

**Evaluating a non-prescriptive fatigue  
management strategy for express coach  
drivers: A report prepared for the Australian  
Transport Safety Bureau**

by

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**Title and Subtitle**

Evaluating a Non-prescriptive Fatigue Management Strategy for Express Coach Drivers: A Report prepared for the Australian Transport Safety Bureau

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**Abstract**

This project assessed the impact of a number of work-related factors on coach drivers' well-being and performance using a survey completed by 108 drivers. A fatigue management training program based on realistic, difficult scenarios commonly faced by coach drivers was developed to assist drivers to develop more effective coping strategies. An evaluation was conducted after four weeks at which drivers reported positive reactions (self-efficacy and motivation), strong intentions, and high levels of critical in-training, transfer enhancing activities that are regarded as precursors to successful transfer of training. A longer-term evaluation suggested that the training course and the situational exercises were relevant, but that the training course needed to include additional information about managing fatigue, and issues such as improving communication between management and drivers.

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**Keywords**

Fatigue management, coach drivers, well-being, performance.

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**NOTES:**

- (1) This report is disseminated in the interests of information exchange.
  - (2) The views expressed are those of the author(s) and do not necessarily represent those of the Commonwealth.
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## **ACKNOWLEDGEMENTS**

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## EXECUTIVE SUMMARY

This project aimed to identify specific sources of stress and fatigue for express coach drivers and then develop a training program to improve drivers' coping strategies in order to enhance their well-being and performance. A survey (the Coach Driver Operations Survey) was used to examine the factors that contribute to coach driver stress and fatigue. It was concluded that driver fatigue was not simply a result of working longer hours, but depends on the nature of the trip being made, the preparedness of the driver, the performance of the coach, the efficiency of the procedures involving passengers and freight, the driver's emotional well-being and health, and the strategies that the driver engages in to deal with unexpected difficulties that crop up. Therefore, a comprehensive fatigue management strategy should focus on improving the organisational issues that affect drivers' well-being as well as encourage drivers to maintain a high level of responsibility for their own well-being.

Based on the results of the survey, a training program was developed using situational exercises that were directly related to the work that coach drivers perform. Driver supervisors were used to generate a number of realistic, difficult situations that were encountered by coach drivers and that were identified as contributing to fatigue in the Coach Driver Operations Survey. A previous job analysis of the position of coach driver was also used to ensure that all of the important factors contributing to driver fatigue were considered. The driver supervisors also generated five responses to each of the situations to reflect five different coping strategies, including: a task-focused strategy, reappraisal, avoidant, confrontational, and an emotion-focused response. The responses to each of the 36 situations were then rated by the driver supervisors and a sample of non-coach drivers. An intraclass correlation was computed for both the driver supervisors and the non-coach drivers for each situation. Only those situations with higher intraclass correlations for the driver supervisors were included in the training materials.

The Fatigue Management Training Program was based on Matthews' (2001) transactional model of driver stress. Matthews' model offers a number of alternative targets for stress management interventions. Matthews suggested that training should be directed towards the way in which stressful encounters are appraised by drivers, the coping strategies that drivers employ, and the way in which drivers manage negative emotions and adverse outcomes.

All drivers attended a follow up session four weeks after their training program. The drivers discussed specific incidents that occurred since their training program, how they had

responded to those incidents, what the outcome was, and how the material they had learnt in their training program had assisted them. Many of the drivers reported that the Fatigue Management Training Program had helped them to be more aware of how they responded to difficult work situations, and had also influenced them towards responding with task-focused and reappraisal strategies. A post-training evaluation questionnaire assessed drivers' reactions (self-efficacy and motivation), drivers' intentions for using the skills learned during training, and seven separate, in-training transfer enhancing activities that influence transfer of training. Drivers reported positive reactions (in terms of having a strong desire to use the training and high confidence to use the skills they had acquired) and also strong intentions to use what they learned on the job. The evaluation also indicated that they have a reasonably strong commitment to using their skills on the job.

The longer-term follow up evaluation was conducted by telephone at the end of 2001 (10 to 12 months after the training). Interviews were conducted with 9 of the drivers, whilst the interview questions were posted to another 3 drivers. Data from 9 drivers who were interviewed by telephone were available at the time of this report. The semi-structured interview consisted of an evaluation of three dimensions: In-training Transfer Enhancing Activities, Transfer Outcomes, and the Organisational Climate for Transfer.

The results of the evaluation of the in-training transfer enhancing activities suggested that the course and the materials were relevant, the amount of feedback was sufficient, more practice at using the skills could have been provided, and that goal setting was covered sufficiently. Most of the drivers felt that training only slightly or moderately prepared them for problems they may face after training. Some drivers commented that this was because they felt they were already competent at dealing effectively with problems that arise on the job. Most of the drivers were not satisfied with the information they received before arriving at training. Many reported that they were told by management to attend a fatigue management training course, but were not given any further information about why they needed to attend. The results also suggested that the training program was of an appropriate length, although it did not cover some issues that drivers perceived to be important. Most of the drivers rated the training program favourably.

Overall, it appears that the major obstacle to transferring their training to the workplace that the drivers reported was the lack of recognition the drivers receive for using their training on the job. General comments made by the drivers during the interview suggested that they would benefit from improved communication between management and drivers.

## INTRODUCTION

### Background to the Report

An application was submitted to the Australian Transport Safety Bureau for a grant to develop and evaluate a non-prescriptive fatigue management strategy for express coach drivers. Funding was approved and the project commenced in July 2000. The project is an extension of a research project that began in November 1999 for McCafferty's Express Coaches, Toowoomba, Queensland, which investigated sources of stress and fatigue for coach drivers and the impact of these factors on drivers' physical and emotional well-being and job performance.

### Aims and Objectives of the Project

The project aims to identify the specific sources of stress and fatigue for coach drivers, to develop and implement a strategy for reducing driver stress and fatigue, and to assess the impact of the strategy on driver well-being and performance. The specific objectives of the project were as follows:

1. To conduct a wider survey of coach drivers using the Coach Driver Operations Survey to identify the specific sources of stress and fatigue for coach drivers and the impact of these factors on their emotional and physical well-being;
2. To develop and implement a training program based on the situational judgment exercise methodology to assist drivers to manage the effects of stress and fatigue;
3. To evaluate the effectiveness of the training program on drivers' physical and emotional well-being and job performance.

### The Stages of the Project

The first stage of the project involved conducting a cross-sectional survey of long-distance coach drivers to examine the factors that contribute to coach driver stress and fatigue. A survey instrument called the Coach Driver Operations Survey was developed to identify these factors and to assess their impact on drivers' physical and emotional well-being and job performance.

The second stage of the project involved developing, implementing, and evaluating a training program to assist drivers to better manage the stressful factors identified in the first stage.

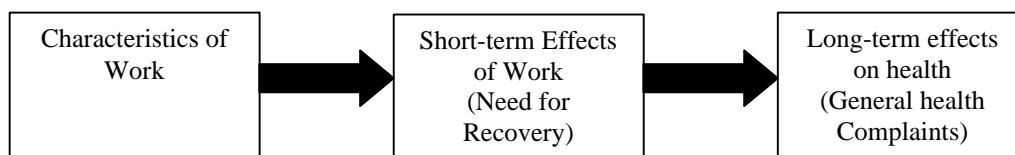
During the final stage of the project, the effects of the fatigue management training program on driver well-being and performance were examined.



## STAGE ONE OF THE PROJECT

### The Coach Driver Operations Survey

The first stage of the project aimed to identify specific sources of stress and fatigue for coach drivers and their impact on job performance and driver well-being. A cross-sectional survey called the Coach Driver Operations Survey was developed to identify factors that contribute to drivers' levels of stress and fatigue. The survey was based on a model developed by Sluiter, van der Beek, and Frings-Dresen (1999) of the relationship between work characteristics of coach drivers, the short-term effects of work, and general health complaints. This model is presented in Figure 1.



**Figure 1. Relationship between work characteristics, short-term effects of work and general health complaints.**

[Source: Sluiter, van der Beek, & Frings-Dresen (1999)]

In this model, the need for recovery after a day of work is a sign of occupationally-induced fatigue and is seen as a short-term effect of work. Sluiter, van der Beek and Frings-Dresen (1999) found that need for recovery is a predictor of general health complaints, such as sleep complaints, psychosomatic complaints, and mental overload, which are seen as long-term effects of work.

The Coach Driver Operations Survey consisted of seven sections briefly described below, and the entire questionnaire is presented in Appendix A:

- The Need for Recovery Scale taken from Van Veldhoven and Meijman (1994): Designed to assess the short-term effects of a day of work (e.g., “I find it hard to relax at the end of a working day”).
- The Driving Experience Questionnaire (also known as the Driver Coping Questionnaire) developed by Matthews, Desmond, Joyner, Carcary, and Gilliland (1997): Designed to identify the coping dimensions applicable to driving and consists of five coping scales:

- Task-focused (e.g., “Made sure I kept a safe distance from the car in front”);
  - Reappraisal (e.g., “Thought about the benefits I would get from the journey”);
  - Avoidance (e.g., “Told myself there wasn’t really any problem”);
  - Confrontative (e.g., “Flashed the car lights or used the horn in anger”); and
  - Emotion-focused (e.g., “Criticised myself for not driving better”).
- The Job-related Affective Well-being Scale developed by Van Katwyk, Fox, Spector, and Kelloway (2000): Assesses four categories of work-related well-being along the two dimensions of pleasurable and arousal (e.g., “My job made me feel at ease”; “My job made me feel miserable”).
  - The Operational Hassles Scale is based on a job analysis conducted by Kellett and Machin (1999), which identified four performance dimensions underlying the work of a coach driver. These dimensions include Schedule Adherence, Coach Operation, Customer Service, and Administration. The Operational Hassles scale assessed how often the driver had difficulty performing operational tasks (e.g., conducting a predeparture mechanical check, operating gears and ancillary equipment, supervising passengers on the vehicle) in the previous month.
  - The Physical Symptoms Inventory (Spector & Jex, 1998): Asked whether the person experienced any of the 18 symptoms on the scale in the past month. It includes symptoms involving discomfort, such as headache or stomach upset, rather than symptoms that cannot be directly experienced, such as blood pressure.
  - Open-ended questions: Asked how extensive the problem of fatigue is for coach drivers, the effects of fatigue, the work factors that contribute to fatigue, and strategies coach drivers use to combat fatigue.
  - Demographic questions: Asked about the driver’s age, gender, marital status, number of dependent children, how long they had been working in their current position, the normal number of hours they work each week, the actual number of hours driving they do each week, the number of nights they are away from home each week, how far they had driven in the last month, the percentage of their driving that is done at night, the percentage of driving they do on a two-up roster, how satisfied they are with their job, and the number of traffic fines they had incurred in the past six months.

## Results of the Coach Driver Operations Survey

In November 1999, 320 survey instruments were distributed to all of the drivers employed at McCafferty's Express Coaches. Ninety-six drivers completed the survey, resulting in a response rate of 30%. This is not unusual for mailed surveys, however a follow-up letter usually increases the overall response rate (Roth & BeVier, 1998). A follow-up letter was sent to all drivers and this resulted in only a few extra responses. A further 17 surveys were later distributed to the McCafferty's drivers who attending the training sessions. Of those drivers, two had completed the original survey and three drivers chose not to complete the survey, resulting in an extra 12 respondents. Therefore, the total number of survey respondents was 108. Another organisation had initially agreed to participate in extending this part of the project. However, the distribution of the survey was delayed until a later date.

### **Results for Demographic Questions (Section 7)**

The first part of the results reports the distribution of responses for each of the 13 demographic questions in Section 7.

#### **Question 1: What is the age of the drivers?**

Category	<20	20-29	30-39	40-49	50-59	60+	Blank	Total
Number	0	4	26	41	29	7	1	108

The majority of drivers were aged between 30 and 60, with many in the 40 to 49 age bracket.

#### **Question 2: What is the gender of the drivers?**

All drivers who responded to the question were males (n = 107). One driver left the question blank.

#### **Question 3: What is the marital status of the drivers?**

Seventy-six drivers (approx. 70%) reported that they were married or in a defacto relationship, while 29 (approx. 27%) reported that they were not married, separated or widowed. Three drivers left the question blank (approx. 3%).

**Question 4: How many dependent children do the drivers have?**

Category	None	1	2	3	4	5 or more	Blank	Total
Number	58	13	24	8	1	3	1	108

The majority of drivers did not have dependent children.

**Question 5: How long have the drivers been working in their current position?**

Category	< 1 year	1 to 3 years	3 to 5 years	5 to 7 years	7 to 9 years	9 years or more	Blank	Total
Number	18	10	11	19	8	41	1	108

Many drivers have been working in their current position for nine years or more. Further information was obtained from the operations manager at McCafferty's indicating that there is a large percentage of drivers who have been with the company for nine years or longer, and therefore, this result is fairly representative of the whole group of drivers.

**Question 6: What is the normal number of hours that the drivers work each week?**

Category	<30	30-39	40-49	50-59	60-69	70+	Blank	Total
Number	0	2	30	49	20	2	5	108

The majority (approx. 73%) of drivers work between 40 and 60 hours a week, with a further 22 (approx. 20%) reporting that they work over 60 hours a week.

**Question 7: What is the actual number of hours of driving that the drivers do each week?**

Category	<30	30-39	40-49	50-59	60-69	70+	Blank	Total
Number	7	30	48	15	3	0	5	108

The majority (approx. 72%) of drivers reported driving between 30 and 50 hours per week.

**Question 8: How many nights are the drivers away from home each week?**

Category	None	1	2	3	4	5 or more	Blank	Total
Number	4	2	13	36	42	7	4	108

Approximately 72% of the drivers reported being away from home 3 or 4 nights per week.

**Question 9: How far have the drivers driven in the last month?**

Category	< 1,000 kms	1,000-4,999 kms	5,000-9,999 kms	10,000-14,999 kms	15,000-19,999 kms	20,000+ kms	Blank	Total
Number	2	10	35	33	21	5	2	108

Approximately 66% of the drivers have driven between 5,000 and 15,000 kilometres in the month prior to the survey with a further 26 drivers (approx. 24%) reportedly having driven more than 15,000 kilometres.

**Question 10: What percentage of their driving is done at night?**

Category	0-20%	20-40%	40-60%	60-80%	80-100%	Blank	Total
Number	14	9	37	35	10	3	108

**Question 11: What percentage of their driving is done on a two-up roster?**

Category	0-20%	20-40%	40-60%	60-80%	80-100%	Blank	Total
Number	35	7	10	23	30	3	108

**Question 12: How satisfied are the drivers with their jobs?**

Category	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Blank	Total
Number	32	65	9	1	1	108

Most of the drivers (approx. 90%) reported that they were very satisfied or satisfied with their jobs.

**Question 13: How many traffic fines have the drivers incurred in the past six (6) months?**

Category	None	One	Two	Three or more	Blank	Total
Number	95	9	2	1	1	108

Only a small number of drivers (approx. 11%) have incurred traffic fines in the past six months.

Table 1 shows the significant correlations between the demographic variables.

**Table 1**  
**Correlations between Demographic Variables**

	Age	Mar	Child	C-Pos	H-Wk	H-Dr	N-Aw	Kms	N-Dr	2-up	JD
Age											
Mar	-.07										
Child	-.23*	-.21*									
C-Pos	.30**	-.03	-.17								
H-Wk	.11	-.09	.05	.05							
H-Dr	.22*	-.15	.06	-.11	.30**						
N-Aw	-.08	-.04	-.03	-.01	.24*	.08					
Kms	-.03	.02	.01	-.10	.11	.19	.33**				
N-Dr	-.03	.05	-.00	.19	.27**	-.02	.57**	.13			
2-up	-.01	.13	.02	.12	.52**	-.17	.51**	.15	.60**		
JD	-.10	-.15	.03	.14	.06	.08	.14	.13	.06	-.15	
Fine	-.01	.02	-.18	.00	.23*	.20*	.13	.05	.13	.10	-.06

Note. Child = Number of dependent children, Mar = Marital status, C-Pos = Length of time in current position, H-Wk = Normal number of hours worked each week, H-Dr = Number of hours of driving each week, N-Aw = Number of nights away from home each week, Kms = Number of kilometres driven in the last month, N-Dr = Percentage of driving done at night, 2-up = Percentage of driving done on a two-up roster, JD = Job Dissatisfaction, Fine = Number of traffic fines incurred in the past six months.

\*\*  $p < .01$ .    \*  $p < .05$ .

Table 2 shows the significant correlations between the demographic variables and coping styles.

**Table 2**

**Correlations between Demographic Variables and Coping Styles.**

	Confrontative	Task-focused	Emotion-focused	Reappraisal	Avoidance
Age	-.16	.04	.01	-.07	-.11
Mar	-.12	-.03	-.01	-.17	-.08
Child	.17	-.03	.10	.10	.14
C-Pos	.00	-.25**	-.03	-.18	-.11
H-Wk	.08	-.03	.15	.10	.11
H-Dr	.04	.16	.09	.23*	.23*
N-Aw	.14	-.12	.14	-.08	-.05
Kms	.13	.03	.20*	-.00	-.03
N-Dr	.10	-.11	-.01	-.06	.11
2-up	-.07	-.20*	.02	.05	-.03
JD	.33**	-.20*	.13	-.28**	-.04
Fine	.08	-.03	.20*	.02	.16

Note. Child = Number of dependent children, Mar = Marital status, C-Pos = Length of time in current position, H-Wk = Normal number of hours worked each week, H-Dr = Number of hours of driving each week, N-Aw = Number of nights away from home each week, Kms = Number of kilometres driven in the last month, N-Dr = Percentage of driving done at night, 2-up = Percentage of driving done on a two-up roster, JD = Job Dissatisfaction, Fine = Number of traffic fines incurred in the past six months.

\*\*  $p < .01$ . \*  $p < .05$ .



Table 3 shows the significant correlations between the demographic variables and outcome variables.

**Table 3**

**Correlations between Demographic Variables and Need for Recovery, Job-related Affective Well-being, Operational Hassles, and Physical Symptoms**

	Need for Recovery	Job-related Affective Well-being	Operational Hassles	Physical Symptoms
Age	.05	.13	-.12	-.08
Mar	.01	-.01	-.11	-.17
Child	.06	-.10	.26*	.23*
C-Pos	.10	-.17	.03	.11
H-Wk	.12	-.02	-.09	-.00
H-Dr	.16	-.03	.18	.08
N-Aw	.07	-.11	.10	.09
Kms	.03	-.05	-.02	.20*
N-Dr	.19	-.01	-.10	.11
2-up	-.00	.15	-.06	-.09
JD	.41**	-.55**	.16	.45**
Fine	.25*	-.03	.17	.03

Note. Child = Number of dependent children, Mar = Marital status, C-Pos = Length of time in current position, H-Wk = Normal number of hours worked each week, H-Dr = Number of hours of driving each week, N-Aw = Number of nights away from home each week, Kms = Number of kilometres driven in the last month, N-Dr = Percentage of driving done at night, 2-up = Percentage of driving done on a two-up roster, JD = Job Dissatisfaction, Fine = Number of traffic fines incurred in the past six months, NR = Need for Recovery, JAWS = Job-related Affective Well-being, OpHass = Operational Hassles, PhySym = Physical Symptoms.

\*\*  $p < .01$ . \*  $p < .05$ .

Table 4 shows the significant correlations between the coping styles and outcome variables.

**Table 4**

**Correlations between Need for Recovery, Coping Styles, Job-related Affective Well-being, Operational Hassles, and Physical Symptoms.**

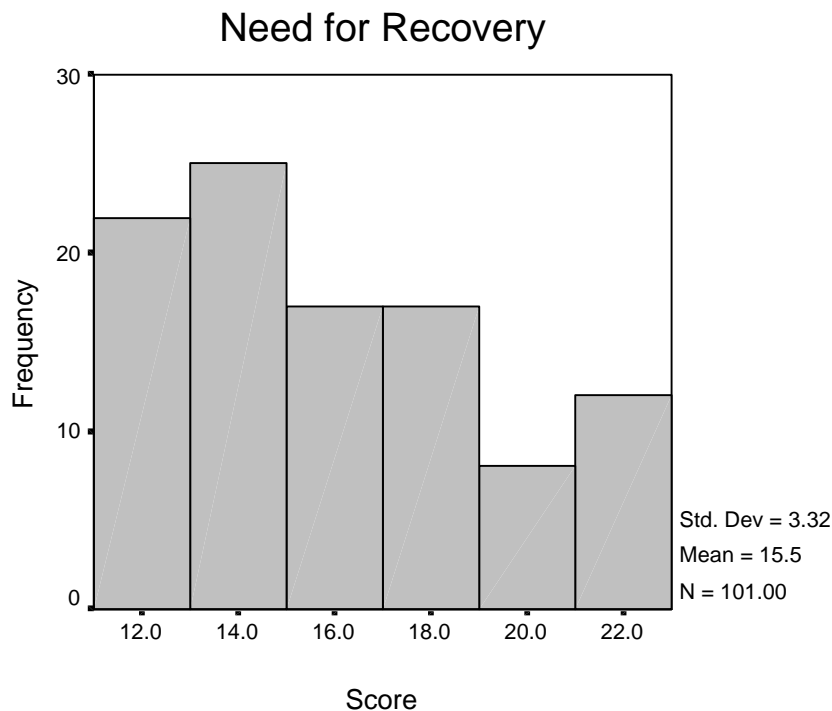
	NR	Con	Task	Emot	Reapp	Avoid	JAWS	Op Hass	Phy Sym
NR									
Con	.35**								
Task	-.18	-.12							
Emot	.35**	.34**	.05						
Reapp	-.20*	-.13	.60**	-.00					
Avoid	.08	.15	.36**	.14	.41**				
JAWS	-.50**	-.44**	.28**	-.36**	.41**	.14			
Op Hass	.09	.09	-.10	.12	-.04	.03	-.04		
Phy Sym	.50**	.48**	-.05	.36**	-.20*	.18	-.48**	.13	

Note. NR = Need for Recovery, Conf = Confrontative coping, Task = Task-focused coping, Emot = Emotion-focused Coping, Reapp = Reappraisal, Avoid = Avoidance, JAWS = Job-related Affective Well-being, OpHass = Operational Hassles, PhySym = Physical Symptoms.  
\*\*  $p < .01$ . \*  $p < .05$ .

### Results of the Need for Recovery Scale

Figure 2 shows the distribution of responses for the Need for Recovery Scale. From Table 3, it can be seen that higher scores on Need for Recovery were associated with higher levels of job dissatisfaction ( $r = .41$ ,  $p < .01$ ) and a greater number of traffic fines ( $r = .25$ ,  $p < .05$ ). Table 4 indicates that higher scores on Need for Recovery were also associated with greater reported use of Confrontative coping responses ( $r = .35$ ,  $p < .01$ ) and Emotion-focused coping responses ( $r = .35$ ,  $p < .01$ ), and lower use of Reappraisal coping ( $r = -.20$ ,  $p < .05$ ).

Higher Need for Recovery scores were also associated with lower Job-related Affective Well-being ( $r = -.50, p < .01$ ) and a greater number of Physical Symptoms ( $r = .50, p < .01$ ).



**Figure 2: Results for the Need for Recovery Scale (range 11-22).**

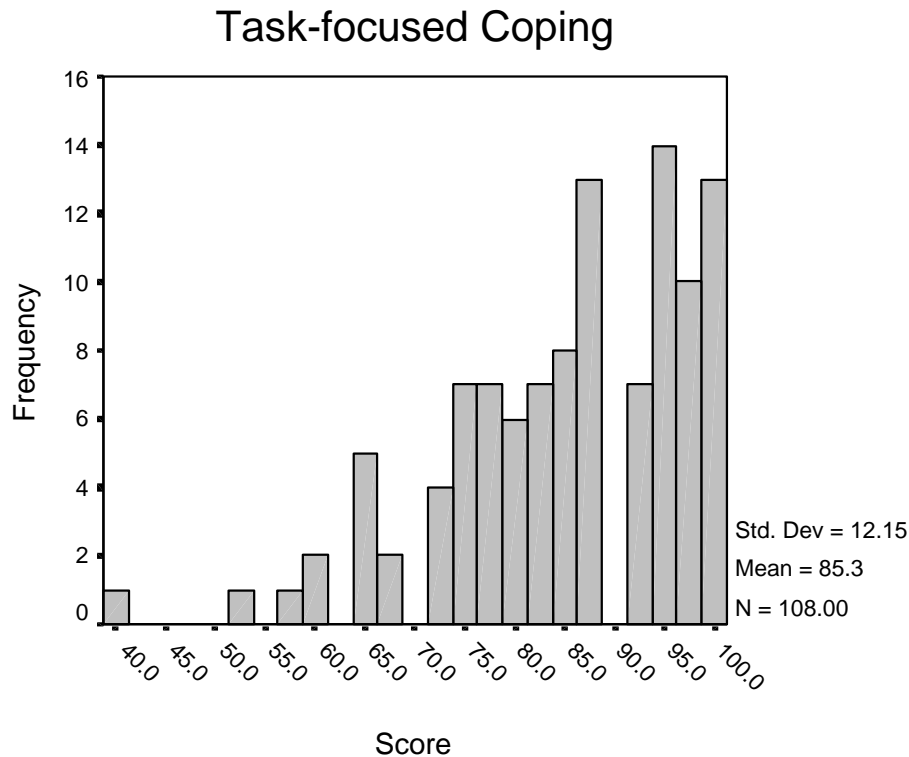
### Results for the Driver Coping Questionnaire (Section 2)

Figures 3 to 7 show the distribution of responses for each of the five subscales in the Driver Coping Questionnaire and Table 2 shows correlations between the DCQ subscales and the demographic variables. The association between each of the five scales and the 13 demographic questions will be discussed in turn.

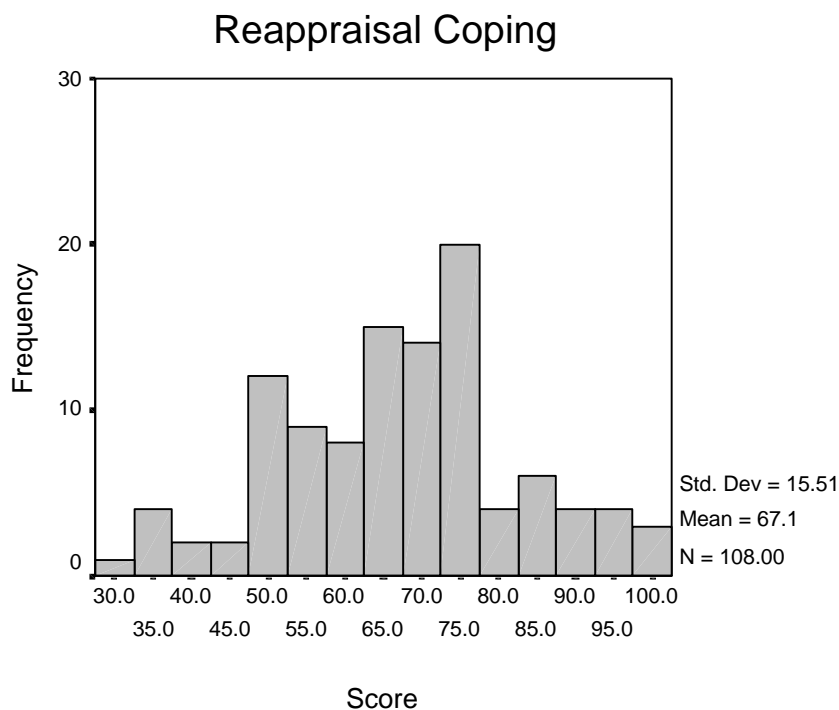
Higher scores on Confrontative coping were associated with greater job dissatisfaction ( $r = .33, p < .01$ ). Higher scores on Task-focused coping were negatively associated with length of time in current position ( $r = -.25, p < .01$ ), percentage of two-up driving ( $r = -.20, p < .05$ ), and with lower job dissatisfaction ( $r = -.20, p < .05$ ). Higher scores on Emotion-focused coping were associated with number of kilometres driven in the last month ( $r = .20, p < .05$ ) and with a greater number of traffic fines ( $r = .20, p < .05$ ). Higher scores on Reappraisal were associated with a greater number of hours spent driving per week ( $r = .23, p < .05$ ) and with lower job dissatisfaction ( $r = -.28, p < .01$ ). Higher scores on Avoidance were associated with a greater number of hours spent driving per week ( $r = .23, p < .05$ ).

From Table 4, it can be seen that some of the coping scales were strongly associated with each other. For example, Emotion-focused and Confrontative coping were significantly

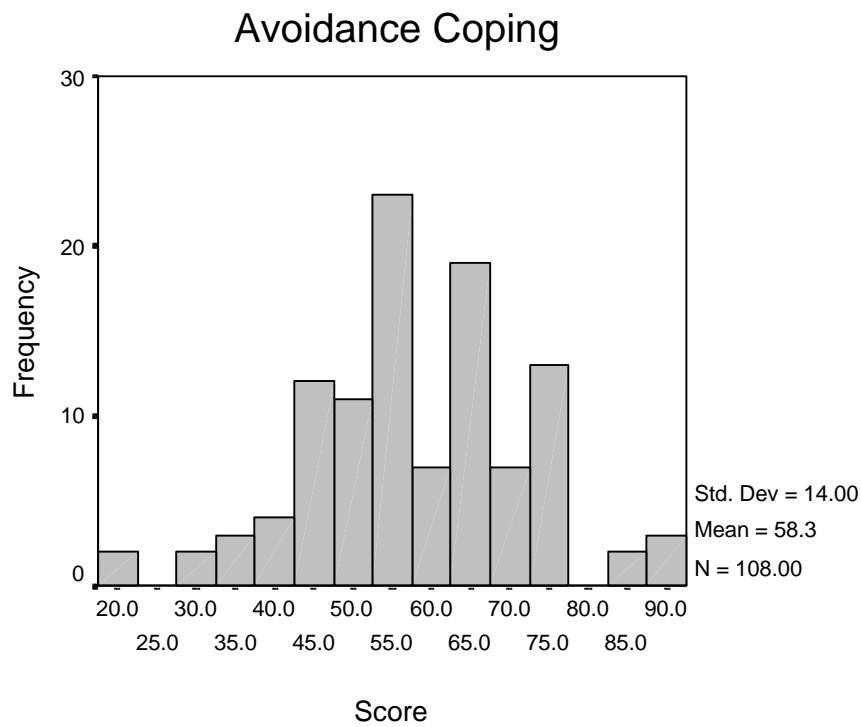
positively related ( $r = .34, p < .01$ ), as were Task-focused and Reappraisal ( $r = .60, p < .01$ ), Avoidance and Task-focused ( $r = .36, p < .01$ ) and Avoidance and Reappraisal ( $r = .41, p < .01$ ).



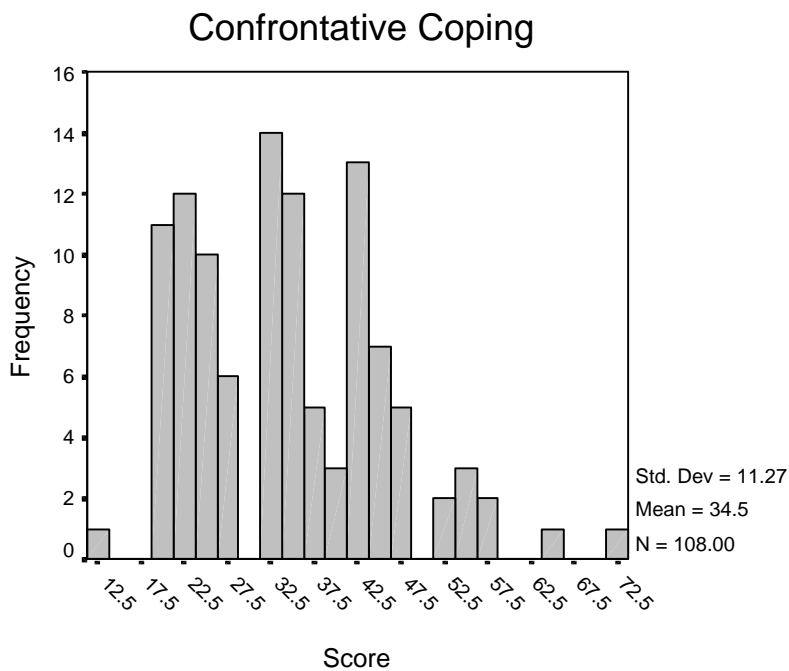
**Figure 3: Results for the Task-focused Coping Responses on the DCQ (range 0-100).**



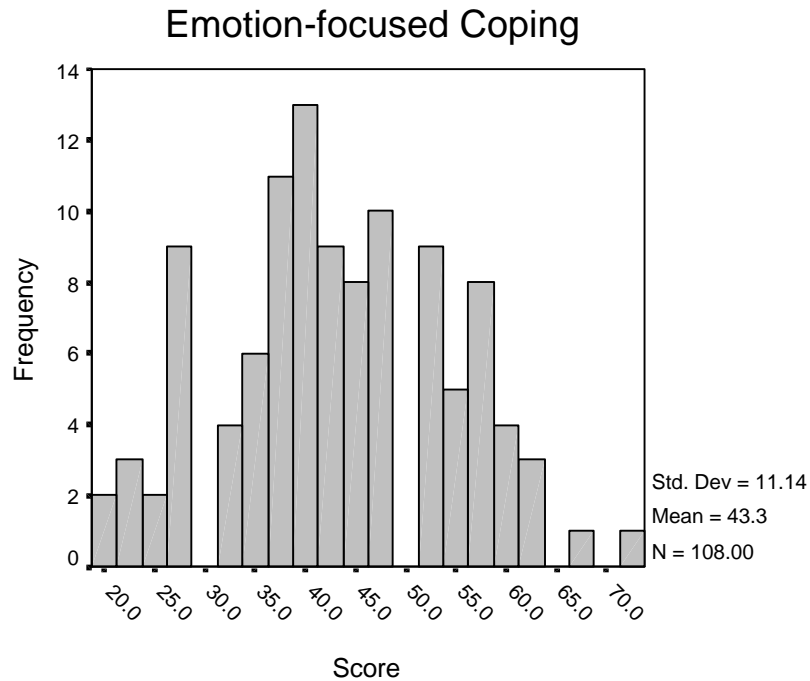
**Figure 4: Results for the Reappraisal Coping Responses on the DCQ (range 0-100).**



**Figure 5: Results for the Avoidance Coping Responses on the DCQ (range 0-100).**



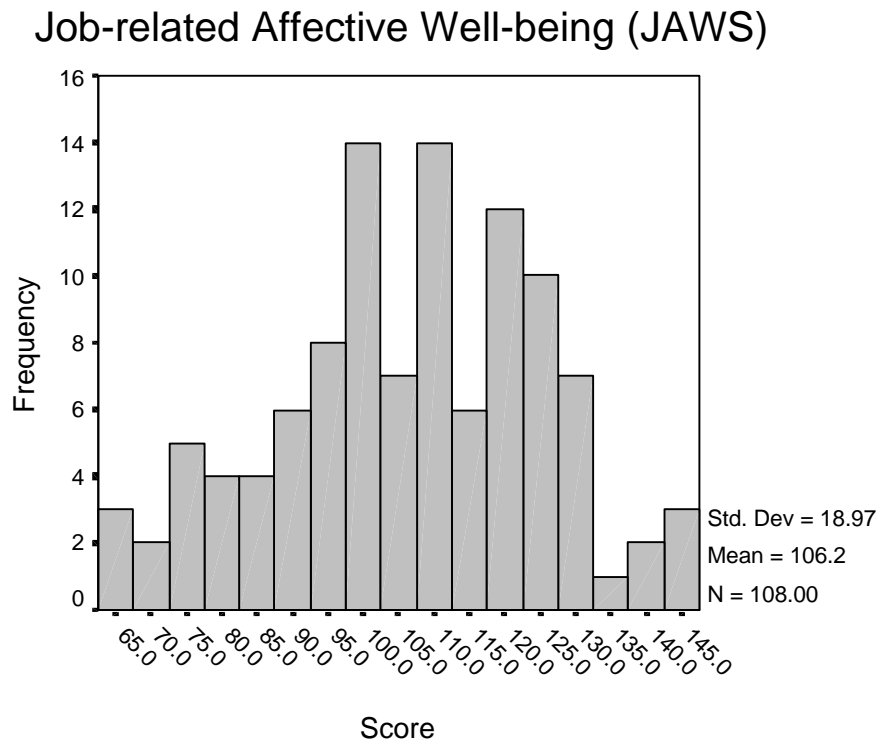
**Figure 6: Results for the Confrontative Coping Responses on the DCQ (range 0-100).**



**Figure 7: Results for the Emotion-focused Coping Responses on the DCQ (range 0-100).**

### **Results for Job-related Affective Well-being (Section 3)**

Figure 8 shows the distribution of responses for Job-related Affective Well-being (JAWS), whilst Tables 3 and 4 show associations between this scale and other variables on the survey. Table 3 shows that higher Job-related Affective Well-being scores were strongly associated with lower job dissatisfaction ( $r = -.55, p < .01$ ). Table 4 shows that higher scores on the JAWS were also strongly related to lower Need for Recovery ( $r = -.50, p < .01$ ), greater reported use of Task-focused ( $r = .28, p < .01$ ) and Reappraisal coping responses ( $r = .41, p < .01$ ), and a lower number of Physical Symptoms ( $r = -.48, p < .01$ ). Lower Affective Well-being was strongly associated with greater reported use of Confrontative ( $r = -.44, p < .01$ ) and Emotion-focused ( $r = -.36, p < .01$ ) coping responses.

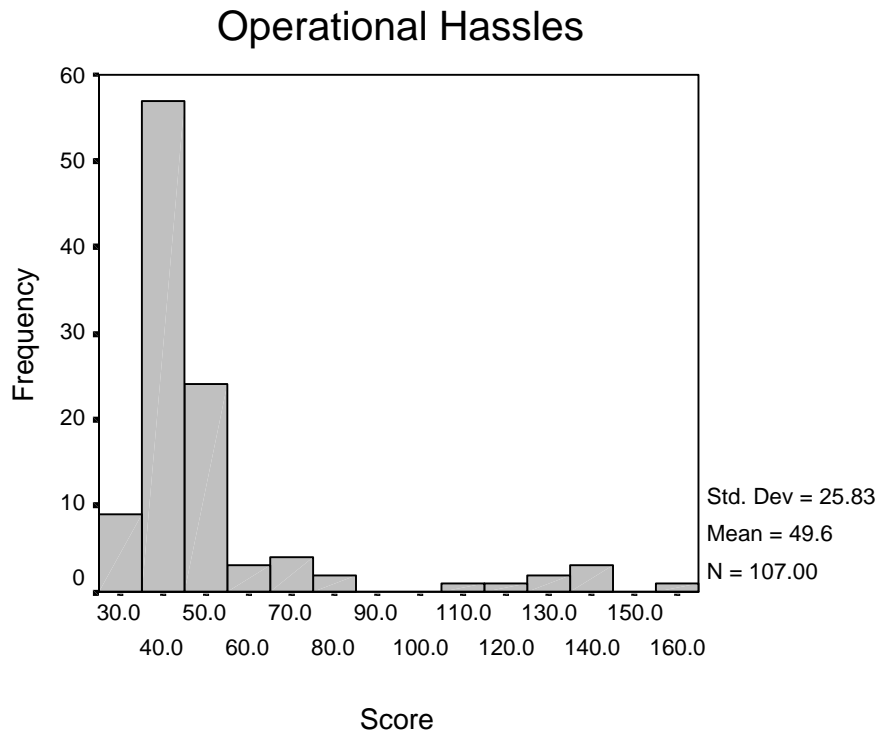


**Figure 8: Results for Job-related Affective Well-being (range 30-150).**

#### **Results for Operational Hassles (Section 4)**

Figure 9 shows the distribution of responses for Operational Hassles. From Table 3 it can be seen that higher scores on the Operational Hassles scale were associated with a greater number of dependent children ( $r = .26$ ,  $p < .05$ ). Operational hassles scores were not significantly correlated with any of the other variables. The operational tasks that were reported as causing the greatest amount of difficulty were as follows:

- Loading luggage and freight according to destination,
- Supervising passengers on the vehicle
- Operating gears and ancillary equipment,
- Adhering to schedules, and
- Being courteous and polite to passengers



**Figure 9: Results for Operational Hassles (range 35-175).**

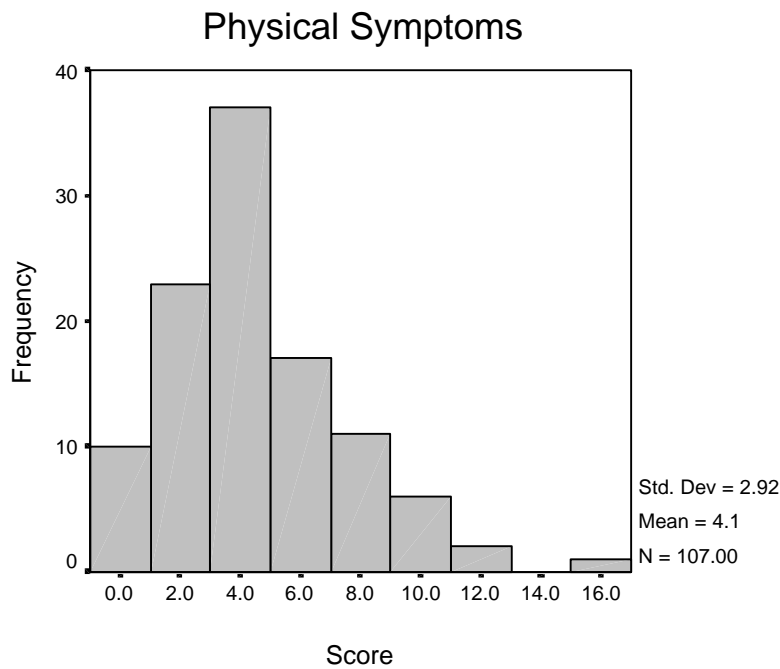
### Results for the Physical Symptoms Inventory (Section 5)

Figure 10 shows the distribution of responses for the Physical Symptoms Inventory. Tables 3 and 4 show correlations between Physical Symptoms and the other variables. From Table 3, it can be seen that higher scores on Physical Symptoms were associated with more dependent children ( $r = .23$ ,  $p < .05$ ), a higher level of job dissatisfaction ( $r = .45$ ,  $p < .01$ ) and a greater number of kilometres driven in the last month ( $r = .20$ ,  $p < .05$ ). Table 4 shows that Physical Symptoms scores are significantly related to Need for Recovery ( $r = .50$ ,  $p < .01$ ), lower Job-related Affective Well-being ( $r = -.48$ ,  $p < .01$ ), greater reported use of Confrontative coping responses ( $r = .48$ ,  $p < .01$ ) and Emotion-focused responses ( $r = .36$ ,  $p < .01$ ), and lower reported use of Reappraisal ( $r = -.20$ ,  $p < .05$ ).

The physical symptoms that were experienced most frequently by coach drivers were as follows:

- Backache,
- Trouble sleeping,
- Headache, and
- Tiredness or fatigue.





**Figure 10: Results for the Physical Symptoms Inventory (range 0-18).**

### Results for Open-ended questions (Section 6)

The first question asked, “To what extent is fatigue a problem for coach drivers?” The responses are as follows (number of respondents is in brackets):

- Fatigue was acknowledged as a BIG problem for many respondents (27),
- Poor coach performance and lack of comfort was linked to the experience of fatigue (12),
- Rostering and adherence to schedules was also linked to fatigue (15),
- There were concerns expressed about how safety is affected by fatigue (13),
- Two-up driving was mentioned as not allowing for good quality of sleep (5), and
- The degree of preparation and awareness of potential problems resulting from lack of sleep were mentioned as being crucial (5).

The second question asked, “To what extent is fatigue a problem for you personally?” The responses are summarised as follows (number of respondents is in brackets):

- Many drivers stated that there was not much of a problem or no problem at all (37) as compared to a smaller number who stated it was somewhat of a problem or a big problem (25),
- Some described the physical and behavioural effects of fatigue (13) such as becoming short-tempered, feeling numb, or losing concentration,

- The work schedules, coach performance, night driving and type of run were mentioned as contributors to fatigue (19).

The third question asked, “What effect does feeling fatigued have on your driving performance?” The effects reported were (number of respondents is in brackets):

- A slowing of responses (41),
- Reduced alertness (21),
- Erratic driving (17), and
- Other effects such as irritability, aches and pains, worry (7).

The fourth question asked, “What are the major factors contributing to feeling fatigued at work?” The responses are summarised as follows (number of respondents is in brackets):

- Work schedules and working the required number of hours was a major area of concern (47),
- Poor coach performance was reported as a concern (24),
- Problems with comfort such as driving position, seating, and control of air flow/temperature were mentioned (24),
- Lack of adequate preparation, such as not getting adequate sleep or overindulging on days off were identified (16),
- Problems with two-up or staged driving, such as switching from one to the other and problems sleeping in the bunk or motel was another area of concern (17),
- Poor road conditions or long, boring stretches of road were contributors (9), and
- Other factors included such things as ill-health, family problems/concerns, passengers and freight (17).

The fifth question asked, “What ways to coach drivers use to combat fatigue?” The responses are summarised as follows (number of respondents in brackets):

- Stopping the coach to get fresh air (28),
- Moving about/stretching the body/walking during breaks (12),
- Plenty of rest prior to driving (24),
- Eating, plenty of fluids, music (86),
- Talking to passengers or on the two-way (14),
- Keeping the mind active/increasing concentration/mental distraction (10).

- Maintaining a healthy lifestyle (e.g., eat sensibly, exercise regularly) (12),
- Changing drivers, taking scheduled breaks (8), and
- Other behaviours, such as smoking (6), taking drugs (prescribed or others) (2), drinking alcohol after work (2), washing face/having a shower (5), and spending time with family and friends after work (3).

The sixth question asked, “What ways do you personally use to combat fatigue?” The responses are summarised as follows (number of respondents is in brackets):

- Eating/drinking fluids (53),
- Plenty of rest prior to driving (29),
- Stopping for a break/walk during breaks (25)
- Music (23),
- Relaxing during days off (18),
- Mental activity/mental distraction/concentration (13),
- Talking to passengers or on the two-way (10),
- Maintaining a healthy lifestyle (10), and
- Other strategies such as shifting position, adjusting the temperature, taking deep breaths, moving eyes around while driving (7) and smoking cigarettes (3).

### Interviews with the Coach Driver Supervisors

In order to obtain more detailed information regarding coach driver stress and fatigue, interviews were conducted with all of the coach driver supervisors from McCafferty’s Express Coaches (N = 7). The interviews were carried out via the telephone from the 28<sup>th</sup> August 2000 to the 1<sup>st</sup> September 2000, after which, typed interview transcripts were sent to the drivers for verification. Some of the difficulties reported by the drivers during the interviews included:

- switching from day to night runs and vice versa,
- switching from staged to two-up driving and vice versa,
- sharing accommodation with another driver at stopovers during a staged run,
- busy periods when there are heavy volumes of freight and passengers, and

- other difficulties, such as sitting in the one spot, particularly if the seats are uncomfortable, poor coach performance, poor road conditions, and driving in bad weather.

All of the drivers felt they had plenty of time to prepare for their shifts and reported generally having plenty of good quality sleep prior to a shift. They reported feeling more fatigued after a shift than during a shift, and that it takes longer to recover from shifts that are busy, the first shift after a holiday, night runs, or after a two-up shift if they have not been able to sleep well in the bunk.

The drivers claimed their general health and well-being was good. Three of the drivers reported backaches, one driver reported suffering from migraines, and another suffered from kidney stones attributed to not drinking enough water during shifts. The drivers attributed these symptoms to the type of work they do.

Most of the drivers claimed that they are much more alert to fatigue and take a more serious view of it now than they did when they were less experienced drivers.

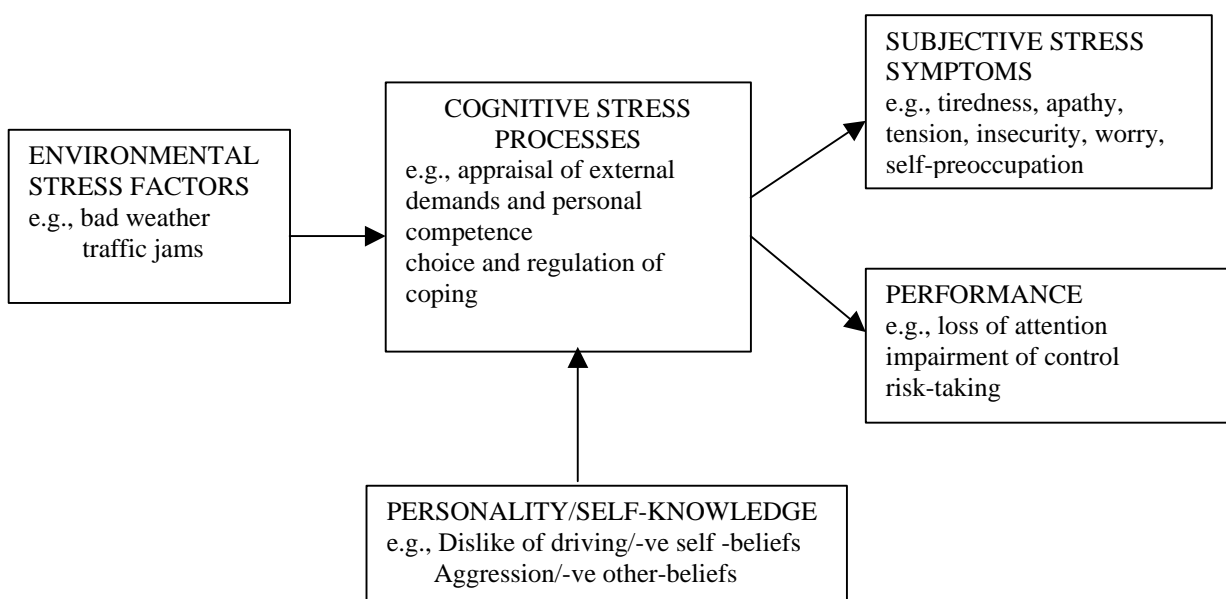
Non-work factors that drivers found helpful in managing their stress or fatigue included relaxing on days off, support from family and friends, hobbies, playing a sport, and socialising with friends.

At an industry level, factors that the drivers believe could minimise fatigue include increasing the length of breaks during busy periods, more relaxed timetables, better accommodation at stopovers, increasing two-up shifts, and more fatigue management training programs. It was also suggested that more and better driver training programs would assist new drivers to handle coaches better and some sort of education program could be implemented to help drivers to effectively manage their finances so that they do not overcommit themselves financially.

## STAGE TWO OF THE PROJECT

### Fatigue Management Training program

The second stage of the project aimed to develop training materials to assist drivers to better manage the effects of stress and fatigue utilising the situational judgment test (SJT) methodology. The training program is based on the transactional model of driver stress developed by Matthews (2001), which is presented in Figure 11.



**Figure 11.** A transactional framework for driver stress.

[Source: Matthews (2001)]

This model proposes a dynamic relationship between coping styles, stress, and symptoms of fatigue, such as tiredness and impaired performance. The key factors in the transactional model are the cognitive stress processes of appraisal and coping (Matthews, 2001).

The results of the Coach Driver Operations Survey indicated that driver coping styles are related to emotional well-being, job satisfaction, physical symptoms, need for recovery, operational hassles, and number of traffic fines. In general, Task-focused and Reappraisal strategies were associated with positive outcomes, whereas Confrontative and Emotion-

focused strategies were associated with negative outcomes. Given these findings, the training program was designed to assist drivers to identify and select more effective coping responses when faced with difficult or stressful work situations.

## **Situational Judgement Tests**

Training materials were developed using the situational judgment test (SJT) methodology. Situational judgement tests are becoming increasingly popular in predicting performance in supervisory and managerial jobs and are also beginning to be used in training settings. The SJT methodology involves presenting realistic, job-related situations and multiple-choice responses to examinees and asking them to indicate the effectiveness of each response in dealing with that situation (Hanson, Horgen, & Borman, 1998). The advantage of using SJT methodology is that examinees are presented with stimulus material that is directly related to their work tasks. The scenarios presented in SJTs usually involve difficult interpersonal encounters and/or hypothetical work situations, with test-takers being asked to project how they would behave in those situations (Hanson, et al.). These types of tests are commonly presented in written format, although some researchers (e.g., Weekley & Jones, 1997) have used video format. Responses are scored according to their relative effectiveness in dealing with the situation rather than in terms of right or wrong answers (Hanson et al., 1998). Situational judgment tests have been typically used for personnel selection with the underlying assumption that behaviour in situations similar to those encountered on the job will provide a good indication of actual behaviour on the job, thus allowing test developers to make valid predictions of job performance (Weekley & Jones, 1997). For this project, the SJTs were developed for training rather than selection purposes, however, the assumption is the same. That is, it is assumed that the coping styles expressed by drivers in the training SJTs will provide a good indication of their actual method of coping on the job.

There is little research available on the use of SJTs for training purposes. Some researchers (e.g., Hanson, Horgen, & Borman, 1998; Ostroff, 1991) advocate their use for training needs assessment and training evaluation, whilst others have suggested that SJT items could be used in a group setting as training stimulus materials (Hedge, Bruskiwicz, Borman, Hanson & Logan, 2000). The use of SJTs as a training tool is a relatively unexplored area of research and, as such, this project will provide an opportunity to investigate the efficacy of training-based SJTs.

The purpose of the training SJTs is to assist participants to identify their coping styles and to provide concrete examples of real-life situations and response options that will assist them to distinguish between effective and ineffective coping styles. The situational exercises provide the opportunity for drivers to practice identifying and selecting more effective coping strategies so that they are better able to manage difficult or stressful encounters in the work environment.

### **Development of Training Materials**

To develop the situational items, a workshop was conducted on the 14<sup>th</sup> August 2000 with all of the coach driver supervisors from McCafferty's Express Coaches (N = 7), who served as subject matter experts (SMEs). The supervisors were instructed to think of realistic difficult or stressful situations that coach drivers might encounter that may induce driver stress or fatigue. A list of factors identified by coach drivers as contributing to stress or fatigue was compiled from the results of the Coach Driver Operations Survey and was provided to assist the supervisors in generating the scenarios. These factors were based on the four performance dimensions identified in a job analysis by Kellett and Machin (1999) which included Schedule Adherence, Coach Operation, Customer Service, and Administration. A total of 36 situations was generated and then edited to a common format. Another workshop was conducted with the driver supervisors on the 17<sup>th</sup> August 2000 to generate response options for each situation. Initially, the supervisors were trained to differentiate between the five coping styles. They were then instructed to generate the responses options based on the five coping styles, such that each situation had a Task-focused, Reappraisal, Avoidance, Confrontative, and Emotion-focused response. An example of a typical situation and response format is presented below in Exhibit 1.

## Exhibit 1

### **Example of a Situation**

You arrive at Sydney Central and find that six items of luggage have been saturated with coolant from a leaking heater pipe. The passengers are very angry. What would you do?

### **Example of a Task-focused response:**

You suggest how they might be able to dry their luggage and say, “I am really sorry about this. I hope that you can get it dried out okay. I trust that you enjoyed the trip otherwise.”

### **Example of a Reappraisal response:**

You make a mental note to check for problems such as this in the future so that you can minimise the chance of damage to passengers’ luggage.

### **Example of an Avoidant response:**

You put the luggage on the footpath and walk away.

### **Example of a Confrontative response:**

You say to the passengers, “Look here, we accept no responsibility for this. Luggage is carried at the passenger’s own risk. I really don’t care.”

### **Example of an Emotion-focused response:**

You think, “I am sick of this stupid outfit and their attitude to passengers. How am I ever going to explain this to the passengers? This job is hopeless!”



The responses to each of the 36 situations were then rated by the coach driver supervisors (N = 7) and a sample of non-coach drivers (N = 7) according to their effectiveness on a scale from 1 (Not at all effective) to 10 (Extremely effective). The ratings data were then analysed. For each item, the intraclass correlation was computed for both the expert (coach driver supervisors) and novice (non-coach drivers) groups using Shrout and Fleiss' (1979) Model 2. Items with higher intraclass correlations for the expert group compared to the novice group were chosen and included in the training materials. Responses to each item can be scored by calculating the absolute differences between the participant's ratings and those of the driver supervisors and a total score is obtained by summing the differences.

After analysing the ratings data and selecting the situational exercises, a training package was developed. It includes a training manual (see Appendix B), a workbook (see Appendix C), handouts (see Appendix D), and a series of presentation slides. The workbook consists of several exercises, the first of which are aimed at assisting drivers to identify their own coping styles and assessing the different outcomes of the five coping styles. The next set of exercises was designed to assist drivers to differentiate between the five coping styles. The final exercise provides an opportunity for drivers to plan how to deal more effectively with difficult and stressful work situations and to anticipate possible barriers to using the more effective coping responses on the job.

### Implementation of Training Program

Three training sessions were conducted with a total of 17 drivers who were selected to participate in training by the Operations Manager at McCafferty's Express Coaches. Tables 5 to 9 provide demographic information about the drivers who attended training. Fourteen of the 17 drivers completed the Coach Driver Operations Survey prior to training.

**Table 5**  
**Age, Marital Status, and Number of Dependent Children (n =14).**

20-29	<u>Age</u>			<u>Marital Status</u>		<u>Dependent children</u>			
	30-39	40-49	50-59	Married/ Defacto	Not married/ Separated	None	1	2	5 or more
2	6	3	3	9	5	8	1	3	2

**Table 6**  
**Length of Time in Current Position and Coach Driving Experience.**

Years in Current Position ( $n = 14$ )				Years Coach Driving Experience ( $n = 17$ )			
<1	1-3	7-9	9+	<1	3-5	5-7	9+
6	2	1	5	1	1	3	12

From Table 6 it can be seen that although many of the drivers have been in their current position for three years or less, their coach driving experience is rather extensive.

**Table 7**  
**Number of Hours Worked each Week and Number of Hours Spent Driving per week ( $n = 14$ ).**

Hours worked each week			Hours driving per week			
40-49	50-59	60-69	<30	30-39	40-49	50-59
2	11	1	2	3	6	3

**Table 8**  
**Number of Nights Away from Home each Week and Number of Kilometres Driven each Week ( $n = 14$ ).**

Nights away from home each week				Kilometres driven each week			
None	3	4	5 or more	5,000 to 9,999	10,000 to 14,999	15,000 to 19,999	20,000 or more
1	4	8	1	7	3	1	3

**Table 9**  
**Percentage of Night Driving and Two-up Driving per Week ( $n = 14$ ).**

	% of Night Driving	% of Two-up Driving
0-20%	1	2
20-40%	2	2
40-60%	0	1
60-80%	6	4
80-100%	5	5

Seven drivers reported being “Very Satisfied” with their jobs, six reported being “Satisfied” and one reported being “Dissatisfied” with their jobs. Three of the drivers had

been issued with one traffic fine in the past six months, whilst the remainder had reportedly incurred no traffic fines.

Prior to training, the drivers were asked to complete the Coach Driver Operations Survey, which provided pre-training measures on all of the scales. For the purposes of training, however, only the results of the Driver Coping Questionnaire (DCQ) were used. After introductions and an ice-breaker exercise, the drivers completed four exercises designed to assist them to identify their own coping styles. The first exercise involved the drivers calculating their scores on the DCQ subscales. Means and standard deviations of the drivers' DCQ scores are presented in Table 10.

**Table 10**  
**Means and Standard Deviations of Coping Styles (n = 14)**

Coping Style	<u>M</u>	<u>SD</u>
Task-focused	87.96	9.52
Reappraisal	74.69	15.64
Avoidance	62.24	12.13
Confrontative	33.47	11.51
Emotion-focused	44.90	7.81

The DCQ subscales were scored so that they could potentially range from 0 to 100. From Table 10, it can be seen that the drivers used each of the five coping strategies to some degree, however they clearly favoured the Task-focused and Reappraisal strategies.

After scoring the DCQ, the drivers were given four of the scenarios generated by the driver supervisors. They were instructed to read each scenario, imagine it was happening to them, and to write down what they would think, how they would feel and what they would do in each case. This exercise was designed to enhance the drivers' awareness of how they appraise a situation, how their appraisal determines the intensity of the emotions involved in the encounter, and also how it affects their choice of coping style. The drivers were then asked to rate the responses generated by the driver supervisors to those same four situations on a scale from 1 (Not at all effective) to 10 (Extremely effective). Table 11 shows the means and standard deviations of the drivers' ratings. Means and standard deviations of the ratings provided by driver supervisor group are also presented. Differences between the training group and the supervisor group were calculated using *t*-tests for independent groups.

Asterisks beside the  $t$ -scores in Table 11 indicate statistically significant differences between the two groups.

**Table 11****Means and Standard Deviations of Ratings to Situations One to Four**

	Trainees ( $n = 17$ )		Supervisors ( $n = 7$ )		$t$ -score
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Situation One					
Task-focused	6.65	2.09	7.71	1.80	-1.18
Reappraisal	7.29	2.09	6.71	2.98	0.55
Avoidance	2.59	2.27	5.29	3.04	-2.40*
Confrontative	3.24	2.75	3.29	1.70	-0.05
Emotion-focused	1.65	1.46	2.57	2.15	-1.23
Situation Two					
Task-focused	7.94	1.39	8.86	1.46	-1.45
Reappraisal	5.06	3.34	7.14	2.61	-1.47
Avoidance	4.00	2.98	3.57	1.62	0.36
Confrontative	1.41	0.71	2.00	1.15	-1.53
Emotion-focused	3.00	2.18	5.14	2.79	-2.02
Situation Three					
Task-focused	8.94	1.52	9.00	1.53	-0.09
Reappraisal	3.53	2.70	5.43	1.62	-1.73
Avoidance	3.47	3.14	5.00	3.21	-1.08
Confrontative	1.29	0.85	2.00	1.41	-1.52
Emotion-focused	1.76	1.35	2.14	1.35	-0.63
Situation Four					
Task-focused	5.71	3.06	7.14	2.41	-1.11
Reappraisal	5.41	3.08	7.00	1.63	-1.28
Avoidance	1.24	0.44	2.00	1.53	-1.93
Confrontative	2.29	2.62	2.86	1.95	-0.51
Emotion-focused	1.47	0.72	3.57	3.15	-2.66*

Note: \*  $p < .05$ .

Table 11 indicates that all drivers in the training group favoured Task-focused and Reappraisal coping responses and that there were two significant differences between the ratings of the driver supervisors and those of the drivers who attended training. The supervisors rated both the Avoidance response in Situation 1 and the Emotion-focused response in Situation 4 higher than the training participants. The final exercise in this series asked the drivers to read another two situations and responses. As they read each situation, they were instructed to imagine themselves using each of the different coping responses, to

say how they would feel after using each response, and whether or not it would be effective in handling that particular situation. This exercise was designed to assist the drivers to critically evaluate each of the coping styles in terms of their emotional impact and the potential outcome of the encounter. Once again, the majority of drivers favoured the Task-focused or Reappraisal strategies, however, they believed that Avoidance was also a favourable option if the situation was one that could be dealt with at a later time.

After exercises in identifying their coping styles, the drivers were provided with some information and theory about driver stress, fatigue and coping, focusing on the importance of the cognitive stress processes of appraisal and coping. Results of the coach driver operations survey were also discussed to provide the drivers with some evidence of the impact of coping strategies on the physical and emotional well-being of individuals working within their industry. The drivers were then asked to complete some exercises in differentiating between the five styles of coping. The drivers were presented with three situational exercises and were asked to write beside each response the style of coping it represents. Most of the drivers were able to correctly differentiate between the coping styles, however there was a little confusion over the Task-focused and Reappraisal styles. To further assist drivers to differentiate between the coping styles, they were asked to generate their own responses based on the five coping styles to four new situations. Initially, some of the drivers had difficulty distinguishing between Task-focused and Reappraisal strategies and also between Avoidant, Emotion-focused, and Confrontative strategies. However, after further clarifying the differences between these styles, they were better able to generate their own examples of each of these styles. The drivers were then asked to rate the responses generated by the supervisors to those same situations to assess whether or not their coping responses had altered as a result of the training. Means and standard deviations of the training group ratings and the supervisors' ratings are presented in Table 12. Statistically significant differences between the training group and the supervisor group are those with an asterisk beside the mean difference score.

**Table 12****Means and Standard Deviations of Ratings to Situations Ten to Thirteen**

	Trainees (n = 17)		Supervisors (n = 7)		t-score
	M	SD	M	SD	
<b>Situation Ten</b>					
Task-focused	8.88	1.50	8.00	1.00	1.43
Reappraisal	4.65	2.52	5.00	2.94	-0.30
Avoidance	2.94	1.68	4.29	2.69	-1.49
Confrontative	1.94	0.83	2.57	1.90	-1.15
Emotion-focused	2.41	1.87	3.14	2.41	-0.80
<b>Situation Eleven</b>					
Task-focused	7.00	2.15	6.86	1.77	0.16
Reappraisal	8.00	1.94	7.00	1.63	1.20
Avoidance	3.82	2.43	5.43	1.62	-1.60
Confrontative	3.65	2.34	3.43	2.07	0.21
Emotion-focused	4.94	2.22	5.57	2.15	-0.64
<b>Situation Twelve</b>					
Task-focused	8.94	1.61	8.14	0.90	1.21
Reappraisal	8.81	1.42	7.14	1.86	2.36*
Avoidance	2.50	1.90	2.71	1.11	-0.28
Confrontative	3.75	2.77	3.29	2.14	0.39
Emotion-focused	3.25	2.41	5.43	2.64	-1.94
<b>Situation Thirteen</b>					
Task-focused	7.35	2.64	5.71	1.89	1.48
Reappraisal	6.18	2.56	5.43	2.51	0.66
Avoidance	3.41	2.24	4.29	2.14	-0.88
Confrontative	2.29	1.86	1.86	1.21	0.57
Emotion-focused	3.18	1.55	3.71	2.63	-0.63

From Table 12, it can be seen that there was only one significant difference between the ratings of the driver supervisors and those of the drivers who attended training. The training group rated the Reappraisal response in Situation 12 higher than the driver supervisors. Both groups favoured the Task-focused and Reappraisal coping responses. Given that the drivers in the training group reported a preference for the two most effective coping styles at the beginning of training, it was not surprising that their ratings did not alter as a result of the training.

To assist drivers to prepare effective coping responses when faced with difficult or stressful situations in their workplace, the final training exercise asked drivers to think of difficult work situations that they might be confronted with in the following four weeks. They were then asked to generate some effective ways of coping with these situations and to

identify obstacles that may prevent them from implementing effective coping responses to these situations.

Training concluded with a summary of what was covered in the session, information about the four-week and longer-term (6 - 12 months) follow-up evaluations, and opportunities for the drivers to ask questions about what was covered during training and to clarify any issues that they were not sure about. The drivers were also asked to complete an evaluation of training form, which covered the training materials, content, usefulness, presentation, and timing. They were asked to rate each of the seven statements on a scale from 1 (Strongly agree) to 5 (Strongly disagree). A summary of their responses is presented in Table 13.

**Table 13****Drivers' Evaluation of the Training Session (N = 17)**

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The training workbook was easy to follow.	7	7	3		
The scenarios were similar to the sorts of situations I might face.	6	10	1		
The training will help me to manage my fatigue.	2	7	6	2	
The exercises were pitched at an appropriate level for me.	3	12	1	1	
I feel confident in my ability to manage fatigue now that I have completed this training.	3	7	6	1	
The training took the right amount of time to cover the material.	1	10	4	2	
The instructors were easy to understand.	10	7			

The evaluation sheet also asked drivers to add any extra comments that would help to refine the fatigue management training package. Several drivers suggested that the issue of accommodation at stopovers be investigated as a contributor to fatigue.



## STAGE THREE OF THE PROJECT

### Training Evaluation

To assess the effectiveness of the training program, a follow-up session was held four weeks after each group of drivers had completed the training session. As a reminder of the training session, the drivers were provided with a handout consisting of the last four situational exercises they completed in training along with a summary of their ratings and a graphic comparison of their ratings to those of the driver supervisors. The drivers were then asked to describe an incident that happened to them at work during the past four weeks that was difficult or stressful. They were then asked how they dealt with the incident (i.e., what coping style they used), what the outcome was, and if they found anything they learned in training useful in dealing with the situation. Many of the drivers felt that training helped them to be more aware of the way they coped with difficult work situations and influenced their choice of coping responses in favour of the more effective strategies of Task-focused and Reappraisal.

The drivers were then given a Post-training Evaluation Questionnaire (see Appendix E) to complete which provided information about how the skills they learned during training were transferred back to their jobs. There were several sections to the questionnaire. Part One consisted of questions covering the drivers' reactions to the training. Drivers were asked to respond to each of the 21 questions (e.g., "I was able to master the content of the training course") using a rating scale from 1 (Strongly disagree) to 7 (Strongly agree). The scale incorporates measures of self-efficacy and motivation to use the training in their work. Part Two of the evaluation consisted of questions about the drivers' intentions for using the skills that they learned during training. This section was in two parts. For Part A, drivers were asked to respond to 11 statements (e.g., "I will discuss with my supervisor ways to develop the skills which I have learned") on a scale from 1 (Strongly disagree) to 7 (Strongly agree). After they had decided their ratings for the first part of each question, they were asked to rate their level of commitment for that item on a scale from 1 (None) to 100 (Complete commitment) (Part B).

Means and standard deviations of responses to Parts One and Two of the evaluation questionnaire are presented in Table 14.

**Table 14****Means and Standard Deviations of Reactions to Training, Intentions for using Training and Commitment to using Training (n = 16).**

Training Evaluation	<u>M</u>	<u>SD</u>
Part One: Reactions to the Training (self-efficacy and motivation)	126.00	11.66
Part Two: Intentions for using training (Part A)	62.94	5.30
Part Two: Commitment for using training (Part B)	761.50	128.97

Note. Reactions to the training could range from 21 to 147; Intentions for using training could range from 11 to 77; Commitment to using training could range from 11 to 1100.

From Table 14, it appears that the drivers reacted positively to the training (in terms of having a strong desire to use the training and high confidence to use the skills they had acquired) and that they intend to use what they learned on the job. The mean score of 761.50 for Part B also suggests that they have a reasonably strong commitment to using their skills on the job.

The third and final part of the Training Evaluation Questionnaire assessed the effectiveness of various in-training, transfer enhancing activities. The Training Effectiveness Questionnaire consists of seven subscales: Overlearning; Fidelity; Stimulus Variability; Principles/Meaningfulness; Feedback Cues; Relapse Prevention; and Goal Setting. The Overlearning subscale refers to repeated practice of a new skill (e.g., “During training, we had to go over everything again and again”). Fidelity refers to the psychological or physical similarity between using the skills taught in the training environment and using the skills taught in the work environment (e.g., “The procedures taught in training are the same ones we use in the job”). Stimulus Variability (or Varied Practice) refers to learning new skills or acquiring new knowledge under a variety of conditions or problems during training (e.g., “During training, the instructors taught us rules that applied to lots of different problems”). The Principles/Meaningfulness subscale includes a variety of things that can be done to make material more meaningful to teach the reasons why things work the way they do (e.g., “The training we received really made things clear as to why things worked the way they did”). Feedback Cues refer to being taught how to monitor one’s own performance and to recognise whether or not one is doing the job correctly (e.g., “During training, the instructors taught us

things to look for to make sure we were doing the job correctly”). Relapse Prevention involves helping trainees to recognise barriers to applying what they have learned from training and to make plans for how to overcome those barriers (e.g., “During training, we talked about a situation that might prevent us using our new skills and ways to deal with it”). Goal Setting involves making specific plans for using the skills learned in training on the job (e.g., “During training, we made plans for applying our new skills on the job”). Drivers were asked to respond to each of the 66 statements using a scale from 1 (Strongly disagree) to 7 (Strongly agree). Results of the Training Effectiveness Questionnaire are presented in Table 15.

**Table 15**

**Means and Standard Deviations of Training Effectiveness Subscale Scores (n = 16)**

Dimension	<u>M</u>	<u>SD</u>
Overlearning	4.19	0.85
Fidelity	4.27	1.01
Stimulus Variability	6.38	3.83
Principle/Meaningfulness	5.86	0.54
Feedback Cues	5.02	0.55
Relapse Prevention	4.96	0.62
Goal Setting	4.67	0.61

Note. n = 16

From Table 15, it appears that the drivers’ mean ratings on four of the subscales were in the “Slightly agree” to “Moderately agree” range, whilst the means for Overlearning, Fidelity and Goal Setting suggest that the drivers neither agreed nor disagreed with the statements. The very high score for the Stimulus Variability scale indicates that drivers were in agreement that the training material presented them with a wide variety of different situations, which they then responded to. This was the strategy that was initially selected as being most appropriate one to use in the fatigue management training program as it is based on scenarios that drivers are likely to face as part of their work.

## Follow-up Evaluation

The follow-up evaluation of the participants occurred in November and December 2001. Of the 17 drivers who participated in the training program, 4 had left the company and 1 driver was on long-term disability leave. Telephone interviews were conducted with 9 of the remaining 12 drivers, whilst the interview questions were posted to another 3 drivers. Data from 9 drivers who were interviewed by telephone were available at the time of this report. The semi-structured interview consisted of an evaluation of three dimensions: In-training Transfer Enhancing Activities, Transfer Outcomes, and the Organisational Climate for Transfer (see Appendix F for a copy of the Follow Up Interview Questions). These dimensions are consistent with transfer of training models that specify the in-training transfer enhancing activities and work environment factors that impact on the transfer outcomes following training (Machin, 2002).

*Evaluation of In-training Transfer Enhancing Activities.* The training program was designed to provide drivers with a better understanding of factors that can influence stress and fatigue, with a major focus on work characteristics and personal attributes (appraisal and coping). The training materials were designed to provide a variety of examples of stressful work situations and of both adaptive and maladaptive coping responses. The aim was also to provide the drivers with the opportunity to practice identifying and using adaptive coping styles and also to receive feedback about their progress.

Part 1 of the follow-up interview asked the drivers to evaluate the effectiveness of various in-training, transfer enhancing activities using similar dimensions to those in the Training Effectiveness Questionnaire described above. The questions focused on the relevance and usefulness of the training program to the drivers' job, the content of training materials, feedback, and goal setting, although only single items were used to assess each dimension.

The first question was open-ended and asked the drivers exactly how the training has helped them on the job. Three of the drivers reported that the training helped by making them more aware of how they cope with difficult work situations. One driver stated that it helped to talk to other drivers during the training about how they deal with irate passengers. Five of the drivers reported that the training had not made much difference to the way they carried out their work. Three of those drivers felt that they were already using effective coping styles and that the course confirmed that what they were doing was "correct" and in line with the coping

styles of the driver-supervisors. The drivers who attended training were randomly selected by the company and thus had not been previously identified as experiencing problems coping with stressful or fatiguing situations. Results of the Driver Coping Questionnaire (DCQ) administered to the training participants during training confirmed that their predominant coping styles prior to training were the more effective strategies (Task-focused and Reappraisal). Therefore, for future training, the DCQ could be used to identify those drivers who favour maladaptive coping styles and thus, who may benefit most from the training program.

Responses to Questions 2 through 12 are presented below.

**Q2. How important is a good understanding of fatigue management to doing your job?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Very Important	3	33.3
Extremely Important	6	66.7

**Q3. How much practice at using effective coping styles did your training give you?**

(Note: this question is similar to the Overlearning dimension).

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Only a little	3	33.3
A moderate amount	5	55.6
Quite a lot	1	11.1

**Q4. How similar were the scenarios used in training to situations that occur during the normal course of your work? (Note: this question is similar to the Fidelity dimension).**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Moderately similar	3	33.3
Very similar	5	55.6
Extremely similar	1	11.1

**Q5. How many different types of examples did your training include? (Note: this question is similar to the Stimulus Variability dimension).**

Response	Frequency	Percent
A moderate amount	2	22.2
Quite a lot	5	55.6
A great deal	2	22.2

**Q6. How satisfied are you with the relevance of the course content to your job? (Note: this question is similar to the Principle/meaningfulness dimension).**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Moderately satisfied	3	33.3
Very satisfied	3	33.3
Extremely satisfied	3	33.3

**Q7. How satisfied are you with the information you received prior to arrival at training?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Not at all	6	66.7
Slightly satisfied	2	22.2
Very satisfied	1	11.1

**Q8. To what extent did your training give you clear feedback about your progress? (Note: this question is similar to the Feedback Cues dimension).**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Slightly	2	22.2
Moderately	1	11.1
Very	5	55.6
Extremely	1	11.1

**Q9. How well did your training prepare you for problems you may face after training?**  
(Note: this question is similar to the Relapse Prevention dimension).

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Slightly	4	44.4
Moderately	3	33.3
Very	1	11.1
Extremely	1	11.1

**Q10. How much of your training was about ways to set specific goals for using your training?** (Note: this question is similar to the Goal Setting dimension).

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Only a little	1	11.1
A moderate amount	3	33.3
Quite a lot	5	55.6

**Q11. How would you rate the length of the training program?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Too short	4	44.4
Just right	5	55.6

**Q12. Overall, how would you rate the training program?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Fair	2	22.2
Good	1	11.1
Very good	3	33.3
Excellent	3	33.3

The results of the evaluation of the in-training transfer enhancing activities suggested that the course and the materials were relevant, the amount of feedback was sufficient, more practice at using the skills could have been provided, and that goal setting was covered sufficiently. Most of the drivers felt that training only slightly or moderately prepared them

for problems they may face after training. Some drivers commented that this was because they felt they were already competent at dealing effectively with problems that arise on the job. Most of the drivers were not satisfied with the information they received before arriving at training. Many reported that they were told by management to attend a fatigue management training course, but were not given any further information, such as the course content and why they were selected to attend. The results also suggested that the training program was either of an appropriate length or that it could have been extended over a longer period. Most of the drivers rated the training program favourably.

*Evaluation of the Transfer Outcomes.* The second part of the evaluation interview focused on how successful the drivers were in transferring the skills they learned in training to the job and the impact of using these skills on their performance.

Responses to questions 13 through 18 are presented below.

**Q13. Since your training, how frequently have you been using the skills?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Not at all	1	11.1
Only a little	1	11.1
A moderate amount	3	33.3
Quite a lot	2	22.2
A great deal	2	22.2

**Q14. Overall, how successful have you been at applying the skills which you learnt?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Not at all	1	11.1
Very successful	6	66.7
Extremely successful	2	22.2



**Q15. Overall, how useful have the skills you learned in training been in helping you to manage stressful work situations?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Slightly useful	2	22.1
Moderately useful	3	33.3
Very useful	3	33.3
Extremely useful	1	11.1

**Q16. How much has your work performance improved as a result of the training program?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Not at all	2	22.2
Slight improvement	4	44.4
Moderate improvement	2	22.2
Very high improvement	1	11.1

**Q17. What is your current level of proficiency at using more effective coping styles (e.g., task-focused and reappraisal)?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Slightly proficient	2	22.2
Moderately proficient	2	22.2
Very proficient	5	55.6

**Q18. What, if anything, has prevented you from practicing the skills you learned in the training course?**

Most drivers reported that have not experienced any problems putting the skills they learned in training into practice. Two drivers reported that, since the training program, they have not been faced with difficult situations where they may be required to use the skills. One driver commented that the recent introduction of a mix of two-up and staged runs has disrupted his sleep patterns, making it sometimes difficult to cope effectively on the job. Another driver reported that when his fatigue levels were extremely high, he has difficult

practicing the coping skills. Another comment related to the stress of having to deal with a broad range of people, which can impede the use of effective coping strategies.

*Evaluation of the Organisational Climate for Transfer.* The final part of the evaluation interview asked about characteristics of the work setting to determine the climate for transfer of training to the workplace. The questions and responses are presented below.

**Q19. What specific changes could be made in the organisation to allow staff members to make better use of their fatigue management training?**

Responses to this open-ended question focused on increasing two-up driving, increasing communication between management and drivers, examining rosters, driving hours, and breaks, making the pre-driving preparation easier, and fixing the equipment on some of the buses (e.g., dash instruments, radio, driver's seat). For example, three drivers suggested that two-up driving should be increased. Reasons for this included that it was safer and less fatiguing. One driver reported that whilst two-up driving is safer, staged driving is more economical for the company and that "economics will win out anytime". Other drivers commented that there is "not enough communication between management staff and drivers" and that there should be "a bit more interaction with driving staff before decisions are made". Overall, the comments to this question suggested that transfer of training to the workplace might be enhanced with greater levels of communication between management and drivers.

**Q20. What about changes to the goals which your supervisor sets for using your training?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	3	33.3
Some change needed	2	22.2
Moderate change needed	3	33.3
Complete change needed	1	11.1

**Q21. What about changes to the availability of equipment, time and resources needed to do your job properly?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	4	44.4
Some change needed	2	22.2
Major changes needed	3	33.3

**Q22. What about changes to the level of support from your supervisor and other drivers?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	3	33.3
Some change needed	3	33.3
Moderate change needed	1	11.1
Major changes needed	1	11.1
Complete change needed	1	11.1

**Q23. What about changes to the opportunities available to further develop your skills?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	4	44.4
Some change needed	3	33.3
Major changes needed	1	11.1
Complete change needed	1	11.1

**Q24. What about changes to the amount of recognition you receive for using your training on the job?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	1	11.1
Moderate change needed	1	11.1
Major changes needed	3	33.3
Complete change needed	4	44.4

**Q25. What about changes to those times when you are reprimanded for not doing your job properly?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	6	66.7
Some change needed	1	11.1
Moderate change needed	1	11.1

[One driver chose not to respond to this question because he believed it was not relevant]

**Q26. What about changes to those times when your training doesn't seem relevant to your job?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	5	55.6
Some change needed	3	33.3

[One driver chose not to respond to this question because he believed it was not relevant]

**Q27. What about changes to those times when a very low priority is given to using your training?**

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
No change needed	5	55.6
Moderate change needed	2	22.2
Major changes needed	2	22.2

Overall, it appears that the major obstacle to transferring their training to the workplace that the drivers reported was the lack of recognition the drivers receive for using their training on the job. General comments made by the drivers during the interview suggested that they would benefit from a more supportive relationship with management.

The final interview question asked the drivers if there was any other comment they would like to make about the fatigue management training they received.

Some of the comments from the drivers included that “fatigue management was covered well” in the training and that “there could be a lot more of it in companies”, that the training was “fantastic” and that it “should be made compulsory”. Other drivers felt that they did not receive enough information about the course prior to attending training and that, rather

than coping styles, training could have addressed tiredness, work hours, rosters, and the level of support provided by management.

## DISCUSSION AND RECOMMENDATIONS

The initial goals of the project were as follows:

1. To identify the specific sources of stress and fatigue for coach drivers and determine the impact of these factors on their well-being and performance;
2. To develop and implement a training program to assist drivers to manage stress- and fatigue-inducing work situations; and
3. To evaluate the effectiveness of the management strategies on drivers' well-being and performance.

The first of these goals was achieved using the Coach Driver Operations Survey on a sample of McCafferty's Express Coach drivers and conducting interviews with coach driver supervisors from the same organisation. It was anticipated that a wider survey of coach drivers would be conducted to obtain a more representative sample, however, the second organisation that had agreed to participate postponed the distribution until a later date. The second goal of the project has also been achieved, with the development of training materials and the implementation of several training sessions. These training sessions were conducted with a variety of drivers employed by McCafferty's Express Coaches. The final goal to evaluate the effectiveness of training has been achieved in that short-term evaluations have been carried out after four weeks, and the follow-up evaluations conducted at the end of 2001 (10 – 12 months after training).

### Discussion of the results of the survey

The key findings of the Coach Driver Operations Survey were as follows:

1. Coach drivers reported that fatigue is a problem in their job and that it contributes to a range of symptoms. These can be grouped as short-term effects such as reduced alertness, erratic driving, irritability, and physical discomfort, as well as a number of longer-term effects such as poorer emotional well-being, lower job satisfaction, and a greater number of physical symptoms. The most common symptoms that drivers experience are backache, difficulty sleeping, headaches, and tiredness.
2. The impact of fatigue on safety is a concern for many of the drivers. Safety is not solely determined by whether drivers are feeling fatigued, but a driver's mental alertness may be one of the most important "defenses" against accidents.
3. The specific areas that drivers identified as contributing to their fatigue included difficulties with their work schedules and working the required number of hours, poor

coach performance, problems with comfort whilst driving, lack of adequate preparation, poor road conditions, ill-health, family concerns, passengers, and freight.

4. The ways that coach drivers report that they are managing their fatigue included stopping the coach to get fresh air, getting plenty of rest prior to driving, eating, having plenty of fluids, listening to music, talking to passengers or on the two-way, and walking during breaks.
5. The drivers' use of various coping strategies (Confrontative, Task-focused, Emotion-focused, and Reappraisal) was strongly associated with affective well-being, physical symptoms, and to a less extent, with need for recovery. As these are strategies that can be modified through training, they present an avenue by which drivers may be able to learn better ways to manage the difficulties that they are confronted with.

One issue posed to the researchers was whether the drivers that had been employed for longer periods of time had better coping strategies than those who were newer employees. The length of time employed was only correlated with the use of Task-focused responses, but it was the newer employees who reported using more of these responses to difficult situations. Therefore, apart from that one scale, the more experienced employees are not reporting any different outcomes from the newer employees.

Several conclusions were made based on the information collected in the survey:

1. Fatigue is not simply a result of working longer hours, but depends on the nature of the trip being made, the preparedness of the driver, the performance of the coach, the efficiency of the procedures involving passengers and freight, the driver's emotional well-being and health, and the strategies that the driver engages in to deal with unexpected difficulties that crop up. Therefore, a comprehensive fatigue management strategy should focus on improving the organisational issues that affect drivers' well-being as well as encourage drivers to maintain a high level of responsibility for their own well-being.
2. More experienced employees reported similar outcomes to newer employees. While this result was not expected, it indicates that all employees would be able to benefit from better fatigue management strategies. It is proposed that the more experienced employees are a valuable source of expertise and they should be required to contribute to the training of newer employees. This training should target the typical kinds of problems that drivers face and aim to develop greater skill and confidence in resolving those situations in a positive manner.

## Discussion of the training program

The training program was developed to provide the drivers with three main outcomes: strong self-efficacy and motivation for the use of specific coping strategies such as task-focused and reappraisal, an understanding of the differences between the various coping strategies, and strong intentions to use the strategies that are most effective in managing fatigue. Other research conducted by the author (Machin & Fogarty, 2001) has shown that the use of transfer enhancing activities (such as overlearning etc.) was positively associated with higher post-training self-efficacy and stronger transfer implementation intentions, while post-training self-efficacy was also a strong predictor of transfer implementation intentions. Overall, the strongest predictors of transfer implementation intentions were the trainees' self-efficacy and the various in-training transfer enhancing activities.

The reason that Machin and Fogarty (2001) assessed transfer implementation intentions at the end of training was that Gollwitzer (1999) suggested that implementation intentions promote the attainment of selected goals by specifying how (i.e., when, where, and in what way) to implement these goals. Therefore, given that transfer enhancing activities positively predicted transfer implementation intentions, this supported Gollwitzer's suggestions that implementation intentions are a key mediator of the link between transfer enhancing activities and transfer outcomes. Transfer enhancing activities may also have a small indirect impact on transfer implementation intentions through the trainees' level of post-training self-efficacy.

A recent meta-analysis of the individual and situational predictors of training motivation, training outcomes, and transfer outcomes discovered that measures of skill acquisition and post-training self-efficacy were able to reliably predict transfer outcomes, but that measures of declarative knowledge and reactions to training were not significant predictors (Colquitt, LePine & Noe, 2000). The results of the Machin and Fogarty's (2001) study support the conclusion of Colquitt et al. that individual variables (such as self-efficacy and transfer intentions) add significantly to the prediction of training outcomes and subsequent transfer. The main contribution of Machin and Fogarty's study is to support the use of in-training transfer enhancing strategies in order to optimise the transfer of that training. It was concluded that:

1. The use of the situational judgement exercises as the basis for the fatigue management training was an effective means for raising coach drivers' awareness and confidence in



using the more effective coping strategies and creating strong intentions to implement their skills in their normal work.

### Discussion of the follow-up evaluation

The follow-up evaluation of the fatigue management training program focused on the impact of the training on drivers' well-being and performance.

The main conclusions that were drawn from the first part of the longer-term (6 – 12 months) follow-up evaluation were:

1. Coach drivers were satisfied with the content of the training;
2. Coach drivers reported that they were more aware of strategies to assist them to cope with difficult work situations, although some were already competent in dealing with these situations; and
3. Coach drivers were not satisfied with the explanation that was provided to them about the training program and why they were attending.

The main conclusions that were drawn from the second part of the longer-term follow-up evaluation were:

4. Coach drivers were successful in applying the skills that they had learned but that this did not always result in better management of stressful work situations; and
5. Some coach drivers reported that their work performance improved as a result of the training program.

The main conclusions that were drawn from the third section of the longer-term follow-up evaluation were:

6. Coach drivers reported that they did not receive enough recognition for using their training on the job; and
7. A number of additional operational issues should be addressed in a company-sponsored fatigue management training program including the strategies for improving communication between management and drivers.

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## **APPENDICES**

### Appendix A – Coach Driver Operations Survey



Draft



University of Southern Queensland  
Department of Psychology

## *Coach Driver Operations Survey*

This is a questionnaire that asks about several areas relating to your personal well-being and factors that might contribute to feeling fatigued.

The survey is confidential and no results will be used for any purpose other than the evaluation of the level of fatigue experienced by coach drivers. The only results that will be reported will be for work groups. A summary of the results for all work groups will be made available to the company for distribution to its employees. No individual results will be reported. However, we do ask that you insert a special code at the bottom of the second page so that it is possible for us to link these responses with a second evaluation that will occur at a later date. We will detach the two front pages from the questionnaire after assigning a number to it and all personal information will be kept separate from the numbered questionnaires. We will not reveal any personal information that is contained in the questionnaire.

Please answer all questions carefully, but do not spend too much time on any one. Be sure to give an answer for each question. This questionnaire usually takes about 30 minutes to complete. If you have any difficulty completing the form or would like further information, please contact me at the address below. The completed form should be posted to:

**Reply Paid 5,  
Coach Driver Operations Survey,  
C/- Dr. Tony Machin,  
Dept of Psychology,  
University of Southern Queensland,  
Toowoomba. 4350.**

**This does not require any postage. Thank you for participating in this study!**



Draft

The Research Ethics Committee of the University of Southern Queensland (USQ) requires that all participants in research projects give their formal consent to participate. You can do this by completing and signing the CONSENT FORM below. This CONSENT FORM will be detached from the survey when the completed survey is received at USQ, and your name will be kept separately from your results.

### Consent Form

#### CONSENT TO PARTICIPATE IN STUDY OF DRIVER FATIGUE

I, \_\_\_\_\_

(insert your full name)

give my consent to participate in the study of Coach Driver fatigue. The aims of the study, the confidential nature of the questionnaire, and the procedure for finding out about the results have been described to me. I understand that I am encouraged to complete all of the survey questions, but that I can withdraw from the study whenever I wish. Should I wish to speak to someone about the survey, I understand that I can contact the researcher whose contact details are listed below.

Signed:

Date:

Should you have any questions or would like further information, please contact:

Dr. Tony Machin  
Lecturer  
Department of Psychology  
University of Southern Queensland  
Toowoomba. 4350.  
Ph. 07 46312587 (Work)  
Email: machin@usq.edu.au

**PLEASE PRINT CLEARLY**

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(Please insert your initials and the last two digits of the year in which you were born e.g. TMB66).



Draft

## Section 1 - Need for Recovery Scale

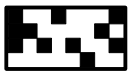
Copyright: M. Van Veldhoven & T. F. Meijman, All rights reserved, 1994.

Place a **CROSS** in the box that best describes how you feel most of the time:

**Example:** I am full of energy at the end of a working day \_\_\_\_\_  Yes  No

1. I find it hard to relax at the end of a working day \_\_\_\_\_  Yes  No
2. At the end of a working day I am really feeling worn out \_\_\_\_\_  Yes  No
3. My job causes me to feel rather exhausted at the end of a working day \_\_\_\_\_  Yes  No
4. Generally speaking, I'm still feeling fresh after supper \_\_\_\_\_  Yes  No
5. Generally speaking, I'm able to relax only on a second day off \_\_\_\_  Yes  No
6. I have trouble concentrating in the hours off after my working day\_\_  Yes  No
7. I find it hard to show interest in other people when I have just arrived home from work \_\_\_\_\_  Yes  No
8. In general, it takes me over an hour to feel fully recovered after work \_\_\_\_\_  Yes  No
9. When I get home, people should leave me alone for some time \_\_\_\_  Yes  No
10. After a working day, I am too tired to start other activities \_\_\_\_\_  Yes  No
11. During the last part of the working day I sometimes cannot optimally perform my job because of fatigue \_\_\_\_\_  Yes  No

**Go onto the next page for Section 2**



# Section 2 - Driving Experience Questionnaire

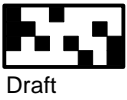
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These questions are concerned with how you usually deal with driving when it is difficult, stressful, or upsetting. Think of those occasions during the last year when driving was particularly stressful. Perhaps you nearly had an accident, or you were stuck in a traffic jam, or you had to drive for a long time in poor visibility and heavy traffic. Use your experiences of driving during the last year to indicate how much you usually engage in the following activities when driving is difficult, stressful or upsetting, by placing a **CROSS**  in one of the boxes to the right of each question.

<i>When driving is difficult, stressful or upsetting, I ...</i>		<i>Not at all</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very Often</i>
1.	Relieved my feelings by taking risks or driving fast _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Cheered myself up by thinking about things unrelated to the drive _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Stayed detached or distanced from the situation _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Tried to make other drivers more aware of me by driving close behind them _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Wished that I was a more confident and forceful driver _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Ignored my feelings about the drive _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Made sure I avoided reckless or impulsive actions _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Showed other drivers what I thought of them _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Drove assertively or aggressively _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Tried to gain something worthwhile from the drive _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Showed other drivers I was in control of the situation _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Made an extra effort to drive safely _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Felt that I was becoming a more experienced driver _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Made an effort to stay calm and relaxed _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Swore at other drivers (aloud or silently) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Thought about good times I've had _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 2 is continued on the next page**





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## Section 2 - Driver Experience Questionnaire cont.

When driving is difficult, stressful or upsetting, I ...

	Not at all	Rarely	Sometimes	Often	Very Often
17. Wished that I found driving more enjoyable _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Made sure I kept a safe distance from the car in front _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Went on as if nothing had happened _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Refused to believe that anything unpleasant had happened _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Told myself there wasn't really any problem _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Let other drivers know they were at fault _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Criticised myself for not driving better _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Thought about the consequences of having an accident _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Flashed the car lights or used the horn in anger _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Felt I was learning how to cope with stress _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Deliberately slowed down when I met a difficult traffic situation or bad weather _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Made a special effort to look out for hazards _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Blamed myself for getting too emotional or upset _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Concentrated hard on what I had to do next _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Worried about what I was going to do next _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Looked on the drive as a useful experience _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Worried about my shortcomings as a driver _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Thought about the benefits I would get from making the journey _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Learnt from my mistakes _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Go onto the next page for Section 3



# Section 3 - JAWS (Job-Related Affective Well-being Scale)

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Below are a number of statements that describe different emotions that a job can make a person feel. Please indicate the amount to which any part of your job (e.g., the work, coworkers, supervisor, clients, pay) has made you feel that emotion in the past 30 days.

Please **CROSS**  one response for each item that best indicates how often you've experienced each emotion at work over the past 30 days.

	Never	Rarely	Sometimes	Often	Extremely often
1. My job made me feel at ease _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My job made me feel angry _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My job made me feel annoyed _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My job made me feel anxious _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My job made me feel bored _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My job made me feel cheerful _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My job made me feel calm _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My job made me feel confused _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My job made me feel content _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My job made me feel depressed _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My job made me feel disgusted _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My job made me feel discouraged _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My job made me feel elated _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My job made me feel energetic _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My job made me feel excited _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3 is continued on the next page



## Section 3 - JAWS cont.

Please **CROSS**  one response for each item that best indicates how often you've experienced each emotion at work over the past 30 days.

	Never	Rarely	Sometimes	Often	Extremely often
16. My job made me feel ecstatic _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My job made me feel enthusiastic _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My job made me feel frightened _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My job made me feel frustrated _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My job made me feel furious _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My job made me feel gloomy _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My job made me feel fatigued _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My job made me feel happy _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My job made me feel intimidated _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My job made me feel inspired _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My job made me feel miserable _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My job made me feel pleased _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. My job made me feel proud _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My job made me feel satisfied _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. My job made me feel relaxed _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Go to the next page for Section 4**



# Section 4 - Operational Hassles

For each of the following questions, please rate how often you have experienced difficulty with each of the tasks in the last month by placing a **CROSS**  in one of the boxes.

*In the last month, how often did you find yourself having difficulty with ... ?*

		Less than once per month or never	Once or twice per month	Once or twice per week	Once or twice per day	Several times per day
1. Conducting a predeparture mechanical check _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conducting a predeparture vehicle check _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conducting a predeparture in-cabin check _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Vehicle checks conducted enroute _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Loading luggage and freight according to destination _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assisting passengers to enter and disembark the vehicle _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lifting disabled passengers onto and off the vehicle _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Supervising passengers on the vehicle _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Operating gears and ancillary equipment _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Operating automatic doors _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Checking gauges and warning systems _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Speaking clearly when using the public address system _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Announcing stops, pick ups, meal breaks and departure times _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Informing passengers of facilities on the vehicle _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Informing passengers of health regulation and transport department laws relating to smoking, etc, and seat belts _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Recording and reporting critical incidents, including problematic passengers _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Issuing tickets _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 4 is continued on the next page**



# Section 4 - Operational Hassles cont.

In the last month, how often did you find yourself having difficulty with ... ?

		Less than once per month or never	Once or twice per month	Once or twice per week	Once or twice per day	Several times per day
18. Recording ticket sales on manifest _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Recording freight collection on manifest _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Stopping and disembarking from vehicle to collect passengers _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Checking internal cleanliness of vehicle whilst enroute and refilling facilities if necessary _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Operating computerised ticketing machine _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Adding and subtracting money _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Following prescribed routes _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Adhering to schedules _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Adhering to company policy _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Being courteous and polite to passengers _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Adhering to and knowing the traffic laws in each State _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Operating the vehicle in a safe manner and being alert to road conditions _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Solving problems _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Knowing the capabilities and limitations of the vehicle _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Planning ahead _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Performing mouth to mouth resuscitation _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Administering first aid _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Ensuring luggage is correctly labelled _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Go to the next page for Section 5



# Section 5 - Physical Symptoms

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During the past **30 days** did you have any of the following symptoms? If you did have the symptom, did you see a doctor about it? Please **CROSS**  one of the responses.

**During the past 30 days did you have ...?**

No

Yes, but I didn't see a doctor

Yes, and I saw a doctor

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1. An upset stomach or nausea _____          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A backache _____                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Trouble sleeping _____                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A skin rash _____                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Shortness of breath _____                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Chest pain _____                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Headache _____                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Fever _____                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Acid indigestion or heartburn _____       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Eye strain _____                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Diarrhoea _____                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Stomach cramps (Not menstrual) _____     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Constipation _____                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Heart pounding when not exercising _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. An infection _____                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Loss of appetite _____                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Dizziness _____                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Tiredness or fatigue _____               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Go to the next page for Section 6**



## Section 6 - Demographic Questions

1. **Age (please choose one):**  <20  20-29  30-39  40-49  50-59  60+
2. **Gender:**  Male  Female
3. **Marital status:**  Married/defacto  Not married/separated
4. **How many dependent children do you have?**  
 None  1  2  3  4  5 or more
5. **How long have you been working in your current position?**  
 Less than 1 year  3 to 5 years  7 to 9 years  
 1 to 3 years  5 to 7 years  9 years or more
6. **What is the normal number of hours which you work each week?**  
 <30  30-39  40-49  50-59  60-69  70+
7. **What is the actual number of hours of driving you do each week?**  
 <30  30-39  40-49  50-59  60-69  70+
8. **How many nights are you away from home each week?**  
 None  1  2  3  4  5 or more
9. **Estimate how far you have driven in the last month?**  
 <1000 kms  5,000 - 9,999 kms  15,000 - 19,999 kms  
 1,000 - 4,999 kms  10,000 - 14,999 kms  20,000+ kms
10. **Estimate the percentage of your driving that is done at night?**  
 0-20%  20-40%  40-60%  60-80%  80-100%
11. **Estimate the percentage of your driving that is done on a two-up roster?**  
 0-20%  20-40%  40-60%  60-80%  80-100%
12. **How satisfied are you with your job?**  
 Very satisfied  Satisfied  Dissatisfied  Very dissatisfied
13. **Please indicate the number of traffic fines you have incurred in the past six (6) months**  
 None  One  Two  Three or more

Go to the next page for Section 7



## *Section 7 - Open-ended Questions*

The questions in this section are primarily about the work factors that contribute to feelings of drowsiness, sleepiness, tiredness, inability to concentrate, or feelings of mental slowness. Please feel free to write on the back of the page if you need more space.

1. To what extent is fatigue (as described above) a problem for coach drivers?
2. To what extent is fatigue (as described above) a problem for you personally?
3. What effect does feeling fatigued have on your driving performance?
4. What are the major factors contributing to feeling fatigued at work? (Note: these can be work-related or personal factors)
5. What ways do coach drivers use to combat fatigue?
6. What ways do you personally use to combat fatigue? (Note: these may be things you can do whilst driving or other things you do whilst not at work)

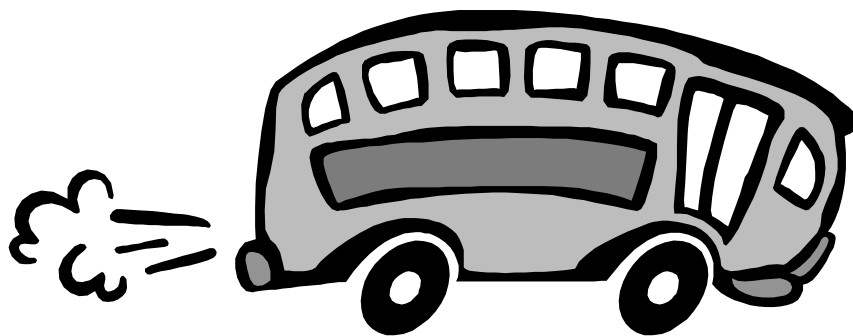
**Thank you for completing this survey. Please return within two weeks.**



Appendix B – Training manual for Fatigue Management Training Program

# Fatigue Management Training Program

## Training Manual



### Coping with Difficult and Stressful Work Situations

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University of Southern Queensland, 2000

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# Fatigue Management Training Program Overview

## Stages of the Project

This training program was designed to assist long distance coach drivers to develop better coping strategies to manage difficult or stressful work situations. The ultimate aim of the program is to enhance the safety, health, and well-being of drivers. The training program is part of a fatigue management project consisting of three stages. The first stage involved identifying specific factors relating to stress and fatigue in coach drivers and determining the impact of these factors on their emotional and physical well-being. Based on the results of the survey, training materials were then developed to assist drivers to better manage difficult and stressful work situations. The final stage of the project is an evaluation of the effectiveness of the training program.

## Coach Driver Operations Survey

The first stage of the project aimed to identify specific sources of stress and fatigue for coach drivers and their impact on job performance and driver well-being. A cross-sectional survey called the Coach Driver Operations Survey was developed to examine these factors. The survey is based on a model of the relationship between work characteristics, the short-term effects of work, and general health complaints developed by Sluiter, van der Beek, and Frings-Dresen (1999). This model is presented in Figure 1.

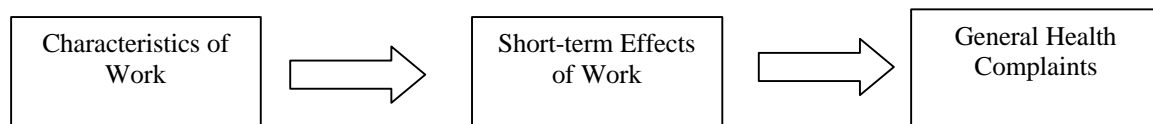


Figure 1.

Relationship between work characteristics, short-term effects of work and general health complaints.

[Source: Sluiter, van der Beek, & Frings-Dresen (1999)]

Sluiter, van der Beek and Frings-Dresen (1999) proposed that the need for recovery after a day of work is a sign of occupationally-induced fatigue and is seen as a short-term effect of work. In their study of Dutch coach drivers, Sluiter et al. found need for recovery to be a powerful predictor of general health complaints, such as sleep complaints, psychosomatic complaints, and mental overload. These outcomes are seen as long-term effects of work (Sluiter et al.).

The first section of the Coach Driver Operations Survey examined the short-term effects of a day of work using the Need for Recovery Scale developed by Van Veldhoven and Meijman (1994). An example of an item on this scale is, “I find it hard to relax at the end of a working day”. The next section included in the survey was the Driver Coping Questionnaire (also known as the Driving Experience Questionnaire) developed by Matthews, Desmond, and Joyner (1996). This instrument measures the different ways of responding when driving is difficult, stressful, or upsetting (e.g., “Relieved my feelings by taking risks or driving fast”). The third section of the survey was the Job-related Affective Well-being Scale (JAWS), which assessed four categories of work-related well-being along the two dimensions of pleasurable and arousal (e.g., “My job made me feel at ease”). Section Four, the Operational Hassles scale, was designed to assess how often the driver had difficulty with a work-related task in the previous month. The items on this scale reflect the four performance dimensions identified as underlying the work of a coach driver. These performance dimensions resulted from a job analysis conducted by Kellett and Machin (1999) and include, Schedule Adherence, Coach Operation, Customer Service, and Administration.

General health complaints were assessed by the Physical Symptoms inventory (Spector & Jex, 1997), which consists of 18 symptoms that involve discomfort, such as headache, backache, and stomach upset, rather than symptoms like blood pressure or high cholesterol, which cannot be directly experienced. Six open-ended questions inquired about work factors that contributed to feelings of drowsiness, sleepiness, tiredness, inability to concentrate, or feelings of mental slowness. The final section of the survey asked for demographic information such as age, gender, the number of driving hours per week, percentage of night driving, and job satisfaction.

Responses to the open-ended questions indicated that many respondents reported fatigue as a problem for coach drivers and that it contributes to a range of symptoms. They identified the short-term effects of fatigue as a slowing of responses, reduced alertness, erratic driving, and irritability. The open-ended questions highlighted some of the factors that contributed to the drivers feeling fatigued at work, including work schedules and hours, coach performance and comfort, lack of adequate preparation, poor road conditions, two-up and staged driving, and other factors, such as ill-health, family, passengers, and freight.

The long-term effects of work included poorer emotional well-being, lower job satisfaction, and a higher number of physical symptoms. The physical symptoms that were experienced most frequently by coach drivers were backache, trouble sleeping, headache, and tiredness or fatigue.

Results of the Operational Hassles questionnaire indicated that drivers reported the greatest amount of difficulty with loading and unloading luggage and freight, supervising passengers, operating gears and ancillary equipment, adhering to schedules, and being courteous and polite to passengers. Results of the survey also indicated that the drivers' use of various coping strategies was strongly associated with their need for recovery, affective well-being and, to a lesser extent, with physical symptoms of illness. Given that coping strategies were found to have an impact on some of the short-term and long-term effects of work, it was envisaged that coping could be modified through training, thus providing an avenue through which drivers may learn better ways to manage the work-related difficulties.

### Transactional Model of Driver Stress

The training program is based on a transactional model of driver stress developed by Matthews (2001). Matthew's model was based on the premise that stress arises out of dynamic transactions or encounters between person and environment. These transactions develop by way of cognitive stress processes, including a cognitive appraisal of the encounter and choice and regulation of coping strategies (Matthews). Matthew's transactional model of driver stress is presented in Figure 2.

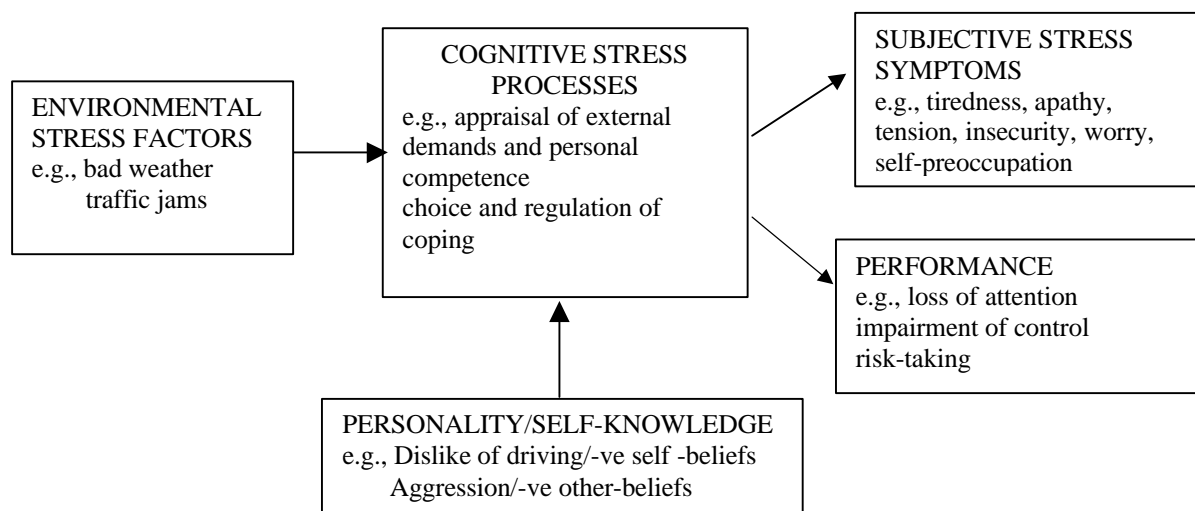


Figure 2. A transactional framework for driver stress.

[Source: Matthews (2001)]

From this model, it can be seen that there is a dynamic relationship between environmental stressors, such as heavy traffic, poor roads, and bad weather, appraisal of these stressors, personality variables, choice of coping strategy, responses to stressors, and the outcomes of coping. Matthew's model highlights the mediating role played by cognitive stress processes in the person-environment relationship. Cognitive stress processes are influenced by individual differences in self-knowledge, such as beliefs about personal competence and personal strategies for coping (Matthews, 2001). Self-knowledge influences how the person appraises the stressor and his/her coping resources, and thus, the choice and regulation of coping. The outcomes of coping (e.g., tiredness, tension, and loss of attention) feed back into appraisal, thus creating a dynamic relationship between stress and symptoms of fatigue, such as tiredness and impaired performance.

#### Environmental Stress Factors

An event in the environment is considered to be a stressor if the person's appraisal of it and of his/her own resources suggest that it is threatening or disturbing (Singer & Davidson, 1991). Stressors do not necessarily have to be major life events or catastrophes to affect a person's physical or mental well-being. Daily hassles, which are chronic low-intensity threats that may accumulate over time, may not pose much of a threat at each exposure, but if they persist or if the person's adaptive abilities are low, severe consequences may follow (Singer & Davidson, 1991). The operational hassles experienced by coach drivers, such as hassles with loading and unloading luggage and freight, passengers, and adhering to schedules, provide an example of such stressors that may well accumulate over time. Other factors identified by coach drivers in the survey as contributing to fatigue, such as poor road conditions, poor coach performance and comfort, and two-up and staged driving, may also serve as low-level chronic stressors. In relation to the driving task itself, when the demands of driving are appraised as taxing or exceeding the driver's capabilities and coping resources, stress is likely to occur (Matthews, 2001).

#### Appraisal and Coping

The key factors in the transactional model are the cognitive stress processes of appraisal and coping. Appraisal may occur repeatedly upon a stressful encounter. Folkman and Lazarus (1991) identified two types of appraisal, primary and secondary. Primary appraisal involves the person identifying what he or she has at stake in the encounter (e.g., whether there is a threat of harm or a threat to self-esteem) and this contributes to the quality and intensity of the emotion elicited by the encounter.



In secondary appraisal, the person is concerned with what action(s) he or she can take, what options there are for coping with the situation, and what the outcome will be (Folkman & Lazarus). In addition, people will differ in how they appraise their own resources and capabilities.

Individual differences, such as motivation, beliefs, and recognition of personal resources for coping, influence appraisals, such that an encounter (e.g., a driving test) might be viewed by one person as a threat and by another as a challenge (Singer & Davidson, 1991). An individual who has a strong sense of self-efficacy, or belief in his or her ability, and a strong motivation to perform well, would be more likely to look upon the driving test as a challenge, as something he or she has the ability to do well at. In contrast, someone who lacks confidence in his or her ability is more likely to appraise the driving test as a further threat to self-confidence. Thus, it follows that different kinds of responses are evoked according to how the stressor is appraised.

Appraisal influences the kinds of coping strategies that will be used. There are a number of ways to categorise coping styles, however the two general dimensions commonly referred to in the literature are problem-focused and emotion-focused (Singer & Davidson, 1991). A person using problem-focused coping will try to manipulate the environment, confront the source of stress, and change the potential stressor itself (Singer & Davidson, 1991). In contrast, emotion-focused coping refers to attempts to deal with the stressor by reappraising one's emotional and cognitive reactions, such as looking on the bright side, or criticising oneself (Matthews, 2001). There are many subvarieties of coping styles within these two broad categories, such as avoidance, denial, and meditation, all of which will be used differentially by people (Singer & Davidson, 1991).

Problem-solving efforts are useful for coping with controllable stressors whilst emotion-focused coping is typically used to manage the impact of uncontrollable stressors (Taylor, 1991). Thus, if the outcome of an encounter is appraised as amenable to change, the person will be more likely to confront the source of the stress and try to change it using a problem-focused strategy (Folkman & Lazarus, 1991). Alternatively, if the outcome of an encounter is appraised as unchangeable, the person will be more likely to deal with the stressor by reappraising his/her emotional and cognitive reactions, such as looking on the bright side or criticising himself/herself (Matthews, 2001). As a result of continuous appraisals and reappraisals, these coping efforts are constantly changing.

Coping varies according to the situation (Roskies, 1991), such that an individual may focus on the driving task in heavy traffic when driving a coach full of passengers but may react with anger when driving his/her family car in heavy traffic. Researchers are discovering that coping measures that are specific to particular populations experiencing particular stressors may be more useful than more general coping measures (Taylor, 1991). Matthews (2001) suggested that the use of the rather general dimensions of problem-focused and emotion-focused coping does not adequately capture coping strategies specific to driving. Accordingly, Matthews, Desmond, Joyner, Carcary, and Gilliland (1997) developed the Driver Coping Questionnaire (DCQ) to identify the coping dimensions applicable to driving (Matthews et al). The DCQ consists of the five coping scales described in Table 1.

Table 1. Examples of coping styles

<b>Coping Style</b>	<b>Examples</b>
<b>Confrontative:</b>	showed other drivers what I thought of them flashed the car lights or used the horn in anger Relieved my feelings by taking risks or driving fast
<b>Task-focused:</b>	made sure I avoided reckless or impulsive actions made sure I kept a safe distance from the car in front tried to watch my speed carefully
<b>Emotion-focused:</b>	blamed myself for getting too emotional or upset wished I was a more confident and forceful driver Criticised myself for not driving better
<b>Reappraisal:</b>	tried to gain something worthwhile from the drive felt I was becoming a more experienced driver thought about the benefits I would get from the journey
<b>Avoidance:</b>	thought about good times I'd had stayed detached or distanced from the situation told myself their wasn't really any problem

### Stress outcomes

According to Matthews (2001), appraisal and coping influence various stress symptoms, which can include transient states such as negative moods, lack of motivation and worry, and in more severe cases, longer-lasting chronic symptoms. Coping with driver stress ineffectively can also result in dangerous driving behaviours, reduced safety, and reduced attention (Matthews, Desmond, Joyner, Carcary, & Gilliland, 1997). Furthermore, as highlighted by the Coach Driver Operations Survey in stage one of this project, ineffective coping styles can impact on how drivers feel about their job, how long it takes them to recover from a shift, and their general health. In relation to the driving task itself, Confrontative coping strategies are potentially dangerous, because they involve antagonising other drivers or risk-taking, whereas Task-focused strategies tend to be safety-enhancing (Matthews et al.). Emotion-focused coping, as measured by the DCQ, represents strategies of self-criticism and worry. According to Matthews et al., use of the emotion-focused strategies could result in cognitive interference, which is likely to divert the driver's attention from the driving task, and thus, is potentially dangerous. Attention to task may also be reduced if the Avoidance strategy is used, whereas Reappraisal is thought to be associated with more positive cognitions of the driving experience, which are less likely to be distracting (Matthews et al.).

The results of the coach driver survey indicated that coping styles are related to emotional well-being, job satisfaction, physical symptoms, need for recovery, and number of traffic fines. Higher scores on the Need for Recovery scale were associated with greater use of Confrontative and Emotion-focused coping responses and lower use of Task-focused and Reappraisal coping responses. Those who scored higher on Emotion-focused coping had received a greater number of traffic fines. Higher scores on Reappraisal coping were associated with higher job satisfaction. Higher job-related affective well-being scores were associated with less use of Confrontative and Emotion-focused coping and more use of Task-focused and Reappraisal coping responses. A higher score in the number of physical symptoms was associated with greater use of Confrontative and Emotion-focused coping. Thus, in line with Matthews et al.'s research, the use of Confrontative and Emotion-focused coping styles was associated with more negative outcomes whilst Task-focused and Reappraisal coping styles were related to more positive outcomes.

Avoidant coping strategies were not significantly correlated with any of the scales in the Coach Driver Operations Survey. Avoidance may provide a brief respite from distress, but it may be maladaptive if it draws the person's attention away from a problem that needs to be addressed (Matthews et al., 1997). Several studies found that avoidant strategies, such as trying to escape through wishful thinking (e.g., wishing the situation would go away or somehow be over with), are associated with symptoms of depression and anxiety and with psychosomatic symptoms (Folkman & Lazarus, 1991).

Given the findings outlined above, this training program was designed to intervene at the level of choice and regulation of coping in Matthew's transactional model. Training will attempt to assist coach drivers to manage their work environment more effectively by helping them to distinguish between effective and ineffective coping styles and plan to implement more effective coping strategies at work. The ultimate aim of training is to enhance driver safety, emotional well-being, and physical health.

### **Development of Training Materials**

#### **Situational Judgment Exercises**

The development of the training materials for this project was based on the situational judgement exercise methodology (Borman, 1999). Situational judgment tests (SJTs) typically present realistic job-related situations and multiple choice responses to examinees and ask them to indicate the effectiveness of each response in dealing with that situation (Hanson, Horgen, & Borman, 1998). These tests are usually presented in written format, although some researchers (e.g., Weekley & Jones, 1997) have used video format. Responses are scored according to their relative effectiveness in dealing with the particular situation rather than in terms of right or wrong answers (Hanson, Horgen, & Borman, 1998). Situational judgment tests have been typically used for personnel selection, however, other researches (e.g., Borman, 1999; Hanson, Horgen, & Borman, 1998) have advocated their use in training situations.

There is some ambiguity regarding the construct situational judgment tests actually measure (Weekley & Jones, 1999), however, some researchers (e.g., Hanson, Horgen, & Borman, 1998) believe that they provide a useful measure of job experience and job-relevant knowledge or expertise.

Situational judgment exercises usually consist of scenarios involving difficult interpersonal encounters and/or hypothetical work situations. The underlying assumption of these types of tests is that behaviour in situations similar to those encountered on the job will provide a good indication of actual behaviour on the job, thus allowing test developers to make valid predictions of job performance (Weekley & Jones, 1997). Weekley and Jones (1999) found a significant relationship between situational judgment tests and job performance. They suggested that this was due to SJTs reflecting the influence of other constructs that are related to job performance, such as cognitive ability and experience, which were both found to be significantly correlated with SJT scores. Schmidt (1994) argued that situational tests are simply just tests of job knowledge, which in turn, have been found to be related to performance, cognitive ability, and experience (Hanson, Horgen, & Borman, 1998).

According to Hanson et al., there are two prerequisites for SJTs to function as valid predictors of performance. Firstly, the situations included must be similar to those encountered in the particular job to successfully measure job-related knowledge, and secondly, examinees must have had experience in the target situations or very similar situations to have had the opportunity to pick up the relevant knowledge.

The situations developed for this training program were based on job-analysis data and were generated by subject matter experts and, as such, conform to Hanson et al.'s first prerequisite. Furthermore, in accordance with Hanson et al.'s second prerequisite, the target population for this training program is drivers employed within the coach driving industry and therefore it is expected that they will have some experience in the situations included. The items included in the situational exercises were developed to measure interpersonal and problem-solving skills in terms of the five coping styles outlined previously (i.e., Task-focus, Reappraisal, Avoidant, Confrontative, and Emotion-focus). It was assumed that the coping styles expressed by drivers in the situational exercises would provide a good indication of their actual method of coping on the job. The purpose of training is to provide the drivers with the knowledge and experience to cope more effectively with difficult work situations, with the ultimate aim of enhancing job performance, particularly in terms of driver safety, and also enhancing the emotional well-being and physical health of the drivers.

More specifically, the situational exercises were developed to assist participants to identify their coping style(s), to provide concrete examples to assist participants to differentiate between the five coping styles, and to identify and select more effective coping strategies to manage difficult or stressful work situations. It is envisaged that the use of situational exercises will also provide an opportunity to investigate the contribution of training-based SJTs to future job performance and emotional and physical health.

#### Development of Situational Exercise Items

A workshop was conducted with seven coach driver supervisors who served as subject matter experts to generate the situational items and responses. The supervisors were instructed to think of realistic difficult or stressful situations that coach drivers might encounter that may induce driver stress or fatigue. A list of factors identified by coach drivers as contributing to stress or fatigue was compiled from the results of the Coach Driver Operations Survey and was provided to assist the supervisors in generating the scenarios. These factors were based on the four performance dimensions identified in a job analysis by Kellett and Machin (1999), which included, Schedule Adherence, Coach Operation, Customer Service, and Administration. The supervisors generated a total of 36 situations, which were then edited to a common format.

Another workshop was conducted with the supervisors to generate response options for each situation. The supervisors were instructed to generate the responses based on the five coping styles measured by the Driver Coping Questionnaire, such that each situation had a Task-focused, Reappraisal, Avoidance, Confrontative, and Emotion-focused response. The responses to each of the 36 situations were then rated by coach driver supervisors and non-coach drivers on a scale from 1 (Not at all effective) to 10 (Extremely effective) according to their effectiveness in dealing with the situation. For each item, the intraclass correlation was computed for both the expert (coach driver supervisors) and novice (non-coach drivers) groups. Items with higher intraclass correlations for the expert group compared to the novice group were chosen and included in the training materials.

After analysing the ratings data and selecting the situational exercises, a training package was developed, which includes this training manual, a workbook, handouts, and a series of presentation slides.

The workbook consists of several exercises, the first of which are aimed at assisting drivers to identify their own coping styles and assessing the different outcomes of the five coping styles. The next set of exercises was designed to assist drivers to differentiate between the five coping styles. The final exercise provides an opportunity for drivers to plan how to deal more effectively with difficult and stressful work situations and to anticipate possible barriers to using the more effective coping responses on the job.

### **Training Evaluation**

To assess the effectiveness of the training program, follow-up sessions will be held four weeks after each group of drivers has completed the training session and again six months after completion of training to determine how the skills they learned during training were transferred back to their jobs.

The following section of the training manual provides a guide to implementing the training program.

Powerpoint Slides

Instructions

Handouts

Slide 1:

**Fatigue Management Training Program**



**Coping with Difficult and Stressful Work Situations**

Slide 2:

Welcome to the training program designed to help you to cope with difficult and stressful work situations

Slide 3:

**Training Materials**

- Workbook
- Handouts
- Driver Coping Questionnaire (DCQ)
- Calculator
- Biro
- Spare sheets of paper

**1: OVERVIEW & AGENDA**



*Welcome each participant to the training program.*

- ✎ Mark each person's name off the attendance list and*
- ✎ provide him/her with a name tag.*

*Indicate the location of the bathroom, refreshment facilities, and designated smoking area.*



*Ensure that each participant has:*

- *A training Workbook*
  - *Handouts*
  - *Driver Coping Questionnaire (DCQ)*
  - *A biro*
  - *A calculator*
  - *Some spare sheets of paper for note-taking*
- (Slide 3)*



## Powerpoint Slides

## Instructions

## Handouts

Slide 4:

### Agenda

- Guidelines [5 mins]
- Aims & Objectives [5 mins]
- Introductions [15 mins]
- Background information [15 mins]
- Identifying your own coping style [60 mins]
- Information about stress and fatigue [60 mins]
- Break

Slide 5:

### Agenda

- Differentiation of coping styles [90 mins]
- Break
- Inoculation against setbacks [30 mins]
- Conclusion [5 mins]
- Follow-up studies [5 mins]
- Debriefing [5 mins]

Slide 6:

### Guidelines for the training session

- People are encouraged to speak one at a time so that everyone can be heard.
- Each person is encouraged to put forward his/her point of view and to respect the ideas and points of view of others in the group.
- No person is allowed to harm another person either verbally or physically during the training session.

Slide 7:

### Guidelines for the training session (cont.)

- Anything you talk about in the training session will remain confidential.
- What is said in the training session stays here and everyone is encouraged to respect the privacy of other group members.
- If at any time you do not wish to talk about a particular idea, just say "pass" and your request will be respected



*Explain that the training session is designed to assist drivers to better manage difficult or stressful work situations.*

*Introduce the agenda for the day. (Slides 4 – 5)*

*Ask if there are any questions.*



## 2: GUIDELINES



*Outline the ground rules for training. (Slides 6 – 7).*

*Explain to participants that the guidelines are necessary in order for training to be a positive experience for all involved.*



Slide 8:

**Aims of the Training Program**

- to provide information to drivers about the transactional nature of driver stress
- to describe and explain the effectiveness of various coping styles
- to assist drivers to differentiate between coping styles
- to assist drivers to prepare effective coping responses to overcome difficult or stressful situations at work

Slide 9:

**Training Objectives**

On completion of training, drivers will be able to:

- describe the transactional nature of driver stress
- describe how coping styles are related to driver stress and fatigue
- identify different strategies for coping with difficult or stressful work situations

Slide 10:

**Training Objectives (cont.)**

- evaluate the effectiveness of various coping strategies
- anticipate possible barriers to employing effective coping styles, and
- prepare solutions incorporating effective coping styles to overcome difficult or stressful work situations

**3: AIMS & OBJECTIVES**



*Outline the aims and objectives of the training session. (Slides 8-10).*

*Explain that in order to achieve the objectives, the drivers will be presented with relevant information about stress, fatigue, and coping, and they will be asked to complete several exercises to assist in their understanding and application of the coping strategies.*



Slide 11:

**Introductions**

- Exercise 1 on page 3 of the training workbook
- Pair up with another group member
- Ask your partner the following questions and write their answers in the spaces provided:

Slide 12:

**Introductions (cont.)**

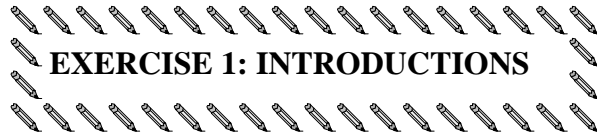
- What is your name?
- How long have you been in the coach driving industry?
- What do you like best about being a coach driver?
- What do you like the least about being a coach driver?
- What do you hope to learn from this workshop?

Slide 13:


**Introductions (cont.)**


- Introduce your partner to the group.
- What are some of the positive aspects of being a coach driver?
- What are some of the negative aspects of being a coach driver?


**4: INTRODUCTIONS**


 **EXERCISE 1: INTRODUCTIONS** 




 *Ask participants to pair up and ask each other the questions on page 3 of the workbook. (Slides 11 – 12)*

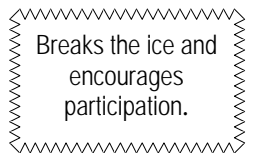
 *Then ask each person to introduce his/her partner to the group and tell the group what he/she has learned about that person. (Slide 13)*

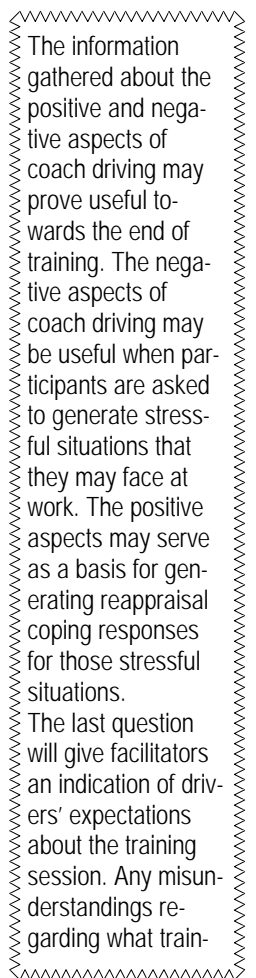
 *Write beside each person’s name on the attendance list how long he/she has been in the coach driving industry.*

 *As participants describe the positive and negative aspects of coach driving, list them on the whiteboard for future reference.*

 **WORKBOOK**  
Exercise 1 – Page 3

 15 MINUTES

 Breaks the ice and encourages participation.

 The information gathered about the positive and negative aspects of coach driving may prove useful towards the end of training. The negative aspects of coach driving may be useful when participants are asked to generate stressful situations that they may face at work. The positive aspects may serve as a basis for generating reappraisal coping responses for those stressful situations. The last question will give facilitators an indication of drivers’ expectations about the training session. Any misunderstandings regarding what train-

Slide 14:

**Background of the Project**

- This training program is part of a fatigue management project being conducted by the University of Southern Queensland.
- There are three stages to this project.
- Stage 1: Coach Driver Operations Survey
- Stage 2: Training Program
- Stage 3: Evaluation of Training

Slide 15:

**Background - Stages of Project**

Stage 1: Coach Driver Operations Survey

- The first stage involved identifying the specific causes of stress and fatigue for coach drivers and determining the impact of these factors on their emotional and physical well-being.

Slide 16:

**Background - Stages of Project**

Stage 2: Training Program

- Based on the results of the survey, the second stage involved the development of training materials and strategies to be used to assist drivers to manage the effects of stress and fatigue and conducting training programs utilising these materials.

Slide 17:

**Background - Stages of Project**

Stage 3: Evaluation of the training program

- The final stage of the project will be an evaluation of the effectiveness of the training program.

**5: BACKGROUND INFORMATION**

This section provides a brief overview of the fatigue management project to give the drivers an understanding of why the training program was developed.

*Provide a brief overview of the three stages of the fatigue management project. (Slides 14 – 17)*

- Stage 1 – Survey*
- Stage 2 – Training*
- Stage 3 – Evaluation*



*Note: Each stage of the project will be described in more detail from slide 18 onwards.*

Slide 18:

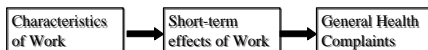
**Background - Coach Driver Survey**

- For Stage 1 of the project, the “Coach Driver Operations Survey” was conducted on a sample of express coach drivers to identify factors relating to driver stress and fatigue and to determine the impact of these actors on their emotional and physical well-being.

Slide 19:

**Background - Coach Driver Survey**

- The survey was based on a model developed by Sluiter, van der Beek, and Frings-Dresen (1999) of the relationship between work characteristics, the short-term effects of work, and general health complaints.



Slide 20:

**Background - Coach Driver Survey**

- There were several scales included in this survey.
- Need for Recovery Scale
- Driver Coping Questionnaire
- The Job-Related Affective Well-being Scale (JAWS)
- Operational Hassles Scale



*Briefly explain each of the sections in the Coach Driver Operations Survey. (Slides 18 – 22)*

**1. Need for Recovery Scale:**

*Designed to assess the short-term effects of a day of work.*

*An example of an item on this scale is, “I find it hard to relax at the end of a working day.”*

**2. Driver Coping Questionnaire:**

*Also known as Driving Experience Questionnaire Measured the different ways of responding when driving is difficult, stressful, or upsetting.*

*An example of an item on this scale is, “made sure I kept a safe distance from the car in front”*

**3. Job-Related Affective Well-Being Scale:**

*Assessed four categories of work-related well-being along the two dimensions of pleasurable and arousal (i.e., intensity).*

*An example of an item on this scale is, “My job made me feel at ease”.*

**4. Operational Hassles:**

*Designed to identify how often the driver had difficulty with a work-related task in the previous month. Items reflected the four performance dimensions identified as underlying the work of a coach driver - Schedule Adherence, Coach Operation, Customer Service, and Administration.*

Slide 21:

Background - Coach Driver Survey

- The Physical Symptoms scale
- 6 open-ended questions

**5. Physical Symptoms Scale:**

*Asked whether the driver had experienced any of the 18 symptoms included in the scale in the past month.*

*These symptoms involved discomfort such as headache, backache, and stomach upset, rather than symptoms like blood pressure or high cholesterol, which cannot be directly experienced.*

**6. Open-ended Questions:**

*Assessed the work factors that contributed to feelings of drowsiness, sleepiness, tiredness, inability to concentrate, or feelings of mental slowness.*

- 1. To what extent is fatigue (as described above) a problem for coach drivers?*
- 2. To what extent is fatigue (as described above) a problem for you personally?*
- 3. What effect does feeling fatigued have on your driving performance?*
- 4. What are the major factors contributing to feeling fatigued at work? (Note: these can be work-related or personal factors)*
- 5. What ways do coach drivers use to combat fatigue? and*
- 6. What ways do you personally use to combat fatigue? (Note: these may be things you can do whilst driving or other things you do whilst not at work)*

Slide 22:

Background - Coach Driver Survey

- Demographic questions

Slide 23:

Background - Survey Results

- Many drivers reported fatigue as a problem for coach drivers and that it contributes to a range of symptoms.
- The short-term effects of fatigue included:
  - a slowing of responses,
  - reduced alertness,
  - erratic driving, and
  - irritability.

Slide 24:

Background - Survey Results

- The long-term effects included:
  - poorer emotional well-being,
  - lower job satisfaction, and
  - more physical symptoms.

### **Section 7:**

*The final section of the survey included demographic questions, which asked for the following information:*

- *age*
- *gender*
- *marital status*
- *number of dependent children*
- *how long they had been working in their current position*
- *the normal number of hours which they work each week*
- *the actual number of hours of driving they did each week*
- *the number of nights they were away from home each week*
- *how far they had driven in the last month*
- *the percentage of their driving that was done at night*
- *the percentage of their driving that they did on a two-up roster*
- *how satisfied they are with their job*
- *the number of traffic fines they had incurred in the past six months*



*Briefly describe the results of the survey (Slides 23 – 27).*

Slide 25:

**Background - Survey Results**

- Results of the Operational Hassles questionnaire indicated that drivers reported the greatest amount of difficulty with:
  - loading and unloading luggage and freight
  - supervising passengers
  - operating gears and ancillary equipment
  - adhering to schedules
  - being courteous and polite to passengers

Slide 26:

**Background - Survey Results**

- Some of the things drivers identified as contributing to feeling fatigued at work included:
  - work schedules and hours,
  - coach performance and comfort,
  - lack of adequate preparation,
  - poor road conditions,
  - two-up and staged driving, and
  - other factors such as ill-health, family, passengers, and freight.

Slide 27:

**Background - Survey Results**

- The survey indicated that drivers' use of various coping strategies was strongly associated with:
  - need for recovery
  - affective well-being, and
  - to a lesser extent, with physical symptoms of illness.



*Point out that specific results relating to coping strategies will be highlighted later in the session when information is provided on stress, fatigue, and coping.*

*Explain that overall, the survey indicated that coping strategies have an impact on some of the short-term and long-term effects of work and therefore, the training program was designed to assist drivers to cope more effectively with work-related difficulties.*



Slide 28:

**Identifying your own coping style:  
Exercise 2**

- Exercise 2 - page 4 of Workbook
  - Complete the Driver Coping Questionnaire (if not completed prior to training)
  - Score the Driver Coping Questionnaire

Slide 29:

**Identifying your own coping style - Exercise 2**

Scoring the DCQ:

- Not at all = 0
- Rarely = 1
- Sometimes = 2
- Often = 3
- Very often = 4

Slide 30:

**Identifying your own coping style - Exercise 2**

Scoring the DCQ:

Add up scores for items

**7, 12, 14, 18, 27, 28, & 30**

Place in **T-Scale** box

Slide 31:

**Identifying your own coping style - Exercise 2**

Scoring the DCQ:

Add up scores for items

**10, 11, 13, 26, 32, 34, & 35**

Place in **R-Scale** box

**6: IDENTIFYING YOUR OWN COPING STYLE**



**Driver Coping Questionnaire (DCQ)**

*Ask the drivers to complete the Driver Coping Questionnaire (DCQ) following the instructions on the questionnaire.*

*Ask participants to score their questionnaires. (Slides 28 – 34)*

*Instructions are on page 5 of the workbook.*

*Responses are numbered as follows:*

- 0 for “Not at all”
- 1 for “Rarely”
- 2 for “Sometimes”
- 3 for “Often”
- 4 for “Very often”

*Once the responses have been numbered, ask the drivers to add up their total score for each of the five coping scales.*

Driver Coping Questionnaire

15 MINUTES

**WORKBOOK**  
Exercise 2  
Pages 4 to 7

Calculator

20 MINUTES

## Powerpoint Slides

## Instructions

## Handouts

Slide 32:

Identifying your own coping style - Exercise 2

Scoring the DCQ:

Add up scores for items

**2, 3, 6, 16, 19, 20, & 21**

Place in **A-Scale** box

Slide 33:

Identifying your own coping style - Exercise 2

Scoring the DCQ:

Add up scores for items

**1, 4, 8, 9, 15, 22, & 25**

Place in **C-Scale** box

Slide 34:

Identifying your own coping style - Exercise 2


Scoring the DCQ:


Add up scores for items

**5, 17, 23, 24, 29, 31, & 33**

Place in **E-Scale** box



 *To obtain a score out of 100 for each DCQ scale, the drivers are asked to multiply each scale score by 25 and then divide the result by 7.*

 *Each scale score is then placed in the relevant box.*

*Provide assistance to the drivers if required.*

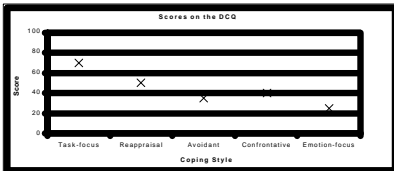
## Powerpoint Slides

## Instructions

## Handouts

Slide 35:

Identifying your own coping style - Exercise 2



Slide 36:


Identifying your own coping style - Exercise 2

- **T**-Scale represents a Task-focused coping style
- **R**-Scale represents a Reappraisal coping style
- **A**-Scale represents an Avoidant Coping style
- **C**-Scale represents a Confrontative coping style
- **E**-Scale represents an Emotion-focused coping style

Slide 37:

Identifying your own coping style:  
Exercise 3


- **Exercise 3** - "Responding to difficult work situations" on page 8 of the workbook.
- As you read each situation, write down in the spaces provided:
- What you would **think**,
- How you would **feel**, and
- What you would **do**


 Participants can plot their DCQ scores on the graph provided on page 7 of their workbook. (Slide 35)

An example of how to plot the DCQ scores is on page 6 of the workbook.

Briefly explain what each letter stands for and that these coping styles will be explained more fully later in the session. (Slide 36)


### **EXERCISE 3: RESPONDING TO DIFFICULT WORK SITUATIONS**


 Instructions are on page 8 of the Workbook. (Slide 37)

 Ask the drivers to read each situation, imagine it is happening to them, and write down what they would **THINK**, how they would **FEEL** and what they would **DO**.

(Situations 1 to 4: Slides 38 – 41)

Explain that the scenarios in this exercise were developed by coach driver supervisors to reflect the types of difficult or stressful situations coach drivers might face at work.

 Graph  
Page 7 of  
Workbook

 **WORKBOOK**  
Exercise 3  
Pages 8 to 12

      
15 MINUTES  
    

## Powerpoint Slides

## Instructions

## Handouts

Slide 38:

### Identifying your own coping style - Exercise 3

#### Situation 1

- A passenger moves to another seat from his allocated seat and you can foresee seating problems further down the road as the coach will be full. The passenger will not go back to his allocated seat.

Slide 39:

### Identifying your own coping style - Exercise 3

#### Situation 2

- After transferring passengers and luggage onto your coach from another service, you continue on to your final destination. Upon arrival at the final destination, you unload all of the luggage. Two passengers approach and state that they do not have their luggage. Checking under the bins and the immediate area, you find nothing. You ask where they got on the coach and they say at the transfer point. You contact the other terminal and they have found the luggage on the original service. It would arrive tomorrow so you inform the passengers what has happened and the situation. They do not accept this and become rather abusive.

Slide 40:

### Identifying your own coping style - Exercise 3

#### Situation 3

- You are travelling on the Pacific Highway near Coff's Harbour in very heavy rain. You are travelling at 50kms/h, a speed that you consider safe under such conditions. Two trucks are following far too close behind you. You can hear the truck drivers carrying on a radio conversation about stupid coach drivers and how they hold up the traffic. You believe that what they are doing is dangerous and stupid.

Slide 41:

### Identifying your own coping style - Exercise 3

#### Situation 4

- You are carrying out a pre-departure check in Sydney before departing for Brisbane and discover that the cabin condition of the coach is not good enough. There are loose seat cushions (not secured to the seats properly), the toilet seat is badly broken, and the drinking water supply is not working.



*When the drivers have completed this exercise, ask if anyone would like to share their responses with the group.*

*Encourage the group to discuss their responses.*

*Point out that the way they appraise the situation (THINK) determines the nature and intensity of the emotion elicited (FEEL) and the way they cope with the situation (DO).*

Highlights individual differences in appraisal and coping styles.


Slide 42:

**Identifying your own coping style:  
Exercise 4**

- **Exercise 4** - "Rating responses to difficult work situations" on page 13 of the workbook
- Under each response there is a rating scale from 1 to 10 (1 = not at all effective; 10 = extremely effective).
- Circle the number that best represents how **effective** you think that response would be.




**EXERCISE 4: RATING RESPONSES  
TO DIFFICULT WORK  
SITUATIONS**




**WORKBOOK**  
Exercise 4  
Pages 13 to 18



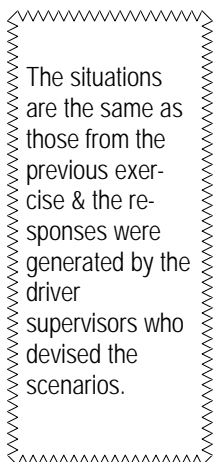
20 MINUTES




*Instructions on page 13 of  
Workbook. (Slides 42 - 44)*


 *Participants are required to rate each response according to how **effective** they think it would be in dealing with the situation.*

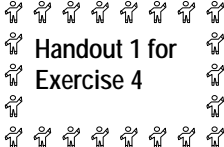
*It may be necessary to explain that they should not rate a response according to whether or not it is one they would use themselves, but according to how effective they think it would be.*



The situations are the same as those from the previous exercise & the responses were generated by the driver supervisors who devised the scenarios.



 *Ask the drivers to transfer their ratings to Handout 1 for Exercise 4.*



**Handout 1 for  
Exercise 4**

Slide 43:

Identifying your own coping style - Exercise 4

- Rank from highest (1) to lowest (5)
- Transfer your answers to the boxes provided in Handout 1 for Exercise 4
- Graph your responses against those of the driver supervisors in Handout 2 for Exercise 4

Slide 44:

Identifying your own coping style - Exercise 4

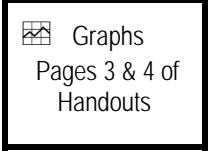
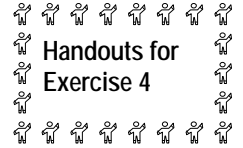
- How do your ratings compare with the expert driver's ratings?



*When the drivers have finished rating the responses, ask them to rank them from highest (1) to lowest (5) and place their ranks in the boxes provided in Handout 1.*

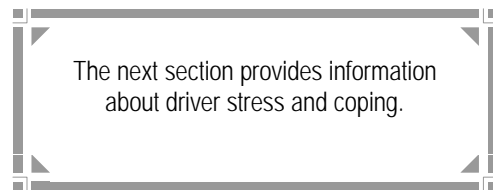
*Explain that the driver supervisors also rated those responses and their ratings are included in the handout.*

*Ask participants to graph their responses against those of the driver supervisors in Handout 2 for Exercise 4 so that they can see at a glance how their ratings compare to the supervi-*



*Encourage individuals to discuss their reasons for selecting some responses as being more effective than others to discuss how their ratings compare to the supervisors'.*

*Explain to the group that the exercises they have just completed will give them an indication of the differences in people in relation to appraising and responding to stressful work situations.*



Slide 45:

**Stress, Fatigue & Coping**

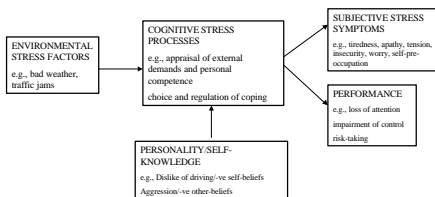
Transactional model of driver stress:

- Matthew’s model based on the premise that stress arises out of dynamic transactions or encounters between person and environment.

Slide 46:

**Stress, Fatigue & Coping**

- Matthew’s (2000) Transactional Framework for Driver Stress



Slide 47:

**Stress, Fatigue & Coping**

Environmental Stress Factors:

- An event in the environment is considered to be a stressor only if the person’s appraisal of it and of his/her own resources suggest that it is threatening or disturbing.
- Daily hassles.

**7: STRESS, FATIGUE & COPING**

*Provide the group with information about stress, fatigue and coping. (Slides 45 – 64)*

**TRANSACTIONAL MODEL:  
(Slides 45 – 46)**

- ☛ *This training program was based on a transactional model of driver stress developed by Matthews (2000), which highlights the dynamic relationship between the person and his or her environment.*
- ☛ *The variables involved in this model include environmental stress factors, such as bad weather and heavy traffic, cognitive stress processes, including appraisal and coping, personality factors, and the outcome of the stress encounter.*
- ☛ *From the model it can be seen that cognitive stress processes form an important part of the relationship between the person and his or her environment.*

**STRESSORS:  
(Slides 47 – 49)**

- ☛ *Stressors do not have to be major life events or catastrophes to affect a person’s physical or mental well-being. Daily hassles, which are chronic, low-intensity threats that may accumulate over time, may not pose much threat at each exposure, but if the stressor persists or if the person’s adaptive abilities are low, severe consequences may ensue.*

This part of training provides the trainees with some theoretical issues relating to driver stress, fatigue, and coping to assist in their understanding of the importance of coping strategies to their performance and well-being.

Slide 48:

**Stress, Fatigue & Coping**

- Operational hassles (e.g., loading and unloading freight, dealing with passengers, adhering to schedules).
- Other stressors (e.g., poor road conditions, poor vehicle performance and comfort, two-up and staged driving).
- Demands of driving

💡 *Operational hassles experienced by coach drivers, such as loading and unloading freight, dealing with passengers, and adhering to schedules, are examples of low-intensity threats that may accumulate over time.*

💡 *Other factors identified by coach drivers in the survey as contributing to fatigue, such as poor road conditions, poor vehicle performance and comfort, and two-up and staged driving, may also serve as low-level chronic stressors.*

💡 *In relation to the driving task itself, when the demands of driving are appraised as taxing or exceeding the driver's capabilities and coping resources, stress is likely to occur (Matthews, 2000).*



## Slide 49:

## Stress, Fatigue &amp; Coping

- Controllability
- Predictability of the stressor
- Less impact when stressor is perceived as controllable and predictable

## Slide 50:

## Stress, Fatigue &amp; Coping

- Key factors in Matthew's model - appraisal and coping.
- Two types of appraisal - primary & secondary
- Primary - "What do I have at stake here?"
- The answer to this determines the quality and intensity of emotion elicited by the encounter.

## Slide 51:

## Stress, Fatigue &amp; Coping

- Secondary appraisal - "What can I do?", "What are my options for coping?", "What will the outcome be?"
- The answer to these questions determine your coping response.

☞ *The amount of stress a person experiences is determined by how much control he/she perceives to have over the event and also by the predictability of the stressor.*

☞ *When a person perceives the stressor to be controllable (i.e., that he/she can modify the stressor) and the stressor is predictable, its impact is likely to be less than when the stressor is unpredictable or perceived to be uncontrollable (Singer & Davidson, 1991).*

### **APPRAISAL:** (Slides 50 – 52)

☞ *The key factors in the transactional model are the cognitive stress processes of appraisal and coping. Appraisal may occur repeatedly following the introduction of a stressor. Folkman and Lazarus (1991) identified two types of appraisal, primary and secondary.*

☞ *Primary appraisal involves the person identifying what he or she has at stake in the encounter (e.g., whether there is a threat of harm or a threat to self-esteem). This type of appraisal contributes to the quality and intensity of the emotion elicited by the encounter.*

☞ *With secondary appraisal, the person is concerned with what action or actions he/she can take, what options there are for coping with the situation, and what the outcome will be. The answer to these questions determines the person's coping response.*

Slide 52:

Stress, Fatigue & Coping

- Appraisal is influenced by individual differences such as motivation, beliefs, recognition of personal resources for coping.

- *People will also differ in how they appraise their own resources and capabilities. Appraisals are influenced by individual differences such as motivation, beliefs, and recognition of personal resources for coping. Therefore, an encounter such as a driving test may be viewed by one person as a threat and by another as a challenge. An individual who has a strong sense of self-efficacy, or belief in his or her ability and a strong motivation to perform well, would be more likely to look upon the driving test as a challenge, as something he or she has the ability to do well at. In contrast, someone who lacks confidence in his or her ability is more likely to appraise the driving test as a further threat to self-confidence.*
- *Therefore, different kinds of responses are evoked according to how the stressor is appraised and how the individual appraises his or her resources and capabilities.*

Slide 53:

Stress, Fatigue & Coping

- Appraisal influences the kinds of coping strategy that will be used

Two main dimensions of coping:

- Problem-focused
- Emotion-focused

Slide 54:

Stress, Fatigue & Coping

- There is a dynamic relationship between stress processes (i.e. appraisal and coping) and outcome.

### COPING:

(Slides 53 – 61)

- ☛ *Appraisal influences the kind of coping strategies that will be used. There are a number of ways to categorise coping styles and people differ in the way they cope with stressors (Singer & Davidson, 1991). Richard Lazarus (1996, cited in Singer & Davidson, 1991) categorised coping into two general dimensions, problem-focused and emotion-focused.*
- ☛ *A person using problem-focused coping will try to manipulate the environment, confront the source of stress, and change the potential stressor itself (Singer & Davidson, 1991). This type of response is more likely to be used if outcome is amenable to change, that is, if the stressor is controllable (Taylor, 1991).*
- ☛ *In contrast, emotion-focused coping refers to attempts to deal with the stressor by re-appraising one's emotional and cognitive reactions, such as looking on the bright side or criticising oneself (Matthews, 2000). This type of response is more likely to be used if outcome is not amenable to change, that is, if the stressor is uncontrollable (Taylor, 1991).*
- ☛ *There are many subvarieties of coping styles within these two broad categories, such as avoidance, denial, and meditation, all of which will be used differentially by people (Singer & Davidson, 1991). As a result of continuous appraisals and reappraisals, these cognitive and behavioural efforts are constantly changing, highlighting the dynamic relationship between stress processes and out-*

Slide 55:

**Stress, Fatigue & Coping**

Measurement of Driver Stress & Coping:

- Coping varies according to the situation.
- Stress & coping measures specific to driving.

Slide 56:

**Stress, Fatigue & Coping**

Driver Coping Questionnaire (DCQ)

5 coping scales:

- **T**ask-focused
- **R**eappraisal
- **A**voidance
- **C**onfrontative
- **E**motion-focused

Slide 57:

**Stress, Fatigue & Coping**

**T**ask-focused:

- made sure I avoided reckless or impulsive actions;
- made sure I kept a safe distance from the car in front;
- tried to watch my speed carefully

☛ *Coping varies according to the situation (Roskies, 1991). For example, you may focus on the driving task in heavy traffic when you are carrying a coach full of passengers, but you may react with anger when driving your family car in heavy traffic.*

☛ *Researchers are discovering that coping measures that are specific to particular populations experiencing particular stressors may be more useful than more general coping measures (Taylor, 1991). Matthews (2000) suggested that the general dimensions of problem-focused and emotion-focused may not adequately capture coping strategies specific to driving.*

☛ *Accordingly, Matthews, Desmond, Joyner, Carcary, and Gilliland (1997) developed the Driver Coping Questionnaire (DCQ).*

☛ *The DCQ consists of five coping scales:*

**T**ask-focused  
**R**eappraisal  
**A**voidance  
**C**onfrontative, and  
**E**motion-focused

*Slides 57 to 61 provide examples of the five coping styles.*

The acronym **TRACE** will be used throughout the training session as an aid to remembering the five coping styles. The TRACE acronym begins with the two coping styles that have been linked with positive outcomes, that is, Task-focused and Reappraisal.

## Powerpoint Slides

## Instructions

## Handouts

### Slide 58:

Stress, Fatigue & Coping

#### Reappraisal:

- tried to gain something worthwhile from the drive
- felt I was becoming a more experienced driver
- thought about the benefits I would get from the journey

### Slide 59:

Stress, Fatigue & Coping

#### Avoidance:

- thought about good times I'd had
- stayed detached or distanced from the situation
- told myself there wasn't really any problem

### Slide 60:

Stress, Fatigue & Coping

#### Confrontative:

- showed other drivers what I thought of them;
- flashed the car lights or used the horn in anger;
- relieved my feelings by taking risks or driving fast

### Slide 61:

Stress, Fatigue & Coping

#### Emotion-focused:

- blamed myself for getting too emotional or upset
- wished I was a more confident and forceful driver
- criticised myself for not driving better

Slide 62:

**Stress, Fatigue & Coping**

Stress Outcomes:

- Appraisal and coping generate various outcomes or symptoms of stress.
- These include transient states such as negative moods, lack of motivation, and worry, and in more severe cases, longer-lasting chronic symptoms.

**STRESS OUTCOMES:**

*(Slides 62 – 64)*

- ☛ *According to Matthews (2000), the cognitive stress processes of appraisal and coping generate the various outcomes or symptoms of stress. These include transient states, such as lack of motivation, negative moods, and worry and, in more severe cases, longer-lasting chronic symptoms.*
- ☛ *Coping with driver stress ineffectively can result in such things as dangerous driving, reduced safety, and reduced attention (Matthews, Desmond, Joyner, Carcary, & Gilliland, 1997).*
- ☛ *Furthermore, as highlighted by the coach driver survey in stage one of this project, it can also impact on how drivers feel about their job, how long it takes for them to recover from a shift, and their general health.*

## Slide 63:

*Stress, Fatigue & Coping*

- **T**ask-focused strategies: safety-enhancing.
- **R**eappraisal: positive cognitions of driving
- **A**voidance: reduced attention to task
- **C**onfrontative coping style: antagonising other drivers or risk-taking
- **E**motion-focus: self-criticism and worry; attention is diverted from the driving task onto internal cognitions

☛ *Confrontative coping strategies are clearly dangerous, because they involve antagonising other drivers, or risk-taking, whereas Task-focused strategies are safety-enhancing (Matthews et al.).*

☛ *Emotion-focused coping, as measured by the DCQ, represents strategies of self-criticism and worry, which may be indirectly dangerous because attention is diverted from the driving task onto internal cognitions causing cognitive interference (Matthews et al.).*

☛ *According to Matthews et al., Avoidance may also be associated with reduced attention to task, whereas Reappraisal is associated with more positive cognitions of the driving experience, which probably do not have the same potential for self-distraction.*

Slide 64:

**Stress, Fatigue & Coping**

The results of the coach driver survey indicated that coping styles, as measured by the DCQ, were related to:

- emotional well-being,
- job satisfaction,
- physical symptoms,
- need for recovery, and
- number of traffic fines

[Page 23 of Workbook summarises the research findings]

☞ *The results of the coach driver survey indicated that coping styles were related to emotional well-being, job satisfaction, physical symptoms, need for recovery, and number of traffic fines.*

☞ *Higher scores on the Need for Recovery scale were associated with greater use of Confrontative and Emotion-focused coping and lower use of Task-focused and Reappraisal coping styles. Those who scored higher on Emotion-focused coping had received a greater number of traffic fines. Higher scores on Reappraisal were associated with higher job satisfaction. Those scoring higher in their job-related affective well-being score lower in their use of Confrontative and Emotion-focused coping and higher in their use of Task-focused coping and Reappraisal. A higher number of physical symptoms was associated with great use of Confrontative and Emotion-focused coping styles.*

☞ *Therefore, in line with Matthews et al.'s (1997) research, the use of Confrontative and Emotion-focused coping styles is associated with more negative outcomes whilst Task-focused coping and Reappraisal are related to more positive outcomes. Avoidant coping strategies were not significantly correlated with any of the scales in the Coach Driver Survey.*

☞ *Avoidance may provide a brief respite from distress, but it may be maladaptive if it draws the person's attention away from a problem that needs to be addressed (Matthews et al, 1997). Several studies found that avoidant strategies, such as trying to escape through wishful thinking (e.g., wishing the situation would go away or somehow be over with), are associated with symptoms of depression, anxiety, and psychosomatic symptoms (Folkman & Lazarus, 1991).*

☞ *Given all of these findings, it appears that choice of coping style plays an important role in driver stress and fatigue.*

Page 20 of the Workbook summarises research findings in relation to coping styles and includes the transactional model of driver stress by Matthews (2000).



Slide 65:

**Differentiation of Coping Styles:  
Exercise 5**

- Exercise 5, page 21 of Workbook - "Outcomes of various coping styles".
- This exercise includes another sample of situations and responses.

Slide 66:

**Differentiation of Coping Styles -Exercise 5**

**Situation 5**

- You are unloading luggage at a stop (e.g., Hornsby) and a passenger booked for Sydney asks to get off the coach and wants his/her luggage. The passenger was the first person to get on the coach in Brisbane and his/her bags are under all the other Sydney luggage.

**Situation 6**

- You are on a two-up shift and have gone to the bunk to get some rest. Your co-driver has mentioned this fact to the passengers and has asked them to close the rest room door gently and not let it slam as this would disturb your sleep. Well into your rest, the rest room door is slammed for approximately the fifth time.

Slide 67:

**Differentiation of Coping Styles -Exercise 5**

- Imagine using the **task-focused** response.
- How would you feel after using this response?
- Would this response be effective in handling this situation?

Slide 68:

**Differentiation of Coping Styles -Exercise 5**

- Imagine using the **reappraisal** response.
- How would you feel after using this response?
- Would this response be effective in handling this situation?

**8: DIFFERENTIATION OF COPING STYLES**

**EXERCISE 5: OUTCOMES OF VARIOUS COPING STYLES**

*Instructions are on page 21 of Workbook. (Slides 65 – 72)  
This exercise includes another sample of situations and responses provided by the driver supervisors.*

*Ask participants to read through the situations and responses, imagine they are in that situation, imagine using each of the different coping responses, how it feels using each response, and to decide whether that response would be effective in handling the situation.  
(Scenarios 5 & 6 – Slide 66)*

*Encourage a group discussion. For example, ask participants:  
“How would you feel after using the confrontative response.... the task-focused response.... the emotion-focused response.... the avoidant response....the reappraisal response?”*

**WORKBOOK**  
Exercise 5  
Pages 21 to 23

20 MINUTES

## Powerpoint Slides

## Instructions

## Handouts

Slide 69:

### Differentiation of Coping Styles -Exercise 5

- Imagine using the **avoidant** response.
- How would you feel after using this response?
- Would this response be effective in handling this situation?

Slide 70:

### Differentiation of Coping Styles -Exercise 5

- Imagine the situation happening to you and to imagine using the **confrontative** response.
- How would you feel after using this response?
- Would this response be effective in handling this situation?

Slide 71:

### Differentiation of Coping Styles -Exercise 5

- Imagine using the **emotion-focused** response.
- How would you feel after using this response?
- Would this response be effective in handling this situation?

Slide 72:

### Differentiation of Coping Styles -Exercise 5

- Were there any differences in the way you felt using those responses?
- Which of these response styles do you think would lead to better outcomes?



*Ask the group if there are any differences in the way they felt using each response and which responses they think would lead to better outcomes.*

Slide 73:

**Differentiation of Coping Styles:  
Exercise 6**

- **Exercise 6, page 24** of workbook - "Differentiating between coping styles".
- Can you distinguish between the coping styles reflected in the situations for this exercise?
- Write in the box beside each response what coping style you think it is.

Slide 74:

**Differentiation of Coping Styles -Exercise 6**

**Situation 7**

- Departing on a service at 8.45pm, you drive out of the terminal and up the street 45 minutes late. A passenger in seat 28 advises you that the male person sitting beside him has just vomited everywhere. The coach is full.

Slide 75:

**Differentiation of Coping Styles -Exercise 6**

Responses:


1. You realise the problem can be fixed and assure the passenger that you will go back to the terminal to have it cleaned up.
2. You say to the passenger, "Fair dinkum! There are no spare seats!"
3. You are thankful that it happened close to the terminal because you can clean up the mess, replace the seat cushions, and ensure that passengers are happy to return to their seats before proceeding.
4. You become worried because you are already running late and this will make the service even later.
5. You ignore the problem and focus on the driving ahead because the service is already running late.

**EXERCISE 6: DIFFERENTIATING BETWEEN COPING STYLES**

*Instructions are on page 24 of the workbook.  
(Slides 73 – 81)*

*Ask the drivers to write in the box provided beside each response the first letter of the coping style it represents. E.g., place a "T" in the box beside the Task-focused responses.*

*Assist anyone who is having difficulty with this exercise.*

 **WORKBOOK**  
Exercise 6  
Pages 24 to 27

 20 MINUTES

Provides the drivers with practice at distinguishing between the five coping styles.

## Slide 76:

**Differentiation of Coping Styles -Exercise 6****Situation 8**

- You arrive at Sydney Central and find that six items of luggage have been saturated with coolant from a leaking heater pipe. The customers are very angry.

## Slide 77:

**Differentiation of Coping Styles -Exercise 6**Responses:

- You say to the passengers, "Look here, we accept no responsibility for this. Luggage is carried at the passenger's own risk. I really don't care."
- You make a mental note to check for problems such as this in the future so that you can minimise the chance of damage to passengers' luggage.
- You put the luggage on the footpath and walk away.
- You suggest how they might be able to dry their luggage and say, "I am really sorry about this. I hope that you can get it dried out okay. I trust that you enjoyed the trip otherwise."
- You think, "I am sick of this stupid outfit and their attitude to passengers. How am I ever going to explain this to the passengers? This job is hopeless!"

## Slide 78:

**Differentiation of Coping Styles -Exercise 6****Situation 9**

- On your express service into Sydney, a 7-year-old child is to be set down at Chatswood. During the trip, you have had to contend with two flat tyres and driving through fog and heavy rain. You have barely managed to keep the coach running on time. Upon arriving at Chatswood, there is nobody there to meet the unaccompanied child. You wait with the child and the mother ends up turning up 25 minutes later.

## Slide 79:

**Differentiation of Coping Styles -Exercise 6**Responses:

- You say, "Do you mind telling me where you have been. Don't you care about the welfare of your child? I'm now 25 minutes late!"
- You tell yourself that this always happens to you and that you put in a big effort to stay on time and now here you are 25 minutes late and stuck with a 7-year-old.
- You decide that the next time something like this happens, you will wait 5 minutes and then try to get in touch with the mother or put the child back on the coach and take her into the Sydney terminal.
- You leave the child and mother standing on the footpath with the luggage and ignore the situation and drive off.
- You let them know at the terminal that you will be 25 minutes late.

## Powerpoint Slides

## Instructions

## Handouts

### Slide 80:

#### Differentiation of Coping Styles -Exercise 6

Examples of coping styles (more on page 19 of Workbook)

#### **T**ask-focused:

- made sure I kept a safe distance from the car in front

#### **R**eappraisal:

- tried to gain something worthwhile from the drive

#### **A**voidance:

- told myself there wasn't really any problem

#### **C**onfrontative:

- flashed the car lights or used the horn in anger

#### **E**motion-focused:

- criticised myself for not driving better

### Slide 81:

#### Differentiation of Coping Styles -Exercise 6

- Transfer your answers to the boxes provided in your **Handout for Exercise 6**.
- Add up your correct answers and place the total in the box provided
- [Answers to Exercise 6 are also on pages 28 - 30 of Workbook]



*Participants might like to refer to the examples of the five coping styles on page 19 of the Workbook if they are having problems distinguishing between the styles.*



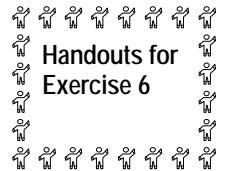
*Once this exercise has been completed, ask the drivers to transfer their answers to the boxes provided in the Handout for Exercise 6. The correct answers are provided on the Handout and also on pages 28 to 30 of the Workbook.*



*Ask the drivers to add up the number of answers they had correct and place the total in the box provided (the total will be out of 15).*



*Encourage a discussion about the various responses. For example, ask participants why they have chosen a particular response as being Confrontative, another as Task-focused etc.*



Refer the drivers to page 29 of the Workbook for answers to this exercise.

Slide 82:

**Differentiation of Coping Styles:  
Exercise 7**

- **Exercise 7, page 31** of Workbook - “Generating responses based on the five coping styles”.
- Write responses in the spaces provided.

[Refer to Workbook page 19 for examples of coping styles.]

Slide 83:

**Differentiation of Coping Styles -Exercise 7**

**Situation 10**

- You left home this morning after having a huge argument with your partner because you are unable to attend your child’s school play in which he/she has the leading role. Your partner often complains about you having to do shift work, but this morning it was much worse. He/she has threatened that if you do not ask for the time off to watch your child’s performance, he/she will leave you. By the time you get to work, your stomach is in knots because you love your partner dearly and couldn’t see yourself living without him/her.

Slide 84:

**Differentiation of Coping Styles -Exercise 6**

**Situation 11**

- You took your partner out for a special dinner last night to celebrate your wedding anniversary. You made sure to have an early night because you wanted to be fresh to start your two-up shift early the next morning with a co-driver that you don’t get along with very well. So far things have gone very smoothly at work. All of the passengers have been seated, the luggage has been loaded, and you are conducting a last minute mechanical check before you depart. You are suddenly overcome with severe nausea. You break out into a sweat and have to rush off to the toilet to be sick. You tell your co-driver that you think you have food poisoning and he just abuses you for overindulging before an important shift. You know that if you have to be replaced by another driver, departure will be delayed for at least half and hour.

Slide 85:

**Differentiation of Coping Styles -Exercise 6**

**Situation 12**

- You have recently been given a new run on which you will be covering unfamiliar territory. You know that for most of the time you will be driving at night on country roads that are poorly maintained. Just before you left, a driver cautioned you to watch out for kangaroos on that run because one of his friends had recently been seriously injured when his four-wheel drive hit a kangaroo. As you are driving, you find yourself unable to think of anything else except avoiding an accident. You have been concentrating so hard on your driving for several hours that you are beginning to feel mentally exhausted. One of the passengers, a 10 year-old boy, comes up to you and tells you the toilet is locked and that he really needs to go. Toilet facilities on the coach are not available to the passengers on this service, so you tell the boy he will have to wait until the next stop, which is only about 10 minutes away. He tells you that he cannot wait that long.

**EXERCISE 7: GENERATING  
RESPONSES BASED ON THE  
FIVE COPING STYLES**


*This exercise will allow the drivers to further practice their skills in differentiating between the coping styles.*

*Instructions are provided in the Workbook on page 31.  
(Slides 82 – 86)*

*Ask participants to generate responses to the situations based on the five coping styles and write them in the spaces provided in the workbook.*

*Assist anyone who is having difficulty.*

*Encourage a discussion amongst the group about why they have selected particular responses as being representative of each of the coping styles.*

 **WORKBOOK**  
Exercise 7  
Pages 31 to 35

 20 MINUTES 

Allows further practice in differentiating between coping styles.

An alternative to having people work individually on this exercise is to ask the group to brainstorm some responses to the situations. Responses that best represent each of the coping styles can then be selected by the group and written in their workbooks.

Slide 86:

Differentiation of Coping Styles -Exercise 6

Situation 13

- It is 3am and you have a couple more hours to drive before you reach your final destination. You felt fine at the start of your shift, but now you are finding it very hard to stay alert. You have tried just about everything to maintain your vigilance for the last couple of hours. You've stopped the coach, walked around in the fresh air and kicked the tyres, talked to other drivers over the CB, ate an apple, and listened to music. In doing so, you have managed to revive yourself for a little while, but it does not last long. Your back is aching and you feel a headache coming on. You decide to turn off the heater and open your side window to let in some fresh air. A couple of passengers at the front of the bus start complaining that they are too cold and ask you to turn on the heater.

Slide 87:

Differentiation of Coping Styles:  
Exercise 8

- Exercise 8, page 36 of workbook - "Rating responses".
- Rank them from highest (1) to lowest (5).
- Transfer your answers to the boxes provided in Handout 1 for Exercise 8

Slide 88:

Differentiation of Coping Styles -Exercise 8

- Compare your highest and lowest ratings with those of the driver supervisors on page 41 of the Workbook.
- Graph your ratings using Handout 2 for Exercise 8.

**EXERCISE 8: RATING RESPONSES**



*Instructions are provided on page 36 of the Workbook. (Slides 87 – 88)*

*Ask the drivers to rate each response from 1 to 10 according to how effective it would be in dealing with that particular situation.*

*Ratings should then be transferred to the boxes provided in Handout 1 for Exercise 8 and ranked from highest (1) to lowest (5) using the boxes provided. These ranks can be compared to those of the supervisors provided in Handout 1.*

*The drivers can graph their ratings if they wish using Handout 2 for Exercise 8.*

*Once the responses have been Rated, encourage the group to discuss their ratings.*

**WORKBOOK**  
Exercise 8  
Pages 36 to 41

20 MINUTES

Handouts for  
Exercise 8

Graphs  
Pages 7 & 8 of  
Handouts

This exercise provides an opportunity for facilitators to gauge whether there has been an immediate effect of training. Do the drivers consistently choose better coping styles (i.e., Task-focused, Reappraisal)? Is there a difference in their ratings compared to those of the driver supervisors?

Slide 89:

**Inoculation against Setbacks**

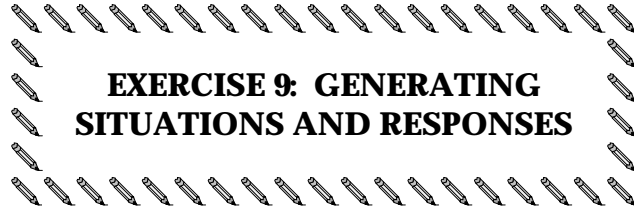
- Exercise 9, page 42 of workbook.
  - Try to think of difficult, real-life situations that you are likely to encounter at work.
  - Write them in the spaces provided.
- Examples on page 48** of your workbook might be helpful.  
 [Also see whiteboard - negative aspects of coach driving]

Slide 90:

**Inoculation against setbacks - Exercise 9**

- Brainstorm some effective ways of coping with these situations.
- See whiteboard - positive aspects of coach driving may help with reappraisal.
- What might stop you from using more effective coping styles?
- How can you overcome these barriers?

**9: INOCULATION AGAINST SETBACKS**



*Instructions are provided on pages 42 and 47 of the Workbook. (Slides 89 – 90)*

*✎ Ask drivers to think of some difficult or stressful real-life work situations and write them in the spaces provided.*

*Ask each person in the group to share a situation that he/she has identified and encourage the group to brainstorm some ways of coping with this situation effectively. (e.g., “What are some task-focused ways of coping with this situation?”; “What are some ways of reappraising this situation?”)*

*Ask the group to discuss some possible barriers to using effective coping strategies to deal with these situations. (e.g., “What might get in the way of you using a task-focused response or reappraising the situation?”).*

*Then ask the group to brainstorm ways in which these barriers may be overcome.*

**WORKBOOK**  
 Exercise 9  
 Pages 42 to 47



Page 48 of the Workbook provides examples of factors that may cause difficulty or stress at work.

Also see whiteboard for negative aspects of coach driving from Exercise 1.

See whiteboard - the positive aspects of coach driving (from Ex. 1) may help with reappraisal.



Slide 91:

#### Session Summary

- Background to the project
- Exercises in identifying your own coping style
- Information about stress, fatigue and coping
- Exercises in differentiating between the five coping styles
- Exercises in generating potential stressors and effective coping responses to those stressors

## 10: CONCLUSION

### **SESSION SUMMARY:**

*(Slide 91)*

- 🗨️ *The first part of training involved exercises aimed at helping you to identify your own coping style. To do this, you completed the Driver Coping Questionnaire and then scored your responses, you generated some responses to difficult, realistic work situations and finally, you rated some responses provided by coach driver supervisors. Those exercises allowed you to examine how you usually respond in difficult, stressful, or upsetting work situations. They also highlighted how people differ in their appraisals of the situation and also in their choice of coping responses.*
- 🗨️ *Following those exercises, you were presented with some information on stress, fatigue and coping to highlight the importance of coping styles to your driving performance and your emotional and physical well-being.*
- 🗨️ *The second part of the training session included some exercises to help you to differentiate between the five coping styles. You read some situations and imagined how you would feel using each of the five coping responses and discussed which responses you thought would lead to better outcomes. You then read some more situations and tried to annotate the style of coping represented by each response to those situations. You also generated your own responses to situations based on the five coping styles and then rated some responses that had been generated by driver supervisors to determine whether you were able to discriminate between the coping styles.*
- 🗨️ *For the final part of the training session, you tried to think of some difficult or stressful situations that you might face at work and effective ways of responding to those situations. You also anticipated possible barriers to using better coping styles found ways of overcoming those barriers.*

Slide 92:

**Evaluation of the training program**

Aim: to assess the effectiveness of the training program

- 4 week evaluation
- 6month evaluation



**TRAINING EVALUATION:**

*(Slide 92)*

*Explain that the effectiveness of the training program will be evaluated four weeks after each training session and again six months after the training sessions are completed.*

Slide 93:

**Debriefing**

**Thankyou for participating in the training session!**



**DEBRIEFING:**

*Thank the drivers for participating in the training session.*

*Ask if there are any questions about what was covered in the session or if there is anything they are not sure of.*

☺ *Provide positive comments about the drivers' participation in the session and encourage them to practice using more effective coping styles at work.*

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Appendix C - Workbook manual for Fatigue Management Training Program

# **Fatigue Management Training Program**



## **Workbook**

Name: \_\_\_\_\_

### **Coping with Difficult and Stressful Work Situations**

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Queensland, 2000

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**EXERCISE 1 – INTRODUCTIONS**

Pair up and ask your partner the following questions:

What is your name?

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How long have you been in the coach driving industry?

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What do you like best about being a coach driver?

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What do you like the least about being a coach driver?

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What do you hope to learn from this workshop?

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## **EXERCISE 2 – Scoring the Driver Coping Questionnaire**

- ✦ Prior to training, you completed the Coach Driver Operations Survey.
- ✦ On page 4 of this survey was a questionnaire entitled the “Driving Experience Questionnaire”. This questionnaire is also known as the “Driver Coping Questionnaire” (DCQ) and we will be referring to it by that name during the training session.
- ✦ Questions on the DCQ asked how you respond to stressful, difficult, or unpleasant driving situations.
- ✦ Turn to page 4 in your Coach Driver Operations Survey and score the DCQ following the directions on the next page.

## Scoring the Driver Coping Questionnaire (DCQ)

### STEP 1: Give your responses a number as follows:

- ✦ To do this:
  - Place a zero (0) beside all of the “Not at all” responses you have ticked.
  - Place a one (1) beside all of the “Rarely” responses you have ticked.
  - Place a two (2) beside all of the “Sometimes” responses you have ticked.
  - Place a three (3) beside all of the “Often” responses you have ticked.
  - Place a four (4) beside all of the “Very often” responses you have ticked.

<b>Not at all = 0</b>	<b>Rarely = 1</b>	<b>Sometimes = 2</b>	<b>Often = 3</b>	<b>Very often = 4</b>
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### STEP 2: Add up your scores:

### Your Scores

- ✦ Add up your scores for items **7, 12, 14, 18, 27, 28 and 30**.  
 To obtain a score out of 100, multiply the result by 25 and then divide it by 7.  
 Place the result in the box to the right beneath “T-Scale”. T-Scale:
  
- ✦ Add up your scores for items **10, 11, 13, 26, 32, 34 and 35**.  
 To obtain a score out of 100, multiply the result by 25 and then divide it by 7.  
 Place the result in the box to the right beneath “R-Scale”. R-Scale:
  
- ✦ Add up your scores for items **2, 3, 6, 16, 19, 20 and 21**.  
 To obtain a score out of 100, multiply the result by 25 and then divide it by 7.  
 Place the result in the box to the right beneath “A-Scale”. A-Scale:
  
- ✦ Add up your scores for items **1, 4, 8, 9, 15, 22 and 25**.  
 To obtain a score out of 100, multiply the result by 25 and then divide it by 7.  
 Place the result in the box to the right beneath “C-Scale”. C-Scale:
  
- ✦ Add up your scores for items **5, 17, 23, 24, 29, 31 and 33**.  
 To obtain a score out of 100, multiply the result by 25 and then divide it by 7.  
 Place the result in the box to the right beneath “E-Scale”. E-Scale:

## Plotting your DCQ Scores on a Graph

- ❖ Place a cross on the graph for each of your scores on the DCQ as shown in the example below.
- ❖ In this example, the person’s scores were:

Task-focus – 70

Reappraisal – 50

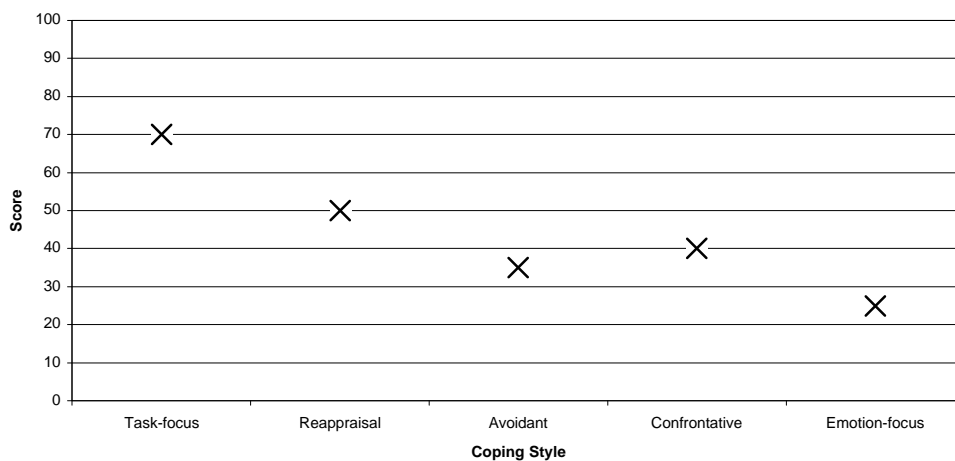
Avoidance – 35

Confrontative – 40

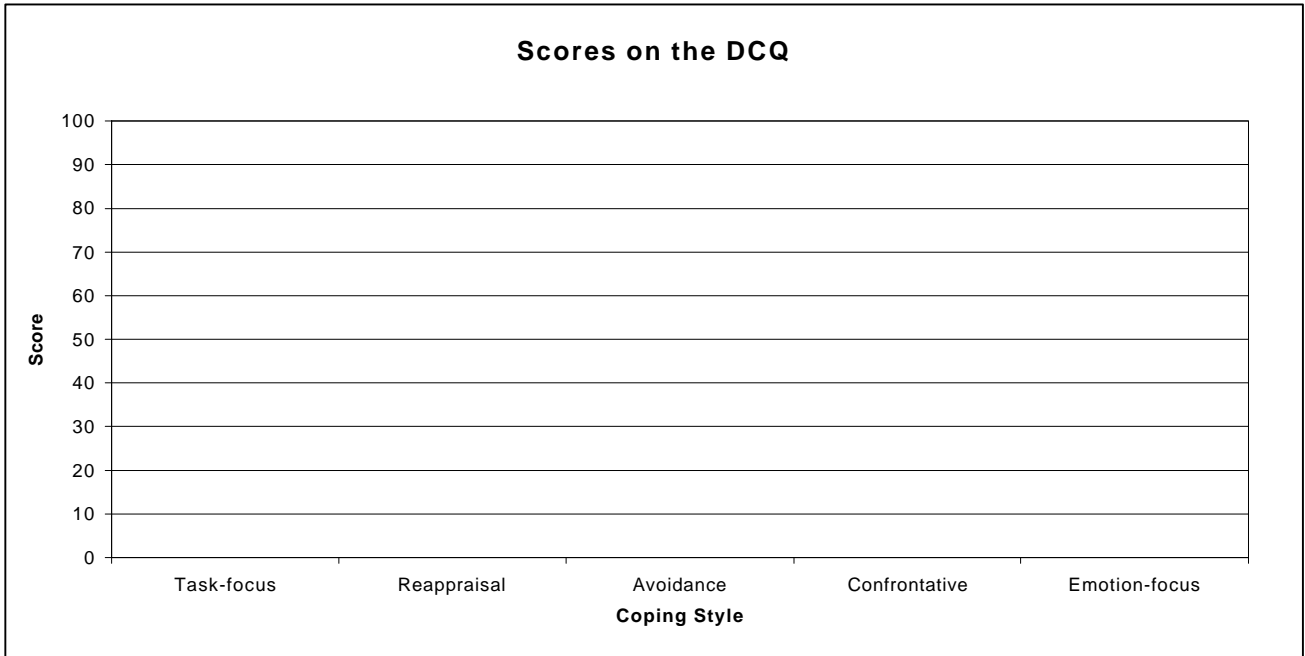
Emotion-focus – 25

### Example

**Scores on the DCQ**



## Graph of DCQ Scores



## **EXERCISE 3: Responding to Difficult Work Situations**

❖ **On the following pages are some typical work situations developed by coach driver supervisors that you might face at work.**

❖ **As you read each situation, imagine it is happening to you. Write down in the space provided:**

**What you would THINK**

**How you would FEEL**

**What you would DO**

## Situation 1

A passenger moves to another seat from his allocated seat and you can foresee seating problems further down the road as the coach will be full. The passenger will not go back to his allocated seat.

What would you think?

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How would you feel?

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What would you do?

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## **Situation 2**

After transferring passengers and luggage onto your coach from another service, you continue on to your final destination. Upon arrival at the final destination, you unload all of the luggage. Two passengers approach and state that they do not have their luggage. Checking under the bins and the immediate area, you find nothing. You ask where they got on the coach and they say at the transfer point. You contact the other terminal and they have found the luggage on the original service. It would arrive tomorrow so you inform the passengers what has happened and the situation. They do not accept this and become rather abusive.

What would you think?

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How would you feel?

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What would you do?

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### Situation 3

You are travelling on the Pacific Highway near Coffs Harbour in very heavy rain. You are travelling at 50kms/h, a speed that you consider safe under such conditions. Two trucks are following far too close behind you. You can hear the truck drivers carrying on a radio conversation about stupid coach drivers and how they hold up the traffic. You believe that what they are doing is dangerous and stupid.

What would you think?

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How would you feel?

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What would you do?

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### **Situation 4**

You are carrying out a pre-departure check in Sydney before departing for Brisbane and discover that the cabin condition of the coach is not good enough. There are loose seat cushions (not secured to the seats properly), the toilet seat is badly broken, and the drinking water supply is not working.

What would you think?

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How would you feel?

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What would you do?

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## **EXERCISE 4: Rating Responses to Difficult Work Situations**

- ❖ **On the following pages are the same situations with some different types of responses generated by the driver/supervisors.**
- ❖ **Under each response there is a rating scale from 1 (“Not at all effective”) to 10 (“Extremely effective”).**
- ❖ **For each response, please circle the number that best represents how effective you think that response would be to that particular situation.**
- ❖ **Once you have rated all of the responses to the four situations, go back and rank them from highest to lowest for each situation. That is, for each situation give your highest response a number 1, your second highest a 2 and so on. Your lowest response will be given a 5. A box is provided on the right of each response for you to use for ranking.**
- ❖ **Transfer your answers to the boxes provided in Handout 1 for Exercise 4.**
- ❖ **Graph your responses against those of the driver supervisors in Handout 2 for Exercise 4 so that you can see at a glance how your ratings compare to those of the driver supervisors.**



### Situation 2

After transferring passengers and luggage onto your coach from another service, you continue on to your final destination. Upon arrival at the final destination, you unload all the luggage. Two passengers approach and state that they do not have their luggage. Checking under the bins and the immediate area, you find nothing. You ask where they got on the coach and they say at the transfer point. You contact the other terminal and they have found the luggage on the original service. It would arrive tomorrow so you inform the passengers what has happened and the situation. They do not accept this and become rather abusive.

**Please rate how effective you think each response is to this situation.**

**Rank your responses from 1 (highest) to 5 (lowest) in the boxes below**

1	You apologise for the inconvenience and explain to them how and why the situation came about and what steps you will take to try to remedy the problem.		
	1      2      3      4      5      6      7      8      9      10 Not at all      Moderately      Extremely Effective      Effective      Effective	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	

2	You think of how this problem could be prevented in the future.		
	1      2      3      4      5      6      7      8      9      10 Not at all      Moderately      Extremely Effective      Effective      Effective	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	

3	You ignore the verbal abuse and walk away from the situation.		
	1      2      3      4      5      6      7      8      9      10 Not at all      Moderately      Extremely Effective      Effective      Effective	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	

4	You tell them that it's not your fault and that if they continue with the abuse, they might not see their luggage for some time.		
	1      2      3      4      5      6      7      8      9      10 Not at all      Moderately      Extremely Effective      Effective      Effective	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	

5	You wish the abuse didn't bother you and that you could stay focused on the task.		
	1      2      3      4      5      6      7      8      9      10 Not at all      Moderately      Extremely Effective      Effective      Effective	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>	

**Situation 3**

You are travelling on the Pacific Highway near Coffs Harbour in very heavy rain. You are travelling at 50kms/h, a speed that you consider safe under such conditions. Two trucks are following far too close behind you. You can hear the truck drivers carrying on a radio conversation about stupid coach drivers and how they hold up the traffic. You believe that what they are doing is dangerous and stupid.

**Please rate how effective you think each response is to this situation.**

**Rank your responses from 1 (highest) to 5 (lowest) in the boxes below**

1

You carry on driving as carefully as possible looking out for an opportunity to allow them to overtake.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

2

You try to put yourself in their situation and think “poor buggars”. You understand why they might feel frustrated.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

3

You turn off the radio totally ignoring the situation.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

4

You call them on the radio and abuse them telling them that all truck drivers are idiots.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

5

You think how you hate your job and having to drive in the rain and contend with stupid truck drivers.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

**Situation 4**

You are carrying out a pre-departure check in Sydney before departing for Brisbane and discover that the cabin condition of the coach is not good enough. There are loose seat cushions (not secured to the seats properly), the toilet seat is badly broken, and the drinking water supply is not working.

**Please rate how effective you think each response is to this situation.**

**Rank your responses from 1 (highest) to 5 (lowest) in the boxes below**

1 You try to secure as many of the seat cushions as possible and attempt to temporarily fix the broken toilet seat, and fix the drinking water dispenser and be extra nice to the customers.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

2 You get going and try to make the best of what you have got and tell yourself that you will get it into the workshop when you get back home and write all the problems in the fault book.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

3 You ignore the whole thing and think “Stuff the customers”, and don’t record anything in the fault book.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

4 You call the local manager and abuse him and refuse to drive the coach.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

5 You think, “I am sick of this bloody outfit and their disgusting attitude to customers.”

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

**How do your ratings compare to those of the driver supervisors?****Situation 1:**

The driver supervisors rated response number 1 as the most effective. This is a Task-focused coping response. They rated response number 5 as the least effective, which is a Confrontative coping response.

**Situation 2**

The driver supervisors rated response number 1 as the most effective. This is a Task-focused coping response. They rated response number 4 as the least effective, which is a Confrontative coping response.

**Situation 3**

The driver supervisors rated response number 1 as the most effective. This is a Task-focused coping response. They rated response number 4 as the least effective, which is a Confrontative coping response.

**Situation 4**

The driver supervisors rated response number 1 as the most effective. This is a Task-focused response. They rated response number 3 as the least effective, which is an Avoidant coping response.

## Examples of the Five Coping Styles

### Task-focused

- made sure I avoided reckless or impulsive actions
- made sure I kept a safe distance from the car in front
- tried to watch my speed carefully

### Reappraisal

- tried to gain something worthwhile from the drive
- felt I was becoming a more experienced driver
- thought about the benefits I would get from the journey

### Avoidance

- thought about good times I'd had
- stayed detached or distanced from the situation
- told myself there wasn't really any problem

### Confrontative

- showed other drivers what I thought of them
- flashed the car lights or used the horn in anger
- relieved my feelings by taking risks or driving fast

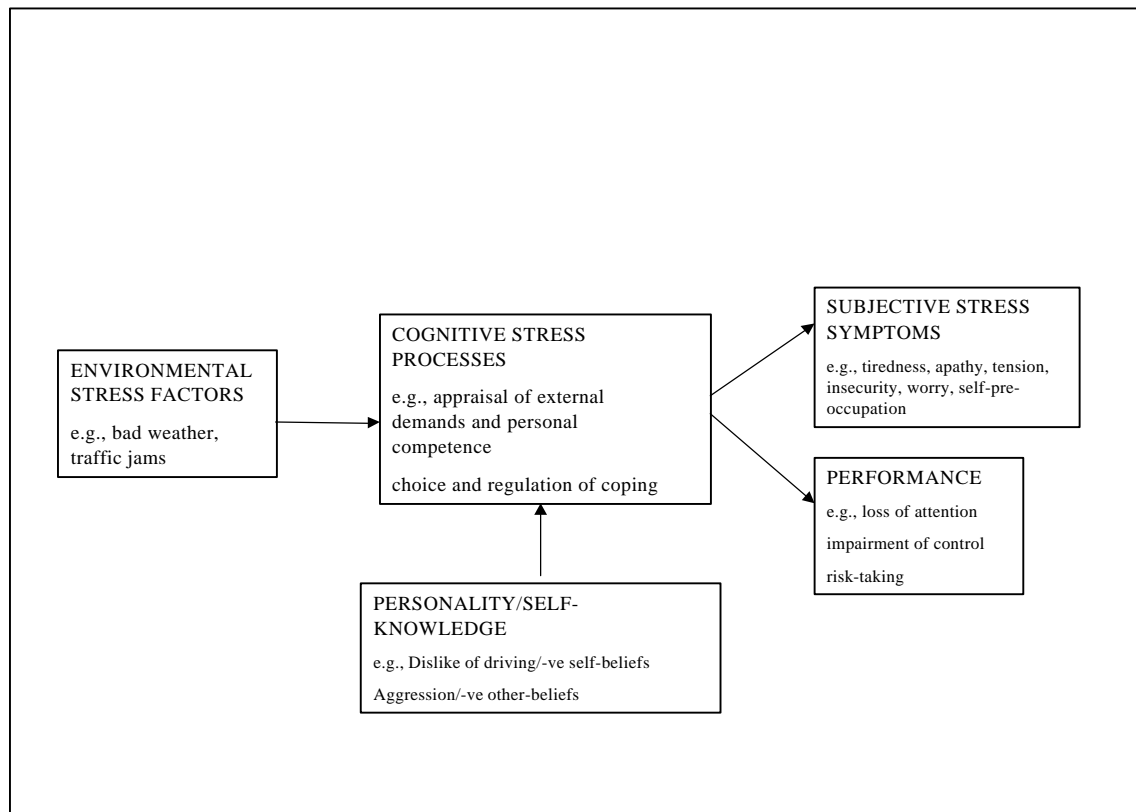
### Emotion-focused

- blamed myself for getting too emotional or upset
- wished I was a more confident and forceful driver
- criticised myself for not driving better



## Overview of Research Findings

### Matthew's (2001) Transactional Framework for Driver Stress



### Research Findings

- Ineffective coping styles (i.e., Confrontative and Emotion-focused) are related to dangerous driving, reduced safety, reduced attention and fatigue (Matthews, Desmond, Joyner, Carcary, & Gilliland, 1997).
- The use of Confrontative and Emotion-focused coping styles is associated with more negative outcomes – e.g., higher need for recovery, more traffic fines, lower job-related affective well-being, more physical symptoms.
- The use of Task-focused coping and Reappraisal are related to more positive outcomes – e.g., higher job-related affective well-being, higher job satisfaction, lower need for recovery.
- Avoidant coping strategies may provide a brief respite from distress, but may have negative consequences if its use draws the person's attention away from a problem that needs to be addressed (Matthews et al, 1997). Avoidant strategies, such as trying to escape through wishful thinking, are associated with fatigue (Matthews et al., 1997) and also with symptoms of depression, anxiety and with psychosomatic symptoms (Folkman & Lazarus, 1991).
- Given the above research findings, it appears that choice of coping style plays an important role in driver stress and fatigue.

## EXERCISE 5: Outcomes of Various Coping Styles

- ❖ Look at the following situations and imagine that it is happening to you.
  
- ❖ Imagine yourself using the **T**ask-focused coping response.  
How would you feel after using this response?  
Would this response be effective in handling this situation?
  
- ❖ Imagine yourself using the **R**eappraisal coping response.  
How would you feel after using this response?  
Would this response be effective in handling this situation?
  
- ❖ Imagine yourself using the **A**voidance coping response.  
How would you feel after using this response?  
Would this response be effective in handling this situation?
  
- ❖ Imagine yourself using the **C**onfrontative coping response:  
How would you feel after using this response?  
Would this response be effective in handling this situation?
  
- ❖ Imagine yourself using the **E**motion-focused coping response.  
How would you feel after using this response?  
Would this response be effective in handling this situation?
  
- ❖ Were there any differences in the way you felt using each of those responses?
  
- ❖ Which of these response styles do you feel would lead to better outcomes.

**Situation 5**

You are unloading luggage at a stop (e.g., Hornsby) and a passenger booked for Sydney asks to get off the coach and wants his/her luggage. The passenger was the first person to get on the coach in Brisbane and his/her bags are under all the other Sydney luggage.

**Task-focused response:** You politely suggest to the passenger that, should they travel again, they should advise the counter staff of the actual destination.

**Reappraisal response:** You think about how you will benefit from the extra exercise and make plans to do more training.

**Avoidance response:** You ignore the passenger and get back on the coach and drive off leaving him/her on the footpath.

**Confrontative response:** You tell the passenger that he/she can get off there, but that you are not unloading all the luggage just to get to theirs, so it will have to go through to Sydney and they will have to come and get it.

**Emotion-focused response:** You wish you didn't feel so angry with this passenger because when you feel like this, you can't explain properly that they should tell you where they're getting off when they board so you can put their luggage in the right place.

### Situation 6

You are on a two-up shift and have gone to the bunk to get some rest. Your co-driver has mentioned this fact to the passengers and has asked them to close the rest room door gently and not let it slam as this would disturb your sleep. Well into your rest, the rest room door is slammed for approximately the fifth time.

**Task-focused response:** You pull back the curtain and take note of where the passenger is sitting so as to speak to him/her later, possibly at a meal break and ask again to please close the door gently.

**Reappraisal response:** You take into account the road conditions (bumpy, rough etc.) and consider that the incident may have been unavoidable because as they went to close the door, the coach may have hit a bump or pothole.

**Avoidance response:** You ignore the problem because you realise that some passengers do not understand English.

**Confrontative response:** You immediately pull the curtain back and yell at the passenger and threaten to put him/her off the coach if they slam the door again.

**Emotion-focused response:** You feel angry because you have been woken up by an inconsiderate idiot.

## **EXERCISE 6: Differentiating Between Coping Styles**

- ❖ Now that you have learned about the five different coping styles, look at the following situations and responses.
  
- ❖ Can you differentiate between the different coping styles in these responses?
  
- ❖ For each response, write in the box what style of coping you think it represents. You can just write the first letter if you like. For example, if you think it is a Task-focused response, then put a “T” in the box.
  
- ❖ Transfer your answers to the boxes provided in your Handout for Exercise 6 so that you can compare your answers with those of the driver supervisors.

**Situation 7**

Departing on a service at 8.45pm, you drive out of the terminal and up the street 45 minutes late. A passenger in seat 28 advises you that the male person sitting beside him has just vomited everywhere. The coach is full.

**What coping styles do each of these responses represent? Place your answer in the box.**

You realise the problem can be fixed and assure the passenger that you will go back to the terminal to have it cleaned up.

You say to the passenger, "Fair dinkum! There are no spare seats!"

You are thankful that it happened close to the terminal because you can clean up the mess, replace the seat cushions, and ensure that passengers are happy to return to their seats before proceeding.

You become worried because you are already running late and this will make the service even later.

You ignore the problem and focus on the driving ahead because the service is already running late.

**Situation 8**

You arrive at Sydney Central and find that six items of luggage have been saturated with coolant from a leaking heater pipe. The customers are very angry.

**What coping styles do each of these responses represent? Place your answer in the box.**

You say to the passengers, "Look here, we accept no responsibility for this. Luggage is carried at the passenger's own risk. I really don't care."

You make a mental note to check for problems such as this in the future so that you can minimise the chance of damage to passengers' luggage.

You put the luggage on the footpath and walk away.

You suggest how they might be able to dry their luggage and say, "I am really sorry about this. I hope that you can get it dried out okay. I trust that you enjoyed the trip otherwise."

You think, "I am sick of this stupid outfit and their attitude to passengers. How am I ever going to explain this to the passengers? This job is hopeless!"

**Situation 9**

On your express service into Sydney, a 7-year-old child is to be set down at Chatswood. During the trip, you have had to contend with two flat tyres and driving through fog and heavy rain. You have barely managed to keep the coach running on time. Upon arriving at Chatswood, there is nobody there to meet the unaccompanied child. You wait with the child and the mother ends up turning up 25 minutes later.

**What coping styles do each of these responses represent? Place your answer in the box.**

You say, "Do you mind telling me where you have been. Don't you care about the welfare of your child? I'm now 25 minutes late!"

You tell yourself that this always happens to you and that you put in a big effort to stay on time and now here you are 25 minutes late and stuck with a 7-year-old.

You decide that the next time something like this happens, you will wait 5 minutes and then try to get in touch with the mother or put the child back on the coach and take her into the Sydney terminal.

You leave the child and mother standing on the footpath with the luggage and ignore the situation and drive off.

You let them know at the terminal that you will be 25 minutes late.



## Answers to Exercise 6

### Situation 7

Departing on a service at 8.45pm, you drive out of the terminal and up the street 45 minutes late. A passenger in seat 28 advises you that the male person sitting beside him has just vomited everywhere. The coach is full.

T You realise the problem can be fixed and assure the passenger that you will go back to the terminal to have it cleaned up.

**This is a Task-focused coping response.**

C You say to the passenger, "Fair dinkum! There are no spare seats!"

**This is a Confrontative coping response.**

R You are thankful that it happened close to the terminal because you can clean up the mess, replace the seat cushions, and ensure that passengers are happy to return to their seats before proceeding.

**This is a Reappraisal coping response.**

E You become worried because you are already running late and this will make the service even later.

**This is an Emotion-focused coping response.**

A You ignore the problem and focus on the driving ahead because the service is already running late.

**This is an Avoidant coping response.**

**Situation 8**

You arrive at Sydney Central and find that six items of luggage have been saturated with coolant from a leaking heater pipe. The customers are very angry.

- C You say to the passengers, “Look here, we accept no responsibility for this. Luggage is carried at the passenger’s own risk. I really don’t care.”  
**This is a Confrontative coping response.**
- R You make a mental note to check for problems such as this in the future so that you can minimise the chance of damage to passengers’ luggage.  
**This is a Reappraisal coping response.**
- A You put the luggage on the footpath and walk away.  
**This is an Avoidant coping response.**
- T You suggest how they might be able to dry their luggage and say, “I am really sorry about this. I hope that you can get it dried out okay. I trust that you enjoyed the trip otherwise.”  
**This is a Task-focused coping response.**
- E You think, “I am sick of this stupid outfit and their attitude to passengers. How am I ever going to explain this to the passengers? This job is hopeless!”  
**This is an Emotion-focused coping response.**

**Situation 9**

On your express service into Sydney, a 7-year-old child is to be set down at Chatswood. During the trip, you have had to contend with two flat tyres and driving through fog and heavy rain. You have barely managed to keep the coach running on time. Upon arriving at Chatswood, there is nobody there to meet the unaccompanied child. You wait with the child and the mother ends up turning up 25 minutes later.

C You say, “Do you mind telling me where you have been. Don’t you care about the welfare of your child? I’m now 25 minutes late!”

**This is a Confrontative coping response.**

E You tell yourself that this always happens to you and that you put in a big effort to stay on time and now here you are 25 minutes late and stuck with a 7-year-old.

**This is an Emotion-focused coping response.**

R You decide that the next time something like this happens, you will wait 5 minutes and then try to get in touch with the mother or put the child back on the coach and take her into the Sydney terminal.

**This is a Reappraisal coping response.**

A You leave the child and mother standing on the footpath with the luggage and ignore the situation and drive off.

**This is an Avoidant coping response.**

T You let them know at the terminal that you will be 25 minutes late.

**This is a Task-focused coping response.**

## **EXERCISE 7: Generating Responses based on the Five Coping Styles**

- ❖ Now that you've been able to differentiate between the five coping responses, this exercise asks you to generate your own responses to the following situations using the five coping styles.
- ❖ For each of the following situations, try to generate one of each of these types of responses:
  - **T**ask-focused coping response
  - **R**eappraisal coping response
  - **A**voidance coping response
  - **C**onfrontative coping response
  - **E**motion-focused coping response

**Situation 10**

You left home this morning after having a huge argument with your partner because you are unable to attend your child's school play in which he/she has the leading role. Your partner often complains about you having to do shift work, but this morning it was much worse. He/she has threatened that if you do not ask for the time off to watch your child's performance, he/she will leave you. By the time you get to work, your stomach is in knots because you love your partner dearly and couldn't see yourself living without him/her.

**Task-focused coping response:**

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**Reappraisal coping response:**

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**Avoidant coping response:**

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**Confrontative coping response:**

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**Emotion-focused coping response:**

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**Situation 11**

You took your partner out for a special dinner last night to celebrate your wedding anniversary. You made sure to have an early night because you wanted to be fresh to start your two-up shift early the next morning with a co-driver that you don't get along with very well. So far things have gone very smoothly at work. All of the passengers have been seated, the luggage has been loaded, and you are conducting a last minute mechanical check before you depart. You are suddenly overcome with severe nausea. You break out into a sweat and have to rush off to the toilet to be sick. You tell your co-driver that you think you have food poisoning and he just abuses you for overindulging before an important shift. You know that if you have to be replaced by another driver, departure will be delayed for at least half an hour.

**Task-focused coping response:**

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**Reappraisal coping response:**

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**Avoidant coping response:**

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**Confrontative coping response:**

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**Emotion-focused coping response:**

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**Situation 12**

You have recently been given a new run on which you will be covering unfamiliar territory. You know that for most of the time you will be driving at night on country roads that are poorly maintained. Just before you left, a driver cautioned you to watch out for kangaroos on that run because one of his friends had recently been seriously injured when his four-wheel drive hit a kangaroo. As you are driving, you find yourself unable to think of anything else except avoiding an accident. You have been concentrating so hard on your driving for several hours that you are beginning to feel mentally exhausted. One of the passengers, a 10 year-old boy, comes up to you and tells you the toilet is locked and that he really needs to go. Toilet facilities on the coach are not available to the passengers on this service, so you tell the boy he will have to wait until the next stop, which is only about 10 minutes away. He tells you that he cannot wait that long.

**Task-focused coping response:**

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**Reappraisal coping response:**

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**Avoidant coping response:**

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**Confrontative coping response:**

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**Emotion-focused coping response:**

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**Situation 13**

It is 3am and you have a couple more hours to drive before you reach your final destination. You felt fine at the start of your shift, but now you are finding it very hard to stay alert. You have tried just about everything to maintain your vigilance for the last couple of hours. You've stopped the coach, walked around in the fresh air and kicked the tyres, talked to other drivers over the CB, ate an apple, and listened to music. In doing so, you have managed to revive yourself for a little while, but it does not last long. Your back is aching and you feel a headache coming on. You decide to turn off the heater and open your side window to let in some fresh air. A couple of passengers at the front of the bus start complaining that they are too cold and ask you to turn on the heater.

**Task-focused coping response:**

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**Reappraisal coping response:**

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**Avoidant coping response:**

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**Confrontative coping response:**

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**Emotion-focused coping response:**

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## EXERCISE 8: Rating Responses

- ❖ This exercise will allow you to discover whether your selection of coping styles has altered since you learned which coping styles are associated with better outcomes.
- ❖ The following situations are the same as those you have just generated coping responses for.
- ❖ For each situation there are five different responses generated by driver/supervisors.
- ❖ As you have done in previous exercises, please rate each response according to how effective you think it is.
- ❖ Once you have rated all of the responses to the four situations, go back and rank them from highest to lowest. That is, give your highest response a number 1, your second highest a 2 and so on. Your lowest response will be given a 5. A box is provided on the right of each response for you to use for ranking.
- ❖ Transfer your answers to the boxes provided in Handout 1 for Exercise 8 so that you can see at a glance how your ratings compare to those of the driver supervisors.
- ❖ Graph your responses using Handout 2 for Exercise 8.

**Situation 10**

You left home this morning after having a huge argument with your partner because you are unable to attend your child’s school play in which he/she has the leading role. Your partner often complains about you having to do shift work, but this morning it was much worse. He/she has threatened that if you do not ask for the time off to watch your child’s performance, he/she will leave you. By the time you get to work, your stomach is in knots because you love your partner dearly and couldn’t see yourself living without him/her.

**Please rate how effective you think each response is to this situation.**

**Rank your responses from 1 (highest) to 5 (lowest) in the boxes below**

1 You try and find a driver who would be willing to take over your shift for that particular night. You tell your boss the situation and explain that you have found someone to take over for you. If you cannot find another driver, you ask the boss if he can help you to find someone.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

2 You tell yourself that you can’t do anything right and that you wouldn’t blame your partner if he/she left because you are a terrible husband/wife and father/mother.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

3 You go to the boss and tell him that you need that particular night off and that if he doesn’t give it to you, then you will quit.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

4 You tell yourself that your partner is just blowing hot air and things will be fine when you get back home.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

5 You think of this shift as a good opportunity for you to spend some time thinking about your situation and believe that you will most likely come up with a good solution by the time you are finished. Alternatively, you think about what life would be like without a nagging partner.

1	2	3	4	5	6	7	8	9	10	
Not at all				Moderately					Extremely	<input type="text"/>
Effective				Effective					Effective	

**Situation 11**

You took your partner out for a special dinner last night to celebrate your wedding anniversary. You made sure to have an early night because you wanted to be fresh to start your two-up shift early the next morning with a co-driver that you don't get along with very well. So far things have gone very smoothly at work. All of the passengers have been seated, the luggage has been loaded, and you are conducting a last minute mechanical check before you depart. You are suddenly overcome with severe nausea. You break out into a sweat and have to rush off to the toilet to be sick. You tell your co-driver that you think you have food poisoning and he just abuses you for overindulging before an important shift. You know that if you have to be replaced by another driver, departure will be delayed for at least half an hour.

**Please rate how effective you think each response is to this situation.**

**Rank your responses from 1 (highest) to 5 (lowest) in the boxes below**

- |   |  |   |  |
|---|--|---|--|
| 1 | You tell your boss that you are too ill to drive and hate yourself for having such a weak stomach.   | 1      2      3      4      5      6      7      8      9      10<br>Not at all      Moderately      Extremely<br>Effective      Effective      Effective |  |
| 2 | You tell your boss that you are too ill to drive and feel very thankful that you got sick before you started the trip rather than halfway through it.  | 1      2      3      4      5      6      7      8      9      10<br>Not at all      Moderately      Extremely<br>Effective      Effective      Effective |  |
| 3 | You tell your boss that you are too sick to do the trip, so he will have to get a replacement driver, preferably one who can put up with an arrogant, inconsiderate co-driver.               | 1      2      3      4      5      6      7      8      9      10<br>Not at all      Moderately      Extremely<br>Effective      Effective      Effective |  |
| 4 | You ask your co-driver to do the first leg of the trip so that you can go to the bunk and rest. You ask him to stop at a chemist along the way so that you can get some anti-nausea tablets. | 1      2      3      4      5      6      7      8      9      10<br>Not at all      Moderately      Extremely<br>Effective      Effective      Effective |  |
| 5 | You tell yourself that you will be fine in a few minutes and that you can do the trip.   | 1      2      3      4      5      6      7      8      9      10<br>Not at all      Moderately      Extremely<br>Effective      Effective      Effective |  |

**Situation 12**

You have recently been given a new run on which you will be covering unfamiliar territory. You know that for most of the time you will be driving at night on country roads that are poorly maintained. Just before you left, a driver cautioned you to watch out for kangaroos on that run because one of his friends had recently been seriously injured when his four-wheel drive hit a kangaroo. As you are driving, you find yourself unable to think of anything else except avoiding an accident. You have been concentrating so hard on your driving for several hours that you are beginning to feel mentally exhausted. One of the passengers, a 10 year-old boy, comes up to you and tells you the toilet is locked and that he really needs to go. Toilet facilities on the coach are not available to the passengers on this service, so you tell the boy he will have to wait until the next stop, which is only about 10 minutes away. He tells you that he cannot wait that long.

**Please rate how effective you think each response is to this situation.**

**Rank your responses from 1 (highest) to 5 (lowest) in the boxes below**

1 You tell the boy that he will just have to wait because you cannot stop every time someone needs to go to the toilet, otherwise you would never make your destination. You curse the company for not having the toilet working and curse the council for not fixing the road.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

2 You wish you could handle things better when you are feeling under such pressure instead of feeling angry with this child.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

3 You keep driving and hope the boy will go and sit back in his seat.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

4 You stop the bus near some bushes so that the boy can go to the toilet.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective

5 You decide that passenger comfort is important to you, so you stop the bus for the child because then he will be satisfied and also less likely to hassle you before the next stop.

1      2      3      4      5      6      7      8      9      10  
 Not at all      Moderately      Extremely  
 Effective      Effective      Effective



## Ratings by Driver Supervisors

### How do your ratings compare to those of the driver supervisors?

#### **Situation 10:**

The driver supervisors rated response number 1 as the most effective. This is a Task-focused coping response. They rated response number 3 as the least effective, which is a Confrontative coping response.

#### **Situation 11**

The driver supervisors rated response number 2 as the most effective. This is a Reappraisal coping response. They rated response number 3 as the least effective, which is a Confrontative coping response.

#### **Situation 12**

The driver supervisors rated response number 4 as the most effective. This is a Task-focused coping response. They rated response number 3 as the least effective, which is an Avoidant coping response.

#### **Situation 13**

The driver supervisors rated response number 2 as the most effective. This is a Task-focused response. They rated response number 1 as the least effective, which is a Confrontative coping response.

## **EXERCISE 9: Generating Situations and Responses**

- ❖ For this exercise, try to think of some difficult, real-life situations that you are likely to encounter at work.
- ❖ Try to think of at least three (3) situations.
- ❖ Write them down in the spaces provided.
- ❖ If you are having difficulty, you might like to refer to page 48 of this workbook, which lists some factors that might cause some difficulty or stress at work.
- ❖ Then, as a group, try to brainstorm some effective ways of coping with these situations. There is some space on page 46 for you to write some coping responses.
- ❖ Once you have done this, turn to page 47.









**As a group, try to brainstorm some effective ways of coping with these situations.**

What are some task-focused ways of coping with this situation?

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What are some ways of reappraising this situation?

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## **Barriers to using more Effective Coping Styles**

- ❖ Try to think of things that might stop you from using more effective coping styles.
- ❖ What might get in the way of you using a task-focused response or reappraising the situation?
- ❖ How can you overcome these barriers?
- ❖ Try to brainstorm some ways of getting over these barriers and coping in an effective way.

## **Problems that may contribute to Coach Driver Stress or Fatigue**

- ❖ Not enough time to prepare for next shift
- ❖ Not enough sleep/rest before beginning next shift
- ❖ Feeling anxious at the start of a shift
- ❖ Feeling unfit to start a shift – due to illness, family problems, not enough rest etc.
- ❖ Going back to work after a holiday/break
- ❖ Loading freight & luggage
- ❖ Delays in loading
- ❖ Checking/Issuing/collection tickets from passengers
- ❖ Delays in departure
- ❖ Difficult passengers, talkative passengers, rowdy passengers, crying babies, unrestrained children
- ❖ Responsibility for passengers' safety and comfort
- ❖ Anxiety due to fear of accidents
- ❖ Poor vehicle performance
- ❖ Uncomfortable driver's seat
- ❖ Inadequate ventilation
- ❖ Restricted ability to control the temperature of the vehicle – e.g., complaints from passengers if too cold
- ❖ Adhering to speed limit
- ❖ Conforming to legal driving hours
- ❖ Complying with different driving hours and regulations in different states
- ❖ Delays caused by RTA/police inspections
- ❖ Heavy traffic
- ❖ Other road users
- ❖ Abuse over the CB from truck drivers who do not adhere to speed limit
- ❖ Poor road conditions
- ❖ Dawn driving
- ❖ Glare from headlights/sun
- ❖ Bad weather/poor visibility
- ❖ Boring roads
- ❖ Trying to maintain attention or staying vigilant for long periods of time
- ❖ Problems with unloading freight/luggage/helping passengers to disembark
- ❖ Vehicle breakdowns
- ❖ Two-up driving – not being able to sleep well in the bunk
- ❖ Two-up driving – not getting along with other driver
- ❖ Staged driving – not having someone to take over the driving if you are feeling tired
- ❖ Long distances between stops/breaks

- ❖ Interruptions during breaks – e.g., passengers wanting to chat, ask questions etc.
- ❖ Not enough breaks or breaks not long enough
- ❖ Inability to be flexible with taking breaks – can only take scheduled breaks.
- ❖ Pressure from management and the public to leave and arrive on time and meet tight schedules
- ❖ Pressure from within – e.g., taking pride in running on time
- ❖ Long driving hours
- ❖ Night driving
- ❖ Switching from day runs to night runs and vice versa
- ❖ Switching from two-up to staged driving and vice versa
- ❖ Irregular shifts
- ❖ Not enough sleep on days off
- ❖ Not enough good quality sleep during days off
- ❖ Irregular sleep patterns
- ❖ Inability to sleep during the day – too noisy, too hot, not tired
- ❖ Unable to plan sleep
- ❖ A diagnosed sleep disorder
- ❖ Lack of quality time with family
- ❖ Stressful family life
- ❖ Relationship problems
- ❖ Children
- ❖ Stress due to being away from home for lengthy periods
- ❖ Lack of support from family and/or friends
- ❖ Pressure from family and/or friends to keep social commitments
- ❖ Unable to do things you enjoy and that relax you during days off – e.g., pressure to do jobs at home
- ❖ Financial pressures – overcommitted financially
- ❖ Not having a regular income due to no set shifts
- ❖ Overindulgence of alcohol on days off
- ❖ Health problems
- ❖ Strained relationships with company managers, other company employees
- ❖ Fear of job loss or lack of job security

Appendix D - Handouts for Fatigue Management Training Program

# **Fatigue Management Training Program**



## **Handouts**

Name: \_\_\_\_\_

### **Coping with Difficult and Stressful Work Situations**

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University of Southern Queensland, 2000



**HANDOUT 1 FOR EXERCISE 4**  
**“RATING RESPONSES TO DIFFICULT WORK SITUATIONS”**

**Situation 1**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Situation 2**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 3

**Situation 3**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 5	<input type="checkbox"/> 4

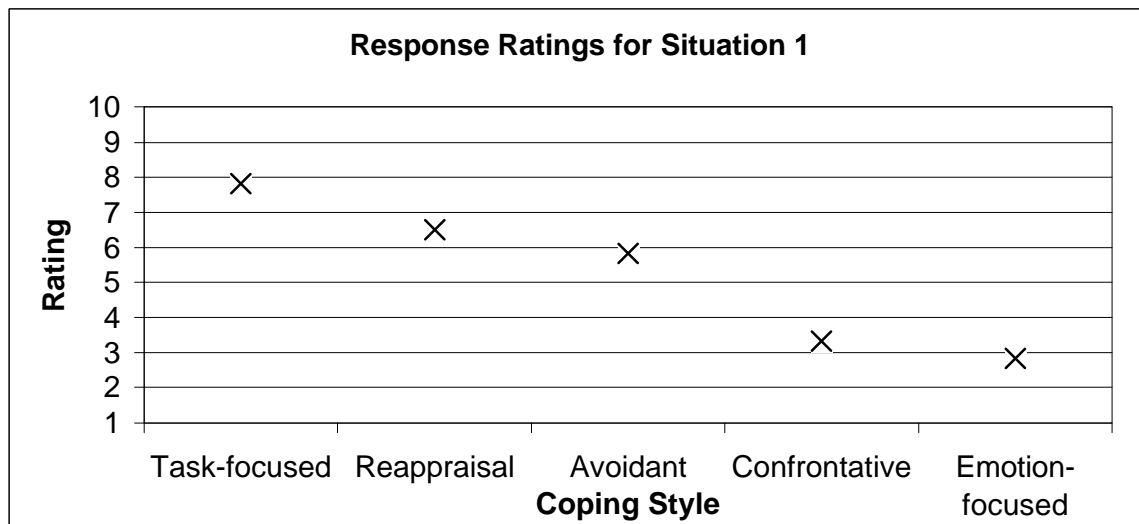
**Situation 4**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3

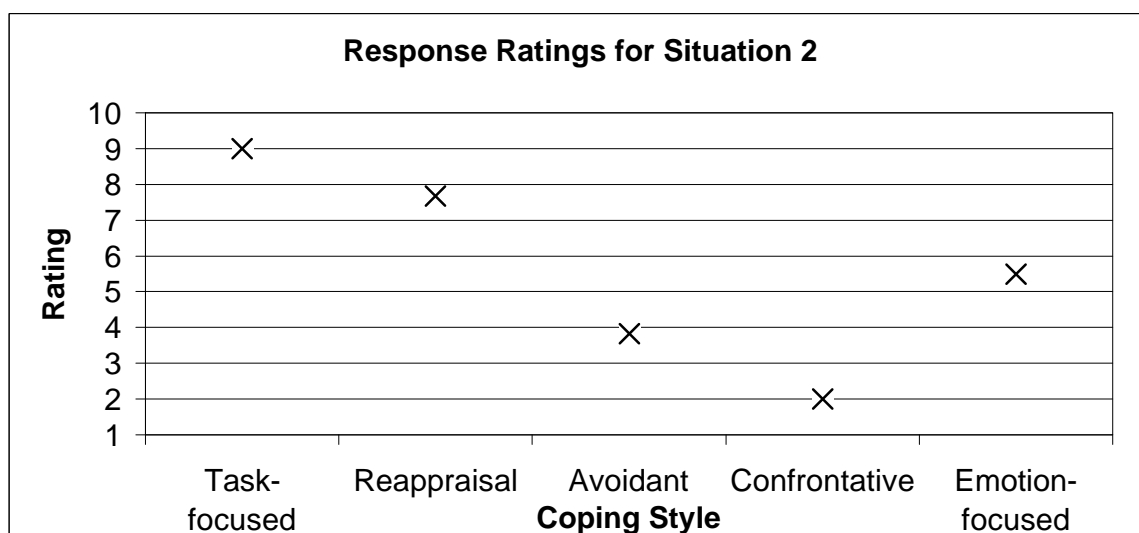
## HANDOUT 2 FOR EXERCISE 4 “GRAPHING YOUR RESPONSES”

- ❖ Place a cross on the graph representing each situation for each of your responses.
- ❖ The crosses on the graph denote the driver supervisor ratings.
- ❖ How do your ratings compare with those of the driver supervisors?

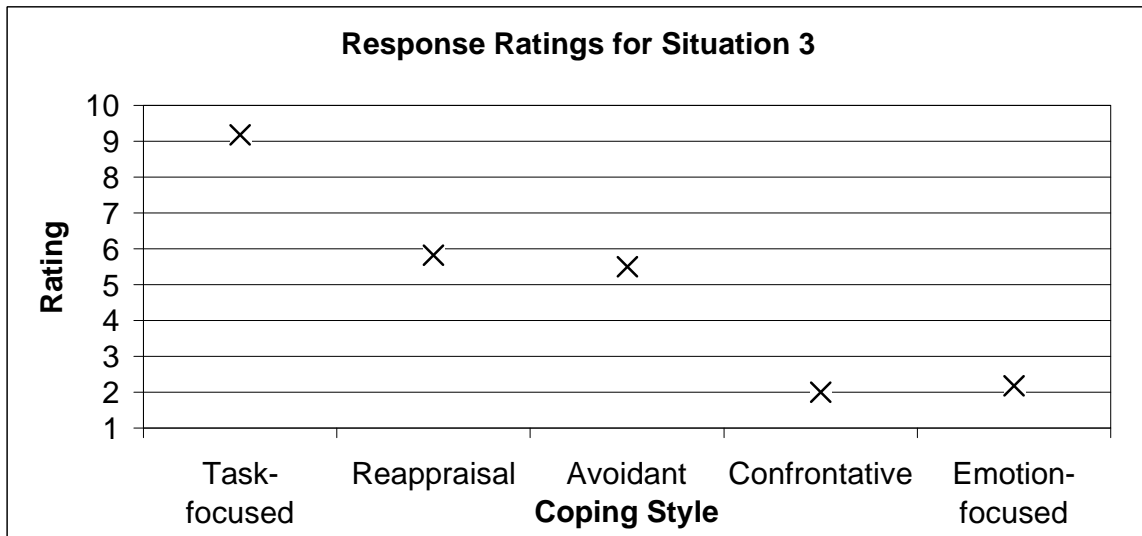
### Situation 1



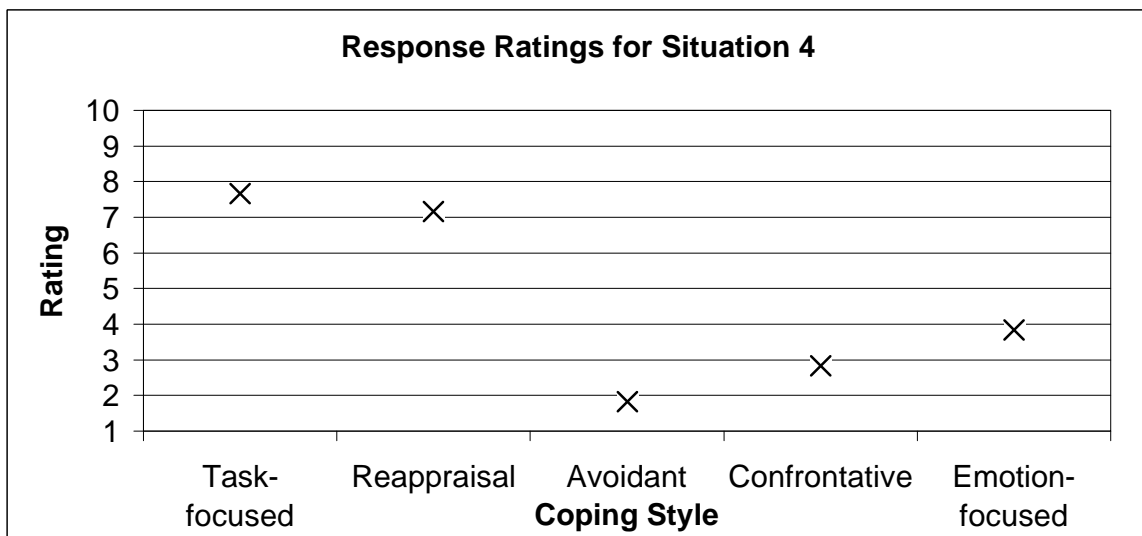
### Situation 2



### Situation 3



### Situation 4



**HANDOUT FOR EXERCISE 6**  
**“DIFFERENTIATING BETWEEN COPING STYLES”**

**Situation 7**

Response number _____	1	2	3	4	5
Your answer _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct answer _____	<input type="checkbox"/> T	<input type="checkbox"/> C	<input type="checkbox"/> R	<input type="checkbox"/> E	<input type="checkbox"/> A
Tick for each correct answer _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Situation 8**

Response number _____	1	2	3	4	5
Your answer _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct answer _____	<input type="checkbox"/> C	<input type="checkbox"/> R	<input type="checkbox"/> A	<input type="checkbox"/> T	<input type="checkbox"/> E
Tick for each correct answer _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Situation 9**

Response number _____	1	2	3	4	5
Your answer _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct answer _____	<input type="checkbox"/> C	<input type="checkbox"/> E	<input type="checkbox"/> R	<input type="checkbox"/> A	<input type="checkbox"/> T
Tick for each correct answer _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many were you able to answer correctly? Add up the number of ticks and place your total number correct in the box.

**HANDOUT 1 FOR EXERCISE 8  
“RATING RESPONSES”**

**How do your ratings compare to those of the driver supervisors?**

**Situation 10**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox" value="1"/>	<input type="checkbox" value="4"/>	<input type="checkbox" value="5"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="2"/>

**Situation 11**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox" value="3"/>	<input type="checkbox" value="1"/>	<input type="checkbox" value="5"/>	<input type="checkbox" value="2"/>	<input type="checkbox" value="4"/>

**Situation 12**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="5"/>	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>

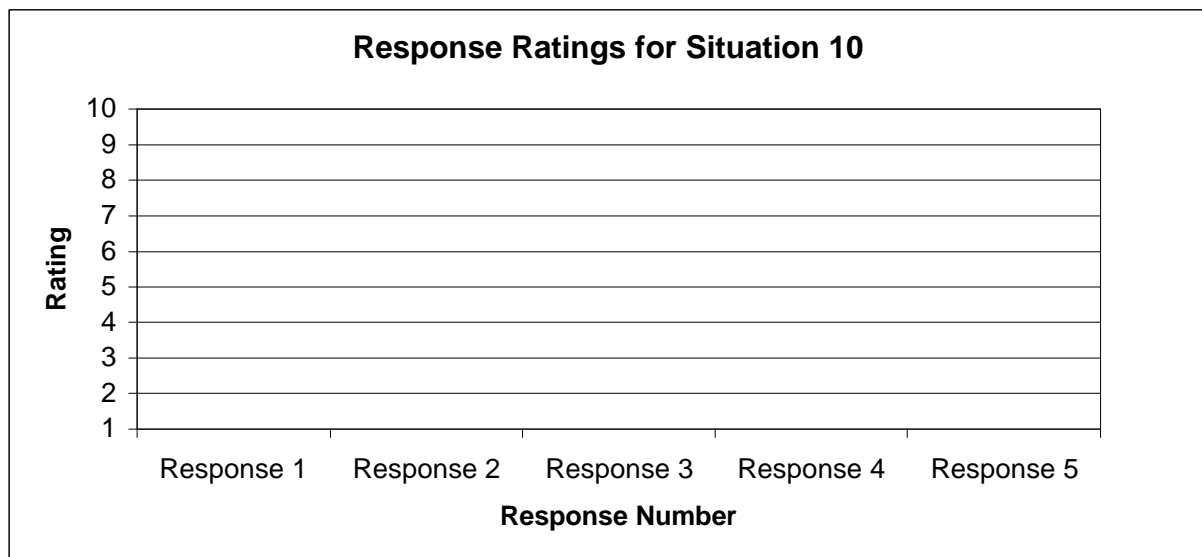
**Situation 13**

Response number _____	1	2	3	4	5
Your rating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ranking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranking by driver supervisors _____	<input type="checkbox" value="5"/>	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>

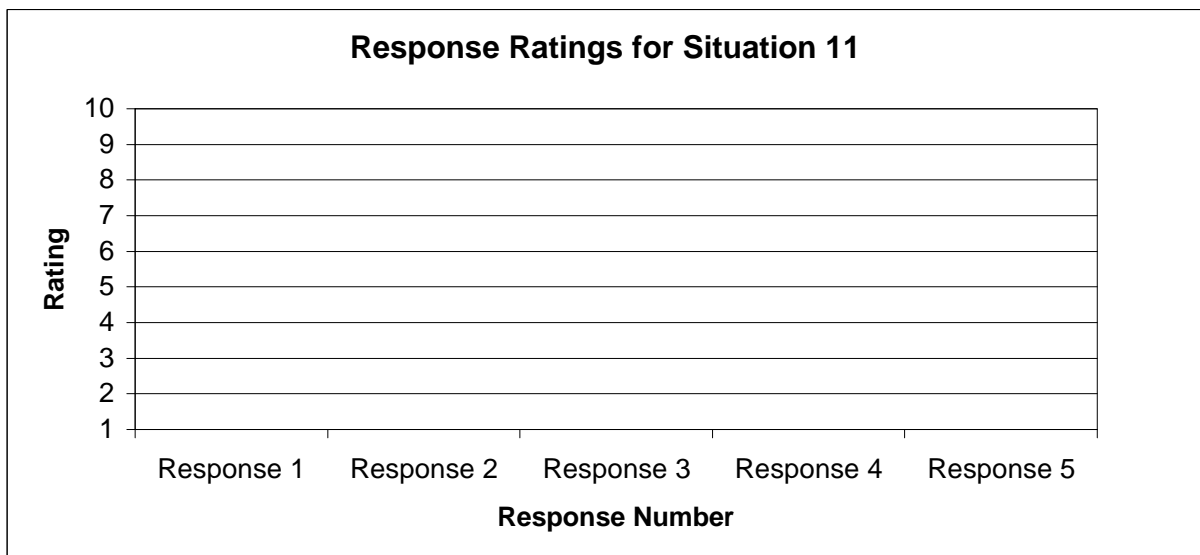
## HANDOUT 2 FOR EXERCISE 8 “GRAPHING YOUR RESPONSES”

- ❖ Place crosses on each graph to indicate your rating for each response to that situation.
- ❖ You should end up with five crosses on each graph.

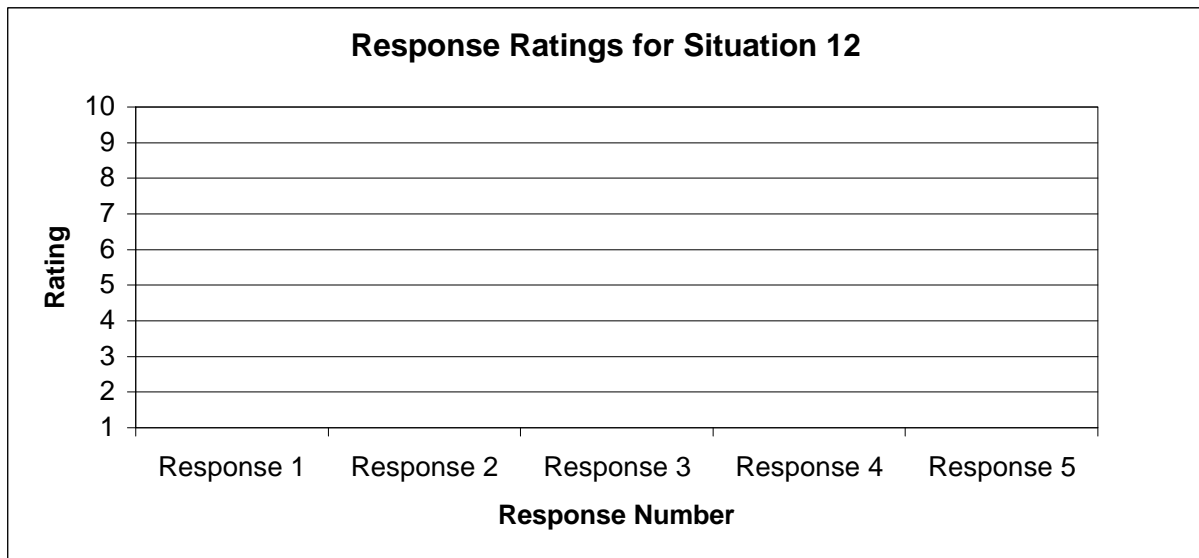
### Situation 10



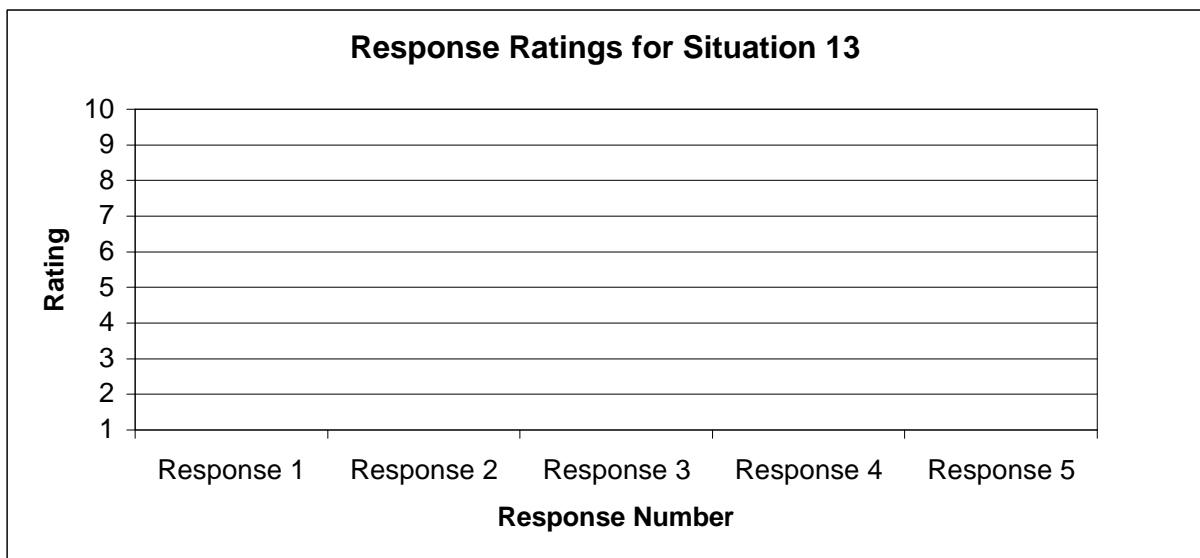
### Situation 11



### Situation 12



### Situation 13



Appendix E - Post-training Evaluation Questionnaire





## University of Southern Queensland

### Fatigue Management Training

### Post-training Evaluation

This questionnaire is designed to gather information about how the skills you learn during training are transferred back to your job. It should be completed at the follow up session scheduled four weeks after your training programme. Work quickly through each section in the correct order. Do not spend too much time considering each separate question. Try to answer as honestly as you can.

There are several sections to this questionnaire, covering:

- Your reactions to the training,
- Your intentions for utilising your training, and
- Effectiveness of the training.

When the results of this questionnaire are analysed, only the results of all trainees as a group will be reported. No individual's results will be identified in the analysis or reported. All information will be kept in the strictest confidence and not used for any other purpose, apart from the evaluation of this training programme.

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Name (please print)

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Are there any comments  
you wish to make about  
the training?

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Signature

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Today's Date

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# Part 1 - Your reactions to the training

The following questions are designed to assess your reactions to the training you have received. For each question, choose a number from 1 to 7 using the scale below as a guide:

Please complete the box with a number from the scale below, that best describes your response.						
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

I was able to master the content of the training course	<input type="text"/>
I can effectively use the skills which I have learned during training	<input type="text"/>
I performed satisfactorily on the training course	<input type="text"/>
I was successful at solving problems I encountered during the training course	<input type="text"/>
I was able to meet the objectives of the training course	<input type="text"/>
I learned as much as I could from this training course	<input type="text"/>
I was able to cope with the demands of the training course	<input type="text"/>
I have benefited from this training course	<input type="text"/>
I understand what I am supposed to do when I return to my job	<input type="text"/>
I will receive recognition for using the skills which I have learned during training	<input type="text"/>
I will benefit from using the skills which I have learned during training	<input type="text"/>
The training course will help me to perform my job satisfactorily	<input type="text"/>
I am committed to utilising the skills which I have learned during training	<input type="text"/>
It will be satisfying for me to utilise the skills which I have learned during training	<input type="text"/>
It is important for me to utilise the skills which I have learned during training	<input type="text"/>
The skills I have learned during training will assist me to improve my job performance	<input type="text"/>
I will exert a great deal of effort so that I do not forget the skills which I have learned during training	<input type="text"/>
I aim to maintain and improve the skills which I have learned during training	<input type="text"/>
I have mastered all of the required skills during training	<input type="text"/>
I aim to utilise all of the skills which I have learned during training	<input type="text"/>
I aim to develop greater expertise in using the skills which I have learned during training	<input type="text"/>

**Please go onto the next section ⇒**

## Part 2 - Your intentions for using your training

These questions are designed to assess your intentions for using the skills you have learned during training. The questions are in two parts. After you have decided your rating for the first part of each question, you are also asked to rate your level of commitment for that item. For the first part of each question, choose a number from 1 to 7 using the following scale as a guide:

Please complete the first box with a number from the scale below, that best describes your response.

<b>1</b> Strongly Disagree	<b>2</b> Moderately Disagree	<b>3</b> Slightly Disagree	<b>4</b> Neither Agree nor Disagree	<b>5</b> Slightly Agree	<b>6</b> Moderately Agree	<b>7</b> Strongly Agree
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For the second part, rate your level of commitment from 1 to 100, where:  
1 = none, 50 = moderate and 100 = complete commitment.

- I will discuss with my supervisor ways to develop the skills which I have learned
- I will discuss with my co-workers ways to develop the skills which I have learned
- I will spend time thinking about how to use the skills which I have learned
- I will evaluate how successfully I can use the skills which I have learned
- I will look for opportunities to use the skills which I have learned
- I will review course materials in order to develop the skills which I have learned
- I will practice using the skills which I have learned
- I will set specific goals for maintaining the skills which I have learned
- I will seek expert help/advice in order to maintain the skills which I have learned
- I will examine my work environment for potential barriers to using the skills which I have learned
- I will monitor my success at using the skills which I have learned

Part A (1-7)	Part B (1-100)

Please go onto the next section ⇒

## Part 3 - Training Effectiveness Questionnaire

Each statement below describes an aspect of the training you have received which may determine how effective that training is for you. For each question, choose a number from 1 to 7 using the following scale as a guide:

Please complete the box with a number from the scale below, that best describes your response.						
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

- During training, we had to go over everything again and again
- The problems we learned to solve during training are similar to those on the job
- During training, we had the chance to work on a variety of problems that required the same knowledge and skill
- During training, the instructors had us study so hard that we practically had all the material memorised
- During training, the instructors talked about the importance of setting goals for using our training on the job
- During training, we talked about how to develop good work habits, so we would remember what we were taught
- During training, the instructors explained why things worked the way they did
- During training, the instructors warned us about the need to remain calm and do our jobs as trained when a crisis occurred on the job or out in the field
- During training, the instructors taught us how to check our own work to make sure we were doing things right
- During training, we talked about a situation that might prevent us using our new skills and ways to deal with it
- Job aids are available on the job to support what we learned in training
- During training, the instructors kept making us use our new skills on different problems
- During training, we weren't taught how to identify mistakes as we made them
- To help us to remember things, we were given some memory aids, such as check lists, colour-coded diagrams, etc
- During training, there was never enough time to really learn a skill
- During training, if you didn't get it the first time, there was no time allowed to learn it later
- The training we received really made it clear why it was necessary to do things a certain way
- The procedures taught in training are the same ones we use on the job
- During training, we practiced using the skills to us taught over and over
- During training, we made plans for applying our new skills on the job
- The instructors urged us during training to share the goals for using our skills with our supervisors
- During training, the instructors clearly explained why it was necessary to do things a certain way
- The training we received really made things clear as to why things worked the way they did
- During training, we worked out plans to resolve problems that might prevent us from later using our training
- During training, we were taught how to gradually use the new techniques and ideas on the job



Please complete the box with a number from the scale below, that best describes your response.						
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

During training, we learned how to handle any mistakes we might make later on the job

During training, it was impossible to tell when we made mistakes

Go to next page

During training, the instructors discussed the possibility of no supervisory support for using our training on the job

During training, we had the chance to try our new skills on a variety of problems

The instructors warned us that if we didn't set some specific goals for using our new skills that they would get rusty

The equipment on the job doesn't operate the way it did in training

During training, we practiced techniques and methods that are different from those used on the job here

During training, the instructors gave us lists of steps to follow so we won't forget anything


**Thank you for completing the questionnaire.  
Please ask if you have any questions.**

Appendix F - Follow-up Interview Questions

# Fatigue Management Training

## Follow Up Interview for Trainees.

*(Interviewer to complete)*

• Name of employee:

• Contact telephone number:

• Location:

• Date of interview:

Introduce yourself and explain the purpose of the interview, e.g. “This interview is designed to gather information about how successful you have been at transferring the skills learned during FM training back to your job”.

Explain what is involved, e.g. “There are questions about the training you received, what you have been doing since your training and your work place”.

Explain what will happen with the results, e.g. “When the results of this interview are reported, only the results of all trainees as a group will be reported. No individual's results will be identified in the analysis or reported. All information will be kept in the strictest confidence and not used for any other purpose, apart from the evaluation of the training programme”.

Explain that their answers are being recorded by hand, and a copy of the interview transcript will be sent to them.

### *Part 1 - Training design*

“First, I want to ask you about the FM training you received”.

1. Exactly how has the training helped you on the job?

2. How important is a good understanding of FM to doing your job?

1	2	3	4	5
Not at all	Slightly important	Moderately important	Very important	Extremely important

3. How much practice at using effective coping styles did your training give you?

1	2	3	4	5
None at all	Only a little	A moderate amount	Quite a lot	A great deal

4. How similar were the scenarios used in training to situations that occur during the normal course of your work?

1	2	3	4	5
Not at all	Slightly similar	Moderately similar	Very similar	Extremely similar

5. How many different types of examples did your training include?

1	2	3	4	5
None at all	Only a little	A moderate amount	Quite a lot	A great deal

6. How satisfied are you with the relevance of the course content to your job?

1	2	3	4	5
Not at all	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied



7. How satisfied are you with the information you received prior to arrival at training?
- |            |                    |                      |                |                     |
|------------|--------------------|----------------------|----------------|---------------------|
| 1          | 2                  | 3                    | 4              | 5                   |
| Not at all | Slightly satisfied | Moderately satisfied | Very satisfied | Extremely satisfied |
8. To what extent did your training give you clear feedback about your progress?
- |            |          |            |      |           |
|------------|----------|------------|------|-----------|
| 1          | 2        | 3          | 4    | 5         |
| Not at all | Slightly | Moderately | Very | Extremely |
9. How well did your training prepare you for problems you may face after training?
- |            |          |                 |           |                |
|------------|----------|-----------------|-----------|----------------|
| 1          | 2        | 3               | 4         | 5              |
| Not at all | Slightly | Moderately well | Very well | Extremely well |
10. How much of your training was about ways to set specific goals for using your training?
- |             |               |                   |             |              |
|-------------|---------------|-------------------|-------------|--------------|
| 1           | 2             | 3                 | 4           | 5            |
| None at all | Only a little | A moderate amount | Quite a lot | A great deal |
11. How would you rate the length of the training program?
- |          |           |            |
|----------|-----------|------------|
| 1        | 2         | 3          |
| Too long | Too short | Just right |
12. Overall, how would you rate the training program?
- |      |      |      |           |           |
|------|------|------|-----------|-----------|
| 1    | 2    | 3    | 4         | 5         |
| Poor | Fair | Good | Very Good | Excellent |
- That's all the questions I have about the training you received.

### *Part 2 - Transfer Success*

"Now I want to ask you about what you have been doing since your training".

13. Since your training, how frequently have you been using the skills?
- |            |               |                   |             |              |
|------------|---------------|-------------------|-------------|--------------|
| 1          | 2             | 3                 | 4           | 5            |
| Not at all | Only a little | A moderate amount | Quite a lot | A great deal |
14. Overall, how successful have you been at applying the skills which you learnt?
- |            |                     |                       |                 |                      |
|------------|---------------------|-----------------------|-----------------|----------------------|
| 1          | 2                   | 3                     | 4               | 5                    |
| Not at all | Slightly successful | Moderately successful | Very successful | Extremely successful |
15. Overall, how useful have the skills you learned in training been in helping you to manage stressful work situations?
- |            |                 |                   |             |                  |
|------------|-----------------|-------------------|-------------|------------------|
| 1          | 2               | 3                 | 4           | 5                |
| Not at all | Slightly useful | Moderately useful | Very useful | Extremely useful |
16. How much has your work performance improved as a result of the training program?
- |            |                    |                      |                  |                       |
|------------|--------------------|----------------------|------------------|-----------------------|
| 1          | 2                  | 3                    | 4                | 5                     |
| Not at all | Slight improvement | Moderate improvement | High improvement | Very high improvement |
17. What is your current level of proficiency at using more effective coping styles (e.g., task-focused and reappraisal)?
- |            |                     |                       |                 |                      |
|------------|---------------------|-----------------------|-----------------|----------------------|
| 1          | 2                   | 3                     | 4               | 5                    |
| Not at all | Slightly proficient | Moderately proficient | Very proficient | Extremely proficient |
18. What, if anything, has prevented you from practicing the skills you learned in the training course?

"That's all the questions I have about what you have been doing since your training".

### *Part 3 - Transfer climate*

"Now I want to ask you more about your work setting".

19. What specific changes could be made in the organisation to allow staff members to make better use of their FM training?

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Prompt for answers to the following (Please circle one): What about changes to ...

20. the goals which your supervisor sets for using your training?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

21. the availability of equipment, time and resources needed to do your job properly?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

22. the level of support from your supervisor and other drivers?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

23. the opportunities available to further develop your skills?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

24. the amount of recognition you receive for using your training on the job?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

25. those times when you are reprimanded for doing your job properly?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

26. those times when your training doesn't seem relevant to your job?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

27. those times when a very low priority is given to using your training?

1	2	3	4	5
No change needed	Some change needed	Moderate change needed	Major changes needed	Complete change needed

“That’s all the questions I have about your work environment”.

“Is there any other comment you would like to make about FM training you received”?

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“I will send you a copy of the interview”.

(Prompt: Ask for address.)

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“Would you please check interview transcript when you receive it for any errors or omissions”.

“Thank you for completing this interview”. “Goodbye”!