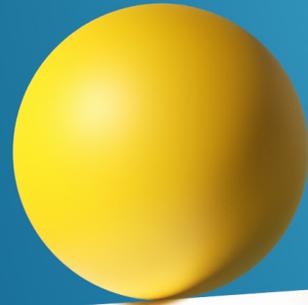


Views from the Edge

A collection of trucking, technology,
and training columns from the past year

2023



carriers  **EDGE**[®]

CONTENTS

Business Management

Reducing risk: how trucking companies can best prevent injuries	5
Insurance renewal tips for trucking fleets	8
Supporting neurodiversity in trucking	11

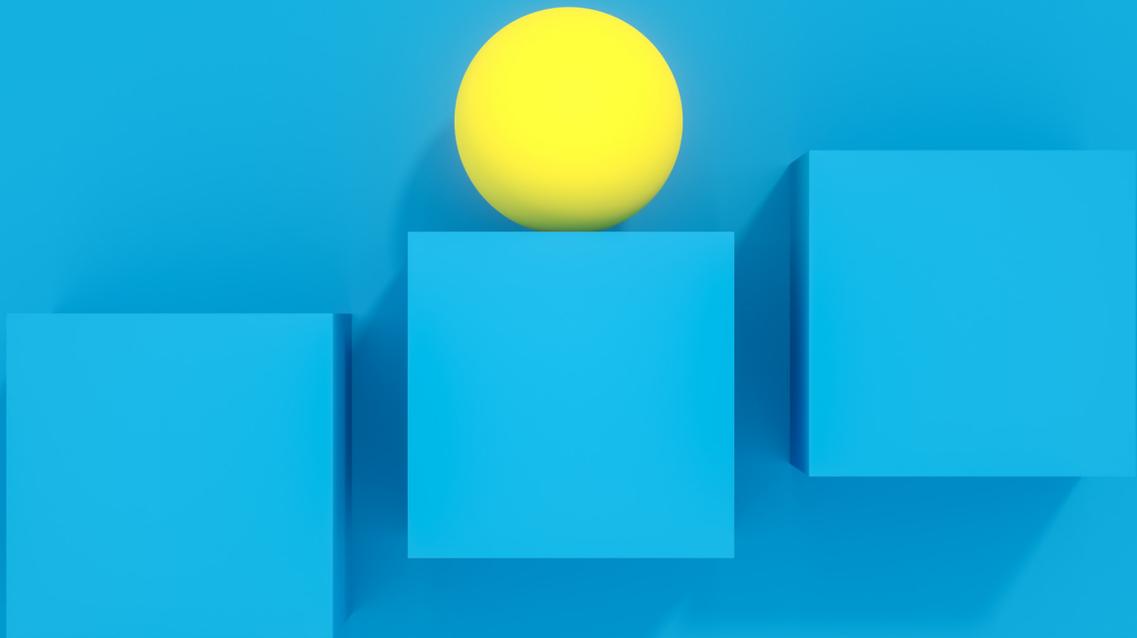
Training Best Practices

Hiring Entry-Level Drivers: Best Practices to Ensure Success	15
Classroom vs. Online - Which one to choose	18
Developing effective driver training: Tips to keep people engaged	21
How to Transcend Your Driver Training Program	23

Mastering PowerPoint

Getting the most out of PowerPoint Part 1	26
Getting the most out of PowerPoint Part 2	28
Don't hypnotize your chickens	30

BUSINESS MANAGEMENT





Reducing risk: how trucking companies can best prevent workplace injuries

February 14, 2023

How 'risky' a trucking company is in the eyes of its insurance provider extends beyond claims involving collisions with other vehicles or property. While those incidents capture most of the headlines when it comes to fleet safety, they often don't paint the whole picture of how safe a fleet is. In fact, many driver workplace injuries happen when drivers are loading/unloading cargo or securing freight, around the truck yard, or while waiting at a customer location.

When an insurance provider evaluates how safe a fleet is, they want to know what they're doing to address all areas of driver safety, not just what is being done to help protect drivers on the road.

We recently spoke with Mike Derry and John Farquhar of Summit Risk Solutions to get their advice on what fleets

can do to better prevent workplace injuries from happening. Currently provide independent risk evaluations for transportation companies through Summit Risk Solutions, both have immense industry experience as drivers, safety managers, fleet owners, and risk advisors for a major insurer. In this blog, we'll cover the key points from our conversation, which include:

- Scope of workplace injuries in the trucking industry
- Best practices for reducing risk in the workplace
- Working with customers to create safe working conditions
- Factors to consider when hiring new truck drivers
- Onboarding drivers
- Tips to reinforce safe practices

Scope of workplace injuries in the trucking industry

Believe it or not, more than 30% of workplace injuries in the trucking industry are from drivers slipping or falling on the job. Half of these types of injuries are considered serious and can lead to drivers missing time on the road.

Considering the average age of a truck driver is above 50, mishaps can mean an extended time on the disabled list -- a thoughtless jump off the bed of a trailer or from the steps of a cab could have serious consequences.

But simply telling drivers to use three points of contact when climbing on equipment or to “just be safe” on the job isn’t enough to prevent workplace injuries. A trucking company needs to fully embrace a culture that prioritizes safety. And that starts at the C-Suite. Drivers can sense whether upper management truly cares about safety or not.

When Derry and Farquhar visit trucking companies for risk evaluations, they can tell right away if a company has safe practices in place by how well they do the little things.

“We like to get to a customer location before our meeting starts to see if they’re doing any last-minute preparations,” said Farquhar. “If they’re moving trucks around to get them nice and lined up or organizing equipment that’s laying around, that’s not a good sign. It’s the little things that count. If we trip walking into the building because there is a hazard unaccounted for, our expectations for what we’ll uncover in the risk evaluation aren’t promising.”

Best practices for reducing risk in the workplace

Low-risk’ fleets go far beyond taking care of the low-hanging fruit when it comes to safety. It’s relatively easy to identify and remove physical hazards at company facilities or in the yard, but establishing a safety-first culture requires much more than that. From the time a driver is hired to when they leave the company, safety practices and programs must be in place to support the culture. To support safety initiatives, here are a few ideas Derry and Farquhar suggest:

- Use business communication boards (either electronic or whiteboards) at company facilities to remind drivers of safe practices, such as reminders to conduct pre-trip inspections. Change the messaging regularly so drivers continue to pay attention.
- Create an email campaign specifically on safety topics.
- Have safety meetings with drivers to discuss shortfalls in safety practices and propose solutions.

- Acknowledge and celebrate “team wins” or driver milestones, such as 1 million accident-free miles driven.
- Give drivers opportunities to provide feedback on operating practices, and act on that feedback.
- Encourage drivers to report safety hazards they see at customer sites (more to come on this)
- These are just a few ideas of things you can do now to support safe practices around company facilities and while drivers are on the road.

Working with customers to create safe working conditions

At company facilities, there’s no excuse for allowing unsafe working conditions for drivers. But even if your company has great safety programs in place to reduce workplace injuries and on-road safety incidents, issues can arise at customer locations. It’s important to encourage drivers to report safety hazards when they notice them. Sometimes a customer will have policies in place to protect its employees, but not necessarily for drivers that pick up from their location. For example, a customer may require drivers to stay in their trucks while being loaded. This policy may be intended to protect a driver, but the driver has no idea if the cargo is being secured properly or if anything needs to be done to secure the load afterward.

“When I was a driver, I was once asked to get on top of the equipment I was going to haul to tarp it,” said Farquhar. “I refused, since it was an obvious safety hazard, and I asked the customer to help with the forklifts that they had. They said they couldn’t because of a policy in place to protect their employees. After bringing up the issue with the company, we sorted it out and they rewrote the policy so that they could assist us with tarping loads.”

A good working relationship with customers can help alleviate many of the potential safety issues drivers could experience. If a driver identifies a possible safety issue with a customer, you could ask if they’d be open to a risk evaluation. Most companies would like to know if there’s an issue with their safety practices.

Factors to consider when hiring new truck drivers

The drivers you hire can make or break how safely your fleet operates. If they’re not vetted properly before hiring or trained with the skills they need to succeed once they’ve signed on, that can create compounding issues for your overall safety program.

When you go through the hiring process, Derry and Farquhar recommend you:

- Contact their previous employer(s) to get a sense of their work habits. If they don't seem to be a fit with your company culture or present themselves as a "team player" during the interview, look at other candidates.
- Review their driving record.
- Request to perform a personality assessment. This can match personality traits to a specific application or route.
- Request to perform a fitness assessment. This is useful in making sure a driver is physically able to perform the demands of a job, especially in flatbed or vocational applications.

Onboarding drivers

Once drivers are hired, it's time for onboarding. It's a critical first step in getting new drivers familiar with company culture, its stance on safety, and what's expected of them in their new positions. According to Derry, some fleets he's met with for risk evaluations have boasted about how short their onboarding process is.

"Some of the fleets we've met with have been proud that driver onboarding only takes a few hours, which is way too short," said Derry. "Orientation should be a few days or more, depending on the application. You can't assume drivers are comfortable with the equipment they will be operating or the types of cargo they will be hauling."

"Just because a driver has experience hauling dry van trailers, it doesn't mean they know how to properly secure the type of freight they will be responsible for hauling."

Through the Best Fleets to Drive For program, we've seen some fleets provide drivers with training that is specific to each new customer they're assigned to. This helps them become more familiar with customer practices, how to secure types of freight they'll be expected to haul, etc. The more proactive you are in vetting new hires that will fit into your organization, as well as providing them with the training they need to succeed in their new jobs, the more likely they'll turn out to be a safe driver.

Tips to reinforce safe practices

It's easy to get complacent with safety initiatives, especially if many of the drivers in your fleet have years of experience and you expect them to perform their jobs safely. But, that can become a slippery slope. Like most people, drivers have a lot on their plate balancing tasks related to work and in their personal lives. And because of that, it can be easy for them to forget or rush through tasks without following proper safety protocols. It's important to maintain communications with drivers to keep safe practices top of mind. Derry suggests using communication strategies such as email and notice boards (as noted earlier) to remind drivers of best practices and of seasonal driving conditions. When kids are out of school during breaks, construction projects start up in your area, or severe weather conditions are in the forecast, reminding drivers of potential hazards can help them be more aware out on the road.

Continual training for both experienced and inexperienced drivers is also a great way to ensure drivers receive the information they need to perform various tasks safely. CarriersEdge includes several courses that are designed specifically to help prevent workplace injuries from happening. These courses include:

- Tanker Injury Prevention
- Parking & Deliveries
- Fall Protection
- Powered Walkers
- Exercise for Drivers

For a detailed description of these injury prevention courses, plus other training courses we offer, visit the CarriersEdge course catalog.

Creating a safe work environment for drivers is essential to reducing your overall risk level. To learn more about what you can do to reduce workplace injuries from happening at your company, check out our full webinar discussion with Derry and Farquhar.



Insurance renewal tips for trucking fleets

February 14, 2023

It's no secret that the insurance market for trucking companies has been tough over the past several years. We hear fleets frequently ask what they can do to get the best possible rate when it comes time for policy renewal. Unfortunately, there's no 'quick fix' to get a discounted rate or be viewed as a safe fleet by your insurance company. But all is not lost! There are things you can do to set yourself up for long-term success when it comes to safety and your overall standing with your insurance provider.

We recently spoke with Travis Busch, Director of Transportation Safety & Analytics at Kunkel & Associates, to get his advice on what fleets can do to be more 'insurable.' In this blog, we'll cover the common issues insurance providers see from fleets during insurance renewal, and the opportunities fleets have to boost their standing with their provider.

- Fleet Safety Data
- Policy vs. Process

- Driver Training
- Company Culture

Fleet Safety Data

According to Busch, a common issue he sees among fleets is the misuse of safety data. Most fleets are using safety technologies to monitor driving behavior, yet not enough are using the information collected from these technologies to their advantage when it comes time for renewals.

When you meet with your insurance provider, Busch suggests analyzing safety data so you can discuss your loss history, safety scores, and trends in driver-related incidents. Having this information available for your provider shows them you're being proactive in your fleet safety approach. And with this information, you can make informed decisions to improve in areas you're coming up short.

Busch told us that insurance providers consider how a fleet is 'trending' during the renewal process. If a fleet has

good overall safety scores but they've seen an uptick in safety incidents reported in recent months, their provider could use that against them. Conversely, if a fleet has an average or below-average safety score but has recently shown a steady decrease in incidents, it will tell the insurance provider that the fleet is heading in the right direction.

That leads to benchmarking...another tool to help your efforts. Tracking your fleet safety scores with other similar operations is something Busch says all fleets should be doing. It can help companies gauge how well their safety programs are compared to others in the industry.

Policy vs. Process

Less is more when it comes to safety policies. Be concise. The way they're written and followed by management is noticed by insurance providers, auditors, and the court system. Two common problems Busch sees when it comes to policies are: 1) they follow the minimum requirements set by their insurance provider or 2) they are too lengthy, rules are too stringent, and/or they need to be updated. Both policy characteristics present several red flags.

If your fleet follows the bare minimum policies your insurance provider expects, that's not enough. When they assess your risk level, they'll wonder why you aren't doing more to address safe practices within your fleet. Think of it as receiving a C on a test in school instead of an A. Technically, C is a passing grade, but a C doesn't show strong performance.

On the other hand, if your policies are pages long with specific rules the company and drivers need to follow, that's also a problem. If you have a 100-page policy book, will your drivers actually read all of the material and comprehend everything that is there? After a driver reads through it all, they'll likely have forgotten what was covered a few pages ago. Often these policies were written years ago, and some of the material may be outdated.

A better approach is to have policies that cover general rules along with an established and documented process on how the company handles policy violations as they come up. Actions speak louder than words. For example, a fleet safety committee can evaluate a policy violation and consider all the factors about the incident and driver history to determine the proper way to handle the problem. Not every incident warrants a 'yes or no' type ruling.

Let's say, for example, you have a driver with 2 million accident-free miles with your company and that driver is considered your 'top driver.' If that driver is involved in their first serious incident, say cited for reckless driving, and you have a strict policy that says that the driver must

be terminated, what do you do? Do you fire the driver that, up until then, had been a shining star and lose one of your most productive drivers? Or do you keep them on and go against the policy? It's a lose-lose situation because you either lose one of your best drivers or ignore your policy which might be questioned when you meet with your insurance agency.

By having a process in place to evaluate violations, you can determine the appropriate action that should take place. You won't be locked in. Not only can this help with operations, but it's also something your insurance provider and other agencies want to see.

When you meet with your provider to go over renewals, it's much better to have proof of actions you take to address safety. If you're involved in a court case, a defense attorney will say it's easier to defend you if you can talk about what you're doing to be safe rather than defend against a policy document. The same can be said for fleets that follow the minimum guidelines from insurance companies. A jury would wonder why you aren't doing more to prevent safety incidents from happening.

Driver Training

There is a lot of free content available that fleets are using to help train their drivers. According to Busch, several insurance providers have resources fleets can use in their training programs. Many fleets are also finding some videos on YouTube that are helpful in teaching drivers skills and information they need to know. If you do a Google search on specific types of training, all sorts of results will populate. While some of the content you find online or on YouTube is good, there's a lot of content that isn't, so safety managers need to compare and contrast. Bottomline: check for quality first.

That said, one of the biggest problems fleets have with using these free resources is that it can be difficult to document the training you're assigning drivers. If you assign drivers videos on YouTube to watch and there's no documentation on when they watched and/or don't have a follow-up activity, such as a quiz, to document that they retained the information, what's the point?

When you meet with an insurance provider, they want to see proof of training and documentation that drivers are being assigned, completing, and passing course material. If you're selected for a safety audit or find yourself in a courtroom, you'll be asked about your training program. If you can't show documentation of your training program, an auditor or judge will have to assume drivers aren't being properly trained. That won't help your case, and it might come across that safety isn't a top priority.

Always remember: document every aspect of your driver training program and have proof drivers comprehend the information that is taught. Online training providers, like CarriersEdge, can make that process easy.

Company Culture

Good company culture is vital to how safely a fleet operates. Many fleets claim they have open-door policies and know drivers on a first-name basis, but do they actually practice what they preach? Often the answer is no. Fostering meaningful relationships with your drivers and understanding their needs is essential. From the top company executive to drivers, everyone needs to have the same level of understanding of what's expected regarding safety. Driver surveys are a great way to understand what's working and what isn't when it comes to a variety of driver-related topics. If you do them, take the results to heart. Use the information to better your company. You're much more likely to retain quality, safe drivers if you create a company culture where drivers want to be. If you don't, you'll be in a constant cycle of hiring new drivers.

Now, what about 'new' drivers? When you hire them, make sure there's a level of flexibility in the training they receive during the orientation process. A driver with 30 years of experience should know all the basics that an entry-level driver might need to learn. Evaluate each driver and work with them individually to ensure they're receiving the right type of training.

As many fleets will attest, it's been a tough insurance market for the last several years. While there's no quick fix to get better insurance rates, there are several things you can do to put yourself in a better situation long-term when you meet with your insurance provider. To learn more about what you can do to be more 'insurable,' check out our full webinar discussion with Travis Busch.





Supporting neurodiversity in trucking

January 18, 2023

We were exhibiting at a large truck show several months back, and a driver stopped by our booth. That happens regularly at these shows, but in this case it was a very different experience. This driver, who works for one of our customers, stopped by the booth with his wife to talk about the various challenges he had completing our courses. The driver struggled with some of the language and often had to replay the audio multiple times to clearly understand the content. His wife helped him with this process, but it was slow and understandably frustrating each time.

Through the conversation it became clear that he had an undiagnosed learning disability and that he needed accommodations from his carrier. It wasn't that he was uninterested in the content, or wasn't able to understand how to do the job properly, he just processed information differently and needed some extra assistance to get it absorbed and assimilated.

As luck would have it, his carrier was also exhibiting at that show, so we were able to talk to them and make the appropriate accommodations to help the driver have a better experience with online training in the future.

While this particular driver is now better positioned for success, there are lots of neurodivergent drivers in the industry, so it's important to understand a little bit about neurodiversity and how to make the most of it within the fleet.

In this column, we'll look deeper into the issue and see what fleets can do to best support drivers who learn, communicate, and interact differently than their peers. In particular, we'll focus on:

- ADHD
- Autism spectrum
- Learning disabilities

But first, some definitions.

Neurodiversity refers to the ways in which people's brains can differ from one another. It includes all the variations from "neurotypical" people through the wide spectrum of different conditions and preferences.

Neurodivergent refers to behavior and development that is atypical or different from the norm. Some examples of neurodivergent conditions including autism, ADHD, and dyslexia.

People who are neurodivergent may learn, react, and interact differently from what is commonly expected, leading to struggles in certain areas. However, they may also have special skills and talents, so they can be highly valuable as well.

For fleets looking to make the most of their driving force, understanding and supporting neurodiversity can be a big step towards creating a more effective and efficient workplace.

Here are some types of neurodiversity commonly found in the trucking industry, and how they manifest.

ADHD

Attention Deficit Hyperactive Disorder, or ADHD, is a neurological condition that can cause people to be impulsive, have trouble paying attention, or both. Like other neurodiversities, ADHD can look different in different people depending on their age, gender, and other factors.

People with ADHD often have trouble focusing on more than one thing at a time or keeping their focus on one object or task. They may also prefer learning formats that are more practical and hands-on. For example, they might be waiting for a large shipment to arrive in the evening and forget about the smaller tasks that are not as high of a priority.

People with ADHD might have trouble processing information in the same way as people without ADHD. Drivers with ADHD often do well in situations that require being resourceful, solving problems, thinking of different perspectives, or thinking quickly.

People with ADHD often find ways to cope, but if they don't have support from others, they might try to hide their symptoms. This can lead to them feeling overwhelmed and stressed. You can support drivers with accommodations that are unique to their ADHD, such as giving them more time to complete a task or providing noise cancelling headphones.

Autism Spectrum Disorder

Autism Spectrum Disorder is a lifelong developmental condition that is most often diagnosed in childhood. It affects how an individual interacts with their surroundings. While there is no set age for when someone can receive a diagnosis, Autism in adults can go entirely undiagnosed, or remain hidden until significant stressors trigger responses that are unique to the spectrum. Autistic individuals also tend to have other neurodiversities such as ADHD or a combination of learning disabilities.

Autistic people are often very good at creating routines and following rules accurately. They often have many strengths and abilities that can be helpful in many different fields. Someone with autism will be comfortable in the trucking profession because they don't have to talk much to people and have straightforward tasks to accomplish. In classrooms and training sessions, people on the spectrum can come up with some specific questions and go into their depths of reasons.

Autistic people might have challenges like repeating movements, being interested in only some things, being very sensitive to light, noise, or smells, and having a hard time understanding jokes or figurative language. You can help Autistic drivers by providing clearly defined processes and task lists, providing ample notice in advance of changes to those processes, and recognizing the challenges inherent in social interactions for them. Every Autistic person is different, just like every person is different, so it's important to understand what sets them apart from other people.

Learning Disabilities

A learning disability is when someone has trouble with certain mental skills. This can make it hard to do well in school or behave the way other people expect. People with language processing disorders may have trouble understanding what was said if it was not clear. This can make it hard for them to respond to social cues. Some examples of learning disabilities are

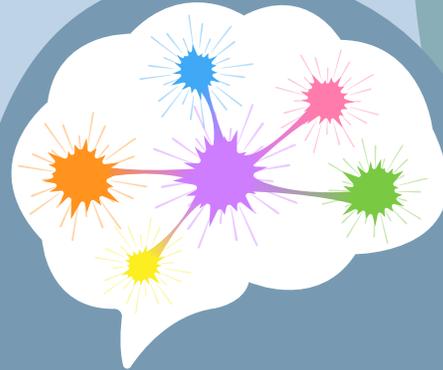
- Dyslexia - trouble reading or understanding words
- Dysarthria - trouble saying words correctly
- Dysgraphia - trouble writing

Accommodations that can help employees with learning disabilities are low-tech solutions like outlining workplace tasks, instructions, and social expectations. Supervisors will need to work with each individual driver to create a working plan that is tailored to their specific needs.

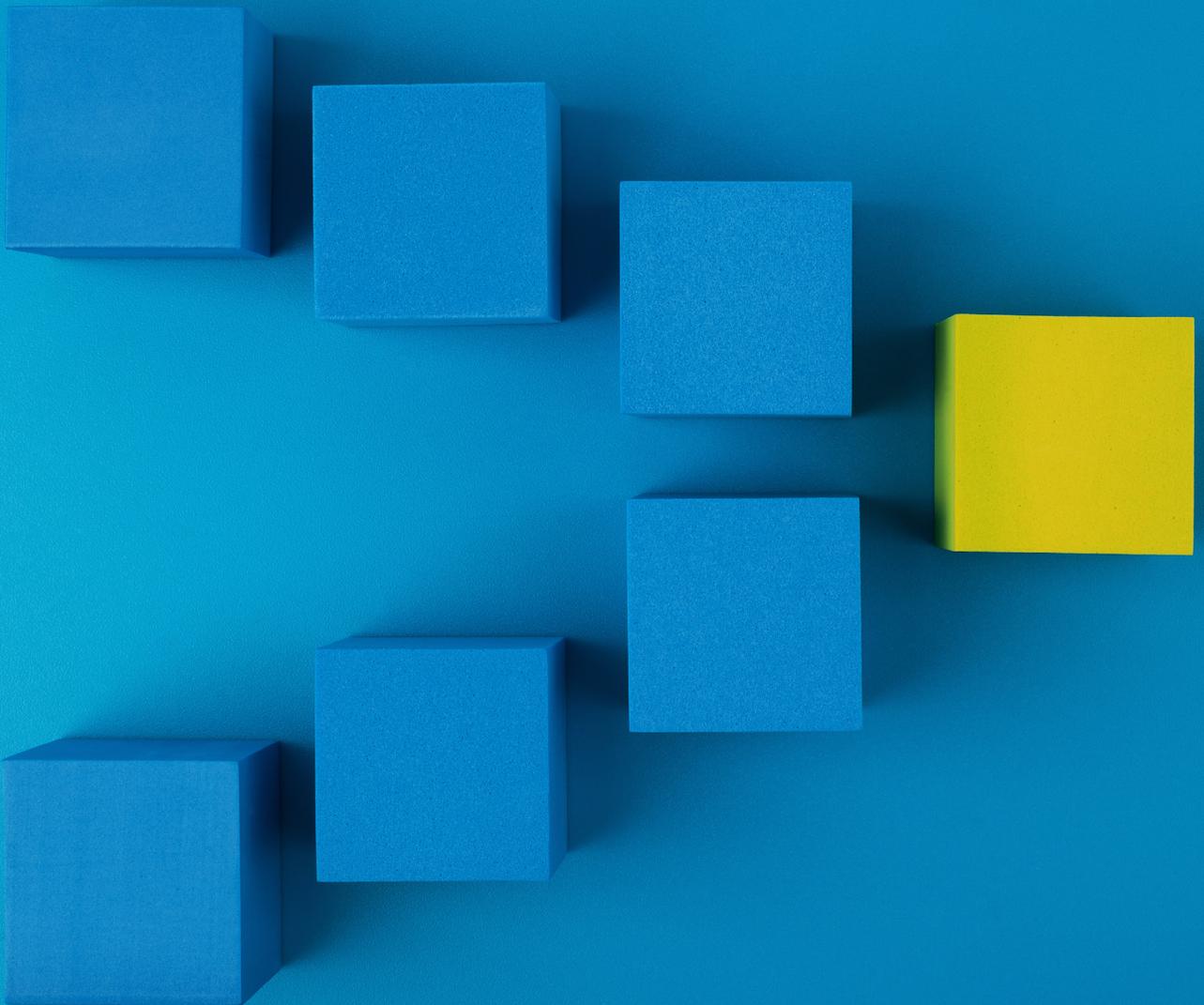
Managing employees who have neurodivergent conditions can be challenging, but if you understand how their brains work, you can set yourself and your team up for success. Be patient with training and provide clear instructions. Modify deadlines as needed and try to create a calm working environment. And when in doubt, ask the employee how they work best - they are probably the expert on their own brain after all.

Neurodivergent employees can be highly effective team members, provided they receive the right support. Accommodations make a difference between a fleet gaining a new long-term driver or losing them due to a lack of understanding.

If you're looking for training program ideas to support those efforts, checking out our story on taking driver training to the next level.



TRAINING BEST PRACTICES





Hiring entry-level drivers: best practices to ensure success

December 21, 2022

Hiring new drivers from CDL schools...it can be a good thing or a bad thing. Some schools do a great job setting drivers up for a successful career in the trucking industry, while others do not. Luckily, creating a steady pipeline of qualified candidates to hire from a CDL school doesn't need to be as challenging as it may seem. We recently spoke with Rolf VanderZwaag, president of Techni-Com and publisher of multiple industry-standard training and reference books to get his thoughts on what fleets can do better recruit from CDL schools.

In this blog, we'll take a look at:

- The state of entry-level driver training regulations in the U.S. and Canada
- The problem with driver entry-level regulations and CDL schools
- What fleets should look for when recruiting new entrants

- Recruiting drivers from large vs. small CDL schools
- Building relationships with local CDL schools
- How to work with your insurance provider to identify top CDL schools
- How to evaluate the effectiveness of a CDL program and its instructors

The state of entry-level driver training regulations in the U.S. and Canada

The requirements for a new driver looking to earn a CDL vary considerably based on the jurisdiction they earn their license in. In the U.S., the FMCSA sets the baseline requirements entry-level drivers need to pass through its Entry-Level Driver Training (ELDT) regulation. The ELDT regulation outlines specific topics CDL schools must teach entry-level drivers for them to receive their CDL. Each state or local municipality may

have its own set of regulations entry-level drivers must meet on top of what's required through ELDT.

In Canada, CDL schools in most provinces must follow the basic requirements set by MELT or Mandatory Entry-Level Training. The MELT program provides a list of classroom and on-road training requirements CDL schools must include in their program. The biggest difference between MELT and the U.S.'s regulation base requirements are time requirements. Under MELT, the program sets a minimum number of hours for each training topic drivers must complete to receive their CDL. The ELDT program doesn't have a minimum hours requirement for training.

The problem with driver entry-level regulations and CDL schools

According to VanderZwaag, the problem with current regulations is that because requirements are basic to cover all truck driving positions, there are often missing pieces of information drivers need to know depending on the driving positions they're looking for once they receive their CDL. For instance, a CDL school that teaches the bare minimum topics as required by regulations isn't likely to set a driver looking for a specific driving job - like driving a cement mixer truck - up for success. There is also very little oversight from governing bodies as to how schools conduct their programs. Because of this, the quality of driving schools that are out there varies considerably. CDL schools are a bridge between the driver and their career. Some schools do a much better job at preparing drivers for success in the industry while others do not and would rather collect tuition. It's important to know which driving schools are turning out good, qualified drivers when recruiting from schools and which ones are not.

What fleets should look for when recruiting new entrants

Since the quality of education and skills taught can vary so greatly depending on where entry-level drivers went to school, it's important as a company to do some research on the schools in the area you're looking to recruit from. VanderZwaag recommends checking to see...

- How qualified are the candidates the school is accepting? Can you determine if there is a screening process to filter poor applicants?

- What the curriculum is that they're teaching drivers.
- Do they have programs specific to teaching drivers skills for various trucking segments? For example, if you're a dump truck fleet, do they have programs designed to help drivers for this application?
- What is their placement like? Are most drivers graduating from their program getting jobs?
- How prepared are drivers when they receive their CDL? The best gauge to evaluate a CDL school is to have a recent graduate perform a road test with your company to see how well they perform.

Recruiting drivers from large vs. small CDL schools

Larger CDL schools typically have more bandwidth to offer more specialized programs that cater to various segments of the trucking industry compared to smaller schools. VanderZwaag said they also tend to have the financial stability to screen for qualified applicants to admit into their programs, especially if they have a good reputation, since they can afford to turn away poor candidates. Larger schools are more likely to better evaluate drivers' skill sets as they go through their program and suggest certain vocations for them once they graduate.

Smaller CDL schools, or schools that are new and not yet established, are often limited in what they're able to offer through their programs. According to VanderZwaag, these schools are often more affordable for drivers, but that can turn into a "you get what you pay for" situation. Since the school may have limited resources, drivers are taught the basic skills needed to pass a CDL test, but are not necessarily set up for success going into their career as a driver.

With this in mind, there are still smaller schools that produce highly qualified candidates after they graduate. Many of these schools specialize in a specific vocation rather than trying to cover all industry segments.

Some large carriers opt to bring new entrant training in-house to streamline the process of educating new drivers to start their careers with the company. With this approach, the trucking company has full autonomy over what is taught to new entrants so that they develop the skills necessary to succeed with the company. It also gives the new drivers in training more

time to be exposed to the company culture and helps make the transition to employees easier. The CDL program is often paid for by the trucking company as an incentive for drivers to hire on with their fleet.

Building relationships with local CDL schools

Finding well-qualified drivers that recently received their CDL doesn't need to be like finding a needle in a haystack. As a company, there are several things you can do to create a steady pipeline of well-trained drivers looking for their first driving job. Carriers and CDL schools mutually benefit by working together. In fact, Rolf said it's in a CDL schools' best interest to be linked to as many trucking companies as possible and vice-versa. Here's why...

For fleets:

- When you're connected with local CDL schools, you can work with them to develop a curriculum that covers the set of skills of drivers you're looking to hire. In turn, if the school produces drivers that meet the fleets' hiring requirements, they will likely continue to recruit from the school
- Building connections with schools that produce qualified new entrants can help better address open positions rather than having to rely on the recruitment of experienced drivers

For CDL schools:

- Having high placement scores can help attract those seeking a CDL to apply to the school
- Good reviews from trucking companies hiring graduating drivers can help promote the school
- Having more applicants helps schools be more selective in accepting those that are more likely to succeed in their program as a professional driver
- Feedback from trucking companies on their curriculum can help the school improve its educational programs so drivers are better prepared for the workforce. As a result, trucking companies will be more inclined to recruit drivers from the school

When a carrier partners with a school and reviews the school's curriculum and training schedule, it's important

to not get caught up on the total number of hours of the program. Some might assume the more hours it takes a driver to complete the program, the better. But, that's not necessarily true. VanderZwaag said to focus on the quality of the course work and training. Oftentimes, schools will include the time drivers spend riding in the cab of the truck, but not driving, the time it takes to complete online training courses and other tasks that take time. A student that sits in the back of the cab for several hours while another student drives doesn't make a significant impact on their own education.

How to work with your insurance provider to identify top CDL schools

To better identify the CDL schools you should be connecting with, VanderZwaag said you should connect with your insurance provider to see what they know about the schools in your area. CDL schools need insurance too, and your insurance agent is likely aware of which schools are and are not doing a good job with their programs. Some insurance companies even have a "list" of the top CDL schools in your area, so it's worth checking with them to see who is on that list.

How to evaluate the effectiveness of a CDL program and its instructors

The CDL schools with the best training programs are those willing to evolve, stay current with an ever-changing industry, and accepts feedback from industry partners on opportunities for improvement. These schools should offer a variety of programs for different vocations or specialize in working with drivers entering a specific segment of the industry.

The best instructors are those with several years of real-world driving experience and not just the bare minimum qualifications of three years, according to VanderZwaag. These instructors should be open-minded to adjusting their delivery methods to better educate drivers and stay up to date with changing regulations and industry trends. They should be in their profession for the right season...to help the next generations of drivers be prepared for their careers in trucking and be available to work individually with drivers.

At the end of the day, the only way to evaluate how prepared drivers graduating from these schools is by how well they do on a road test. For a more in-depth overview on hiring new entrants, check out our full CarriersEdge webinar discussion.



Classroom vs. Online – which one to choose?

March 14, 2023

Even when fleets add online training to their safety programs, there are still plenty of places where classroom training makes the most sense. Understanding when to choose each type of training, and how to combine them, can make a big difference in the overall success of a safety program. Let's look at how to combine them get the best value out of each.

In most cases, people choose one or the other purely based on scheduling and availability. If you can get a bunch of people together in one place, you run a classroom session. If not, then you do the training online. That's a perfectly reasonable starting point, and given the nature of the transportation industry that's probably going to be the deciding factor in most cases. But if you want to get the best value out of each option, it's important to understand their individual strengths and weaknesses and take advantage of those when designing and delivering content.

Let's look at the strengths and weaknesses of each

delivery method and see how they can fit together. We'll start with classroom, since that's where people spend most of their time.

Classroom – Strengths

- **Collaboration** - In a classroom environment, you have fantastic opportunities for collaborative learning. You can break up the group in different ways, have them work together on exercises, discuss different elements of the content, and add their own experiences into the mix. You can also do more practical and fun things, like having people teach each other, or demonstrate different activities. No other delivery method can match classroom for this kind of interactive learning experience.
- **Specialized content** - Classroom content is relatively low-cost to build, so you can tailor programs for much smaller groups than you can with other delivery methods. That means that you can have customized training for one department, and something totally different for another. Lots of flexibility.

- **Native language delivery** - Speaking of flexibility, classroom is also easier when it comes to delivery in different languages. Even if all the content on screen is in English, the instructor can speak whatever language(s) they're comfortable with and translate on the fly.
- **Fast development time** - In general, classroom has the shortest development time for training content, which means you can get it out quick, and update it regularly.

Classroom – Weaknesses

- **Disruptive and costly** - The biggest headache with classroom, of course, is the disruption. In order to get everyone together for that awesome group learning, you have to get them all to stop doing their jobs and assemble in the class. A massive pain for the business, which makes it expensive.
- **One pace for all** - Content delivery always ends up moving at a middle-of-the-road pace that serves the bulk of the audience, but it's guaranteed to be too slow for some people and too fast for others. That diminishes the learning experience for those people, and if the overall pace is too slow it may be tough to get all the content delivered in the available time.
- **Slow content absorption** - Compared to other delivery methods, classroom actually takes longer to get the content delivered. All the breaks, side discussions, and other distractions add up, meaning you'll spend more time getting through everything.

So, we've got some clear strengths, but also some real challenges to overcome as well. Now let's look at what online offers.

Online – Strengths

- **Flexible and non-disruptive** - The biggest benefit of online is that it can be delivered anytime, anywhere, so you don't have the pain of trying to schedule people into a particular location or timeframe. That makes the delivery cost very low, compared to classroom.
- **Individual pacing** - Since each person is taking their own path through the content, they can go at their own pace. If they want to burn through it, they can. If they want to spend time in certain areas, they can do that as well.
- **Fast content absorption** - With none of the distractions of classroom, and with individual pacing and more convenient scheduling, people tend to absorb the content much more quickly online. In

general, a full-day classroom course can be delivered online in a couple of hours.

Online – Weaknesses

- **Collaborative learning** - Online is great for self-study, and there are lots of ways to add interactivity and make it engaging and fun. However, there's really no good way to do group exercises like you can do in a classroom setting. People have tried to replicate that through forums and social media-based learning, but it's a pale substitute for what classroom offers.
- **Generalized content** - Online is much more costly to develop, which means the content needs to have a wide appeal to be cost-effective. The smaller, more focused courses that are easy to justify in a classroom environment are generally non-starters online.
- **Slow development time** - Online also takes a much longer time to develop. Since there's no instructor to aid the learning, all that expertise needs to be built into the course, which takes time.

Putting the two together, we can see that with classroom all the cost is in the delivery, while online has that cost in the development. You can build classroom training quickly and cheaply, but getting it delivered is expensive. Online is much most costly to develop, but once it's built there's almost no cost to deliver.

Combining Methods

Breaking out the strengths and weaknesses really highlights how the two fit together. The weaknesses of one are direct strengths of the other, which means you can combine them in lots of exciting ways to improve the learning experience.

For instance, you can have people do an online course that covers general concepts and basic fundamentals in a subject, then supplement it with a short classroom course that addresses company-specific content in the same subject. This works great for regulatory things like logbooks or cargo securement.

Or you can have people attend a classroom course that serves as a kickoff for a new policy or process, answering any questions and discussing what's happening. After that, people can do an online course to learn all the details. That works really nicely for large system rollouts (e.g. new satellites) or HR policies.

Or you can combine online with a practical component. Have people take an online course that covers theoretical content, then follow that up with a demonstration and practical test. We see this most commonly in forklift training, since the regs require people to cover both areas.

Using two different delivery methods to more effectively share content is commonly known as “blended learning” and it’s a hot topic in the education world today. Universities started doing it ages ago by having small online components tacked onto traditional lectures, but now it can mean any combination of delivery tools. Mixing and matching different channels helps keep learners engaged, serves different learning styles better, and gives you more ways to measure the effectiveness of the learning at the end.



Once the basics are outlined, present the content in an order that matches how drivers will use it. For example, if you're creating a course on how to secure a customer's cargo, start with an overview of the requirements, then the steps they must complete when they arrive at the customer site, followed by what they should do once the cargo is loaded onto the trailer.

Make Training Interesting for Drivers

If you've seen the classic film "Ferris Bueller's Day Off," you probably remember the classroom scene where students are dying of boredom as their teacher drones on about tariffs in the 1930s. The teacher keeps trying to get them to talk ("Anyone? Anyone?") but their eyes have glazed over and no one responds.

While drivers might not doze off quite like this in training, people generally find it harder to understand information when they can't make a personal connection to it. To help them make that connection, clarify in each section why the information is important and how it will help them in their jobs.

Including statistics in a course can also make it more interesting and help reinforce the points you're trying to make. However, stats can get old fast so make sure you're prepared to update them as necessary to keep your content current. (If regular updates aren't realistic because of time or resource constraints, try using more generalized references.)

Tell a Story and Use Interactive Features

There are a number of ways to jazz up your training material and make it more engaging for drivers. One way is to incorporate stories or real-life examples into your courses. Including a simple storyline that helps personalize and explain the reasons for the training can help make content more relatable. For example, to help teach drivers what they should do when they feel unsafe, our course on personal security includes a storyline with a character who is a threat to the driver. The story and the character take an abstract concept and turn them into something that's easier for the audience to visualize and follow along with, which helps make the content stickier. You can also include interactive quizzes to help break up content and give drivers a chance to review what they've learned. Short quizzes work well for both online and classroom training. Depending on the course, you can use different types of questions to keep the quizzes interesting. These include:

- Multiple choice

- Fill in the blank
- Matching questions
- Scenario-based exercises

Active Voice and Regulatory Course Challenges

Use active rather than passive voice when writing a course, especially for content on regulations. Presenting regulations word for word can be problematic because they're often written in passive voice, which makes it hard to tell which responsibilities are the driver's and which are the carrier's.

For example, a vehicle inspection course should clearly define who is responsible for reporting or resolving a problem with a component. Saying "A driver is responsible for reporting X" (active) rather than "X must be reported" (passive) makes it clear who should be doing what. Otherwise, the driver may think the company is responsible, which can lead to a violation. Simplifying the language overall can also help make the material clearer for drivers, since regulations are often written in complicated legal language that can be confusing.

Another issue with regulations is the glossary. Because a glossary in a statute must be comprehensive it will include many terms that aren't relevant to the material you're teaching. Make sure you've done the research to know which key terms are important to drivers and focus on those in your course.

Create Job Aids or 'Cheat Sheets'

For drivers on the job, create cheat sheets they can quickly refer to for help when performing a task. Drivers need to keep track of a lot of information to perform their jobs safely and may need an occasional refresher depending on their regular duties. A checklist or guidebook on cargo securement, vehicle inspection or checking tires and brakes can help drivers confirm they have performed all required steps. Keeping a hard copy in the cab is also easier than searching for information online, and the driver already knows it's accurate.

Creating effective training isn't easy, but these tips can help improve the final product without a lot of extra work. Experimenting with the format, content and delivery of your courses is the best way to determine what works best for your company and drivers.

To learn more about how we develop our courses at CarriersEdge, check out our webinar that dives deeper into this topic.



How to transcend your driver training program driver training: tips to keep people engaged

November 30, 2022

There's always room for improvement when it comes to managing your driver training programs. How you train your drivers and what comes after is a good place to start.

A comprehensive driver training program is essential in helping trucking companies keep their drivers and assets safe and keep freight moving. Classroom, online, hands-on/practical, and video forms of training, are all effective methods to teach drivers. Fleets with the best safety practices use a combination of these forms of training to teach the information and skills drivers need to know to keep themselves and others they share the roads with, safe.

But even if your fleet already has a robust training program, there is likely more that you can do to further maximize the effectiveness of your fleet safety program. We get asked all the time about what more fleets can do to supplement

what they're teaching drivers through training programs. Our answer is this: find opportunities to engage with drivers after they complete training to keep the subject 'top of mind.' Follow up activities, incentives, surveys, and driver communication strategies (social media) are all things fleets can utilize post training to support drivers.

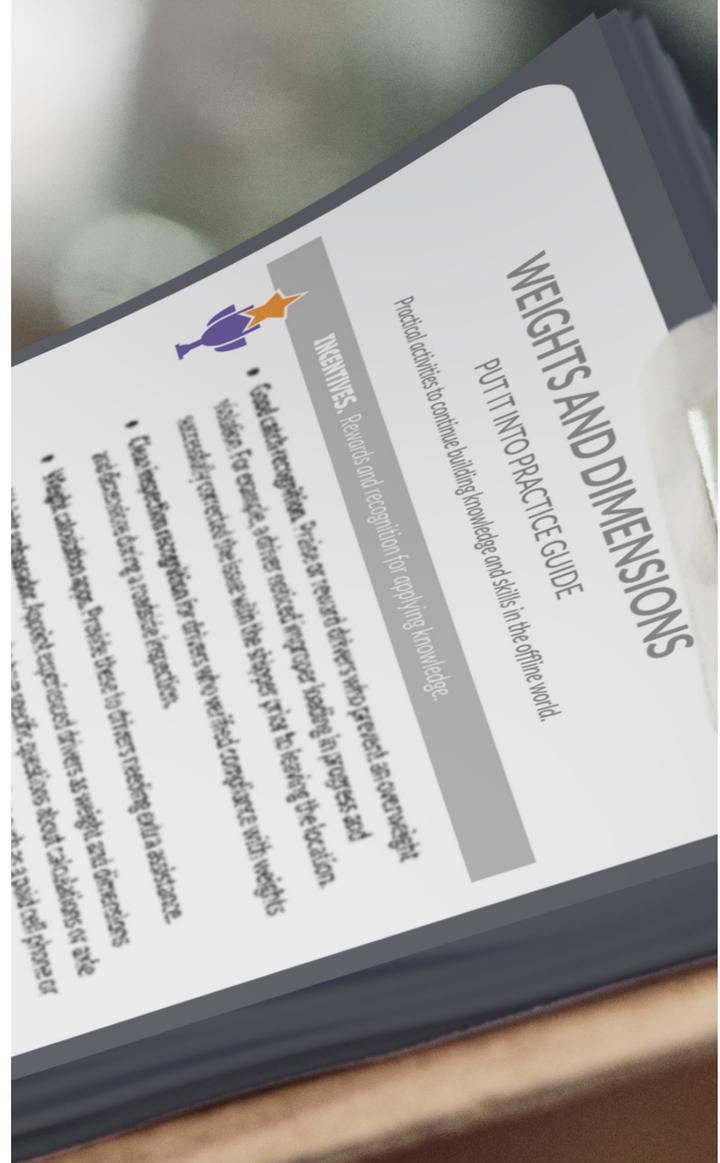
Many top performing fleets in the industry are already doing this. Through our evaluations of fleets each year through the Best Fleets to Drive For program, we've noticed that many of the finalists in the program use a combination of these follow up strategies to help drivers better comprehend and retain training information. It's one of the reasons why we added a new resource library called Put it into Practice or "PiiPs" to our platform to provide fleets with ideas on follow up activities fleet administrators can use after drivers complete CarriersEdge online courses. For more on PiiPs, check out our webinar that discusses specific on how these ideas can be used.

For concepts, particularly those that are taught online or in class, it's beneficial to have some sort of 'active' follow up activity or series of activities for drivers to demonstrate what they've learned. For example, if a driver completed training on truck and trailer weight and dimensions through an online course, activities that could be beneficial to follow up with may be to practice approaching a weigh scale at the terminal with the correct speed and steering. They could also practice preparing or naming the correct documentation requirements. It's one thing to pass a written or online test, showing that you comprehend the information that was taught. It's another to take that information and apply it in a real-world situation.

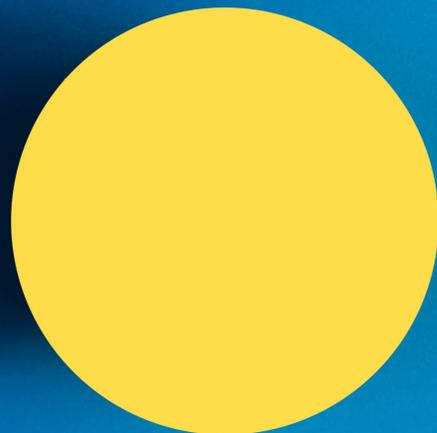
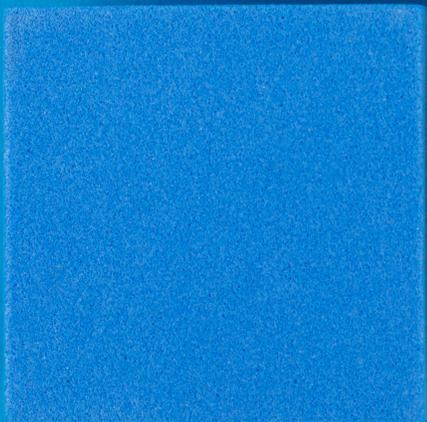
Incentives, surveys, social media promotions, and other communication strategies can help keep important safety topics at the forefront for longer periods of time. Incentives can be especially useful in aiming to prevent or correct a behavioral issue, such as distracted driving.

There are a variety of ways to use post training engagements with drivers to support their education and safe driving practices. But it's important to not do too many at once so you don't overwhelm your drivers. Start small with follow up activities that cover a specific subject and see how it goes. Depending on the subject you may find that a couple of activities are all that are needed to help drivers better understand a particular training concept, others may require more ongoing engagements. If there are opportunities for executives to participate in engagements with drivers, they should be involved. Recording a video of the president of the company practicing a driving skill like backing into a loading dock is an idea. Or better yet, have them participate in a live activity with drivers. It helps build morale and shows that everyone plays a role in being committed to fleet safety.

By continuing to engage with drivers after they complete training on safety related topics, you can help build better safety or driving habits and improve the overall driving learning experience.



MASTERING POWERPOINT





Getting the best out of PowerPoint series – part 1:

five mistakes to avoid when building your PowerPoint presentation

September 7, 2022

How many of us have sat through presentations that were memorable because they were horribly designed?

Despite the number of hours spent on preparation, there are a few traps that people fall into when creating presentations. These mistakes take what could be a very good presentation and send it downhill - fast!

The key is to know what these potential pitfalls are and do the opposite! Focus on these five areas, and you'll be in good shape.

The text is long, and the fonts are wrong

When slides are overloaded with text, they become difficult to read and you will lose the audience's attention. Instead

of cramming in as much information as possible, focus on highlighting the key points. Use bullet points sparingly and opt for short and concise phrases instead of full sentences. It's good practice to use visuals for breaking up the text. Make sure they are high quality, not pixelated or stretched.

Microsoft has a long list of fonts available in their library. Although these are fun and can be unique offerings, it's best to stick to fonts that are easily readable by all ages. Settle on just a couple of fonts to use throughout your presentation. Decide on one font and size for all your headings, and another for your main text.

Don't forget to size your font according to your audience. Consider their age and how far back they will be from the presentation screen. A good rule of thumb to follow is to make the font size half the age of the oldest person in your audience. For example, if the oldest member in the audience is aged 60, the font size should be no less than 30 points. Viewability needs to be considered as well. Will it

be displayed on a large screen at a conference, on a smaller screen in a room, or via a webinar? This is where a clean font is important, especially when slides will be distributed in print format.

The colors are all over the place

There's a fine line when using color to add interest - a presentation with too many colors becomes difficult to follow.

Instead, stick to company-branded colors with maybe one or two subtle accents. Be careful to avoid excessively light or dark colors - light colors can be difficult to read on a screen, while dark colors can make the text seem blurry. If you must use very light or dark colors, use them sparingly and pair them with an opposite color (light with dark or dark with light) to create contrast.

Using black for your text and white background is always a good and clean-looking option. You can then use your branded color palette as accent colors. Just remember to incorporate the same colors throughout your presentation.

Transitions that look like a 90s desktop screensaver

Used sparingly, transitions and animations can add some much-needed visual interest to your presentation. It's important to consider where a transition or animation will give you the most value, how to match it with the style and theme, and the main points of your topic.

Elaborate transitions are good for closing one section and moving on to the next. Subtle, minimal transitions, on the other hand, are better suited for going from one slide to another within the same section. Do not dive into the rabbit hole by filling your slide with quirky animations. These often lessen the level of professionalism your presentation conveys and pulls the focus away from the real message.

The template is the focal point

All too often, people rely on the default templates that compete with, and detract from, the content. These

templates may be bland or may be too busy, but they don't enhance the content. Instead, create a simple template that provides a foundation for the content, but without overwhelming it.

When designing your presentation, less is more, and consistency is key. Think of why memes are such a big success: the fonts are simple and readable, the image explains the context, and the combination of colors, text, and imagery is memorable enough on its own.

Your design should be appropriate for the crowd. Your branding should be noticeable but not distract the audience from your key messages.

The visuals are unprofessional, and the links are broken

A picture may be worth a thousand words, but poor visuals can derail your presentation. Using pixelated and watermarked images is an instant turn-off for the audience.

Always choose images that are crisp, clear, and convey your message with very little explanation. Be sure when selecting images that they are sourced legally, and free from any watermarks.

This also applies to any video clips you insert into your slides. Videos that are poorly edited or have sound quality issues disrupt the flow of your presentation and reflect badly on you and your company. An "Error 404: Not Found" looks especially bad if you're opening a link as part of your presentation. Including links to articles and referencing websites gives your audience more context while providing them with additional resources to look at after the presentation. Before you present, make sure all the links are working properly and are up to date.

These pointers might not guarantee success on their own, but they will help you to avoid that sinking feeling when you realize you are the one responsible for the PowerPoint 'fail' everyone will remember.

In part 2, we'll look at some additional tips to make the slides, and the delivery, really shine.



Getting the best out of PowerPoint series - part 2:

five best practices to make your PowerPoint presentations effective

September 28, 2022

In the first part of this series, we looked at some common mistakes people make when designing slides. While that's a first step in avoiding "death by PowerPoint", maintaining audience attention from start to finish requires presentations to be engaging and smoothly delivered. By following these best practices, you can effectively communicate your message with clarity and confidence.

Know your Audience

First things first. Always know who your audience is.

Are they drivers, managers, partners, or even clients? The tone and content of your presentation should be tailored to fit the audience you are speaking to.

Only include information that is relevant and useful. Start by finding the purpose of the presentation, learning objectives, and the amount of information the audience knows already. This also helps in figuring out the tone and comprehension levels.

The key is to always keep your audience top-of-mind when you are building the presentation. Words, graphics, and videos incorporated need to reflect who you are speaking to.

Start by building your messaging in Word, not PowerPoint

Build out your content in a Word document first. This allows you to automatically focus on the messages to

convey without adding those over-the-top features we've been conditioned to use. Starting in Word also helps you determine the proper flow of your messaging by seeing it all on one page. Once you have the ordering figured out, and you've checked for spelling and grammar errors, create your slides by dropping the streamlined content into your presentation template.

Don't forget that a PowerPoint presentation is intended to summarize the key messages of the topic you're presenting. It is the presenter's job to do a 'deeper dive' on each slide, which allows you to personalize the content and make it interesting for your audience. Don't fall into the trap of adding paragraphs of text to each page and reading your presentation word for word - that's pretty much the fastest way to lose the audience.

Time your slides beforehand

Consider how much time you spend on a social media post before boredom hits and interest fades. The same applies to your presentation. If your slides are too long, you run the risk of losing your audience. On the other hand, if the slides are too short, you may not have enough time to make your point.

First, look at your overall presentation and determine how much time you need. Then, divide that time equally between all your slides. This will give you a good starting point for figuring out how long each slide should be (they may not all run exactly the same length, but it gives you an average as a starting point).

Next, start timing yourself as you go through each slide. If you find that you're running out of time, consider whether all that information needs to be included or if it can be streamlined.

Finally, practice delivering your presentation aloud several times before you are in front of your audience. This will help you get a feel for the flow of the presentation and make any necessary adjustments to the timing of your slides. You can also ask a friend or colleague to watch your presentation and provide feedback on its overall length

and pacing. With a little 'trial and error', you'll be able to find the perfect balance for your presentation.

Make use of the Presenter View

"Presenter View" is one of PowerPoint's most powerful, and least used, functions, but it can smooth out the delivery dramatically. Presenter View shows your audience the slide you created, but let's you see useful extras like the next slide, elapsed time, and speaker notes. It's also a perfect place to write notes and ideas that come up during the presentation, so they don't get lost.

To use Presenter View, you need to have two monitors - one for the audience to see, and one for you to access the Presenter View on. It helps you to remember what's coming up, without having to turn your back to the audience and look at the projected slide and makes it much easier to stay on schedule.

Keep the audience actively engaged

Despite your best efforts, your audience is not going to remember everything that was presented in the previous slides. It's always a good idea to give them a quick recap at the end of each section, and again at the end. Another great idea is to include a quick quiz or a top-level fact sheet after 'curtain call' to help the audience retain what they've just been shown. Providing your audience with a copy of your slide deck is always a good idea as it offers a reference down the road. This can also create an opportunity for further discussion.

You have a limited amount of time to capture your audience's attention, persuade them to listen, and show them the value in what you have to say. Writing the script in a Word document, figuring out the audience, timing out your slides right, and using the Presenter View, recaps and knowledge assessments can vastly improve the outcome.

PowerPoint won't do all the work, but with a little planning and preparation, and by taking advantage of the features it offers, you can produce and deliver beautiful presentations every time.



Don't hypnotize your chickens: getting the most out of PowerPoint

July 12, 2023

If you draw a line in the dirt in just the right way, a chicken will hyper-focus on it until it is hypnotized and can't look away. And if you've ever sat through a poorly-done PowerPoint presentation, you probably know what that feels like! So, what separates a good presentation from a bad one? In our May webinar, CarriersEdge CEO Jane Jazrawy reflects on almost 40 years of using PowerPoint—what it's for, what it isn't for, and how to engage rather than hypnotize people.

Is PowerPoint Bad?

The simple answer is no. It's a system that's great at visually organizing information quickly—it's easy to use and easy to add more content as you see fit. "PowerPoint is going to help you," says Jazrawy. "But that's also what's bad about it: PowerPoint's helpfulness."

Having a lot of information on your slides (which PowerPoint lets you do very easily) can work against you in

a few different ways. For one, it discourages notetaking. All of the information is there anyway, so people look and read and then forget about writing things down. But notetaking actually helps people learn better—the physical action of writing helps with memory retention and understanding, and so does the repetition of seeing and hearing information, and then seeing it again as you take notes.

Another problem with information-rich slides is that, between the slides and the presenter talking, the audience struggles to figure out which one to pay attention to. This is exactly the kind of multitasking we warn against when talking about distracted driving: there is simply too much to pay attention to.

Templates, Tips and Traps

But how much of that is PowerPoint's fault? More than you'd think. One reason the tool can lead you astray is the slide templates it offers. While the blank template gives you a lot of organizational freedom, most of the other templates encourage the use of bullet points.

The problem with bullet points in this system is that they can lead you to bury the most important information. PowerPoint invites you to hit the tab button when you want a new bullet point. But as Jazrawy points out, “As you tab, you will get a different bullet point, but the font will also shrink.” Given that people tend to leave the most important idea until the end, this default in the platform not only shrinks the font but also the impact of the most important idea, like this:

- The first idea (general)
 - Something interesting about that
- The second idea
- The third idea
 - A related sub-idea
 - › Something more specific
 - › The most important part

So, if you are relying heavily on the slide deck to carry all of your information and you are not paying attention to the way the system is organizing it, the thing you want your audience to focus on the most ends up having the least impact. This is such a significant problem that in 2005 it led then-Brig. Gen. H.R. McMaster to famously ban PowerPoint presentations.

Knowledge Theater: It Just Looks Like Knowledge

The second way that PowerPoint can lead you astray is its ability to make information look good. The beautifully-structured organization of a PowerPoint presentation can create the illusion that the presenter knows what they are talking about. Even more, if the audience doesn't understand it, the assumption is that it must be their fault.

With multiple slides, cascading bullet points and slick transitions, a PowerPoint presentation can make poorly cobbled-together ideas look like knowledge. Even to the presenter. A person putting together a presentation could easily gloss over a part of the material that they themselves are not clear on because it has the appearance of being clear.

In fact, this was another problem McMaster (among others) had with it. Army decision-makers were either just assuming that what they were being told was correct, or they had to waste valuable time trying to decide for themselves what was relevant and what wasn't. Or they were just lulled into acceptance. And that's a process that even the Army calls—you guessed it—hypnotizing chickens.

So What Do We Do?

If you want to deliver clear, effective training or presentations, PowerPoint really can be an excellent tool for the presenter. But like any tool, you need to know how to use it correctly. In light of all the potential pitfalls we've discussed so far, here are some tips and strategies for getting it right.

1. Hit your main idea

Keep the content on each slide to a minimum and focus on the core idea you want to convey. Once the audience understands the main point, shift their focus back to you for an in-depth discussion. The slide should serve as an introduction, while you, as the presenter, provide the substance.

2. Multiple points of contact with the content

Engage your audience by involving them in the learning process. Use handouts, worksheets, and interactive activities alongside PowerPoint slides. The slide deck should be just one tool among many to reach your audience.

3. Consider an image

Sometimes, a powerful image can effectively convey the main idea without relying on written text. Visuals can anchor the discussion while keeping the audience focused on your words.

4. Plan ahead

Before creating the slide deck, spend a significant portion (about one-third) of your planning time clarifying the points you want to make. Once you have a clear understanding of your message, you can devote the remaining time to designing the PowerPoint presentation.

5. Audience

Tailor your material to suit the specific needs and preferences of your audience. Whether you're presenting to executives, safety professionals, or new drivers, ensure that the content is relevant and engaging for your target audience.

6. Time management

Consider how long you have to present and make sure your content is adjusted for it. If you are repurposing a longer presentation for a shorter session, remember that the scope of your material should match the allotted time.

PowerPoint really can be an important resource for presenting and delivering training. But there are some unique features that can lead you astray if you are not paying attention (or are not used to them). It's important to understand that PowerPoint should complement your presentation, not replace your role as the presenter. Remember, it's not just about the slides; it's about engaging your chickens rather than hypnotizing them.

For more on how to make the most out of PowerPoint, check out our blog stories [here](#) and [here](#).





CarriersEdge is a leading provider of online driver training for the trucking industry. With a comprehensive library of safety and compliance courses, supported by advanced management and reporting functions, CarriersEdge helps over 2000 fleets train their drivers without sacrificing miles or requiring people to come in on weekends.

BEST FLEETS[®]
TO DRIVE FOR

CarriersEdge is also the creator of the Best Fleets to Drive For program, an annual evaluation of the best workplaces in the North American trucking industry.



www.carriersedge.com

info@carriersedge.com

