

United States Air Force



Supervisory Safety Training- Traffic Safety Module



United States Air Force Driving Safety Manual



**Supervisory Safety Training-
Traffic Safety Module**



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A. USAF Commitment to Safety

The United States Air Force is committed to providing a safe, and healthy environment both for Air Force personnel and for those persons affected by Air Force operations. We must be ever alert to identify and control hazards and to prevent mishaps.

The Air Force will identify and eliminate, if possible, or minimize all hazards to its personnel and property and to the general public when those hazards result from its operations. When the Air Force cannot eliminate hazards, it will assess and document the risks associated with them and use protective measures to lower the risks to an acceptable level or to the lowest level feasible.

When hazards cannot be practically eliminated commanders and operators must know the specific risks involved and manage those risks to an acceptable level to accomplish the mission.

The Air Force will provide training in mishap prevention to all military and civilian personnel. To the maximum extent possible, this training will be integrated into regular job training exercises.

B. Authorization for this Training Course

As stated in the United States Air Force Policy Directive, 91—2 Safety Programs: “The Air Force will have a comprehensive safety program to identify and control hazards, and to prevent mishaps.” Traffic safety is an integral part of the foundation to this approach and is a top priority to eliminate the loss of highly skilled airmen—losses that seriously affect combat readiness.

C. The Urgency of this Traffic Safety Course

The number one killer of Air Force Personnel is traffic mishaps. Every year, four times as many airmen are killed while driving than those killed in any other accident, on or off duty. In fact, the USAF, on average, loses more airmen to motor vehicle accidents in one year than in five years of aviation accidents.

D. *Supervisory Safety Training - Traffic Safety Module Learning Objectives*

This program—The *Traffic Safety Module* is designed for Air Force Safety Personnel to inform first-time supervisors of their roles and responsibilities, along with means and methods to meet their responsibilities, with regards to the USAF Traffic Safety Program.

This driver safety program has been implemented by the United States Air Force to ensure the safety and well being of all Air Force Personnel when driving motor vehicles. To achieve this goal, the *Traffic Safety Module* is intended to convey:

- The central role of the supervisor in traffic safety.
- Effective communications skills for leadership.
- Proper procedures for USAF supervisors to train their subordinates about safe driving.

The following presentation guidelines are intended to aid teachers, supervisors, instructors, and presenters in their training efforts. These guidelines are offered in general terms and should be adopted to meet the specific training and educational needs of each supervisor and trainer.

A. Advanced Preparation Overview

A successful classroom training presentation requires preparation and planning. Give yourself several days before the training session to get organized.

- Locate and schedule the training site or classroom as soon as possible.
- Notify trainees of the training date and time, the training schedule, and proper dress.
- Obtain all necessary equipment and training supplies.
- Make sure you know how to operate the computer, LCD projector, and other equipment. Check to ensure that it is working properly ahead of time. Replace or repair any damaged equipment.
- Review all training materials, including the Facilitator's Guide, handouts, and any other reference materials.
- Prepare your presentation, including a lesson plan or outline of the training session. Include the training goals and objectives.
- At the start of the training session, or before you begin a new section of the training content, you may want to have students take a quiz as a pre-test. The results of this test can help you to determine weak areas to focus on during the training session. A pre-test also helps to "whet" the learning appetite of many students.
- Preview the Summit Power Disc™ and any other training materials. Note any key points you want to expand upon in your training presentation. As part of this guide, additional points for discussion or presentation have been provided.

B. Training Materials

Familiarity with all the training materials and having them on-hand and ready to use are essential aspects of effective training. Collect all of the necessary materials and supplies before training begins. Here are some suggested materials and supplies you should have available:

- A training location or classroom that is free of distractions, has good lighting, and a comfortable temperature.
- Desks and chairs arranged so that everyone will be able to see the viewing screen, white board, the facilitator, and each other.
- All the necessary computer equipment, software, Summit Power Disc™ presentations, etc. Check that all of the computer equipment is functional before you begin the training session.
- An employee notebook and pen/pencil for each trainee.
- All exercises and quizzes should be prepared ahead of time. Make sure you have adequate copies for all your students.
- Other supplies and equipment you may need such as chalk, paper, handouts, transparencies, overhead projector, markers, teaching props, notepads, etc.
- Additional information, such as a copy of the relevant regulations or other reference tools.

2 Facilitator Support Guidelines

C. Presentation Guidelines

How you present the training course can have a great impact on learning. The presenter sets the tone with his or her demeanor, tone of voice, attitude, and excitement about the materials and content. By following these simple presentation guidelines and keeping your objectives in mind, you can effectively and efficiently get the most out of your training session.

In today's busy work climate it can be difficult to find the time needed for training, so it is important to be organized and well prepared when you schedule training sessions. Whether you use Summit's suggested lesson plan or not, it is important to have a lesson plan prepared that you can implement comfortably. This ensures that time spent in training is productive and beneficial for everyone.

D. Stress the Purpose and Goals of Training

Effective training and education is goal-oriented. By stating the purpose of training in a clear and specific manner—whether it's to reduce injuries, increase productivity, and improve the quality of working conditions—the presenter increases the strength and overall effectiveness of training. Review the goals and objectives of the training so trainees know what is expected of them.

E. Capture Their Attention!

Training needs to be interesting and compelling to hold trainees' attention, especially with younger audiences. To help motivate learners, give them specific evidence that their effort makes a difference and provide feedback on their progress. Also, remember that the first experience with a new subject usually forms a lasting impression on the learner. By making that experience a positive one, you can help ensure your audience retains the information learned. Finally, an excited and animated presenter increases the overall positive value of the training.

F. Make New Learning Experiences Pleasant

For some adults, past experiences with education were unpleasant and not helpful. Adults learn best when they feel comfortable. By making the learning environment open and friendly, you can help adults to feel secure in their new learning experience. Offer support and feedback as often as possible, and be ready to provide extra attention to those who may require it.

G. Ask if there are any Questions

When most adults learn new information that conflicts with what they already know, they are less likely to integrate those new ideas. Nearly every one of your students will already have ingrained ideas and habits concerning driving. It is very important to make sure participants fully understand the particulars of the training and do not have any unresolved questions or issues.

Provide time for a question and answer period so participants can resolve those questions and/or answer questions throughout the training session. Encourage questions and create a learning environment in which any and all questions are welcomed.

H. The Importance of Lesson Planning

As a qualified trainer, your job is to effectively communicate a great deal of information in a well-organized manner. By preparing a lesson plan, you can ensure that each minute of the training session is productive. Summit has provided this syllabus and support materials for your use. When planning any lesson, keep in mind the following points:

1. Program Objective

Begin each lesson by stating the goals of this particular presentation and how they relate to the overall goals and objectives of the training. Examples of training objectives include:

- The teaching of a specific driving skill.
- Stating the Air Force's expectation for safe driving.
- The conveying of a set of ideas related to the training topic.

2. Materials Preparation

Prepare the Summit Power Disc™ and other classroom materials, ensuring that they work properly. Familiarize yourself with their content and be prepared to integrate them in your training presentation.

3. Discussion and Demonstration

To help relate the training to your specific base or location, you may wish to incorporate your own discussion topics and exercises. These discussion topics can be posed as a question to the class to stir questions and dialogue among students. Key issues you might consider include:

- Specific driving hazards at your location.
- Features of the vehicles employed at your base.
- The road conditions in and around your area.

4. Use Handouts to Reinforce Training

Handouts increase comprehension and reinforce the information learned in the presentation program by explaining the main points and expanding on the original material. Handouts could include excerpts of correct rules and responsibilities from AFI 91-207 as well as local or host nation laws, rules, and regulations. For increased student information retention, go over one section at a time and stop to answer questions.

5. Questions

Provide for a Q&A session to answer any questions. It may be necessary to review some of the material when providing answers. This course outline, Air Force Directives, and other reference tools may be helpful.

6. Quizzes and Exercises

It is important that you assess the effectiveness of your training through exercises and quizzes. See Section 6 of this facilitator guide for a quiz you can use during training.

7. Frequently Asked Questions

Presenters should be prepared to answer some fundamental, frequently asked questions relating to driver safety and driver training. These questions also reflect common attitudes that participants exhibit at the start of many training sessions.

1) I am a supervisor not a driving instructor, why do I need to take this training course?

This traffic safety course for supervisors contains a wealth of useful information and conveys skills and techniques for effective communication of the Air Force Traffic Safety program. It is hoped that supervisors will approach this class with the desire to share their wisdom and help their subordinates benefit from their experiences and accumulated knowledge.

2) What can I hope to gain from taking this training course?

The traffic safety course for supervisors focuses on conveying skills for effective communication relating to traffic safety. As such, the course covers topics including effective listening, how to deal with defensive subordinates, how to be critical and yet still be constructive, and general ways to communicate proper traffic safety skills to those you supervise.

3) Will this training course relate to my experience as a supervisor in the field?

Everyone has a unique and different style as a supervisor. However, everyone can benefit from this training course which provides skills and techniques for effective communication concerning traffic safety. While not every item covered in the course may apply directly to you, you can apply and adapt what you learn here to suit your style as a supervisor.

3 Adult Learning Strategies and Theory

Part of being an effective instructor involves understanding how adults learn best. Compared to children and early teens, adults have special needs and requirements as learners. Despite this apparent truth, adult learning is a relatively new area of study. Recent studies have identified the following characteristics of adult learners:

- Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).
- Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge that is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

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3 Adult Learning Strategies and Theory continued

- Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. Letting participants choose projects that reflect their own interests can fulfill this need.
- Adults are *practical*, focusing on the aspects of a lesson most useful to them. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job and off duty.
- As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. Adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

3 Adult Learning Strategies and Theory continued

A. Motivating the Adult Learner

An essential aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

The best way to motivate adult learners is simply to *enhance* their reasons for enrolling and *decrease* the barriers. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

B. Learning Barriers and Motivation

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have *barriers against participating in learning*. Some of these barriers include lack of time, money, confidence or interest, lack of information about opportunities to learn, poor experiences with learning in the past, and scheduling problems.

3 Adult Learning Strategies and Theory continued

C. Learning Tips for Effective Instructors

Presenters must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction. Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present materials that stimulate as many senses as possible in order to increase their chances of teaching success.

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.
- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

In addition, participants need specific knowledge of their learning results (*feedback*). Feedback must be specific, not general. Participants must also see a *reward* for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be interested in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

3 Adult Learning Strategies and Theory continued

D. Reinforcement

Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance. When instructors are trying to change behaviors (old practices), they should apply both positive and negative reinforcement. Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

E. Retention

Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either. Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

3 Adult Learning Strategies and Theory continued

F. Transference

Transfer of learning is the result of training—it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

- Positive transference, like positive reinforcement, occurs when the participants uses the behavior taught in the course.

Transference is most likely to occur in the following situations:

- *Association*—participants can associate the new information with something that they already know.
- *Similarity*—the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- *Degree of original learning*—participant's degree of original learning was high.
- *Critical attribute element*—the information learned contains elements that are extremely beneficial (critical) on the job.

Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher. Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning. The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.

4

Leadership Skills for Safety

- 1) As a person who is responsible for supervising the activities of others, you play several critical roles in the success of the USAF. One of your most important tasks is protecting the most valuable asset of the USAF—its personnel.
- 2) The USAF has established Traffic Safety Programs to ensure the safety and well being of USAF personnel and property. The foundation of any successful safety program is a positive attitude and a total commitment to safety.
- 3) Developing a positive attitude toward traffic safety in your subordinates is vital to achieve our mission. The success of this mission largely depends on your ability to positively modify the behavior of those you lead.
- 4) Effective communication is the most important function of a successful supervisor. Human behavior and performance are influencing factors in 90% of all traffic mishaps.
- 5) As a supervisor you communicate directly and indirectly with your subordinates in many ways. Communication is more than verbal interaction. You also communicate with your facial expressions, body posture, physical presence, actions, and non-actions.
- 6) Interaction with subordinates plays a dramatic role in achieving your goals. The better the communication between you and your airmen, the better your chances for achieving your unit's mission. If you cannot effectively relate to your people, you will not be a successful supervisor.
- 7) When communicating with people, practice active listening skills. Treat people equally with respect. Many factors may influence a person's behavior. These may include past experiences, knowledge, training, fears, expectations, and peer pressure.
- 8) Understand what you are observing. As the supervisor, you must be familiar with your subordinate's work activities and with Air Force policies, to be sure that everyone follows established, safe, and proper traffic safety procedures.

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- 9) It is important to correct any unsafe behavior immediately. Do not wait until later to address the issue. If you see one of your subordinates commit an unsafe driving act, but decide not to address the issue because no injury or serious damage occurred, you send the wrong message to the rest of the unit. You are telling not only the person who committed the unsafe act, but any other subordinates who saw you witness it, that it is acceptable to perform unsafe acts as long as no one is hurt.
- 10) Effective behavior modification requires strong interpersonal communication skills. These include:
- Fair, consistent communication. Plan what you are going to say. Be in control of your emotions. Be consistent in your message. Don't say one thing and mean another.
 - The ability to listen. Give the person your undivided attention. Avoid situations where you can be easily distracted. Listen with your eyes as well as your ears.
 - Correct analysis of the situation. Observe and accurately interpret the information being received.
 - Feedback. Effective communication is a two-way process. Make sure the message has been properly communicated and understood.
- 11) Safety communication goes beyond a training session or classroom. Safety should be communicated throughout the entire time you are with subordinates.
- 12) Follow up communication is also essential to the creation of a positive safety culture. Communicate to your subordinates when unsafe conditions that were observed have been corrected.

5 Outline for Traffic Safety Module

I. Introduction

- A. Course Objectives
- B. Course Introduction: Instructions for Supervisors

II. Lesson Plan

- A. Getting Started
- B. Overview
- C. Lesson One: Safe Driving Expectations
 - 1. Module 1: Your role and responsibilities
 - 2. Module 2: Safe driving expectations
 - 3. Module 3: Contributing causes: Seat belts and alcohol
 - 4. Module 4: Contributing causes: Excessive speed
 - 5. Module 5: Contributing causes: Fatigue and trip planning
 - 6. Module 6: ORM and driving
- D. Lesson Two: Your Role in the Air Force Traffic Safety Program
 - 1. Module 1: Your role and responsibilities
 - 2. Module 2: Officer and enlisted evaluation system
 - 3. Module 3: Introduction to the counseling process
 - 4. Module 4: Corrective actions
- E. Lesson Three: How You Can Promote Safe Driving Habits
 - 1. Module 1: Stress a positive attitude toward driving
 - 2. Module 2: Driving safety requirements
 - 3. Module 3: Driving safety requirements (continued)
 - 4. Module 4: Observing, evaluating, and providing feedback
 - 5. Module 5: Effective behavior modification
 - 6. Module 6: Discussing driving safety with your subordinates
 - 7. Module 7: Discussing driving safety with your subordinates (continued)
 - 8. Module 8: Peer pressure and passengers

6 Training Course Syllabus

I. INTRODUCTION

A) Course Objectives

- 1) This program, *Supervisory Safety Training - Traffic Safety Module*, seeks to convey:
 - Safe driving expectations for Air Force personnel.
 - Your role in the Air Force's traffic safety program.
 - How you can promote safe driving habits among your subordinates.
- 2) As stated in Air Force Policy Directive 91-2—Safety Programs, "The Air Force will have a comprehensive safety program to identify and control hazards and to prevent mishaps". Traffic Safety is an important part of this approach and is a top priority to eliminate the loss of highly skilled airmen—losses that seriously effect combat readiness.
- 3) Developing a positive attitude in your personnel, and shaping their behavior to adopt safe driving habits is an essential part of your job. The success or failure of the traffic safety program is heavily influenced by how well you carry out this task.
- 4) Let's review your role and responsibilities as a supervisor. As part of this duty you must:
 - Ensure that personnel are aware of the rules and responsibility to follow them.
 - Ensure your personnel receive necessary training.
 - Counsel and provide feedback as needed.
 - If necessary, refer individuals to the First Sergeant or Commander when counseling or training fail to achieve the desired results.
- 5) As a supervisor, one of your jobs is to make your subordinates aware of the potential risks they may be exposed to and the steps they can take to eliminate or reduce the risk.

B) Course Introduction: Instructions for Supervisors

- 1) As a person responsible for supervising the activities of others, you play several, critical roles in the combat capability of your unit.
- 2) Leadership, skills training, developing resources are all important for safety. You are a role model for your subordinates. Your unit will emulate your behavior. You are responsible for the individuals you supervise and you are held accountable for their actions.
- 3) While you exercise the greatest control while your subordinates are on duty, your responsibility for them is "twenty-four-seven"—on and off duty, on-base and off-base.
- 4) You are responsible for the personnel the Air Force has placed in your trust. They must know and must be in compliance with established safety standards. Since you cannot be with them "twenty-four seven," you must instill safe practices in your subordinates while on duty, so these practices will be carried to their off-duty activities.
- 5) Accidents and injuries seriously hamper the combat readiness of your unit. Did you know that traffic mishaps are the leading cause of death for Air Force personnel? The loss of a single airman, whether in combat, in a workplace incident, or as a result of a traffic mishap will seriously impact your unit combat readiness.
- 6) As a result, the Air Force Safety Program goes beyond traditional workplace safety requirements for civilian business and includes information that covers traffic safety in a variety of circumstances—on and off the base.
- 7) One key goal of the Air Force Traffic Safety Program is to prevent or reduce the frequency and severity of vehicular mishaps involving Air Force personnel and equipment. As a supervisor, you play a critical role in this mission.

II. LESSON PLAN**A.) Getting Started**

Introduction: Summit Power Disc™ Training from Summit Training Source is an easy to use advanced PowerPoint presentation containing a full video presentation with interactions and quiz. Each program is designed for flexible use by safety instructors, including classroom presentations, stand-alone computer-based training, and networking capabilities. Each presentation can also be customized with site-specific information very easily using PowerPoint 97 and higher.

Minimum**Requirements:****Playback**

A Microsoft Windows compatible computer
Microsoft Windows 95 or higher
Microsoft Windows Media Player version 6.4 or higher
Windows compatible sound card w/speakers
Windows compatible keyboard and mouse
Microsoft PowerPoint 97 and higher, or the PowerPoint Viewer

Customizing

A Microsoft Windows compatible computer
Microsoft Windows 95 and higher
Microsoft Windows Media Player version 6.4 and higher
Windows compatible sound card w/speakers
Windows compatible keyboard and mouse
Microsoft PowerPoint 97 and higher

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The Presentations There are 2 presentation files on this CD:

introductory.ppt

This file is a PowerPoint Presentation file to be used with PowerPoint 97 and above. This file can be played and/or customized.

introductory.pps

This file is a PowerPoint presentation to be used with the PowerPoint Viewer (included on the CD) or PowerPoint 97 and higher. This file can be played, but not customized. This file is for those computers where a full version of PowerPoint is not installed and the PowerPoint Viewer will be used.

How To Use

If you do not already have a full version of PowerPoint or the PowerPoint Viewer installed on your computer, then you can install the Viewer by selecting the PPViewer.exe file on this CD.

Play From the CD

To play the presentation from the CD, simply put the CD into your CD-ROM drive. Select the "Continue" button on the first screen that appears and then the "Play" button on the second screen that appears.

Playing and Customizing From Your Computer

To play the presentation from your computer's hard drive, first place the CD into your CD-ROM drive. Select the "Continue" button on the first screen and then the "Copy" button on the second screen. Follow the directions on the remaining screens.

You will need a full version of PowerPoint installed on your computer to be able to customize this presentation. When customizing, select the file with the ".ppt" extension.

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Presentation Navigation

You can navigate through this presentation a number of different ways. To advance to the next slide you may select the right-arrow key on your keyboard, or use your left mouse button to click anywhere on the screen. Some screens, like the Main Menu and others, have specific areas that can be selected with the mouse to navigate to a specific slide or area in the presentation. When a video is playing, you may left-click on the video to pause it, and again to resume play.

Technical Support:

If you are experiencing any difficulties or have technical questions regarding this presentation, Summit offers free 24/7 technical phone support by calling 1-800-842-0466 Ext.219.

B) Overview

Action: Select 'Overview' from Main Menu, play Overview.

Points covered:

- The Supervisor is:
 - o A role model and is responsible for subordinates
 - o Held accountable for subordinate's actions
 - o Responsible for subordinates "24/7" and must instill safe practices while they are on duty to take with them off duty
- Traffic mishaps are leading cause of death for Air Force personnel
- Air Force Safety Program goes into off-duty activities because loss of an airman seriously affects combat capability
- Air Force goal is to reduce frequency and severity of vehicular mishaps

(NO INTERACTION)

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C) Lesson One: "Safe Driving Expectations"

MODULE 1: Your Role and Responsibilities

Action: Play Module I

NOTE: If you are continuing presentation after Overview has played, the Summit Power Disc™ will automatically advance to the next Lesson. Otherwise, select "Safe Driving Expectations" from the Main Menu.

Points covered:

- AF Policy Directive 91-2 requires safety program to control hazards and prevent mishaps
- Loss of airmen to traffic mishaps affects combat readiness
- Responsibilities of Supervisors linked to traffic safety:
 - o Ensure personnel are aware of the rules and their responsibilities to follow them
 - o Ensure personnel receive necessary training
 - o Develop off-duty education programs suitable for your worker's needs
 - o Counsel and provide feedback when needed
 - o If necessary refer individuals to First Sergeant or Commander when training/counseling do not achieve desired results

INTERACTION 1: Supervisor's Responsibilities

Action: Show slide and restate key point

Supervisors are responsible to educate subordinates on traffic safety issues, be aware of subordinates off-duty activities, and attempt to influence or correct behaviors that could reasonably result in loss due to injury or death.

Additional points to cover (optional):

- Number one killer of Air Force personnel is traffic mishaps
- Nearly four times as many airmen are killed while driving than those killed in any other type of accident
- Air Force lost more airmen to motor vehicle accidents in one year than in five years of aviation accidents

MODULE 2: Safe Driving Expectations

Action: Play Module 2

Points covered:

- Make subordinates aware of the hazards they may be exposed to and the steps they may take to eliminate or reduce the risk.
- Four major contributing causes of vehicular mishaps:
 - o Not wearing seat belts
 - o Alcohol and other drugs
 - o Excessive speed for conditions
 - o Fatigue.
- Supervisors start with these four causes and be sure subordinates are aware of Air Force's safe driving expectations

INTERACTION 2: Major Contributing Causes

What are some other causes of traffic death and injury in addition to the four major causes?

Action: Show slide. Ask participants what are other causes of traffic death and injury in addition to the four major causes: not wearing seat belts, alcohol and other drugs, excessive speed for conditions, and fatigue?

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INTERACTION 2: Major Contributing Causes

Aggressiveness: Poor habits, including poor passing, tailgating, and lane change decisions

Competitive Driving: 'Race track' type behaviors including exhibitionist or 'show off' driving

Complacency: Distractions, violating traffic laws, and passenger silence

Lack of Skill/ Knowledge: Inflated sense of ability to control vehicle in both emergency and non-emergency maneuvers

Action: Show slide to reveal possible answers.

Additional points to cover (optional):

- When promoting traffic safety, ask if any airmen have been involved in an accident. Then, if the airman is willing, ask them to describe the causes of the accident to your unit; lead a discussion on how the accident may have been avoided.
- Many of the listed contributing causes can become habits. Raising awareness of the contributing causes can identify habits your airman should break.
- You can influence your subordinate's behavior by stressing using safe driving techniques, such as seat belt use, every time they drive.

MODULE 3: Contributing causes: Seat belts and Alcohol

Action: Play Module 3

Points covered:

- Airmen must always wear a seat belt, both on and off duty and on and off base, whether or not required by state or host nation laws
- Drivers and passengers are required to wear a seat belt at all times
- Airmen must not use alcohol or other drugs when driving
- Alcohol clouds judgment, reduces reaction time, lowers ability to react to situations, and increases risk-taking behaviors

INTERACTION 3: Seat Belt Use

An active duty airman is on annual leave away from his duty station in a foreign country. He is driving his private motor vehicle and with him is a friend who is not a military dependent or an employee of the DoD. The foreign country has no mandatory seat belt law. Who is required to wear seat belts?

- a. The military driver only
- b. The military driver and his friend
- c. Neither the driver nor the passenger
- d. Both the driver and passenger, but only when traveling on a DoD installation

Action: Show first slide. Ask participants for opinions on correct answer to question.

Action: Reveal correct answer. Only the military driver is required by DoD and AF instructions to wear a seat belt. Answer D is close because anyone in a moving vehicle on a DoD installation is required to wear installed seat belts regardless of their affiliation with the DoD. Military members are required to wear their seat belts whether on- or off-base and whether on- or off-duty. If riding in a DoD vehicle on- or off-base all occupants will wear installed seat belts. Everyone should know how to apply these rules in stateside and overseas locations. NOTE: Instructor should clarify any unique seat belt rules for local area.

INTERACTION 3: Seat Belt Use (continued)**Additional points to cover (optional):**

- Safe behavior goes far beyond merely complying with traffic safety rules, it also deals with the airman's attitude toward safety. They must comply with safety rules 100% of the time.
- Traffic safety must be seen as an important part of their service with the Air Force.
- Safe behavior means making traffic safety a habit and using safe driving skills under all circumstances, on base and off, on duty and off.

MODULE 4: Contributing causes: Excessive speed

Action: Play Module 4

Points covered:

- Airmen must be aware that excessive speed for conditions reduces the amount of time available to avoid a crash, increases the likelihood of a crash, and increases the severity of a crash
- Airmen must know and obey posted speed limits and adjust speed to road conditions (weather, construction, traffic congestion)
- In poor weather doubling or tripling the distance is often necessary

INTERACTION 4: Excessive speed

Describe ways that you, as a supervisor, can encourage your subordinates to drive safely.

Action: Show slide, solicit answers from participants on how they, as supervisors, can encourage subordinates to drive safely.

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INTERACTION 4: Excessive speed

- Stress the importance of arriving safely, rather than early
- Carefully and clearly outline the hazards of speeding
- If possible, share personal experiences with subordinates

Action: Show slide to reveal possible answers.

Additional points to cover (optional):

- As a supervisor, you are a role model; when you drive use safe driving techniques such as not using excessive speed for conditions.
- To promote a safe driving culture, turn competition into a positive force — have subordinates compete for the safest driving record.
- Speak from the heart about safety as an issue. A lack of sincerity will be noticed.

MODULE 5: Contributing Causes: Fatigue and trip planning

Action: Play Module 5

Points covered:

- Subordinates should be aware of their physical condition before driving; don't drive fatigued or under the influence of alcohol or drugs
- Driving while fatigued accounts for 20% of accidents
- Airmen may attempt to squeeze 5 days of vacation into 3
- Supervisors should question subordinates about trip plans

INTERACTION 5: Contributing causes: Fatigue and trip planning

Describe some key subjects to cover during trip planning.

Action: Show slide, solicit answers from participants on key subjects to cover during trip planning.

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INTERACTION 5: Contributing causes: Fatigue and trip planning

Vehicle:

-Serviceability and carried items such as spare tire, tools, and winter kit

Weather:

-Assessment of anticipated weather and potential delays

Financial:

-Ability to pay for fuel, emergency repairs, and travel expenses

Fatigue Prevention:

-Departure allows daylight travel time and stops for rest at night

Reporting Date

-Allow slack time in plans so you are not rushing back to report for duty

Not on Leave

-Long distance travel over a weekend requires very sound risk decisions

Action: Show slide to reveal possible answers.

Additional points to cover (optional):

- Airmen should use a reliable source of weather information
- Airmen should plan rest breaks during long trips, such as meals.
- Airmen should inspect important running gear before beginning a long trip: tires, head and tail lights, wiper blades

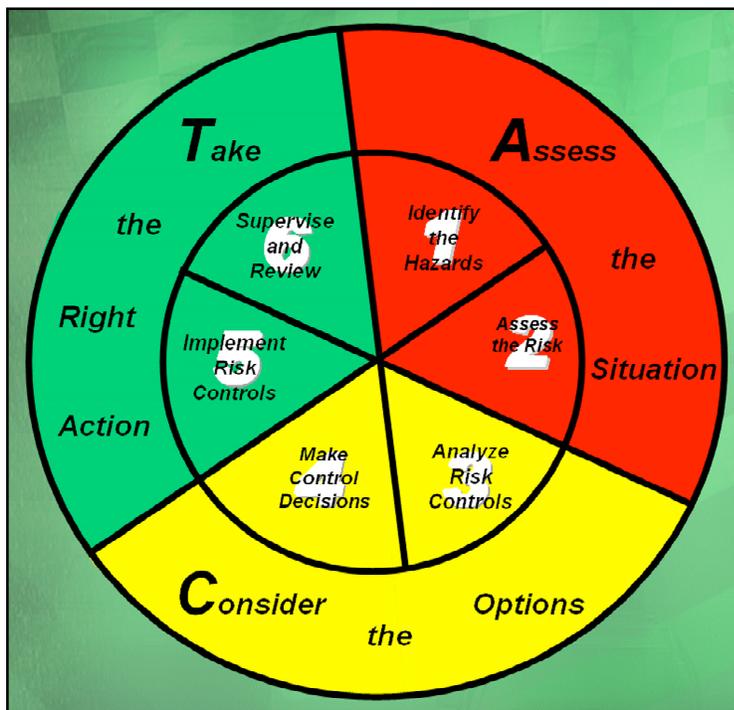
MODULE 6: ORM and driving

Action: Play Module 6

Points covered:

- Promote use of ORM
- Air Force abbreviated version of ORM is ACT
- ACT is ideally suited for motor vehicle operation
- Key element is to make the right decision when driving
- Motor vehicle accidents are number one killer of Air Force personnel

INTERACTION 6: ORM and ACT



Action: Show slide, review basic points of ORM and ACT.

Six steps of ORM:

1. Identify the Hazards
2. Assess the Risk
3. Analyze Risk Control Measures
4. Make Control Decisions
5. Implement Risk Controls
6. Supervise and Review

Three Step ACT form of ORM:

1. Assess the Situation
2. Consider the Options
3. Take the Right Action

Additional points to cover (optional):

- ACT merges the six steps of ORM into three broader steps that can be performed in time-critical tasks or in personal activities where risk management is accomplished mentally or verbally and action taken in minutes or seconds
- Key principles of ORM:
 1. Accept no unnecessary risk
 2. Make risk decisions at the appropriate level
 3. Accept risk decision at the appropriate level
 4. Integrate ORM into every level of planning and operations

INTERACTION 6: Using the ACT process when planning trip

The Use of **ACT** Process When Planning a Trip

Action: Show first slide, "Use the ACT process before leaving for a long trip." Begin discussion by relating a scenario in which the Airman must make a decision about when to leave on a long trip. Solicit ideas or experiences from participants on how to convey traffic related issues to airmen and typical responses from them.

Assess the Situation

Action: Show next slide: A - Assess the situation.

Possible responses:

Increased risk of crash when beginning trip with little rest

*Increased risk of crash when travel is poorly planned –
underestimated travel time, or no planned rest or break stops*

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INTERACTION 6: Using the ACT process when planning trip (continued)

Consider the Options

Action: Show next slide: C: Consider the options

Possible responses:

Consider postponing beginning trip until after rest

Consider not taking trip if time is too short to make trip without speeding or driving without breaks

Take Appropriate Action

Action: Show next slide: T: Take appropriate action

Possible responses:

Will get adequate rest before long drive

Will plan trip to take into account speed limits

Will plan trip to include scheduled rest and break stops

Will postpone trip until a longer leave is granted

C) Lesson Two: “Your Role in the Air Force Traffic Safety Program”

MODULE 1: Your Role and Responsibilities

Action: Play Module 1

Points covered:

- Primary role is to ensure subordinates are aware of expectation that they drive safely on and off base and to reinforce these expectations
- Department of Defense Instructions 6055.4 requires each airman under age 26 to receive traffic safety training
- As a supervisor you ensure that personnel use appropriate traffic safety information and employ safe driving techniques
- It is essential that you reinforce this by word and deed

INTERACTION 1: Your responsibility as a supervisor

- Ensure personnel are aware of the rules and their responsibility to follow them
- Ensure personnel receive necessary training
- Develop off-duty education programs suitable for your worker's needs
- Counsel and provide feedback when needed
- If necessary refer individuals to First Sergeant or Commander when training/counseling do not achieve desired results

Action: Show slide, review responsibilities of supervisor for traffic safety as listed on slide.

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Additional points to cover (optional):

- An important task as a supervisor is to make your subordinates aware that safe driving is part of their service to the USAF and our country.
- Another important task is to provide feedback and learn the driving habits of your airmen, including routes, frequent trips, and common hazards encountered.
- Utilize the resources of your on-base Safety Office in providing off-duty education programs for your subordinates.

MODULE 2: Officer and enlisted evaluation system

Action: Play Module 2

Points covered:

- Supervisor's role is to observe, evaluate, provide timely feedback, and record performance
- Traffic safety must be considered under the evaluation system - total person concept
- Supervisor provides standards of performance including traffic safety on and off-duty
- Airman's compliance with these requirements is recorded on the performance report, a means of formally communicating on and off-duty safety behaviors

INTERACTION 2: Your role in officer and enlisted evaluation system

Under the officer and enlisted evaluation systems it is your role to observe, evaluate, provide timely feedback, and record your subordinate's performance.

Action: Show slide, ask participants for opinions on how to correctly complete the statement.

Action: Reveal correct answer.

Additional points to cover (optional):

- Supervisors should continually maintain impartiality in evaluations
- Do not 'play favorites' or allow behavior from one airman that would not be tolerated in another
- You are also a member of a peer group, monitor the driving behavior of your fellow supervisors

MODULE 3: Introduction to the counseling process

Action: Play Module 3

Points covered:

- Hierarchy of counseling starts with least severe to get desired result and moving up with continued or habitual substandard performance
- Preferred Hierarchy:
 - o 1. Verbal counseling
 - o 2. Documenting counseling
 - 2a administrative letter
 - 2b administrative letter of admonishment
 - 2c administrative letter of reprimand
 - o 3. Referral to First Sergeant or Commander

INTERACTION 3: The first step in the counseling process

For continued non-compliance or habitual substandard performance, _____ is the first step in the intervention hierarchy.

- a. verbal counseling
- b. a referral to the First Sergeant
- c. documented counseling

Action: Show slide, ask participants for opinions on correct answer.

Action: Reveal correct answer.

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Additional points to cover (optional):

- Successful communication and counseling skills depends on your ability to effectively communicate with your subordinates
- Try to remain open and approachable so that airmen will feel they can come to you to discuss issues, both their own and others in the unit
- Each step of the counseling process can be a learning moment and not merely an administrative function
- The goal of the Traffic Safety Program is to maintain combat readiness by minimizing injuries and death caused by traffic mishaps

MODULE 4: Corrective actions

Action: Play Module 4

Points covered:

- Another option is to have ‘at risk’ operators and repeat offenders complete the Drivers’ Improvement Course (Course V)
- Goal is to improve driver habits and knowledge
- Commander directed attendance to Course V
- Follow-up is essential:
 - o Ensure completion of Course V
 - o Monitor driving habits
 - o Base driving suspension an option for serious violations
- Personnel must be aware of consequences, short term financial/civil/UCMJ
- Long term effects may impact their Air Force career

INTERACTION 4: Goal of Course V

The goal of the USAF Drivers’ Improvement Course is to improve driving habits and knowledge of personnel identified as at-risk drivers.

Action: Show slide, restate key point listed on slide.

Additional points to cover (optional):

- Your subordinates must be aware that traffic safety is important to the Air Force, compliance with traffic safety requirements is expected
- Consequences of not complying with requirements can result in fines, jail time, or UCMJ action
- Subordinates must be aware that a poor driving record can adversely affect their Air Force career
- Subordinate should be aware that non-compliance can affect a line-of-duty determination

C) Lesson Three: “How You Can Promote Safe Driving Habits”**MODULE 1: Stress a positive attitude toward driving**

Action: Play Module 1

Points covered:

- Traffic safety program emphasizes ORM and positive attitude toward driving
- Primary role of supervisor to ensure subordinates are aware of Air Force expectations
- Subordinates will follow your lead
- Lead by example by following rules

INTERACTION 1: How to promote traffic safety

What means can be used to promote traffic safety to your subordinates?

Action: Show slide, ask for ideas on what means supervisor's can use to 'sell' or promote traffic safety to their subordinates.

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INTERACTION 1: How to promote traffic safety

- Stand-up, roll-call, staff meetings, shop meetings
- Pre-holiday leave, long weekend departure briefings (checklist recommended)
- Subordinate research/ presentations on selected topics
- Seat belt checks and on-duty check rides
- Traffic safety videos, posters, and E-mailings
- Support of existing programs such as M.A.D.D., designated driver, or other DWI prevention programs.
- Lead by example. Use safe driving techniques every time you get behind the wheel.

Action: Show slide to reveal possible answers.

Additional points to cover (optional):

- Since you are in 'one to one contact' with your subordinates, your interaction with them plays a large part in promoting traffic safety
- Local traffic safety programs may be available that are of value to your subordinates, the Safety Office can provide this information
- Plan to emphasize traffic safety during certain times of the year; for example, before Christmas and New Years' holidays

MODULE 2: Driving safety requirements

Action: Play Module 2

Points covered:

- Supervisor ensures compliance to driving safety requirements:
 - o Seat belts
 - o Alcohol and drugs
 - o Speed limits, adjust speed to conditions
 - o Be aware of your physical condition when you drive, don't drive when fatigued
 - o Know and follow rules and restrictions for the use of cell phone or GPS units
 - o Be familiar with Air Force and local policies governing bicycles and pedestrians

INTERACTION 2: Your responsibility for traffic safety requirements

As a supervisor, you have the responsibility to observe, reinforce, and correct your subordinates' compliance to standards, including Air Force traffic safety rules.

Action: Show slide, ask participants for their opinions on correct answers to 'fill in the blanks'.

Action: Reveal correct answers.

Additional points to cover (optional):

- Effective behavior modification depends on positive or negative reinforcement as soon as possible after the event, be sure to take action as soon as you become aware of a driving situation
- Peer pressure can be used to reinforce compliance with traffic safety through observation, constructive feedback and reporting of unsafe driving behavior

MODULE 3: Driving safety requirements

Action: Play Module 3

Points covered:

- If subordinate owns and operates a motorcycle, must complete a motorcycle safety course
- Airman and passengers must wear specific personal protective equipment detailed in AFI 91-207 when operating a motorcycle
- Personnel must know and comply with rules regarding headphone use
- Local conditions briefing is conducted by installation Safety Office to outline local hazards or conditions
- If individual drives off-base while on duty, local potential driving hazards must be detailed as part of job safety training

INTERACTION 3: Local conditions training

The local conditions safety briefing...

- a. occurs during in-processing.
- b. outlines local safety hazards and issues.
- c. is a part of job safety training.
- d. is conducted by the installation safety training office.
- e. all of the above
- f. only a, b, and d

Action: Show slide and ask participants for opinions on correct answer to question.

Action: Reveal correct answers.

Additional points to cover (optional):

- Other reliable sources available for ongoing local condition information include local police or driving organizations, such as American Automobile Association
- Air Force personnel are required to wear specific personal protective equipment when operating a motorcycle, no matter what local or state laws may be.

MODULE 4: Observing, evaluating, and providing feedback

Action: Play Module 4

Points covered:

- Techniques you use to observe, evaluate and provide feedback on driving skills will have a significant impact on success of traffic safety program
- Collect information by direct observation in vehicle, by observing when arriving and leaving area, and by traffic ticket reports
- Consider reports of poor or risky driving behavior from your personnel; if validated, take immediate action to confront this behavior
- Be familiar with safe driving skills
- Correct unsafe behavior in a timely manner

INTERACTION 4: Provide feedback immediately

Try to correct unsafe behavior in a timely manner, immediately if possible.

Action: Show slide, begin discussion by restating key point: Try to correct unsafe behavior in a timely manner, immediately if possible.

Ask participants:

Why must you do this?

What are the benefits to immediate feedback?

Answers should include:

- The incidents commented on are fresh in the mind of the driver.
- The incidents commented on are fresh in the mind of the observer.
- Immediate responses reinforce the importance of the infraction.

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Additional points to cover (optional):

- When feedback and the unsafe behavior are widely separated, the effectiveness of the feedback is greatly diminished
- Keep the focus on the subordinate's behavior, not their personality, when giving feedback
- If the subordinate reacts with hostility or defensiveness, you may need to provide a 'cooling off' period before continuing feedback
- Do not wait to address unsafe behavior
- If you decide not to address the issue because no injury or serious damage occurred, you send the wrong message to your unit
- By not addressing the unsafe act you are saying, "It's okay to perform unsafe acts, as long as no one is hurt."

MODULE 5: Effective behavior modification

Action: Play Module 5

Points covered:

- Effective behavior modification requires strong interpersonal skill, including: fair and consistent communication, ability to listen, correct analysis of the situation, feedback
- Be sure the airmen know what is expected of them
- Use positive reinforcement
- You may have individuals assigned who take risks, use poor judgment or are inexperienced drivers
- Communicate Air Force expectation for safe driving and intervene when behavior is sub-standard

INTERACTION 5: Effective behavior modification

One of the most effective forms of behavior modification, yet simple to perform, is positive reinforcement.



true

false

Action: Show slide, ask participants for correct answer.

Action: Reveal correct answer.

Additional points to cover (optional):

- Provide feedback in a one-on-one session, not in front of a group
- You are the most familiar with your subordinates, be aware of those individuals who may be likely to use unsafe behaviors when driving

MODULE 6: Discussing driving safety with your subordinates

Action: Play Module 6

Points covered:

- Follow these steps to effectively discuss driving behavior with subordinates:
 - o Meet privately, keep the meeting's content confidential
 - o Have your documentation ready for review
 - o Focus on driving performance, their conduct and safety issues

INTERACTION 6: Discussing driving safely

What are the first three guidelines you should follow when discussing driving safely with one of your subordinates?

1. Meet privately
2. Have your documentation ready for review by the airman
3. Focus on driving performance

Action: Show slide, ask participants for correct answer.

Action: Reveal correct answer.

Additional points to cover (optional):

- Maintain confidentiality when providing feedback, do not discuss one subordinate's behavior with another
- Focus on the subordinate's performance and how it affects your unit's effectiveness
- Sub-standard driving is a safety issue, not a personality defect

MODULE 7: Discussing driving safety with your subordinates, continued

Action: Play Module 7

Points covered:

- Express responsibilities, state and document performance
 - o What is being done right
 - o Behavior not meeting expectations
- In writing define your expectations (feedback form) with time frame allowed,
- Best way to handle defensive or hostile personnel - be firm and honest
- End meeting with focus on positive improvement (rewards or consequences).
- Try to get a commitment from the airman

INTERACTION 7: Discussing driving safely

1. Meet privately
2. Have your documentation ready for review by the airman
3. Focus on driving performance
4. Express your responsibility
5. State and document current traffic safety performance
6. Define your expectations
7. Focus on positive improvements
8. Try to get a commitment

Action: Show slide, review steps listed for effective discussion of driving safety

Additional points to cover (optional):

- Use the feedback form as a method to keep the meeting focused, emphasize Air Force expectations and the subordinate's performance as measured against these expectations
- Keep the meeting's focus on the subordinate's behavior, not on possible reasons for the behavior or excuses they may have for their behavior

MODULE 8: Peer pressure and passengers

Action: Play Module 8

Points covered:

- As attitudes change in the unit, exert positive peer pressure
- One person's risky behavior affects entire unit
- Passengers can also influence driving habits: speak up, passenger's life may be on the line
- It is your responsibility to:
 - Ensure personnel are aware of Air Force's expectations for safe driving
 - Counsel and provide feedback
 - Keep First Sergeant or Commander informed as needed

INTERACTION 8: Peer pressure

Since one person's risky behavior affects the entire unit, peer pressure to act safely will be a positive influence.

Action: Show slide, restate key point: Since one person's risky behavior affects the entire unit, peer pressure to act safely will be a positive influence. Begin discussion by asking the questions: What methods can you use to increase peer pressure in your unit to drive safely?

Answers should include:

- Create a healthy sense of competition in which the best drivers are respected
- Encourage airmen to talk freely to one another, including providing constructive critical feedback
- Reinforce that the airmen have responsibility for each other's safety

Additional points to cover (optional):

- Emphasize to your group the cost of failing to take action on poor driving habits, someone could be killed or injured
- Be clear when expressing Air Force, and your, expectations for traffic safety

MODULE 9: Driving safely maintains combat capability

Action: Play Module 9

Points covered:

- Driving safely maintains combat capability.
- You are responsible for productivity and safety and health of subordinates.
- A nation and its' families depend on it.

(NO INTERACTION)

Quiz

1. The most valuable asset of the United States Air Force is its reputation.
 - A. True
 - B. False**

2. The purpose of applying ORM to driver safety is to:
 - A. Help Airmen better understand the principles of ORM.
 - B. Help Airmen better recognize risks and make safe choices while driving.**
 - C. Have all Airmen comply with the USAF Driver Safety Policies.
 - D. Fulfill the requirements of the Secretary of Defense.

3. As a supervisor, your most important concern is being a(n) _____.
 - A. Positive role model for your subordinates**
 - B. Efficient follower of USAF procedures
 - C. Friend to all your subordinates

4. Effective behavior modification requires strong interpersonal communication skills. These include:
 - A. Fair, consistent communication
 - B. The ability to listen
 - C. Correct analysis of the situation
 - D. Proving feedback
 - E. All of the above**

5. A good and effective listener uses more than his or her ears, he/she reads body language as well.
 - A. True**
 - B. False

6. One of the most effective forms of behavior modification is _____.
 - A. Clear and professional discipline
 - B. Ridicule in front of peers
 - C. Clearly stating consequences for infractions
 - D. Positive reinforcement**

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7. When correcting inappropriate actions or behaviors, your first recourse should be:
- A. A referral to the First Sergeant
 - B. A letter of admonishment
 - C. Verbal counseling**
 - D. Restriction of privileges
8. One tool at your disposal when referring personnel to the commander for action is the _____.
- A. USAF Drivers' Improvement Course**
 - B. Restriction of base privileges
 - C. Suspension of the airman's driver's license
 - D. None of the above
9. The installation Safety Office conducts a local conditions safety briefing during in-processing. This briefing outlines all of the following except:
- A. Local safety issues
 - B. Local driving conditions
 - C. Local police actions**
 - D. Local weather conditions
 - E. Local health hazards
10. The most effective way to correct improper behavior is through the use of _____.
- A. Punishment
 - B. Effective Communication**
 - C. Repetition
 - D. Peer Pressure
 - E. None of the Above

General Safety Terms

Accident Investigation

Investigation conducted under procedures prescribed by the Judge Advocate General of the Air Force. These investigations are used to obtain and preserve all available evidence for use in litigation, claims, disciplinary action, or adverse administrative actions. Conducted independently from the safety mishap investigations.

Civilian Personnel

Personnel who are in on-duty status and are Senior Executive Service, General Schedule, and Wage Grade employees; non-appropriated fund employees (excluding part-time military); Youth Opportunity and Student Assistance Program employees; and civilian foreign nationals employed by the US Air Force.

Disabling Injury

Injury that results in death, permanent total, permanent partial, or lost workday case injuries.

Explosive Mishap

Mishap involving explosives, explosive devices, or chemical agents.

Flight Mishap

Mishap involving Air Force aircraft when intent for flight is established.

Government Motor Vehicle Mishap

Mishap involving operation of Air Force motor vehicles, General Services Administration vehicles, or leased vehicles operated by Air Force personnel.

Ground Mishap

Non-nuclear mishap that occurs on ground or water, on or off an Air Force installation, involving Air Force personnel, Air Force contractor operations, or Air Force property.

Hazard

Condition, procedure, or practice that creates a potential for producing death, injury, illness, or equipment and property damage.

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Limited Use Safety Mishap Report

A close-hold, internal communication of the Air Force with the sole purpose of mishap prevention.

Military Personnel

All Air Force officers and airmen on active duty; Air National Guard and Air Force Reserve personnel on active duty or in drill status; US Air Force Academy cadets when engaged in directed training activities; members of other US Military personnel assigned to the US Air Force. Air Force officers and airmen serving on extended active duty with another Department of Defense component are excluded from this definition.

Mishap

An unplanned event, or series of events, which results in damage to Air Force property; injury to Air Force personnel; injury to on duty civilian personnel; occupational illness to Air Force military or civilian personnel; or damage to property, injury, or illness to non-Department of Defense personnel caused by Air Force operations.

Missile Mishap

Mishap involving missiles or missile support equipment.

Private Motor Vehicle Mishap

A traffic mishap, regardless of the identity of the operator, that does not involve a Government motor vehicle, but results in a fatality or lost time case injury (involving days-away from work) to military personnel on or off duty or to on duty civilian personnel, or reportable damage to Air Force property.

Privileged Information

Information that is exempt by law from disclosure outside the Air Force safety community and includes findings, conclusions, causes, recommendations, and the deliberative process of the safety board. This category of information also includes statements given to the safety board pursuant to a promise of confidentiality and recorded internal aircraft communications.

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Reportable Mishap

An unplanned event or accidental occurrence or series of events, that results in damage to Air Force property in excess of \$2,000; disabling injury to Air Force personnel on or off duty; disabling injury to on duty civilian personnel; occupational illness to Air Force military or civilian personnel; or damage to public and private property or injury and illness to non-Department of Defense personnel caused by Air Force operations. Damage or injury must fall within the reportable limits specified in DoD Instruction 6055.7. The total dollar cost of damage or the degree of injury or occupational illness classifies mishaps.

Class A. Total cost of property damage is \$1,000,000 or more; an injury or occupational illness which results in a fatality or permanent total disability.

Class B. Total cost of property damage is \$200,000 or more, but less than \$1,000,000; an injury or occupational illness which results in permanent partial disability; or when five or more personnel are inpatient hospitalized.

Safety Mishap Investigation

Investigation of an Air Force mishap for the SOLE purpose of mishap prevention.

Space Mishap

Mishap involving space systems or their unique support equipment and systems.

System Safety

The application of engineering and management principles, criteria, and techniques throughout all phases of the system life cycle to optimize safety within the constraints of operational effectiveness, time, and cost.

Driver Safety Terms

All-Terrain Vehicle (ATV)

Any motorized off-highway vehicle designed to travel on four low-pressure tires, having a seat designed to be straddled by the operator and handlebars for steering control, and intended for use by a single operator and not a passenger.

Fleet Golf Car

A golf car used solely to carry one or more people and golf equipment to play golf.

Government Motor Vehicle (GMV)

A motor vehicle that is owned, leased, or rented by a DoD component (not individuals) primarily designed for over-the-road operations, and whose general purpose is the transportation of cargo or personnel. Examples of GMVs are passenger cars, station wagons, vans, ambulances, buses, motorcycles, trucks, and tractor-trailers. Vehicles on receipt to, and operated by, non-DoD persons or agencies and activities such as the US Postal Service or the American Red Cross are not GMVs.

Government Vehicle Other (GVO)

Vehicles designed primarily for off-the-highway operation such as tracked vehicles, forklifts, road graders, agricultural-type wheeled tractors, and aircraft tugs. Also, includes special purpose vehicles (as defined in Transportation series instructions "C", "D/M", and "E", and "L" series).

Impaired Driving

The operation of a motor vehicle under any impairment or intoxication caused by drugs or alcohol in violation of Article 111 of the Uniform Code of Military Justice. See part IV, paragraph 35 of the Manual for Courts-Martial, or a similar law of the jurisdiction in which the vehicle is being operated.

Low-Speed Vehicle

Any 4 wheeled vehicle whose top speed is greater than 20 miles per hour, but not greater than 25 miles per hour. This group includes neighborhood electric vehicles, and speed modified golf cars, whose top speed is greater than 20 miles per hour, but not greater than 25 miles per hour.

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Motorcycle

A motorcycle is defined as any government or privately owned motorcycle (street, off-road, and dual purpose versions) having a seat or saddle for the use of its operator and designed to travel on not more than three wheels in contact with the ground, e.g., motorcycle, motor-driven cycle, moped, motor scooter, motorized or motor-assisted bicycle with or without pedals.

Motor Vehicle

Any transportation device with a motor powered by fossil fuels or other external sources of energy such as solar power.

Private Motor Vehicle (PVM)

A vehicle leased, rented, or controlled by individuals in their personal capacities. A trailer towed by a PVM is considered part of the vehicle, even if it detachable from the vehicle. Snowmobiles, dune buggies, or other vehicles specifically designed for recreational, off-highway use and street legal four wheel drive vehicles operated in an off-highway environment for recreational purposes are not considered as PMVs under this definition.

Neighborhood Electric Vehicle

Any 4-wheeled electric vehicle whose top speed is not greater than 25 miles per hour. Some of these vehicles look more like a passenger car than a conventional golf cart.

Pedestrians

Any one moving on foot, such as walkers or joggers.

Personal Golf Car

A golf car used to carry one or more people and may carry golf equipment to play golf.

Roads

That part of a traffic way that includes both the roadway and any shoulder alongside the roadway.

Speed-Modified Golf Car

A conventional golf cart that was modified after its original manufacture so as to increase its speed. Speed modified golf carts have a top speed of 20 to 25 miles per hour. Modification may be accompanied by the addition of safety equipment required for the on-road use of the golf car.

Abbreviations and Acronyms

AAA	American Automobile Association
AFSC	Air Force Safety Center
ANSI	American National Standards Institute
ATV	All Terrain Vehicle
BRC	Basic Rider Course
CBT	Computer Based Training Course
CPF	Civilian Personnel Flight
DAF	Department of the Air Force
DIP	Driver Improvement Program
DoD	Department of Defense
DoT	Department of Transportation
DRU	Direct Reporting Unit
ERC	Experienced Rider Course
EVOC	Emergency Vehicle Operations Course
FOA	Field Operating Agency
FOD	Foreign Object Damage
GSM	Ground Safety Manager
HSPG	Highway Safety Program Guidelines
MAJCOM	Major Command
MILMO	Military Motorcycle Operator Training Program
MILPDS	Military Personnel Data System
MPH	Miles Per Hour
MPF	Military Personnel Flight
MSF	Motorcycle Safety Foundation
NAF	Non-Appropriated Funds
OHM	Off Highway Motorcycle
ORM	Operational Risk Management
PPE	Personal Protective Equipment
SVIA	Specialty Vehicle Institute of America
SOFA	Status of Forces Agreement
TDY	Temporary Duty



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