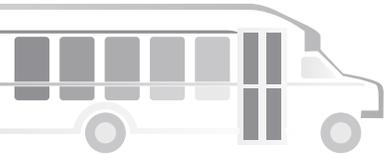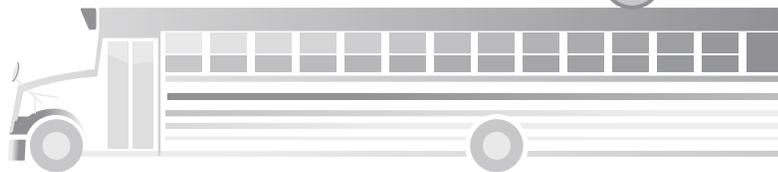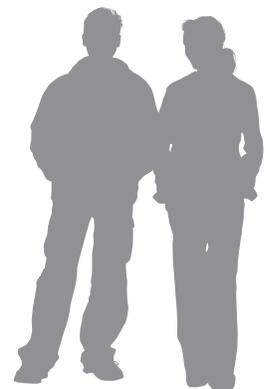*Motor Carrier Passenger Council Of Canada*
Conseil canadien du transport de passagers

Essential Skills Profile
BUS OPERATOR TRAINING INSTRUCTOR

Introduction

The modern bus and coach industry plays a major role in the Canadian economy and is an exciting place in which to work and build a career. Moving millions of people daily, the industry looks forward to continued growth. New technology is opening up many new developments, and modern techniques have created a vibrant, responsive industry. The industry is working hard to provide new and better services for all its customers, this in turn means that a wide variety of skills is needed to deliver the highest level of customer care to the public.

The Motor Carrier Passenger Council of Canada was established in January 1999 in partnership with Human Resources and Skills Development Canada (HRSDC) to address human resource issues of value to the motor carrier passenger industry.

The sector comprises:

Urban transit systems engaging in the public transportation of passengers in urban areas;

Intercity bus lines providing scheduled inter-urban and rural passenger transportation;

Tour and charter bus services using motor coaches to transport groups and tourists;

School bus transportation providers using traditional yellow buses to transport students to and from school.

Accessible services transporting persons with special needs.

The Council represents the interests of more than 100,000 employees across Canada, and is mandated to orchestrate the co-operation of employers, unions, associations and government to improve human resource standards, performance and recognition for the industry.

This Essential Skills Profile was developed and validated by people with extensive knowledge and experience in bus operating training and instruction.

For copies of this Essential Skills Profile, or information on the Motor Carrier Passenger Council of Canada, contact:

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Understanding Essential Skills

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity. Levels of complexity are a rating tool by which all skills are measured. Complexity levels from 1 (basic tasks) to 4 or 5 (advanced tasks) are assigned to example tasks performed by a worker in a specific job.

The nine Essential Skills:

1. Reading Text

Reading Text refers to reading material that is in the form of sentences or paragraphs. It generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals.

2. Document Use

Document Use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (eg. line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.

3. Numeracy

Numeracy refers to the workers' use of numbers and their being required to think in quantitative terms.

4. Writing

Writing includes:

- writing texts and writing in documents (for example, filling in forms)
- non-paper-based writing (for example, typing on a computer)

5. Oral Communication

Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.

6. Working with Others

Working with Others examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone? This section covers **four types of work contexts.** Knowing whether workers work alone, independently, with partners or as team members will help readers understand the skills workers use in their jobs.

7. Continuous Learning

Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge. The following represent the essential skills:

- knowing how to learn;
- understanding one's own learning style;
- knowing how to gain access to a variety of materials, resources and learning opportunities.

8. Thinking Skills

Thinking Skills differentiates between five different types of cognitive functions. However, these functions are interconnected.

9. Computer Use

Computer Use indicates the variety and complexity of computer use within the occupational group.

Essential Skills Profiles

Essential Skills profiles describe how each of the nine Essential Skills is used by workers in a particular occupation. Over the past several years, the Government of Canada has conducted research examining the skills people use at work. From this research and through interviews with workers, managers, practitioners and leading researchers, approximately 250 Essential Skills profiles have been developed for various occupations of the National Occupational Classification.

What the profiles include:

- A brief description of the occupation;
- A list of the most important Essential Skills;
- Examples of tasks that illustrate how each Essential Skill is applied;
- Complexity ratings that indicate the level of difficulty;
- The physical aspects of performing the job and the attitudes that workers feel are needed to do the job well;
- Future trends affecting Essential Skills.

The profiles can be used to help you:

- Learn more about the skills you need in various occupations;
- Develop workplace training programs, learning plans, or job descriptions;
- Investigate career options;
- Create educational tools to enhance skills development.

Bus Operator Training Instructor Essential Skills Profile

Bus operator training instructors develop, deliver and evaluate training courses for bus operators. They develop and deliver training on topics such as bus operation, customer service, health and safety and air brakes. They assess the competence of operator trainees at the end of training and verify that they can operate buses safely and meet all other job requirements. They are employed by urban transit systems, inter-city bus lines, tour and charter bus services, school bus transportation providers and accessible services.

This Essential Skills Profile is based on interviews with job incumbents across Canada and on an occupational focus group held in Toronto in February 2010.

Assignment to the National Occupational Classification:
This occupation falls within NOC 4131, College and Other Vocational Instructors.

The most important essential skills for bus operator training instructors are:

- Oral Communication
- Thinking Skills – Critical Thinking
- Document Use

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A. Reading Text

Complexity summary

Typical: Levels 2-3

Most Complex: Level 3-4

A. Reading Text

Bus operator training instructors:

Read short text passages on labels and in forms. For example, they read operators' statements in accident reporting forms. They read about first aid procedures and requirements for personal protective equipment in material safety data sheets.

2

Read e-mail messages, memos and letters. For example, they read co-workers' confirmations of attendance at upcoming meetings. They read memos from supervisors and managers on topics such as contracts, bonuses and changes to policies and procedures.

2

Read articles and features in newsletters and trade magazines. For example, they read articles on Professional Bus Operator Certification in "Bus Roots", the Motor Carrier Passenger Council newsletter. They read about clean energy and green bus technology in trade magazines such as "Busride" and "Route One".

2

Read manuals and guides. For example, instructors for urban transit systems read codes of conduct and guides for respectful workplace practices. They read manuals for equipment such as fare boxes, photocopiers and printers. They read administration and interpretation guides for tests and assessment instruments.

2

Read and interpret collective agreements. For example, bus operator training instructors read collective agreements to confirm procedures for relieving operators so that they can take recertification training.

2

Read policies and procedures. For example, instructors in urban transit systems read their organizations' policy and procedures manuals to learn about training activities which must be completed by operators returning to service after extended leaves.

2

Read and interpret legislation. For example, they read about requirements for safe vehicle operation in the National Safety Code and the Traffic Safety Act.

2

Reading Text Summary:

Type of Text	Purpose for Reading			
	To scan for specific information. To locate information	To skim for overall meaning, to get the 'gist'.	To read the full text to understand or to learn.	To read the full text to critique or to evaluate.
Forms	✓		✓	
Labels	✓		✓	
Notes, Letters, Memos	✓	✓	✓	
Manuals, Specifications, Regulations	✓	✓	✓	
Reports, Books, Journals	✓	✓	✓	

B. Document Use

Complexity summary

Typical: Levels 1-2

Most Complex: Level 2

B. Document Use

Bus operator training instructors:

Locate data on video screens and instrument panels. For example, they locate voltage, fuel and pressure readings on vehicle instrument displays. They locate fuel prices, quantities and dollar totals on key-lock fuel pump display panels.

1

Locate data on signs and labels. For example, during equipment checks, they scan the labels on first aid kits to locate manufacturers' names, kit numbers and lists of items they contain. They locate expiry dates on fire extinguisher labels.

1

Locate data in forms. For example, instructors scan job application forms for data such as birth dates, addresses and names of past employers. They scan drivers' abstracts for data on job applicants' conviction histories. They confirm dates and vehicle identification data on registration and insurance certificates.

2

Locate data in lists, tables and schedules. For example, school bus operator training instructors scan training schedules to locate dates and times for on-board training activities.

2

Enter data into lists, tables and schedules. For example, they enter trainees' test marks and evaluation ratings into spreadsheets.

2

Enter data into forms. For example, they complete entry forms such as fax cover sheets and room booking forms. During orientation sessions, they give trainees instructions for completing personnel forms such as vacation requests. They complete pre- and post-trip inspection forms for buses. School bus operator training instructors enter dates, times, test scores and written comments into progress report forms for individual trainees.

2

Locate data in maps. For example, they use indexes, overviews and coordinate grid systems to locate particular addresses and to plan routes for training activities.

2

Locate and interpret data in assembly drawings. For example, they teach the fundamentals of air brake operation using exploded drawings of brake systems.

2

B. Document Use

Examples of Creating Documents:

Create lists, tables and schedules. For example, they compile contact lists for new operator trainees. They create schedules for classroom and on-board training activities.

Create entry forms. For example, they create training history forms, sign-in sheets, quizzes and tests. They create data collection and feedback forms to gather data on the effectiveness of training activities.

Document use summary:

- Read signs, labels or lists
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.
- Read tables, schedules or other table-like text.
- Create tables, schedules or other table-like text.
- Enter information on tables, schedules or other table-like text.
- Interpret scale drawings (e.g., blueprints or maps).
- Take measurements from scale drawings.
- Read assembly drawings (e.g., those found in service and parts manuals).

C. Writing

Complexity summary

Typical: Levels 1-3

Most Complex: Levels 3-4

C. Writing

Bus operator training instructors:

COMPLEXITY:

Write reminders and notes to co-workers. For example, they write notes to administrative assistants to remind them about upcoming meetings and supplies which need to be ordered.

1

Write text entries in forms. For example, instructors write comments and explanations into operator evaluation forms following 'ride-alongs' and 'vigils.'

1

Write e-mail messages, memos and short letters. For example, bus operator training instructors write e-mail messages to inform co-workers about changes to the times and locations of training courses. They write memos to provide supervisors and managers with more information about accident investigations and grievances. They write e-mail messages to ask their managers about holiday training schedules.

2

Write training materials. For example, bus operator training instructors write topical summaries, fact sheets and notes to hand out during air brake training courses. They write learning guides, practice tests and quizzes. They write text for slide presentations and scripts for training videos.

3

Write competition notices and job descriptions. For example, they write notices of competitions for bus operating positions.

3

Write reports. For example, they write post-training reports which outline training activities completed, discuss results achieved and make recommendations for further training and job assignments for particular operators. They write training incident reports to document accidents and incidents which occurred during training. They write annual reports to describe training activities and outcomes.

4

Writing Summary:

Length	Purpose for Writing						
	To organize/ to remember	To keep a record/to document	To inform or to request information	To persuade or to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than a paragraph of new text.	✓	✓	✓				
Texts rarely requiring more than a paragraph			✓				
Longer texts			✓	✓	✓		

D. Numeracy

Complexity summary

Money Math: Levels 1-3

Scheduling or Budgeting & Accounting Math: Level 2

Measurement & Calculation Math: Levels 1-2

Data Analysis Math: Levels 2-3

Numerical Estimation: Level 1

D. Numeracy

Bus operator training instructors:

Purchase training supplies. For example, they buy awards and plaques to recognize excellence in safe bus operation and customer service. They buy refreshments and snacks for meetings and training sessions using money from petty cash funds.	Money Math Complexity: 1
Demonstrate fare calculation and cash handling procedures to trainees. For example, instructors for inter-city and tour bus companies demonstrate procedures for making change using bills of various denominations.	Money Math Complexity: 2
Calculate expense claim amounts. For example, they calculate expense claims for travel to conferences and training events. They add amounts for meals and hotels. The calculate reimbursement amounts for the use of personal vehicles at per kilometre rates.	Money Math Complexity: 3
Prepare calendars and training schedules. For example, they prepare schedules for classroom and on-board training activities. The create schedules for annual recertification courses.	Scheduling or Budgeting and Accounting Math Complexity: 2
Calculate costs for training activities. For example, they calculate costs for cardiopulmonary resuscitation and first aid re-certification courses so that these costs can be added to training department budgets.	Scheduling or Budgeting and Accounting Math Complexity: 2
Measure distances, times and pressures using common measuring tools. For example, bus operator training instructors use watches and stop watches to measure elapsed times for activities such as rest stops. They note exact times for arrivals and departures. Instructors of inter-city, tour and charter bus operators demonstrate methods for measuring air brake piston travel distances.	Measurement and Calculation Math Complexity: 1
Calculate quantities and amounts of materials, products and equipment. For example, they calculate numbers of training manuals, tests and other materials required for upcoming training courses.	Measurement and Calculation Math Complexity: 2
Manage inventories of learning materials and equipment. For example, instructors manage inventories of learning guides, manuals, first aid supplies and other consumables used during training courses.	Data Analysis Complexity: 2
Collect and analyze data on the performance of bus operators. For example, instructors may count numbers of failed shoulder checks during road evaluation tests. They calculate absence and sick leave utilization rates. They calculate percentages of correct answers on tests and quizzes.	Data Analysis Complexity: 3

Analyze operational data on matters such as accidents and customer service complaints. For example, they analyze data on customer service complaints to identify factors such as insufficient customer service training. They analyze data on accidents and incidents to identify troubled areas and troubled routes.	Data Analysis Complexity: 3
Estimate attributes such as size, distance and weight. For example, instructors estimate skid distances and speeds of vehicles during training courses for accident investigation and reporting.	Numerical Estimation Complexity: 1
Estimate times needed to carry out job tasks. For example, instructors estimate amounts of time needed to interview job applicants. They estimate times to drive particular training routes at different times of day.	Numerical Estimation Complexity: 1

Math Skills Summary

	MATHEMATICAL FOUNDATIONS USED:

Number Concepts

✓	**Whole Numbers** Read and write; count; round off; add or subtract; multiply or divide whole numbers. *Example:* Adding and subtracting points on quizzes and tests; counting items in inventories; calculating numbers of operators in training courses.
✓	*Rational Numbers – Fractions* Read and write; add or subtract fractions; multiply or divide by a fraction; multiply or divide fractions. *Example:* Adding and subtracting fractions of hours in training logs; expressing distances travelled as fractions of whole trips.

Rational Numbers – Decimals

✓	Read and write; round off; add or subtract decimals; multiply or divide by a decimal; multiply or divide decimals.
✓	Use decimals mainly to refer to dollars and cents.
	Example: Calculating fares in dollars and cents; calculating change for cash purchases.
✓	*Rational Numbers – Percent* Read and write percents; calculate the percent one number is of another; calculate a percent of a number; calculate a number when a percent is known. *Example:* Calculating percentages of trainees completing training; expressing weekly, monthly and quarterly performance indicators as percentages of annual targets; calculating quiz and exam marks as percentages of answers correctly answered.

Math Skills Summary (continued):

PATTERNS AND RELATIONS

Equations and Formulae

✓	Use formulae by inserting quantities for variables and solving *Examples:* Using formulae to calculate vehicles' speeds from the lengths of skid marks.

Use of Rate, Ratio and Proportion

✓	Use a rate showing comparison between two quantities with different units.
✓	Use a proportion showing comparison between two ratios or rates in order to solve problems. *Examples:* Calculating travel times at different speeds; using scales to determine distances on maps.

See Document Use for information on:

✓	Using scale drawings
✓	Using tables, schedules or other table-like text.

SHAPE AND SPATIAL SENSE

Geometry

✓	Use geometry. *Examples:* Organizing classroom furniture to ensure clear sight lines for participants

STATISTICS AND PROBABILITY

Summary Calculations

✓	Calculate averages.
✓	Calculate rates other than percentages.
	Examples: Calculating average marks for tests and quizzes; calculating attrition and retention rates; Calculating ratios to express the relationship of males to females in particular training classes.

Statistics and Probability

✓	Use descriptive statistics (e.g., collecting, classifying, analyzing and interpreting data)
	Examples: Collecting, classifying and analyzing data on variables such as attendance, performance and safety.

Math Skills Summary (continued):

How Calculations Are Performed:

- In their heads
- Using a pen and paper
- Using a calculator
- Using a computer

Measurement Instruments Used:

- Time: using clocks, watches and stopwatches.
- Distance or dimension: using tape measures and rulers
- Temperature: using thermostats and temperature gauges
- Pressure: using pressure gauges

Measurement Units Used:

- Use SI measuring units

E. Oral Communication

Complexity summary

Typical: Levels 1-3

Most Complex: Levels 3-4

E. Oral Communication

Bus operator training instructors:

Discuss ongoing work with co-workers. For example, they discuss schedules, room bookings and other matters affecting training courses with assistant instructors. They discuss routes and operators' assignments with workers in operations departments. School bus operator training instructors discuss the maintenance and repairs of buses with workers in maintenance departments.

1

Coach trainees and model oral communication tasks such as greeting customers. For example, tour bus operator training instructors demonstrate the delivery of commentaries which operators must deliver during scenic bus tours. They may use role playing to demonstrate appropriate responses to customers' questions, concerns and complaints. Instructors of school bus operators demonstrate effective methods for dealing with unruly students.

2

Lead and facilitate training sessions. For example, they explain air brake operation to trainees and answer questions about practical applications. They demonstrate procedures and facilitate discussions. They question trainees to ascertain their understanding of procedures. They establish trust and encourage trainees' active involvement in the learning process.

3

Motivate, advise and discipline bus operator trainees. For example, they praise successes and encourage trainees who encounter difficulties during training. They offer advice on learning methods and help trainees to identify skills which need to be developed further. They reprimand trainees who are late and unprepared for training activities.

4

Make presentations to groups of co-workers, colleagues and customers. For example, school bus operator training instructors present information to groups of parents whose children will be using school buses for the first time. Instructors for inter-city bus lines present information on transporting dangerous goods and handling workplace hazardous materials to groups of operator trainees.

4

Modes of Communication Used:

- In person
- Using a telephone
- Using a two-way radio. For example, bus operator training instructors inform dispatchers about on-board training activities.
- Modes not elsewhere classified (nec): For example, they model the use of public announcement systems to inform passengers about upcoming stops and connections to other bus routes.

Purposes of Oral Communication

Type	To greet	To take messages	To provide/receive information, explanation, direction	To seek, obtain information	To coordinate work with that of others	To reassure, comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instil understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)												
Speaking (little or no interaction)												
Interact with co-workers			✓	✓	✓		✓			✓		
Interact with those you supervise or direct			✓	✓	✓					✓	✓	
Interact with supervisor/manager			✓	✓	✓					✓	✓	
Interact with peers and colleagues from other organizations										✓		
Interact with customers/clients/public				✓	✓					✓		
Interact with suppliers, servicers										✓		
Participate in group discussion									✓	✓	✓	
Present information to a small group									✓	✓		
Present information to a large group									✓	✓		

F. Thinking Skills

Complexity summary

Typical: Levels 1-3

Most Complex: Levels 3-4

Bus operator training instructors:	COMPLEXITY:
Find that buses needed for training activities are not available. For example, when brisk charter bus business leaves no buses available for on-board training, instructors postpone these activities and carry on with other training.	1
Are unable to carry out driving exams, performance evaluations and other training activities due to unfavourable road and weather conditions. For example, bus instructors are unable to re-certify operators returning from sick leave because winter storms make roads unsafe. They reschedule on-road training and switch to classroom activities such as refresher courses.	2

F2. Decision Making

Complexity summary

Typical: Levels 1-2

Most Complex: Level 3

Bus operator training instructors:

COMPLEXITY:

Assign job tasks to co-workers. For example, they ask administrative assistants to summarize data on the experience and qualifications of job applicants. They ask assistants to carry out training activities with bus operator trainees.	1
Decide to discontinue training activities with trainees who are judged to be unfit. For example, school bus operator training instructors postpone on-board training activities when trainees report to training without uniforms and adequate personal hygiene.	2
Choose the types, times and durations of training activities for particular trainees. For example, bus operator training instructors may offer relatively less on-board training to trainees who have previously operated large vehicles	3
Choose instructional resources. For example, they select the written materials, audiovisual aids and equipment for learning activities.	3
Plan routes for on-board training sessions. For example, they select routes through city centres for trainees who need more practice handling buses in heavy traffic.	3

Bus Operator Training Instructor

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Complexity summary

Typical: Levels 1-3

Most Complex: Level 4

Bus operator training instructors: COMPLEXITY:

Evaluate the operating condition of buses. For example, they carry out pre-trip inspections of tires, indicators and major mechanical systems prior to operating vehicles. They confirm the cleanliness of vehicles and the completeness of equipment and fittings.	1
Evaluate the fitness of drivers and operators. For example, before on-board training activities they interview operators to confirm that they are alert and motivated to work. They check range of limb motion and strength to ensure that operators have the physical capacity to operate vehicles safely.	2
Assess the appropriateness of operators' behaviours. For example, bus operator training instructors observe trainees interactions with each other and with customers. They review complaints made by riders and discuss operators' behaviours with dispatchers, other operators and other members of training departments.	2
Assess the suitability of candidates applying for jobs. For example, in most bus operating organizations, instructors take a large role in specifying selection criteria and identifying the credentials, work experience and attitudes needed by successful candidates. They organize interview panels, road tests and other evaluation activities. They develop evaluation guides and checklists and analyze the data collected using these forms.	3
Evaluate the performance of bus operators. They administer tests and quizzes to assess operators' knowledge of mechanical systems, laws, regulations and policies, customer service procedures and other topics. They observe operators' actions and interactions with others during driving exams, vigils and evaluation road tests.	3
Assess training needs. For example, they discuss changes in policies and procedures with management to determine if the changes will require training components. They examine operating statistics to identify factors, such as increases in customers' complaints, which may indicate the need for further training.	3
Evaluate training programs. For example, they conduct formal evaluations of training programs in their organizations. They create and distribute evaluation forms and feedback instruments to collect data on the costs, benefits and effectiveness of bus operator training programs. They collaborate with managers and others in their organizations to analyze findings and craft recommendations.	4

F4. Job Task Planning and Organizing

Own Job Planning and Organizing:

COMPLEXITY:

Bus operator training instructors plan and organize job tasks to ensure the quality and effectiveness of training programs. Their ability to manage priorities, schedule their own activities and coordinate them with those of others is critical to their success. Changes in weather conditions and seasonal variations in demand for transportation services may force them to reorganize job tasks.

3

Planning and Organizing for Others:

Bus operator training instructors plan and organize job tasks for assistant instructors.

F5. Significant Use of Memory

Bus operator training instructors:

Remember the names and interests of trainees in order to facilitate communication.

F6. Finding Information

Complexity summary

Typical: Level 2

Most Complex: Level 3

Bus operator training instructors:

Find information about the condition and availability of vehicles by talking to operators and workers in maintenance departments. In larger organizations they find information about vehicles in operations databases.	2
Find information about system operations by talking to dispatchers and workers in operations centres and by scanning operations databases.	2
Find information about job applicants. They read resumes and letters of application. They scan drivers' abstracts and personnel records. They discuss applicants' qualifications and work histories with applicants' previous employers.	3
Find information about the motor carrier passenger industry. For example, they read trade magazines and attend trade shows to learn about new equipment, new vehicles and trends in service provision. The read about changes to legislation which will affect motor carrier passenger industry. They talk to managers and to colleagues about local changes which affect motor carrier passenger service.	3

G. Working with Others

Bus operator training instructors coordinate and integrate job tasks with many co-workers in training departments, maintenance departments and dispatch and operations centres. Close coordination is needed to ensure that they have access to the buses, classrooms and operators they need to conduct training activities and achieve training targets.

3

Participation in Supervisory or Leadership Activities:
- Participate in formal discussions about work processes or product improvement.
- Have opportunities to make suggestions on improving work processes.
- Monitor the work performance of others.
- Inform other workers or demonstrate to them how tasks are to be performed.
- Orient new employees.
- Make hiring recommendations.
- Assign routine tasks to other workers.
- Assign new or unusual tasks to other workers.
- Identify training that is required by, or would be useful for, other workers.
- Deal with other workers' grievances or complaints.

H. Computer Use

Complexity summary

Typical: Levels 2-3

Most Complex: Level 3

H. Computer Use

Bus operator training instructors:

Use word processing. For example, instructors write, edit and format text for letters, training materials and reports using word processing software such as "Word" and "Word Perfect".

3

Use graphics software. For example, they use photo editing software to modify and print photos taken with digital cameras. They prepare multimedia slide shows using presentation software such as "PowerPoint".

2

Use databases. For example, they locate data on operators, vehicles and routes in their organizations' operations databases. They search, display and print data from these databases.

2

Use spreadsheets. For example, they create spreadsheets to organize and display training schedules and timetables for training courses. They create spreadsheets to record and summarize test and quiz marks, attendance and training hours. They create spreadsheets to track refresher and recertification course dates for operators.

2

Use communications software. For example, they use e-mail programs such as "Outlook" to exchange e-mail messages and attachments with co-workers and colleagues.

2

Use the Internet. For example, they use Internet browsers such as "Microsoft Explorer", "Google Chrome" and "Firefox" to access learning resources on the Internet.

2

May use other computer and software applications. For example, instructors in larger organizations use video editing software to prepare training videos.

3

Computer Use Summary:
- Word processing software.
- Graphics software.
- Database software.
- Spreadsheet software.
- Communications software.
- Internet.

I. Continuous Learning

COMPLEXITY:

Bus operator training instructors must learn continuously to remain knowledgeable about changes in technology, workplace organization and legislation and to increase professional competence. As educational leaders within their organizations, they should also to be enthusiastic learners who demonstrate effective adult education practices. They learn by talking to co-workers, colleagues and trainees, browsing the Internet and reading widely. They also attend conferences, training courses and seminars on topics such as instructional methods, occupational standards, customer service and labour relations.

4

How Learning Occurs

Learning for this occupation may be acquired:

- As part of regular work activity.
- From co-workers.
- Through training offered in the workplace.
- Through reading or other forms of self-study:
  - at work,
  - on worker's own time,
  - using materials available through work,
  - using materials obtained through a professional association or union,
  - using materials obtained on worker's own initiative,
- Through off-site training:
  - during working hours at no cost to the worker,
  - partially subsidized.

J. Other Information

Physical Aspects:

Body Position

Bus operator training instructors sit when performing administrative tasks at their desks. They walk, stand, kneel, bend and stoop to inspect equipment and carry out pre-trip inspections.

Limb Co-ordination

Bus operator training instructors use multiple limb coordination and hand-eye coordination to operate computers and peripherals.

Strength

Bus operator training instructors require light strength to move books, tests and other instructional materials.

Attitudes:

Bus operator training instructors must be patient and persistent in order to achieve training goals with all trainees.

Future Trends Affecting Essential Skills:

In the future, bus operator training instructors will need improved essential skills in order to adapt to changes in technology and to increasing diversity in the workforce. Changes in technology such as hydrogen fuel cells, hybrid-electric drives and global positioning and navigation systems will increase the requirement for computer skills. They will need improved data analysis and critical thinking skills to take full advantage of advanced management information systems. They will require superior oral communication skills to communicate effectively with a more diverse workforce.