



National Occupational Standard
**COMMERCIAL TRANSPORT TRUCK
INSTRUCTOR**



APRIL 2024

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BACKGROUND

A National Occupational Standard (NOS) defines the knowledge, skills and abilities ("competencies") required for an occupation.

Trucking HR Canada (THRC) publishes an NOS for Commercial Transport Truck Operators (NOS-O), and an NOS for Commercial Transport Truck Instructors (NOS-I). The NOS-I defines the competencies required for the **various occupations that instruct, train, coach, and mentor commercial transport truck operators** during their entry into the occupation.

THRC has a suite of supplemental resources pertaining to commercial transport truck operators and instructors. Visit truckinghr.com to access them all.

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PURPOSE OF THIS STANDARD

This National Occupational Standard for Commercial Transport Truck Instructor (NOS-I) defines the knowledge, skills, and abilities (“competencies”) that are necessary to be a commercial transport truck instructor.

This NOS-I aligns with other relevant national standards including the National Occupational Standard for Commercial Transport Truck Operator (NOS-O) published by Trucking HR Canada and the National Safety Code Standard 16: Commercial Truck Driver Entry Level Training (“NSC 16”).

WHO CAN USE THIS STANDARD

This standard is designed to be used by training and curriculum developers, and by administrators and managers of truck driving instructors.

HOW TO USE THIS STANDARD

This standard informs programs that develop truck driving instructors, trainers, mentors and coaches, and administrators of these programs.

If you have questions or are interested in more information, contact THRC info@truckinghr.com



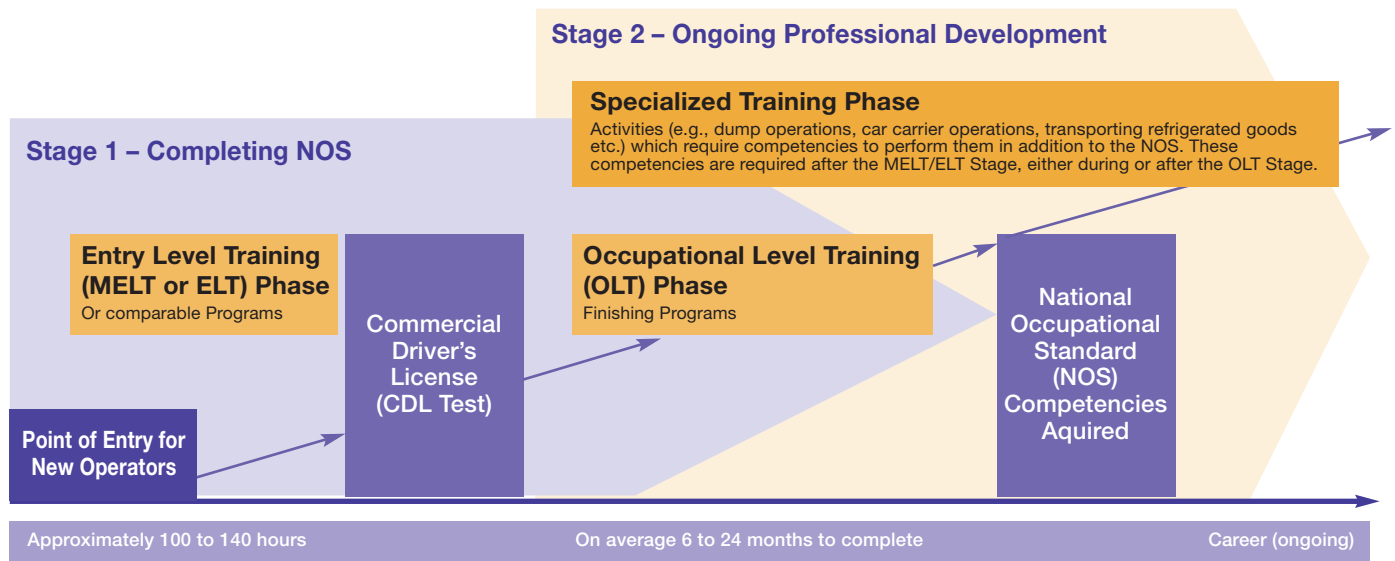
INTRODUCTION

There are over 300,000 commercial transport truck operators in Canada. They are typically trained in three phases:

- 1. Entry Level Training (ELT) Phase** – when an operator works to acquire competencies needed for their commercial driver licence (CDL).
- 2. Occupational Level Training (OLT) Phase** – often referred to as “finishing,” OLT follows the acquisition of a CDL, when new operators are hired and continue to acquire the competencies they need to be “road ready.”
- 3. Specialized Training Phase** – extends through the entire length of a truck driver’s career, following their acquisition of a CDL. Operators develop professionally above and beyond the competencies outlined in the NOS-O and often acquire supplementary knowledge relating to various commodities, operation settings, routes, etc.

See Graph #1 – Commercial Transport Truck Operator – Training Phases

Graph #1: Commercial Transport Truck Operator – Training Phases



TEACHING ROLES

Various teaching roles are required to support operator development through the training phases.

Those who teach operators fall into one of these categories:

Instructors (Trainers)

Instructors or trainers are part of both entry and career stages of the commercial transport truck operator occupation. In the entry stage, they may deliver ELT in training facilities such as schools and trucking companies. Instructors may also deliver occupational level training (OLT), which is more commonly workplace-based, but may also involve partnerships or collaboration with schools.

Career-level instructors are also hired to teach and assess operators in schools, workplaces, and other facilities to allow operators to learn specialized tasks, commodities, and operations.

There are common methods used and skills required to be an effective instructor, but the role can differ based on the environment, program, duration, topic, and delivery setting.

Mentors (Coaches)

The role of a mentor or coach is less intensive than that of an instructor and usually involves reduced one-on-one time. Mentoring is often used in OLT and can be deployed in several ways:

- **Formal Mentoring**

Formal mentoring involves specific objectives, timelines, activities, and metrics. The duration of formal mentoring can be short or long and should involve a manager who confirms plans are being followed and goals are being achieved. Meetings between mentors and mentees generally follow a schedule.

- **Informal Mentoring**

Informal mentoring may also involve objectives, timelines, activities, and metrics, but is based on a "just-in-time" approach, where the learner takes responsibility for self-driven learning. Meetings between mentors and mentees occur as needed following a process for contacting each other. Informal mentoring may not tie as well to formal OLT program objectives and may not provide metrics.



- **Flash Mentoring**

Formal and informal mentoring suggest longer periods of contact with a mentee. Flash mentoring allows a mentee who is looking for specific information or help with a topic or task, to reach out to short-term mentors for one or two sessions. This approach requires a workplace to identify mentors with specialty or advanced knowledge on various workplace-related tasks, who also have the ability and desire to assist others. This approach requires a culture that encourages mentees to feel confident about seeking assistance.

In this document the term “instructor” applies broadly to include persons who mentor, coach, train, and assess drivers.

INSTRUCTOR DEVELOPMENT

Commercial transport truck instructors typically have direct experience as commercial transport truck operators and can provide instruction from first-hand knowledge. But experience alone is not enough: instructors also need to understand how to teach effectively. Instructors can fully develop their competence as an instructor through experience and successful application of instructional techniques, practice, and learner interaction — a process that can take months or years. That’s why it’s important to supplement direct experience with an instructor development.

Hosting or involving instructors in an effective development program should involve a graduated but flexible structure that meets the needs of individuals based on their unique combinations of knowledge and experience. Development programs can range from one-on-one learning opportunities, online courses, asynchronous study to group instruction. Determine what mix of learning options will work best for your instructors. As they are learning, support instructors by having an experienced trainer provide guidance and feedback.

COMPETENCY GROUPS

This standard identifies three major groups of commercial transport truck instructor competencies:

1. Knowledge competencies

Knowledge competencies are divided into instructional and administrative knowledge categories.

Knowledge competency is validated through structured knowledge assessments:

- A. **Instructional Knowledge** – understanding of instructional methods, personal interaction, and effective methods to deliver knowledge and skills.
- B. **Administrative Knowledge** – understanding the ethical and administrative requirements for instructors.



2. Functional competencies

Functional competencies are divided into classroom and practical activities. Instructors may be involved in one or both activities.

Functional competency is validated through direct assessment and learner feedback:

- A. Classroom Instruction** – effective knowledge delivery and personal interaction.
- B. Practical Instruction** – effective personal interaction and skill development.

3. Driving competencies

Driving competence consists of a commercial transport truck instructor's proficiency in operating commercial vehicles in common on-road and off-road driving situations and performing other vehicle-related tasks.

Competencies are validated through skill assessments:

- A. In-yard Stationary Tasks** – inspect condition of stationary vehicle.
- B. In-yard Moving Tasks** – complete tractor-trailer coupling and uncoupling tasks. Complete backing, docking, and parking maneuvers with tractor-trailers and straight trucks.
- C. On-road Driving** – on-road driving safety and proficiency.

When additional competencies are required

During ELT and OLT delivery, commercial transport truck instructor roles may include delivery of an entire curriculum, or specific learning environments, tasks, or topics within the curriculum. The competence and skill set of instructors can vary to match their teaching role, and vice versa. This standard identifies four ELT and OLT instructor applications based on learning environments, which are not necessarily separate.

Career instructors deliver ongoing professional development, specializations, and advanced skills development that takes place during the career of many commercial transport truck operators. Unlike ELT and OLT instruction, career instruction does not generally follow prescribed standards or curricula but may require development of training programs and lesson plans. This standard addresses the delivery aspects of career instruction but does not address the skills or knowledge needed to create training programs or develop a lesson plan. Separate qualifications are needed for this work.



DETAILED COMPETENCIES

This section lists details of individual competencies with knowledge competencies in blue, and applied competencies in dark orange.

1. KNOWLEDGE COMPETENCIES

A. Instructional knowledge – Understand instructional methods, personal interaction, and effective methods to deliver knowledge and skills.

INSTRUCTOR ROLES AND ALIGNING STRENGTHS

1. A commercial transport truck instructor understands the role of an instructor and utilizes self-analysis to align their strengths with learning processes and techniques.

Competence is indicated by an individual who identifies that:

- a. Instructor desire to positively influence learners is an important feature of effective instructors.
- b. Instructor motivation is a critical part of instructor success.
- c. Not all people who desire to be instructors can be effective in the role.
- d. Learner success is a critical indicator of instructor effectiveness.
- e. Effective instructors are individuals who:
 1. Like people.
 2. Have good language skills.
 3. Are good listeners.
 4. Have an engaging personality.
 5. Are disciplined.
 6. Respect people and their culture.
 7. Are patient.
 8. Tolerate stressful situations.
 9. Achieve a sense of accomplishment when educating others.
 10. Are dedicated to their work.
 11. Are open-minded and enjoy learning.
- f. A learner has difficulty acquiring knowledge when they are uncomfortable or they feel marginalized, put-down, ignored, or bossed around.
- g. Subject-matter knowledge itself does not automatically make an instructor effective.

- h. An instructor with a strong personality who understands their ego and utilizes methods to channel it, can excel as an instructor.
- i. Different techniques and skill sets are required for classroom, in-cab, in-yard, and on-road training.
- j. An individual who may not have the skills to be effective in a classroom group setting, may be ideal for in-yard or in-cab instruction.
- k. An instructor with strong inter-personal and intra-personal skills can excel in the in-cab environment where instructors spend many hours with learners.
- l. A practical and skill-based instructor needs to have the ability to connect with and empower learners, develop learner confidence, and make learners feel comfortable even when they make mistakes.
- m. Synchronous remote learning is training that is delivered using a video-based online service where an instructor is directly engaged with the learners.
- n. Asynchronous remote learning is training that is delivered using online content available to learners for self-study without an instructor present.
- o. The ability for learners to access material at their own pace, and at any time, is an advantage of asynchronous remote learning.
- p. The lack of live interaction is a potential limitation of remote learning.
- q. Remote learning requires careful selection of topics, content, and resources to provide additional learner support.
- r. The ability for learners to interact with the instructor and other learners is a major advantage of synchronous remote learning.

LEARNER MOTIVATION AND CONNECTION

2. A commercial transport truck instructor understands learner motivation and knows methods for connecting with learners.

Competence is indicated by an individual who identifies that:

- a. A learning environment promoting respect, focus, and accountability, naturally keeps learners motivated.
- b. A learner's motivation to learn is rooted in their perception of the benefit to them.
- c. An effective practical instructor creates an environment that supports the learner's motivation.
- d. A learner without motivation to learn can make instructional efforts ineffective and frustrating for an instructor.
- e. An effective practical instructor establishes a "learning-channel" with each learner and makes content engaging.
- f. Content being delivered will not be fully absorbed when an instructor does not channel it effectively with the learners.
- g. An instructor must perceive the engagement of each learner as a way of gauging their own effectiveness.
- h. A practical instructor uses post-training feedback to refine their approach and adjust methods for future training.



PERSONALITY CHARACTERISTICS AND INTERACTION

3. A commercial transport truck instructor understands learner motivation and knows methods for connecting with learners.

Competence is indicated by an individual who can:

- a. Identify and explain basic personality types.
- b. Describe the characteristics of their own personality type.
- c. Describe ways that their natural way of interacting may not be suitable for all learner personality types.
- d. Describe ways they use activities to identify learner motivation, personality, and learning preferences.
- e. Describe ways their personality harmonizes or potentially clashes with the personality of each type of learner.
- f. Describe ways they adjust their teaching or delivery methods to match a learner's personality and provide greater benefit from the instruction.
- g. Describe ways they interact effectively with learners in group (classroom and in-yard) and individual (in-cab and in-yard) settings.

LEARNER SUPPORT

4. A commercial transport truck instructor understands methods for supporting learner success.

Competence is indicated by an individual who can:

- a. Describe the way they support learning through the primary sensory inputs of sight, sound, and touch.
- b. Describe ways they use attitude, emotion, and motivation to support learner success.
- c. Describe the way they support people who learn more effectively through one or two methods than the other(s).
- d. Describe the way they support visual learning using delivery methods including demonstrations, pictures, and visual displays.
- e. Describe the way they support auditory learning using delivery methods including lectures and discussions emphasizing variances in voice tone, pitch, and speed.
- f. Describe the way they support tactile learning using hands-on learning, active exploration, and physical exposure.
- g. Describe the techniques they use to ensure they maintain a learning environment that allows learners to be free of discomfort and anxiety.



LEARNER ENGAGEMENT

5. A commercial transport truck instructor understands learner engagement and methods for engaging learners.

Competence is indicated by an individual who can:

- a. The quality of materials, instructor techniques, and the learning environment determine learning effectiveness.
- b. A learning event delivered according to a pre-set lesson plan is most effective.
- c. Starting a learning event by sharing the agenda helps learners engage and absorb what is being taught.
- d. A learning event that includes changes in pace and style every 10 to 30 minutes, along with ways to encourage movement, helps learners absorb what is being taught.
- e. Instructors observe learners constantly to gauge participation and engagement levels in real time.
- f. Instructors must be able to spontaneously shift gears, move on to a new activity earlier, or stay engaged with one activity longer than originally planned, in response to learner reaction.
- g. Instructors utilize deliberate techniques to help learners absorb what they are trying to convey and don't rely on authority to teach learners.
- h. Instructors avoid interruptions and distractions to ensure effective learning.
- i. Abrupt and negative correction and criticism from an instructor builds barriers that impair learning.

CLASSROOM DELIVERY METHODS

6. A commercial transport truck instructor understands delivery methods for effective classroom and group learning settings.

Competence is indicated by an individual who can:

- a. Describe some of the learner dynamics they recognize, respond to, and manage in a group learning setting.
- b. Describe ways they tailor their delivery to suit the mixed needs, abilities, and expectations of learners.
- c. Describe ways they add value to the learning experience by conveying how the material will benefit learners' lives.
- d. Describe ways they overcome a learner's natural resistance to change, challenges to their beliefs, correction, or changing their point of view.
- e. Describe ways they establish the significance of what is taught to make learners more likely to learn.
- f. Describe ways they avoid jumping from one topic to another or interrupting a core message with sidebar stories.
- g. Describe ways they engage learners in their delivery by allowing controlled learner sharing.



- h. Describe how they adopt the following verbal interaction methods in the classroom:
 1. Probing – by gauging the mindset of a learner about a topic, opinion, or situation.
 2. Including – by drawing in a passive learner.
 3. Paraphrasing – by asking a learner to repeat what was taught.
 4. Redirecting – by posing questions back to a learner.
 5. Bridging – by connecting to previously delivered content.
 6. Shifting – by changing a topic to a different point of view.
 7. Reinforcing – by providing positive feedback as a learner shows progress.
 8. Summarizing – by connecting elements of learning content at the conclusion.
- i. Describe how they teach “I” messages and “you” messages and ways each may impact their interaction with learners.
- j. Describe the ways their demeanour impacts learning and describe ways they address the following items during group delivery:
 1. Using each learner’s first or preferred name.
 2. Confirming correct pronunciation of each learner’s name.
 3. Cultural, gender, and orientation differences of learners:
 - i. Being aware of touching and each learner’s need for personal space, which may vary.
 - ii. Accommodating learners who prefer formal ways of addressing an instructor.
 - iii. Practicing sensitivity to a learner’s reaction to attention and praise.
 - iv. Practicing sensitivity to a learner who is reluctant to speak out.
 - v. Practicing sensitivity to a learner’s perception of gestures.
 - vi. Practicing sensitivity to a learner’s reaction to eye contact.
 - vii. Practicing sensitivity to a learner who is used to behaving passively.
 - viii. Practicing sensitivity to expressing and allowing humour in the training environment.

REMOTE DELIVERY METHODS

7. A commercial transport truck instructor providing remote synchronous delivery understands methods for effective learning.

Competence is indicated by an individual who can:

- a. Describe how they present online content using videoconferencing, presentation tools, and interactive resources.
- b. Describe how they interact, communicate, and collaborate with the learners.
- c. Describe how they monitor online learners’ behaviour, emotions, interactions, activities, answers, and outcomes.

- d. Describe how they monitor online learners' progress.
- e. Describe how they guide and provide feedback to learners.

DELIVERY METHODS FOR ONE-ON-ONE LEARNING

8. A commercial transport truck instructor understands delivery methods for effective one-on-one learning.

Competence is indicated by an individual who can:

- a. Describe processes they use for managing the intense dynamic that exists in a one-on-one learning environment.
- b. Describe processes they use for teaching skills and tasks in a logical sequence.
- c. Describe processes they use for teaching and showing the value of commentary driving.
- d. Describe how they handle learners with previous experience with machinery and equipment and foster the learner's ability to develop driving proficiency.
- e. Describe how they teach skills and tasks in a logical sequence.
- f. Describe how they ensure learners understand "muscle memory," how it develops in a learner, the value of repetition, and how the ability to perform a task develops even during the periods between practice.

ENRICHING PRACTICAL LEARNING

9. A commercial transport truck instructor understands methods for enriching practical learning and learner skill acquisition.

Competence is indicated by an individual who can:

- a. Describe the ways they add value to the learning experience by conveying how material being taught becomes beneficial to the learner.
- b. Describe the ways they help learners appreciate the significance of what is being taught.
- c. Describe the ways they build confidence in what the learner already knows to set up the learner for continued success.

LEARNER OBSTACLES

10. A commercial transport truck instructor understands methods for overcoming learner obstacles.

Competence is indicated by an individual who can:

- a. Describe the ways they assess and cope with each learner's physical and emotional state and support their ability to learn skills and perform tasks.

- b. Describe the ways they gain insight into a learner's physical and emotional state.
- c. Describe an exercise they use to teach the difference between an "I" message and a "you" message and describe how this impacts instructor-learner interaction.
- d. Describe the ways they assess and cope with common learning disabilities and recognize signs of identified and unidentified learning disabilities.
- e. Describe techniques to deal effectively with an enthusiastic disruptor.
- f. Describe techniques to deal effectively with a challenging disruptor.
- g. Describe techniques to deal effectively with a detached disruptor.
- h. Describe common learning disabilities and identify how they recognize signs of identified and unidentified learning disabilities.
- i. Describe how they identify a struggling learner as potentially being challenged with a learning disability.
- j. Describe processes they use for approaching and assisting a learner challenged with a learning disability.
- k. Describe how they have identified a struggling learner as potentially being challenged with a learning disability.



1. KNOWLEDGE COMPETENCIES (CONT.)

B. Administrative knowledge – Understand instructional methods, personal interaction, and effective methods to deliver knowledge and skills.

LEGAL AND ETHICAL RESPONSIBILITIES

1. A commercial transport truck instructor understands legal obligations and the ethical responsibilities related to instructor conduct.

Competence is indicated by an individual who:

- a. Identifies that plagiarism and use of unauthorized materials is not permitted.
- b. Describes the knowledge review, quizzes, examinations, tests, and assessments that must be administered and monitored.
- c. Identifies that they must ensure knowledge review, quizzes, examinations, tests, and assessments accurately reflect learner results.
- d. Identifies that harassment of any learner or colleague is prohibited and may be illegal.
- e. Identifies that instructors must respect the personal boundaries of every learner and colleague.

JURISDICTIONAL ENTRY-LEVEL TRAINING REQUIREMENTS

2. A commercial transport truck instructor understands relevant jurisdictional entry-level training requirements and rules.

Competence is indicated by an individual who identifies:

- a. The minimum training hours.
- b. The maximum learner to instructor ratios.
- c. The requirements for a training vehicle.
- d. The required balance of classroom delivery methods.
- e. The hours that must be taught:
 - i. on each topic.
 - ii. in each learning environment.
- f. The learning outcomes of each topic of the relevant curriculum standard.

PENALTIES AND SANCTIONS

- 3. A commercial transport truck instructor understands non-compliance penalties and sanctions that apply to the training facility and instructors.**

Competence is indicated by an individual who:

- a. Locates the prescribed contraventions. (List for relevant jurisdiction.)
- b. Describes the penalties and sanctions associated with contraventions. (List for relevant jurisdiction.)

CLASSROOM DELIVERY METHODS AND REQUIREMENTS

- 4. A commercial transport truck instructor understands the training facility's methods and requirements for classroom delivery of the truck driver program.**

Competence is indicated by an individual who describes:

- a. The training facility's required steps to prepare for classroom lessons.
- b. The training facility's required steps for selecting the resources to teach each lesson.
- c. The training facility's procedure for using audio and visual files.
- d. The training facility's procedure for preparing for delivering quizzes.
- e. The training facility's procedure for administering quizzes.
- f. The training facility's procedure for use of review exercises.
- g. The training facility's procedure for handling a learner who shows up late.
- h. The training facility's use of assessments and evaluations.

PRACTICAL DELIVERY METHODS AND REQUIREMENTS

- 5. A commercial transport truck instructor understands the training facility methods and requirements for practical delivery of the truck driver program.**

Competence is indicated by an individual who describes:

- a. The training facility's required steps for preparing for in-yard training lessons.
- b. The training facility's required steps for delivering in-cab off-road lessons.
- c. The training facility's required steps for preparing for in-cab lessons.

Vehicle inspection

- d. The training facility's required steps for complying with Daily Inspection Report requirements.
- e. The training facility's required steps for teaching vehicle inspection.

- f. The training facility's required steps for teaching learners about vehicle inspection requirements in a workplace.
- g. The differences between vehicle inspection for a workplace and Schedule 1.
- h. The training facility's required steps for learner practice of inspecting exterior, in-cab, and interior items for the road test.
- i. The training facility's process for selecting the items to practice for vehicle inspection during a practice road test.

Hours-of-service

- j. The training facility's required steps for complying with the requirements for Hours-of-Service regulations.
- k. The training facility's required steps for teaching methods and documents used for complying with the requirements for Hours-of-Service regulations.

Coupling/uncoupling

- l. The training facility's required steps for teaching coupling.
- m. The training facility's required steps for teaching uncoupling.

Backing

- n. The training facility's general process for teaching backing.
- o. The differences between backing on the job and backing for a road test.
- p. The training facility's required steps for teaching offset backing.
- q. The training facility's required steps for teaching angle backing.

On-road driving

- r. The training facility's required steps for delivering in-cab on-road lessons.
- s. The training facility's required steps for teaching on-road driving.
- t. Methods for monitoring the eyes of the person being trained to support effective learning.

Progress evaluation/assessment

- u. The training facility's required steps for practical progress assessment.
- v. The training facility's required steps for administering a practice road test.



2. FUNCTIONAL COMPETENCIES

A. Classroom Instruction – Utilize established methods to deliver knowledge.

LEARNER MANAGEMENT IN THE CLASSROOM

1. A commercial transport classroom instructor demonstrates effective learner management.

Competence is indicated by an individual who:

- a. Ensures learners act respectfully by monitoring learners and responding to any incident of learners acting disrespectfully toward each other.
- b. Acts personably toward each learner to ensure no learner feels uncomfortable.
- c. Maintains a calm and positive atmosphere by ensuring no one acts rudely, emotionally, or aggressively toward a learner.
- d. Develops personal engagement, attentiveness to learner reaction, and caring about learner progress.
- e. Engages with learners in a way that positively impacts their ability to deliver to learners.
- f. Displays empathy toward each learner's occupational objectives.
- g. Respects cultural background and potential cultural sensitivity of each learner.
- h. Behaves in a way that is free of anything that could be interpreted as harassing, discriminatory, or insensitive.
- i. Promotes discussion and sharing of relevant experience when time permits.
- j. Avoids and discourages the use of profanity and language likely to make another person uncomfortable.

CLASSROOM RESOURCE MANAGEMENT

2. A commercial transport classroom instructor demonstrates effective learning resource management.

Competence is indicated by an individual who:

- a. Provides each learner with the required learning materials in good condition.
- b. Uses current audio-visual equipment during delivery.
- c. Confirms all learners have unhindered view and clear audio of audio-visual material.

LESSON DELIVERY TIME MANAGEMENT

3. A commercial transport classroom instructor demonstrates effective time management.

Competence is indicated by an individual who:

- a. Begins and ends lessons according to the lesson plan and training facility schedule.
- b. Uses time markers to achieve lesson plan objectives.
- c. Delivers all material in each lesson plan.

LESSON PLAN COMPLETION

4. A commercial transport classroom instructor demonstrates effective lesson plan use.

Competence is indicated by an individual who:

- a. Knows the lesson plan being delivered.
- b. Maintains focus on lesson plan material.
- c. Emphasizes important elements of the lesson plan.
- d. Achieves lesson plan outcomes.

LEARNER ENGAGEMENT

5. A commercial transport classroom instructor demonstrates effective learner engagement.

Competence is indicated by an individual who:

- a. Interacts with learners in a fair and balanced manner.
- b. Uses professional vocabulary.
- c. Relates content to occupational application.
- d. Promotes learner involvement.
- e. Ensures learners engage with material.

IMAGE PORTRAYAL

6. A commercial transport classroom instructor portrays a positive and professional image.

Competence is indicated by an individual who:

- a. Adheres to training facility dress code.
- b. Maintains suitable personal hygiene.
- c. Demonstrates honesty, respect, and integrity.

LESSON CONTENT DELIVERY

7. A commercial transport classroom instructor demonstrates effective delivery of lesson content.

Competence is indicated by an individual who:

- a. Starts each lesson with an overview of the lesson content.
- b. Presents lesson content clearly and logically.
- c. Presents lesson content at a suitable pace and includes pauses to ensure learners follow.
- d. Includes confirmation of learner absorption of the content with questions and interaction.
- e. Emphasizes important lesson content.
- f. Encourages learner involvement in discussion.
- g. Associates lesson content with real-life experience and occupational references.
- h. Includes visual imagery and anecdotes to enhance content delivery.
- i. Responds to learner difficulties with additional explanations, repetition, and emphasis.
- j. Moves around to engage learners and prevent staleness.
- k. Uses inclusive, non-alienating language.
- l. Provides breaks at appropriate intervals.



VERBAL TECHNIQUE

8. A commercial transport classroom instructor demonstrates effective verbal delivery techniques.

Competence is indicated by an individual who:

- a. Prepares material and presents in a clear and organized manner.
- b. Uses correct and professional grammar.
- c. Projects to all learners.
- d. Speaks positively, enunciates, and delivers with enthusiasm.
- e. Speaks at a pace that is suitable for learners.
- f. Avoids use of profanity and language likely to make another person uncomfortable.
- g. Repeats content requiring emphasis.

NON-VERBAL TECHNIQUE

9. A commercial transport classroom instructor demonstrates effective non-verbal techniques.

Competence is indicated by an individual who:

- a. Engages with learners.
- b. Faces learners and presents directly to them.
- c. Responds to questions and other learner cues.
- d. Listens to a learner when asked a question or receiving a comment.
- e. Provides opportunities for learners to contribute to discussion.

LEARNING VALIDATION

10. A commercial transport classroom instructor utilizes feedback, evaluation, and assessment resources according to training facility policy.

Competence is indicated by an individual who:

- a. Completes training and activity records according to training facility policy.
- b. Administers resources according to training facility policy.
- c. Marks and/or reviews learning validation and feedback resources.

REMOTE SYNCHRONOUS DELIVERY

11. A commercial transport classroom instructor who also delivers learning in a synchronous remote environment utilizes techniques to ensure effective learning.

Competence is indicated by an individual who:

- a. Presents online content using videoconferencing, presentation tools, and interactive resources.
- b. Interacts, communicates, and collaborates with the learners.
- c. Monitors online learners' behaviour, emotions, interactions, activities, answers, and outcomes.
- d. Monitors online learners' progress.
- e. Guides and provides feedback to learners.



2. FUNCTIONAL COMPETENCIES (CONT.)

B. Practical Instruction – Utilize established methods to develop skills

PRACTICAL INSTRUCTION IMAGE PORTRAYAL

1. A commercial transport practical instructor portrays a positive and professional image.

Competence is indicated by an individual who:

- a. Adheres to training facility dress code.
- b. Ensures training vehicle is in good condition for each learner.
- c. Uses PPE as required and ensure learners follow PPE requirements.
- d. Maintains suitable personal hygiene.
- e. Demonstrates honesty, respect, and integrity.

PRACTICAL INSTRUCTION LEARNER ENGAGEMENT

2. A commercial transport practical instructor demonstrates effective learner engagement.

Competence is indicated by an individual who:

- a. Develops personal engagement, attentiveness to learner reaction, and caring about learner progress.
- b. Engages with learners in a way that positively impacts their ability to deliver to learners.
- c. Displays empathy toward each learner's occupational objectives.
- d. Respects cultural background and potential sensitivity of each learner.
- e. Behaves in a way that is free of anything that could be interpreted as harassing, discriminatory, or insensitive.

PRACTICAL INSTRUCTION LESSON PLAN USE

3. A commercial transport practical instructor follows and achieves lesson plan outcomes.

Competence is indicated by an individual who:

- a. Knows the lesson plan being delivered.

- b. Begins and ends lessons according to facility and lesson plan schedule.
- c. Maintains focus on lesson plan material.
- d. Starts each lesson with an overview of the lesson's activity.
- e. Emphasizes important elements of the lesson plan.
- f. Achieves lesson plan outcomes.

PRACTICAL INSTRUCTION ON VEHICLE INSPECTION PROCEDURES

4. A commercial transport practical instructor teaches vehicle inspection following the training facility's prescribed procedures.

Competence is indicated by an individual who:

- a. Demonstrates required steps for complying with daily inspection report documentation requirements.
- b. Demonstrates vehicle inspection procedures as outlined in daily inspection regulations and Schedule 1.
- c. Demonstrates vehicle inspection procedures as required in typical workplaces.
- d. Supervises and guides learner practice of vehicle inspection activities and reports for workplace and road test settings.
- e. Demonstrates inspection of exterior, interior, and in-cab items for the road test.
- f. Supervises and guides learner practice of inspection of exterior, in-cab, and interior items for the road test.

PRACTICAL INSTRUCTION ON HOURS-OF-SERVICE COMPLIANCE

5. A commercial transport practical instructor teaches hours-of-service compliance following the training facility's prescribed procedures.

Competence is indicated by an individual who:

- a. Demonstrates completion of logbooks and electronic or paper records required by hours-of-service regulations.
- b. Supervises and guides learner completion of hours-of-service documents or devices, recording of duty status, and tracking compliance.



PRACTICAL INSTRUCTION ON COUPLING AND UNCOUPLING

- 6. A commercial transport practical instructor teaches coupling and uncoupling procedures following the training facility's prescribed procedures.**

Competence is indicated by an individual who:

- a. Demonstrates safe coupling procedures.
- b. Supervises and guides learner practice of safe coupling procedures.
- c. Demonstrates safe uncoupling procedures.
- d. Supervises and guides learner practice of safe uncoupling procedures.

PRACTICAL INSTRUCTION ON BACKING AND PARKING

- 7. A commercial transport practical instructor teaches backing techniques following the training facility's prescribed procedures.**

Competence is indicated by an individual who:

- a. Demonstrates rules and conduct for general backing tasks.
- b. Demonstrates straight backing technique.
- c. Supervises and guides learner practice of straight backing.
- d. Demonstrates backing maneuvers used in various workplace settings.
- e. Supervises and guides learner practice of workplace backing maneuvers.
- f. Demonstrates offset backing maneuvers included in a road test.
- g. Supervises and guides learner practice of offset backing maneuvers.
- h. Demonstrates alley-dock backing maneuvers included in a road test.
- i. Supervises and guides learner practice of alley-dock backing maneuvers.
- j. Demonstrates parallel parking maneuvers.
- k. Supervises and guides learner practice of parallel parking maneuvers.

PRACTICAL INSTRUCTION ON BASIC DRIVING TECHNIQUES AND PROFESSIONAL DRIVING HABITS

- 8. A commercial transport practical instructor teaches basic driving techniques and professional driving habits following the training facility's prescribed procedures.**

Competence is indicated by an individual who:

- a. Demonstrates basic techniques and professional habits for driving along.

- b. Supervises and guides learner practice of driving along.
- c. Demonstrates commentary driving.
- d. Supervises and guides learner practice of commentary driving.
- e. Demonstrates basic techniques and professional habits for lane changes and curves.
- f. Supervises and guides learner practice of lane changes and curves.
- g. Demonstrates basic techniques and professional habits for intersection turns.
- h. Supervises and guides learner practice of intersection turns.
- i. Demonstrates basic techniques and professional habits for driving through and stopping at intersections.
- j. Supervises and guides learner practice of driving through and stopping at intersections.
- k. Demonstrates basic techniques and professional habits for expressway entry and exit.
- l. Supervises and guides learner practice of expressway entry and exit.
- m. Demonstrates basic techniques and professional habits for expressway driving.
- n. Supervises and guides learner practice of expressway driving.
- o. Demonstrate basic techniques and professional habits for conducting a roadside stop.
- p. Supervises and guides learner practice of conducting a roadside stop.

PRACTICAL INSTRUCTION ON TRANSMISSIONS, SHIFTING, AND GEAR SELECTION

- 9. A commercial transport practical instructor teaches transmission gear selection, clutch operation, and shifting, following the training facility's prescribed procedures, and as appropriate for the vehicle being driven.**

Competence is indicated by an individual who:

- a. Demonstrates transmission control and gear selection of an automated-manual transmission.
- b. Supervises and guides learner practice of transmission control and gear selection of an automated-manual transmission.
- c. Demonstrates clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission.
- d. Supervises and guides learner practice of clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission.



PRACTICAL LEARNING FEEDBACK

10. A commercial transport practical instructor follows the training facility's prescribed procedures for interacting and facilitating learner development.

Competence is indicated by an individual who:

- a. Identifies learner success.
- b. Identifies areas where learners are weak and provides constructive guidance.
- c. Encourages learner progress and development.
- d. Monitors learner progress based on previous lessons and program status.
- e. Corrects learner errors in a constructive manner.

PRACTICAL TEACHING ON COMPLIANCE

11. A commercial transport practical instructor teaches, demonstrates, and ensures compliance with applicable legislations, regulations, and standards.

Competence is indicated by an individual who:

- a. Obeys laws while operating the vehicle.
- b. Demonstrates tasks in compliance with safety regulations and training facility safety requirements.
- c. Supervises and guides learners to comply with traffic regulations while driving.

PRACTICAL LEARNING VALIDATION

12. A commercial transport practical instructor utilizes feedback, evaluation, and assessment resources according to training facility policy.

Competence is indicated by an individual who:

- a. Completes training and activity records according to training facility policy.
- b. Administers resources according to training facility policy.
- c. Marks and/or reviews learning validation and feedback resources.



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