

Coaching from an EFA perspective

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Learn to drive

- It is an easy task
- Practiced in driving schools for at least 80 years in most countries
- In some countries the training is delivered by laymen
- The fewer lessons, the better driver?
- Changing gear and braking smoothly – wonderful driver?
- Some beginners are really skilful – they quickly adopt the same speed as experienced drivers
- Some are not so good, they stall the engine and drive slowly – they have to practice a lot

You simplify the task!

- Do I?
 - I am not so sure
- What is the general opinion about a skilled driver?
- What is the policy makers opinion?
- How does the test assess?
- How do we professionals teach?

Yes, I agree

- I am simplifying
- The task is not so easy
- Despite all efforts with training programs
- Young drivers are still involved in accidents
 - Statistically they are at much greater risk of being wounded or killed than the average driver
- We must do better

How?

- All are trying to improve
- Driving licensing systems have changed
- Law and enforcement is used
- Testing procedures are improved
- As driving teachers we have to focus on the training system
- What can we contribute?

Driver training

- Driver education is not harmonized in Europe
- Generally it is focused on manoeuvring
- In most countries the basic training is at an acceptable level
- It could probably be even more effective, but the achieved manoeuvring skills are sufficient
- This should be maintained
- But we need to add something

Driver training

- Some countries try to add more experience and routine behind the steering wheel
 - These are crucial components to become a safe driver
- But even this is not enough
- Skilled drivers are not necessarily safe drivers
- Accidents with young drivers are not caused by bad manoeuvring skills
- They are caused by bad decisions

GDE Matrix

- According to the GDE Matrix, traditional training is focused on level 1 and 2
- More emphasis has to be on level 3 and 4

GDE matrix

(Goals for Driver Education)

(Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2002)

	Knowledge and skill	Risk increasing aspects	Self assessment
Goals for life and skills for living	Lifestyle, age, group, culture, social position driving behaviour	Sensation seeking Risk acceptance	Introspective competence Own preconditions Impulse control
Goals and context of driving	Modal choice Choice of time Role of motives Route planning		Motives in choices Critical situations
Driving in traffic	Traffic rules Co-operation Hazard perception Automatization		Calibration of driving skills Own driving style
Vehicle control	Car functions Protection systems Vehicle control Physical laws	Worn-out tyres	Calibration of car control skills

GDE Matrix

- This has shown to be a difficult task
- Efforts to find training and testing methods have not been very successful
- This is understandable when reading the content in the Matrix
- How do we provide education on the influence that lifestyle, the age group or the social position has on the driver behaviour?

Train to be a safe driver

- How can we help young drivers to take responsibility?
- One of the answers could be – coaching
- Good decisions require
 - Self awareness
 - Awareness of the situation
 - Responsible actions
 - Confidence
- Traditional teaching can counteract this
- But coaching is built on it

What is coaching?



What is coaching?

- Raising the learner drivers awareness, self-awareness and responsibility through effective questions and active listening
- Building confidence in the learner driver improves the ability to make good decisions
- In the HERMES project there are useful practical examples
- They can be used and further developed by each driving teacher

Conclusions

- Transforming your way of educating from the telling culture to coaching is not so easy
 - But it is worth trying
- I think experienced driving teachers
 - use coaching techniques on and off
 - could be even better with a little effort
 - and will find many useful ideas in the HERMES project
- My hope is
 - That all EFA member associations will take the initiative and arrange training courses
 - Training institutes will introduce coaching in the basic training of driving teachers

Thank you for your attention

"It is a miracle that curiosity survives formal education."

Albert Einstein (1879 – 1955)