



A COMPARISON OF MOTORCYCLE INSTRUCTOR CANDIDATE SELECTION PRACTICES IN THE UNITED STATES

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OVERVIEW

Problem and Purpose

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PROBLEM AND PURPOSE



A thoughtful selection of instructor candidates who demonstrate good job and organizational fit to support the quality delivery of well researched and effective curricula



Without a thorough exploration of candidate selection processes, instructor improvement will be difficult



Identifying issues with candidate job and organizational fit can improve instructor selection and improve rider education programs



THEORETICAL FOUNDATION



Piaget (1971)
Constructivism

Experiential
Hands on Approach
Active Learning



Bandura (1986, 1997, 2001)
Social Cognitive Theory

Triatic Reciprocity – Fit

- Behavior
- Environment
- Cognition

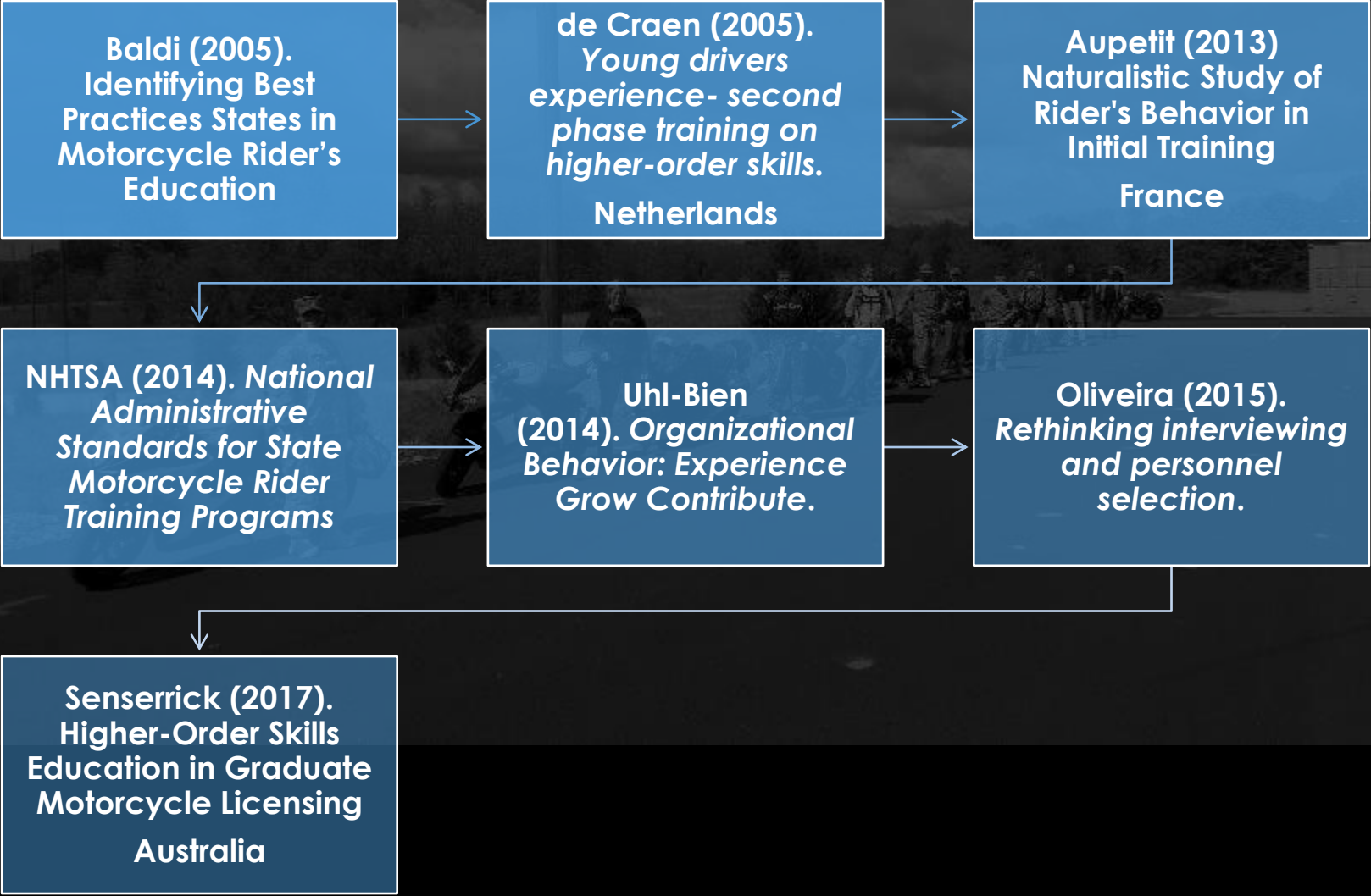


Knowles (1989) Andragogy

Adult Accelerated Learning
Facilitation
Emotional Intelligence



KEY LITERATURE





DEFINITIONS

Emotional Intelligence – The ability to understand and manage oneself and one's relationships with others (Goleman, 2005).

Human Factors - Covers the science of understanding the properties of human capability, the application of this understanding to design, development, and deployment of systems and services.

Instructor Job Fit – the extent to which an instructor individual skill's, interests, and personal characteristics match well with the requirements of the job (Uhl-Bien et al, 2014).

Instructor Organizational Fit – the extent to which an individual's values, interests, and behaviors are consistent with the culture of the organization (Uhl-Bien et al, 2014).



UNITED STATES NHTSA RECOMMENDATIONS

Qualifications

3.2.1 Instructor: The State program shall establish qualification criteria for instructors. Qualifications for instructors include, but are not limited to:

- Possess a valid driver's license with a valid motorcycle endorsement or license.
- Have an acceptable driving record.
- Meet criminal background check requirements.
- Meet health and physical requirements.
- Meet academic education requirements.
- Meet minimum age requirement.
- Currently ride a motorcycle.
- Successfully complete an instructor preparation and certification program.

NHTSA (2014). National Administrative Standards for State Motorcycle Rider Training Programs



RESEARCH QUESTIONS

How do motorcycle education program administrators and instructor trainers describe the-

RQ1: - criteria and vetting processes used to identify potential candidates?

RQ2: - quality characteristics and attributes of candidates?

RQ3: - measure of candidates at the completion of the selection process?



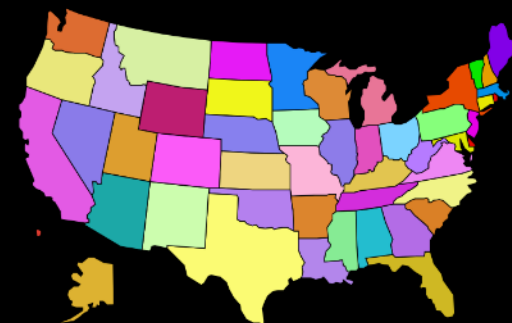
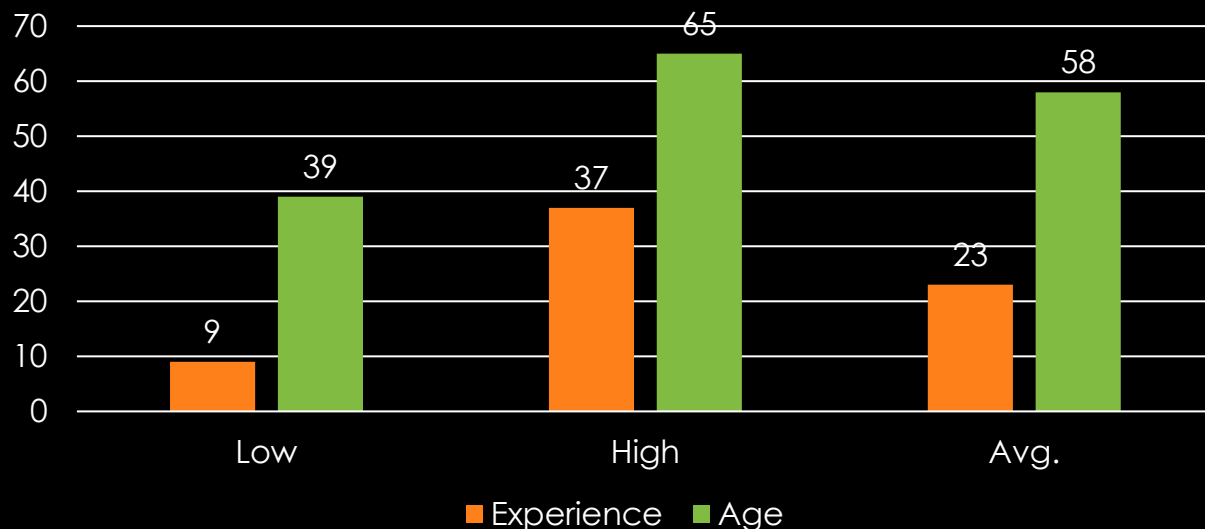
EXPLORATIVE METHODOLOGY

- Explore the population through qualitative interviews.
- Use participant experiences to develop themes from:
 - (PM) = Program Managers (state/military/industry)
 - (IT) = Instructor Trainers
- 30-minute semi-structured interviews
- Compare sample responses for themes
- Analyze themes to provide recommendations



DEMOGRAPHICS

Age & Experience



- **Program Managers – 20% met selection criteria**
 - 60 possible, 20 eligible, 5 participated
- **Instructor Trainers – difficult to determine who met Criteria**
 - 184 contacted, 30 responded, 8 Participated
- **2 different distinct curriculums were represented**
- **3 major industry manufacturers represented**



RQ1: describe the criteria and vetting processes used to identify potential instructors?

FINDINGS RQ 1-1 SELECTION

TWO EXTREMES

“(PM01). Myself, [with] the support of my administrative team, we first vet the application to make sure the candidate at a minimum, passes the requirements set forth in the state program rules.”

“(IT01). The state has no requirements at all... [industry company] actually has no requirements other than they recommend [instructor] candidates are interviewed...

I’ve gradually learned what things I need to look for. In things actually ... to listen for.”



RQ1: describe the criteria and vetting processes used to identify potential instructors?

“(PM04). I wouldn’t call it really a formal interview process. it’s very rare that anybody does not qualify for the basic things, so we’ve never, I’ve never really done any one-on-one [interviews]. ...there’s nothing else that we can do to eliminate a candidate.”

FINDINGS RQ 1-2 INTERVIEWS

TWO EXTREMES

“(PM05). I contact every one of those folks... I interview them. We spend quite a bit of time on the phone...once referred to the site and the site decides to sponsor that instructor candidate...I’ll have a second interview with them.”



RQ1: describe the criteria and vetting processes used to identify potential instructors?

FINDINGS RQ 1-3 INTERVIEWS

Different than PMs

“(IT02). It’s almost a warm body theory out there to get them in the front door, and then you try to weed out who may not be the best candidate.”

“(IT04). We joke about if you can fog a mirror, you can do that [be a candidate]”

“(IT08). I get the honest impression that 99 percent of it was... a good ole boy type of thing. ...the only real interviews that you got was what we did during the [instructor preparation course].”



RQ1: describe the criteria and vetting processes used to identify potential instructors?

FINDINGS RQ 1-4 AUDITING

“(PM02) ...[candidates] do their audit assignment out in the field, the instructors that they audit also evaluate the [candidate]. ...after the audit is complete when we have evaluation forms, and they’re on assignment, then the training manager determines whether or not they’re going to interview the candidate.”

Agreement
PM and IT

“(IT03). Prior to them actually getting to [the] training they are encouraged to actually get out and interact with some of our team in a class environment. So, that tends to give us some insight”



RQ2: - quality characteristics and attributes of candidates?

FINDINGS RQ 2-1 CHARACTERISTICS

“(PM02). The qualities that we look for, having the soft skills, people skills, to interact with students and represent the program in a positive light.

...things like integrity, honesty, and just being able to generally interact well with others...”

Agreement
PM and IT

“(PM05). I want a role model ... I want someone who has impeccable character, patience, and who can be a mentor to our students”



RQ2: - quality characteristics and attributes of candidates?

FINDINGS RQ 2-2 CHARACTERISTICS

Agreement
PM and IT

“(IT02) gauging their experience as far as teaching, mentoring, coaching, identifying the self-motivation, seeing where all that sits. ...see if you can get emotional intelligence out of it...”

“(PM03) Do they have a positive attitude toward the whole thing? Their attitude and motivation [are] a big part, you know their willingness to come out and learn.”

“(IT01). I listen for enthusiasm, I listen for curiosity, I listen for willingness to learn. ...how readily they will reconsider a position based on something they've seen or something they've been told. ...I look for flexibility.”



RQ3: - measure of candidates at the completion of the selection process?

FINDINGS RQ 3-1 MEASURE

“(PM01) Selection is hard...It’s choosing the right people. There is a qualitative factor. ...the team perspective and if the group believes that this candidate is strong...we follow the group mentality.”

“(IT05) So that’s what I am talking about fit, somebody that’s totally up-front and honest with you right off the get-go and they are who they say they are. Motivation and desire...to do that type of work ... to be that help agent, to help somebody reach their goals.”

**Agreement
PM and IT**

“(IT03). [I want] an emotional commitment, to both the training program, riding, riding safety in general, and to the team. [before sending to prep]”



DISCUSSION

- Most programs used NHTSA's (2014) recommendations and curricular preps for a minimal vetting process.
- Some study participants questioned the usefulness of interviews, but most suggested **multiple interviews** from team members may be helpful.
- Vetting candidates through action **(auditing)** was of note.
- Volunteering to audit showed **motivation**, **interest**, and inherent **desire** to be an instructor.
- Best practices included candidate information sessions. (**Expectation Management**)



DISCUSSION

- The construct of **Emotional Intelligence** (EI), was mentioned in varying ways by respondents.
- EI is considered an active component of facilitation **creating bridges of understanding** and using **empathy** as a tool to interact with others in adult learning.
- Participants expressed **a more developed EI as a highly desirable attribute**.
- All respondents suggested that **motorcycle riding skills** and knowledge were necessary for being an instructor, but also acknowledged that they were **secondary to high EI**.



DISCUSSION

➤ Emotional Intelligence as defined by Goleman (2005) include:

Building Blocks –

- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Social Skill

Competencies –

- Self-Awareness
- Social-Awareness
- Self-Management
- Relationship Management

➤ Characteristics described by participants as desired in candidates during interviews.

➤ Participants expressed that selecting a candidate with a more developed EI is the desired outcome.



RECOMMENDATIONS

Significant Areas for improvement:

- 1) Enhanced recruiting efforts
- 2) Multiple interviews with multiple team members
- 3) More robust screening through auditing
- 4) Comprehensive assessment of candidate EI
- 5) Detailed documentation of processes
- 6) Future research to measure selection outcomes



CONCLUSION

- **Individual programs must determine priorities for improvement**
- **Recruitment and screening processes from education, human resource, organizational behavior domains could be valuable to improve rider education**
- **Key to improvement may be the coupling of multiple interviews, auditing, and determination of candidate emotional intelligence for job and organizational fit**
- **Candidate selection could impact the quality of student learning in motorcycle rider education**

QUESTIONS

A row of red Honda motorcycles is parked in a parking lot at dusk. The motorcycles are lined up, and the word "QUESTIONS" is overlaid in large white letters across the center. The background shows a parking lot with a person walking in the distance and a building on the left. The sky is dark with some light from the setting or rising sun.