



LITERACY PROFILE:

Truck Driver

- **Reading**
- **Writing**
- **Speaking and listening**
- **Numeracy**
- **Critical thinking**
- **Technology**

Reading tasks

"Read" implies that the person reads and understands.

Read signs and short texts

- Serial numbers, stock numbers and codes, job abbreviations, dates and other codes - numeric, alphabetic and alpha numeric
- Destination abbreviations e.g. TIM, CHCH, AKL
- Labels on packages and pallets (including dangerous goods markings)
- Manufactured safety signs (pictograms and one or few words)
- Road signs
- Read information from the display of scanning devices and other electronic displays

Read charts, graphs and tables

- Road maps
- Tyre pressure table
- Truck checklist
- Dangerous goods information

Read forms on job

- Driving logbook
- Packing slip
- Despatch instructions
- Consignment slip, delivery instructions
- Bill of lading
- Traffic infringement notices

Read instructions

Can often be complex, detailed documents

- Company procedures manual
- Vehicle manual
- Dangerous goods manual
- LTNZ information

Read employment related documents

- Leave forms
- Job descriptions
- Employment agreement
- Code of conduct
- Performance review forms
- Training agreements

Read training materials

- Driver licensing material (road code)
- Health and safety training
- First aid training
- Dangerous goods training
- Unit standard support material
- NZQA Record of Learning
- Multi choice assessment questions (especially for driver licensing)

Read excerpts from legislation

Reading skills

Recognise the features of a range of texts e.g. goods labels, dispatch documentation, logbook, frequently used manuals.

Interpret information from graphical material e.g. tables, price lists, parts lists, maps.

Use key to find graphic material on maps.

Follow written instructions (may include diagrams).

Predict what will be contained in a text.

Skim a text for "gist".

Scan text / table / label to find specific piece of information.

Identify the main points from a page of text.

Use a reference source (dangerous goods manual).

Find out the meaning of unfamiliar words.

Underpinning knowledge / understanding

Common vocabulary and abbreviations.

Technical vocabulary and abbreviations.

Note: these skills require mastery of other skills such as word recognition, interpreting meaning.



Writing tasks

Write short notes

- Notations on goods documentation
- Text messages
- Enter details into on-board reporting system of vehicle (if fitted)

Complete forms or questionnaires independently

(may include making short statements and recording observations)

On job

- Driving logbook
- Timesheet
- Incident report
- Accident report
- Other health and safety forms

Employment related

- Job application form
- Employee details form
- Leave application form

Write for training / learning purposes

- Write answers to assessment questions for unit standard assessments, dangerous goods training, forklift and other industry related training



Writing skills

Write simple correct text in appropriate places and in appropriate formats on job sheets and forms

- stay on the line
- use recognisable spelling and abbreviations
- use legible lettering.

Complete forms using numbers, single words, short sentences

- handwriting must be legible
- abbreviations can be used
- spelling must be understandable, but correct spelling is not important
- grammar and punctuation must be understandable but do not need to be 100% correct.

Write short answers to assessment questions

- handwriting must be legible
- abbreviations can be used
- spelling must be correct
- grammar and punctuation must be understandable but do not need to be 100% correct.

Underpinning knowledge / understanding

When the customer will see the form, handwriting and spelling must be clear and legible.

Purpose of forms to be completed.

Speaking and listening tasks

Communication includes:

Face to face

Cell Phone

Radio Telephone

- Discuss work with colleagues e.g. progress on own jobs, asking for and offering assistance
- Listen to and comprehend job instructions from supervisor (work instruction)
- Listen to and comprehend verbal explanations and training instructions from supervisor / trainer
- Participate in meetings e.g. health and safety, toolbox meetings
- Liase with depot staff at pick up and drop off points
- Report problems or issues with load
- Communicate with customers e.g. checking correct area for drop off, confirming this is the right place and the right customer
- Liase with garage and refuelling station staff

- Explain faults to mechanic or service person
- Ask for corrections to loading documentation if required
- Explain reason for refusing to carry a load
- Discuss issues such as employment conditions and workplace conflict situations with the appropriate people (supervisors, colleagues)

Speaking and listening skills

Speak clearly.

Ask for help if necessary.

Give information in a sensible order.

Use suitable body language.

Use questioning techniques including using open / closed questions to gain information, check understanding and encourage further discussion.

Use active listening skills e.g.
- repeat message back to sender
- summarise instructions in own words
- following techniques e.g. saying "aha" or "okay" as you follow what someone is saying.

Use language appropriate to situation and person.

Present and defend a viewpoint.

Underpinning knowledge / understanding

Communication is a two-way process.

There is a range of spoken language styles which change with purpose, topic and audience.

There are ways of making positive and negative statements.

Ways of initiating and concluding conversations.

Summarising can be used for checking and clarification.

Pronunciation and tone can affect the communication process.

Messages are conveyed by body language and facial expressions.

There are barriers to communication, especially cross cultural communication.

Numeracy tasks

- Measure width, height and length of load
- Read odometer and carry out calculations to record mileage
- Calculate and record hours spent on specific jobs
- Record hours and times in logbook
- Calculate expenses e.g. meals, accommodation, fuel
- Add up pallet weights and check that the vehicle will not be overloaded
- Estimate cubic metre measurements of stock on pallets (do not have to calculate accurately, but need to be able to check against documentation)
- Calculate how many more pallets can be loaded on to the truck (may involve keeping a running total)
- Use safety rating formula to calculate if load is safe
- Work out restraints needed for load
- Segregate dangerous goods by placing them the correct distance from other goods
- Carry out any calculations required at point of delivery e.g. tanker drivers - how much fuel delivered

Numeracy skills

Add, subtract, multiply and divide whole numbers and decimal numbers.

Perform calculations using a calculator (add, subtract, multiply, divide, safety rating formula).

Use 12 or 24 hr clock to estimate, measure, and record time.

Estimate using metric measurements

- height
- width
- depth
- volume.

Measure accurately using metric measurement systems

- height
- width
- depth
- volume
- pressure.

Interpret numerical information contained in graphs and tables.

Underpinning knowledge / skills

Numeracy skills are dependent on people understanding the concepts and principles that underpin an action. This profile focuses on the skills required for the job role.

Examples of underpinning knowledge / skills might include:

- understand decimal numbers and decimal places
- understand what numerical concepts mean and what they are used for
- round numbers up and down
- count on and count back to reach required number.



Critical thinking tasks

- Decide whether to accept goods for loading onto truck e.g. if damaged, badly packed or documentation missing or incorrect
- Load truck so that
 - correct weights are over each axle
 - goods can be unloaded efficiently
 - the load is safe and secure
- Plan and use the most efficient and safe route to complete the delivery or deliveries.
- Deal with contingencies
 - vehicle breakdown
 - health and safety incidents
 - traffic accidents
 - incident involving dangerous goods
- Apply knowledge of regulations and safe driving practice to decide whether it is appropriate to carry a load e.g.
 - unsafe load
 - dangerous goods without DG certification



Critical thinking skills

Identify if you have enough knowledge and skill to take action on own.

Identify when you need assistance from others.

Recall and follow specified procedures to deal with contingencies.

Apply knowledge of safety requirements / principles to work practice.

Apply knowledge of street layout and traffic patterns to determine the best route to travel to get to a specific place.

Apply knowledge of time required to complete tasks to schedule work activities.

Technology related tasks

- Read computerised engine and braking system displays
- Operate vehicle on-board computer system if fitted, monitor status of vehicle
- Operate computerised loading and unloading systems (tanker drivers)
- Use electronic order taking systems
- Operate GPS tracking system (if fitted)
- Operate computerised navigation system (if fitted)
- Operate in-cab camera system (if fitted)



Technology skills

Operate a computer

- start the computer
- log in if needed
- start appropriate application
- exit appropriate application
- turn off computer.

Identify elements of computer applications and the function of the element e.g. menus and menu options, command buttons, icons, toolbars.

Operate a computer application.

Enter or update data using a computer (using keyboard, mouse or other input devices).

Underpinning knowledge

Understand links between computer displays and job tracking systems.

Apply knowledge of organisation policies about computer use when using the computer system.

Notes:

This profile relates to truck drivers and is based on roles from a number of companies.

The profile represents a combined skill set. Individuals will have strengths and weaknesses across the areas of workplace literacy described in the profile. Truck drivers will also use different combinations of the skills identified depending on where they are at in their training.

Different companies may require staff to use slightly different subsets of skills from the profile. In some instances companies may have additional tasks and skills required of their staff. The differences will depend on the company systems and management structure.

Workbase: the New Zealand Centre for Workforce Literacy Development 2 Vermont St, Ponsonby, Auckland, PO Box 56571, Dominion Road, Auckland, New Zealand. Phone: 09 361 3800 Fax: 09 376 3700 www.workbase.org.nz