



Limbering up for Coaching

THE VAST MAJORITY of BRC student evaluations the MSF receives read like those DirecTV advertisements with the celebrities reading glowing customer comments. Our *RiderCourse*SM participants marvel at the progress they've personally made and rave about the RiderCoaches.

"Mike was an awesome teacher who made me quickly aware of my abilities, weaknesses and about bikes in general. If all your teachers are like him, you are very lucky and have an amazing program."

"To think I went from absolutely no experience to taking this class and passing the tests is only due to the excellent training and coaching I received. They were both excellent."

"I am over 55 years old, had never ridden a motorcycle but ride behind someone occasionally and decided it was time to learn. This course was absolutely the best adult education course I have ever taken. I had a great time, learned a lot and made new friends."

Receiving hundreds of these kinds of compliments daily makes the MSF feel proud of the thousands of dedicated professionals who partner with us to deliver training every weekend and nearly every weeknight.

A Small but Vocal Minority of Concerns

Along with the compliments come a much smaller number of complaints. And, yes, some of those complaints are about the RiderCoaches.

"I was made to feel like a stupid dummy by [RiderCoach name]. He told me I was holding the whole class up. So I quit—feeling like a failure."

Students who are sometimes the most upset feel they've been disrespected by a RiderCoach. They tend to describe these coaches as "yelling," "short-tempered and very impatient," "degrading to students," "rude and condescending," or "sarcastic." When RiderCoaches "talk down to students," or "treat us like children," or "make us feel like crap" we get long letters expressing disappointment in the class and, as one student put it, "Based on my experience, I am completely turned off to motorcycling."

Just as you need to tune your bike in the spring, remember to refresh your attitude as you prepare for a new training season. The basic adult learning principles in the *RiderCoach Guide* (p. 28) are a good start. Adult learning is characterized by "mutual respect," "a high degree of reciprocal trust and respect, and a balance between caring and challenging," and "high challenge and low threat." If a student has felt respected and cared for, if the RiderCoach and site administrator

have shown empathy, he/she is not very likely to be unsatisfied with the training, even when the student is unsuccessful.

"Even though I didn't finish the first day, this course makes you realize: 'Hey, if I can't do these exercises, I shouldn't be on the road.' And isn't that what the course is all about? The coaches could not have been any more supportive or helpful. They were great in both areas. I would highly recommend this course to anyone, beginner or experienced rider."

Other Coaching Stretches

Students complain and sometimes other folks call when they're concerned about a problem in the field. Quality assurance is a priority so we follow up on student complaints and other quality assurance issues that pass through the MSF. Here are some of the quality assurance issues that have surfaced during the past three months.

BRC Range Time Some students and RiderCoaches have reported that some of the BRC classes are being completed in well under 15 hours. We are speculating that RiderCoaches are not taking the required break times or are not providing enough practice. These are two components of the BRC that need to be in place.

Naturally, break times are placed strategically throughout the curriculum to give "down-time" to students in order to lessen fatigue. In addition, the break times allow the students to process and consolidate the key strategies and skills that were presented in the previous section.

The time length suggestion for each exercise was determined through pilot and field tests. This average time is the time that was necessary for the students to 1) meet the objective of the exercise and, 2) practice and develop the skill. Students should have plenty of time to have fun riding and practicing. Additional practice after initially meeting the objective will accelerate student success.

Site Administrators/Managers and RiderCoaches need to remember that the BRC is designed to have 10 hours of riding time, not less. This time was determined to be the average time needed during countless pilot and field tests of the curriculum. RiderCoaches should not complete the range portion of the BRC in a significantly shorter amount of time nor should Site Administrators seek to maximize range resources by further shortening the range exercise time.

BRC Rider Handbooks As many as four or five emails a day have come recently to the MSF general email box from students who are reporting they do not receive a *Rider Handbook* as a part of their BRC experience. Upon follow-up, the students are reporting that they are asked to return

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RiderCoach Recertification Procedures

TO MAINTAIN RIDERCOACH certification, a RiderCoach must meet the three requirements listed to the right. This has become known as the 2+1+1 program (2 Basic *RiderCourses* + 1 Update + 1 Learning Activity). These requirements must be met within two years of being certified (or within two years of being recertified).

Teaching two complete Basic *RiderCourses* (BRCs) means that a RiderCoach must teach all of the classroom units and range exercises of two BRCs. An equivalent Rider Education Training SystemSM (RETS) course generally means four ERC SuiteSM *RiderCourses*, and Other Training Opportunities refers to teaching MSF programs such as *A Guide to Group Riding*, the Riding Straight Module, or *A Common Road*. As other training products (including the soon-to-be-released SeasonedRider Module and ScooterSchool1) become available they will also qualify.

Participating in a professional development activity means that a RiderCoach must attend a state- or MSF-sponsored update, or another function such as an MSF Learning Center or a State Motorcycle Safety Administrators (SMSA) national conference. The content of these activities must be related to curriculum. Most states already have annual or bi-annual update requirements, so most RiderCoaches already meet this requirement. Even though some administrative or state-specific information is addressed at these updates, the activity is acceptable as long as curriculum items are discussed as part of the agenda.

To complete one learning activity a RiderCoach must participate in a learning experience in which the RiderCoach assumes the role of a learner. This activity can be as simple as attending on-the-job training or anything that requires the

Requirements of RiderCoach Certification

1. Teach two complete BRCs, equivalent Rider Education and Training SystemSM (RETS) courses, or modules and other training opportunities.
2. Participate in one professional development activity conducted by a state or the MSF.
3. Complete one learning activity chosen personally by the RiderCoach.

RiderCoach to learn something new. Even self-directed learning projects, such as learning a computer program, teaching oneself how to dance or ski, or watching a television program about how people learn or how motorcycles have evolved, all apply.

The idea behind this requirement is twofold. First, it places the RiderCoach in an environment similar to that of a student in a BRC or other *RiderCourse*, and second it demonstrates participation in lifelong learning activities.

In order to be recertified, a RiderCoach must complete a RiderCoach Recertification Survey.

Ninety days prior to a RiderCoach certification expiration date, a RiderCoach Recertification Survey is mailed out to each RiderCoach. If the survey is not returned within 30 days of the expiration date, another Recertification Survey will be mailed. If we do not receive the survey, the RiderCoach will be marked inactive in the MSF database. The survey requires the RiderCoach to provide information as follows:

1. Number of BRCs conducted in full.
2. Number of ERC Suite *RiderCourses* conducted in full.
3. Number of other RETS courses or modules conducted.
4. An official state or MSF update that included curriculum topics.
5. A learning activity personally chosen.

There is additional space to briefly describe how either the professional development update and/or the learning activity helped improve RiderCoach competencies, if at all. The idea is to compare and contrast a personal learning experience with the methods and procedures used in MSF programs.

If you do not receive a recertification survey 30 days before your current certification ends, please call Laurie Longville at 949.727.3227, Ext. 3002 or e-mail msf@msf-usa.org. **SC**

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The information contained in this publication is offered for the benefit of those who are MSF-certified Instructors, RiderCoaches, RiderCoach Trainers, and Program Administrators.

The information has been compiled from publications, interviews and observations of individuals and organizations familiar with the use of motorcycles and training. Because there are many differences in product design, riding styles, federal, state and local laws, there may be organizations and individuals who hold differing opinions. Consult your local regulatory agencies for information concerning the operation of motorcycles in your area. Although the Motorcycle Safety Foundation will continue to research, field test and publish responsible viewpoints on the subject, it disclaims any liability for the views expressed herein.

Please notify MSF of any change in your address.



Indiana Recognizes Fifty Thousandth Student Trained

ON MAY 3 Indiana's Superintendent of Public Instruction, Dr. Suellen Reed, presented a certificate of recognition to Trevor Stephens, the 50,000th student trained by the Indiana Motorcycle Operator Safety Education Program. The presentation took place at the training facility built by Duane Dreyer at Dreyer Yamaha in Indianapolis and was part of the kickoff campaign for Motorcycle Safety Awareness Month in Indiana.

Prior to the presentation, Indiana Governor Joe Kernan issued a statement



Trevor Stephens is the 50,000th student trained by the Indiana Motorcycle Operator Safety Education Program. Dr. Suellen Reed presents him with a certificate.

proclaiming May as Motorcycle Safety and Awareness Month. Since the Indiana Motorcycle Operator Safety Education Program was legislatively created in 1986, over 50,000 students have completed a training course through the program.

It took ten years to reach the 20,000 student level, but a dramatic increase in the demand for training since 1996 led to an additional 30,000 students being trained in just the last seven years. The program projects it will have trained 100,000 students by 2010. **SC**



Workshop Offered at 2004 Lifesavers Conference

OVER 2,200 ATTENDEES (including members of the MSF) convened in San Diego, California from March 28–30 to attend the general and plenary sessions of the Lifesavers Conference. The conference, which is dedicated to reducing injury and death tolls on our nation's highways, is considered the premier national highway safety meeting in the United States.

Lifesavers Conferences have drawn nearly 2,000 participants annually since it began three decades ago. With a focus on national highway safety priorities, highway safety professionals gather to share their victories and challenges in a multitude of highway safety countermeasure initiatives. The year, the MSF participated in a workshop titled "Are You Riding Two Up? Partnerships Promoting Motorcycle Safety and Rider Education and Training."

MSF Training Systems Director Dr. Ray Ochs provided a snapshot (as part of a panel of representatives of state safety programs and motor vehicle departments) of past MSF accomplishments and future developments aimed at reducing the incidence of motorcycle crashes.

The MSF's presentation highlighted the new Rider Education and Training System as a systemic approach to ensure quality training and educational products. Ochs emphasized the overall strategy of the MSF (to engage motorcyclists in quality life-long learning and opportunities for safety renewal) and provided information about the MSF, its delivery perspectives, its specific products and services, and its RiderCoach and

Primary Priorities of the Lifesavers Conference

- Child passenger safety
- Data and research
- Impaired driving
- Criminal justice
- Adult occupant protection
- Motorcycle safety
- Driver licensing

RiderCoach training certification processes.

In addition to two breakout sessions, the MSF staffed a booth at the convention center exhibit area where conference attendees could ask questions and look at actual MSF educational and safety products. Shown throughout the exhibit time was the DVD containing the Basic *RiderCourse* training aids and bonus simulations. If you'd like to view the MSF presentation as well as many of the other program presentations given at the Lifesavers Conference, they are available at www.lifesaversconference.org.

One of the highlights of the conference was the appearance of the United States Secretary of the Department of Transportation (DOT) Norman Y. Mineta who highlighted the progress of DOT efforts regarding education, engineering, and enforcement countermeasures. One of the real success stories is that seat belt usage has reached an all-time high, with surveys showing 80 percent compliance. Dr. Jeffrey Runge, Chief Administrator for the National Highway Traffic Safety Administration and former Director of the Carolinas Center for Injury Prevention and Control, also shared the podium to provide his perspectives as an emergency room physician, researcher, and educator on the need for increased efforts to make our highways safer.

The next Lifesavers Conference will be held March 13–15, 2005 in Charlotte, North Carolina. For information, contact the Lifesavers Conference at 703.922.7944 or visit www.lifesaversconference.org. **SC**



MSF to Participate in Annual Honda Homecoming

THE MOTORCYCLE SAFETY Foundation will host a booth at the Honda Homecoming—an event to celebrate 25 years of motorcycle production at Honda Manufacturing, Inc. in Marysville, Ohio. The event, which takes place July 29–31, features a vintage bike show, scenic rides, demo rides, semi-

nars, and a raffle for a special 25th anniversary Gold Wing. For a complete schedule of events visit www.ohio.honda.com.

The MSF will deliver safety seminars on various topics throughout the event as well as hosting a booth where attendees can pick up course information and ask questions. **SC**

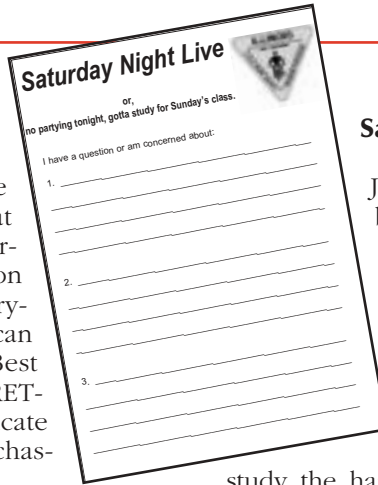


Best Practices

THE MSF WOULD like to encourage all RiderCoaches, *DirtBike School* Coaches, Program Coordinators, and State Administrators to submit Best Practices that have proven beneficial when teaching or operating various components of the Rider Education and Training System (RETS). In doing so, everyone in the motorcycle training community can benefit from your experience. If your Best Practice is published in *Safe Cycling* or on RETSORG, you will receive a \$100 gift certificate (which can be redeemed for Online Store purchases) as our way of saying thanks.

All Best Practices can be found at www.retsorg.org. If you have a Best Practice that you would like to submit, please fill out an on-line form available from the RETSORG submission link.

The most-recent winner of \$100 is Illinois RiderCoach Jon Baker for his Saturday Night Live submission.



Saturday Night Live

At the end of class on Saturday RiderCoach Jon Baker distributes a blank sheet of paper bearing the title Saturday Night Live. He asks the students to study the Rider Handbook and review the day's range exercises rather than going out and partying, and then write down three questions or problems. (The page has three sections of blank lines for writing three short narratives.)

Baker feels this reinforces the need to study the handbook and helps students formulate any questions they might have. After collecting the sheets on Sunday, Baker addresses as many questions and concerns as is appropriate. While answering the questions benefits all of the students, it is also particularly helpful to those students who may be afraid to ask questions in class or talk about problems they may be having. **SC**



RiderCoach Trainer National Conference

ARIDERCOACH TRAINER national conference is planned for Sunday, August 22, 2004 in Charlotte, North Carolina at the Hilton Charlotte University Place. It will immediately follow the completion of the State Motorcycle Safety Administrators (SMSA) conference that is scheduled for Saturday and Sunday, August 21–22.

The conference will begin with a buffet dinner provided by the MSF at 5:30PM followed by for-

Primary Agenda of RiderCoach Trainer National Conference

- Panel discussion of RiderCoach Preparation Courses
- Release of a formal RiderCoach Trainer Guide and related materials
- Release and explanation of the new RiderCoach Trainer Certification System
- Completion of forms and inventories for RiderCoach Trainer portfolios

mal sessions that will conclude by 9:30PM. In an effort to defray travel expenses and encourage as much participation as possible, the MSF will provide a \$200 stipend to all RiderCoach Trainers who attend. RiderCoach Trainers who are not able to attend will receive (by mail) appropriate information after the conference. The MSF will be contacting RiderCoach Trainers in the near future with more specific details. **SC**

Limbering Up for Coaching

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the book at the end of the classroom portion. Others are relating experiences where they are asked to complete all of the study questions in the Rider Handbook *before* their first day of class. They are then given the MSF website address where the handbook is available on line. They ask the MSF why they can't print out the handbook. Or they wonder where they can buy a single copy of the BRC Rider Handbook. This trend is troubling and not acceptable.

First, the Rider Handbook is available online for reference purposes only. The MSF has not made it available for printing or downloading. The Rider Handbook is considered to be a training aid—a supplement to the classroom and range instruction, not a stand-alone product. We keep the cost as low as possible so that each training sponsor will provide a book for each student to take with them at the end of class. This is a required element of the training.

Second, having a burdensome pre-course assignment is an equally troubling trend. If your state is requiring such an assignment, please ask them to consider the nature of our

students and the purpose of the training. Recently, MSF heard from a man who had very poor command of the English language who had been told to complete all 126 questions in the BRC Rider Handbook before arriving at class. He was told, further, that he would have to "turn in" his written responses before he would be allowed to enter the classroom session. The man was desperate, to put it bluntly. He was considering not attending the class because he was unable to print out the handbook and could not possibly read or understand the material in the short time he had prior to the beginning of his scheduled course. Certainly, in this case, the training site was putting up an unintentional barrier to training in contrast to what must be our common goal: more training for more students.

Students come to the course for a foundational introduction to motorcycle riding. The MSF intends for the BRC to be a good source of fundamental knowledge combined with basic skill practice and development. As a RiderCoach said on the listserv recently when referring to his students,

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CMSP RiderCoach Update Feedback

In California 437 Motorcycle *RiderCourse: Riding & Street Skills*[®] (MRC:RSS) instructors became BRC RiderCoaches in two-day updates held in January and February. Here's a sampling of their comments from end-of-update evaluations.

The best parts of the update were:

- Hands-on learning.
- Knowing that you have more freedom on the range and in the classroom.
- To meet other instructors.
- To be treated in a kindly manner, and to experience the openness of the facilitators when we had questions and struggled with change.
- The course was taught the way we are expected to teach it—sit back and guide the students through it, but let them discover the material.
- Patience of facilitators with us old-schoolers.
- RiderCoaches get a say in teaching and decision making.
- No more standing up and just putting the material out (instructor talks, students listen).
- The style/method of the presentation facilitated the learning process.

- Making students responsible for their own learning.
- New videos.
- Positive presentation of radically new concepts in non-judgmental fashion.
- The camaraderie shown by the students in the class, and the team work that was displayed by all.

The parts of the update I struggled with the most were:

- Trying not to be a teacher and learn to be a coach.
- The classroom instructional techniques.
- Giving up tenets of the old course.
- Less control.
- Making my brain go to the new system.
- Having less clear-cut rules for range management.
- Patience!
- Not coaching the riders as much as on the MRC:RSS.
- The U-turn box.
- Range setup. Once I've done it a few times, I think I'll have it.
- Creating my strategy to take advantage of my new-found freedom to coach.
- Changing to learner-centered questions. **SC**



New Jersey RiderCoaches Receive Refresher Update

ON MARCH 13–14 New Jersey RiderCoaches were treated to an opportunity to refresh their Basic *RiderCourse* (BRC) skills as part of their annual state update. While New Jersey RiderCoaches were previously updated to the new BRC and Experienced *RiderCourse* Suite, several had not been able to gain experience during the 2003 training season.

The update occurred a stone's throw from the Atlantic Ocean at Sea Girt, New Jersey's primary state-sponsored location. An amazing facility, Sea Girt consists of a huge riding area with two full-size BRC ranges and a modern storage/maintenance facility. The main focus of the training was to develop a deeper understanding of classroom principles

and range exercise coaching techniques. While the majority of time was spent peer teaching the BRC range lessons, a portion of the update was devoted to developing consistency in conducting the skills test.

Assisting the MSF in the training were two RiderCoach Trainers from Pennsylvania—Dave Surgenor (who also serves as the Pennsylvania state coordinator) and Herb Guenther (who has helped the MSF with RiderCoach Trainer training in the past). Local involvement included Miriam Romais, RiderCoach Trainer, and Anne Marie Newman from the New Jersey highway safety office—both key personnel of the New Jersey implementation team. **SC**



Training Aids—BRC and SeasonedRider

THE MSF HAS been busy updating three Basic *RiderCourse* training aids and developing a new one (the SeasonedRider Module) for a fall release. The BRC training aids being revised are Controls, Ready to Ride, and Riding Straight which has been renamed Under the Influence since the older version will be usable for some time and will remain an integral part of the ERC Suite Kit and Riding Straight Module. At press time, all three training aids were still in draft form, but all the necessary footage has been shot.

Once the BRC training aids are completed, either a new DVD or VHS tape will be sent to all Rider Education Recognition Program (RERP) sites. In addition, the DVD will likely contain a new menu that makes it compatible with newer DVD play-

ers and their remote controls.

The SeasonedRider Module training aid is nearly completed. Final touches are being put on the sound track. Participants at recent MSF Learning Centers have been treated to a preview look, and the response has been extremely positive and there have been requests for its immediate use.

The SeasonedRider Module training aid is designed to either stand alone (be shown in its entirety) or to be used in a segmented fashion. When used in a segmented fashion, RiderCoaches and others can integrate learning activities when planning and conducting training sessions. The module, which is fashioned after the Riding Straight Module, contains a facilitator's guide, a menu of learning activities, a fact sheet, and a suggested agenda for most applications. **SC**



Bookshelf

Telling Ain't Training by Harold K. Stolovitch and Erica J. Keeps (2003); \$38.95; www.astd.org (click on 'store')



TELLING AIN'T TRAINING provides a powerful template for adult accelerated learning processes. It lends strong support to the teaching-learning dynamic that the MSF is using throughout its courses and training products. Key topics such as why training fails, what makes training successful, and how you and your learners can achieve astonishing results are addressed in a direct and engaging manner.

This book is backed by more than 70 years of combined real world experience and academic study, as it “avoids the one-way communication of ‘telling’ trainers how to be more effective.” Rather, it uses an interactive approach that models the fact that humans learn best through active mental engagement. The ultimate goal of the book is to “allow the reader to break through learning barriers, to separate learning myth from research-based facts, and to dispel counterproductive beliefs and practices that harm

the instructional process.”

Each of the 11 chapters begins with a brief overview of what's within it, and each contains learning activities aimed at engaging the reader in meaningful ways. The book defines and explains the differences between training, instruction, education, and learning (see box), and leaves the reader with the trainer mantra “Learner-centered; performance-based”—the keys to transforming learners from where they entered training to when they exit.

Adopting the primary guiding principle of “start with the learner and never lose focus,” *Telling Ain't Training* reminds readers that the whole purpose of training, instruction, and education is to enable people to learn. In short, the mission is not to transmit information but to transform the learner through meaningful interaction. And, according to the authors, a teacher's real job is not to transmit the information but to *facilitate* that transformation.

One of the more fascinating aspects of the book is the treatment of what influences learning and what factors affect motivation. According to the authors, cognitive
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Similar Terms Defined

- Training—specific and precise, such as dog training.
- Instruction—helps learners generalize beyond the specifics of what is taught.
- Education—designed to build general mental models and value systems.
- Learning—associated with change, reinforcement and adaptation with the key point being that good trainers do not simply transmit information but rather change people.



Military Motor Vehicle and Powersports Training Specialists

ONLY TWO SHORT years ago the United States Department of Defense Secretary Donald H. Rumsfeld gave the charge to reduce the number of motor vehicle-related mishaps in the military by 50 percent. The military safety offices immediately began to shape policy that would help decrease the rising number of motor vehicle crashes, which of course includes motorcycles. Part of the initiative is to establish training specialists for motor vehicle and power sports safety.

The MSF recently contributed to the investment the military is making by hosting the initial training session for the Motor Vehicle and Power Sports Training Specialists (MVPSTS). Participants from Hawaii, Japan, and California attended a three-day session at MSF headquarters to lay the groundwork for safety training policy and procedures. Nine military and civilian participants discussed the latest in traffic safety trends, crash reduction programs, training strategies, and program planning and evaluation.

A military MVPSTS training specialist is a person who serves as a safety professional related to motor vehicle and power sports vehicles, including recreational vehicles. In addition to serving as a training specialist in risk management and safe vehicle operation, the MVPSTS serves as a

Specific MVPSTS Responsibilities

- Establish train-the-trainer programs
- Encourage the application of risk management principles
- Effect improvement in operator knowledge, skills, attitudes, habits, and values
- Provide continual improvement in curriculum materials and program processes
- Serve as a subject matter expert in a variety of motor vehicle and power sport areas.

source of knowledge and expertise for base commands. As part of the program, each specialist is required to become an MSF-certified RiderCoach Trainer.

The primary function of an MVPSTS is to reduce the frequency and severity of on- and off-base incidents by promoting safety through formal and informal training and education. Primary knowledge and skill sets are related to the operational and legal aspects of passenger cars/trucks, on-road motorcycles, off-highway vehicles and motorcycles, all-terrain vehicles, jet skis, and other powered vehicles used by base personnel based on geographic location and number of users.

The MVPSTS's general competencies are related to concepts and principles of safety and risk management, teaching/learning dynamics (including adult and accelerated learning techniques), and the development and enhancement of motor and physical skills. Additionally, an MVPSTS must have familiarity with program assessment and evaluation processes as well as the specific responsibilities listed (above). The MSF is proud to contribute to this military motor vehicle safety initiative. It is through cooperative, collaborative relationships such as this where mutual goals are shared that positive results are accomplished. **SC**



IF YOU THINK the MSF is staffed by a group of suit-wearing, briefcase-wielding, lunch bag-toting office workers, you're absolutely wrong. Over the next few issues, *Safe Cycling* will introduce you to the motorcycling side of the MSF—which extends to the president and the Board.

Ken Glaser

Ken Glaser, who originally hatched from West Orange, New Jersey, received a BS degree in mechanical engineering before moving to California in 1982. He was hired by the MSF in December 2002 as Special Assistant to the President after 14 years of employment at American Suzuki.

Ken manages various communications and research projects of interest to the motorcycle industry and motorcycling community. Specifically, he assists with the development of publications offering safety tips to motorcyclists and in the production of multimedia training aids such as the *RiderCourse* videos, public service announcements, and public awareness campaigns. Ken also has the arduous task of responding to correspondence from RiderCoaches, government personnel, and consumers while overseeing the Foundation's website.

Ken began riding mini-bikes at the age of 13. After receiving his auto and motorcycle license at the age of 17, he purchased his first vehicle—a Honda CB360G. After installing a handlebar-mounted fairing, he rode whenever possible—even when New Jersey temperatures dipped into the twenties. Today Ken rides a 1981 Honda CBX and readily admits to being spoiled by southern California's mild temperatures: "It seems too cold to ride when the temperature dips below 50."

Kevin Krasner

Philadelphia born, Kevin Krasner has lived in California since he was two years old. He was hired as Manager, State-Contracted Safety Programs in May 2001 which means Kevin is responsible for overseeing the day-to-day operations of the Motorcycle Safety Programs in West Virginia, New Mexico, and California (which Kevin managed the acquisition of). These day-to-day operations include budget tracking, enrollment process, certification and recertification of RiderCoaches, professional development activities, public relations, and reporting. Kevin also acts as a liaison between MSF National Headquarters, the Pennsylvania Motorcycle Safety Program in York, and the Pennsylvania Department of Transportation.

Kevin learned to ride a motorcycle before learning to ride a bicycle when, at the age of four, his father put him on a Honda QA 50 (a predecessor to the well-known Honda Z50) with training wheels. Today Kevin rides to work every chance he gets and on weekends for leisure. He mostly rides a 2001 Suzuki GSX-R1000, but he owns a 2001 Honda VTR1000 Super Hawk, a 2001 Honda XR400, and a 1995 Honda CR250. His son rides a 2001 Honda XR50. Kevin enjoys buying broken down bikes, fixing them up, and sell-



Four MSF staff members who ride (left to right): Ken Glaser, Kevin Krasner, Bobbie Carlson, and Don Ankrom.

ing them for profit or finding great deals on good motorcycles and selling them for a little more.

Bobbie Carlson

Hailing from Pennsylvania, Bobbie Carlson used to be the State Coordinator of that state's Motorcycle Safety Program. She was hired by the MSF in June 1998 as Senior Manager in charge of State Programs and now serves as

a Quality Assurance Technician for the California Motorcyclist Safety Program. Today she's still ensuring the quality of California's training program, but she's also in charge of professional development which equates to lots of RiderCoach Prep Workshops.

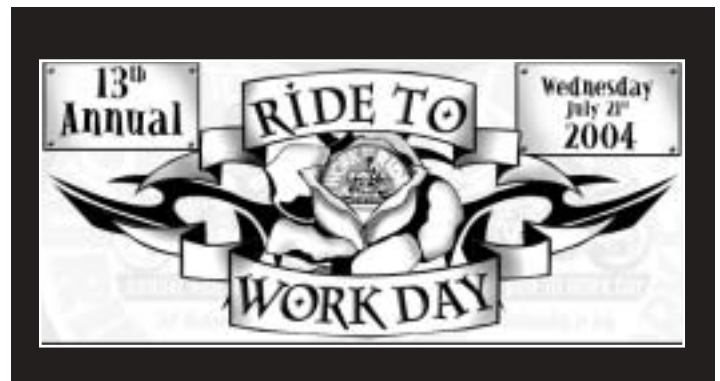
Bobbie's first ride on a streetbike took place at the age of 19 when her boyfriend traded places with her on his motorcycle. With no streetbike training at all, they rode off with Bobbie at the controls. "It was most likely my dirt riding experience that helped me to survive the early years." Her current ride is a Kawasaki ZX600R.

Bobbie's involvement with motorcycle safety training gave her lots of riding confidence. She even completed the Harley-Davidson/Northwestern University Police Motorcycle Operator Training Course which she says "was the most difficult thing I've ever done and which did a beautiful job of putting me back into the role of a learner." After moving to California, Bobbie acquired her racing license which "took three weekends of getting up the nerve to go fast enough to qualify."

Don Ankrom

Cal-bred Don Ankrom was born in Encinitas, California—a scant 60 miles from the MSF. Hired exactly a year ago as the Administrator of Training Systems, RiderCoach Don represents the MSF at trade shows and works on special projects like the Rockefeller Center Motorcycle Show (May 19–June 6) that's currently underway.

Don began riding in 1993 when he "...got tired of taking the bus everywhere." At that time he was living in San Francisco. He purchased a 1989 Yamaha XT350 dual-sport from a friend, took the California Motorcyclist Safety Program's class, and fell in love with riding. Today Don rides a 2003 Honda 919 seven days a week, 365 days a year as it is his only form of transportation. Other than a bus. **SC**





New Student Satisfaction Survey Form

YOU MAY NOTICE a different Basic *RiderCourse* (BRC) Student Satisfaction Survey in the back of the next BRC Rider Handbook you open. This one has more numbers, even words, asks for more information, and just seems far more complicated!

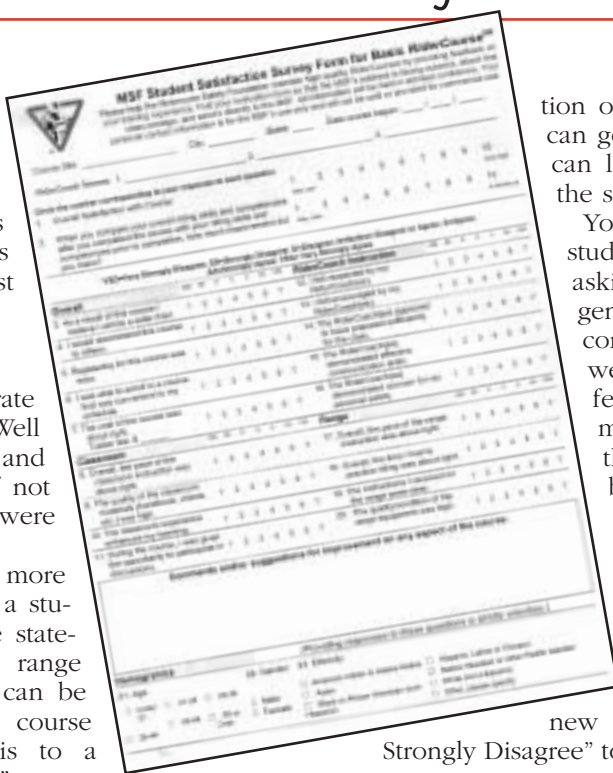
More Words

The old form asked students to rate very simple statements such as “Well Organized,” “Pace,” “Preparation,” and “Handbook” that were difficult, if not impossible, to interpret after they were analyzed.

From a researcher’s perspective, more words make it more valid. When a student agrees or disagrees with the statement, “Overall, the pace of the range instruction was about right,” we can be fairly certain what aspect of the course they’re evaluating. Compare this to a response to the single word “Pace.”

The new form also includes more aspects of the course experience, such as ease of registration, course fee, RiderCoach communication skills, pace of the classroom, opportunity to participate in discussions, and adequate time to practice on the range. In addition, students are asked to self-assess riding skills improvement and give an overall rating for the course. The addition of these areas allows for a more complete assessment of the student’s course experience.

We’ve also added more complete information requests regarding the course location. The previous form said “Location” and students would write “Phoenix, Arizona.” That sort of general response does not allow the MSF to follow up on student compliments or complaints. The revised form asks the student to recall the course site, the city and state, and the date the course began along with their RiderCoaches’ names. Now, MSF quality assurance personnel can fax a copy of a glowing student evaluation to a state administrator—and we can follow up with that same administrator when a student concern arises. Given the informa-



tion on the form, the state administrator can generally pinpoint the exact site and can locate the RiderCoaches named by the student.

You’ll also notice a new section about student demographic characteristics. By asking students to provide their age, gender, and ethnicity, we’ll be able to compare across groups. In the future, we can test whether there are any differences in course experience for males compared to females, or for those under 21 compared to those between 45 and 64, as well as many other comparisons.

More Numbers

The previous form had a 1–5 scale—now it has a 1–7 scale. The previous version asked for a rating from “Low” to “High”—the new form asks for a rating from “Very

Strongly Disagree” to “Very Strongly Agree.” This change represents an attempt to get more detail and precision in our measurements.

We haven’t gotten rid of the comments box. While the box may seem smaller, our experience is that most students who comment will include two or three sentences—still plenty of room for these on the new form. Those who want to say more attach letters (both positive and negative). You can see some examples of their comments in “Limbering Up for Coaching.”

Response Is Voluntary

What hasn’t changed is that sending in the form is completely voluntary. Students send in hundreds of forms representing every state in the nation and military bases overseas every day at their own expense. The MSF reviews the forms, flagging the most positive ones and those containing serious student concerns for follow-up.

Making the form more complete and informative helps the MSF and our valuable delivery partners to work in the spirit of continuous quality improvement. We celebrate our successes and work hard to improve those aspects that students find problematic. **SC**

Limbering Up for Coaching

continued from page 4

“[They] came away knowing much more than when they started (even if they failed), and have been given a good, solid base to get started. As they say in the marshal arts business ‘Once you’ve got your black belt, you’re just starting to learn.’”

All Limbered Up and Ready to Go!

As you get your coaching muscles in shape and your bike tuned up, go back and read some of the Best Practices on

RETSORG (www.retsorg.org), share tips with other RiderCoaches on the MSF curriculum list, and consider submitting your creative ideas and best practices to the MSF so that we can post them on RETSORG.

Here at the MSF, we’ll try to keep you informed about some of the quality assurance issues that get raised with us. Together, we can concentrate on delivering exceptional service where the riders’ safety and learning needs are at the center of our choices. **SC**



United States Air Force Clubs

THE UNITED STATES Air Force, in an effort to reduce the incidence of motorcycle crashes and to move toward a culture of safety, has established a voluntary installation-level motorcycle club mentorship program at all Air Force installations throughout the world. The program was formed in support of the Commander's mishap prevention program, a program resulting from the week-long Air Force Motorcycle Safety Summit held in Albuquerque, New Mexico in September, 2003.

A five-year review by the Air Force revealed that motorcycle mishaps were on the rise. Air Force data showed that there were 72 motorcyclist fatalities between 1999 and 2003—over half of these fatalities were the result of single vehicle crashes that involved riders exercising poor judgment. Males between the ages of 18 and 25 years are the major “at risk” population comprising 60 percent of the motorcyclist fatalities in the past two years.

The Air Force is working cooperatively with the MSF to develop club learning activities and provide subject matter expertise. Many of the materials already exist in the



U.S. AIR FORCE

form of courses and modules, such as the Experience *RiderCourse* Suite (ERC Suite), Riding Straight Module, *A Guide to Group Riding*, and *A Common Road*. Plans are being made to develop several “mini-modules” and make them available for regularly scheduled club meetings.

The first wave of educational and developmental activities will focus on specific mentorship curricula, a self-assessment of rider risk, and a buyer's clinic. Other opportunities will draw from the content of the MSF Rider Education and Training System (RETS).

A five-phase developmental plan—development, small-scale implementation, full-scale implementation, maturation, and exportation (exploring the potential for Department of Defense-wide application)—is currently in place.

The Motorcycle Safety Foundation is pleased to be working with the Air Force on this exciting initiative. It encompasses the philosophy of MSF's RETS as an effective program to promote education and training countermeasures to effect positive change. The partnership will provide a developmental training ground for future RETS products. **SC**

Future plans to Enhance Air Force Mentorship Program Include:

- Mandatory training for new riders to include completion of two skill-based courses within their first two years of riding.
- Development of an Air Force Traffic Safety Training Suite, a five-part program consisting of an introductory, intermediate, and advance course along with a supervisor's traffic safety training module and a remedial safety course.
- Development of an installation vehicle registration database.
- Development of a behavior based risk assessment tool kit for commanders that would help reveal rudimentary causal factors to determine risk characteristics.

Bookshelf

continued from page 6

psychology research suggests three major factors influence how much and how well a person learns: ability, prior knowledge, and motivation. Ability is the capacity with which a person was born that enables new skills and knowledge to be acquired. Prior knowledge is what a person already knows or has already experienced. Motivation is the desire to achieve.

The book notes three major factors affecting motivation—value, confidence, and mood. Two of these factors are usually evident in the Basic *RiderCourse* and Experienced *RiderCourse* Suite. People put a high value on safety training and typically are in a good mood because motorcycling is so much fun. All they need is a little confidence (and lots of skill practice) and they're off and riding.

Getting learners to learn can be a challenge. Readers are asked: “Should we teach students until they learn what we have provided them?” or “Should we give students the learning resources and then get out of the way?” As an experienced RiderCoach you know the latter is correct. As this book points out, talented, knowledgeable, motivated learners only require learning resources and useful feedback. So a trainer's job is to compensate for what learners don't have, manage the learning context, and provide feedback as acknowledgement of success. And how much scripting is needed in instructional guides and lesson plans? A simple rule of thumb is that the more content expertise the trainer possesses, the less content information required; and the

more training capability and experience the trainer possesses, the less instructional detail required.

Telling Ain't Training provides a nice blend of theory and practical ideas. It reinforces the value of a learner-centered approach and facilitation by a trainer (RiderCoach). If you're not sure whether this book is for you or not, take the true/false quiz below on the learner-centered approach and see how you do.

1. Experts who perform well generally know what they are doing and are the best people to explain their successes.
2. Because some learners are more visual and others are more auditory, this is key for effective learning.
3. The more enjoyable the instructional methods, the greater the learning achieved.
4. All other things being equal, media (books, videos, etc.) makes a major difference in learning effectiveness.
5. Working out problems on your own results in better problem-solving performance than studying those that have already been worked out.
6. The more content you give to learners, the more they take away.
7. A well-designed training program will overcome a poor implementation plan.
8. Technology is the key to future student learning.
9. Lack of safety performance results mostly from lack of required skills or knowledge.

All nine statements are false. **SC**



2003 MSF Award Winners

SINCE 1977 THE MSF has been acknowledging the efforts of groups, organizations, and individuals who have gone above and beyond the call of duty in promoting motorcycle safety. This year the awards committee has selected 31 winners to receive the following prestigious MSF awards for their accomplishments during 2003. Our helmets are off to all the nominees and award winners. Congratulations on a job well done! **SC**

Award of Excellence

William H. Cosby, U.S. Marine Corps
Traffic & Recreation Safety

Outstanding State Licensing Program

Category I: Currently under review
Category II: No submissions
Category III: Texas—Motorcycle Safety Unit
Category IV: Pennsylvania—PennDOT's Motorcycle Safety Program*

Outstanding RiderCoach Trainer/DBS Trainer

Dr. Dan Petterson Michigan
Conway "Bud" Southard Iowa

Outstanding RiderCoach/DBS Coach

William (Bill) R. Reik Wisconsin
Bernard (Ben) C. Rump Maine
Scott E. Pearce MCAS Yuma, Arizona
Carl Crimbring Washington
Larry Banister Montana
Ronald G. Young West Virginia
Mark Wishart South Carolina
Michael R. Otto Japan
Steve Pyatte Indiana
Victor Moss Nevada

Outstanding Community Training Sponsor

ABATE of Indiana, Inc. Indiana

Outstanding Dealer/Retailer

Wild West Motorsports Arizona
Yellowstone Harley-Davidson Montana
Bliss Cycle Sales Montana
Harley-Davidson Central Nebraska
S & S Powersports Indiana
Jim's Harley Davidson Arizona

Outstanding Licensing Examiner

No submissions

Outstanding Military Base

Marine Corps Air Station Yuma Arizona
Luke AFB Arizona

Outstanding Military Branch

Fort Leonard Wood U.S. Army

Outstanding Motorcycle Club or Event

Motorcycle Racing San Jose State University
Innovations Club

Outstanding Motorcycle Safety Support

Mavis Robinson, Program New Hampshire
Coordinator, Department of Safety,
Division of Motor Vehicles
Washington High School Washington, Indiana

Posthumous Award

Sherri Glover Tennessee
(Award granted to Sherri's
father, Stephen L. Glover)

RiderCourse Promotion Award (Honorary)

Wisconsin Motorcycle Safety Program

Outstanding Media or Entertainment

No submissions

Outstanding Enthusiast Press

Friction Zone magazine California

*MSF personnel recused themselves from judging in this category.



MSF to Attend 11th Annual Honda Hoot

THE 11TH ANNUAL Honda Hoot is just around the corner and the MSF will be there to offer safety seminars to more than 12,000 attendees. Held in Knoxville, Tennessee, home to some of the most scenic riding in the country, the Hoot begins on June 22 with a Honda Hoot Welcome Party and continues through June 26.

Considered the premier annual event of the Honda Rider's Club of America, the Hoot provides non-stop fun for the entire family. Riverboat cruises, youth demo rides, dirt track races, guided rides through Cumberland Gap; daily demo rides by Aprilia, Buell, Honda, Kawasaki, Moto Guzzi, Triumph, and Victory; and vendors showing their products

and services are just some of what you'll find at this year's Hoot. For a complete schedule of Hoot events, visit www.hondahoot.com.

In previous years the MSF has participated in the Hoot by offering the Experienced *RiderCourse*, helping out at the *DirtBike School* Youth Demo rides, and disseminating safety information to attendees. This year the MSF will host safety seminars (look for locations, dates, and times at the Hoot's on-site event board) and a Learning Center (Sunday, June 27) for RiderCoaches and RiderCoach Trainers. For more details on the Learning Center contact Vila Day at 949.727.3227, Ext. 3061 or e-mail vday@msf-usa.org. **SC**



WHEN COMPILING THE State Legislative Update for the last Spring issue of *Safe Cycling*, state legislatures were just getting under way for the year. Now, less than four months later, many state legislatures have either already adjourned for the year or are winding down. In the even years (election years for all but the New Jersey and Virginia legislatures) state legislative sessions are generally shorter, but no less hectic. A somewhat lower volume of bills is introduced (if you can call over 71,000 bill introductions a “low” volume) with just over 17,000 of those becoming law through April. Thousands of additional bills carried over from the 2003 sessions and were still pending in the 2004 sessions. Below are updates on some of the legislation reviewed in the last issue and a review of some of the motorcycle safety-related bills introduced in the interim.

Arizona

House Bill 2038 (effective three months after the legislature adjourns—anticipated adjournment is June 9, 2004) extends the state motorcycle safety advisory council and the motorcycle safety fund (into which \$1 of each motorcycle registration fee is deposited) from June 30, 2005 to June 30, 2010.

Senate Bill 1325 (pending) requires motorcycle instruction permit applicants to successfully complete motorcycle skills or safety classes. Currently, applicants for motorcycle licenses who are under the age of 18 must either complete rider education programs or provide certification from a parent stating completion of at least 25 hours of supervised motorcycle riding practice—5 of which must occur at night. This bill would increase required supervised riding practice to 50 hours—10 of which must occur at night.

Indiana

House Bill 1254 (effective July 1, 2004) allows courses offered by a new motorcycle dealer to be approved motorcycle driver education and training courses under the state Motorcycle Operator Safety Education Program.

Louisiana

The legislature adopted a House Concurrent Resolution (HCR 63) on April 27 urging the office of motor vehicles and the state Board of Elementary and Secondary Education to include information relative to sharing the road with motorcycles and tractor/trailer trucks in their driver training and testing.

House Bill 570 (pending) requires driving education and training programs to include information on sharing the road with motorcycles and tractor/trailer trucks.

House Bill 864 (pending) requires an applicant for a motorcycle, motor-driven cycle, or motorized bicycle endorsement to successfully complete a knowledge test that includes motorcycle road rules and to submit satisfactory proof to DMV that the applicant has successfully completed the Motorcycle Safety, Awareness, and Operator Training Program.

Missouri

House Bill 1122 (pending) would require any person who has had a motor vehicle license suspended or revoked to successfully complete a driver-improvement program in

order to obtain a license reinstatement. The driver-improvement program is required to meet or exceed the National Safety Council’s 12-hour “Attitudinal Dynamics of Driving” course standards, and will include substantial content covering the safe practices and attitudes concerning vehicle interaction with pedestrians, bicyclists, and motorcyclists, as well as covering state and local laws concerning pedestrians, bicyclists, and motorcyclists and their interaction with other vehicles.

Oklahoma

House Bill 2103 (pending) would enact additional penalties for failure to yield the right-of-way to another vehicle if the violation contributes to an accident resulting in bodily injury to or death of another person. It requires all new fines that are imposed for a violation in which the vehicle is a motorcycle to be used to fund the Oklahoma Motorcycle Safety Program. The new fines are \$500 for a violation resulting in bodily injury and \$1,000 for a violation contributing to an accident that results in a death.

Virginia

House Bill 532 (effective January 1, 2005) provides for private entities to conduct motorcycle safety training programs and be recognized by the state in the same manner as subsidized programs.

House Bill 477 (effective July 1, 2004) allows a motorcyclist operating on a learner’s permit to be accompanied by a licensed motorcyclist driving any vehicle. (Current law requires that a motorcyclist operating on a learner’s permit must be accompanied by a licensed motorcyclist riding on a motorcycle.) This bill also removes the night-riding restrictions on the use of limited access highways for motorcyclists operating on a learner’s permit. And finally, this bill requires motorcycle permit holders to be under the immediate supervision of a licensed motorcycle operator who is at least 21 years old. (Current law requires permit holders to be under the immediate supervision of specified relatives who are at least 18 years old).

Washington

Senate Bill 6439 (effective on June 9, 2004) requires the superintendent of public instruction to include information on motorcycle safety awareness, approved by the MSF, in instructional material used in traffic safety education courses to ensure new motor vehicle operators have been instructed in the importance of sharing the road with motorcyclists. **SC**

Park It If You Pour.

Even a little alcohol can affect your judgment, balance and coordination. The fact is, almost half of the riders who die in solo motorcycle crashes have been drinking. Play it safe. Don't start drinking until you've finished riding.

MSF
MOTORCYCLE
SAFETY FOUNDATION

(800) 446-9227 • www.msfcusa.org



Dirtbike SchoolSM

THE MSF is pleased to announce Lisa Bilodeau as its newest staff member. Lisa has joined the Off-Highway Vehicle (OHV) Program in the role of DBS Operations Administrator. Charged with coordinating resources to facilitate increased training, Lisa will be working directly with Region Operations, DBS Coaches, Coach Trainers, Retailers, and DBSROC Providers. She will be reporting to the OHV Program Manager.

She is currently training with MSF Region Operations staff members to learn the ins and outs of the MSF and the operations of the *DirtBike School*. Lisa will also be attending the Honda Hoot and Honda Homecoming



Lisa Bilodeau is the new DBS Operations Administrator

working the Youth Demo events at each.

Lisa completed the MSF Basic *RiderCourse* in July 2003 and has been working as a Range Aid at the West Boylston, Massachusetts range. She is also an avid dirtbike rider, enjoying her Honda CR80 Expert whenever time allows. Coming from the Northeast, she is looking forward to year-round riding opportunities in southern California.

Her career history includes experience in developing marketing strategies, budget planning, vendor relations, product development and customer service. She holds a BA in Business Administration from Northeastern University in Boston. **SC**



MSF Online Store

TO ORDER ANY of these official MSF products, visit the MSF Online Store at www.msf-usa.org or call 949.727.3227, Ext. 3023.

Cones, Cones, Cones

Measuring just 2" high on a 4" square base and made of



tough rubber, the new MSF cones resist run-over damage better than conventional, pointed cones. Available in designer-bright orange and green, these cones are easy to see, easy to stack, and easy to store.

The cones are priced at \$1.50 each or you can order a kit of 80 (60 orange, 20 green) for only \$100. **SC**