What could we do to improve our safety in weather like this?

Driving in challenging environments (near schools, hospitals, playgrounds …)

When seeing warning signs "children" or "pedestrian crossing ahead" the coach may ask how it is possible to improve the traffic safety of pedestrians.

In this area, what are the most common accidents that could happen? What are the reasons for these traffic signs? Can you describe to me the most vulnerable road users in traffic?

During this session, it is only the student who is evaluating his/her possibilities and attitudes and the coach is only observing and checking - by asking questions.

9. How easily can this scenario be applied in driver training:

This is an easy scenario to use.

It would be good to have places where you are able to demonstrate the significance of speed limits in reality. For example near schools, kindergarten or other such situation.

Sometimes a slippery surface can be demonstrated only on a slippery track and the other circumstances depend on the weather. Therefore this scenario cannot always be used to the full extent.

5. Minutes of last full project meeting May 11-12 in Luxembourg

CONCLUSIONS OF THIS LATEST AND AT PRESENT ACTUAL MEETING AND NEXT TASKS FOR PROJECT MEMBERS

Conclusions

The HERMES coaching seminar has been improved since the last meeting. Various elements still need to be added.
The coaching scenarios submitted so far are of good quality. The meeting was successful in proposing ways to improve these scenarios. More scenarios are needed by mid-May.
The evaluation results (impact of the HERMES seminar on driving instructors' teaching skills) were largely positive, although before-after differences were mostly small.
HERMES has begun planning its film production, which will take place in the autumn of 2009 in Vienna.
A trainee handbook (for driving instructors participating in the HERMES coaching seminar) and a train-the-trainer manual (for training the leaders of the coaching seminar) still need to be made.
New meetings were planned: May 11-12 in Berlin (steering committee), June 22-23 in Helsinki (full project team), November 18-19 in Vienna (steering committee) and January 19-20 2010 in Lyon (full project team). The end-of-project information day will take place in February 2010 in Brussels.

Tasks

SUBJECT	TASK(S)	RESPONSIBLE
Coaching scenarios	Robert will submit 4 coaching scenarios by the end of April Marc will develop 5 coaching scenarios by mid-May. Catherine, Ian and Sakari will try to complete a total of 10 coaching scenarios each by mid-May Gregor will arrange for amendments to be made to the contracts with CFC (Marc) and RACC (Albert). Albert will no longer produce scenarios. Marc will produce 5 instead of 10. Nick/Gregor will discuss with the scenario developers where to allocate the newly available money from the CFC and RACC budget	Robert Marc Catherine, Ian, Sakari Gregor Nick / Gregor
HERMES coaching seminar	The following items (agreed at the VIENNA meeting) should be added to the existing coaching seminar handbook: Add a game to reduce the telling culture of the instructors (e.g. forbidden word game) Add a session on giving up control (giving up the hierarchy): 'why is there a need to tell?' Structure the follow-up day (day 4 of training) The following items (agreed at the LUXEMBOURG meeting) should be added to the existing coaching seminar handbook: An introduction to the handbook The active listening "controlled dialogue" exercise demonstrated by Gregor A modified 'fatigue' exercise (not using just moderation), following Kay's demonstration / or a moderation exercise to show the limits of moderation A legal disclaimer should be added to the handbook ("each country should check to ensure that none of the content of this seminar or scenarios conflict with national legislation")	Gregor / Kay Kay Gregor / Kay Kay
Handbooks	Additional handbooks need to be made at some stage (train-the-trainer manual & trainee course manual)	Gregor / Kay
Evaluation	Gregor should send the post-seminar audit data to Esko for processing Esko should complete the evaluation report, including a conclusions and discussion section	Gregor Esko
Information day	Ask Annie Canel about the availability of the Centre Borschette for the HERMES information day in February 2010	Nick

1. Aims of meeting

The main aims of this 5th full project meeting were as follows:

Coaching scenarios: presentation of new scenarios, testing of scenarios, brainstorming new scenarios, further development
HERMES coaching seminar: presentation of new elements, testing of part of seminar
Presentation of the final evaluation results (based on 3-day coaching seminar in June '08)
Plans for filming of HERMES film
Remaining tasks: training-of-trainer handbook, trainee course manual

2. Participants

The full list of participants can be found in **annex 1**.

3. Content of meeting

a. Creating Effective Coaching Questions

Coaching is not just about asking good questions. Coaching must be goal-oriented, follow a process (such as the GROW1 model), be based on a specific kind of relationship between coach and coachee, and involve not only questioning, but also active listening and feedback.
However, good questions, which raise awareness and responsibility, are a part of good coaching. This exercise was designed to show how typical instructions (in a driver training context) can be converted into effective coaching questions. It uses a technique pioneered by Don Palmer (English driver trainer/coach) and consists of the following steps:

Converting instructions into questions
Converting closed questions into open questions
Understanding the difference between Coaching questions (the coach does not know the answer) as opposed to question development (the coach knows the answer and is expecting a certain response)
Creating coaching questions focusing on external subjects (facts, practical skills) & coaching questions focusing on internal subjects (personal)
Creating questions on senses and body awareness

[1] GROW = Goals-Reality-Options-Will

The HERMES team followed this process, using the example of an in-car driving lesson where the goal is to turn left at a crossroads (on continental roads). The results of the exercise can be visualised in annex 2.

Recommendation for the HERMES Seminar:

"Converting instructions into coaching questions" has recently been added to the HERMES coaching seminar. The process described above took a long time in the Luxembourg meeting, so it is important, in the seminar, to limit the number of instructions which need to be converted into questions (there were too many instructions and too many stages to complete during the HERMES meeting).
If used in an appropriate way, this process could also be used to identify questions relating to the higher levels of the GDE matrix.

b. The "Grow Ii" Coaching Model (Ian Edwards)
Ian Edwards suggesting that these questions could be entered into a simple coaching process, such as the GROW model. The GROW model was adapted slightly by Ian as follows:

Coaching stage	Normal definition	Ian's definition
G	Goals	Goals
R	Reality (current state regarding attitudes, knowledge, skills…)	Risks
O	Options (what could you do?)	Options
W	Will (motivation to pursue your chosen option)	What (will you do)

GROW is a constant ongoing (circular) process. With regard to turning left at a crossroads, the categorisation of questions could look as follows (note: this was a brainstorming session and the questions have not been refined):

Question	GOALS	REALITY / RISKS	OPTIONS	WILL / WHAT	Possible or desired response to question
Have you turned left at a crossroads like this before?		X			
What do you want to achieve when turning left?	X				I want to turn left safely and smoothly
What risks are involved?		X			Oncoming traffic Pedestrians Things obscured from view

					Stalling the engine
What can you do to minimize these risks?			X		Speed Positioning Indication Priorities Rules Look properly
What are you going to do?				X	Look (including mirror) Indicate. Etc etc
How are you feeling now (scale of 1 to 10)?		X			
DO THE MANOEUVRE					
Explain to me what you did		X			
How satisfied are you with that manoeuvre?		X			
How close to your goal are you now?	X				
What new risks are you now aware of?		X			
What personal worries do you have regarding to the left turn?		X			
What do you want to improve?			X		
What did you learn overall today?	X				

c. Coaching Scenario: Understanding Loss Of Control (Marc Pannacci)

The HERMES team were treated as participants in a coaching scenario led by Marc Pannacci. The aims of the scenario were to:

Experience how easy it is to lose control on bends, especially due to excessive speed, slippery surface, etc (on track)
Understand the influence of peer pressure (just by saying “now I take the time”)
See the connection between loss of control on the track and the consequences In real-life (video clip and vehicles involved in fatal accidents seen in a safety hall)

Marc will write up this exercise as a coaching scenario, taking into account the following feedback:

The scenario was received very positively.
The link between the track exercise (losing control on a bend to the right and losing control on a bend to the left) and loss of control on a public road could be made more explicit (going off the road on a left bend and veering into oncoming traffic on the right bend).

The link to the understanding when you are going to lose control was not explicit enough. It needs to be made clear that you don't want to go near the limit point where you could lose control.

A video of this exercise can be found at
https://rcpt.yousendit.com/664010249/0be2b417747cec887ac4ebf8fce2ff6f (for 14 days, from March 15th 2009).

d. Coaching Scenario: Speed Adaptation (Catherine Trotin)
The full description of this coaching scenario can be found in annex 3 (and attached ppt presentation). Feedback on this scenario was as follows:

The scenario was received very positively.
This may be difficult to implement in practice in a number of countries, because it implies a theory class should be followed immediately by a practical driving lesson and that driving lessons (in-car) often involve more than 1 learner driver in the car. However, parts of the scenario can be used and adapted in all countries.

e. Coaching Scenario: Route-Planning (Sakari Hopia)
The full description of this coaching scenario can be found in annex 4 (and attached ppt presentation). Feedback on this scenario was as follows:

Feedback was very positive. This is a good exercise for emphasising that the responsible person in the car is always the driver. Depending on the types of questions used by the trainer, this exercise could focus on a number of different levels of the GDE matrix.
Could the scenario description include a few example questions that the trainer could ask the learner once the in-car exercise has taken place ('debriefing')?

f. Coaching Scenario: Self-Assessment (Ian Edwards)
The full description of this coaching scenario can be found in annex 5 (and attached ppt presentation). Feedback on this scenario was as follows:

Feedback was very positive. It is a very good way of highlighting responsibility and avoidability (of accidents). There is lots of acitvity in the classroom, learning from each other.
An individual/personal summary could take place at the end, with each participant stating : "if I was the driver of the red car, I would do…..to prevent the (near-) accident", etc.
A film clip (rather than animation) may avoid less arguments about the exact positioning of the cars. Having said that, others felt that such discussion/arguments were beneficial to the learning process (it makes people realise that people perceive things differently from each other).
The role of the coach is very important and very demanding, in terms of facilitating discussion/argument and keeping the lesson on track. This should be noted on the Coaching Scenario description.

g. Coaching Scenario (In Hermes Coaching Seminar): Fatigue (Kay Schulte)
This coaching scenario, which aims to be integrated into the HERMES coaching seminar, starts with a film clip about a student who drives when she is very tired. The participants are then asked : "In what situations is there a risk that you would drive, even when you are tired?"

Participants work in pairs to come up with answers (coming back from work, driving to the disco at night, driving during a natural 'dip' in the day, etc). Then each pair, in turn, gives one example to the whole group and the rest of the group suggest strategies on how to avoid situations like this (take a nap, cancel the appointment, take public transport, etc). These 'rescue' strategies are posted on the board on cards.

Then each individual is asked to think about which strategy is best for them and to cross the strategy on the board. Each individual then writes down his personal strategy to take with them.

The feedback on this scenario was rather critical:

This is an example of a 'moderation' method. The participants decide for themselves what their strategies will be, without influence from the trainer. However, some of their strategies were based on incorrect information or lack of knowledge. This is a good example of how value-free moderation can lead to counterproductive results. It is up to the trainer to steer people away from poor decision-making (e.g. take a red bull before driving) and towards valid solutions (e.g. Trainer: I can tell you that research has shown that caffeine only works for a very short period of time and then you feel even more tired afterwards..). ATTENTION: referring to coaching it is essential to put the statement of the coach beside not above the customer's statement (no hierarchy).
Participants may choose strategies that have already been crossed by previous participants, rather than choosing their own personal strategy.
It takes quite a long time to complete this exercise
The exercise was quite superficial, in that there was no time really spent on developing sustainable strategies for the future (= just writing a strategy on a card).

Recommendation: This exercise could be used to raise awareness amongst driving instructors that the moderation method has its limits and needs to be at least supplemented by more goal-oriented coaching.

h. Active Listening "Controlled Dialogue" Exercise For Hermes Seminar (Gregor Bartl)
This active listening exercise will be added to the HERMES seminar. Person A talks about a particular subject and the Person B has to listen and repeat back summarised in own words what has been said. Person B then asks if he has accurately understood and repeated everything that was said and meant (!) by Person A (has he missed anything out, not quite understood, misunderstood, etc?). If not, Person A will repeat what has not been understood and Person B will try again. Afterwards the roles are reversed, so Person A has to listen and repeat back what Person B is saying.

The feedback on this exercise was positive and led to the following conclusions: Understanding is crucial and is more important than repeating the exact words of the other person (which could become irritating). This exercise should also involve discussion (in the HERMES seminar) about the relationship between coach and coachee. The coachee has to feel he is being understood and that his words (attitudes, opinions, etc) are being taken into account. The coachee should feel that the coach is 'entering his world'. Paraphrasing, rather than repeating back everything, is one approach, whereby the coach identifies the key parts of what the coachee is saying. The coach should be

trying to identify the meaning of the words (what is behind the words) rather than the words themselves.

i. Goal-Oriented Track Training (Gregor Bartl)
The full description of this coaching scenario can be found in chapter coaching scenarios of interim report May 2009:

Feedback was generally positive
It may become too time-consuming and complicated, with a long list of accident causes and then establishing if there is a link or not with up to 5 track exercises completed during the day. Maybe there is some way to limit the accident causation factors, rank them in importance and only deal with the main causation factors, or group them under headings?
Perhaps "what would be your typical accident causation factor?" could be added to the exercise, to make it more personal/individual?
The level of coaching required to execute the scenario well is high; if instructor does not have the right competences students may draw the wrong conclusions.

j. Meeting with WP5 Coaching Scenario Developers
Due to concerns that coaching scenarios are not being developed quickly enough, a special meeting was held with the WP5 coaching scenario developers (Ian, Sakari, Catherine, Robert, Albert, Marc and Norbert*). The following conclusions were reached:

The RACC (Albert's company) will pull out of WP5 altogether. This will require an amendment to the sub-contract between RACC and Gregor Bartl, allowing for most of RACC's coaching scenario development budget to be transferred to another developer.
Marc Pannacci will write 5 scenarios instead of 10. This will require an amendment to the sub-contract between CFC and Gregor Bartl, allowing for half of the CFC's coaching scenario development budget to be transferred to another developer.
Sakari, Ian and Catherine will continue as usual. (Sakari informed Nick - after the meeting - that he will be able to continue participating in the project and to work on the coaching scenarios).
Robert will submit 4 coaching scenarios to Nick by the end of April.
Norbert will submit scenarios which are being developed anyhow in Austria at the moment.
*However, the Austrian Driving Schools Association are NOT responsible for developing HERMES coaching scenarios, according to the official contract.

k. General Conclusions Regarding Coaching Scenarios
Congratulations to Ian, Marc, Sakari and Catherine (WP5 coaching scenario developers), who have clearly shown that, whilst their approaches are different, they all have the ability to create high quality coaching scenarios. They should continue in the same vain.

General feedback on the scenarios were as follows:

The moderation approach is not goal-oriented enough to constitute proper coaching
Each scenario should finish with point 9 "How easily can this scenario be applied in driver training?" (see annex 7 for presentation structure for the HERMES coaching scenarios. All existing

scenarios which do not include point 9 should be modified, please. This section should be used if there are potential difficulties such as:
The scenario requires a lot of skill and experience on the part of the coach
The scenario involves combinations (such as a theory lesson immediately followed by a practical lesson, or more than 1 learner driver in a car during an on-road driving lesson) which may not be available in many countries driver training systems
There are various ways to approach the development of coaching scenarios. Each WP5 scenario developer should develop his own approach. One way is to pick a module from the driver training curriculum (see example curriculum in annex 8) and then to create a situation which allows for the higher levels of the GDE matrix (see annex 9) to be experienced / integrated into what is otherwise a normal driving lesson. A classic example of this is Catherine's in-car driving lesson where the objective of the lesson is "Stop & Give Way signs" and the learner is encouraged to cross over a STOP sign without halting (thereby introducing the concept of pressure from others in the car). This approach is described under point 5 (page 11) of the Vienna meeting report (October 2008).
The first drafts of the scenarios do not need to be perfect. The most important thing is to write up the scenario so it can scrutinised and improved by the rest of the team!
The scenarios need to be detailed, in order for a reader to clearly understand the aims and step-by-step process. It is then up to the reader/coach to decide what elements they want to use from this scenario in their own work (they are clearly not obliged to use it all!). Please use illustrations / photos where possible.
These scenarios can be considered as 'arranged learning opportunities' because they will be deliberately structured to provide an experience ("trigger event") or relate to prior experiences which can be learned from.
The scenarios are primarily being developed for driving instructors who want to use a coaching approach in their work.
We need to add an additional (short) session in the HERMES seminar which explains how to use the coaching scenarios.
As many coaching scenarios as possible should be submitted by mid-May (please submit them to Nick as you complete them so we have some to look at during the steering committee meeting on May 11-12). We will present them all at the full project meeting in June (22-23).

l. Evaluation Results (Hermes Coaching Seminar – Esko Keskinen)
The aims of the evaluation (of the 3-day prototype HERMES seminar in Vienna in June 2008) were as follows:

How did students rate the driving teachers' style of teaching before and after the 3-day HERMES coaching seminar?
How did the driving teachers rate the 3-day HERMES coaching seminar?
How do teachers rate their own teaching style as a result of the 3-day seminar?
To what extent did the driving teachers change their teaching style, as a result of the 3-day seminar, as evaluated by independent observers?

Importantly, the post-HERMES coaching seminar results mostly all represent improvements when compared to the pre-seminar results. Few improvements were statistically significant, however. This may have been due to the fact that the pre-seminar /before-evaluation results were already quite high. There is an indication that the 'under 20 years old age group' may not be benefitting as

much from the new coaching approach of the driving instructors as older learner drivers. This should be analysed more closely in future coaching work. But a clear statistical result for all age groups was, that the students felt more active after the trainers have participated in the HERMES-coaching seminar.

The results of the post-seminar independent observations of the driving teachers have still to be analysed. This will show to what extent the driving teachers changed to more of a coaching approach as a result of the HERMES seminar.

m. Preparation for Hermes Film
The group discussed the possibilities for the HERMES film (length, target group, content, production, actors, etc).

A narrator (off-screen) is preferred over a moderator (on-screen). This also makes it easier to do voice-overs for other language versions.
Be careful with the music (which seemed a bit 'young' on the coaching video already made by Gregor) – music shall not distract the attention from the contents!
The main target group for the film are the driving instructors (either before, during or after the HERMES coaching seminar). Parts of the film may be used for promotional purposes.
A single film split into chapters is preferred. There seemed to be a preference at this stage fo the following chapters:
Goals and principles of coaching
Parts of HERMES coaching seminar
Driving lesson coaching scenario (also for feedback drives in second phase)
Theory lesson coaching scenario
Track training coaching scenario

Chapters 2-5 should contain at least one scenario.

Consider the possibility of having a different coach in each chapter (old / young, female / male), in order to show that coaching is open to all)
Working from scripts was preferred, using one or two actors in each scenario who are supported, if necessary, by a group of volunteers.
Don't use a feedback drive in the film because most countries do not have a second phase programme.
Emphasise ways which are used in the film to 'increase responsibility' and 'raise awareness'.

The film will be made in Vienna in September/October 2009.

n. Additional HERMES manuals
HERMES has committed itself in the contract with the European Commission to develop the following handbooks / manuals:

A Trainee's course manual (namely for the driving instructors participating in the HERMES seminar)
A Trainer's handbook (seminar leader)

A Training-of-trainers handbook (for training the seminar leader)

In addition to these handbooks, the coaching scenario training material also has to be made.

Handbook 2 above (trainer handbook) is the one which is currently being finalised. A trainee course manual (for instructors in the HERMES seminar) and a train-the-trainer handbook (for training the seminar leader) also have to be developed.

The following decisions were made in Luxembourg with regard to the manuals/handbooks:

Kay will prepare a 1-2 page outline of the existing seminar handbook, which will serve as an introduction (aims, principles, content, structure).
There needs to be a focus, possibly in the train-the-trainer handbook, on the dynamic of how to work with the seminar participants.
The trainee (driving instructor) manual can include information on how to establish a coaching relationship with their clients (learner drivers).

o. Forthcoming Meetings

Date	Location	Meeting type	Objective
May 11 (2pm) –May 12 (4pm)	Berlin (DVR)	steering committee	Pre-selection of main scenarios and further preparation of the film. Additions to manual
June 22-23 (2 full days)	Helsinki (Finnish Driving Schools Association)	full project meeting	Presentation of final HERMES coaching seminar Testing of further scenarios Presentation of filming plans
November 18-19 (2 full days)	Vienna	Steering committee	
January 19-20 2010 (2 full days)	Lyons	Full project meeting	
February	Brussels	Information day	

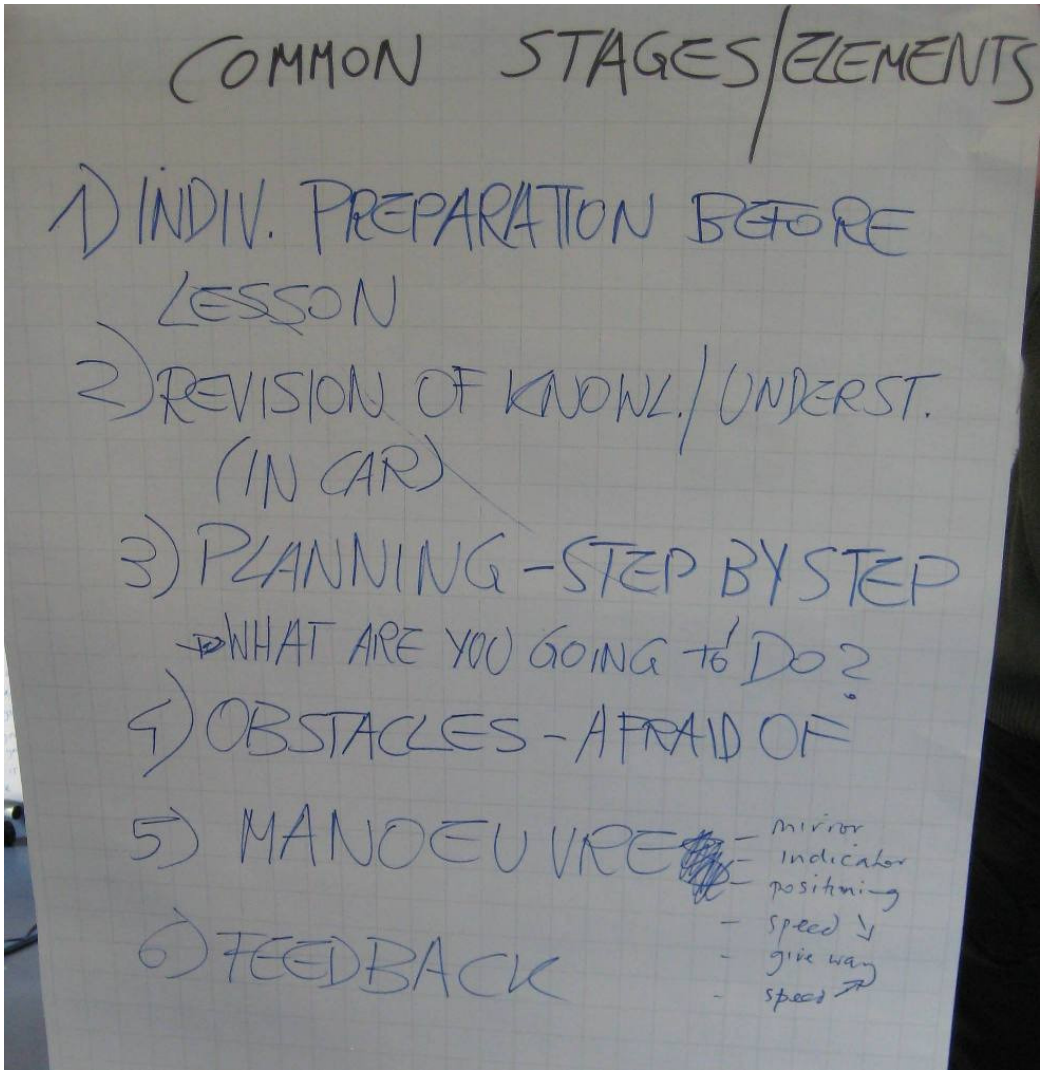
p. HERMES end-of-project Information Day
The HERMES information day, to take place in Brussels in February 2010, should be announced in October 2009. Annie Canel should be asked if the Centre Borschette (Brussels) is available.

Annex 1: List of meeting participants

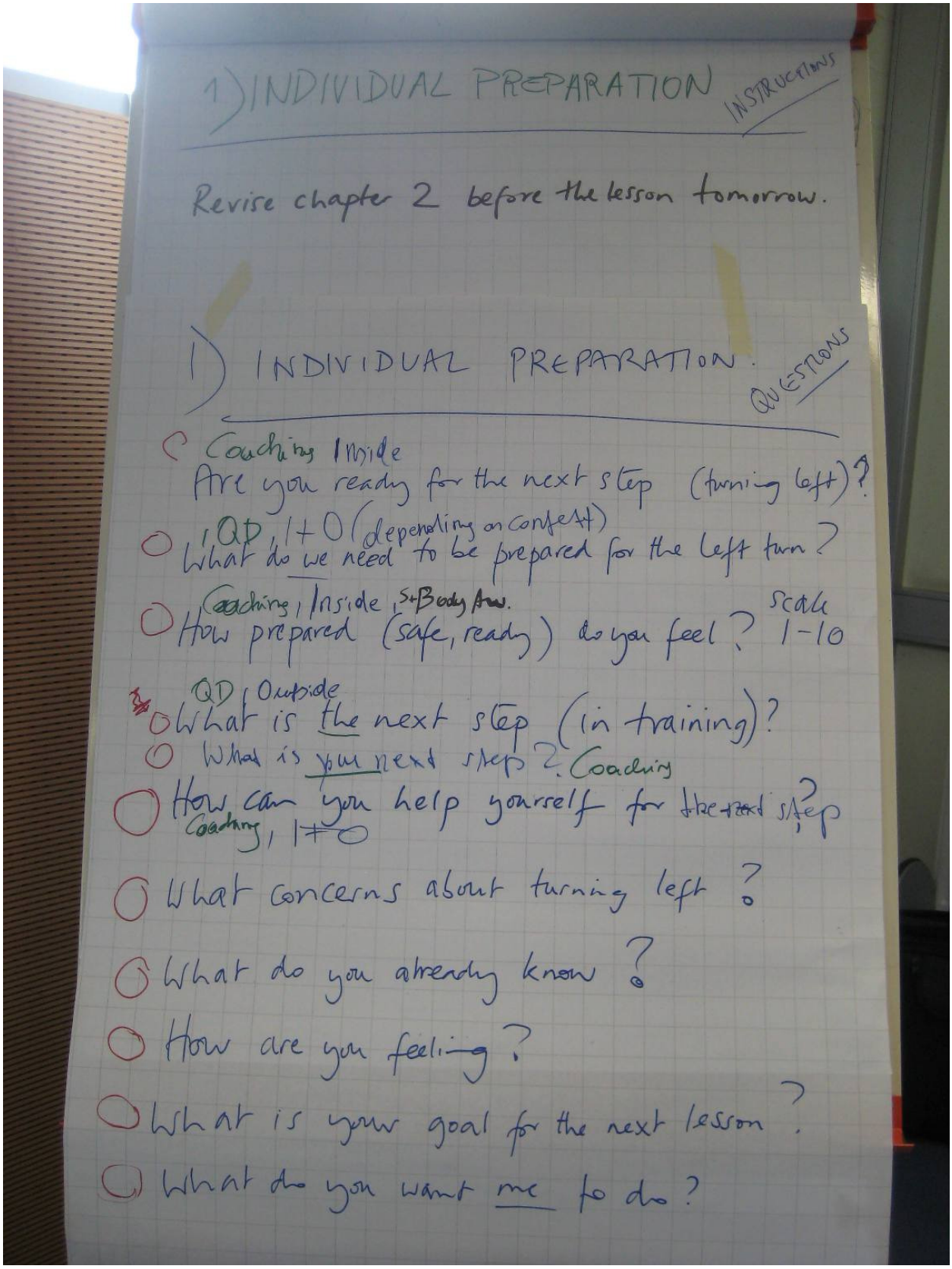
	NAME	ORGANISATION	COUNTRY
	ACOURT, Gérard	ECF	France
	ALUMA, Albert	RACC	Spain
	BARTL, Gregor	Alles Führerschein	Austria
	EDWARDS, Ian	Frontline Management Consultants (a2om)	UK
	GUNNARSON, Lars	EFA	
	HAUSHERR, Norbert	Austrian Driving Schools' Association	Austria
	HOPIA, Sakari	Finnish Driving Schools' Association	Finland
	KOTAL, Robert	Traffic Academy of Bohemia	Czech Rep.
	KESKINEN, Esko	Turku University	Finland
	LAMMI, Antero	Liikenneturva	Finland
	PANNACCI, Marc	CFC	Luxembourg
	REIKL, Agnes	CIECA	
	SANDERS, Nick	CIECA	
	SCHULTE, Kay	DVR	Germany
	TROTIN, Catherine	Martin et Co	France
	WOLTRING, Lauk	Innovation, Advice & Training	Netherlands

John Whitmore and Lisa Dorn (a2om) apologised for their absence. Kay Schulte did not participate in day 1.

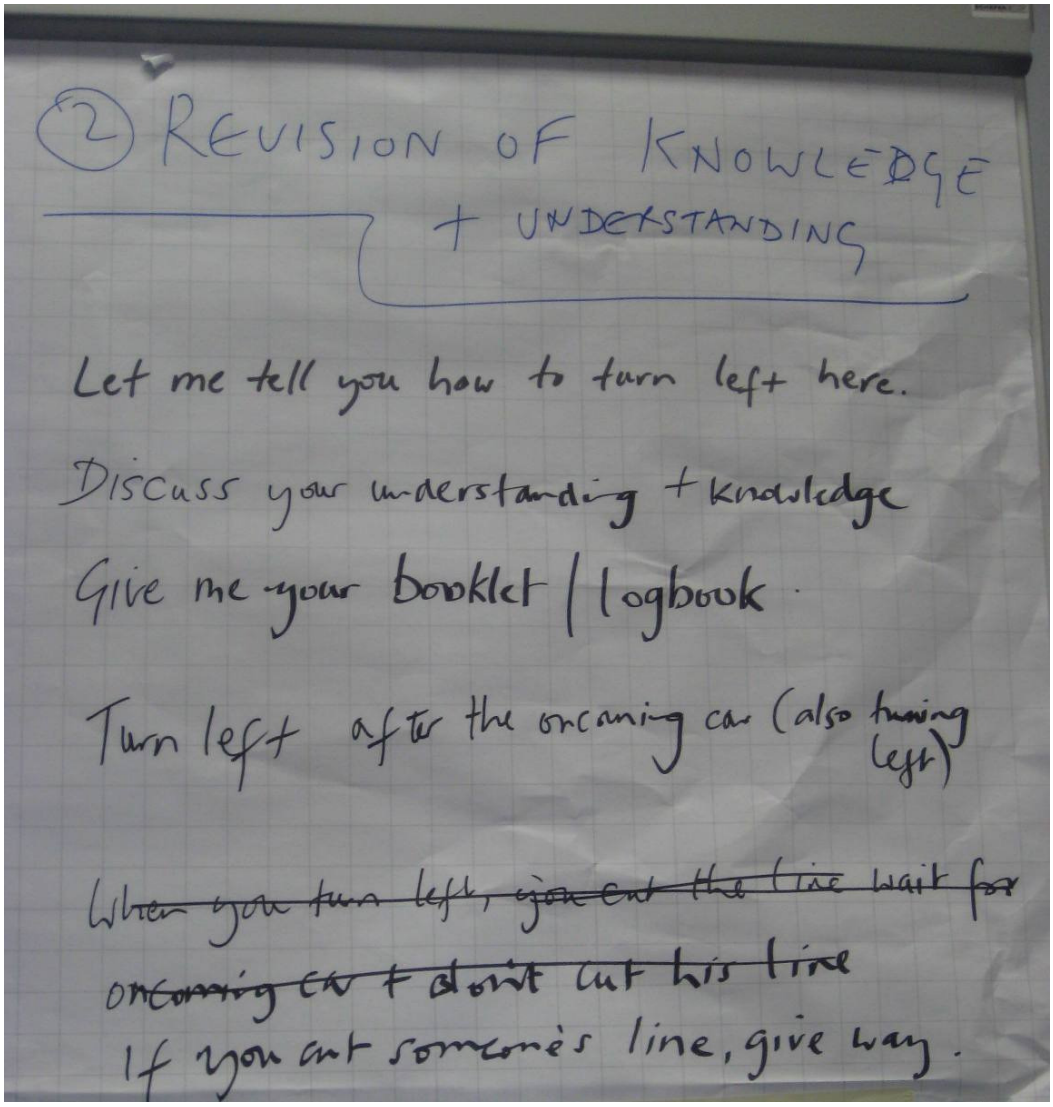
Annex 2: Visualisation of results of "Converting instructions into effective coaching questions' Based on presentations (on how to teach a learner driver to turn left at a crossroads) from Lars, Robert, Antero and Sakari, various stages in the learning process were identified that were common to all 4 driving instructors:



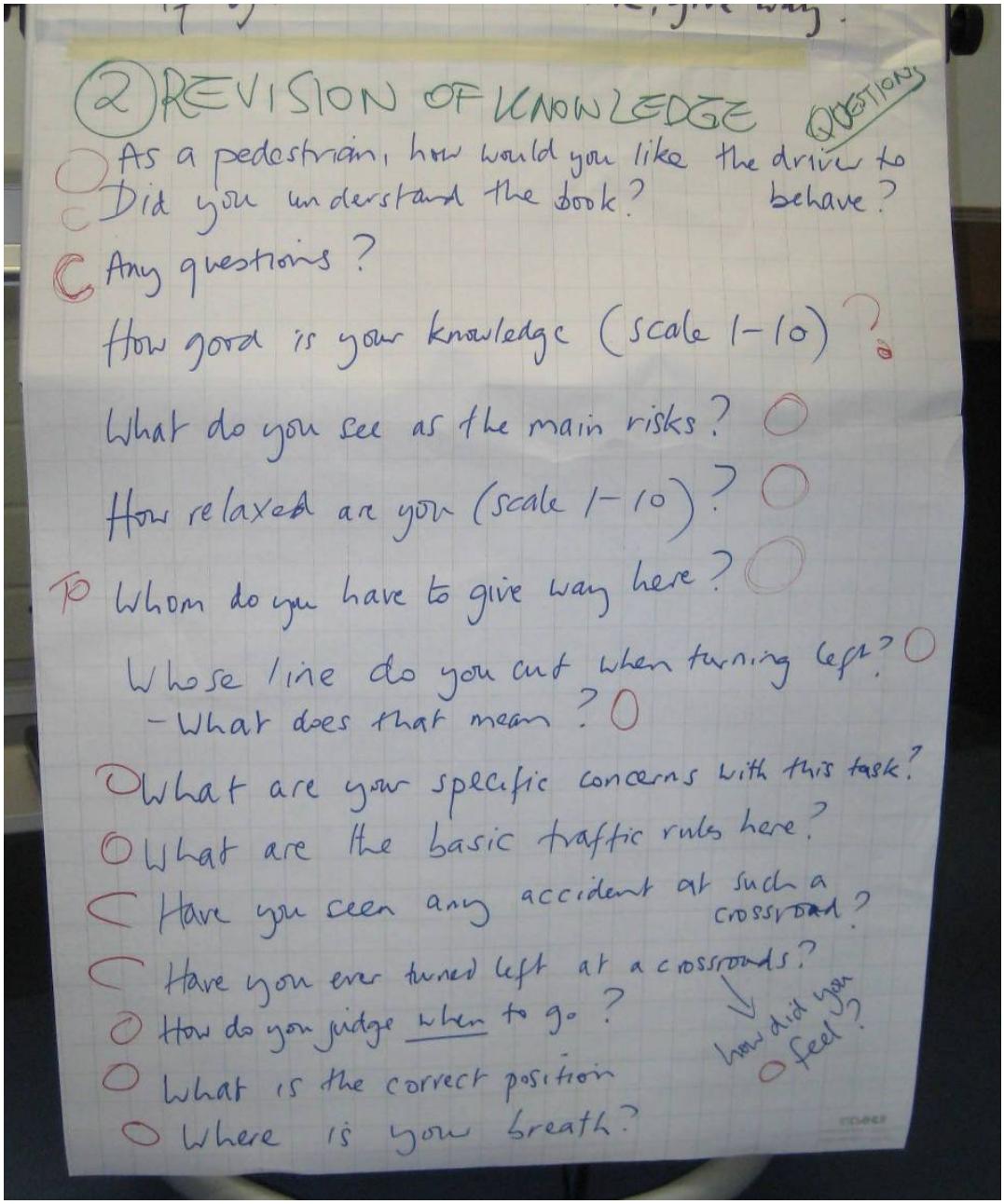
Typical instructions were created by the HERMES group under each of the 6 common stages identified above. Then each question was identified as:
A closed or open question
Question development or coaching question
Questions on internal (personal) aspects or external (knowledge, skills) aspects
Questions on senses and body awareness
The results for reach of the 6 learning stages (for turning left at a crossroads) are presented on the following pages:



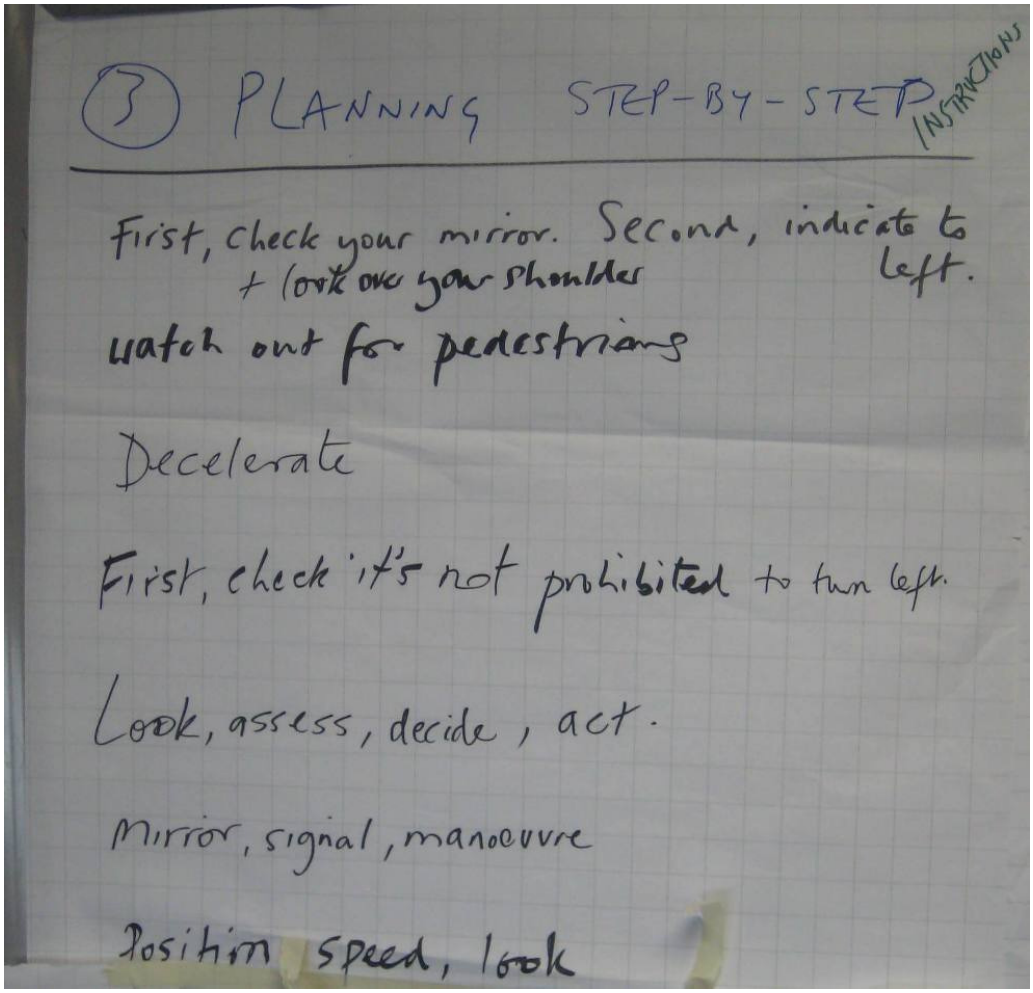
Stage 1: Individual Preparation (Instructions & Questions)



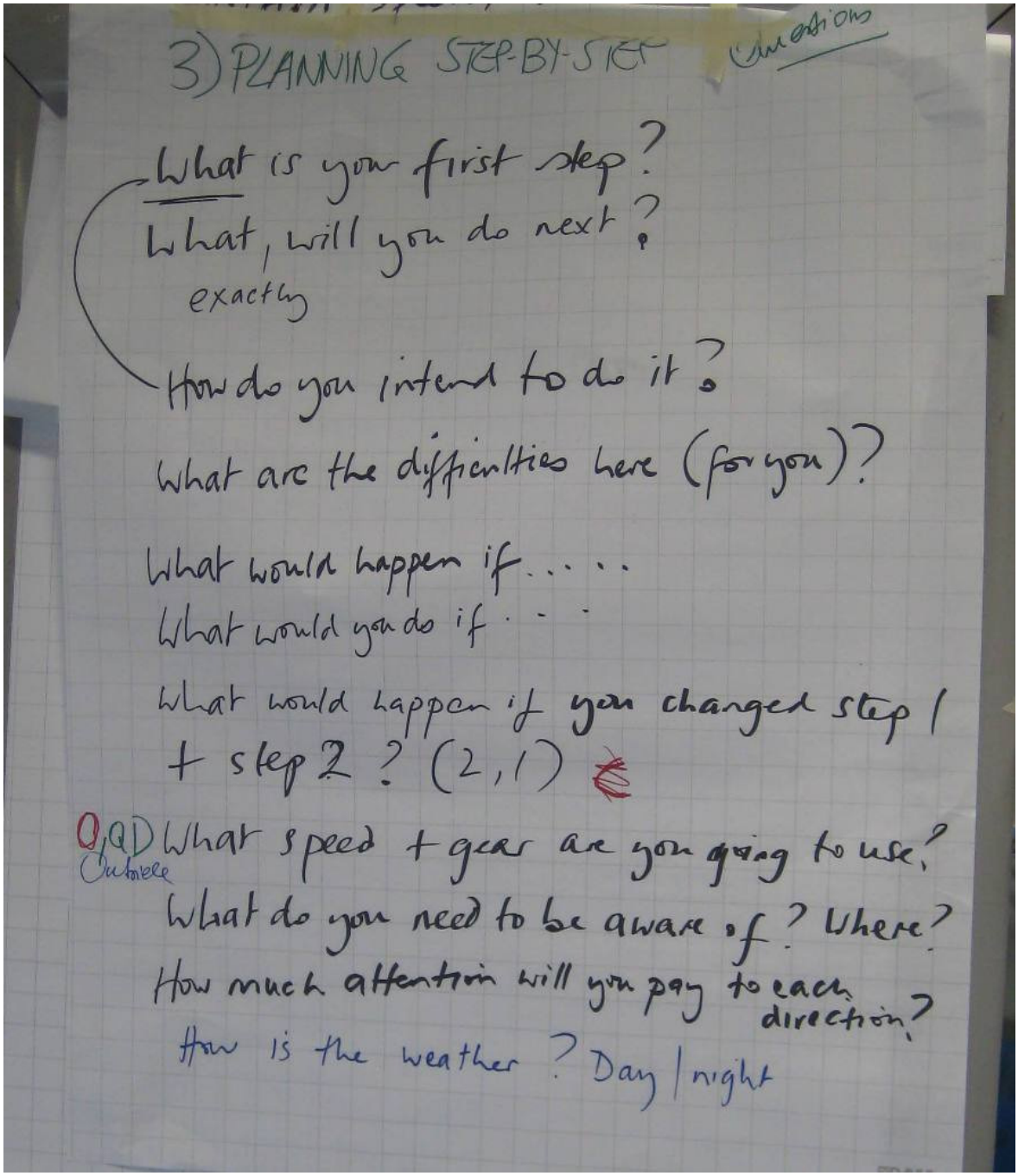
Stage 2: Revision of knowledge and understanding (instructions)



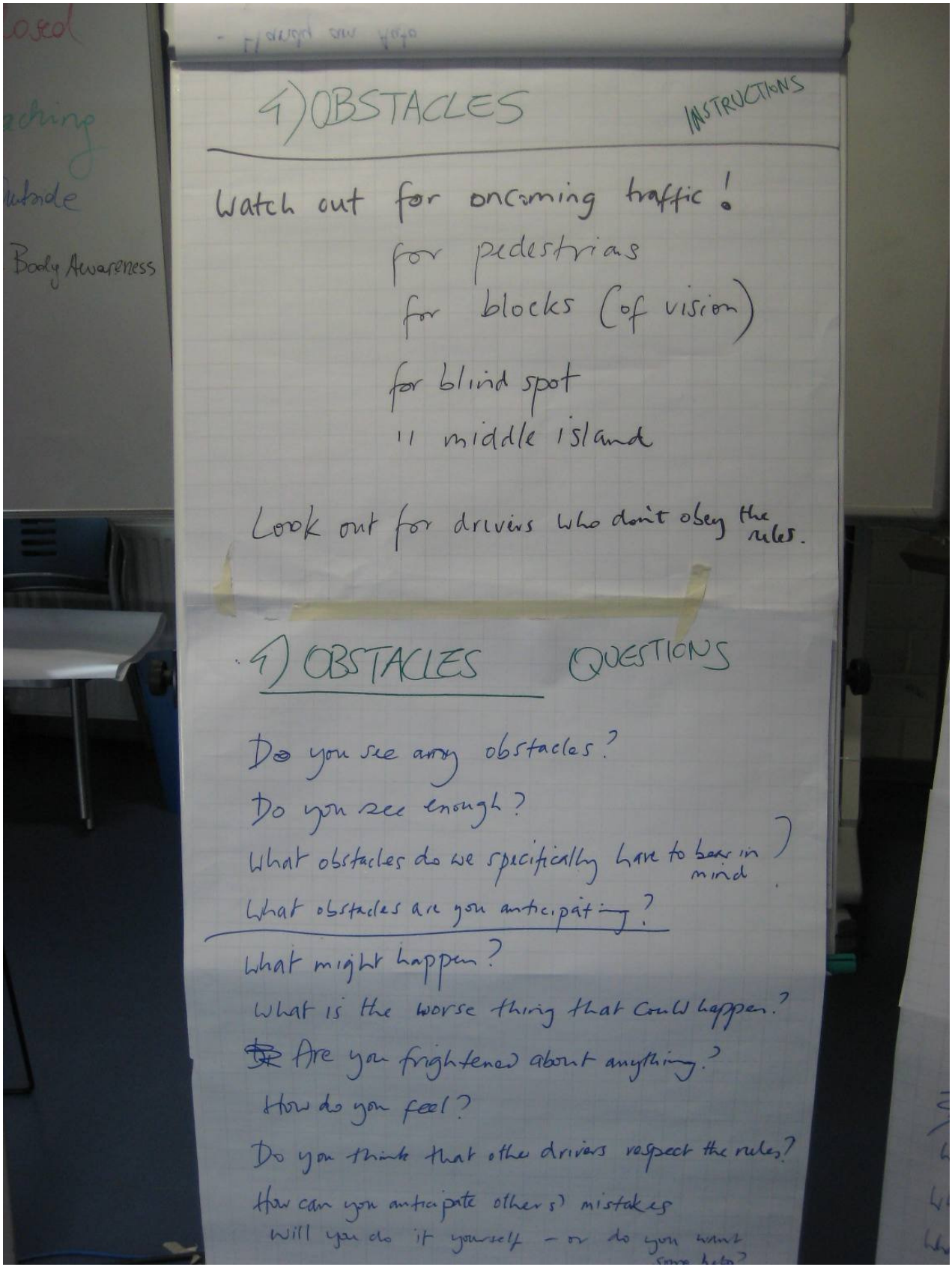
Stage 2: Revision of knowledge and understanding (questions)



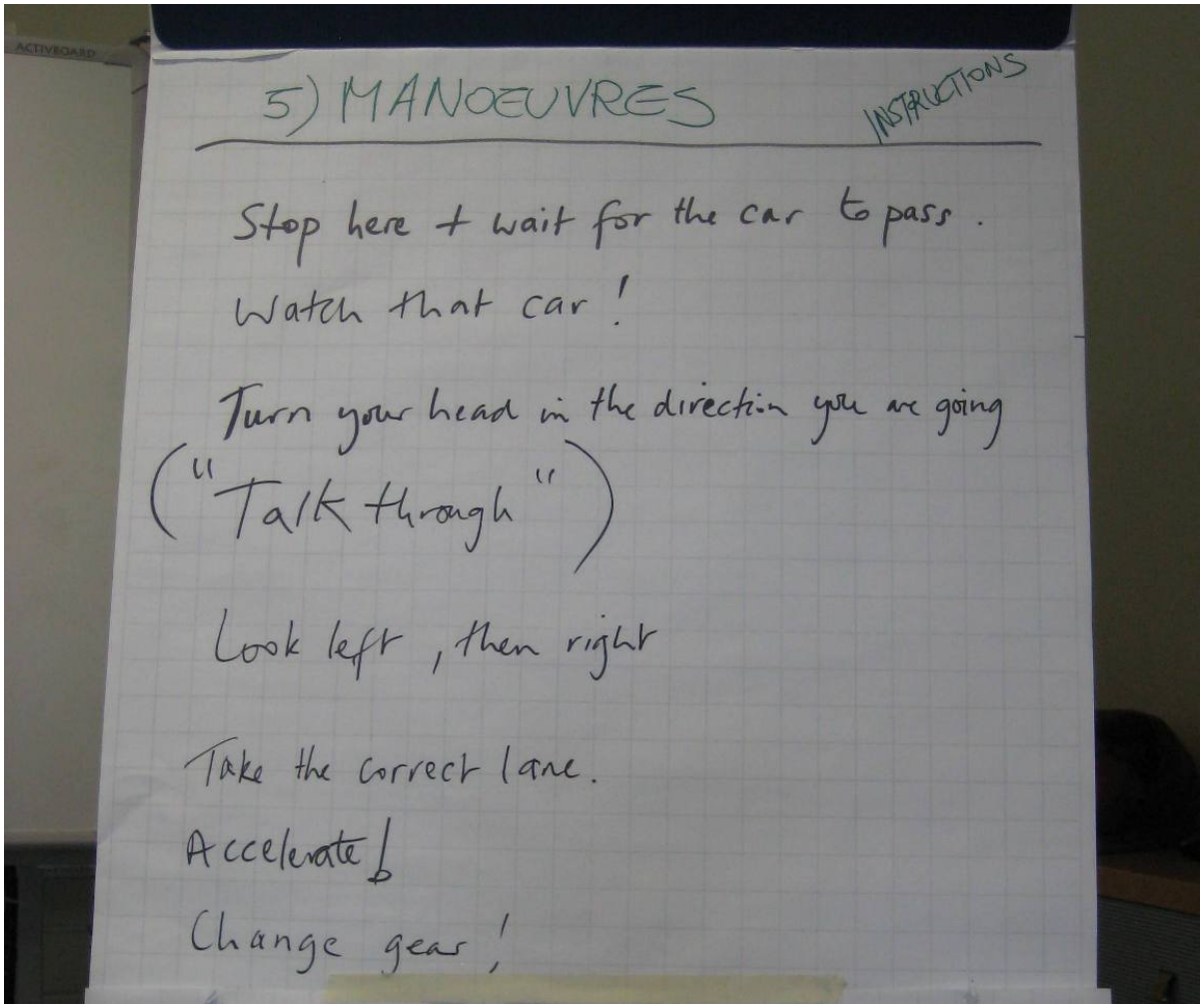
Stage 3: Planning step-by-step (instructions)



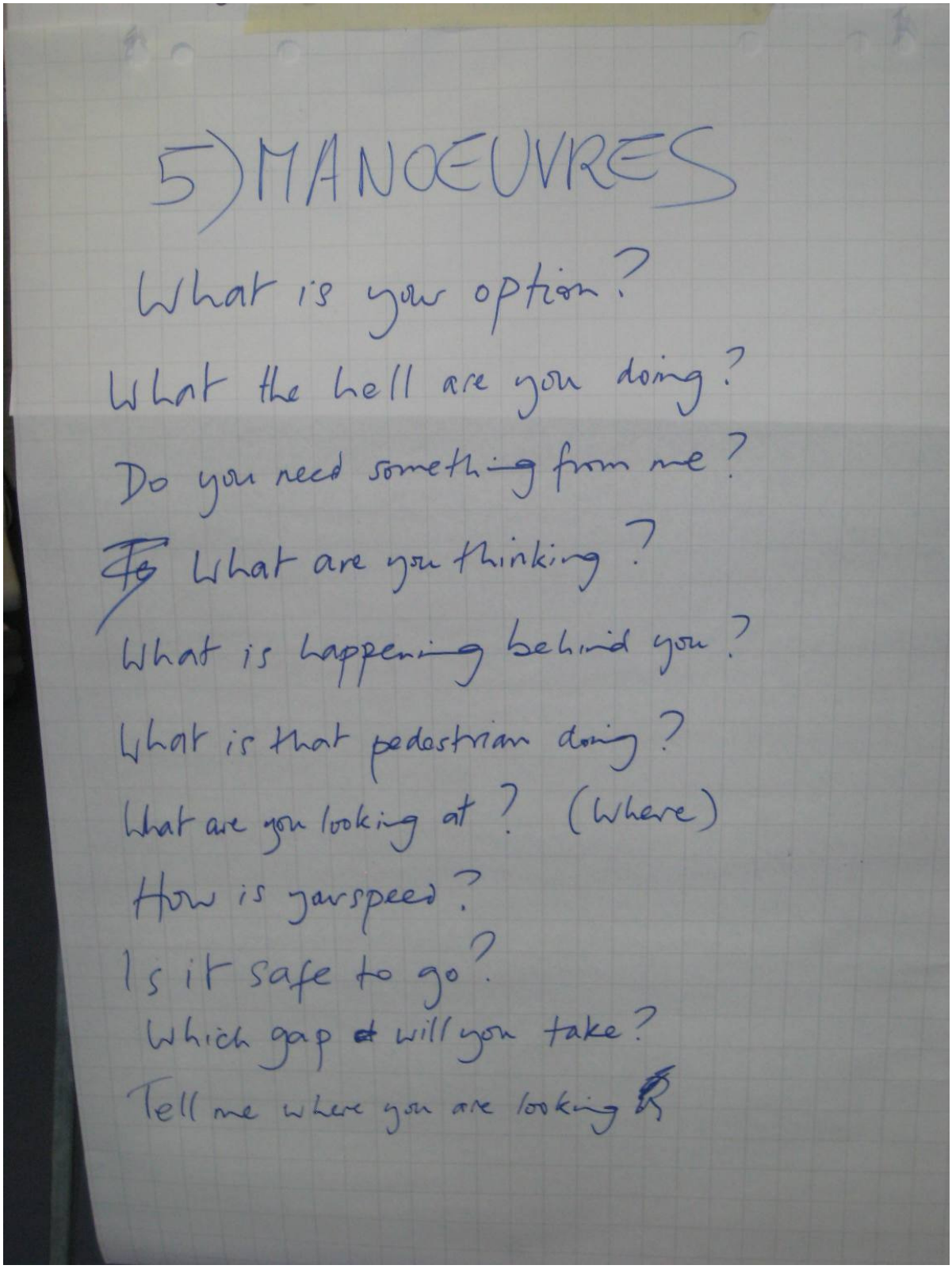
Stage 3: Planning step-by-step (Questions)



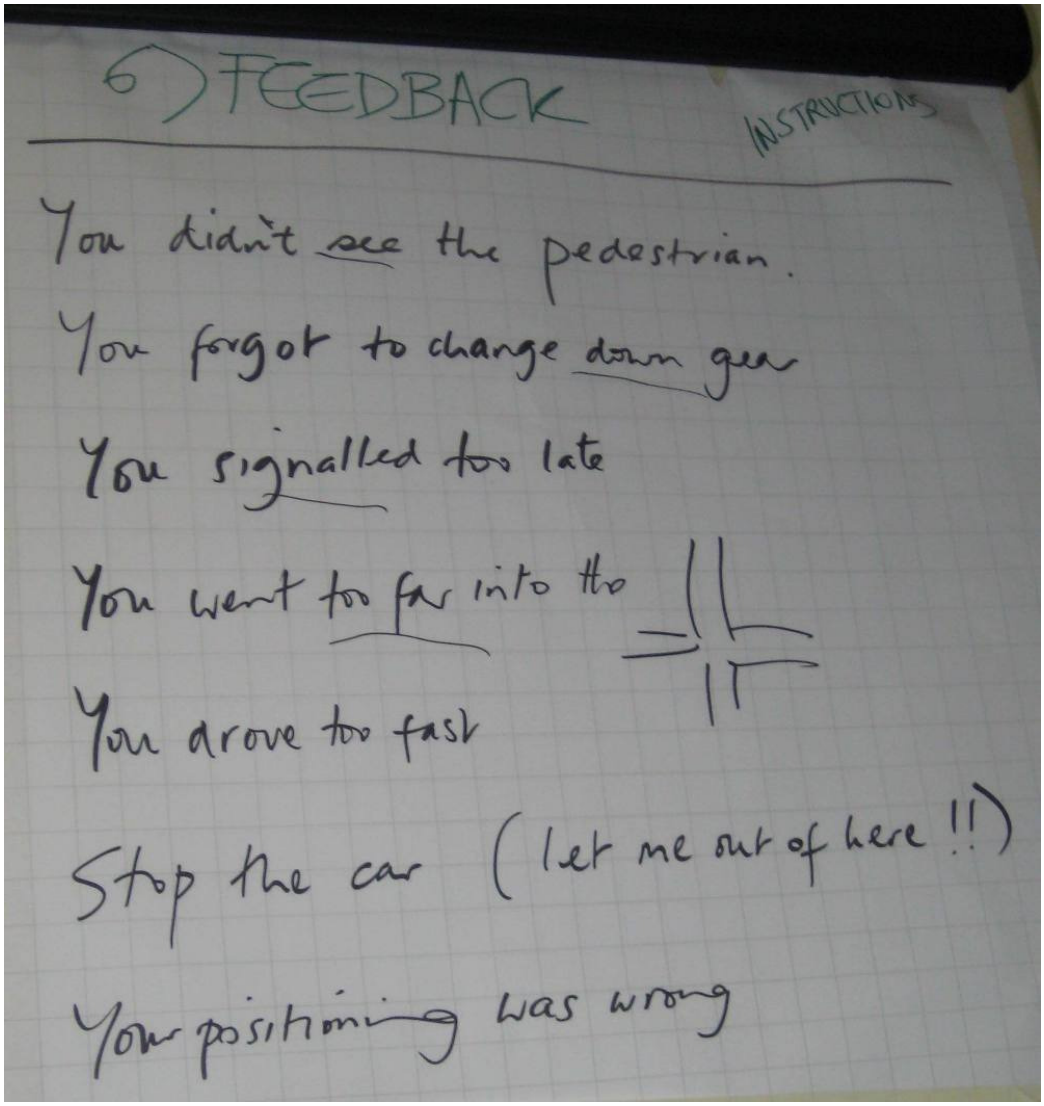
Stage 4: Obstacles (instructions and questions)



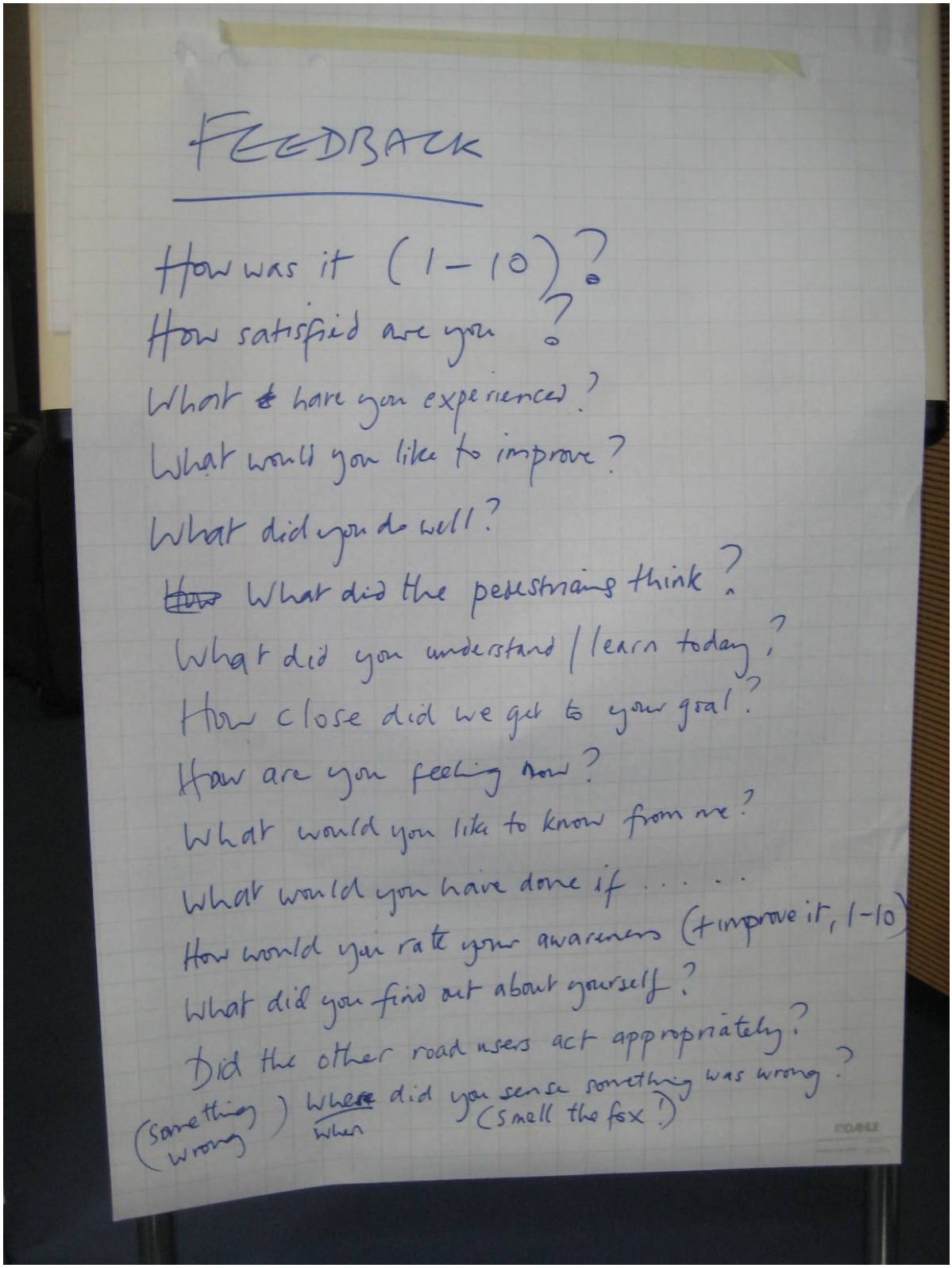
Stage 5: Manoeuvres (instructions)



Stage 5: Manoeuvres (questions)



Stage 6: Feedback (instructions)



Stage 6: Feedback (Questions)