

Washington Motorcycle Safety Program



Instructor Prep Guide

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TRAINING IS



EVERYTHING

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Pre-IP Candidate Support Concepts

TABLE OF CONTENTS

Section #1	Planning	Pre-IP Candidate Support Concepts	p. 3
Section #2	Selection	Pre-IP Candidate Support Concepts	p. 5
Section #3	Shadowing	Pre-IP Candidate Support Concepts	p. 9
Supplements	Selection Process/Starting Point		p. 13
	Gap Analysis #1		p. 14
	Gap Analysis #2		p. 15

PURPOSE

What makes a good Instructor Prep (IP) candidate?
How can I ensure I'm providing quality recruits for IPs?
How do I track a candidate's progress pre/during/post IP?

These are but a few of the questions being asked by providers/contractors. To assist with these questions, Washington Motorcycle Safety Program (WMSP) has developed this booklet as a tool to help identify, screen, interview, present, and track a quality candidate. This booklet provides traits/characteristics to look for in a candidate, possible questions and techniques to use for an interview, requirements that must be met prior to/during/post IP and a document to track their progress.

Past experience has proven that there are three areas that significantly relate to candidate success:

1. An effective "selection" process to identify interpersonal skills, positive attitude, and professional behavior.
2. BRC attendance and shadowing to become familiar with curriculum Adult Learning design and standards.
3. Validation of minimum riding skills.

COMMON QUESTIONS

Is this pre-training required?

No. This guide is an outline and suggested tool that may be used, adjusted, expanded to local need. Use is intended to provide support and beneficial development techniques to prequalify and develop instructor candidates.

How was the information in this guide gathered by Department of Licensing (DOL)?

In addition to focus group research and field testing, the concepts within in this booklet are ideas, suggestions and proven initiatives provided by volunteer instructors, mentors, and sponsors.

BEST PRACTICES TO ORIENTATE/PRE-TRAIN POTENTIAL CANDIDATES

(These action-items and topics are explained in detail in subsequent sections)

DOL – WMSP

- 1 Define a candidate 'starting point'
- 2 Define mentor support available in an IP
- 3 Define candidate IP standards/expectations
- 4 Define IP process, evaluations, standards/expectations

SPONSOR

- | | | |
|-----|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Selection Process | To identify 'quality' candidates through a defined selection process |
| 1.1 | - Interview | Validation of critical core competencies |
| 1.2 | - Skills-test | Validation of minimum skills (IPs are not a 'learn how to ride' course)
<i>* IP skills test is conducted on training bikes to the standard of:
≤ 10 penalty points : ≤ 5 in any given evaluation</i> |
| 2 | Pre-IP Training | |
| 2.1 | - Shadows (?) | If supported, "shadow with a purpose" in alignment with WMSP IP |
| 2.2 | - Interpersonal skills | Compare/contrast interaction and communication with others |
| 2.3 | - Range layout | Exercise flow and path of travel (e.g. not "color" of cone placement.) |
| 2.4 | - Riding | A 'demo' ride (not 'street ride') introduce skills of: separated, exaggerated, well-timed techniques
Comfortable with riding/skills test to ≤ 5 points in all evaluations |

CANDIDATES

- 1 Understand the 'starting point' and eligibility requirements.
- 2 Understand and be able to apply instructor critical core competencies.
- 3 Understand commitment needed (physical, mental, time) as potential barriers.
- 4 Understand IP process, evaluations, and standards.
- 5 Understand support available from sponsor, mentor, instructors.
- 6 Attend and participate in a WMSP orientation that encourages and enables realization of student-centered adult learning techniques (ALTs).
- 7 Practice and apply riding skills (test as needed) to realize minimum required ability.
(i.e. Shadowing classes can offer opportunities to 'skills test' every time.)
- 8 Shadow classes that will offer opportunities to observe and appreciate curriculum facilitation.
- 9 Taking a BRC as close to the IP as possible helps candidate familiarization and appreciation.
- 10 Complete pre-course assignments to help understand what' and 'how' the curriculum is applied.

Pre-IP Candidate Support Concepts

How important is planning for an instructor candidate? Here are some comments from recent graduates and mentors who helped in recent IPs.

When reading these, consider the following:

- Thinking back to your IP, which of these can you identify with?
- As a contractor, “What can I do to assist with these issues/concerns?”

COMMENTS FROM RECENT CANDIDATES

- Was amazing to have my mentor call me during/after IP sessions to offer support/venting/truth
- Orientation/Shadow(s) can help identify if a candidate can/will interact (well) with people.
- Didn't see that a "selection" process, if even used, had much value. It appeared, instead, to be a "fill the seats with anyone" process.
- Contractors and candidates should pay tuition. (This could/should eliminate "slackers" who drop-out in the 1st and/or 2nd weekend due to commitment or expectation challenges.)
- A (pre-IP) range session to "pass the test" is totally different than "let's help you ride a (better) demo".
- The folks I saw drop had no understanding, or just blew-off, expectations/standards of the IP. (i.e. Pre-course assignment, taking a BRC prior, etc.)
- It was really nice to be able to shadow to experience things. It was great to shadow to meet other instructors.
- I wasn't aware of much of a pre-selection. Seemed like, if you "showed up" or were a "friend of the owner" you were 'in' and going to the IP.
- Why were some of these candidates sent to an IP? Shouldn't be the IPs job to "wash out" someone who couldn't ride and wouldn't learn.
- It would have helped to have on-bike coaching (BRC and range sessions) to focus on 'demo ride standards' and not "how to ride". (If you can't ride - go home.)
- I couldn't get answers/support from my Sponsor. I contacted WMSP directly. They finally helped me find it.
- Didn't/Don't understand why I had to un-learn "questionable" tactics, priorities, and curriculum delivery that my "mentor" used.
- Pre-IP was good. Orientation had the biggest (pre-IP) impact: Set the tone!
- Sending some of these [ill prepared] folks to the IP undermined and insulted the rest of us. Isn't there a minimum standard-of-qualities [competencies] a sponsor should look for?

Pre-IP Candidate Support Concepts

SELECTION

Successful programs often start with a formal evaluation and interview. Evaluating the candidate at the very beginning will build a baseline and identify areas of developmental need. To identify a gap analysis for candidate training, keep a record of progress and rate the following areas throughout development.

During the interview, keep the following in mind:

- Does the candidate fully understand the topic and/or have the right attitude? (Good)
- Do they somewhat understand and need some exposure/explanation to understand and develop? (Fair)
- Do they not understand or realize the topic/concept and/or have substantial room for improvement? (R/I)

STARTING POINT

1 Interview prospective candidates to:

(a) Discuss Rules of Professional Conduct and company standards and expectations	Good	Fair	R/I
(b) Validate and confirm eligibility requirements	Good	Fair	R/I
(c) Discuss self training and motivation to prepare for an IP	Good	Fair	R/I
2 Discuss interpersonal/people skills and critical core competencies	Good	Fair	R/I
3 Confirm (or schedule) a BRC within 12 months of the IP	Good	Fair	R/I
4 Define and validate IP time commitments, expectations, and requirements	Good	Fair	R/I
5 Discuss resources (mentors/instructors) and on-going communication expectations	Good	Fair	R/I
6 Suggest attending an orientation to encourage and enable understanding of ALTs	Good	Fair	R/I
7 Suggest completed pre-course assignments to help understand the “what” and “how”	Good	Fair	R/I
8 Define/introduce "gap analysis" and "reflective pieces" as used throughout training	Good	Fair	R/I
9 Define (required) pre-IP training: shadows, riding sessions, development sessions, etc.			
(a) Shadow assignments helping to “shadow with a purpose” being aligned with WMSP	Good	Fair	R/I
(b) Interpersonal skills, interaction and communication with students/class/instructors	Good	Fair	R/I
(c) Riding skills and comfortability with skills testing to ≤ 5 points in all eval	Good	Fair	R/I
10 Require an essay defining motivation/desire (e.g. "What are your top motivators and top messages you want to convey to students?")	Good	Fair	R/I

Pre-IP Candidate Support Concepts

INTERVIEW SELECTION QUESTIONS

- Provide candidate with, and review, "critical core competencies" (listed below).
- Discuss areas they expect to be (a) comfortable with and good at, and (b) challenged with.
- “Give examples of your 'people skills'. Where you have you helped support others to learn something new?”
- “Describe what experience(s) you have dealing with the public.”
- “How will your experiences teaching/educating others help you teach safe(r) street strategies and “choice”?”
- “What has been your greatest 'learning moment' as a teacher/educator?”
- “Explain your passion for motorcycling and why you want to be an instructor.”
- “Who was your ‘best’ teacher? Why?”
“How can/will you model the methods they used to teach?”
- “When you’ve needed help learning how to do something, how did you partner with others?”
- “Describe how "diversity", "respect", and "professionalism" fit into motorcycle education.”
- “Tell me about a time when someone disagreed with you, but you helped them appreciate your point of view.”
- “Describe how you were able to work with others who had very different opinions/life-styles than your own.”
- “Describe when you've had difficulty communicating with others.”
“What did you do? How did you resolve this?”
- “In what ways have you had to analyze a situation/problem and present your own suggestions to improve?”
- “Tell me about a time when you realized “a better way” of doing things and convinced others of it.”
- “What are three things you've done in the past year to improve yourself? Why?”

CRITICAL CORE COMPETENCIES

TOP 10

- 1 Show respect, tolerance, and patience of others
- 2 Interpersonal/people skills
 - (a) empathy/understanding; be respectful, tolerant, and patient with others
 - (b) ability to/willingness to engage/communicate with people
- 3 Open mind (to what you know, think you know, think you can do, etc.)
- 4 Ability to RIDE well
- 5 Self-directed, motivated, and eager to learn and self-develop
- 6 Adaptability
- 7 Ability to provide/receive feedback in a constructive and positive manner
- 8 Ability to use appropriate language, gestures, and humor
- 9 Lead by example - demonstrate curriculum concepts/techniques/skills
- 10 Be humble and modest while putting the 'ego' aside to be willing and able to learn new skills

Note:

As you proceed through the selection process, when you identify the following traits or characteristics, circle them. This will assist you in future action/development plans

Pre-IP Candidate Support Concepts

Candidates frequently share similar abilities, awareness, and behaviors. In order to “meet participant need”, it requires that the trainer/coach identify areas of accomplishment and/or improvement.

SUCCESSFUL IP CANDIDATE TRAITS/CHARACTERISTICS

- Demonstrate trust and willingness to self-discover
- Be brave and willing/able to engage and try things new (not bravado)
- Be committed (to themselves and the team)
- Display confidence (some really need help with this!)
- Genuine desire to help others succeed
- Expect 'challenges' and 'surprises' - to be evaluated on how they will react/respond
- Understand how tasking it will be (mentally and physically) to teach a course
- Observe and 'see' what is there... not what they expect
- Exhibit “situational awareness”
- Be willing and able to learn how to communicate within different learning/communication styles
- Be able/willing to support (learner) low-threat (trusted) learning vs. "over-controlled" teaching

SUCCESSFUL IP GRADUATES HAVE:

- Understood the 'starting point' and all eligibility requirements
- Understood and able to apply critical core competencies
- Understood the commitment needed (physical, mental, time) as potential barriers
- Understood the IP process, evaluations, standards, and expectations
- Understood the support available from sponsor, mentor, instructors
- Attended/participated in WMSP orientations that encouraged/enabled ALT realization
- Practiced/applied riding techniques (tested as needed) to demonstrate minimum ability (i.e. Shadowed classes offered great opportunities to ‘skills test’ every time.)
- Shadowed classes and benefited from opportunities to observe curriculum facilitation
- Taken a BRC (closer to their IP) that helped familiarize and appreciate curriculum flow
- Completed pre-course assignments to support an understanding of ‘what’ and ‘how’ the curriculum is applied

Pre-IP Candidate Support Concepts

GAP ANALYSIS #1

REVIEW

This is a great opportunity to complete the first gap analysis for this candidate!

As part of a qualitative assessment, how would you rate this candidate overall? Good Fair R/I

How have they responded? Good Fair R/I

Were answers sincere, relevant, and well thought? Yes No

Do they exhibit the traits/characteristics you want in an instructor who will be leading a friend or a family member through a safety course? Yes No

What do they bring to motorcycle safety?

Identified areas of:

Achievement/Awareness

Opportunity/Challenge

(1) _____

(1) _____

(2) _____

(2) _____

(3) _____

(3) _____

What are 3 things can you do - as a sponsor/mentor - to support (better) development?

(1) _____

(2) _____

(3) _____

Comments:

A shadow program can support open and encouraging communication between instructors and candidates. Shadows can be used to convey and qualify expectations and standards. Candidates who have “shadowed with a purpose” appear better prepared in IPs than those who have not.

4-STEP SHADOW PROGRAM

1 - The Big Picture

- Class**
- (1) Student engagement/interaction
 - (2) Who did most of the 'teaching'
 - (3) Instruction styles/activities
- Range**
- (1) Student engagement/interaction
 - (2) Exercise flow (i.e. 'ride-time' vs. 'wait-in-line time'; 'briefing -to- ride' time; set-up range time)
 - (3) Overall flow and sequence
 - Reflective Piece

2 - Action vs. Reaction

- Class**
- (1) Fact vs. Opinion: What were the student's reactions to the 'concepts' and/or 'details' taught?
 - (2) Curriculum flow and sequence: how do units support ever-increasing understanding
 - (3) Styles of instruction and/or activities
- Range**
- (1) Student actions/reactions: individually, as a class, to/with instructor(s)
 - (2) Curriculum flow and sequence: how do exercises support ever-increasing development
 - (3) Position(s) for 'observation and communication' vs. 'control'
 - Reflective Piece

3 - Getting Technical

- Class**
- (1) Fact vs. Opinion: What were the student's reactions to the 'concepts' and/or 'details' taught?
 - (2) Styles of instruction and/or activities that engaged students and supported understanding of concepts
 - (3) Course paperwork
- Range**
- (1) Student actions/reactions: individually, as a class, to/with instructor(s)
 - (2) Exercise layout and cone set-up to support student participation and application
 - (3) Demos: in what way do these differ from 'on-street' techniques
 - Reflective Piece

4 - Evaluation

- Using a Mentor Class Report or a QAV, evaluate the course and instruction
- Reflective Piece

Reflective Piece: A summary of interactions with others, learning-moments and/or lessons-learned, and how the experiences have helped them understand or be able to apply the curriculum.

Pre-IP Candidate Support Concepts

CLASSROOM FOCUS:

THINGS TO CONSIDER

[In a building-block process, continually apply.]

- 1 How did the overall environment help/hinder the student experience?
- 1 Give examples of how classroom topics/sections were "set-up".
- 1 How did WIIFMs (*What's-In-It-For-Me*) make content more relevant/meaningful to students?
- 1 Give examples of how ALTs (Adult Learning Technique) activities and learner-centered coaching were used.
- 2 Describe ALTs used and for which lesson.
- 2 How did the students interact and engage?
- 2 When questions were asked, were they more content-centered or learner-centered?
- 2 How did the instructor 'coach' during class lessons?
- 3 Give examples of how primary lessons/concepts were supported throughout the entire course.
- 3 As a new-to-riding student, what lessons could/should have been delivered differently?
- 3 How did the training-aid/video help support student learning?
- 3 Overall, were the lessons effectively delivered?
- 4 Who did most of the 'teaching'? In what way?
- 4 What surprised you as being an effective technique to help students learn?
- 4 What could/would you do differently teaching these lessons?

RANGE FOCUS:

THINGS TO CONSIDER

[In a building-block process, continually apply.]

- 1 How did the students interact and engage?
- 1 How did the overall environment help/hinder the student experience?
- 1 What type of "downtime" vs. "ride time" did students get?
- 1 Who did most of the talking during the (post-exercise) debriefs? Why?
- 2 How does range instruction organize into a building-block process?
- 2 Following the range cards, how did student coaching follow the exercise objectives?
- 2 How did the (post-exercise) debrief help support student learning?
- 2 Give examples of how students were allowed to self-explore/realize concepts, skills, and techniques.
- 3 Watch the (a) "next" rider, then (b) "all riders", then (c) other instructors. How much is going on at once?
- 3 Following the range cards, what alternate positions were used by instructors?
- 3 As a new-to-riding student, what lessons should have been delivered differently?
- 3 What surprised you as being effective in helping students learn?
- 4 Give examples of how "demos" were ridden (different than street riding) to help support student understanding.
- 4 Following range card layout, how were cones "set-up" to help student understanding and development?
- 4 What could/would you do differently when teaching these lessons?

Pre-IP Candidate Support Concepts

POST SHADOW CONVERSATIONS:

THINGS TO CONSIDER

[In a follow-up call or conversation...]

- Compare and contrast “the way” vs. “a way”
- Multi-tasking: classroom - active listening skills; range - rider, riders, partner(s)
- Interactions and engagement: student-to-student and/or students-with-instructor(s)
- Curriculum design: building-block process, sequential, self-applied and learner-centered

RECAP

Ask the candidate, what were the most:

Beneficial aspects of shadowing:

Difficult/Frustrating aspects:

(1) _____

(1) _____

(2) _____

(2) _____

(3) _____

(3) _____

What realizations or light-bulb moments about motorcycle training did they experience during shadows?

What do they feel is as their most significant:

Achievements:

Opportunities/Challenges:

(1) _____

(1) _____

(2) _____

(2) _____

(3) _____

(3) _____

What are their top motivators and top messages you want to convey to students?

Shadowing (at least once) with a mentor appears to work best when they can stand 'off to the side' and chat about things: C1, C2, mentor, and shadow(s).

Pre-IP Candidate Support Concepts

GAP ANALYSIS #2

REVIEW

Take some time with the candidate and talk about their experience(s). Then, complete a qualitative assessment by answering the following statements:

How would you rate this candidate overall? Good Fair R/I

Will you support and sponsor this candidate in an IP as a representative of your company? Yes No

Does the candidate model the qualities/characteristics you expect of instructors/WMSP? Yes No

What are some of the candidate's strong traits/abilities?

What areas have you identified that will challenge the candidate in an IP?

What support do you suggest during the IP that would help the candidate to succeed?

What is your overall assessment of this candidate for completing an IP?

Very Strong Strong Good Fair R/I Poor

What are 3 things can you do - as a sponsor/mentor - to support (better) development?

(1) _____

(2) _____

(3) _____

SELECTION PROCESS/STARTING POINT

Candidate	Date			
1		Interview prospective candidates to:		
(a)		Discuss Rules of Professional Conduct and company standards and expectations	Good	Fair R/I
(b)		Validate and confirm eligibility requirements	Good	Fair R/I
(c)		Discuss self training and motivation to prepare for an IP	Good	Fair R/I
2		Discuss interpersonal/people skills and critical core competencies	Good	Fair R/I
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4		Define and validate IP time commitments, expectations, and requirements	Good	Fair R/I
5		Discuss resources (mentors/instructors) and on-going communication expectations	Good	Fair R/I
6		Suggest attending an orientation to encourage and enable understanding of ALTs	Good	Fair R/I
7		Suggest completed pre-course assignments to help understand the “what” and “how”	Good	Fair R/I
8		Define/introduce "gap analysis" and "reflective pieces" as used throughout training	Good	Fair R/I
9		Define (required) pre-IP training: shadows, riding sessions, development sessions, etc.		
(a)		Shadow assignments helping to “shadow with a purpose” being aligned with WMSP	Good	Fair R/I
(b)		Interpersonal skills, interaction and communication with students/class/instructors	Good	Fair R/I
(c)		Riding skills and comfortability with skills testing to ≤ 5 points in all eval	Good	Fair R/I
10		Require an essay defining motivation/desire (e.g. "What are your top motivators and top messages you want to convey to students?")	Good	Fair R/I

GAP ANALYSIS #1

This is a great opportunity to complete the first gap analysis for this candidate!

As part of a qualitative assessment, how would you rate this candidate overall? Good Fair R/I

How have they responded? Good Fair R/I

Were answers sincere, relevant, and well thought? Yes No

Do they exhibit the traits/characteristics you want in an instructor who will be leading a friend or a family member through a safety course? Yes No

What do they bring to motorcycle safety?

Three horizontal lines for handwritten response.

Identified areas of:

Achievement/Awareness

Opportunity/Challenge

(1) _____

(1) _____

(2) _____

(2) _____

(3) _____

(3) _____

What are 3 things can you do - as a sponsor/mentor - to support (better) development?

(1) _____

(2) _____

(3) _____

Comments:

Three horizontal lines for handwritten comments.

GAP ANALYSIS #2

Take some time with the candidate and talk about their experience(s). Then, complete a qualitative assessment by answering the following statements:

How would you rate this candidate overall? Good Fair R/I

Will you support and sponsor this candidate in an IP as a representative of your company? Yes No

Does the candidate model the qualities/characteristics you expect of instructors/WMSP? Yes No

What are some of the candidate's strong traits/abilities?

What areas have you identified that will challenge the candidate in an IP?

What support do you suggest during the IP that would help the candidate to succeed?

What is your overall assessment of this candidate for completing an IP?

Very Strong	Strong	Good	Fair	R/I	Poor
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What are 3 things can you do - as a sponsor/mentor - to support (better) development?

(1) _____

(2) _____

(3) _____