



**FleetSafety**  
INTERNATIONAL  
by WKT

# ***In-Vehicle Instructors Manual***



**Fleet Safety International**  
© 2024 Ltd.  
*Please note:*

*Fleet Safety International 2024 Ltd.  
4999 43 Street SE – Bay 119, Calgary AB T2B 3N4  
Tel 403-283-0077 / Fax 403-283-8666  
[www.fleetsafetyinternational.com](http://www.fleetsafetyinternational.com)*

*All information contained in this booklet is the Intellectual Property of Fleet Safety International Ltd. and may not be used in whole or part without express written consent. Version Date: July 2025.*



## **Must Know – Key Information for all New and Existing Instructors**

Fleet Safety International is the leading supplier of corporate driving safety programs in Alberta. The primary reason for this is that our content and teaching methodologies have gained a reputation as being the best in industry. Our teaching methodologies revolve primarily around “Coaching” students rather than “Evaluating” students.

If you are an existing instructor at FSI, you already know this and are a key reason why FSI leads the industry. As a new instructor, the challenge is to grow your skills to a level of excellence that is now expected by our clients.

This training program and accompanying documentation is designed to do the following:

1. Provide new instructors with needed knowledge to be successful in coaching FSI programs.
2. Ensure that there is consistency between instructors for all programs delivered by FSI.

Please ensure that you take the time and effort to know, understand and integrate the information in this manual into all programs you are teaching with FSI.

## Our Identity

### FSI's 3 Ps

.....

*Our 3 Ps are our identity; they define us and how we operate as an organization. It is the way we interact with each other and our clients.*

*Our consistency and commitment to the 3 Ps guide our growth as an organization and set us apart from other organizations.*

#### **Positive**

- We choose a positive, upbeat attitude
- We allow ourselves to have fun and bring humor into the workplace
- We look for and find the silver cloud in challenging times
- We learn and grow from our mistakes
- We ask for and provide assistance when needed

#### **Professional**

- World class instruction
- Professionally dressed
- Quality work
- Honesty and integrity
- Professional communications
- Lifelong learners

#### **People**

- Customer service and people orientated
- Under promise – over deliver
- What we can do Vs what we cannot do
- Flexible
- 110 % commitment and effort
- Respect our clients and each other
- Team orientated and committed

***Our actions identify and define us individually, as a team and as an organization***

***As a member of the FSI Team, you will be expected to follow and integrate our 3P Philosophy into to your work here.***

## Fundamental Concepts

### I. Coaching vs. Evaluating

***A coach is someone who can give correction without causing resentment."***  
***-John Wooden***

As an in-vehicle coach, your job is to facilitate the student's learning process. The job is not to drive the students' thinking or direct it, or to make them do something. Our job is to provide information that assists the student in thinking differently about driving.

#### Here are some helpful hints:

1. In order to facilitate someone else's learning, they need to trust you. During the first part of the lesson, you can use our FORM system to build rapport and trust with the student.

#### FORM

A strategy for building rapport and trust in a one-on-one teaching environment. In short you use open-ended question to get to know the student better.

- |          |                    |  |
|----------|--------------------|--|
| <b>F</b> | <b>Family:</b>     | <b>Talk</b> to the student about their family, do they have siblings. What sort of family activities to they enjoy. If they are mature students, have them talk about their spouse and children. Provide some information about yourself as well |
| <b>O</b> | <b>Occupation:</b> | What does the student do for a living? What are some aspects of the position? How do you like your job? If they could afford to, what would they really like to do with their life?  |
| <b>R</b> | <b>Recreation:</b> | What does the student do for fun? Why do they enjoy this activity? What is their skill level?  |
| <b>M</b> | <b>Message:</b>    | Through all the open-ended questions and the information, you provide about yourself, build in the message of good driving. Mistakes must be treated as behaviors not as personal attacks.   |

2. You need to know about Adult Learning and Change Theory. Read the section below so you will better understand how you can make an impact on your student. Have discussions with your fellow instructors about best practices and strategies that have worked for them.

### **Adult Learning**

- An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.
- An environment that fosters intellectual freedom and encourages experimentation and creativity.
- An environment where students are accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. You know your content, but you have not walked in their shoes
- Pacing or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Those adults who reported experiencing high levels of intellectual stimulation—to the point of feeling discomfort—grew more.
- Active involvement in learning. Ensure that students are actively using the concepts that we are teaching.
- Provide honest feedback.

### **The Change Process**

Change is most effective when students:

- become aware of a need for improvement, through their analysis of their own observation-profile, and they make a written commitment to try new ideas in the workplace.
  - modify lesson ideas to fit their individual need.
  - try the ideas and evaluate the effect.
  - observe each other and analyze their own data.
  - they report their success or failure to their group.
  - they discuss problems and solutions regarding workplace issues.
  - they have access to a wide variety of approaches to learning
  - they learn in their own ways to set new goals for professional growth.
  - have new structures and changes supported through a variety of mediums and methods.
3. Listening is the foundational skill set of a coach. Learn different ways to listen, practice listening, and when in doubt, just listen.
  4. Find the joy in coaching. Take pleasure in making a difference in someone's driving.
  5. Be patient. Every student learns at a different pace and in different ways. Have a variety of teaching strategies in your bag so that if one does not work, you can try another.
  6. Understand resistance. Most students come to the course with the attitude that they are a great driver, and maybe they are. Perhaps you have not taken the time to build trust before providing

feedback about their driving. Our job is to help them think differently. So, when you feel or sense resistance, maybe you are trying too hard and have to use a softer approach.

7. Ensure that your own content knowledge and physical driving skills are strong. If you need to spend more time studying or more time on the track, just do it. Ask for assistance if needed. If you wish to use the track by yourself, please book a time with Jackie Young.
8. Provide ongoing positive and reflective feedback – Golden Triangle (smile, a positive gesture, and a positive comment)
  - *Immediate- If appropriate, wait if necessary*
  - *Specific- Keep feedback to one or two items at a time.*
  - *Caring- Celebrating any achievement no matter how small*
  - *Imaginative- Changing strategies or triggers to get a result, try pictures or notes etc.*
  - *Successful- Viewing student's results. Staying away from strategies that are not working.*

## II. The SAFER System of Defensive Driving

### SAFER System Core Belief

*Regardless of anyone's knowledge, skill, experience or training, there are some days that we are better drivers than we are on other days.*

<b>Passive</b>	<b>Active</b>	<b>Aggressively Active</b>
<b>Reactive</b>	<b>Proactive</b>	<b>Opportunistic</b>

While driving, individuals constantly shift through three levels of awareness as outlined in the chart above. Ideally, we would like all drivers to stay in the middle, in a Mentally Active / Proactive state of awareness. This is not realistically possible. The SAFER System is designed to acknowledge this and help drivers identify when they have drifted away from the center as well as provide strategies to move them back to the center towards Active Driver Awareness.

### SAFER Model

#### Attitude

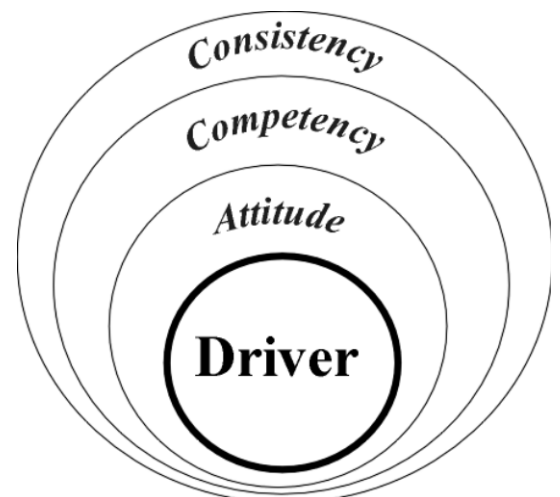
Attitude is the most important aspect of safe driving. The attitude that the driver brings to the driving task may relate directly to driver performance on that trip.

#### Competency

Different localities, job requirements and vehicles require different driving skills. One of the goals of the programs is to ensure drivers have the appropriate driving competencies for the local situations and individual job requirement.

#### Consistency

The largest challenge drivers face is one of consistency - building a history of safe driving. Regardless of the knowledge, skills, experience or training, there are some days that we are better drivers than other days. Recognizing poorer days and providing strategies to compensate are important elements of the program.





## **SAFER System Core Concepts**

### **SPACE**

- Driving with the intention of space
- 4 Second following distance
- Building Space – A strategy for congested driving
- Recognizing and driving within our own mental and physical capabilities

### **ATTITUDE**

- We choose our attitude
- Recognition of the importance of attitude in driving
- Using physical strategies to influence and shape our attitude
- Impact of Change Theories on our attitude
- Propensity for risk taking
- Patience in poor conditions and congested traffic
- How to get value from this training – the challenge

### **FORESIGHT**

- Mentally Active / Proactive Driving
- Staying in the “moment” of driving
- “What if” game
- Situational Awareness

### **EYESIGHT**

- Getting your eyes up, scanning long and wide
- Integrating situational awareness with scanning
- Visual Search Patterns and Strategies
- Visual targeting
- In-attentional blindness

### **RESPONSIBILITY**

- The lens through which we make our decisions
- Our priorities in life and in driving
- Making the responsible decision
- Using physical strategies to influence and shape our driving choices

## Effective Teaching Strategies for SAFER

As an FSI instructor it is your responsibility to integrate the concepts and strategies of SAFER into every program you teach. Use the core concepts and vocabularies regularly.

Basic Driving – Coaching to ensure that the driver has a good understanding of the basic rules of the road. For most this is a simple refresher.

Defensive Driving – Driving to prevent collisions despite the incorrect actions of others and adverse conditions, integrating SAFER through classroom training and in-vehicle coaching via commentary.

Advance Driving – There are times that regardless of fault the driver is in trouble, advanced driver training provides skills and techniques both in the classroom and in the practical session that can help minimize or avoid a collision at that moment. These skills include practical exercises that center around the key concepts of:

- Visual targeting
- Smooth fluid steering
- Emergency braking strategies
- Vehicle dynamics
- Collision avoidance skills
- Skid Control
- Backing Skills
- Slalom

What is the fundamental difference between S.A.F.E.R and other systems?

No question there are other good systems available, most are tactical in nature; when you use it, it works.

Human Behaviour is such that despite our best intentions sometimes our minds have drifted away and we are not using the system. The SAFER System provides an acknowledgement of this and specific strategies to deal with the human factor.

### III. Key Instructional Integrations

#### A. Vision

***While attitude is the most important aspect of driving, vision is the most important element in the skill of driving, and a strong vision component should be discussed in every aspect of the courses that you teach.***

- Without good vision we could not follow the “SAFER” system, we would not leave enough space, and we would react to everything instead of plan and anticipate.
- Ensure visual lead time of 15-18sec
- Top half - Top 2/3 of the windshield.
- You can SEE (not look) out the bottom half to pick up road surface etc. but visually target out the top. Anything above approximately the bottom half of windshield is pointless – you are just going to see what you’re about to hit.
- Make sure they are thinking “big picture” and using peripheral vision.
- Don’t focus on one thing; take everything in.
- More windows in your vehicle than just your windshield; use side windows to look where you want to go.
- WHERE YOU LOOK IS WHERE YOU GO! WYLIWIG
  - Probably the easiest thing to understand; yet the hardest thing to do is not look at what you’re trying to avoid. Don’t look at the vehicle spinning out in front of you, or the pole, or the dog. Look where you want your vehicle to go. We “aim” when we are driving.
  - Keep looking in the direction you want to go and trust your peripheral vision the closer you get to the cones. Target your escape route.
  - Still see the object you’re trying to avoid? – don’t block it out. Just don’t focus on it.
- Looking is different than seeing; see the object you are trying to avoid but look where you want to direct your vehicle to go.

#### B. Steering

In all cases steering should be smooth and easy. Avoid “Jerking” the steering wheel especially at higher speeds.

#### C. Braking and Accelerating

Later in this manual we go over in detail the various types of braking that we use strategically during driving. However, for the most part remember that braking is a de-stabilizing force, while accelerating is a stabilizing force. Encourage students to stay away from panic mode, teach our clients to use the brakes and accelerator as tools that can be used in variety of ways.

#### **D. Core Defensive Driving Concepts**

1. A defensive driver acknowledges that people are human and will make mistakes. They realize that while they have no control over the actions of others, they take steps to anticipate reasonable actions and then take appropriate precautions.
2. While defensive drivers have no control over the weather and road conditions, a defensive driver is aware of conditions and takes appropriate action - even if it means not driving that day.
3. Defensive drivers acknowledge that even in the face of unanticipated situations such as missing road signs, non-functioning traffic lights etc... that does not relieve their responsibility to drive without collisions
4. A defensive driver yields the right-of-way and adjusts their driving to avoid collisions when necessary. The defensive driver understands that they have a moral and a legal obligation to avoid collisions. The defensive driver has a personal responsibility to drive safely and avoid collisions.
5. The defensive driver understands the importance of active driving over passive driving. They make driving safe their job.
6. A defensive driver understands that they are human and that regardless of their knowledge, skills, experience or training, there are some days that they are a better driver than on other days. The defensive driver recognizes a poor driving day and moves into a more active role in driving.
7. A defensive driver is a lifelong learner; they upgrade their knowledge and skills on a regular basis. A defensive driver also has a responsibility to share new driving knowledge and skills with others in non-confrontational ways. A dialogue about safe driving is useful and progressive, admonishment is generally counterproductive.

## **In-Vehicle Instruction**

### **I. Classroom / Town**

#### **A. Arrival**

- It is expected that you will arrive 15 minutes early at a minimum (1/2 hour for classroom instructors and team leads) before programs begin to assist with setup.
- Be ready to teach by start time; coffee, washroom, etc all done beforehand.
- Help classroom instructor with filling out paperwork, computer, track set-up, general organization as needed.
- Be around to discuss timings, track issues, traffic issues, etc. with lead instructor in case modifications are needed
- Please be in classroom for instructor introductions
- Do not forget first-aid kits

#### **B. Pre-trip**

- Please follow pre-trip order
  - Valid paperwork first (this gives us time to correct if not valid). Ensure you check Insurance and registration.
  - Under the Hood
    - Belts
    - Hoses for leaks / malleability
    - Loose electrical wires
    - Fluid levels: Oil, power steering, braking, windshield washer and antifreeze
    - Battery for connection and corrosion
  - Exterior (Teach and use a circle check system)
    - All lights
    - Body damage inspection
    - All glass for cleanliness and cracks
    - Tires for inflation, wear, cracks and obstacles
    - License plate for expiry and that it matches registration
  - \*\*Do not stand behind vehicle when checking reverse lights and be aware of parking lot traffic\*\*
  - Interior vehicle check (load, gauges, seating position, etc)
    - This is as much for your safety as the students

## C. Town Drive

### Route

Routes and content for the road evaluation would vary depending on the client. Ideally, the road evaluation should be similar to what drivers may drive as a regular part of their job. However, on average the participant should go through a designated route that covers the following:

- Left and Right Turns
- Left turns at lights
- Playgrounds and School Zones
- Parallel Parking
- Hill Parking
- Intersections
- Freeway driving - higher speed

### Full Day Courses could also include:

- Heavier Traffic – downtown
- Rural Driving
- Parking Lot Parking

### Key Concepts We Advocate

- SAFER System of Defensive Driving
- 2 hands on the wheel position & Hand over hand steering (or safe equivalent)
- Driving with the intention of space
- S or Off-Set Turns
- Stop behind crosswalks or within 3 m of the intersection at stop signs. Stop behind where the pedestrians would cross and then move forward.
- Take the first lane after a turn unless the lane is blocked
- Lane positioning on gravel roads and gravel curves
- Speed adjustment for conditions
- 15 – 18 Second Visual lead time
- Hazard awareness and identification
- Visual scanning patterns
- Avoiding hit zones
- Triple Look System
- Driving with the intention of Space
- Anticipation
- Checking mirrors every 5 seconds
- Escape space when stopping
- S - Turns

This is a coaching evaluation, where you are working with the student to improve their driving. You want to be using FORM to establish rapport and trust. Remember people will learn more and remember more if they trust and like you as an instructor.

## D. Commentary Drive

Each participant must have an opportunity to participate in a commentary drive where the participant is expected to provide a verbal commentary while driving that is consistent with the concepts of SAFER as taught in this program.

Specific items that should be addressed in this commentary include:

- Defensive Perspective in respect to the SAFER System
  - Big Picture
  - Ground Searching
  - Visual Scanning Patterns
  - Stay out of hit zones Hazard awareness and identification
  - Escape space when stopping
  - Avoiding hit zones
  - Triple Look System
  - Driving with the intention of Space
  - Anticipation
  - Checking mirrors every 5 seconds
- Visual Lead Time (15 - 18 Seconds, Big Picture Driving)
- Intersection Safety
- Intentional use of space
- Ground searching under vehicles
- Adjusting to driving conditions and locations
- Visual Scanning Patterns (Long & Wide, Left Mirror, rear view mirror, Instrument panel, right mirror, Long and Wide, Repeat)

### Exercise Format

The instructor will demonstrate the exercise for 5 - 10 minutes. Each participant will then provide a commentary for 10 - 15 minutes with instructor interjecting coaching comments.

### Enhanced Commentary

This section is to be completed near the end of the day as a summary exercise, helping to solidify the SAFER system into the students' driving. The students will now be expected to demonstrate new skills in a much wider variety of traffic situations:

Residential  
Major road

Freeways  
Downtown

### Why Teach Commentary?

Teaching commentary driving is a key component of the SAFER system. When you identify you are having a bad driving day and are not as aware as you should be, that doing a commentary driving and making mental decisions about Space for the rest of the trip is simply a good strategy. In addition, you can strengthen the focus on vision. When eyes are moving, the mind is activated, an activated mind, activates the hands.

It is also a great technique to so that you as instructor knows what the student is looking and what decisions they are making.

## II. Track Session

Track sessions include Backing, Slalom, Emergency Braking, Collision Avoidance, Brake and Avoid and Skid Control. Additional exercises are taught in the full day program and include Ditch Entry and Pavement Drop Off (Global Track only)

There is no standard order of teaching. You can and should start with empty sites and rotate as other maneuvers become available. The only exception is the Brake and Avoid should be taught after straight line braking.

***Very important.... Avoid situations where you are sitting and waiting for another instructor to finish.***

### A. Backing

#### ○ Instruction

- Drive forward through course (stay between tall cones) to the end
- Back out the same way as you came in as you can't turn around.
- Cannot hit a cone. Must pretend they are pieces of equipment or trees.
- Side mirrors only, use of camera's, rear-view mirror okay as "tools"

There are two significant reasons for teaching the S - Back up. First is to help the student properly learn how to use their mirrors in backing situations and second is to teach the idea of ***"Pivot Points"***.

We want to teach the student to take the time to look at the back up required and decide on the appropriate pivots that can be used as guidelines to a safe back up.

- Emphasize target and pivot skills using mirrors. The student will have to change where they look and which mirror to look in depending on location of Pivot Point. Emphasize vision.
- If done correctly the front of the truck will pass through successfully
- Start and finish must be far enough away from the turning target so the student can see the first turn
- Help student with timing and anticipation
- Make sure the student picks up with target as early as possible in opposite mirror then goes straight back to next target (ensure the student does not over steer)
- Turning late or too far will make student lose site of the target
- ***Make sure pivot cones are marked***

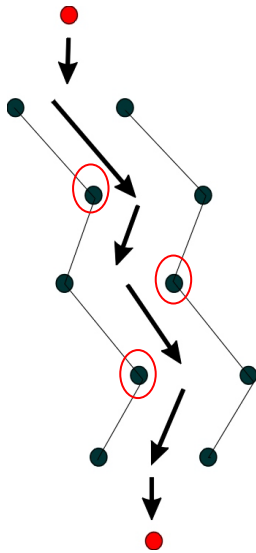
General rule is to have the student go through the first time with no instruction and then start coaching for second run. If the student is having a lot of initial difficulties, then go ahead and start coaching.

### Key Points for teaching:

- Slow walking pace
- Must get out and look behind
- Bounce vision back and forth between mirrors
- Scan all around vehicle and watch front end swing
- Look for next set of cones



## Backing Exercise Layout



Total of 10 Candlesticks are used in this exercise. First candlestick to the next one is 12 Paces and 4 - 5 Paces across.

The backing exercise is not to be so wide that it is easy for the student. For bigger trucks you may need to move the cones 6 paces across but remember to move them back.

## Why We Teach Backing

New people into the industry now come from cities rather than rural areas. Where before students came in with a knowledge and experience of driving larger vehicles, now most new entrants are used to economical cars and many of them have very little driving experience. Very few entrants have experience backing up using only their mirrors. Back up training is a great way for these entrants to better understand the size of the vehicles and how to use side mirrors effectively.

### B. Slalom

Slalom is a great combo exercise to reinforce vision and smoothness.

## Slip Angle

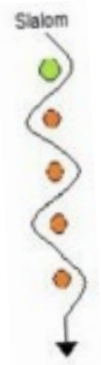
When you turn your steering wheel, the rims turn at the same time but because the tires are rubber it takes a moment in time for the tires to follow the rims. The angle created between the rims and the tires just before they move is called Slip Angle. Slip Angle becomes a much bigger issue on pavement and higher speeds. It is also a reason why performance cars have low aspect ratio tires (tires with small side walls). Less rubber, better reaction time from your tires. A good way to show the hesitation in movement is to have one run where the student is watching the front hood as you go through the slalom. (Our focus is eyes up, so only do once.)

## Key Points for Teaching

- VISION!! Use big picture to see a "V" (your left & right options). Look where you want to go! Do not look at cones, look to opening or 6 feet above the cones. 15 – 18 seconds ahead.
- Hands remain at 9 & 3 on steering wheel
- Steer no more than 90 degrees each side (rhythm, no pauses)
- 50/50 push pull on steering wheel
- Balanced throttle
- Get student to pick safe speed but speed is not the focus
- Speed 20 – 30 km/hr.

### Use the following instructions:

- Stop beside the first cone
- With your eyes up (6' above ground, past the cones) and your hands at the 9 & 3 position start accelerating slowly and then consistently faster through the course
- Keep vision ahead. But most importantly use peripheral vision and trust hands to keep you in track.
- Anticipate – holding the turning phase for too long will create over steer, while too much speed creates under steer.
- You will note that faster you are going the sooner you need to steer. This is because of slip angle.



### Slalom Exercise Layout

Start - Green Cone to first red cone is 25 Paces and then 25 Paces between each red cone.  
Use 4 – 7 red cones or more depending on speed and space available.

### Why We Teach Slalom:

Teaching this exercise assists student to build skills about how to swerve around an object on the road without hitting the object or losing control. The exercise also helps the student to understand more about vehicle dynamics, specifically Slip Angle.

## C. Emergency Braking

We teach two methods of emergency braking, ABS and Progressive Squeeze Braking.

### ABS Braking Technique

ABS or Anti-Lock Braking Systems are standard in most vehicles. They use technology to lock and unlock brakes at a faster speed than humans can.

In the past, anti-lock brakes only worked in limited situations; they worked great on pavement, especially wet pavement. However, ABS was less effective on snow, ice and gravel and actually dangerous on washboard.

Today's modern ABS is much better designed and more effective on a variety of surfaces, however there is a large variance between different makes of ABS.

### Technique:

- Keep eyes up
- Hit Brake hard right to the floor and hold
- Push through the ABS.
- The further the pedal goes down the harder you push. This is because of Kinetic energy. You have less forward momentum as you are slowing down therefore more traction.

- Do not pump brakes

## **Progressive Squeeze Braking**

We recommend using a combination of ABS and Progressive Squeeze Braking because you get the best of both techniques and it will work in almost every situation especially on anything loose and slippery – i.e. snow, ice, gravel, mud.

### **Technique:**

- As usual, keep your eyes up and off the object you are braking for.
- Have your left foot firmly against the fire wall as it will act as a support so that your right foot is free to manipulate the brake.
- Squeeze the brake pedal down – do not slam them.
- Push down smooth, consistent, and fluid, right to the traction limit.
- Keeping the vehicle balanced is key. Squeezing the brake pedal on will MOVE the weight forward, not THROW it.
- DON'T LET THE VEHICLE LIFT BACK UP. Keep it pitched forward. Don't slam it down or let it lift; just keep the forward pitch.
- A vehicle bouncing up and down by inconsistent pedal control is not a balanced vehicle.
- Locking up at the very end is okay. Proves you got to the "threshold" of your maximum traction.
- It should be Progressive Squeeze Braking ENDING IN ABS.
- Once you are half-way through the pedal vehicle balance is more important than how much ABS you get.
- You can only push the pedal as hard as your traction allows you too.
- This means the more slippery it is the softer you squeeze.
- Progressively squeeze harder and harder, same as ABS, the further the pedal goes down the harder you push.

## **Emergency Braking Activities**

### **○ Straight-Line Braking**

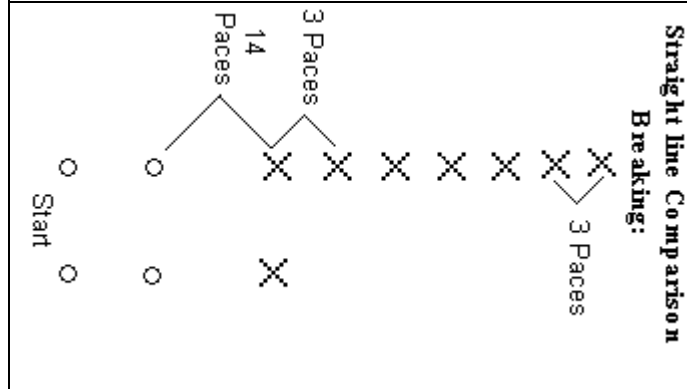
This exercise is designed to physically show stopping differences and technique differences between ABS brakes and Progressive Squeeze braking. 6 passes at increasing speeds up to 70 km/hr. are to be used. Make sure that you take the time to compare stopping distances on the various runs.

- Must be done BEFORE the Brake and Avoid Exercise
- You must use distance markers for first run!
  - This is the only way we can show improvement
- Must discuss when to use what style
- We must adapt as technology progresses
  - Student should have an idea on the ability of their specific vehicle

## Straight Line Braking Exercise Layout

### Straight line Comparison Braking:

To be set beside brake and avoid area  
Start to the right of break and avoid  
Use the start distance at same point as the break and avoid  
There is 40 feet or 14 paces from the start to the first measuring cone  
Each cone set in a straight line at 3 paces between each cone  
You need to set 8 to 10 cones for measuring stopping comparison



### b. Brake & Avoid

This exercise is a continuation of the Straight-Line Emergency Braking Exercise and should be completed after it is done. This exercise can be set up on its own or as part of the Collision Avoidance Exercise. As long as you have a cone barrier of some sort this exercise will be effective.

- Same as Straight Line Braking, just adding having to steer around something since you can't stop in time
- Accelerate up to safe speed (50/60kph...track dependent) and hold steady, No faster or slower.
- Once brake command given, bring vehicle to full stop in shortest distance possible. Do NOT cover brake prior to cue.
- Vision is key here. Students need to unlock their eyes to unlock their brakes and look to their escape routes.
- Only difference in the Brake and Avoid is when you give the brake command the student should not be able to stop in straight line without hitting barrier, they must turn around barrier **while braking**.
- Full stop in shortest distance!
- Smoothness and vision are key as turning the wheel can put the vehicle out of balance
- Will not stop as fast as the straight-line braking
- Can only do 100% in a vehicle. If 30% turn needed can only brake 70%

## Why We Teach Braking Skills:

Emergency braking is an essential collision avoidance skill. Too many people only use emergency braking in emergency situations, very seldom is this a practiced skill. Teaching these skills in a controlled environment where Vision and Braking are taught as the keys to success will enhance the student's chances of avoiding an incident.

### D. Collisions Avoidance

#### Provide the following theory to the students:

What do you do when the unexpected happens and there is an object right in front of you? You have no time to brake. Your only choice is to go around. At this stage most people will hit their brakes anyway and at the same time try to steer around the obstacle. By doing this, the car's dynamics is thrown all out of whack.

Two forces impact control in this situation - Pitch and Roll. Pitch is front to back weight movement of the vehicle and roll is the side-to-side weight movement. The weight always goes to the opposite direction due to Centrifugal Force. If you turn the wheel to the right, weight goes to the left.

Remember smooth and fluid, no jerking the wheel. Most vehicles can handle pitch; too much roll is what causes trouble. Only turn as much as you have to.

Hitting the brake and steering around would result in a forward pitch and sideways roll (depending on the way the driver steered). The car at this point would be experiencing something called YAW.

#### ***Pitch + Roll = Yaw***

The driver would usually get around the object at this point, but because the car has become destabilized, there is a tendency to lose control and possibly roll the car.

#### The Proper Technique:

For the past number of years experts in advanced driving have been teaching a collision avoidance technique for high speed that controls pitch and roll. The first concept is one of stability. Your brakes are a destabilizing force - your throttle is a stabilizing force. Your first step in high-speed collision avoidance is not to brake, but the opposite, you want to actually add some throttle. By doing this you eliminate pitch and keep the car stable. Your second step is look to the escape route, (not at the obstacle) and use the following steering technique (reverse if avoiding the obstacle by steering to the right)



**Steer smoothly  
to the left**



**Steer smoothly  
back an equal  
amount to the right**



**Straighten your  
wheels back to  
centre**

By steering left-right-straight or right-left straight, you are now controlling the roll. If you simply straighten your wheels after getting around the object, the weight will still be on that side causing 4-wheel drift. Steering the same amount in the opposite direction you force the vehicle weight back towards the center where it stays because you have now straightened your wheels.

Steering should always be done in a smooth fluid motion. Stay away from muscle steering as much as possible. Successfully completed this is the safest, most stable method of going around something at high speed.

Once you have reviewed the theory, do a variety of runs predestinated to the right or left.

### Key Principals

- Neutral gas (steady)
- Visual targeting (See the escape route, but do not solely focus on it.)
- Smooth minimized steering. Only steer as much as you have to. The more you turn the front wheels the more resistance up front which will upset the balance.
- 3 - 5 passes starting at speeds of 40 km/hr. up to 60 km/hr. (Track and Time Dependent) 10 Paces

### Collision Avoidance Layout

1 pace = approximately 3ft.

25 paces from call avoid cones to center barrier can be modified for track area and conditions. Use 3 – 5 tall and 2 short cones for center barrier.



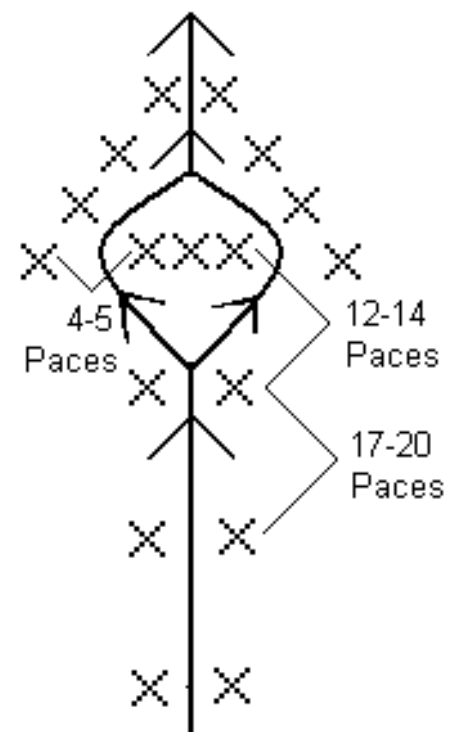
Fewer paces, lower entry speeds.

Centre barrier MUST always remain at 3 paces (9ft) as that is the width of a vehicle with mirrors (and buffer zone) or large animal worth avoiding.

### Why We Teach Collision Avoidance:

Much the same as the braking skills, students do not generally practice or even understand the basics of why these skills are important. We need to take every chance we can to enhance knowledge and skills of vision and smoothness that can help student avoid future collisions.

### Brake Avoid and Collision Avoidance



**E. Skid Control** *(Use skid vehicle as available. Do not wait until end. Try to ensure that you are not waiting for other instructors to finish)*

The objective of the Skid Control Exercise is to teach students to catch skids early, minimize steering and visually target where they want the front of the vehicle to go.

Start the skid session with a few comments about how skids happen:

Whether from ice, snow, rain, gravel or blowing sand - losing control of your car during a skid can be a frightening and dangerous experience. The primary causes of skids are combinations of either turning and braking too quickly or driving too fast and turning.

The secret to avoiding skids is to look ahead, be aware of changing road conditions and plan ahead. Preventing a skid is much safer and easier than correcting one.

Three types of skids that can occur while driving:

Front Wheel Skid

Rear Wheel Skid

All Wheel Skid

Different strategies should be employed between rear-wheel drives and front-wheel drives. When driving a front wheel or for that matter a four-wheel drive you should add a little throttle to help straighten out the skid.

In a rear wheel drive, simply stay off both the gas and the brake.

An all-wheel skid is one of the most dangerous skids because you have lost traction with all four wheels. You can't brake or steer with any effectiveness. Your best strategy is to continue to look and steer where you want the front of the vehicle to go.

Our focus during the exercise will be mostly rear wheel skid recovery and some front wheel skid recovery.

**1. Front Wheel Skid**

During front-wheel skids, tires start to slide, and the operator loses steering control. This loss of steering control can happen for two reasons.

First if a person brakes too hard on icy roads the tires may not be moving enough to get the traction they need to turn. In this case, it would be important to lighten up on the brakes and allow the wheels to turn more.

The second reason for a loss of steering control is driving too fast for conditions. This is especially true when a vehicle enters a sharp corner too fast and cannot negotiate the curve. The tires do not have enough grip to make the turn.

In either case, the feeling is the same. The wheels are turned but the car is resisting turning. It is plowing forward.

### **Simulating a Front Wheel Skid in the Skid Vehicle (treating similar to a front wheel or**

You can simulate a front wheel skid in the skid vehicle by using the wheel switch to keep the wheels to the left or right longer than normal. This causes the vehicle to dog track, however, do not leave it there. When you see the student react correctly, reward them by straightening wheels. You only really have to do this once or twice. It is not the main focus of our skid control exercise.

### **To recover properly from a front wheel, skid the student**

They need to slow down either by coming off the throttle or by using progressive squeeze braking in a straight line and then as the speed comes off, complete the turn by looking and steering where they want the front of the car to go.

## **2. Rear Wheel Skid**

During a rear wheel skid the back of the car kicks out so that you are in an over steer situation. In other words, the back of the car is going faster than the front of the car. Our best strategy is to catch the skid early. The earlier we catch the skid the less steering we have to do, thereby limiting the whiplash effect. Watch that the student is not over correcting.

Make sure that the student reacts to the skid by looking and steering where they want the front of the car to go.

DO NOT BRAKE

### **Simulating a Rear Wheel Skid**

- Use the wheel switch to keep balance between turns. This means that you keep working skids back and forth but in a smooth manner. Try not to throw the vehicle left and right. Try and simulate actual skids.
- Speeds should be consistent with existing area
- Continue to focus the student on looking where they want the front of the vehicle to go. This will minimize the steering and assist with better control.
- Don't coast – have the student stay steady on throttle.
- Catch the skid early and avoid over correction.

### **Why We Teach Skid Control:**

Remember our philosophy? No matter how much skill, training and experience that someone might have, there are days we they are not as good of a driver as they could be. If someone is in the midst of a skid, it is because they did something wrong before this.

That is why it is important to discuss why skids happen and how to prevent them. However, generally all of us end up...for whatever reason in a skid, which is why it is important to teach the skills of handling skids safely. Once again, vision and smoothness are key components.



## **F. Additional Exercises for Full Day Programs**

### **Curb Drop Off / Tire Blow-Out (Global only on specific courses)**

The goal here is to maintain vehicle control. Here are the teaching points:

- Don't panic! Keep steering smooth and fluid. Keep throttle steady. Remember the throttle is a stabilizing force, and the brakes are a de-stabilizing force.
- Don't over correct!
- Use your vision to find an appropriate place to stop and come to smooth controlled stop avoiding ABS.
- Take a few deep breaths to get your adrenaline under control and calm down.
- When ready and safe to do so, move vehicle ½ on and ½ off the road.
- Visually target the center of your lane.
- Steer back to the road, keeping to no more than 20 km/hr.

If for whatever reason, you are unable to stop and must immediately come back on the road, use the collision avoidance vision and steering to create a smooth entrance. Visually target the center of your lane and then with the vehicle ½ on and ½ off the road, steer left and hold until you have entered the road, recover right and then straight.

### **Ditch Entry**

- a. Don't panic! Keep steering smooth and fluid.
  - Enter different ways
    - One time drop passenger side tires off
      - Simulates getting sucked down into ditch so must turn & commit to driving in
      - Always take a 45-degree angle to bottom of ditch
      - Once there, come to a smooth stop, calm down.
      - Check out your exit route
      - Put in 4 X 4 if possible and exit safely
      -
    - One time enter from middle of road
      - Simulates avoiding animal on lease road etc.
      - Always take a 45-degree angle to bottom of ditch
      - Once there, come to a smooth stop, calm down.
      - Check out your exit route
      - Put in 4 X 4 if possible and exit safely (if going into low, make sure you are in neutral).

### **Why We Teach Curb Drop off, Tire Blow Out and Ditch Entry**

While the importance of vision and smoothness here cannot be understated, teaching students simply NOT to panic and maintain control of their vehicle in an emergency is critical. Understanding that the brake is a de-stabilizing force, and the throttle is a stabilizing force which is also a key concept to help maintain control. Finally, once safe, ensure that the student understands the need to "just take a breath" and get their emotions under control before continuing is important as well.

## G. General Instructional Comments

- Do not touch students
  - Same sex / different sex; doesn't matter
- Make sure you stay with your student from beginning to end
  - Don't just send them up to class or get them to come down to you
- If you don't do an exercise, don't mark ME on the sheet.
- Please print info on sheet neatly and make sure all complete
- Make sure that you work the sheet. That means that you have a variety of improvement areas and areas the student excels in. ***Make sure that you back up all your marks with strong written comments.***
- Respect other work areas
  - Try not to have students gather around other workers
- Practice what we teach
  - If we as instructors can't accomplish certain driving habits maybe modifications need to happen
  - Can't have student seeing us do one thing and teach another
  - Make sure we pre-trip company vehicles
- Drive all company vehicles the way we teach
  - Company vehicles are a privilege, not a right. If the rules get abused privileges will be lost.
- Do NOT call direction in any exercise
  - Possibly on a 4hr program with very advanced student this could happen. Not for most students/programs.
  - Becomes a safety issue
  - Can be pre-determined ahead of time
- Do not give more than program offers
  - Do not discuss ditch entry for example on MA (Mentally Active) program
- NO stunting (fishtailing etc....)
- Students not to replace cones – you do.
  - They are not sure of placement and if they keep hitting them it is generally because they are looking at the cones and not keeping their eyes up.
- Give commands early enough to not set-up for failure; but not too early to make it too easy.

- Make sure 1st person out to the track does pre-trip on skid truck and starts it if cold.
  - Take note of the gas and general interior as well
  - Make sure inspection sheet is filled out
  - Straighten skid wheels before vehicle is parked
- No spinning tires on the gravel. Smooth and consistent acceleration is most effective
- Try not to have to back the skid truck up. Park it so student doesn't have to back it out of parking spot. In winter you may park inward to block the wind.
- Do not use the skid truck in washboard
- ONE vehicle in an exercise at a time!!!
  - Wait until the vehicle is out and no cones are knocked down
- Teamwork for adjusting / setting exercises
- Hazards lights on when not ready to go into exercise
- Don't block the entrance to an exercise even with the hazards on. "Stop & Talk" out of the way, **NOT** in the exercise.

### Basic Track Cone Requirement

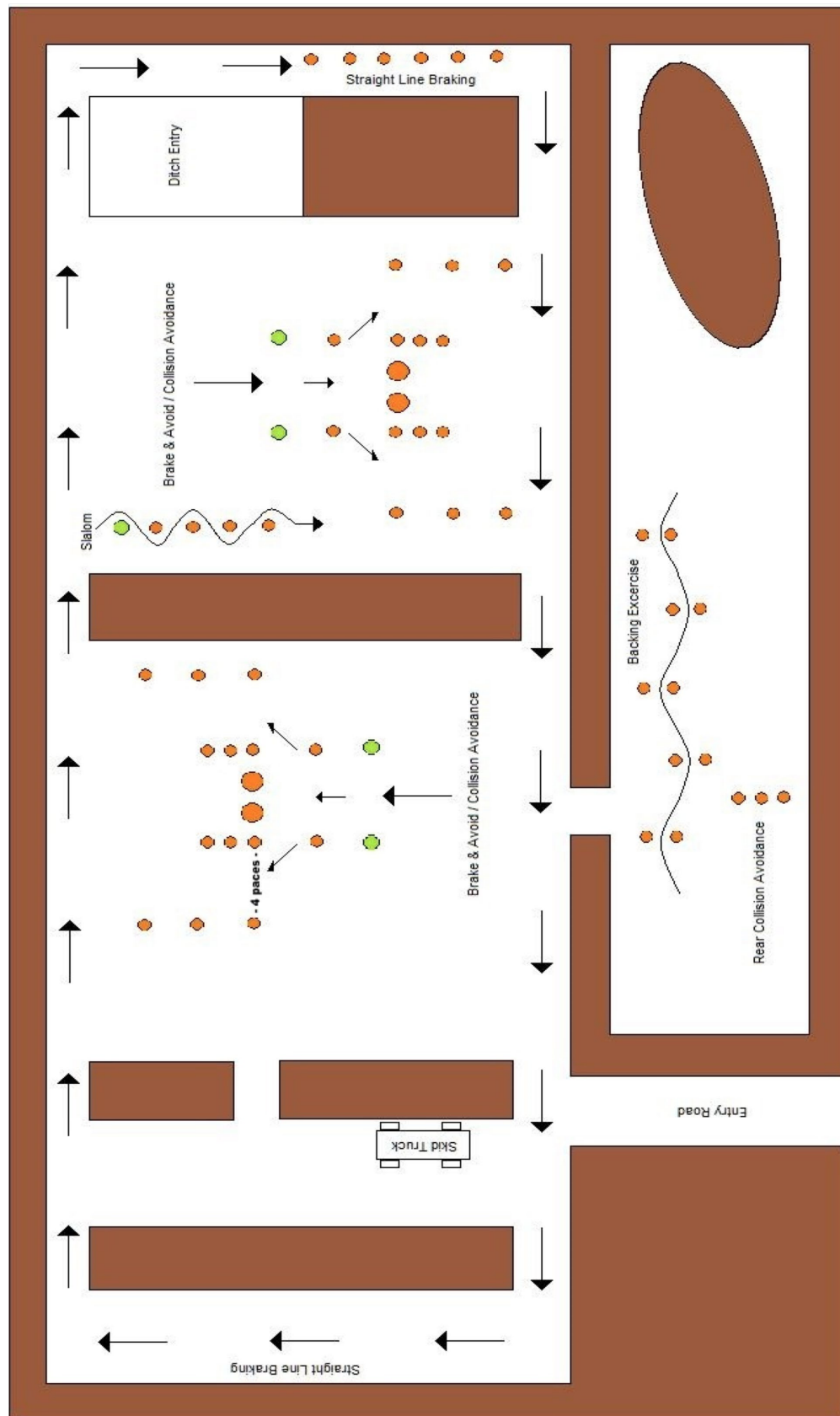
=====

Collision Avoidance / Brake and Avoid	8 Regular 4 Candle 2 Green
Straight Line Braking	5 Regular 2 Green (brake)
Slalom	6 Small 1 Green
Back Up	10 Candle

=====

38 Cones Total

8 Regular / 11 Small / 14 Candle / 5 Green



## **Corporate Instructor Expectations & Responsibilities**

All corporate instructors assigned to a specific course are to act as a unified team to present a professional program.

### **Pre-course**

1. Instructors are expected to be on site at least 15 minutes prior to the start of the program except the classroom instructor who is expected to be on site ½ hour prior to the start of the program.
2. Unless otherwise delegated, the classroom instructor is the designated lead instructor for each course and must be informed of any concerns or problems that occur.
3. All Instructors are expected to share in the following duties:

<ol style="list-style-type: none"><li>a. Track set up</li><li>b. Gathering licenses</li><li>c. Getting evaluation sheets prepared</li><li>d. Setting out booklets</li><li>e. Setting up Computer Equipment</li></ol>	<ol style="list-style-type: none"><li>f. Ensuring our corporate vehicles are inspected and ready for the program</li><li>g. Organizing the room for learning</li></ol>
--	--
4. If all duties are complete, it is expected that instructors will talk and build rapport with students until the program starts.

### **During Program**

1. Classroom instructor should designate times for in-vehicle instructors to finish the program.
2. In-vehicle instructors are expected to follow designated times with no more than a 5 minute difference, plus or minus.
3. All instructors are to follow designated curriculums; to coach students towards improved driving and fleet safety.
4. All instructors are to spend time and effort building rapport with students, before, during and after the program, this includes spending time with students during breaks. Smoking is not permitted by instructors during the program, or in proximity of students.
5. Instructors who have a concern with a student or students who need additional training or a re-test should report it to the senior instructor as soon as reasonably possible, without disrupting instruction. Note: On a Mentally Active course where there is limited time, only try an exercise such as backing 3 times. If they do not get it by then, move on and suggest

extra training on their sheet. This keeps the program on track and benefits the students as well.

6. Any instructor unable to complete a student's program must immediately inform senior instructor who will deal with the situation or contact school administration for further instructions.
7. Ensure a recommendation report is filled out on anyone who needs additional training, whether or not they pass.

### **Dealing with Difficult Students**

1. **Listen.** Listening is the number one step in dealing with "unreasonable" people. Everyone wants to feel heard. No progress can take place until the other person feels acknowledged. While you're listening, really focus on what the other person is saying, not what you want to say next. Use FORM to continue to try and build rapport.
2. **Stay calm.** When a situation is emotionally charged, it's easy to get caught up in the heat of the moment. Monitor your breathing. Try to take some slow, deep breaths. You are the instructor, take the high road here.
3. **Don't judge.** You don't know what the other person is going through. Chances are, if a person is acting unreasonable, they are likely feeling some sort of vulnerability or fear. Remember that while you have the training and experience, you have not walked in their shoes.
4. **Reflect respect and dignity toward the other person.** ALWAYS, ALWAYS, ALWAYS...No matter how a person is treating you, showing contempt will not help productively resolve the situation. Remember our 3P philosophy.
5. **Look for the hidden need.** What is this person really trying to gain? What is this person trying to avoid? Usually you or the content of the program are not the issues. It is personal to them.
6. **Don't demand compliance.** For example, telling someone who's upset to be quiet and calm down will just make him or her irate. Instead, ask the person what they are upset about—and allow them to vent. Remember you are "Coaching and Mentoring".
7. **Saying, "I understand," usually makes things worse.** Instead, say, "Tell me more so I can understand better."
8. **Avoid smiling, as this may look like you are mocking the person.** Similarly, humor can sometimes lighten the mood, but more often than not, it's risky and it may backfire.
9. **Don't act defensively.** This is tough. You're naturally not enjoying the other person saying nasty things or things that you know aren't true. You're going to want to defend yourself.

But the other person is so emotionally revved up, it's not going to help. Remember, this is not about you. Don't take it personally. (I know, easier said than done.)

10. **Don't return anger with anger.** Raising your voice, pointing your finger, or speaking disrespectfully to the other person will add fuel to an already heated situation. Use a low, calm, even monotone voice. Don't try to talk over the person. Wait until the person takes a breath and then speak.
11. **Don't argue or try to convince the other person of anything.**
12. **Set limits and boundaries.** While some of the above tips have encouraged listening and letting the angry person vent, you also have the right to be assertive and say, "Please don't talk to me like that."
13. **Trust your instincts.** If your gut is saying, this is going downhill fast, be ready to do what you need to do to remain safe. Look for an exit strategy.
14. **One response does not fit all.** You have to remain flexible. Although these guidelines have proven effective in de-escalating tough situations, every person is unique and may respond differently.
15. **Debrief.** After the situation is over, talk to your team lead about what happened.
16. **Discharge your own stress.** You had to put your natural reactions on hold for a while. Now is the time to discharge some of that pent up adrenaline.
17. **Give yourself credit for getting through an uncomfortable situation.** It takes a lot of energy not to act like a jerk when someone else is behaving badly. Don't skip this step!

*In summary, be a professional. Worse come to worse if the student is in the classroom wait for a break and then talk to the person privately and if in the vehicle pull over. Say to the student, "There seems to be a lot going on for you today and it is clear you do not want to be here. If you would like you can stop now, I will give you an incomplete and you can come back another day."*

#### **Post Program**

1. All instructors are to share in the clean up and take down of the program. The classroom instructor is to ensure that the classroom has been left in a clean organized state better yet – in better condition than you got it.
2. All instructors must ensure to hand in evaluations that are clear and detailed in nature to the classroom instructor.
3. The classroom instructor is to ensure all paperwork is organized and complete and hand into the office at earliest convenience. Hand pink copy of evaluation to student, white copy to client.
4. All instructors should help with paperwork.

### **Out of Town Travel**

1. Instructors who are the designated drivers should ensure vehicle is properly inspected and ready for trip.
2. Drivers must stop every two hours for a short break or if required a meal break  
On long trips, drivers must be switched after a maximum of 6 hours of travel.
3. In bad weather conditions, safety is the primary concern, lodging should be acquired if conditions are inappropriate for travel.
4. Stop every 2 hours for stretch break.

### **Dress Code**

1. Clean, unwrinkled FSI logoed shirts for all corporate courses, Global logoed shirts are required for Global courses. New Instructors can wear a clean, unwrinkled collared shirt until logoed clothing is available.
2. Black pants, or dress slacks. No blue jeans. Black Jeans may be worn (not faded).



This document is to help clarify instructor responsibilities for the 4 – hour in-vehicle practical training that we conduct in our full day program.

First and foremost, this program is about the client and taking the client to new levels of driving and new levels of thinking about driving and the choices that they make.

### **Introduction and Pre-Drive Interview**

All instructors should start by introducing themselves and conduct a pre-drive interview. At a minimum the following questions should be asked:

- How long have you been driving?
- What type of vehicles do you normally drive for work and for personal use?
- Where do you normally drive? In city? Rural? Gravel/lease roads? Highway?
- Have you had any collisions, tickets or incidents in your driving career? – Tell me about them.
- Are there specific things that you would like to make sure we work on today?

The goal of the pre-interview is to ensure that you have enough information so that the program is modified to best meet the client's needs.

### **Program Introduction**

Review the training plan with the client including a discussion of the objectives and goals that you intend to meet. Consider the information from the pre - drive interview.


### **Mandatory Program Segments:**

- Pre-trip inspection
- City Evaluation drive
- Commentary drive focusing on driving with the "intention of space" situational awareness and driver choice
- Skid control in the skid truck
- Backing exercises
- Collision avoidance and brake and avoid exercises
- ABS and Threshold braking
- Ditch Entry
- Rear crash avoidance
- 4X4 training
- Slalom
- Gravel Roads
- S – Turns


### General Notes on In-Vehicle Evaluation Completion

There should also always be comments, especially when a Needs Improvement is marked. Think 2 positive comments and at least on Needs Improvement comment.

If the individual needs additional training (even if they passed) it **MUST** be noted.



**Fleet Safety International**  
Mentally Active Driving Program  
Grading Information



---

**Scoring:**

<b>EE:</b>	<b>Exceeded Expectations:</b>	Participant has exceeded normal expectations of proficiency in this area.
<b>ME:</b>	<b>Met Expectations:</b>	Participant has met normal expectations of proficiency in this area.
<b>NI:</b>	<b>Needs Improvement:</b>	Participant needs further practice in this area.
<b>URG:</b>	<b>Urgent:</b>	Highly recommended that the participant receive further training in this area as soon as possible. Automatic Re-Test

**Re-Test or Additional Training Required:**

- Re-Test – Urgent is selected
- In-Complete - Participant did not finish the program
- 1 URG
- Any of the following:
  - Not stopping for red light or stop sign
  - Speeding by over 9 KM
  - Any unsafe or dangerous action

## **General Mark Guidelines:**

Most marks should range between, 88 – 94, only exceptional should be above and virtually no one should get above a 98. Stay away from 80 and 81, these are too close to re-tests. If you think they are that close perhaps you should provide a mark that indicates more training required.

Remember a fail does not constitute a loss of job. If they deserve a fail – fail them. Comment on what needs improvement and suggest additional training in that area(s). Any URG is to be reported to the Team Lead instructor, and any additional paperwork is to be filled out. (See Recommendation Report in this manual.)

New or probation drivers should stay under 90.

### **Category Meaning in Detail**

#### **Pre-Trip**

##### **Walk Around:**

EE – They do a complete walk around without checking with the instructor

ME – Miss only a few things

NI – Missed half

URG – Missed most

##### **Engine Check:**

EE – Knows exactly where to check

ME – Misses a few items

NI – Does not know all items to check

URG – Knows nothing of engines or doesn't deem necessary

##### **Load Secured:**

EE – Very organized

ME – Some loose objects

NI – Lots of loose objects and cab clutter

URG – Dangerous objects (heavier, sharp items)

##### **Insurance/Registration:**

EE – Produces without asking

ME – Produces when asked

NI – Had to search for and/or old paperwork mixed in

URG – Has none or missing one or the other

## Steering Control

Uses two hands:

- EE – Comfortably/Natural at 9 & 3
- ME – 10 & 2
- NI – One hand at 12 & 7
- URG – Uses one finger only and can't conform

Uses a 9 & 3 Position:

- EE – Hands consistently at 9 & 3 without coaching
- ME – Hands at 9 & 3 after coaching
- NI – Hand seldom at 9 & 3 after coaching
- URG – Poor control capabilities due to incorrect hand positioning

Shows Good Control:

- EE – Hand over hand – No sliding
- ME – Relaxed and smooth
- NI – Sliding/Palming/inside/wanders
- URG – Very little control

Parallel Park:

- EE – Perfect between two vehicles
- ME – Near perfect
- NI – Pretty bad (misses park/hits curb hard/poor judgment) no circle check goes under the backing section.
- URG – Jumps curb completely

Up Hill / Down Hill Park:

- EE – Perfect Park
- ME – Misses Park brake
- NI – Misses Park brake and wheels turned wrong way
- URG – No concept/on curb

## General Driving

Makes good turns:

- EE – Proper turns
- ME – Good turns with very minimal errors
- NI – Errors such as cutting corners/wide/slow
- URG – Dangerous/reckless turns

#### Uses S-Turn:

- EE – Does without coaching
- ME – Does after coaching
- NI – Cannot do after coaching
- URG – Knew of this method and did it wrong putting themselves in the hit zone

#### Stops for Stop Signs:

- EE – Stops every time smoothly and in the correct position
- ME – One rolling stop and/or incorrect stopping position
- NI – More than one rolling stop and/or consistently stopping in the position after coaching
- URG – Missed stop sign or in crosswalk with a pedestrian present

#### Signals Properly:

- EE – Signals consistently at the correct distance/leaves it on a min.  $\frac{3}{4}$  into the next lane
- ME – Close to correct distance or conforms after coaching
- NI – Does not signal and cannot change the habit/intermitting signaling.
- URG – No signals or wrong signals

#### Stop behind crosswalks:

- EE – Stops consistently at the correct position
- ME – Stops at the correct position after coaching
- NI – Does not stop in the correct position after coaching
- URG – Blocks crosswalk consistently with or without a pedestrian present

#### Checks Blind Areas:

- EE – Checks blind areas consistently
- ME – Checks blind areas most of the time and improves after coaching
- NI – Does not check blind areas or improve after coaching
- URG – No blind areas checked at all and/or dangerous maneuver

#### Correct Lane Usage:

- EE – Consistently makes correct lane choice without any coaching
- ME – Uses Lane effectively
- NI – Incorrect Lane usage
- URG – Impeding traffic by straddling lanes and/or dangerous action

#### Speed

#### Consistent Pedal Control:

- EE – Consistent pedal control
- ME – Changes after coaching and is comfortable with it
- NI – Improved but with difficulties/fast to start/late or hard braking
- URG – Could not improve

#### Stays within Speed Limits:

- EE – Consistent pedal control
- ME – Intermittently over or under but improves with coaching
- NI – Over or under in playground/school zone and/or impeding the flow of traffic
- URG – Speeding by more than 9 km/hr.

#### Flow of Traffic:

- EE – Sees the need for and reacts accordingly
- ME – Needs to be coached then does
- NI – Impedes the flow of traffic but notices and conforms
- URG – Impedes the flow of traffic and does not notice

#### Speed Consistent for Conditions:

- EE – Speed is consistent for the conditions without coaching
- ME – Speed is consistent for conditions after coaching
- NI – Speed is not consistently safe for the conditions after coaching
- URG – Speed is unreasonable and/or unsafe for the conditions after coaching

#### Commentary Drive

##### Provides accurate Narrative:

- EE – Very good at this in the proper sequence with no coaching
- ME – Good with a demonstration
- NI – Misses information
- URG – “No fails in this category”

##### Big Picture Commentary:

- Same guidelines as the Accurate Narrative including “what if?”

## **SAFER Skills**

### Space

#### Min. 4 Sec Following Distance:

- EE – Maintains a 3 – 4 second following distance without coaching
- ME – Maintains a 3 to 4 second following distance after coaching
- NI – Difficultly maintaining 3 to 4 second following distance after coaching
- URG – Consistently tailgating

#### Escape Space When Stopping:

- EE – Leaves proper distance without coaching
- ME – Leaves proper distance with coaching
- NI – Stops a little too close even after coaching
- URG – Cannot see the bottom of the tires of the vehicle in front consistently

#### Stays out of hit zones:

- EE – Notices potential problems and stays out of hit zones
- ME – Notices potential problems late but conforms
- NI – Put themselves into a hit zone after coaching
- URG – Stays in a hit zone and/or doesn't notice after coaching

#### Drives within own Capabilities:

- EE – Comfortable but not overconfident
- ME – Somewhat comfortable
- NI – Over cautious and/or nervous
- URG – Careless and overconfident

### Attitude

#### Open to Suggestions:

- EE – Interested and asks questions
- ME – Listen and complies
- NI – non-receptive and/or indifferent
- URG – non-compliant and/or argumentative

Good Attitude toward Other Drivers:

- EE – No road rage towards another's mistake
- ME – No road rage exhibited
- NI – Road rage exhibited
- URG – Dwelling on the road rage

Positive Attitude:

- EE – Polite to other road users without coaching
- ME – Courteous after coaching
- NI – Not very courteous even after coaching
- URG – Rude – not receptive to new ideas etc.

Foresight

Is a Mentally Active Driver:

- EE – Is a big picture driver without coaching
- ME – Improves big picture with coaching
- NI – Minimal improvement with big picture driving even after coaching
- URG – No concept of big picture driving even after coaching – consistently distracted

Anticipates Possible Situations & Adjusts Driving:

- EE – Recognizes potential problems in advance and deals with them safely without coaching
- ME – Recognizes potential problem but late to react to it
- NI – Does not notice and/or is late adjusting to a potential problem even after coaching
- URG – Does not notice a potential problem and reacts to it only after being startled by it

Reacts Well to Sudden Changes:

- EE – Reacts well to sudden changes without any coaching
- ME – Reacts well to sudden changes after coaching
- NI – Does not react well to sudden changes even after coaching
- URG – Failed to anticipate sudden changes which resulted in a near miss



## Eyesight

### 15 – 18 Second Visual Lead Time:

- EE – Consistently maintains a visual lead time of at least 15 – 18 seconds without any coaching (easy to tell this from their commentary drive)
- ME – Their visual lead time improves with coaching
- NI – Consistently low aim steering even after coaching
- URG – Bad reaction to something due to not maintaining a 15 – 18 second visual lead time

### Scans both Left and Right:

- EE – Constantly scans both to the left and right of the road for sign ECT, without any coaching
- ME – Improves their scanning both to the left and the right after coaching
- NI – Does not scan enough even after coaching
- URG – completely misses something relevant to their safety and/or has a near miss because they weren't scanning

### Scan Intersections (Triple Look):

- EE – Consistently scans every intersection using the triple look system without any coaching
- ME – Improves with scanning every intersection after coaching
- NI – Still doesn't consistently use the triple look system even after coaching
- URG – fails to yield the right-of-way to a pedestrian and/or vehicle due to not scanning or has a near miss

### Mirror Check Every 5 Seconds:

- EE – Checks consistently without coaching
- ME – Improves mirror checking to 5 – 10 seconds after coaching
- NI – Rarely checks the mirrors even after coaching
- URG – Never checks the mirrors

### Identifies Hazards:

- EE – Anticipates hazard without coaching
- ME – Recognizes hazard but late reacting to it or after coaching
- NI – Fails to identify a hazard completely
- URG – Near miss as a result of not identifying a hazard

## Responsibility

### Makes Good Driving Decisions:

- EE – Consistently makes good decisions
- ME – Makes good decisions most of the time
- NI – Unsure of what to do and/or makes poor decision
- URG – Near miss as a result of a poor decision

### Takes Responsibility for Actions:

- EE – Openly admitting their mistakes
- ME – Admits their mistakes after the fact
- NI – Denial
- URG – Blames their actions on another driver

## Track Exercises

### Backing

#### Checks Behind:

- EE – Checks thoroughly and consistently
- ME – Checks mirrors only
- NI – Does not check thoroughly enough
- URG – Too close and/or near miss because of not looking

#### Uses Pivot Point effectively:

- EE – Knows their pivot points without coaching
- ME – Close to knowing pivot points
- NI – Does not know pivot point but improves with coaching
- URG – Has no understanding of pivot points even after coaching

#### Uses Side Mirrors Effectively:

- EE – Uses all mirrors effectively
- ME – Uses mirrors but not often enough
- NI – Not certain as to what to look at – judgment of distances – uses only one mirror while backing
- URG – No understanding of how to use the mirrors effectively even after coaching

Backs at a slow walking Speed:

- EE – Automatically back at a slow walking speed
- ME – Backs at a slow walking speed with coaching
- NI – Backs too fast even after coaching
- URG – Backs at an unsafe speed

Good Visual Targeting:

- EE – Knows what to look for – good judgment
- ME – Minimal errors
- NI – Needs coaching to help with judgment etc.
- URG – No concept of visual targeting even after coaching

Control Brake/Brake and Avoid:

Touch-Squeeze-Curl Method:

- EE – Understands concept and performs automatically and accurately
- ME – Perform after coaching
- NI – Cannot do after coaching
- URG – If not equipped with ABS and they cannot perform technique

Visually Targets Escape Route:

- EE – Looks past the obstacle consistently
- ME – Good visual targeting with coaching
- NI – Looks too long at the obstacle
- URG – No comprehension even after coaching

Uses ABS Appropriately:

- EE – Holds firmly with no coaching
- ME – Holds firmly with coaching
- NI – Releases inappropriately
- URG – Constantly pumping the brake

Good on Gravel:

- EE – Very experienced
- ME – Has adequate control
- NI – Little control
- URG – No control

Good Control on Pavement:  
Same as gravel control braking

Smooth, Fluid steering:  
EE – Never over or under steers  
ME – Comfortable  
NI – Jerking the steering wheel  
URG – Over/Under skidding

9 & 3 Steering Position:

EE – Always and comfortable  
ME – Try's and succeeds most of the time  
NI – Crossing arms and/or palming wheel  
URG – Crossing and/or palming to the point of ineffective steering

Rear Crash Avoidance

Identifies Escape Route:

EE – Gives scenario and picks accurate escape route  
ME – Scenario coached then preformed  
NI – No concept  
URG – Picks wrong and/or inappropriate

Identifies Hazard:

EE – Checks rear view mirror before, during and after stopping  
ME – Same but after coaching  
NI – Does not look in rear view mirror  
URG – Cannot do after coaching

Drives to Escape Route:

EE – Natural and at good speed in the correct direction  
ME – Same but after coaching  
NI – Too much acceleration – didn't brake after  
URG – No fails

## Collision Avoidance

### Visually Targets Escape Route:

- EE – Looks past the obstacle consistently without coaching
- ME – Good visual targeting with coaching
- NI – Looks at obstacle too long
- URG – Cannot do after coaching

### Counter Steers:

- EE – Smooth/Accurately/Comfortable/Consistently
- ME – Slight imperfections
- NI – Constant over or under steering
- URG – Cannot fix with coaching

### Pedal Control:

- EE – Perform with no errors
- Me – Perform adequately
- NI – Too much fuel or late fuel – wants to or does brake
- URG – would roll at high speed

### 9 & 3 Steering position:

- Same as previous section

### Skid Control

#### Good Visual Targeting:

- Same as previous section

#### Catches Skids Early:

- EE – All skids
- ME – Most of the time
- NI – Some of the time
- URG – No concept

#### Smooth Fluid Steering:

- Same as previous section

9 & 3 Hand Position:

- Same as previous section

Minimizes Steering:

- EE – Performs accurately
- ME – Performs with some coaching
- NI – Over/Under steering even after coaching
- URG – Cannot perform exercise at all

## Recommendation Report

### Fail or Further Training Recommended for Practical In-Vehicle Session

- Full oral of written summary is discussed with the participant
- Participant signs the evaluation form and receives the pink copy
- Instructor ensures that the paperwork is handed in to the Lead instructor as well as orally informing the Lead instructor of evaluation result.
- Lead Instructor informs FSI Admin
- A training assessment and recommendation report is written as soon as possible and sent to Client Company for review.
- Upon request, FSI provides the recommended training with a follow up evaluation sheet being sent to Debbie and FSI Administration for final review.

Fleet Safety International Driver Recommendation Report	
Name:	Date: (dd/mm/yy)
Company:	Operator's License Number:
Evaluator:	
Reason for Report	
Driving Skills	
Attitude (This individual's attitude and choices are a potential risk to the sponsoring company)	
Core Driving Skills (Cornering, Braking, Steering...) do not meet minimum competency levels	
Defensive Driving (S.A.F.E.R.) skills do not meet minimum competency levels	
Track Skills	
Braking Skills do not meet minimum competency levels	
Steering Skills do not meet minimum competency levels	
Visual Targeting Skills do not meet minimum competency levels	
Backing Skills do not meet minimum competency levels	
Skid Control Skills do not meet minimum competency levels	
Additional Instructor Comments	
Recommendations	
This driver should not drive a corporate vehicle without additional training	
This driver could drive a corporate vehicle but should be monitored, training recommended	
Training Recommendations	
Core Driving Skills Training Recommended	
Defensive Driving Skills (S.A.F.E.R.) Training Recommended	
Track Skills (Braking, Steering and/or visual targeting) Training Recommended	
Backing Training Recommended	
Skid Control Training Recommended	
Additional Instructor Comments	
Additional Training can be booked through our office by phoning (403)283-0077 or Toll Free at 1-866-432-5076	