

## HERMES Coaching Manual I for course leader

Three plus one day seminar plan:  
Introduction to coaching-style for driving instructors



EU Coaching Project  
**The HERMES - Consortium:**



Deutscher  
Verkehrssicherheitsrat



Directorate-General  
for Energy  
and Transport



**Information:**  
[www.alles-fuehrerschein.at/HERMES](http://www.alles-fuehrerschein.at/HERMES)



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**Seminar Trail:** June and August 2008 in Pachfurth near Vienna / A  
**With support of driving schools:** "Smirz", "Perchtoldsdorf", „Easy Drivers Bruck/L" & "Columbus"  
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## Literature:

- Aufbau-seminare in Fahrschulen, Handbuch für Seminarleiter, DVR e.V. , 2004
- Fortbildungseminar für Fahranfänger, DVR e.V., 2004
- Cool fahren – Sprit sparen, Junge Fahrer zeitgemäß ausbilden und prüfen, DVR e.V., 2006
- HERMES - State-of-the-Art report on "Coaching and optimal communication skills" for driving instructors in the context of category B driver training, [www.alles-fuehrerschein.at/HERMES](http://www.alles-fuehrerschein.at/HERMES)

Vienna, February 2010

**Web Info:** [www.alles-fuehrerschein.at/HERMES](http://www.alles-fuehrerschein.at/HERMES)

This project benefited from grants of the European Commission – DG TREN and the Austrian Federal Office for Transport (VERSA)

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## **Why coaching-methods in driver training?**

Coaching aims at raising self-awareness and responsibility. Responsible drivers are less likely to cause a crash. In this sense we see coaching in driver training as a contribution to more traffic safety.

The coachee acquires the understanding not from the coach but from his own awareness, stimulated by the coach. The more active a person is involved in the learning process the better he or she recognizes the learning goals and acts upon them even in irritating situations such group pressure, stress, fatigue, showing-off mood, anxiety etc. Hence, coaching is an optimal learning method and guarantees better retention.

## **How to use this manual**

This field tested seminar manual is ready to use for further (and basic) training of driving instructors who wish to acquire skills in coaching-style. It shall only be executed by those people who have sufficient knowledge and experience in coaching-style and in training of trainers. The training with this manual cannot substitute a comprehensive coaching training which usually takes months or even years. The core goals of coaching are to raise self-awareness and responsibility. We therefore trust in ones responsibility to decide if he or she is sufficiently competent for executing this seminar in an appropriate way. The use of this manual is free for everybody until revoked. Further material is available for download at the official HERMES website: [www.alles-fuehrerschein.at/HERMES](http://www.alles-fuehrerschein.at/HERMES) (coaching scenarios, a coaching-film, state of the art reports on coaching and the evaluation study of this seminar).

The entire manual is written for the seminar-leader. It is up to him or her to decide which parts of this manual are provided to the seminar participants (the driving instructors) e.g. in the form of handouts. We think the background of coaching shall be made transparent in general. There are no secrets in this manual which are for the information of the seminar leader only. At least we recommend making use of the HERMES Coaching Manual II for course participants.

The HERMES-Team is optimistic that you will enjoy this form of active learning in driver training and we do hope that in this manual we could make understandable that a coach is not a better teacher but different.

Coaching is a method prescribing how to work, not prescribing what to work on! This manual on the one hand includes exercises to develop pure coaching-style and on the other hand it offers practical exercises to train coaching-style in driver training.

## **Introduction**

Learning to become a coach usually takes months or even years. The three-day HERMES coaching seminar can not supplement an entire coaching-training. But it is adequate for preparing an experienced driving instructor to apply “coaching-style” in driver training. And it is a start for further personal development. Coaching-skills which have been acquired during the HERMES seminar can also be applied in other areas of life.

It is necessary to define both the term and the methodology of coaching as used throughout the HERMES project for coaching in driver training. The process is fundamentally different from the most common sports and business applications of coaching. In sports and business

it is the ultimate goal of coaching to be the best. In car driver education we do not need best but safest drivers. They shall fit best in a social sense (in the sense of Darwin who did not say the strongest, but the fittest survives).

Coaching is applied in order to achieve the goals of the GDE-matrix including the right column of self-evaluation skills most efficiently. In this sense applying coaching style may help to develop responsible drivers. The GDE-matrix is based on the causes of accident research. Coaching can address the right behaviour for avoiding accidents. Safe car driving is not only a question of knowing what the right decisions are when driving a car but also knowing how we make our decisions – that's a considerable difference!

Coaching is a method and a specific kind of relationship based upon Behavioural Psychology, upon the more recent principles of Humanistic or Positive Psychology, sometimes described as person centred or learner centred. The HERMES-Team elaborated how coaching-style can be applied in driver training to become more efficient.

## **Basics for a coaching seminar for driving instructors**

Three important preconditions for learning how to become a coach are:

1. Coaching cannot be learned from a book
2. Coaching cannot be learned from a lecture
3. Coaching must be learned through self-experience and reflection on what has been experienced

Why? Because coaching is not only a method but also a specific kind of relationship between the coach and the coachees.

In the HERMES coaching seminar the participant will learn about himself as a person (and this will help himself concerning inner obstacles, desires, needs, etc.).

In the coaching seminar the participant can change his view of the learner drivers.

Personal changes can be linked with anxiety – thus resistance might occur during the coaching seminar. Therefore (to lower pressure and increase motivation) first, participants shall find out what they already know about coaching; then they shall be asked what and how they want to learn further.

Certainly, a change in behaviour of the driving teachers is the goal of this seminar. But intended changes do not mean that the entire person of the driving instructor has to change. In the seminar an atmosphere has to be created in which the participants can be open minded to themselves and be able to see their own inner obstacles and remove them if they want to and second, they can improve aspects of themselves such as self-awareness, personal attitudes etc. It is respected, that it is up to them if and how they later change their behaviour based on the possibly new found aspects (awareness, attitudes...).

The seminar leaders will behave as coaches from the beginning – for a three days trip through the “coaching-world”.

Lecturing (presentations on knowledge) should preferably be avoided. Because coaching is based on the belief that most (not all) truths or at least the potential to find true solutions are already inside the person and shall be developed by asking questions about facts and about feelings. Coaching is learning not teaching; therefore the coachee shall be in the active role.

The use of coaching during the seminar shall be clarified with the seminar participants right from the beginning to avoid confusion and resistance. But not everything must be put into a question!

**Before the beginning of the seminar the HERMES-Coach should be prepared to realise the seminar in the following ways:**

1. In a learner active style: experience and reflection of experience in the seminar to internalise (rather no discussions about facts, rather no presentations)
2. Primarily the trainers are responsible for a pleasurable (but not shallow) atmosphere in the seminar.
3. Not only learning about facts and techniques but also about me as a person will be made possible (not only my opinion but also feelings etc.) during the seminar.
4. Even the learning of facts (e.g. GDE-matrix) will be based on reflection of the experienced instead of lecturing.
5. During the seminar active listening, understanding and observing are at least equally important as talking or doing.
6. Descriptions of own feelings and what was experienced in the seminar exercises are more important than just discussions about facts.
7. Exercises and role-plays will be a central part of the seminar and can be used as an example later on in the job.
8. Practicing of concrete formulations of coaching-questions will be trained and analysed concerning their possible impact to avoid embarrassing, joyless and non-authentic questioning later in the job.
9. A basis for further self-development will be elaborated (e.g. strengths and weaknesses).
10. Note: A driving-instructor-coach is not a leader of a discussion and not a value free moderator. A driving-instructor-coach supports better self-awareness and leads to the right and responsible behavioural strategies by asking questions.

## **Possible resistance in the seminar**

Changes often go along with anxiety which may result in resistance. The master-coach shall feel responsible for having an eye on growing resistance in the first place. The sooner it is detected the better one can cope with it. Contrary to psychotherapy resistance does not have priority in coaching.

If resistance occurs three kinds are to be expected which are possibly linked to the two higher levels and the right column of the GDE-matrix:

1. "I do not want to talk about me as a person but about facts (e.g. the traffic rules)"
2. "I do not want to talk about me as a person but about the others (e.g. the learner drivers)"
3. "I do not want to be that frank with the course leader whilst he is not open with me."

It is understandable that traditional driving instructors may have a tendency towards themes which are located at the two lower GDE-levels. To cope with it this tendency can be brought up as a theme by using the right questions and accepting this tendency.

For coping with resistance the following principles are helpful to take stress out of the situation:

- Coaching always allows various perspectives
- Solutions in coaching are rather found in the future not in the past
- Asking and moderating is better than discussing
- A good coach is always transparent in what he is doing

In order to minimize resistance from the beginning the coaching seminar should be started with the following two questions referring to Lauk Woltring:

1. The participants shall find out what they already know about coaching and where they already practice it.
2. Then they shall be asked what and how they want to learn further.

The answers can be the basis for a general agreement for the seminar contents.

# Overview of the 3-day seminar

\* PT = Participant

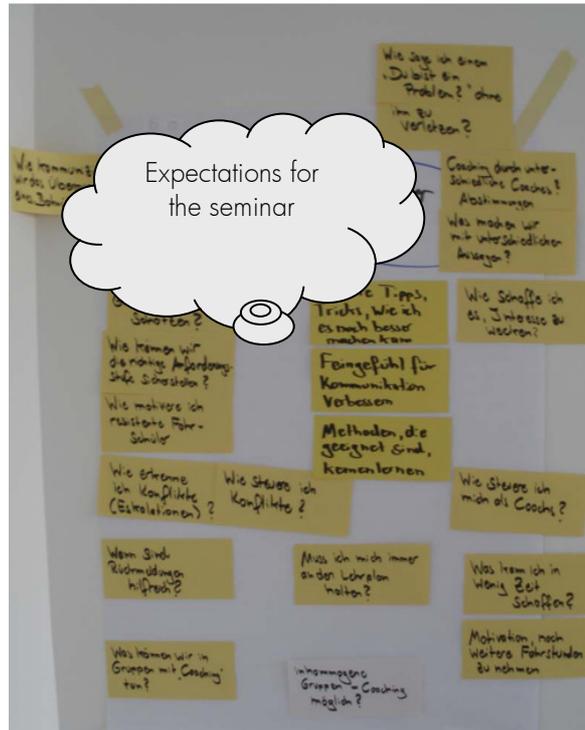
Day 1	Day 2	Day 3	
warming up	<b>Exercises as a coach</b> Seating position Steering wheel Mirror 6 PT	<b>Coaching exercise classroom</b> Passenger 2 PT <b>Coaching exercise training area</b> Passenger 2 PT	90 Minutes
Insight from the coachee's perspective The role of the coachee	<b>Coaching exercise Classroom</b> Motives for driving Attitudes 2 PT <b>Coaching exercise In-car</b> Motives for driving Attitudes 4 PT Reaching goals	<b>Coaching exercises</b> Distance-keeping (Practice / Car) Distance-keeping (Practice / track)	90 Minutes
Instruction Versus Coaching Principles of the Coaching method	Pre-feedback drive discussion 2 PT Post-feedback drive discussion 2 PT	<b>Coaching method: Principles</b> Open questions Evaluation Review	90 Minutes
From instruction to open questions Allocating the first exercises	<b>Coaching practice: Emergency braking</b> 2 PT <b>Coaching method: Principles</b>		90 Minutes

## Warming up

Section	Content	Procedure	Didactic aims	Content aims
warming up	Welcome			
90 Minutes	Organisational aspects	Symbolic landscape method (each participant locates himself on a picture of a landscape and explains his choice of location; see annex for illustration).	The participants should be exposed to an interactive environment from the outset of the seminar.	The participants should get to know each other better.
	Introductory round	You find additional information on interactive methods in the HERMES final report (Website).		

Section	Content	Procedure	Didactic aims	Content aims
	Expectations	The participants are asked what their expectations are regarding the seminar and coaching in general. These expectations are posted on a board, making a distinction between expectations for the course and expectations regarding coaching.	The participants learn about how to use a pin board and posting two criteria on it.	The participants should get an overview of the different expectations of each person.

expectation board



Section	Content	Procedure	Didactic aims	Content aims
	Aims of the seminar	The aims of the seminar are presented, taking into account the results of the above two exercises.		The participants should gain insight into the aims of the course and understand what is in store for them.

## Goals for Driver Education (GDE)

Section	Content	Procedure	Didactic aims	Content aims
Insight from a coachee's perspective 45 Minutes	Insight into the circumstances, risks and world of young drivers	"3 or 4 Corner-Method" (see method description I below)	The participants should get to know a further participant-oriented learning method	The participants should get an overview of the particular risks which young drivers are exposed to.

Coachee

Hermes Coach

### Description of content

The participants are split into 4 equally sized groups. Each group gets 10 minutes to address the question and prepare their answers.

Using the "Four corner method", the following questions are asked:

- In your opinion, why do you think that young novice drivers are more likely than other drivers to have road accidents? Please try to describe your explanations in detail.
- When you were a novice driver, what did you do differently when driving compared to the way you drive today? Please try to describe your response in detail.
- What do you think that young people are concerned about during their time as novice drivers?
- How were your own experiences as a novice driver. What was not so easy for you?

## Example for outcome

**Top Left:** Thought bubble: "When you were a novice driver, what did you do differently when driving compared to the way you drive today?" Text box: "taking hazards, not using mobile phone, much more fun when driving, dynamics of the peer-group"

**Top Right:** Thought bubble: "How were your own experiences as a novice driver. What was not so easy for you?" Text box: "to drive in wintertime, to buy a car, to know hazards etc."

**Bottom Left:** Thought bubble: "What do you think that young people are concerned about during their time as novice drivers?" Text box: "love, school, formation, work, sex, prejudices, disco etc."

**Bottom Right:** Thought bubble: "In your opinion, why do you think that young novice drivers are more likely than other drivers to have road accidents?" Text box: "Inexperience, speed, alcohol, self-assessment, alertness, rivalry, distraction etc."

Taking into account the results and experiences from each of the four corners, a discussion should ensue. The seminar leaders should guide the discussion with various questions and should focus on the specific social and learning context of young people when they are starting to drive solo.

Alternative questions with the same aim in mind could be:

- Why do experienced drivers crash?
- Why do novice drivers crash?
- What do you teach (i.e. to what extent does your teaching address why novice drivers crash)?

### Method description I “3 or 4 corner method”:

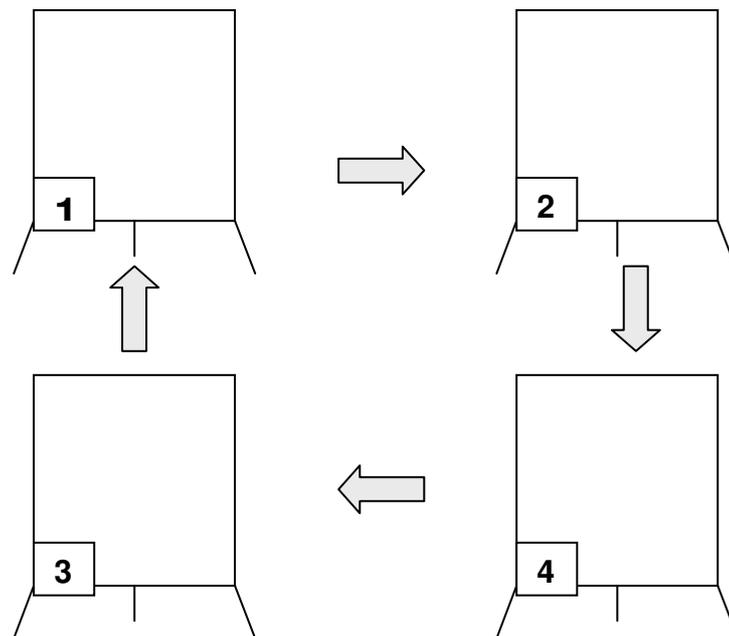
4 flipcharts are placed around the seminar room, preferably in each corner. Each flipchart has its own question on it, amounting to 4 questions in total around the room.

The participants are split into 4 small groups. Each group is assigned to a flipchart and each group works simultaneously to answer the question written on it. Each group is given 7 minutes to answer the first question.

When the 7 minutes is over, the groups are asked to finish their work and proceed clockwise to the next flipchart.

The groups then begin working on their second question. But as one group has already worked on this question, and left their results on the flipchart, the second group will only have to add a few comments. So they will only need 5 minutes to do this.

When these 5 minutes are over, the groups are once again asked to proceed to the next flipchart in a clockwise direction. Each group then makes some additions to the results already left behind by the previous 2 groups. They are given 3 minutes to do this before proceeding in a clockwise direction, to make amendments to the last question for 3 more minutes.







Section	Contents	Procedure	Didactic aims	Content aims
The role of a coachee 45 Minutes	Feedback from the participants on these participant-oriented methods	The participants should have a relaxed conversation in which they exchange their views on how they experienced the participant-oriented methods and what possible advantages and disadvantages these methods may have.	The participants should be directly led into the role of coachee and, through questioning, be encouraged to give their views.	The participants should identify, in their opinion, advantages and disadvantages of these methods.

Coachee

Hermes-Coach

In the following discussion round, specific questions could be useful. They serve purely as examples, and should not be interpreted as the only right answers to ask:

- How were your experiences working with questions on the flipcharts?
- What did you particularly enjoy, and why?
- What did you really not like at all?
- How did you feel when answering the questions?
- Did you find it easy or difficult to work in this way?
- What do you think about the results of the work?
- Do the results meet your expectations?
- Did you expect this kind of results?
- Now that you have these results, what could you do with them?
- In comparison to a presentation, what advantages do you see with this kind of exercise?
- What disadvantages could there be, in comparison to a presentation?

The opinions collected on the advantages and disadvantages of this kind of method should remain visible (for instance on cards on a pin board) for the following sessions.

## Getting up exercise

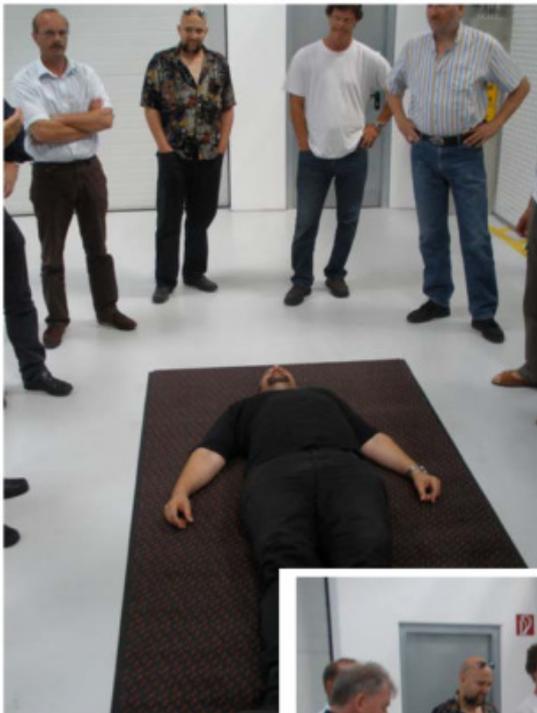
Section	Contents	Procedure	Didactic aims	Content aims
Instruction versus coaching  <div style="border: 1px solid black; background-color: yellow; padding: 2px; display: inline-block;">45 Minutes</div>	“Getting up” as a coaching exercise by John Whitmore	<p>First, one participant is asked to play the role of an instructor.</p> <p>Another participant assumes the role of a proband. This person should only do what the instructor tells him/her to do. No more, not less.</p> <p>The instructor’s task is to get the participant to stand up from a lying position on the floor. He may only instruct one body movement at a time. It is very likely that it does not work and that instructions even disturb, because everybody has his own way to get up and also his own way to learn best. *</p> <p>Next, a HERMES coach tries to perform the same task using coaching rather than instruction.</p>	The participants will realise that they will have to perform tasks themselves during the seminar – possibly with joy.	The participants should experience the different procedures (instruction and coaching).

Coachee

Hermes-Coach

\* The “getting up” exercise needs examples of questions which can be asked to the person lying on the floor and the person playing the instructor. The followings questions can be helpful:

- What was very easy and what was difficult in getting the person from the floor?
- What did you feel when you were on the floor?



Alternative arrangement:

It is also possible to have 3 parallel “getting up”-exercises which are observed by the participants. After the exercise you can discuss the fact that every instructor has a different approach.

Alternative:

It is possible to leave the coaching part of the getting-up exercise out. Only show the limitations of instructions using the “instruction getting-up exercise”.

Section	Contents	Procedure	Didactic aims	Content aims
Coaching as a method  45 Minutes	Basic principles of coaching	The whole group is asked to develop principles for coaching, based on the results from the previous session.	The participants should experience how learning content can be generated from specific questioning and the results of previous group work.	The participants should produce for themselves a short checklist of principles for the application of coaching methods.

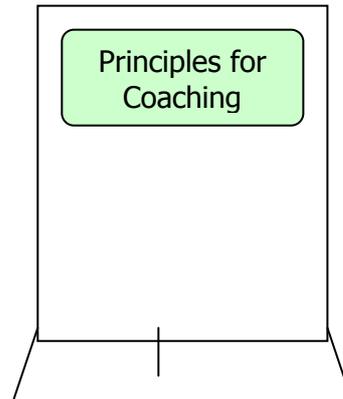
Coachee

Hermes Coach

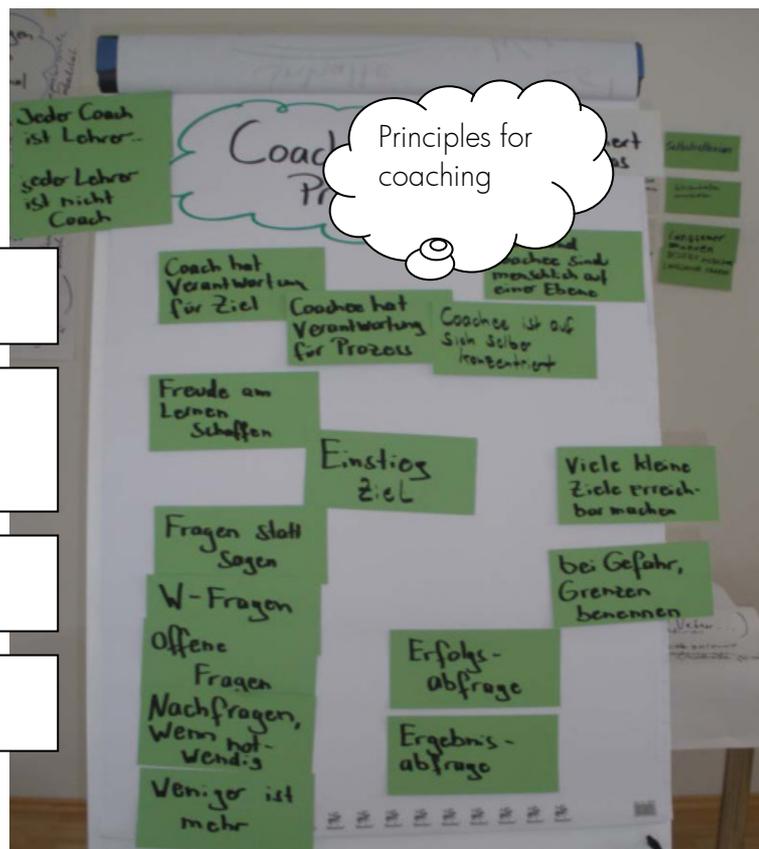
Principles for the application of coaching methods should now be developed by the group, derived from the visualised results from the previous sessions (“Instruction versus Coaching“ and “role of coachee“). The following questions could facilitate this process:

- What important things have you learned from this seminar in order to continue developing your understanding of coaching methods in the future?
- Based on this experience, what would you definitely want to avoid if you wanted to use coaching in your future work as a driving instructor?
- What important things have you learned in terms of your application of coaching methods in specific parts of driver training?

The work and discussion results are noted on a flipchart, in order to create a list of principles for coaching.



### Example for outcome



Principles for coaching

Asking not telling,

Use questions with w (what, when, where etc.)

Use open questions

Formulate goals

## Leading the communication by asking questions

The most important skill for a coach is to be able to ask the right questions at the right time. But attention: don't put everything into a question! And especially in emergency situations instruct!

Don Palmer recommends starting an exercise with brainstorming about typical driving school instructions which then shall be converted into questions. The questions can be categorised in various types of questions.

Example: instructions such as "look in the mirror", "leave more space" and "slow down" can be replaced by "what's happening behind you?", "how is your view when you hang back a bit?" and "how appropriate do you think you speed is?"

1. Write up the questions on the board
2. Ask the group what the effect of these questions is on the learner (instead of instructions?)
3. Ask the group to consider if these questions can be used as easily as instructions in in-car training?
4. Identify the challenges in using such questions and how the instructors can overcome them?

In a next step analyse each question with respect to the following classification of questions and if appropriate convert the questions (e.g. a closed into an open question; a judgmental into a non-judgmental question etc.)

- **Open versus closed questions:**

(closed questions are to be answered with yes or no, either or, etc, open questions are those which begin with "why", "how", when", "who" etc.)

Example for closed: "Do you feel nervous?"

Example for open: "How (nervous) do you feel?"

- **Non-judgement versus judgement questions:**

Example judgmental: "Why did you drive so fast?"

Example non-judgmental: "What factors did you take into account before deciding for this speed?"

- **Questions on sense and body-awareness versus intellectual questions:**

Sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.

Example: "On a scale from 1-10, how stressed are you now?" "What could you do to reduce stress for let's say one point only?"

- **Coaching questions versus questioning development:**

In coaching questions the answer is up to the coachee. In questioning developing the learning contents is already clear right from the beginning but will be just elaborated by asking in order to activate the learner.

Example for questioning development: "what does this traffic sign mean?"

Example for a coaching question: "How stressed do you feel when you enter a roundabout?"

- **Questions on internal subject (referring to the two higher levels of the GDE-matrix, e.g. feelings, beliefs, self-evaluation etc.) versus questions on external facts**

**(referring to the two lower levels of the GDE-matrix, e.g. traffic rules, driving techniques, hazard perception...):**

Example for internal question: "What signs are there when you are getting tired?"

Example for external question: "What is written in the law about fatigue?"

The goals of this exercise is to become more aware of the impact of a question, to use questions rather than instruction and to have the competence to detect the best fitting question for the situation.

### **List of Coaching-questions:**

The following questions are examples to be applied:

- What would you like to improve in your driving?
- What is the result you want to achieve?
- Once you have corrected the problem what would be the ultimate result?
- What is the problem?
- What are the possible ways to change?
- Which of these options would you choose?
- Where do the problems come from exactly?
- What would you have to change?
- What are you experiencing at this moment?
- What do you want to try next, what is best for you?
- What is important to you in driving?
- How do you decide what to do in this situation?
- How successful was that action?
- How confident do you feel now?
- What can you learn from this?
- Where would you apply this in real traffic?
- What will you focus on in this situation?
- What is the specific risk in this situation?
- How could you reduce the risk?
- What is the weakest aspect of your driving?
- How do you evaluate this?
- What do you want? What is best for you?
- Why is this so important for you?
- How will you decide?
- What do you think about this?
- How is this for you?
- What do you feel?
- What can we learn out of this?
- Where can we apply this in traffic?
- What for shall we especially take care of in this situation?
- What is the specific risk in this situation?
- How can we reduce the risk?
- Which accident would most likely happen to you?

**If you lead the communication by asking goal guided questions the following steps are recommended for the learning-process for tasks located on the higher GDE-levels (It is what the coachee receives that counts, not what the coach tells):**

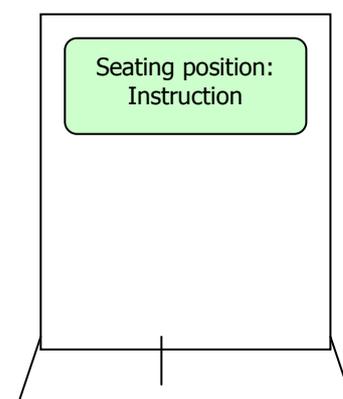
1. Ask open question („W“)
2. Listen
3. Understand and summarize: e.g.“ you mean that...“

4. Analyse pros and cons
5. The customer evaluates
6. If necessary, continue with open questions and if necessary add your opinion beside the customer's opinion
7. What does the customer you need and what would motivate him to apply this?

Section	Contents	Procedure	Didactic aims	Content aims
From instructions to open questions  90 Minutes	Develop / derive primary and secondary questions	<p>First, participants are asked to list, based on specific parts of the driver training curriculum, what they think should be transmitted to learner drivers and which concrete instructions they would use to do so. This is noted on a flipchart.</p> <p>The subjects that could be addressed are:</p> <ul style="list-style-type: none"> <li>- seating position</li> <li>- holding the steering wheel</li> <li>- adjusting mirrors</li> </ul>	The participants should learn how to turn an instruction into an open question.	The participants should end up with a list of open questions for at least one of the subject areas.

Coachee

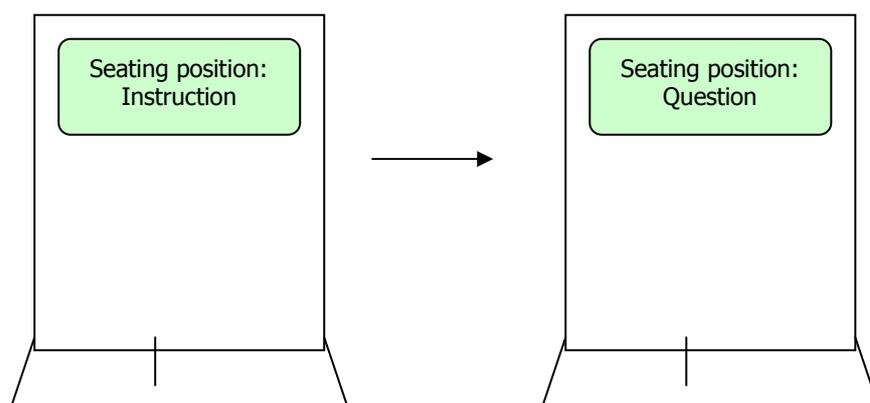
Hermes Coach



Section	Contents	Procedure	Didactic aims	Content aims
From instructions to open questions	Develop / derive primary and secondary questions	<p>First, the participants are asked to turn the existing instructions into questions.</p> <p>The results are recorded on a second flipchart in order to visualise this conversion.</p>	The participants should learn how to turn an instruction into an open question.	The participants should end up with a list of open questions for at least one of the subject areas.

Coachee

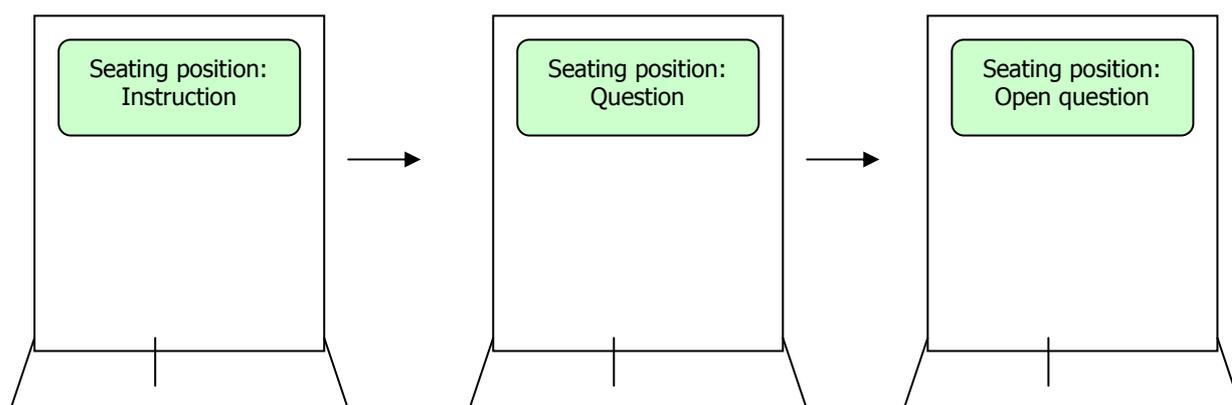
Hermes Coach



Section	Contents	Procedure	Didactic aims	Content aims
From instructions to open questions	Develop / derive primary and secondary questions	<p>The third and last phase of this exercise aims to convert the existing questions into open questions.</p> <p>The results are recorded on a separate flipchart, showing the development from instruction to question to open question in a sequence.</p> <p>The result is that participants have a catalogue of open questions as examples for a specific theme.</p>	The participants should learn how to turn an instruction into an open question.	The participants should end up with a list of open questions for at least one of the subject areas.

Coachee

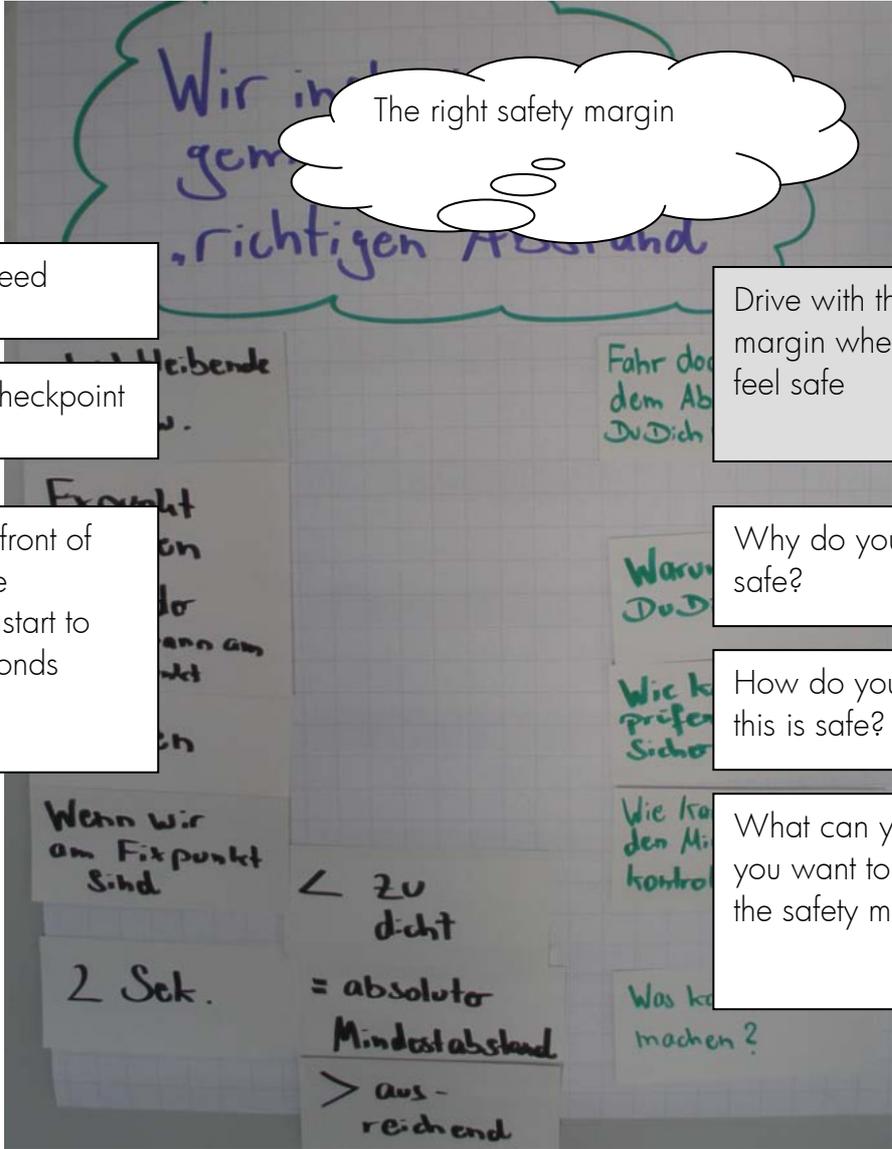
Hermes Coach



**Example: distance keeping**

Content

Open question



## More examples for the wording of possible questions

Possible questions

- \* Was möchtest Du noch anders machen?
- \* Wie könntest Du es machen?
- \* Was könntest Du machen?
- \* Wieviel bist Du schon gefahren?
- \* Was hast Du schon erlebt?
- \* Was kannst Du schon?
- \* Was machst Du anders?

What do you want to do in another way?  
 How can you do it?  
 What can you do?  
 How much have you been driving?  
 Which experience do you have in traffic?  
 What do you know about driving?  
 What would you do differently?

Possible questions

- \* Wie ist es Dir ergangen?
- \* Wie zufrieden bist Du mit dem Ergebnis?
- \* Wie war es für Dich?
- \* Was möchtest Du probieren?
- \* Möchtest Du es ausprobieren?
- \* Was möchtest Du als nächstes ausprobieren?
- \* Was traust Dir zu?
- \* Wie ist das auf einer Skala von 0-10?

How have you been?  
 How satisfied are you with the result?  
 How was it for you?  
 What do you want to try?  
 What do you want to try next?  
 How was it on a scale between 0 and 10?

## Active listening exercise

For a good coach the skill to ask the right question at the right moment is as important as being able to listen. In coaching the term “active listening” is used. Active listening includes the skill that all senses of the coach are focused on the world of the coachee. The coach tries to understand the view of the coachee. This active listening skill cannot be learned from a book but must be experienced. The following exercise helps to experience the core of active listening:

The participants split off in groups of three.

Step 1: Person one makes a statement of one to two minutes telling something which should be to some degree complex. It can be about ones attitudes and the reasons behind it, a complex live event or dream or even a description of a technical functional mode etc. But it is important that person two is not yet familiar with this statement.

Step 2: Person two in the role of the active listener now starts to express the story in his own words. After he has finished person one shall give him feedback if he expressed his statement right. Those parts which were not expressed right will be repeated by person one as often until person two is able to express it properly so that person one can say, “now I feel completely understood by you”.

Meanwhile person three is in the role of a neutral observer especially analysing whether person two expresses the core of person one’s statement or if he is adding his own interpretations.

A final exchange of views will support the learning process of this exercise. To optimize this last learning step judgmental statements (e.g. “this was...”) shall not be allowed. Instead personal views can be stated (e.g. “in my view...”, “I had the feeling that...”, “I observed...”). It is very valuable to ask person one about his recognitions. What did he realise when he was in the in the focus? Did this situation help to increase or decrease self-awareness? How can active listening of one person affect active learning of another person?

It is recommended, that all roles change and that sufficient time is given in advance of the entire exercise so that each one can prepare his story.

## Rapport Exercise

Coaching is not only a specific method but also a specific kind of relationship between the coach and the coachee/s. The so called rapport is one of the most important observable features or characteristics of this kind of relationship. The rapport includes the unconscious human interaction. It is commonality of perspective: being “in synchronization” with, or being “on the same wavelength” as the person with whom you are talking. Following Don Palmer, Questioning and listening skills are useless if the coach cannot ‘connect to the world of the learner’.

There are a number of techniques that are supposed to be beneficial in building rapport such as: matching body languages, posture, maintaining eye contact and even matching breathing rhythm. For any exercise it is recommended that whatever the coach does it shall be authentic – this means he shall not pretend but should feel comfortable with it.

For a coaching seminar for driving instructors the following exercise can give an effective impulse for a better understanding of the rapport.

The participants split off in groups of three.

Step one: Person one is going to tell a story about anything he is emotionally fascinated (e.g. my dream car, a dramatic scene from any film, a family problem, a disease etc.) for about one to two minutes.

Step two: Person two then tries to tell a story which is well matched with the story of person one. And it is his task to especially match person one in the following factors:

- Contents of story (theme)
- Displayed emotions
- Speech flow
- Volume of voice
- Body language
- Eye contact

Person three in the role of a neutral observer will then provide both with feedback from outside. Hereby one focus should be on the experienced authenticity of person two. Another focus is on describing the experienced emotions and if they did match (describing not judging).

It is recommended, that all roles change and that sufficient time is given in advance of the entire exercise so that each one can prepare his story.

## **Exercise: Coaching – a natural relationship**

Coaching is a specific kind of relationship not just a method. In an exercise referring to John Whitmore you can experience that coaching is an absolutely natural kind of relationship which everybody is familiar with. Just ask your participants to remind them to their early childhood and the people around them. Whom do they remember with positive affection apart from their nuclear family (parents etc. who lived with them in their everyday life). They shall think of those people who came to their families only from time to time and they were longing for meeting them again. And they perhaps were asking their parents when these people may come again for a visit. These were typically grandparents, uncles and aunts or good friends of the family etc.

When your participants begin to remember ask them about the characteristics of these people:

Often a spontaneous answer is they brought the presents. But also the parents and others brought presents. Then continue asking, how did they treat you as a child? Then the most common answers are:

- They were interested in me
- They asked me what I wanted to play
- They gave me their time and their attention
- They were listening to me
- They were not instructive
- They were on a kind of equal level with me although they were older and more experienced
- They trusted in me
- They had patience

Then you can conclude that exactly this kind equal of relationship is coaching.

**Mental exercise:**

In a further step a relaxation exercise can be executed if you as a group leader feel sufficiently educated and experienced for guiding your participants through a mental trip (a good time for relaxation exercises usually is in the early afternoon):

Ask your participants to make themselves comfortable on a chair or lying on a mat if available. They may close their eyes now and feel their breath, their arms and legs and how they can relax now. Then they may go back to their early childhood and remember one of their positive “coaching-persons”. They can now imagine how they looked in detail, how they were speaking, smelling etc. and perhaps they can also remember how they were playing together. Finally the participants can focus their attention to their breath and their muscle tension and if this memory has an effect on it. Let them time to feel the muscle tension, let them scale the muscle tension from 1 to 10 and ask them if and where they would feel a specific shift in the muscle tension. After a while close this exercise slowly and give your participants the opportunity to say whatever they want.

It can be expected that this exercise is for most of the participants a positive one and they can now bear a strong picture inside for a positive coaching-relationship. They can from now on come back to this picture when ever they want when working with their learner drivers.

**Coaching situations – overview of scenarios**

Section	Contents	Procedure	Didactic aims	Content aims
Coaching situations	Overview of possible coaching scenarios	<p>The participants are presented a range of scenarios and are asked to pick one out.</p> <p>At the same time the participants should also be asked if they can think of other suitable situations.</p>	<p>The participants shall realise that coaching cannot be learned through a presentation or lecture.</p> <p>Therefore one aim of the seminar should be that each participant carries out at least one practical exercise in the role of the coach.</p>	<p>The participants should become aware of a range of possible coaching scenarios in driver training.</p> <p>The participants should think of other possible scenarios.</p>

Coachee

Hermes Coach

The scenarios that are presented in this session and that will be later developed into practical coaching scenarios, are all taken from the first few hours of in-car training and are therefore appropriate for trying out coaching for the first time. The following themes are included in these scenarios:

- Seating position
- Holding the steering wheel
- Adjusting mirrors

The plan is for two groups to carry out these scenarios simultaneously on day 2 of the seminar using the method “aquarium”. This should enable, already at this early stage, for 6 participants to assume the role of coach.



The six participants assuming the role of coach will be asked to prepare their coaching task for the next day and to carry out the coaching scenario on day 2 of the seminar.

**Tasks to prepare a coaching exercise!**

Which Scenario do you want to prepare?

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Step 1: What do you think, which content is important?

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Step 2: Formulate questions which can help you to discuss the contents.

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Step 3: Change the questions into open questions which can support your coachee.

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## Exercise for the end of day 1

To give the participants an impression of coaching it can be useful to make an exercise with the GROW-Model.

<b>G</b>	Goal	What do you want?
<b>R</b>	Reality	What is happening now?
<b>O</b>	Options	What could you do?
<b>W</b>	Will (Wrap up)	What will you do?

Ask your participants to write down a short answer when you were asking one of the following questions. Please use only one question for G, one for R, one for O and one for W.

Possible questions to formulate goals:

- What do you want to change in your driver education?
- What would be the outcome for you?
- How would your driving change?
- How would you change yourself?

Possible questions to get answers about the reality:

- Which problems could occur if you change something?
- Whom concern this?
- What do you have done for it that it works?
- What can restrain you?

Possible questions to get answers about the options?

- Which possibilities do you have to start?
- What can you do more or different?

Possible questions to get answers about the will:

- Which possibilities do you prefer?
- At which time do you want to do something?
- Who must be involved?
- What help do you need?

At the end of this exercise it is possible to close it with the following question:

What was the decision for the wording?

The goal is to make clear that only the coachee can say what he wants.

**Remark:**

In the German speaking countries often they use the SMART-method instead of the GROW-model.

S	specific ( <b>s</b> pezifisch)
M	measurable ( <b>m</b> essbar)
A	attractive ( <b>a</b> ttaktiv, aktionsorientiert)
R	realistic ( <b>r</b> ealistisch)
T	terminable ( <b>t</b> erminierbar)

**End Day 1**

## Beginning Day 2

After a short welcome, there will be a quick summary of day 1 of the course in the form of feedback from participants on what they experienced.

Then the first exercises should be carried out based on the descriptions below. These exercises can and should where possible take place in a car. If this is not possible, a second room needs to be made available. You need a very quiet surrounding, that all observers can listen to what the coaches and coachees are taking about.

### Coaching exercise – first driving lesson

Section	Contents	Procedure	Didactic aims	Content aims
Exercise session as 'Coach'	Seating position	<p>"Aquarium" role play (see method description II below)</p> <p>The whole group will be split into two smaller groups. Every small group is working with "Aquarium" role play.</p> <p>Two participants assume in parallel the role of coach</p>	The participants should gain some initial experience in the role of a coach, train their observation and learn a new participant-oriented method at the same time.	The participants should work out an appropriate seating position.
90 Minutes				
	Seating position	Evaluation	The participants should experience an evaluation session and contribute with their observations.	
	Holding the steering wheel	"Aquarium" role play	The participants should gain some initial experience in the role of coach.	The participants should work out an appropriate way to hold the steering wheel.
	Holding the steering wheel	Evaluation	The participants should experience another way of carrying out a group assessment / evaluation.	

Section	Contents	Procedure	Didactic aims	Content aims
	Adjusting mirrors	“Aquarium“ role play	The participants should gain some initial experience in the role of coach.	The participants should work out a sensible way to adjust mirrors.
	Adjusting mirrors	Evaluation	The participants should experience another way of carrying out a group assessment / evaluation.	

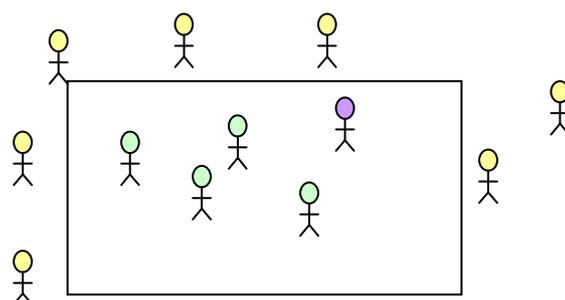


### Method description II “Aquarium“:

The Aquarium method involves splitting the participants into 3 categories:

- One participant who assumes the role of coach
- Several participants who play the role of coachee (learner drivers)
- Several participants who are given the role of ‘observers’

The ‘Aquarium’ concept means that a particular action is being observed from the outside and that these observers can then give their feedback on what happened in a neutral way.

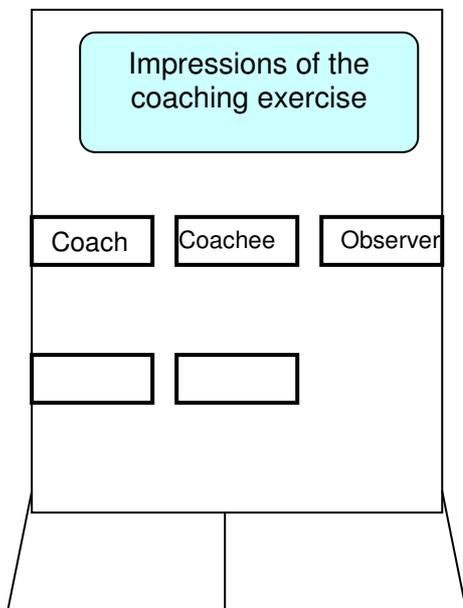


Evaluation session:

The evaluation is carried out in the following order:

- First, the coach tells the group how he experienced the exercise and if he is happy or unhappy about the result.
- Then the coachees tell the group how they experienced the exercise and what they felt while they were role playing.
- Finally, the observers report to the group what they recognised.

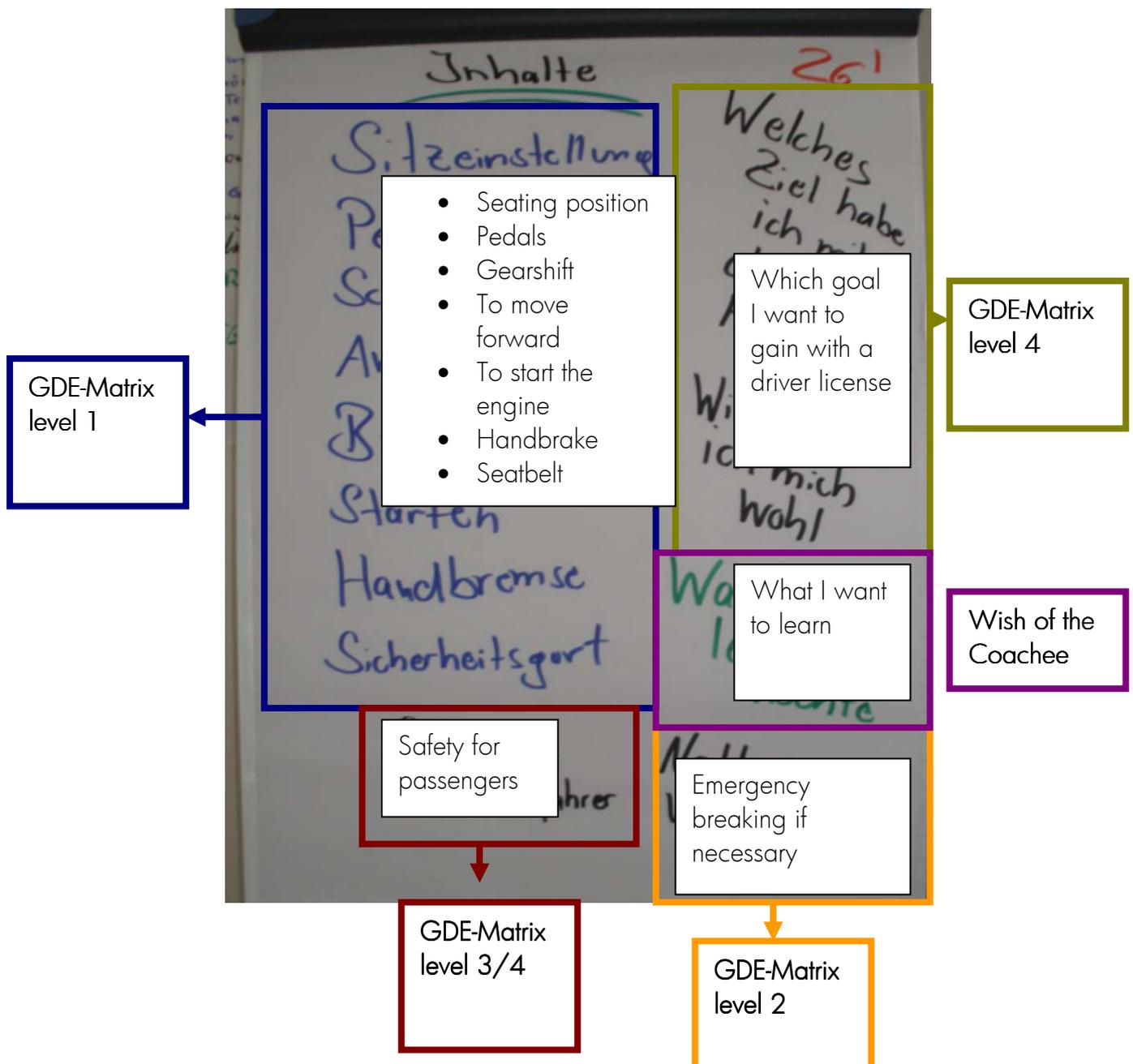
The results are presented by writing keywords on cards and posting them up on a board. These results are then used to start developing principles for coaching.



At the end of this part it is possible to pick up the information about which contents they have talked in this exercise.

Example:

Which contents do we have talked about or tested in the last 26 minutes?



Then, 4 different participants are asked to prepare the following scenarios, using coaching methods:

- Before the training really begins. First contact – in the classroom (see Scenario Nr. S1)
- Before the training really begins. First contact – in the car (see Scenario Nr. S2)
- Preparing the feedback drive (see Scenario S3)
- De-briefing after the feedback drive (see Scenario S4)

## Exercise: Before the training begins in theory lesson

Section	Contents	Procedure	Didactic aims	Content aims
Coaching exercise <div style="background-color: yellow; padding: 2px; display: inline-block;">45 Minutes</div>	<b>Scenario S1</b>  Before the training really begins – first contact in driver training (theory lesson)	<p>Two participants should work on this exercise. The exercise should be carried out based on Description S1, where one participant assumes responsibility for “Collecting the reasons “and ensuring they are properly categorised. The other participant is in charge of the sequences ‘identifying risks’ and ‘strategies for minimising risks’.</p> <p>The exercise will be carried out using the Aquarium method.</p> <p>Once both participants have completed their task, a group evaluation takes place according to the order and procedure below.</p>	<p>The participants should experience how different methods can be combined to achieve a comprehensive result.</p> <p>Coaching methods should either be practised or observed.</p> <p>The participants should experience how a feedback session can take place. .</p>	<p>The participants should focus on the upper levels of the GDE matrix and learn how the matrix can be covered in practice.</p> <p>The evaluation session should also serve to further develop the principles of coaching that have already been identified.</p>

Coachee

Coach

Observer

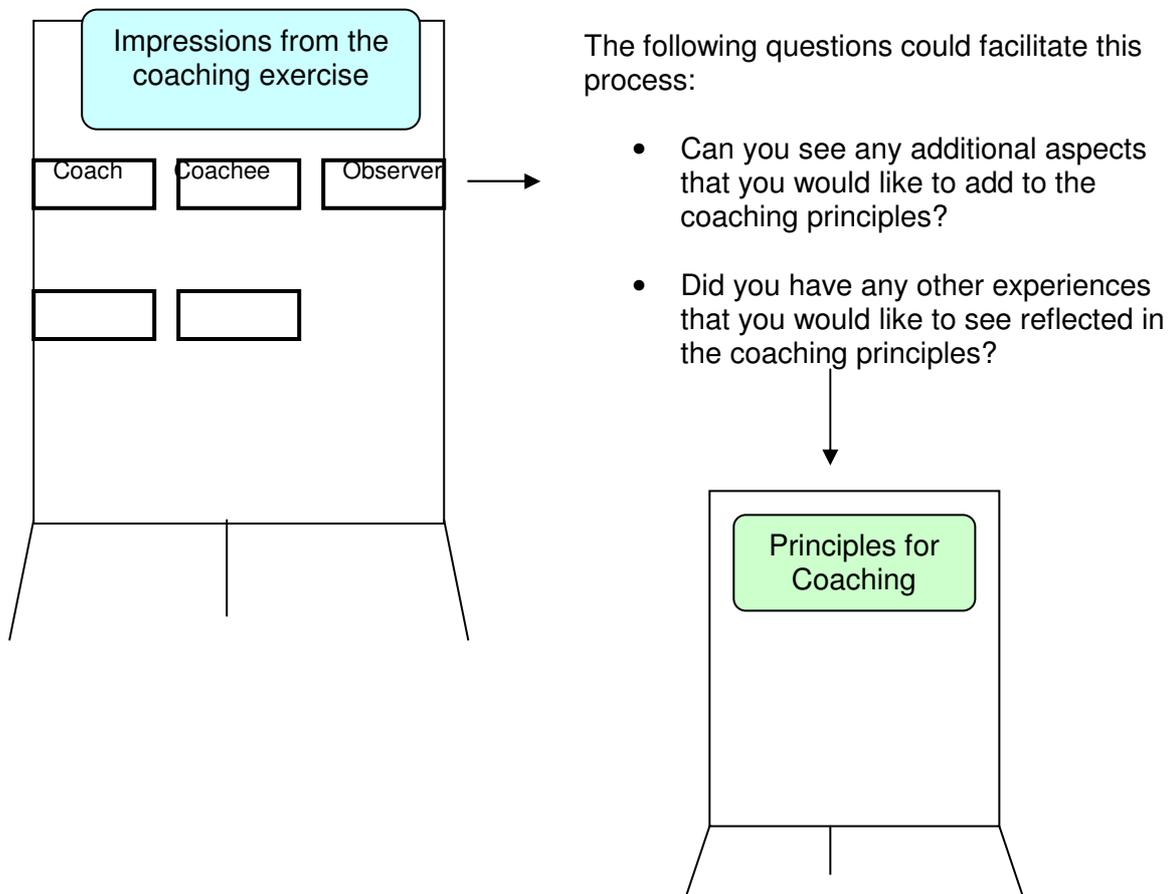
Hermes Coach

## Evaluation session

The evaluation is carried out in the following order:

- First, the person in the role of the coach tells the group how he experienced the exercise and if he is happy or unhappy about the result.
- Then the coachees tell the group how they experienced the exercise and how they felt.
- Finally, the observers report to the group what they recognised.

The results are presented by writing keywords on cards and posting them up on a board. These results should help to further develop the principles of coaching.



## **Scenario S1: First contact in classroom**

### **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

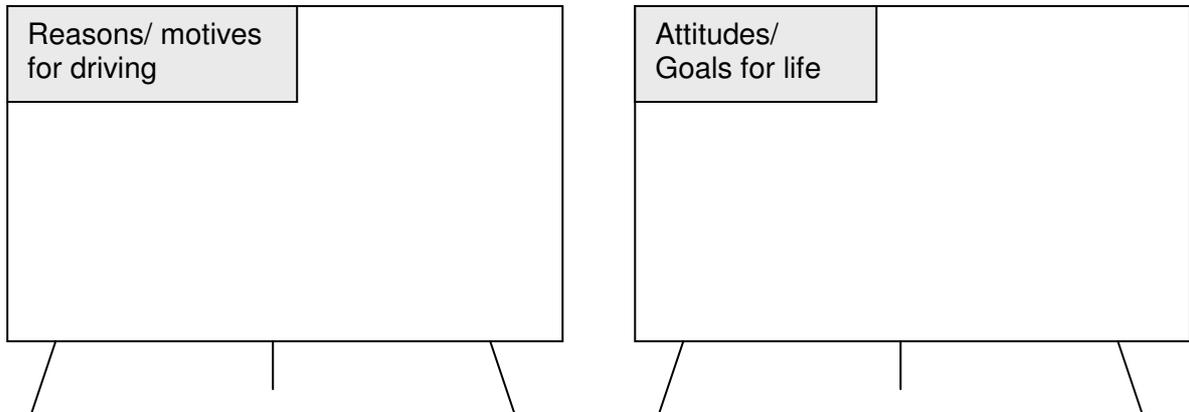
#### Procedure:

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 pin board cards and ask them to write each reason on a separate card.

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



After 5 minutes are over ask each learner driver to present each of their cards and to allocate them to one of the two boards (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?

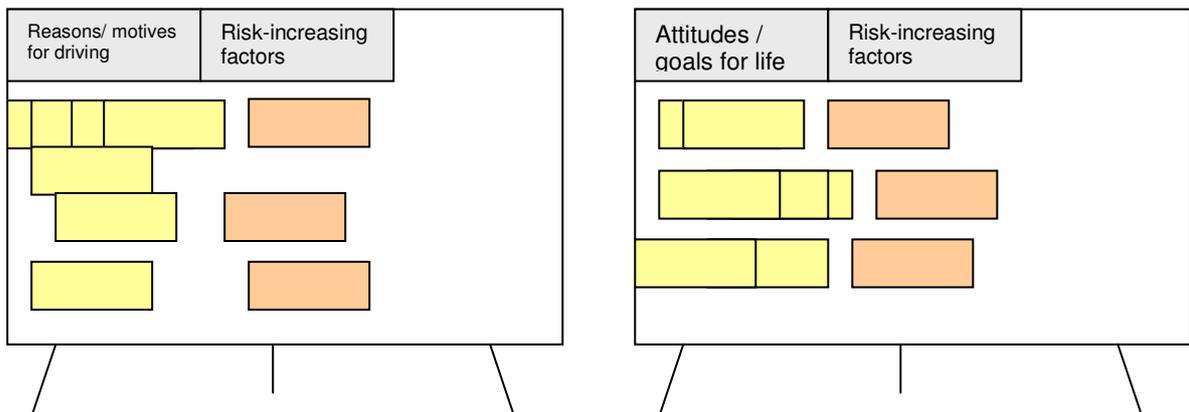
When all the cards have been posted on the boards, the seminar leader asks the whole group if they agree with the categorisation or if there are questions. Then place obvious duplications (cards with the same reasons on it) on top of each other or in a way that it is obvious that there are several cards 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 reasons 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 pin board cards any risk-increasing factors which arise from the discussion and sort them under a new heading on the pin board “risk-increasing factors”.



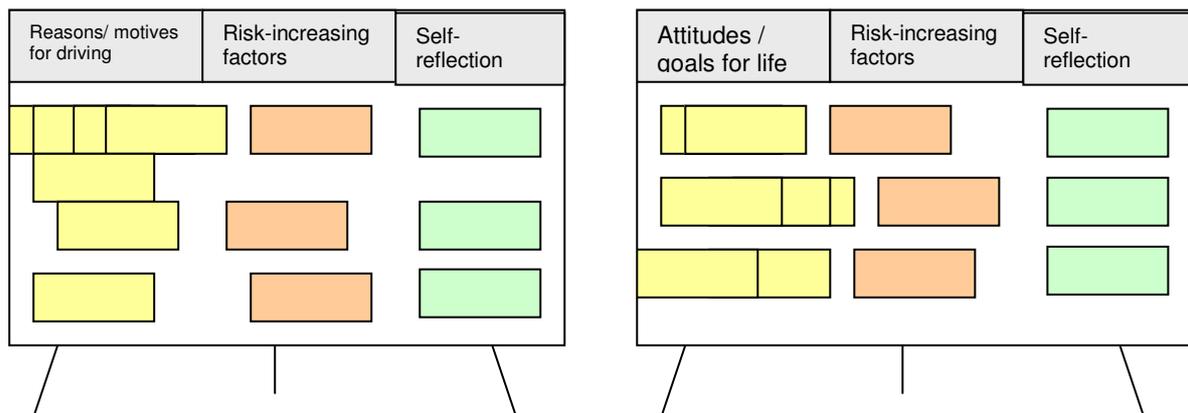
Now work on the third step “Options/Strategies” which aims to work out ways to recognise risky situations and to reduce the risks or to avoid the risky situation altogether (Self-reflection).

Split the participants 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 to find ways to minimise or remove the risks.

The following questions may help in this process:

- How do you think you could recognise if you are in a driving situation with 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 pin board 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 pin board in the following way:



### Example for outcome

Reasons/ motives for driving	Risk-increasing factors	Self-reflection	Attitudes / goals for life	Risk-increasing factors	Self-reflection
Fahrtzweck Fahrmotiv Einkaufen und Arbeitserledigung zur Arbeit	risikorelevante Faktoren Schlafmangel GURTEL nicht an KREUZLÄGER	Selbstreflexion Tourenleiter werden wenn ich mit Kollege mitfahren	Einstellung Lebensziel Einkaufen	risikorelevante Faktoren zu schnell Beim Fahren zu hoch beschleunigen	Selbstreflexion Schlafmangel vermeiden langsamere fahren BREMSE ausdrücken LANGSAMER Fahren
Drive from workplace to home	tired	This is to dangerous, I must sleep before a short time			

## Scenario S2: First contact in car

Section	Contents	Procedure	Didactic aims	Content aims
Coaching exercise  <div style="background-color: yellow; border: 1px solid black; padding: 2px; display: inline-block;">45 Minutes</div>	<b>Scenario S2</b>  Before the training really gets started – first contact in driver training (Car)	<p>Two participants should work on this exercise. The exercise should be carried out according to Description S2, whereby two participants carry out the exercise in parallel in two cars.</p> <p>This exercise uses the Aquarium method.</p> <p>This time, the evaluation session following the exercise should be carried out by the participants.</p>	<p>The participants should experience how coaching can also be used for addressing theory in the car.</p> <p>Coaching methods should either be practised or observed.</p> <p>The participants should practise how to carry out a feedback session.</p>	<p>The participants should focus on the upper levels of the GDE-matrix and learn how the matrix can be covered in practice.</p> <p>The evaluation session should also serve to further develop the principles of coaching that have already been identified.</p>

Coachee

Coach

Observer

Coach II

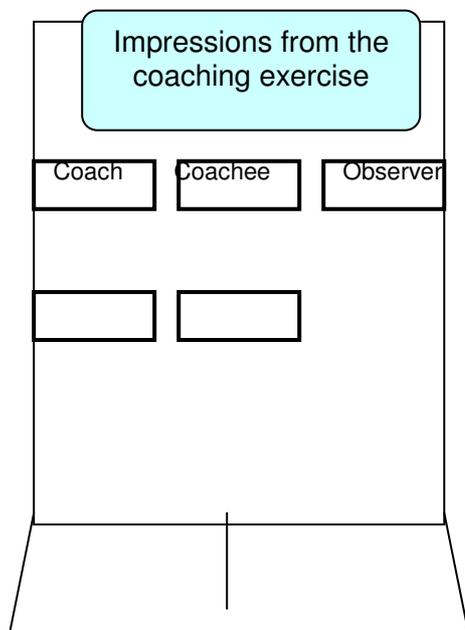
Hermes Coach

## Evaluation session

The evaluation is carried out in the following order:

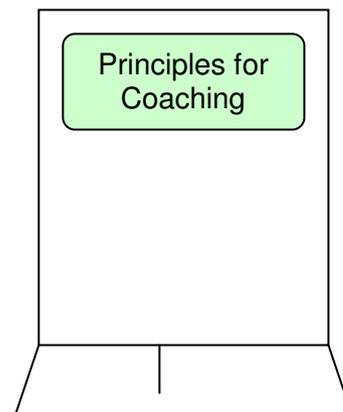
- First, the coach tells the group how he experienced this exercise and if he is happy or unhappy about the result.
- Then the coachees tell the group how they experienced the exercise and how they felt.
- Finally, the observers report to the group what they saw.

The results are presented by writing keywords on cards and posting them up on a board. These results should further develop the principles of coaching.



The following questions could facilitate this process:

- Can you see any additional aspects that you would like to add to the coaching principles?
- Did you have any other experiences that you would like to see reflected in the coaching principles?



At the end of this evaluation session there should be a further evaluation carried out by the HERMES Coach (seminar leader) with the coachees in this particular exercise, in order to survey their impressions.

The results of this discussion could also be added to the already elaborated principles of coaching.

## **Scenario S2: First contact in car**

### **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 drivers' motives and reasons for driving and by their attitudes in life and attitudes towards road traffic. Very few drivers are sufficiently aware of this fact. 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 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 from 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.

I will watch out for the following things, to avoid risky situations when I am driving or when I am in the car with friends.

Remark:

If the participants still have troubles in understanding Coaching, the HERMES coaches may demonstrate this sequence. The participants will then be able to get a good impression of a goal-guided coaching process.

Section	Contents	Procedure	Didactic aims	Content aims
Coaching exercise	Evaluation  Reaching goals	<p>Once the 'first driving lesson' sequence is finished, the participants are asked to make a note of all the aspects of car driving that were addressed or referred to. These notes are put up on a flipchart.</p> <p>Then, these aspects of car driving are sorted according to the levels of the GDE matrix.</p> <p>It is also important to point out that this method saves time by integrating the higher levels of the GDE matrix into standard driver training, rather than addressing the higher levels separately at a later stage.</p>	The participants should come to grips with goals and reaching of goals.	The participants should realise that a lot of goals on all levels of the GDE matrix can be reached in the first few driving lessons

## Scenarios S3 and S4: Pre- and post-feedback drive

Section	Contents	Procedure	Didactic aims	Content aims
Coaching exercise 90 Minutes	<p><b>Scenario S3</b></p> <p>Pre-feedback drive conversation</p> <p><b>Scenario S4</b></p> <p>Post-feedback drive conversation</p>	<p>The participants should be split into 2 (4) groups and should independently work on possible coaching questions for the pre- and post-feedback drive discussions. One (2) group(s) should work on the pre-feedback drive discussion and the other one (2) group(s) on the post-feedback drive discussion. In each group session, one of the participants should assume the role of coach.</p> <p>The Aquarium method should be used here.</p> <p>The coachee and observers should then come from another group.</p> <p>Then, both groups should carry out the role play and then evaluate it.</p>	<p>The participants should learn to think up suitable coaching questions for themselves.</p> <p>The participants should practise coaching methods.</p>	<p>The participants should work on how to prepare the feedback drive in Austria and Finland (2<sup>nd</sup> phase) and how to organise the post-feedback drive discussion, in order to make it more effective.</p>

Coachee

Coach

Observer

Hermes Coach

## Scenario S5: Emergency brake

Section	Contents	Procedure	Didactic aims	Content aims
Coaching exercise 45 Minutes	<b>Scenario S5</b>  Carrying out emergency braking	<p>The participants should work on this exercise in two parallel groups. An emergency braking exercise following coaching principles should be carried out based on description S5.</p> <p>This exercise is carried out in small groups with one coach, one observer and several coachees in each one.</p> <p>The following evaluation session is carried out in small groups.</p>	The participants should practise carrying out practical exercises and feedback sessions in small groups.	The participants should practise how to carry out emergency braking training.

Coachee	Coach	Observer	Hermes-Coach
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Following the exercise an evaluation is carried out in each small group.

At the beginning the coach is asked to describe his experiences. The following questions could facilitate the process:

- What did your experiences when carrying out this exercise?
- What, based on your experiences, do you think worked well and why?
- What, based on your experiences, do you think did not work that well and why?
- Which experiences are particularly important for you for your future work?

Then the coachees reveal how they experienced the exercise. The following questions could facilitate the process.

- What did you feel when carrying out the exercise?
- What did you particularly enjoy?
- What did you not like so much?
- What else would you have wanted?

Finally, the observer is asked to tell about his observations. The following questions could facilitate the process:

- What, based on your experiences, do you think went particularly well and why?
- What, based on your experiences, do you think did not work that well and why?
- What, based on your observations, would you have done differently and why?

At this stage it could be useful to further amend the principles of coaching with any important new findings.

### **Scenario Nr. S5 (car/track) 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:

- a) Lack of experience in recognising driving situations which require immediate action
- b) 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:

- What 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.

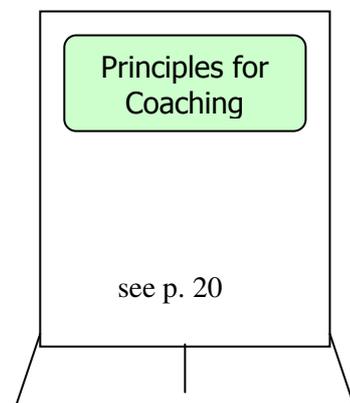
Section	Contents	Procedure	Didactic Aims	Content Aims
Coaching as a method  Feedback Day 2  <div style="background-color: yellow; border: 1px solid black; padding: 2px; display: inline-block;">45 Minutes</div>	Basic principles of coaching.	The whole group further develops the principles of coaching based on the exercises in the afternoon of the second day. For this purpose the results from the morning of Day 2 are used.	The participants should experience how already existing work results can be used and further amended.  The participants should learn to think up suitable coaching questions for themselves.  The participants should practise coaching methods.	The participants should integrate their experiences from additional exercises into the existing checklist of coaching principles, amend and correct it.

Coachee

Hermes-Coach

Taking into account new experiences, the existing chart should be amended. The following questions could facilitate this process:

- How were your experiences with the exercises yesterday?
- What would be really important for you in order to apply coaching methods effectively in the future?
- What would you definitely want to avoid if you wanted to use coaching in your future work?
- What would you absolutely want to add to the existing principles of coaching?
- Based on your experience, what principles would not be that important anymore?



The work and discussion results are added to the existing flipchart and grouped or removed and questioned. It is important to ask why something should be added or removed.

### End of day 2

### Beginning of Day 3

Section	Contents	Procedure	Didactic Aims	Content Aims
Coaching exercise <div style="background-color: yellow; border: 1px solid black; padding: 2px; display: inline-block; margin-top: 5px;">90 minutes</div>	<p><b>Scenario S6</b> or Scenario S11</p> <p><b>Scenario S7</b></p> <p><b>Scenario S8</b> (only possible if enough time)</p>	<p>The participants should practise in two parallel groups exercises on the subject of the “passenger-problem“.</p> <p>One group practises scenario <b>S6</b> or <b>S11</b> on the training area, the second group scenario <b>S7</b> in the seminar room.</p> <p>In each group one person assumes the role of the coach and one the role of observer.</p> <p>Like in scenario S2 the evaluation session should be carried out by one of the participants of each group (Coach II). The coaching questions are thought up by each Coach II.</p>	<p>The participants should experience and practise the role of coach.</p> <p>The participants should practise how to carry out a feedback session.</p>	<p>The participants should experience the problem of taking passengers along in the car and learn strategies to avoid risky situations developing.</p>

Coachee

Coach

Observer

Coach II

Hermes-Coach

## **Scenario S6: Distraction on track**

### **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:

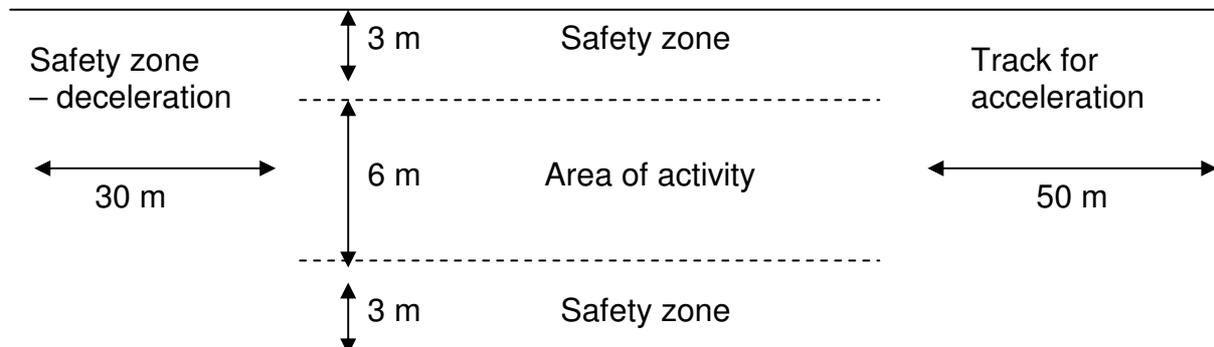
Practical exercise on a closed area in small groups

#### 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 at 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 speed of constantly 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, winter joy, winter service, winter mood, winter tan“.

**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 puddles, rain clouds, rain period, rainy mood“

Expected Results:

- a) 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.
- b) 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:

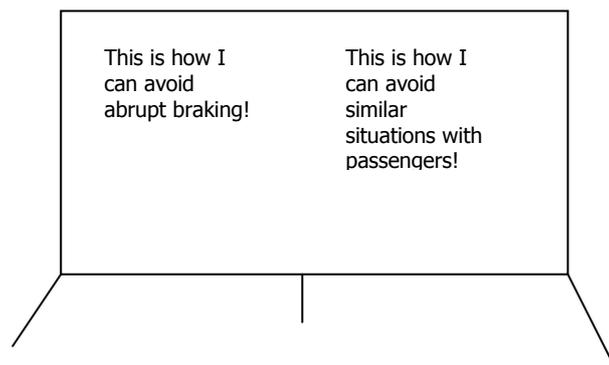
This exercise results in experiences which will be retained a long time by the driver as well as the passengers, so the exercise absolutely must be evaluated. Starting with the reading out of the assignments of the driver as well as the passenger they will talk about their experiences using the following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

- What happened and what 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 can be noted on a flipchart.



## **Scenario S11: Passengers in the car - on track**

### Background:

Young, novice drivers often encounter situations where they drive with peer-age passengers in social, free-time situations. These situations involve a number of specific risk factors for youngsters, such as group pressure, group dynamics, distraction, free-time spirit, showing off, goading, high-volume, etc.

Driver training barely offers the opportunity to address these driving situations, so the learners can only rely on what they have previously experienced as passengers. It is unlikely that they can experience, before solo driving, such situations from a driver's perspective. Young people often feel they are being treated like children if they are lectured about particular risks ("You are a very high-risk group") so much of the effects of such lectures is lost.

In this regard it is important to create situations in which learners drive with passengers in situations where they are distracted. These situations can take place in a safe (off-road) environment and can then be discussed and evaluated.

### Level of GDE matrix reached:

Levels 3 and 4

### Aims:

- The learner or novice drivers should experience how their driving ability can be disturbed as a result of distraction:
- The learner or novice drivers should recognize how difficult but how important it is not to be distracted by passengers;
- The learner or novice drivers should experience, as passengers, a surprising situation;
- The learner drivers should consider what these experiences mean for normal driving in traffic.

### Method:

Practical exercise in closed-off area in pairs

### Procedure:

This exercise should be either carried out at the end of initial driver training or after initial training, once their basic vehicle control skills are well developed. It can be useful if the drivers already have some initial solo driving experience.

To carry out these exercises effectively, it is essential for each individual passenger to receive a written task which the passenger must keep for himself. Any prior exchange on the tasks to be carried out will destroy the expected effect of the exercises.

All drivers and passengers should be wearing seatbelts at all times.

No more than 12 participants (6 pairs) should be on the training area at the same time. Only one vehicle should be on the action surface at any given time. Only when the previous car has left the surface should the next car begin.

**Step 1: Driving through a slalom without distraction**

Each participant is asked to drive smoothly through a slalom. It may be useful for some participants to drive a second time around, so that they can improve their fluidity.

**Step 2: Driving through a slalom with distractions**

Following step 1, the participants are asked if they would like to experience the slalom as a passenger. Half of the group is then chosen as passengers. The drivers are asked to go to their cars and the passengers stay behind.

The passengers are then given a task to distract the driver. The drivers should not see the exchange take place.

Note: secret task  
**Do not tell anyone else**

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

**“Hey, can I turn on the radio?”**

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task  
**Do not tell anyone else**

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

**„What time is it actually? “**

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task  
**Do not tell anyone else**

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

**“What is the square root of 129?”**

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task  
**Do not tell anyone else**

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

**„Nice shoes – where did you buy them?“**

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

**Do not tell anyone else**

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

**“Damned, that’s what it was!”**

Observe his reaction and tell the others about it in the evaluation session afterwards.

Note: secret task

**Do not tell anyone else**

You are just about to experience a slalom as a passenger. Your task is to confuse your driver about half way through the course. The driver should not know in advance what you are going to do.

Once your driver has started to smoothly drive around the slalom, and about half way through, ask the following question in a louder-than-usual voice:

**“Cool - did you see that?”**

Observe his reaction and tell the others about it in the evaluation session afterwards.

### Evaluation:

An evaluation session should take place after the 6 drives have completed their exercises (only half of the group will experience the distraction from the perspective of the driver):

First ask the driver what happened and how he experienced it.

Then ask the passenger what he has observed at the moment he tried to distract the driver.

The following questions can be used to follow up on these observations:

- What do your experiences today have to do with your normal daily driving?
- Have you already experienced a similar situation when you or another driver was distracted because of a question or comment from someone else in the car? What exactly happened?
- What could you do to try to avoid such distractions?

## **Scenario S7: Passengers in the car – in classroom**

### Background:

Young novice drivers often take along several passengers of the same age group to spend their spare 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:

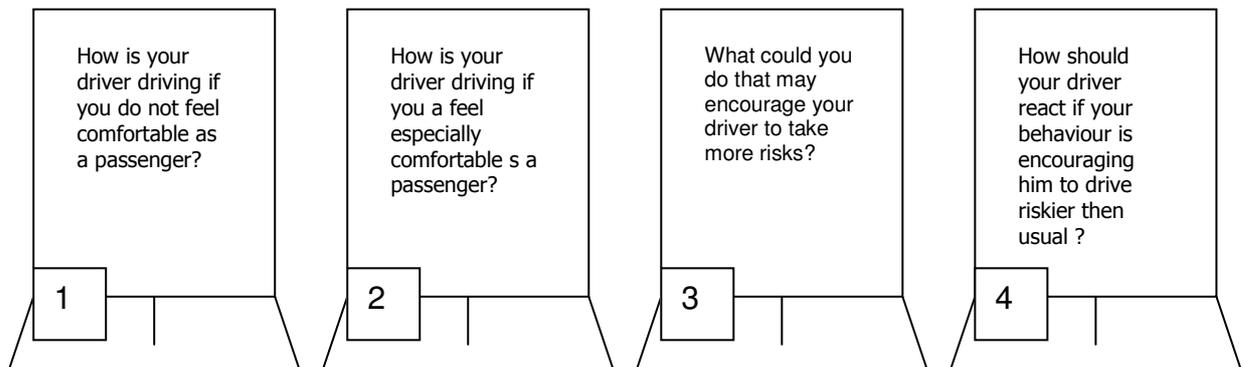
The participants are split into 4 small groups. 4 flipcharts are placed around the room, one in each corner. Each flipchart has its own question on it.

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 than 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 over, 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.

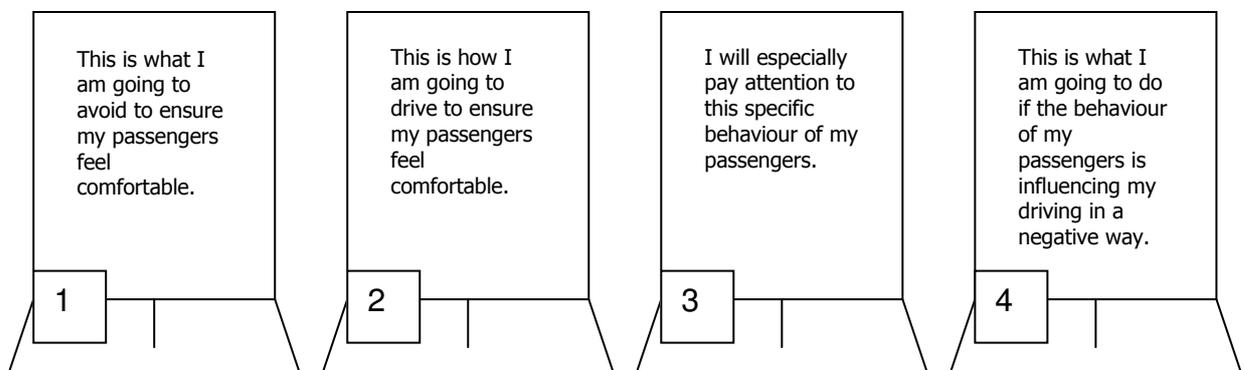
Following this part the different questions are replaced by the headings below:

Heading 1: This is what I am going to avoid ensuring 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 that you drive in a riskier way and for your passengers 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 S8: Passengers in the car – classroom in addition

*Possibly in addition, depending on the time available*

Scenario S6 and S7 both deal with the passenger problem.

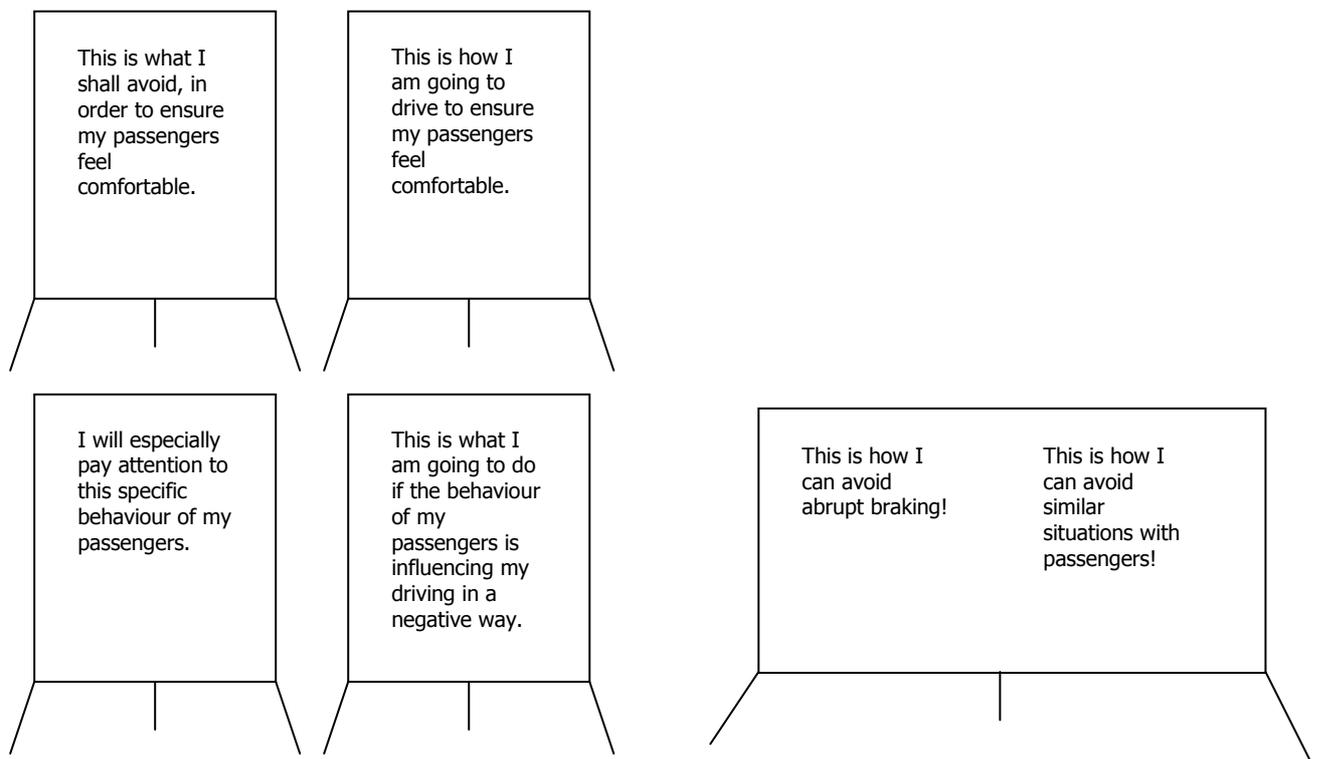
In scenario S7 this topic is treated in the classroom based on the existing experiences of the participants.

In scenario S6 the main focus is on the exercise and the resulting practical experiences and impressions.

The German 2<sup>nd</sup> – phase – model “further education for novice drivers” uses similar methods. In this case, the results of both scenarios are combined in a final session with the aim of developing useful strategies for the future.

Scenario S7

Scenario S6



During the discussion the participants should talk about what can easily be applied in practice and where they see difficulties. The reasons for these statements are especially important in order to further develop future strategies.

Section	Contents	Procedure	Didactic Aims	Content Aims
Coaching exercise	Distance-keeping		The participants should experiment to see how the right safety margins to the car in front can be trained through skilful questioning	Participants should focus on the choice of safety margin to the car in front and should try out ways to address this theme in practice.
90 minutes	<b>Scenario S9</b>			
	<b>Scenario S10</b>		The participants should learn how the safety margin theme can be addressed on a training area.	

Coachee

Coach

Observer

Hermes-Coach

Alternative:

Instead of Scenario S9 it is also possible to use Scenario S12 "Driving around bends". With this scenario you have a similar situation in a car in the normal traffic and it is possible to train asking open questions during driving in traffic. As an added goal you were talking about driving around bends.

## Scenario S9: Distance-keeping in the car

### 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 do often 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. These 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 learner should think about the necessary safety margin
- The learner should reflect on and name what could support him to maintain the right safety margin
- The learner should see if such support really helps him/her in practical traffic situations.
- The learner should try to keep sufficient safety margins in a variety of situations.

### Method:

Discussion / dialogue / Training / Evaluation

### Procedure:

First try to engage in a relaxed conversation with the learner about choosing 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 continue asking questions in order to provide support to the learner driver. 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?

Then ask the learner to drive and to choose a safety margin which he/she feels comfortable with. Using the following question, get the learner to justify his choice of safety margin:

Why do you feel comfortable?

After this question you need to decide in which direction you will be asking further questions because it could turn out that the learner is comfortable with an insufficient safety margin to the car in front. The following questions could help you here:

- At what point would you begin to feel uncomfortable?
- How can you test to see if your safety margin is safe?
- How can you regularly check your safety margins?
- How can you check that you always maintain a distance you feel comfortable with?

Get your learner to choose his safety margins in a variety of situations. Then ask more frequently how the learner feels on a scale of 1 to 10 and get him to train as long as he is motivated.

## **Scenario S10: Distance-keeping on a practice ground**

### Background:

This scenario is already successfully carried out by a number of course providers in certain EU-countries.

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 do often 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. These 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

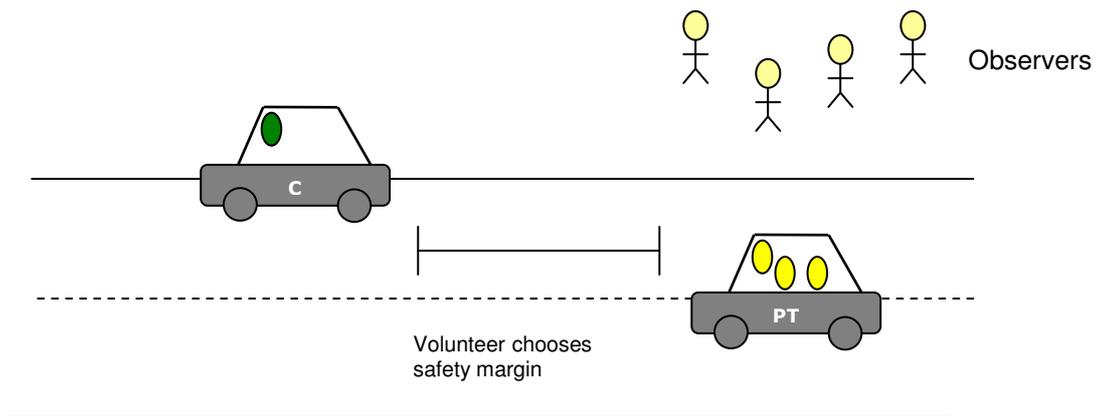
### Procedure:

First try to engage in a relaxed conversation with the learners about choosing 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.

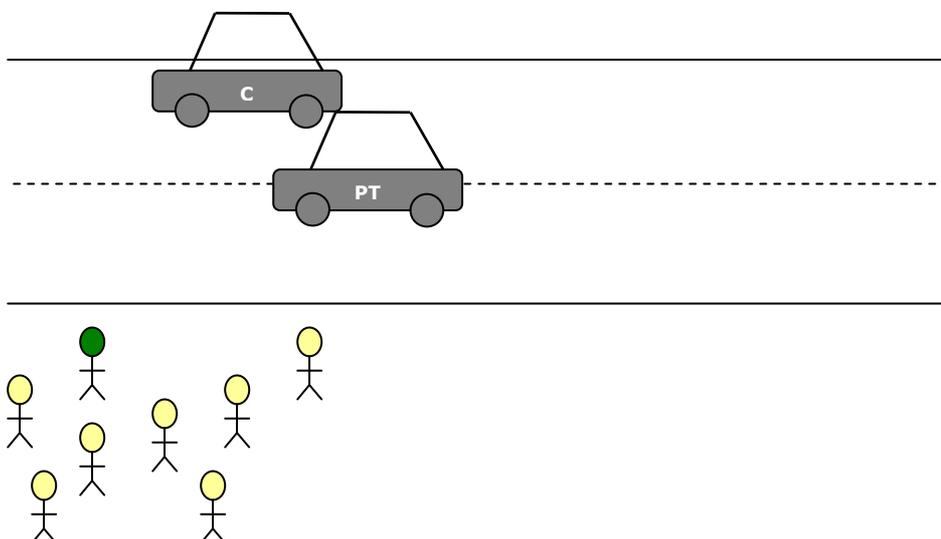
You, as coach, will drive ahead in a car. One participant (with passengers if possible) is asked to follow in his car, maintaining a distance that he feels comfortable with. The cars should be staggered so the participant's car is not directly behind the coach's car (see sketch). Ask the participant 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:

- What do you feel 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?
- For whom do you keep the safety margin?

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.

## **Scenario S12: Driving around bends with the car**

With orientation points

### Background:

Young novice drivers learn how to drive around bends during initial training but they often do not develop a clear procedure to do this (speed, scanning). Driving instructors tend to correct here, rather than support the learner. This sometimes leads to youngsters driving too quickly on their first solo trips, without orientation points. Orientation support given by the instructor may not work because each of us perceives different things and we may not see things the same way as the instructor.

### Level of GDE matrix reached:

Level 2

### Aims:

- The learner driver should work out for himself what orientation points could help him to safely navigate bends.

- The learner driver should actively practise driving around bends, using the orientation points he has previously chosen, and then assess the overall experience.
- The learner driver may then improve his choice of orientation points.
- The learner driver works out and explains why his chosen orientation points help him drive around bends.
- The learner driver should make a point of driving around several bends, using his orientation points, and give a driving commentary in at least one of them.

### Procedure:

At the beginning of the session, inform the learner that the goal of this lesson is get him to independently and safely drive around bends using orientation points.

Consider leading the discussion by using the following questions:

Imagine you want to drive around a bend on a rural road.

- What external features (curb, tree row, guide post, road marking etc.) could you help to orientate in order to stay in your lane?
- What do you need to know about the bend to be able to drive around it safely?
- What else do you need to know about the curve to be able to drive around it safely?
- What is important to observe when driving around a bend?

Then let the learner drive around 2 or 3 bends, using the navigational points he has previously mentioned. Then jointly assess the experience by asking questions such as:

- What did you recognise when driving around these bends?
- Did everything go as planned, or was anything different?
- Did you use the orientation points that you thought up before, or did you use others?
- Based on this experience, what do you think is important for driving safely around bends?
- What is really important before driving around a bend?
- Did you have to change anything else to feel more comfortable when driving around the bends?

Then ask the learner to explain why his chosen orientation points allow him to drive safely around bends. Then allow the learner to drive around a couple of more bends and ask him to give a driving commentary during one of them (What is he looking at? What can he see?).

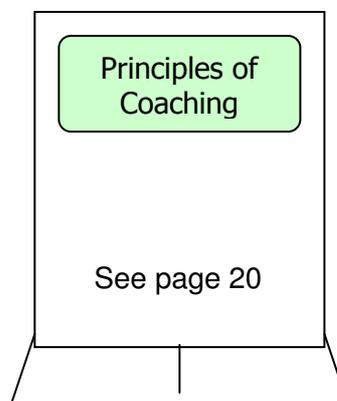
When the learner has had enough practical experience driving around bends, you can evaluate the whole thing by using questions such as:

- What did you feel this time when driving around these bends?
- What differences were there compared to the previous ones?
- Is it easy or difficult for you to orientate yourself around bends?
- Did your chosen orientation points make you feel safe or did you choose other points?
- Do you think you have reached the goal of today's session?

Section	Contents	Procedure	Didactic Aims	Content Aims
Coaching as a method  Feedback Day 3  <div style="background-color: yellow; border: 1px solid black; padding: 2px; display: inline-block;">45 minutes</div>	Basic principles of coaching	This part will again be carried out by the two Hermes coaches.  Based on the experiences made, the principles of coaching (see page 20) should be amended and if necessary improved upon.	The participants should exchange their experiences and answers to still open questions should be found.	

Coachee

Hermes-Coach



The participants should practice coaching a lot. To take fear away it will be helpful to practice coaching in other areas of life, for example with kids or in sports or with colleagues. The following questions may be helpful:

- What do you want to do first if you want to practice coaching?
- Who can give you feedback?
- In which situation is it possible for you to practice coaching?

Section	Contents	Procedure	Didactic Aims	Content Aims
Seminar review, evaluation; open questions  <div style="border: 1px solid black; background-color: yellow; padding: 2px; display: inline-block;">45 minutes</div>	Open questions, evaluation, outlook	This part will be carried out by the two Hermes Coachs.  Based on the experiences made, the principles of coaching (see page 20) should be amended and if necessary improved upon.  At the same time open questions should be answered.		

Coachee

Hermes-Coach

## A final module

At the end of your three days coaching seminar you can trust in your participants' ability to find their answers when you simply ask, "how would you from now on like to apply coaching and what would you need to learn further?"

It also makes sense to prepare your participants to cope with obstacles which they have to anticipate. Usually the following answers are given when you ask:

Why do driving teachers after a coaching-training fall back into teaching?

- It appears to be easier (I tell – you go for it)
- They are used to it
- It seems to be quicker
- He/she is in the powerful position
- He/she likes to be in the expert position
- He/she wants to show off as an expert
- He/she wants to get an easy emotional release (cynical statements, scolding...)

- He/she wants to devalue other people (to cope with own inferiority feelings)
- The customer finds it easier to be in the passive role

Simply ask your participants how to cope best with these challenges?

Distribute evaluation questionnaires!

**End of the seminar**

## **Additional supervision day 4**



# **Coaching in driver training**

## **Seminar plan:**

### **Exchange of experience**

### **Coaching for driving instructors**

A one-day exchange of experiences should take place about 2 months after the initial course, to allow the participants to try out their coaching in their daily work. Whilst this exchange of experience should remain relatively open, a basic structure could look as follows:

Ask the participants in an open round what experiences they had. The following questions could be helpful in this process, to be answered one after the other:

- In which training situations did you find it easy to use the coaching method, and why?
- In which training situations did you get a really good feeling, and why?
- In which training situations did you feel particularly comfortable, and why?

Note the results on a flipchart or on pinboard cards (preferably in green) and then ask the following:

- In which training situations did you find it particularly difficult to use the coaching method, and why?
- In which training situations did you get a rather bad feeling, and why?
- In which training situations did you feel particularly uncomfortable, and why?

Note the results on a flipchart or on pinboard cards (preferably in yellow).

Then work with the group to try to find out ways to use coaching in situations they found difficult, uncomfortable or were not happy with. Note the possible solutions in green next to the yellow cards.

Deepen any module of the 3 days seminar on demand of your participants – e.g. asking coaching questions.

**Annex: Symbolic landscape**

