SmartWay® Transport Partnership
U.S. Environmental Protection Agency

How to Develop a Green Freight Program:

A Guide for Trainers

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INTRODUCTION

Freight transportation is critical to businesses, consumers, and the economy worldwide, but it comes with an impact on the planet's environment. In response, freight shippers and carriers and their customers in many countries and regions are adopting tools and solutions to better manage their greenhouse gas and other emissions.

One part of this international green freight movement is the SmartWay Transport Partnership, initiated by the U.S. Environmental Protection Agency (EPA) in 2004. Operating in the United States and now Canada, SmartWay is a joint government-industry partnership aimed at reducing emissions and improving fuel efficiency in the freight industry. The Partnership provides freight shippers, carriers, and logistics companies with tools to report, benchmark, and improve fuel efficiency; save money; and track progress, while earning public recognition for their achievements.

In 2014, EPA issued *How to Develop a Green Freight Program: A Comprehensive Guide and Resource Manual*. The *Manual* provides information, lessons learned, and best practices to help government agencies, nongovernmental organizations, and other entities create and implement their own green freight programs modeled on SmartWay.

This *Guide for Trainers* will help you train policymakers and others who are interested in developing and implementing a green freight program. It provides guidance, best practices, and tips on how to prepare and deliver an effective training session, taking into account the needs of your audience.

- **Part 1** discusses how to plan and prepare for the training and presents a range of techniques and options you can adapt for your audience and their circumstances.
- **Part 2** presents learning objectives and guidance corresponding to each section of the *Manual*.
- **Part 3** provides supplementary materials, including checklists, sample agendas, worksheets, and resources for more information.

PART 1

PREPARING AND CONDUCTING AN EFFECTIVE TRAINING SESSION

- A: Planning the Training
- B: Techniques and Tips for Effective Training

A. Planning the Training

The responses to the following questions will help you design and conduct training that will help your audiences create or enhance their green freight programs.

1. What is your role as a trainer or co-trainer?

You have a threefold role as a trainer:

- Impart—to convey information about the green freight movement to participants.
- Inspire—to build participants' enthusiasm for starting or developing their green freight program.
- Empower—to facilitate activities that will help participants begin and grow a green freight program.

To fulfill these roles, you will need to:

- Know your audience and their particular needs—what do they need to learn at this stage of program development, what barriers do they need to overcome, what cultural norms will affect how training is delivered?
- Know the material you will be presenting—you will not just be reading a slide or script, but bringing the content to life and serving as a resource for participants with questions and concerns.
- Ensure that logistical needs are anticipated and met—working with the host agency to ensure that the details are properly arranged can make the difference between a smoothly run meeting and a frustrating one.

2. How familiar are you with the information and tools described in the *Manual*?

Before you begin planning a training session, make sure you are thoroughly familiar with the content of the *Manual*. This will help you tailor the training to the needs of your audience (see Question 3 below). You may not be able to cover everything in the *Manual* during the training; being conversant in all its content means that you can identify what is essential to bring to participants during the training itself and how best to point them to other topics and resources as follow-up. For example, you may not have time to work with participants on branding and logo development (Module III, Section C), but by knowing what the *Manual* offers on this topic, you can mention it during the training in a way that generates interest and conveys its importance to developing a green freight program.

Make sure that you are familiar with and comfortable presenting SmartWay's Partner support tools and databases (Module III, Section B). A standardized system of data collection, reporting, and calculation tools is key to establishing a successful green freight program. While countries may not implement identical quantification tools and data systems, the SmartWay system is instructive and a powerful example of how these tools and data are foundational to green freight programs. Therefore, demonstrating SmartWay's Partner tools will be a central part of most trainings. Practice using these tools before the training session so that you are adept at showing their functions and usefulness.

3. What are the goals and desired outcomes of your training session or workshop?

To inform the goals and outcomes of the training, consider sending a pre-training survey to all participants. The responses will help you learn more about their expectations and backgrounds. A sample pre-training survey is provided in Appendix A, "Sample Pre- and Post-Training Surveys."

The overall goals of your training will likely include:

- Making sure participants understand key drivers and challenges in the freight sector and how they inform the purpose and goals of a green freight program.
- Showing participants how to use the *Manual* and associated tools to implement their own programs.

- Presenting preliminary planning and outreach materials to start or enhance a national or regional green freight program.
- Creating excitement about joining the global green freight movement.

While these goals will be common to most trainings, you should also identify your audiences' specific needs. This is key to crafting an agenda to make the training as effective and relevant as possible. Consider the following questions:

- How familiar are participants with the green freight movement? Do they need to learn about its purpose, or are they ready to move more quickly into design and implementation of their own green freight program?
- What is the level of participant "buy-in" to green freight programs (e.g., enthusiastic, open but cautious, skeptical)? Knowing this will help you decide how much to emphasize benefits, positive experience, solutions to perceived obstacles, etc.
- Are participants part of an existing green freight program? If so:
  - » What is its stage of development (just beginning, well underway, etc.)? Understanding this will help you identify which sections and exercises in the *Manual* to emphasize. (For example, if a program has already been initiated, you might spend less time on Module 1, "Drivers for Green Freight Initiatives," and more time on later modules describing program implementation, refinement, evaluation, etc.).
  - » What issues or problems has the program encountered that participants might want to address? Be sure to address these (after confirming them with participants during your session).
  - » What role(s) do participants play in the program (e.g., decision-makers, managers, staff who are implementing the program)? This information will help you determine what aspects of program design/implementation, and level of detail, to emphasize in the training.

4. How long will your training session be?

Determine with the host agency how much time will be available for the training. This may depend on factors such as availability of key participants, travel considerations, agency budgets for staff training and other costs, etc. Options to consider are two-day, 1½-day, one-day, and half-day trainings. A full training session, covering all five modules, comprises about 15 hours of training, or two full days not including 30 minutes of introductory material and breaks. For each separate module, the approximate times are:

- Orientation to Training — 30 minutes
- Module I: Drivers for Green Freight Initiatives — 2 hours
- Module II: Build Program Foundation — 3 hours
- Module III: Create Program — 5 hours
- Module IV: Launch and Implement Program — 3 hours
- Module V: Evaluate, Refine, Enhance, and Expand — 2 hours

The *Manual* also lists suggested times to cover the material and group exercises in each section of each module. Use these suggestions to help you estimate the length of your training as you pick and choose among the topics. If you have foreign language interpreters conducting consecutive translation, add more time to these estimates.

In addition, build in adequate time for breaks and lunch (see section B, "Tips and Techniques for Effective Training") and for any field trips, site visits, or technology demonstrations (see Question 6 below).

5. What will your workshop content and agenda be?

Once you've determined what the participants need and how long the training will be, you can select the most appropriate modules, sections, and exercises from the *Manual* to develop the workshop agenda. Appendix B, "Sample Agendas," shows some ways to configure agendas to account for time available and participant needs (e.g., stage of program development).

As you develop your agenda, you will likely see that it may not be possible to cover everything you would like to during the training. That's okay: the overall goal is not so much to convey detailed information (which is available in the *Manual*) as to inspire participants about joining the green freight movement, get them collaborating and brainstorming, and show how they can use the *Manual* and tools to establish their own programs.

Don't try to cram too much into the session or race through information—better to provide an overview, cover fewer topics in depth, and create opportunities for participants to work together creatively as a foundation for future work on program development.

6. Could a complementary study tour enhance the training?

Consider whether a study tour, site visit, or "field trip" could be built into the agenda to help bring the training topics to life. Examples might include a technology demonstration or a visit to a transit facility or hub, trucking firm, or warehouse. Ideally, the tour would take place before the end of the training so that participants could share their observations and questions when they return.

You can work with the host agency to identify possibilities, identify a tour leader, and arrange logistics. Logistical issues and questions for these tours may include the following:

- Does the chosen site have security requirements, and are those requirements different for foreign and domestic visitors?
- Is any personal safety equipment required for the site visit (steel-toed boots, hard hats, eye protection, etc.)? If so, will the tour hosts or host agency trainer provide them or will participants need to bring their own?
- Will a bus be required to transport participants to the site? (Is there bus parking at the meeting location, and at the facility? If not, where is the nearest bus parking?)
- Will tour leaders need bullhorns or other communication devices to talk with the group?

7. Who will deliver and support the training session?

Consider whether having a co-teacher or trainer with local language skills and perspective would be helpful in engaging participants and conducting the training, especially for a longer (e.g., two-day) training. Alternating between leaders/presenters can help hold the attention and interest of a group and can provide greater diversity of experience and perspective than a single presenter would. A co-teacher can also help with observing, capturing participant input (e.g., on a flipchart or screen), and managing participant dynamics (e.g., if a few people are monopolizing discussions or taking the meeting off track).

You can also consider whether to invite additional speakers or presenters to enhance the training, such as a government representative to open the session and welcome participants, or a speaker from the host country to present a case study or describe work done to date.

For larger sessions, additional support staff may also be desirable, such as:

- Registration staff to check participants in, answer questions, trouble-shoot during the meeting, etc. (see Appendix C, "Logistics Checklist").
- Facilitators for breakout sessions.
- Note-taker(s) for the workshop and any breakout groups.

Check with the host agency about availability of additional staff and which of the meeting participants might be able to play the role of facilitator or note-taker during breakout sessions.

8. What cultural considerations should you address in planning and conducting the training?

If you are not native to the country in which you are conducting a training, make sure you take into account cultural norms and expectations and incorporate them into the ground rules for the training (discussed further on p. 23 and in Appendix D, "Sample Ground Rules"). While it is important to avoid stereotypes, it is also important to be aware of local customs and etiquette to ensure that the meeting goes smoothly and to avoid inadvertent offense or discomfort. Depending on the country, it might be important to consider issues such as:

- Dress
- Greeting etiquette
- Gifts
- Use of business cards
- Importance (or not) of punctuality
- Food and dining etiquette
- Gestures and body language
- Meeting participation and dynamics (gender, social status, etc.)
- Appropriate topics of conversation

If you are working with a meeting planner in the host agency, consult with him or her about potentially sensitive issues and behavior. In addition, see Appendix E, "Additional Training Resources" for references that provide country-specific information.

9. What issues does having multiple host organizations raise?

Sometimes more than one organization will collaborate to host a training. Multiple hosts share costs and can often attract more and a broader cross section of participation. But as a trainer with multiple hosts, do your homework to find out any political sensitivities among hosts. What are the relationship dynamics among the hosts? Are they rivals or collaborators? Do the organizations share similar work styles? Are there turf issues? Knowing the answers to these types of questions will better prepare you for navigating among multiple decisionmakers who may provide differing or conflicting direction.

10. How will you help participants prepare for the meeting?

Ideally, participants will have an electronic or hard copy of the *Manual* in advance of the meeting, in the appropriate translation (Latin American Spanish, Brazilian Portuguese, French, or Mandarin). Consider assigning Module I (about 22 pages) for participants to read in advance, and ask them to write a response to the first exercise ("Identify the Impacts of Freight," on p. I-7) on the "Notes" page. This pre-work could form the basis for a discussion activity at the beginning of the training (e.g., participants could pair up with someone they don't know and share what they wrote with each other, as an icebreaker activity at the beginning of the day).

A pre-training survey is another way to help participants begin thinking about issues to be addressed during the training. When participants register, have them take a short survey on their background and their understanding of the needs, benefits, and challenges of a green freight program in their country or region. Questions can be structured as multiple choice or short text answers ("The biggest obstacle to an effective green freight program in Chile is a, b, c, d, other"). Appendix A provides some examples. Compile the results and present them at the beginning of the training to help bring the group together and stimulate discussion. The participant responses can also help you think about what to emphasize as you develop the agenda.

Another option for advance preparation is a short pre-meeting webinar (if participants have the requisite technology). This can be an opportunity to briefly describe the green freight movement, present the goals and agenda for the training, and solicit questions and concerns that participants would like to address. A 30-minute webinar, using four or five high-level slides including an overview of the training, could help set the stage for the training, generating momentum and enthusiasm for the work that participants will undertake together. This could also serve as a "dry run" for a translator (see translation considerations, below).

If appropriate for your audience, an online registration page is an effective way to capture participant contact information to provide materials for advance preparation. You can also send these materials in confirmation and reminder emails (see Appendix C).

11. What translation/interpretation needs will you have before, during, and after the meeting?

If you will be conducting a training session in a language foreign to the participants, decide whether you will use simultaneous or consecutive interpretation. Simultaneous interpretation requires the following equipment (the interpretation company should supply the booth and headsets):

- Interpretation booth
- Output from the sound board
- One microphone
- Internet access
- Headsets for each participant

Consecutive translation does not require the equipment listed above, but it will double the length of the presentations and discussions. Consecutive translation also slows down the pace of learning, and it can cause students, trainers, and translators to lose momentum. Generally, when feasible, simultaneous translation is preferred.

In advance of the meeting, you should supply the interpretation company with a glossary of technical terms and their meanings, along with copies of all presentations. Having translators who have a background in the material being presented or related technical experience will be better prepared and more effective, so be sure to ask the interpretation company to supply qualified translators if at all possible. If presentations are missing and speakers only bring them to you on site, someone will need to load those presentations on the presentation laptop *and* give a copy to the interpreters. (Try to avoid this if possible; it makes the interpreter's job harder.)

Also decide which written materials will need to be translated in advance. This will likely include the invitation/save the date notice, registration form/Web page, handouts such as the agenda materials, evaluation form, certificate of participation, and presentation slides. If you have presentations translated, determine whether you will project them in both languages. Note that doing so will increase your costs for audiovisual equipment (two projectors/two screens/two laptops) and you will need someone to operate a second laptop.

Your host agency may be able to identify and/or provide translation services or identify appropriate translators from the host country.

12. Are logistical matters in hand?

Numerous logistical considerations factor into ensuring a smooth and effective training session—everything from securing an appropriate venue, to participant registration, to nametags and handouts, to audiovisual needs and Internet access, to coffee or tea and food for participants, to post-meeting follow-up.

Most often, the host agency will handle logistical considerations so that you can focus on the content and delivery of the training. However, it is important to review with those setting up the training all the logistical issues that should be addressed. The checklist in Appendix C presents a comprehensive list of logistical considerations.

TIP: Practice, practice, practice!

You can improve your presentation significantly by practicing it out loud in advance. This is especially important for the first 10 minutes or so of the presentation, when you are more likely to be nervous. Practicing also gives you the opportunity to time the presentations—speakers often underestimate how much time their presentations will take.

B. Techniques and Tips for Effective Training

1. Be prepared, but be flexible.

A successful training requires that you, as the trainer, be thoroughly familiar with the material you will present, and that you have planned in detail the content, activities, and timing for each part of your agenda.

Just as important as thorough preparation, however, is the ability to be flexible and to respond to the needs of the group as they arise. If you are too rigid about the schedule or flow of events, you can discourage the robust participation and input that should be at the heart of the training. Make sure you have in your back pocket a repertoire of things to do to facilitate learning and exploration as needed. For example, if you sense that people are confused, don't hesitate to spend more time on a topic, present real-life examples, or ask participants if they can help. If you sense that the group's energy is flagging, you might need to switch gears from presentation to a small group activity, or just allow for an unscheduled break.

2. Create a participatory atmosphere.

Remember that your goal is not just to cover material but also to inspire participants to be part of the green freight movement and to facilitate their creativity and problem solving. You will need to provide both information and opportunities for participants to work together and provide input. Here are some ways to create an atmosphere in which participation by all is valued (also see "Be ready to field questions" and "Manage group dynamics" below):

- **Break the ice.** One way to set the tone for participation is to conduct an icebreaker activity at the beginning of the day so that participants can get to know one another and to establish an open and enjoyable atmosphere. See page 18 for suggestions.
- **Use the exercises to generate excitement and get input.** The exercises in each section are natural points for participatory activities. Often, options for conducting exercises you are included, but not obliged to use them. On page 19, you will find options for conducting activities in large and

small groups. You can choose your approach for each exercise depending on factors such as how many participants are attending the training, how important a given exercise is for the training, how much time you have available, and any cultural issues you need to consider.

- **Capture participant input.** One goal of the training is to generate material that can be used afterward to create or enhance a green freight program. By having well-thought-out procedures for recording and saving participant input, you will signal that everyone's input is valuable. Options can include:
  - Assigning a note-taker to take minutes during large group sessions, either on a laptop or paper.
  - Recording and projecting participant contributions on flipchart paper or on screen (e.g., for large-group responses to discussion questions).
  - Ensuring that breakout groups assign a note-taker to record the key points generated.
  - Tape-recording or videotaping the training session.

Be sure to let participants know how input will be recorded, and how and when they can access the material after the training session is over. It is helpful for you, the trainer, to write a post-training summary report. This report should summarize what the training accomplished, follow-up action items, recommendations for future trainings, changes and edits to the training material, and other relevant information. Circulate it to hosts, sponsors, and participants as appropriate.

TIP: Allow for informal interaction and breaks.

Opportunities for informal discussion and networking can be among the most rewarding aspects of a session and can lay the groundwork for future work together. Make sure you allow for these interactions. They also allow needed "downtime" from the formal parts of the training. Ideally, allow 30 minutes for coffee/tea breaks; lunch should be at least one hour, or 75 minutes if possible.

Some Icebreakers to Open the Training Session

Hopes and fears: As participants arrive, give them two cards or sticky notes and ask them to fill in the following sentences:

"I hope this training will…"

"I fear this training will…"

Have them place their answers on a board under the headings of "Hopes" and "Fears." As the meeting opens, read the answers or have participants read out answers that aren't their own. (The "fears" could prove quite humorous!)

Mapping: Outside or in a large indoor area, map out the country or region where the training is being held (you can just indicate the locations of major cities, landmarks, etc., with chalk, tape, or small objects). Also indicate the locations of other continents. (Don't worry about mapping to scale.) Ask participants to stand where they were born, move to where they completed their education, and then move to where they held their first job. The results can be surprising!

Bicycle chain: Participants form two facing lines and pair off. Within each pair, they greet each other and take turns introducing themselves (e.g., name, where they live, occupation, why they are attending the training). Then the pair moves off in opposite directions, like opposite links on a bicycle chain, and greets whoever is next. Repeat until all have met—when the chain has gone halfway around. For a large group you will need to specify a time limit (say 30 seconds) and encourage people to keep moving to avoid a backup.

Desert island: Group people in teams of five or six and tell them they will be marooned on a desert island. Give them 30 seconds to list all the things they think they want to take. Each person has to contribute at least three things. At the end of the time, tell each team it can only take three things total. Have the person who suggested each item tell why they suggested it and defend why it should be chosen. This helps the team learn about how each of them thinks, what they value, and how they solve problems.

Nametags: Prepare nametags for each person and put them in a box. As people walk into the room, each person picks a nametag (not their own). When everyone is present, participants are told to find the person whose nametag they drew, give them the nametag, and find out a few interesting things about them. (Suggest to those who have trouble remembering names to write it down.) When everyone has their own nametag, they introduce the person whose nametag they were initially given. This helps people get to know and remember each other.

True/false: Have participants pair up with someone they don't know. One person will then tell the partner two things that are true about themselves, and one thing that is false (in random order). The other partner has to guess which one is false. Allow a few minutes for discussion of the two true things. Then reverse roles.

Some Options for Conducting Exercises

Large Group Activities

- **World café:** This works best when a question or discussion topic has four or more dimensions (e.g., list the energy/environmental, public health, social, and economic impacts of the freight industry). Set up tables or stations covered with large sheets of paper and supplied with markers. Divide participants into groups; each group will move from table to table at your signal (say, after five minutes) to write down answers or input for a particular question. Share the results with the reconvened group. (This will probably take more than 15 minutes; perhaps most suitable for a group just beginning a program).
- **Idea board:** Give participants "sticky notes" to write answers/items for lists. Have them place the notes on the appropriate place on an idea board. You or other participants can read out the answers. Be sure to collect the notes for the report.
- **Flipcharts/on-screen worksheets:** Ask for participant input and have a note-taker fill in worksheets that are projected for everyone to see. A low-tech option is to record answers on flipcharts (and save the filled-in flipchart paper for the report).
- **Role-playing:** Recruit volunteers to act out various roles as a way to address issues in program development—for example, someone who needs to be convinced of the benefits of a green freight program and another to do the convincing. You can divide other participants into teams to coach the players as they interact.
- **Round robin:** Go around the room to invite answers to a question; each person adds a new item or elaborates on one mentioned previously (or passes).
- **Fishbowl:** Select a small group of people (five to eight) to sit in circle, to have a discussion in full view of the larger group of listeners. Fishbowls are useful for ventilating "hot topics" or sharing ideas or information from a variety of perspectives.

Small Groups

Following are some ways to break into small groups, to enhance participation and exchange of ideas:

- **Pre-assigned groups:** Form groups in advance by putting a number or letter on each participant's name tag (e.g., 1 through 8 for eight groups). This allows people to get into small groups quickly; a disadvantage might be less flexibility for changing groups if they are not working well.
- **"Buzz groups":** Stop your presentation and invite people to buzz with others next to them. You can even ask people to pair up with their neighbors for short "buzzes"—about the agenda, what has just been done, a disagreement that has arisen, etc. This method has a potential disadvantage if people sit together who already know each other well.
- **Counting off:** Have participants count off by the number of groups to be formed (for five groups, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, etc.).
- **Interest groups:** For certain exercises, you might want to form groups so that people can provide input based on their organization or area of work or expertise.

- **Take a back seat when you can.** During discussions and activities, to the extent possible, establish your own role as facilitator rather than expert. Ease yourself into the background as participants make contributions to the process.

3. Make optimal use of your best communication tools: speech, body language, observation.

How well you reach and engage participants largely depends on how you speak, listen, see, and move. Here are some ways to optimize your most important assets as a trainer:

- Project enthusiasm, confidence, and interest in the participants—this will set the tone for the session. Don't announce that you are nervous or tired—that will just bring down the group's energy level.
- Speak clearly, at a volume a person in the back of the room can hear (or use a microphone).
- Avoid filler words ("um," "uh," "you know," etc.).
- Make eye contact with everyone in the audience (e.g., look at each person for a full sentence).

TIP: Slow down!

A common problem for presenters is speaking too quickly, either from nervousness or the desire to get through a lot of material. Speaking quickly conveys urgency or excitement, which may be appropriate at certain points in your presentation. In general, a slower pace—say 100 to 125 words per minute, with appropriate pauses—will help your audience absorb more technical material. Try listening to a recording of your speech at that rate to make sure it sounds natural.

- Minimize potential distractions, such as fidgeting, shuffling paper, excessive gesturing with your hands.
- Observe how the participants are behaving. Do they look puzzled? Ask a question to gauge their understanding or to invite a question. Are they fidgeting? Consider taking a break or shortening a presentation.

4. Speak from your own interest, knowledge, and experience.

We've all sat through meetings where presenters read from slides, word for word. The audience can read the slides faster than someone can read them out loud, so audience members don't actually listen to the presenter—nor do they learn any more than what is on the slides. Why attend a training to read slides?

Ideally, you will be able to present the material using the slides to remind you of what to cover, but relying on your own knowledge and experience as you speak. Participants will be most engaged if you can convey personal experience in the green freight movement. Do you have success stories to tell, anecdotes about obstacles you or others have overcome? These will be much more memorable and inspiring than "just the facts." Stories will help participants connect with the material when they return to the *Manual* later to work on their own program.

5. Preview → present → apply → review.

This sequence of steps provides an effective framework for learning. For each section of the *Manual* you cover:

- Set the stage by providing an overview of the content.
- Present the key concepts and information.
- Allow the participants to work with the content during the exercises.
- Review with participants what was said and done.

You might be tempted to skip the review in the interest of time, but this step is key to ensuring solid understanding of material. You can review by presenting highlights of what was said and done yourself, or solicit key points from the participants. This will be an ideal time for a note-taker to record for the session report.

6. Be ready to field questions.

Participants are likely to be very attuned to the way in which you receive and respond to questions. Do you welcome questions, or treat them as a distraction? Here are some ways to create a healthy atmosphere for questions:

- Establish a system so participants know when to ask questions (e.g., will you take questions during the presentation or at the end only?). A good system might be to open up for questions after your presentation on each section, though allowing for questions of clarification as you go along (e.g., if a participant doesn't understand a term you are using).
- Listen carefully to each question.
- Repeat the question to ensure that you understood it, and that all participants have heard it.
- Don't hesitate to reveal if you don't know the answer. Model for the group how you would go about finding the answer, and ask other participants for help and input.

TIP: Be comfortable with some silence.

To invite questions and other forms of participation, don't be too quick to fill a silence. Not talking gives others room to chime in, especially those who deliberate longer than others or who are less comfortable speaking in groups.

7. Manage group dynamics.

Most trainers have run into challenging participant behaviors that can disrupt a training session or make it less effective. Below are some of common such participant behaviors and some suggested ways to address them.

The know-it-all—a person who dominates discussion, has an answer to every question, or insists on his/her way of doing things.

What you can do:

- Acknowledge the participant's contribution and then pose a question about the topic to another person, or ask, "What does the whole group think?"
- Give the person a well-delineated "leadership" assignment within the session.
- If necessary, tactfully interrupt the participant; remind them about time constraints and the importance of everyone making a contribution. Ask them to cut it short until others have a turn.

The disruptor—a person who gets stuck on one topic, asks endless questions, or repeatedly takes the discussion off track.

What you can do:

- Remind them of the limited time available.
- Ask other participants to summarize key points covered that the disruptor may be ignoring.
- Set up a "parking lot" (for example, a flipchart) where you can park their topic for later discussion.

The naysayer—someone who is cynical about other participants or the program, or repeatedly argues with the trainer or others.

What you can do:

- Reinforce the positive.
- Enlist other participants to offer their perspectives (to counter negativity).
- Inject humor if possible.
- If necessary, talk to the person privately about group needs for positive learning and ask for their help.

TIP: Establish ground rules at the beginning of the meeting.

These rules, which can be fine-tuned with the participants, can cover topics like respect for all opinions during disagreements, allowing everyone a chance to speak, minimizing side conversations, and refraining from use of electronic devices during the meeting (see Appendix D for examples). If related situations arise, you can then refer to the agreed-upon rules in an objective way.

The shy participant—a person who hesitates to speak up, even in small group settings.

What you can do:

- Draw out less-talkative people by asking them for suggestions.
- Seek them out during a break to help put them at ease, and to ascertain interests or contributions they might bring.
- Don’t force someone to speak up if they don’t wish to.

PART 2

MODULE-BY-MODULE TRAINING GUIDANCE

- Orientation for Training
- Module I: Drivers for Green Freight Initiatives
- Module II: Build Program Foundation
- Module III: Create Program
- Module IV: Launch and Implement Program
- Module V: Evaluate, Refine, Enhance, and Expand

Orientation for Training

CONTENTS

10 mins Introduction, Welcome, and Housekeeping 28

10 mins Goals, Why is Freight so Important, and the Importance of Impartial, Accurate Data 29

10 mins Important Program Design Elements 30

30 mins Suggested time for this orientation

10 mins

Introduction, Welcome, and Housekeeping

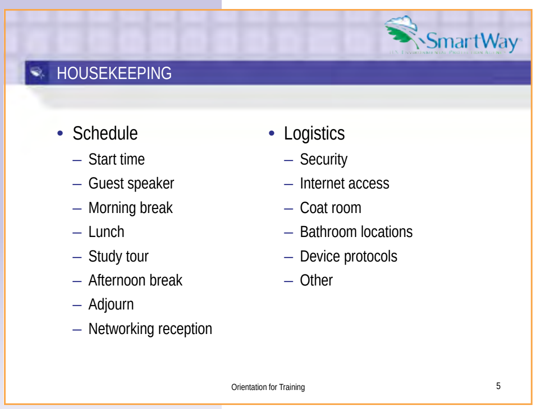
Learning objectives

By the end of this section, participants should be able to:

- Feel welcome and acknowledged by the host institution and trainer.
- Be familiar with the schedule for the day.
- Know important logistic and housekeeping details.

Key points

- Introduce yourself and others present. Ask participants to introduce themselves one by one.
- Establish ground rules for participation.
- Conduct an icebreaker if time permits.
- Go over important logistics, such as bathroom locations and schedule for breaks.



Notes:

Goals, Why is Freight so Important, and the Importance of Impartial, Accurate Data

10 mins

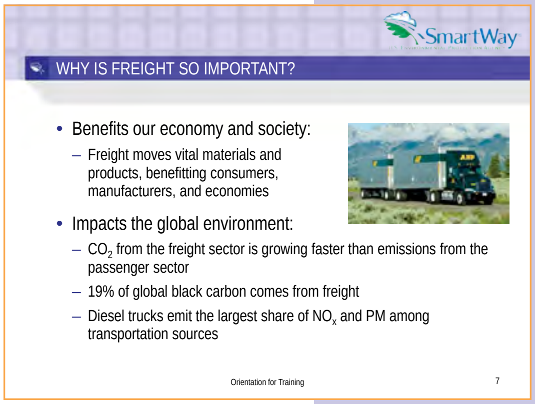
Learning objectives

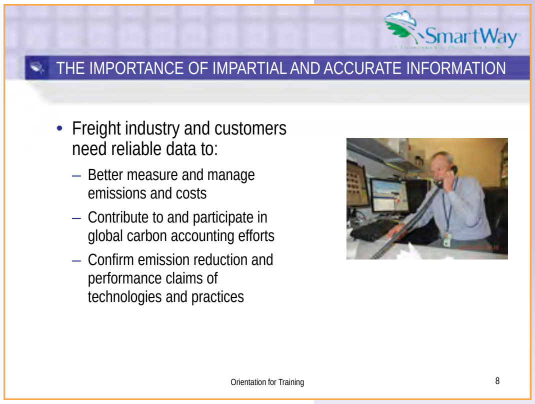
By the end of this section, participants should be able to:

- Understand the broad goals of the training and what they will accomplish by participating.
- Have a general sense for why freight is important and how it impacts the global environment.
- Understand the value of impartial and accurate freight information as a tool to inform freight sustainability decision-making.

Key points

- Give participants a big picture perspective on the importance of freight movement and green freight programs.
  - It is critical to businesses, consumers, and the world economy.
  - It is responsible for local and global environmental impacts.
  - The freight industry needs better performance data to measure and manage its impacts and participate in carbon accounting and reporting efforts.





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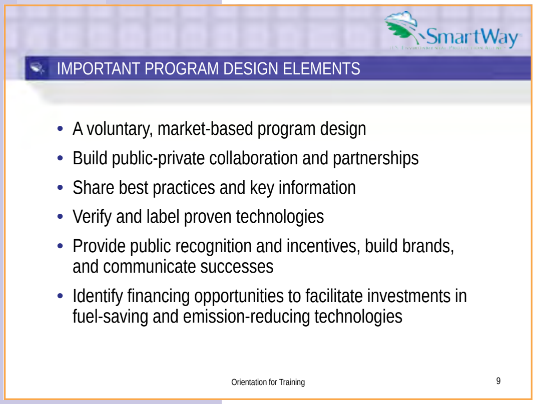


Notes:

Important Program Design Elements

Learning objectives

By the end of this section, participants should be able to:

- Feel comfortable with important program design elements.

Key points

- SmartWay's program design offers lessons for those looking to develop their own green freight programs.
- SmartWay's program elements (which appear on the slide) can be relatively easily adapted or replicated.
- While unified program elements can help with global adoption, successful programs do not need to be just like SmartWay! But they will benefit from sharing common programmatic elements, such as accounting tools and methods, so that stakeholders working internationally can more easily participate.

MODULE I Drivers for Green Freight Initiatives

CONTENTS

30 mins **Section A.** Local and Global Impacts of the Freight Industry 32

30 mins **Section B.** Current and Prospective Regulatory Drivers 34

30 mins **Section C.** Freight Customer Needs and Industry Challenges 36

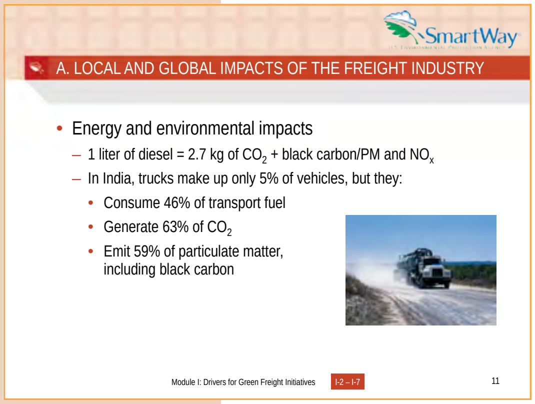
30 mins **Section D.** Creating Your Green Freight Program 38

2 HRS Suggested time for this module

Section A

30 Minutes Total

Pages I-2 through I-7



Notes:

Local and Global Impacts of the Freight Industry

Learning objectives

By the end of this section, participants should be able to:

- Explain the local and global impacts of the freight industry and associated benefits of a green freight program.
- Identify positive and negative impacts of the freight industry in the participants' country or region.

Key points

- Energy and environmental impacts of freight movement include black carbon and greenhouse gas emissions, which contribute to climate change.
- Benefits of green freight programs include:
  - » Improved public health from reduced air pollution
  - » Improved health conditions for vulnerable populations
  - » Reduction in climate change emissions
  - » Improved energy security from fuel efficiency gains
  - » Social and economic benefits: lower transportation fuel costs, fewer infrastructure/congestion problems, improved roadway safety, technological innovation, local economic development

Make sure to adapt these issues to the host country's context as appropriate. Let participants know that their input will be solicited during the exercise.

GROUP EXERCISE

15 mins

Identify the Impacts of Freight

Create lists of environmental, social, economic, and other impacts that the freight industry has in your country (include both positive and negative impacts).

Some options for this exercise:

- If you have asked participants to read through Module I and write down their answers to this exercise before the training, you can have them pair up and share their answers, or share them in the large group. For the latter, you can use a "round robin" method, in which each person adds a new item or elaborates on one mentioned previously.
- Project the Freight Impacts slide, and give participants a few minutes to think about positive and negative impacts freight has on various sectors. Ask participants to note all of the impacts they can think of, and then call on participants to share their ideas. Facilitate a group discussion about the responses.

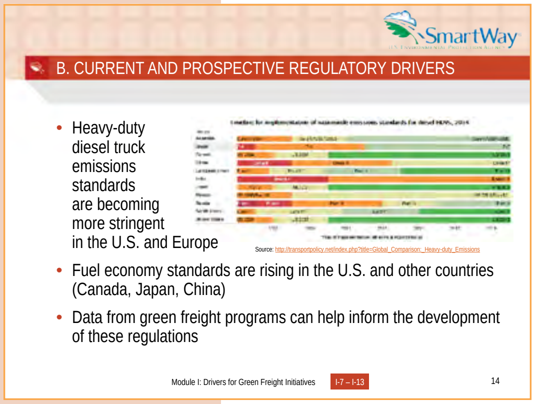
Summing up

- Briefly review the impacts of the freight industry and the benefits of a green freight program.
- Summarize the impacts of the freight industry that participants noted in their country or region.

Notes:

Section B

30 Minutes Total
Pages I-7 through I-13



Notes:

15 mins

Current and Prospective Regulatory Drivers

Learning objectives

By the end of this section, participants should be able to:

- Describe global regulatory drivers of the green freight movement.
- Identify current and future regulatory influences in the country or region and the potential for more advanced emission controls.

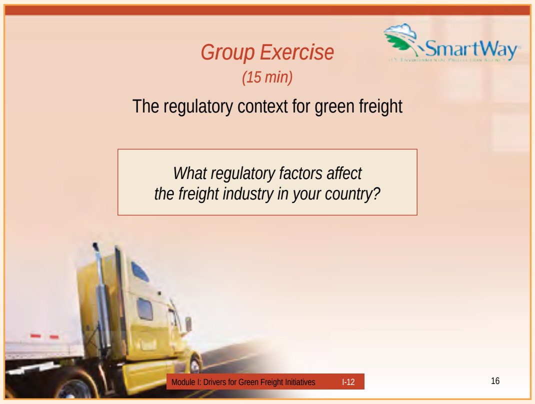
Key points

- Globally, regulation of heavy-duty vehicle fuel efficiency and CO_2 emissions is not yet widespread, but it is becoming more common.
  - » Data from green freight programs can inform regulatory efforts.
- NO_x and PM limits for diesels have been tightening over time in the United States, the EU, and elsewhere.
- Advanced exhaust controls require simultaneous reductions in fuel sulfur levels. The disproportionate fraction of emissions attributable to trucks at the pre-2010 EPA emissions standards highlights the need for green freight programs to address legacy fleets.
  - » If time permits, review the U.S. challenge of legacy vehicles described in the text box on page I-13 in the *Manual*.

GROUP EXERCISE

The Regulatory Context for Green Freight

Discuss regulations and regulatory trends related to the freight industry in your country. Do the current emissions and fuel standards permit advanced emissions controls? If not, how can a green freight program help accelerate the advancement of those standards?



An option for this exercise:

- Have participants form "buzz groups" of three to six people seated next to each other. Make sure each group choose someone to jot down its answers. In the last few minutes, have each buzz group report their answers to the rest of the participants.

Summing up

- Briefly review the global trends in fuel efficiency and emissions standards for the freight industry.
- Summarize what participants identified as current and prospective regulatory influences in their country.

Notes:

Section C

30 Minutes Total
Pages I-14 through I-19

Notes:

Freight Customer Needs and Industry Challenges

Learning objectives

By the end of this section, participants should be able to:

- Describe the needs of freight customers for global carbon accounting and reporting.
- Assess freight customer needs and industry challenges in the country or region and articulate how a green freight program can address them.

Key points

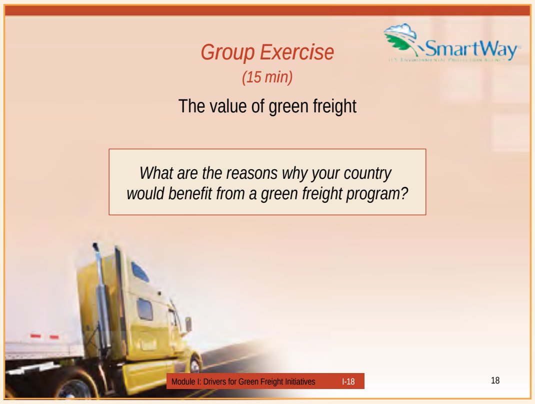
- The freight industry is increasingly being asked to report CO_2 emissions ("carbon accounting")
  - Customers, clients, and shareholders are starting to demand transparency, accountability, and disclosure.
- Companies are also seeking to incorporate additional environmental performance data (such as supply chain energy use, PM and NO_x emissions) in corporate social responsibility reporting.
- To help freight customers choose "greener" options, the industry needs harmonized standards for quantifying, benchmarking, and reporting fuel/carbon efficiency.
- New vehicles and the legacy fleet need to be addressed simultaneously.
- Fuel-/cost-saving strategies need to be packaged with PM and NO_x reduction strategies in order to defray costs (e.g., a truck would have fuel savings features as well as additional exhaust controls).

GROUP EXERCISE

15 mins

The Value of Green Freight

Develop a list of challenges, benefits, and justifications that effectively communicate why your country would benefit from a green freight program.



Some options for this exercise:

- Form two teams by dividing the room in half. Members of Team A, consulting among themselves, should list challenges and needs of the country's freight industry, writing them on a flipchart as they describe each one aloud. (The trainer might want to prompt this team, and Team B can listen to their deliberations.) Then, for each challenge or need identified, members of Team B describe how a green freight program might help address those needs.

- Conduct the same exercise as above but use the "fishbowl" technique—select four or so participants who can identify needs and challenges, and four other participants who can respond to them about the benefits of a green freight program. Sitting outside that circle, the rest of the participants observe the exchange. In the last few minutes, invite others to offer additions or improvements.

  Note: For more detail on carbon accounting, review the Greenhouse Gas Reporting Protocol's scopes as described on page I-15 in the *Manual*.

Summing up

- Briefly review global customer demand for carbon accounting and common data points.
- Review participant input about the freight needs/challenges in the country or region and potential solutions through a green freight program.

Notes:

Section D

30 Minutes Total
Pages I-19 through I-22

Notes:

15 mins

Creating Your Green Freight Program

Learning objectives

By the end of this section, participants should be able to:

- Describe the paths a country can follow to create a successful green freight program.
- Recognize the advantages of a voluntary partnership approach.
- Assess the best approach or mix of approaches for the country or region.

Key points

- Both regulatory and voluntary approaches can be successful and can complement each other.
- In a voluntary approach, partners commit to benchmarking, monitoring, and reporting as well as taking verifiable actions beyond "business as usual."
- The partnership approach is relatively fast and effective, especially for legacy fleet vehicles—it can spark action without legislation, regulations, or civil penalties (mention SmartWay as case study, found on pages I-18 to I-19 in the *Manual*).
- The partnership approach can help shape national standards (mention EPA/NHSTA example, found on page I-21 in the *Manual*).

GROUP EXERCISE

The Value of Using a Voluntary Approach

Discuss the benefits of using a voluntary partnership program approach to create a green freight program in your country.

An option for this exercise:

- Ask for two volunteers to engage in a role-play or debate. One should argue for a regulatory approach to a green freight program in your country, and the other should argue for a voluntary approach. In the last few minutes, if appropriate, lead the group in discussing merits of using these two approaches in tandem.

Summing up

- Briefly review the different approaches to creating a green freight program and the advantages of a voluntary partnership.
- Summarize participant input about voluntary (and other) approaches to establishing a green freight program in the country or region.

Notes:

MODULE II Build Program Foundation

CONTENTS

45 mins **Section A.** Assess State of Freight Industry, Technologies, and Practices 42

30 mins **Section B.** Identify Leaders in Industry, NGOs, Government Agencies, and Academia 44

45 mins **Section C.** Establish the Administrative Infrastructure for the Program 46

30 mins **Section D.** Develop Program Performance Goals 48

30 mins **Section E.** Establish Budget and Secure Funding 50

3 HRS Suggested time for this module

Section A

45 Minutes Total

Pages II-2 through II-13

30 mins

Assess State of Freight Industry, Technologies, and Practices

Notes:

Learning objectives

By the end of this section, participants should be able to:

- Describe the state of the freight industry, technology, and practices in their region.
- Identify resources for further research.

Key points

- To design an effective green freight program, it is important to understand how freight carriers and shippers operate in the region.
  - Factors to consider include cost of operations, projected growth, and prevalence of added-value services.
  - Baseline industry statistics (listed on the slide) should inform program goals and quantify progress.
- Resources for this information include trade associations, vehicle registries, government, academic institutions, emissions models, online data sources, and private data sources.

GROUP EXERCISE

Assess the Freight Industry in Your Country

Conduct a mini industry assessment by making a short list of known freight issues, challenges, opportunities, and green freight technologies/practices. Indicate which are most relevant for your region.

Some options for this exercise:

- Divide participants into small groups (e.g., four to six people). If multiple regions are represented, divide up by region. Considering baseline industry conditions such as predominant carrier modes and operation types, fuel quality, infrastructure, and technology penetration, ask each group to discuss the following questions:
  - What are the issues and challenges facing the region's freight industry? Select the top three priorities a green freight program should address.
  - What green freight technologies or practices, if any, exist in your region?
  - What opportunities do you see for addressing the high-priority challenges?
  - What other factors, such as infrastructure or regulatory standards, affect freight efficiency in your country?
- Have a note-taker record the highlights and report out to the larger group.

Summing up

- Briefly review the factors influencing a region's freight industry and the importance of knowing the market and baseline data.
- Summarize highlights of small group work on challenges and opportunities.

Notes:

Section B

30 Minutes Total

Pages II-14 through II-17

Notes:

15 mins

Identify Leaders in Industry, NGOs, Government Agencies, and Academia

Learning objectives

By the end of this section, participants should be able to:

- List potential stakeholders and charter partners/advisors.
- Create committees that are assigned specific responsibilities.
- Develop a preliminary organizational framework.

Key points

- Stakeholders who become involved at the beginning (e.g., as charter partners, advisors, and allies) are more likely to participate in and advocate for the program.
- It is useful to have stakeholders from a variety of industry perspectives provide feedback and insights during the initial planning stages.
- Include representatives from both the "push" and "pull" perspectives—carriers on the one hand, the shippers and logistics companies they work for on the other.
- Specialized committees (e.g., oversight/steering, technology, outreach) are an effective way to organize the work of stakeholders.

GROUP EXERCISE

Brainstorm Stakeholders

Develop a list of stakeholders, associations, and key players. Create an organizational map showing responsibilities and interrelationships.

Some options for this exercise:

- As a group, identify three to five key program committees (e.g., oversight/steering, technology review, outreach).
- Divide the participants into small groups. Ask each group to brainstorm potential stakeholders in the region (e.g., NGOs, business, state and local officials, direct members, business groups). Ask one participant in each small group to capture input on flipchart paper.
- After five minutes, ask participants to propose a potential committee assignment (oversight/steering, technology, outreach, other) for each stakeholder listed. The designated recorder should list this next to the stakeholder name.
- Have participants review the results to see whether committees have appropriate representation from different types of stakeholders.

Summing up

- Review the importance of finding a diverse group of industry leaders to become charter partners or advisors.
- Summarize participant input on potential stakeholders and committee assignments.

Notes:

Section C

45 Minutes Total
Pages II-17 through II-19

Notes:

30 mins

Establish the Administrative Infrastructure for the Program

Learning objectives

By the end of this section, participants should be able to:

- Begin mapping out the administrative structure for the program, taking into account the program goals and parent organization.

Key points

- The administrative structure should:
  - Be set up within a government agency (ideally).
  - Clearly and simply define the lines of communication and responsibilities, reflecting your program's goals and resources.
  - Account for the following roles and how they work together: program manager, recruiting team, stakeholder engagement team, tools and technologies team, marketing and outreach team, evaluation and assessment team.

GROUP EXERCISE

15 mins

Outline Program Administrative Structure

Draft an organizational chart that reflects your vision of an ideal administrative structure for your program. Indicate roles, responsibilities, and functions for each level in the hierarchy.

An option for this exercise:

- Break into four or five small groups. Provide each group with blank large-size sticky notes and a board or wall space. Participants should decide on functions needed and write each one on a sticky note (referring to the SmartWay example on page II-18 in the *Manual* as needed), and then arrange them in appropriate levels on the board or wall. After each group has done this, participants should move around the room to look at other groups' work. Take pictures of each chart using a cell phone or camera.

Summing up

- The administrative structure will indicate clear lines of communication and responsibilities for the program.
- Summarize highlights from the small group work on the organization chart.

Notes:

Section D

30 Minutes Total
Pages II-19 through II-20

Notes:

15 mins

Develop Program Performance Goals

Learning objectives

By the end of this section, participants should be able to:

- Explain the importance of performance goals for a green freight program.
- Propose performance goals for their program.

Key points

- Establishing program goals will help recruit funding sources and participants.
  - » While you may have multiple goals, public outreach and recruiting is often more effective when you focus on one.
- Pick goals that are easy to achieve to build momentum and credibility.
- Realistic primary goals could include emissions reductions (described in million metric tons), fuel savings (in gallons or liters), and efficiency performance.
- Secondary goals could include partnership participation (*x* carriers or shippers in first year and in five years), and technology targets (*y* retrofits by a certain year).

GROUP EXERCISE

15 mins

Program Goal Setting

Make a list of performance goals for your green freight program for the first year, then the first five years. Indicate steps you would need to take to reach those goals and how you would measure success in meeting them. Examples include:

- *Reduce barrels of oil or gallons of fuel used by* x *percent in* y *years*
- *Save $*x *annually in fuel costs*
- *Meet emissions reduction targets of* x *tons per year*

Some options for this exercise:

- Ask participants in the large group to quickly review the freight industry drivers, conditions, and needs articulated during from Modules I and II. Then ask participants to form groups of five to eight people (depending on number of participants). In these groups, participants should identify up to three performance goals for the program's first year, and three or more for the first five years. Record on flip chart paper.
- Then the small groups should choose one of the goals and list 1) steps needed to reach the goal and 2) how to measure success in meeting it. In the last five minutes, have the small groups report their results to the large group.

Summing up

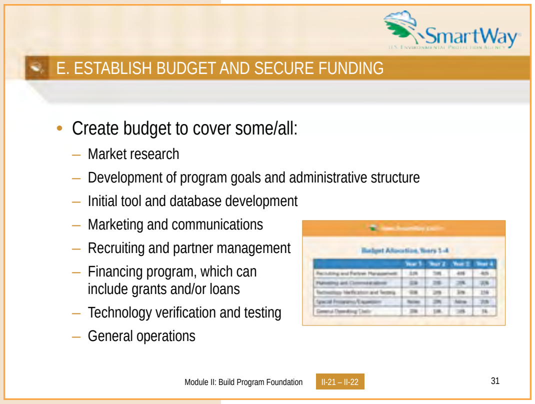
- Achievable, measurable goals are key to achieving program momentum, credibility, stakeholder engagement, and funding.
- Review highlights of participant input on specific performance goals.

Notes:

Section E

30 Minutes Total

Pages II-21 through II-24



Notes:

15 mins

Establish Budget and Secure Funding

Learning objectives

By the end of this section, participants should be able to:

- Articulate appropriate budget categories for managing and tracking program spending.
- List potential funding sources and describe a preliminary strategy for securing funding from these sources.

Key points

- To help allocate limited funds, list budget categories that might help in tracking spending and anticipating future needs (see pages II-21 and II-22 in the *Manual*). Also suggest assigning a percentage of funding to each category, recognizing that adjustments are likely.
- Develop a funding plan.
  - » Most freight programs rely on a combination of support from government agencies from different levels of national, regional, and local sources.
  - » Funders and investors will want to understand the return on their investment.
  - » Develop a collaborative process with stakeholders to explore funding options.
  - » Consider creative cost structures such as membership fees, in-kind contributions, sponsorship for dedicated activities, etc.
  - » Diversifying funding sources reduces risks over the long term.

GROUP EXERCISE

Brainstorm Funding Sources

Develop a list of potential funding sources and identify strategies to use when approaching them for financial support.

Some options for this exercise:

- Work as a large group, asking people to raise their hand if they know of a potential funding source in their region. Record each suggestion on the screen, flipchart, or blackboard. Brainstorm as many ideas as the group can come up with for five minutes.
- Then go through each potential funding source and ask for suggestions about how to approach each source for funding.
- If participants identify potential obstacles to obtaining funding from a particular source, solicit solutions from the group. (An on-the-spot role-play is a possibility here, with volunteers playing the role of a program representative and a potential funder.)

Summing up

- Management of limited program funds can be enhanced by creating budgetary categories to track spending.
- A variety of strategies and sources should be explored to secure funding.
- Review results of participant brainstorming on funding sources.

Notes:

MODULE III Create Program

CONTENTS

50 mins **Section A.** Partnership Program Design and Development 54

70 mins **Section B.** Partner Tools and Database 58
(Plus 2.5 Hours of Supplemental Material)

110 mins **Section C.** Brand Development, Marketing, and Outreach 66

70 mins **Section D.** Technology Verification and Labeling 74

5 HRS Suggested time for this module

Section A

50 Minutes Total

Pages III-2 through III-3

15 mins

Partnership Program Design and Development

Learning objectives

By the end of this section, participants should be able to:

- Define program goals and identify some strategies to achieve them.
- Recognize the importance of the program's value proposition.

Key points

- Program goals can be developed by envisioning how the program can impact the freight industry over time, such as a five- to 10-year period.
- Strategies are specific, measurable steps for achieving these goals.
- Companies need to understand how the program can add value to their operations ("value proposition") if they are to invest in becoming partners.

Notes:

GROUP EXERCISE

Developing Program Goals

Brainstorm possible program goals and strategies that could help you reach these goals.

An option for this exercise:

- Ask participants in the large group to quickly review the freight industry drivers, conditions, and needs articulated in Modules I and II. Then ask participants to form groups of five to eight people (depending on number of participants). In these groups, participants should identify up to three high-priority goals that address industry needs and at least one strategy for achieving each goal. In the last five minutes, have the small groups report out to the large group. Ask the large group if they see any major gaps.

Notes:

Section A, cont.

50 Minutes Total
Pages III-3 through III-10

15 mins

Partnership Program Design and Development

SmartWay

A. CHARTER PARTNERS, STAFFING NEEDS, AND GREEN FREIGHT FINANCING

- Find organizations and individuals to serve as charter partners
  - Companies implementing efficiency strategies and technologies
  - Representatives from shippers, carriers, and logistics providers
- Group staffing needs by program areas and grow expertise over time
  - Add partner account managers (PAMs) and recruiters
- Define partner categories by size and type

Module III: Create Program III-3 – III-9 38

SmartWay

A. CHARTER PARTNERS, STAFFING NEEDS, AND GREEN FREIGHT FINANCING

- Develop program guidelines for funding, including:
  - Funds from public or public-private partnerships
  - Structure that decides terms of loans, grants or rebates
  - Eligibility requirements for financial assistance
  - Terms of loans and consequences
- Collect information on other funding options

Module III: Create Program III-9 – III-10 39

Notes:

Learning objectives

By the end of this section, participants should be able to:

- Identify charter partners and partner categories.
- Identify initial program staffing needs.
- Describe potential benefits of a green freight financing program.

Key points

- Charter partners—industry leaders who can "anchor" the program—can help define the value proposition.
- New programs might consider focusing initial partner recruiting efforts on larger carriers and shippers, and then on other categories of interest thereafter.
- Staffing needs, which will grow over time, include professionals with expertise in program management, partner management and recruiting, technical support, developing new initiatives, and marketing, branding, and education.
- An optional green freight financing program can help partners overcome such barriers as high upfront costs for fuel economy improvements and emissions reduction technologies.

Summing up

- Summarize participant input on goals and strategies.
- Recap the value proposition(s) of a green freight program.
- Review the importance of selecting a balance of leaders in the industry for charter partners and filling categories over time to meet needs of program.
- Recruit staff with relevant experience whenever possible. Add account managers and recruiters later.
- Review the key elements for a green freight financing program—funding, structure, eligibility requirements, and loan terms and consequences.

Notes:

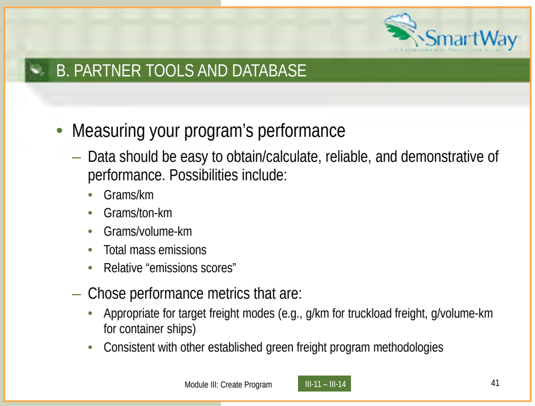
Section B

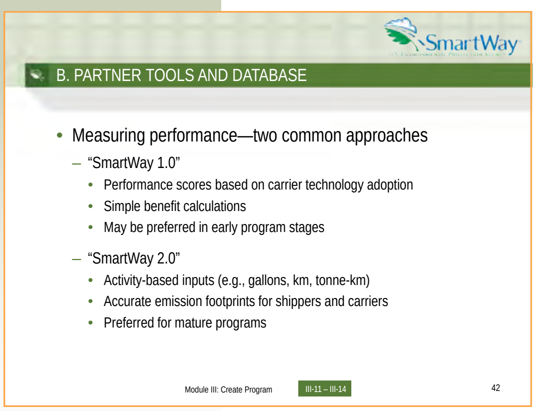
70 Minutes Total

Pages III-11 through III-18

50 mins

Partner Tools and Database





Learning objectives

By the end of this section, participants should be able to:

- Understand what partners and program administrators agree to when they sign Partner Agreements.
- Identify the options for measuring partner and program performance.
- Understand the different calculation tool types and their inputs and outputs.

Key points

- Partner Agreements define the requirements for partners, including deadlines and data submittals.
- Performance metrics should be easy to understand and clearly linked to the program's value proposition.
- Performance metrics may need to evolve over time to accommodate changing partner demands and new data sources.
- Calculation tools should balance simplicity and user friendliness with needs for precision and accuracy.
- Consider which performance measurement approach (1.0, technology-based; 2.0, activity-based) is most appropriate for your region, considering stage of program development, partner needs, and available resources.

GROUP EXERCISE

NOTE: This exercise does not appear in the *Manual*, so be prepared to take extra time to walk your participants through it.

10 mins

Identify Performance Metrics

Identify appropriate performance metrics consistent with program goals.

An option for this exercise:

- List the overall program goals identified in Module II on a whiteboard. Ask participants to turn to page III-15 in the *Manual*; have them use Figure 3.1 as a point of reference. Split the group in half, and have one group evaluate the pros and cons of adopting a "SmartWay 1.0" approach to meeting the goals. Have the second group do the same for a "SmartWay 2.0" approach. After five minutes, ask a participant from each group summarize their group's conclusions. If the two groups do not reach a consensus regarding a preferred approach, ask participants to identify what additional research they would want to see in order to reach a decision.

Summing up

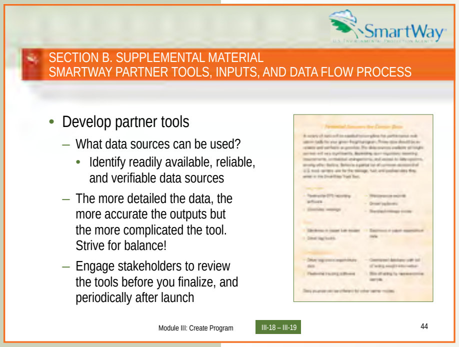
- Briefly review partner agreements, performance metrics, and tool inputs and outputs.
- Discuss applicability of "1.0" vs. "2.0" approaches for the specific country/region.

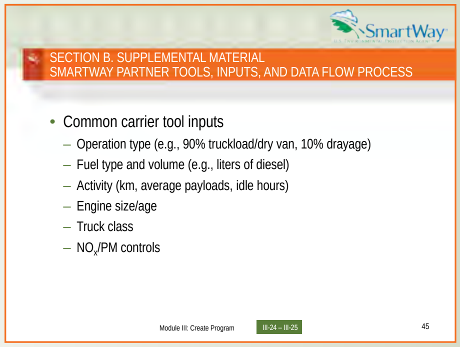
Notes:

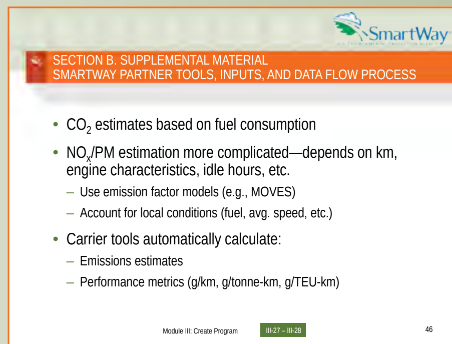
Section B. Supplemental Material

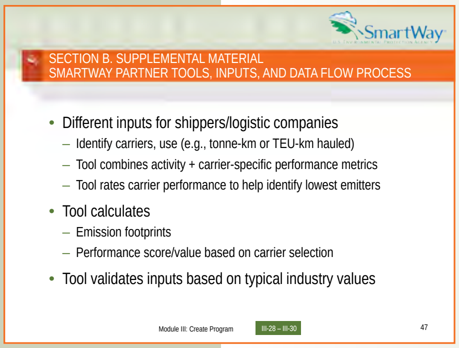
60 Minutes Total

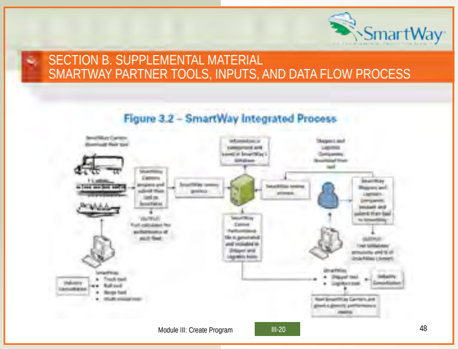
Pages III-18 through III-30











30 mins

SmartWay Partner Tools, Inputs, and Data Flow Process

Learning objectives

By the end of this section, participants should be able to:

- Understand how different tool inputs and outputs are related.
- Understand SmartWay's integrated data flow process.

Key points

- Carrier tools outputs are used as inputs in Shipper/Logistics tools for carrier ranking and/or emission footprints.
- The program host coordinates collection and validation of partner data and may share performance information among carriers and their customers, ensure data quality, monitor partner satisfaction, and facilitate the evaluation of the program's overall performance.

SUPPLEMENTAL GROUP EXERCISE

NOTE: This exercise does not appear in the *Manual*, so be prepared to take extra time to walk your participants through it.

30 mins

Review Truck and Shipper Tool

Download and review example tools from the SmartWay partner website.

Some options for this exercise:

- Split the group in half, and provide each half with access to a computer connected to the Internet. Ask one group to download the Example Truck Tool from the SmartWay website, and the other to download the Example Shipper Tool. Give each group 15 minutes to walk through the various tool screens, with particular focus on the activity and reporting screens. Float between the groups and point out various features of the tools and/or answer questions. After 15 minutes, move the groups to the other computer to review the other tool. Repeat the process so that everyone has had a chance to become familiar with both tools.
- Download the Example Truck and Shipper Tools and spend 15 minutes walking participants through each one. Leave time for questions.

Summing up

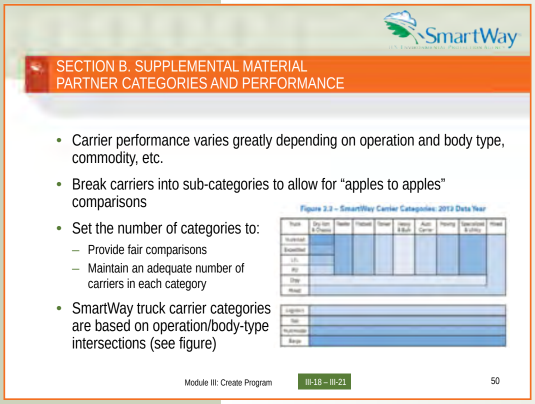
- Review the importance of using reliable data to generate accurate information.
- Summarize the data flow process and different inputs required, their differences and similarities, and different tool calculations.

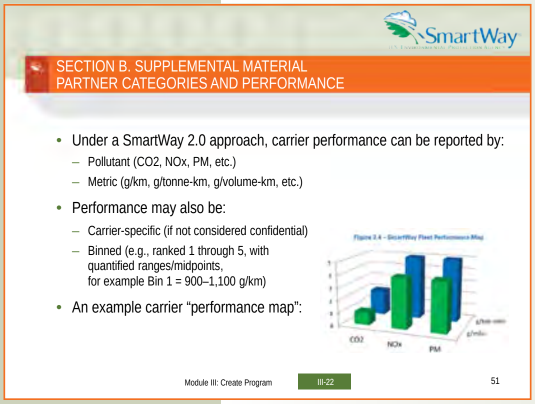
Notes:

Section B. Supplemental Material

60 Minutes Total

Pages III-21 through III-30





30 mins

Partner Categories and Performance

Learning objectives

By the end of this section, participants should be able to:

- Determine how partners are assigned to categories within the program.
- Understand how carrier categories can be differentiated to provide more precise evaluation criteria.
- Understand how carrier performance can be presented effectively to carrier customers.

Key points

- Develop clear guidelines for assigning partners to specific program categories such as shippers, logistics companies, truck carriers, multi-modal carriers, etc.
- Define truck carrier sub-categories to allow "apples to apples" comparisons (e.g., truckload dry van, flatbed, heavy-haul)
- Carrier performance can be presented in a variety of ways. Identify presentation formats that are both acceptable to your carriers and useful to their customers.

SUPPLEMENTAL GROUP EXERCISE

NOTE: This exercise does not appear in the *Manual*, so be prepared to take extra time to walk your participants through it.

30 mins

Review Truck Tool

Review example reports and functions of the SmartWay database.

Some options for this exercise:

- Project the *Fuel Reduction Activities Report* onto the screen. Explain that this is an example of a report that a green freight program might generate.
- Ask participants to identify the most successful technology strategies and strategies with the most room for improvement and rank them by highest adoption percentages. Ask how the report could be improved to facilitate further analysis (e.g., by knowing the average age of the trucks that have adopted certain strategies, or fleet counts by operation/body type). Also ask what strategies should be added to address the needs of their specific regions.

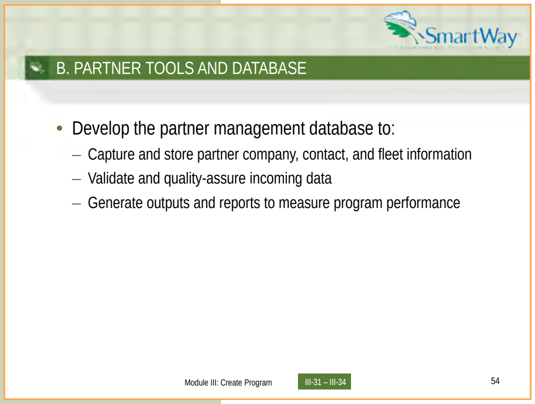
Summing up

- Review the different sub-categories and data inputs.
- Summarize the different ways the output from tools can be presented and useful in particular scenarios.

Notes:

Section B, cont.

70 Minutes Total
Pages III-31 through III-37



Notes:

10 mins

Partner Tools and Database

Learning objectives

By the end of this section, participants should be able to:

- Understand the basic functions of a partner management database.
- Understand the integrated data flow between program partners and administrators.
- Describe general QA/QC and best practices for partner data collection/reporting.

Key points

- Your database should be designed to meet multiple needs including partner benchmarking, customer relations management, data quality assurance, and program performance evaluation.
- Data quality checks should be integrated at all phases of data collection, review, and dissemination.

Summing up

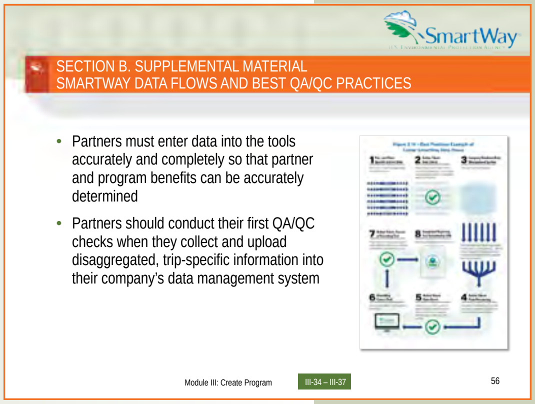
- Note how a well-designed database provides an organizing “anchor” for data collection, quality assurance, and performance assessments.

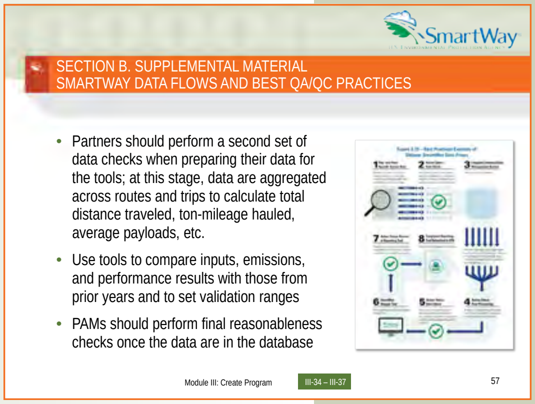
Section B. Supplemental Material

30 Minutes Total
Pages III-34 through III-37

30 mins

SmartWay Data Flows and Best QA/QC Practices





Learning objectives

By the end of this section, participants should be able to:

- Understand best practice data flows and QA/QC practices for freight carriers.
- Understand best practice data flows and QA/QC practices for carrier customers (shippers and logistics companies).

Key points

- Partners should check their operations data for internal consistency and against known benchmarks where possible.
- Partners should perform data quality checks at multiple points in the submission process, such as when they collect and organize disaggregated data, when they enter aggregated data into the tool, and when they review the completed tool.
- Program administrators, or PAMs, should also perform quality checks, using automated range checks within the tools and program database and via reasonableness checks.

Summing up

- Review differences in QA/QC practices for carriers and the shippers and importance of checking at multiple points in the process.

Notes:

Section C
110 Minutes Total
Pages III-40 through III-58

Notes:

Brand Development, Marketing, and Outreach

NOTE: The PowerPoint presentation for this section includes four slides. They address five "building blocks" of a branding and marketing plan: 1) program brand and logo, 2) marketing materials and outreach tools, 3) media outreach strategy, 4) events and forums to leverage visibility, and 5) public recognition opportunities. A suggested flow and sequence for the presentation and exercises are presented here, but you should adjust it to fit the time available and your audience's needs.

Learning objectives

By the end of this section, participants should be able to:

- Describe the importance of branding and marketing for the program.
- Create the beginnings of a program brand platform.

Key points

A brand will unify the program under an easily recognizable symbol, distinguish it from other programs, and communicate its offerings.

- Effective branding and logo development can be complex; consider obtaining help from outside consultants.
- Be sure to involve key stakeholders and founding partners in branding and logo development, as the brand is critical to establishing and communicating the program's mission and identity.

GROUP EXERCISE

Create a Brand Platform

Consider the questions listed on page III-41 in the Manual *and discuss them with your group. Document your answers in a short one- to two-page document, which will become the basis for your brand platform. Consider it to be a living document that can change over time.*

An option for this exercise:

- For this discussion, have participants form “buzz groups” of three to six people seated next to each other. Make sure each group selects someone to write down the group’s answers. In the last few minutes, have each buzz group report their answers to the whole group.

Notes:

Section C, cont.

110 Minutes Total
Pages III-40 through III-58

Notes:

10 mins

Brand Development, Marketing, and Outreach

Learning objectives

By the end of this section, participants should be able to:

- List the initial suite of marketing materials essential for beginning a program.

Key points

- Initial marketing materials should be program-branded and include an easy way to obtain more information about the program.
  - » Websites of several green freight programs are listed on page B-1 in Appendix B of the *Manual*. These have many examples of program-branded materials. Links to and examples of SmartWay-specific branded materials are in Appendix C of the *Manual*.

GROUP EXERCISE

10 mins

Partner Outreach and Support Tools

Discuss what types of outreach and partner support tools your program might need to develop first.

An option for this exercise:

- Have participants form "buzz groups" of four to six people seated next to each other. Make sure each group selects someone to jot down the group's answers. In the last few minutes, have each buzz group report their answers to the whole group. This exercise can be brief (or skipped altogether), because you can return to further consideration of these tools in the concluding exercise for this section.

Notes:

Section C, cont.

110 Minutes Total
Pages III-40 through III-58

Notes:

10 mins

Brand Development, Marketing, and Outreach

Learning objectives

By the end of this section, participants should be able to:

- Describe how a media outreach strategy can enhance program awareness and partnership recruitment.
- Identify meeting and media opportunities to build program recognition, recruit partners, and engage stakeholders.

Key points

- Media outreach should be multifaceted (social as well as traditional media, paid and well as public service announcements).
- Conferences, events, expos, and forums where the target audience gathers can offer key opportunities for reaching potential partners and other stakeholders.

GROUP EXERCISE

Create a Targeted List of Conferences and Events

10 mins

Identify potential conferences and trade shows for your program to attend. List the shows by industry sector and priority.

An option for this exercise:

- On an "idea board," identify industry sectors in which conferences and events take place. Hand out three sticky notes to each participant, two of one color and one of another "high priority" color. Have participants write down up to three conferences and/or events at which program visibility can be promoted. Participants place their sticky notes on the board in the appropriate industry sector area.

Notes:

Section C, cont.

110 Minutes Total
Pages III-40 through III-58

Notes:

10 mins

Brand Development, Marketing, and Outreach

Learning objectives

By the end of this section, participants should be able to:

- Describe ways in which the program can provide incentive and recognition for partners.

Key points

- Voluntary programs rely heavily on positive public recognition of Partners who achieve program goals. A range of options can be used to confer this recognition, from logo use to high-profile awards ceremonies.
- Programs can also create incentives for partners to take action. For example, program logo use can be reserved for Partners who submit data within a certain timeframe or who achieve certain levels of performance or efficiency in their operations.

GROUP EXERCISE

20 mins

Identify Outreach and Partner Support Tools for Your Program

Develop a list of outreach and partner support tools that your prospective program will need. Discuss options and prioritize the list to determine where financial resources should be allocated.

An option for this exercise:

- Review the list developed in the earlier exercise on partner support tools, if it was conducted. Begin by mentioning additional options for partner support tools (described on pages III-55 to III-58 in the *Manual*). Then divide participants into groups of five to eight people. Ask them to list the outreach and partner support tools they consider key for their program. Also ask them to rank them in order of priority. Ideally each group can record this on large (flip chart size) paper. In the last few minutes of the exercise, put the lists up on a wall and ask a spokesperson from each group to briefly summarize the results.

Summing up

- Review the importance of branding/logo development, marketing and outreach tools, media outreach, events for visibility, and public recognition. Emphasize what participants have specifically identified as the appropriate materials and activities for their country or region.

Notes:

Section D

70 Minutes Total
Pages III-58 through III-73

Notes:

50 mins

Technology Verification and Labeling

Learning objectives

By the end of this section, participants should be able to:

- Understand the general types of technologies and strategies used in green freight programs.
- Describe the main components of technology testing protocols and verification process.

Key points

- Technology strategies vary greatly in terms of cost, effectiveness, and applicability depending upon vehicle operation patterns, age, body types, and other area-specific characteristics.
- Strategies may be implemented through retrofits or new vehicle purchases.
- Strategies like driver training and logistics enhancements complement technology efforts and can improve efficiency in the near term while technology verification efforts are being developed.
- Unique operating conditions and fleet characteristics may warrant test protocols tailored to each region/country.
- Use other certifications (e.g., SmartWay, CARB) where reasonable and locally appropriate to help reduce costs and conserve technical resources.
- More comprehensive training on technology verification may be available soon. Look for new resources and opportunities.

GROUP EXERCISE

20 mins

Area-Specific Factors That Influence Technology Adoption

Discuss factors influencing technology adoption in your region.

Options for this exercise:

- Split into two groups. Ask the first group to identify and list green freight technologies that are likely to be successful in their region, along with the reasons for success. Ask the second group to identify and list technologies that are unlikely to be adopted widely and the barriers to their adoption. After 10 minutes, ask the groups to share the lists with one another and discuss how a technology verification program could help facilitate technology adoption in their area.
- Split into two groups. Assign one group the first three barriers listed on the slide (technology availability, technology verification, and financing) and the second group the next three barriers (regulatory, institutional, and education/training). Give the groups 10 minutes to discuss and brainstorm suggestions on how to overcome or minimize their barriers. Use the remaining 10 minutes to share ideas and collectively brainstorm other barriers and strategies that fall outside of the six categories.

Summing up

- Briefly review topics covered in your presentation (green freight technologies, verification protocols).
- Summarize how technology verification can promote technology adoption, including driver training and logistics.

Notes:

MODULE IV Launch and Implement Program

CONTENTS

25 mins **Section A.** Launch Charter Partners 78

25 mins **Section B.** Recruit Partners 80

25 mins **Section C.** Train Partner Account Managers 82

85 mins **Sections D, E, & G.** Launch Database; Launch Program Tools; Begin Marketing Activities and Hold Inaugural Launch Event 84

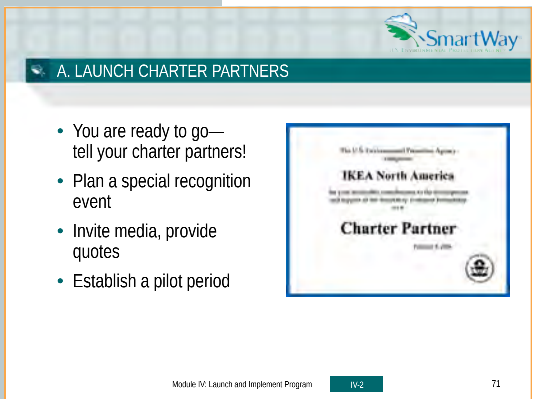
20 mins **Section F.** Launch Finance Program 86

3 HRS Suggested time for this module

Section A

25 Minutes Total

Pages IV-2 through IV-3



Notes:

15 mins

Launch Charter Partners

Learning objectives

By the end of this section, participants should be able to:

- Identify priority charter partners.
- Design a program launch that includes charter partners and takes advantage of publicity opportunities.

Key points

- Program managers need to communicate with charter partners before launching the program to get permissions and buy-in.
- A special, media-friendly launch event with high-ranking officials will pay off.
- Upfront planning is important and will help ensure that:
  - » Charter partners are on board and comfortable with their special status.
  - » The event is timed and placed to encourage attendance of representatives from the media, government agencies, and leadership of the charter partners.
- Charter partner certificates carry symbolic weight:
  - » They are official symbols of third-party recognition.
  - » Ceremonial presentation of certificates can be made into a newsworthy event.

GROUP EXERCISE

10 mins

Identify New Partners

Brainstorm a list of prospective new partners to recruit. As a group, prioritize a list of prospects and determine where to allocate initial recruiting resources.

An option for this exercise:

- Before breaking into small groups, identify three to four priority categories for partners. Break out into small groups based on these categories. For example, have one group focus on brainstorming shipper partners, another on carrier partners, another on logistics company partners, and another on affiliates (e.g., trade associations, nonprofits). Assign people with knowledge of a category (as indicated by a show of hands) to the relevant group. Make sure each breakout group has a note-taker to record ideas.

Summing up

- Briefly review the importance of being organized up front so that charter partners know why they are being recognized and how they will be publicly acknowledged for supporting your program.
- Summarize the names of prospective partners that each breakout group came up with and how their lists were prioritized.

Notes:

Section B

25 Minutes Total
Pages IV-3 through IV-5

Notes:

15 mins

Recruit Partners

Learning objectives

By the end of this section, participants should be able to:

- Recognize and use successful techniques to recruit partners.

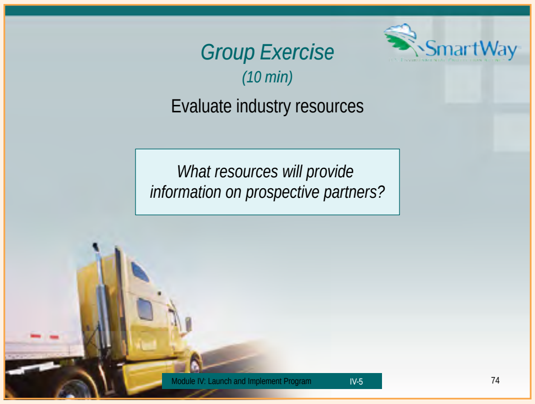
Key points

- To recruit successfully, participants should use such successful techniques as:
  - Leverage current relationships; ask stakeholders you know if *they* know prospective partners. Use industry resources; these will help you identify leaders and innovators.
  - Develop strategic relationships; network through industry associations; national trade groups, related public and nonprofit sector organizations, etc., to find groups with similar goals.
- Review tips on the effectiveness of face-to-face meetings, finding and talking to the appropriate person in the company, and recognizing when prospects are just not interested.
- If time permits, ask participants to discuss other creative recruiting strategies and techniques that they would recommend using, given their knowledge of the industry and local culture.

GROUP EXERCISE

Evaluate Industry Resources

Generate a list of organizations and industry resources that might provide information on prospective partners for your green freight program.



An option for this exercise:

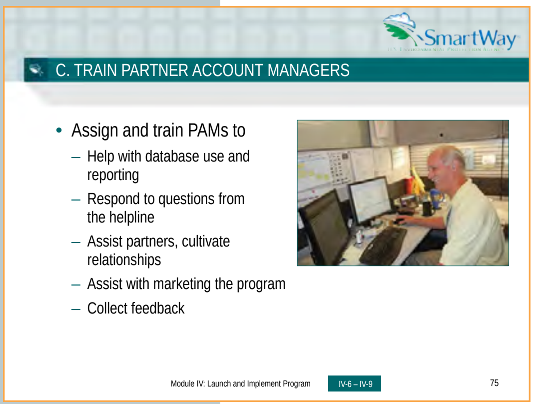
- Post a large poster-sized piece of paper on a wall. Distribute sticky notes to participants; ask them to write down organizations and resources that can provide information on prospective partners. Have them post the notes on the poster paper. Group similar responses. Note the items that appear most often (though items that appear only once may be just as valuable). Discuss how the different prospects could be approached and encouraged to participate in the program.

Summing up

- Briefly review effective sales techniques for recruiting prospects, emphasizing those that will work within the local industry and cultural context.
- Summarize organizations and resources that the group identified and discuss next steps in conducting further research to help find and recruit prospects.

Notes:

Section C
25 Minutes Total
Pages IV-6 through IV-9



Notes:

15 mins

Train Partner Account Managers

Learning objectives

By the end of this section, participants should be able to:

- Assign responsibilities to partner account managers (PAMs) according to their strengths and identify PAM training needs.

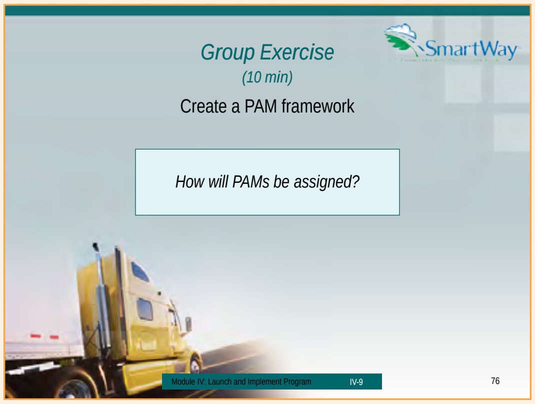
Key points

- PAMs are essentially personal program consultants to partners. They are customer service agents and program ambassadors. Their role will vary depending on your program's particular setup, but overall they are the face of the program for partners.
- PAMs need training and specific assignments to succeed and best serve the program. Talk about their responsibilities (listed on the slide) and the training and tools they will need to do their jobs.
- Ask participants to discuss what types of people and skill sets would make good PAMs and what their specific responsibilities would entail.

GROUP EXERCISE

Create a PAM Framework

Create a framework that shows how PAMs will be assigned (e.g., by industry, region) and designate categories. Identify possible PAMs for each category based on their area of expertise.



An option for this exercise:

- Using a blackboard or large sheet of paper, sketch out a blank framework or chart. As a group, brainstorm different ways to assign PAMs, focusing on what fits best with the participants' local freight stakeholder landscape. As participants come up with ideas, label the blanks accordingly with hypothetical PAM assignments for a green freight program. If participants are stuck, suggest that staff with an in-depth knowledge of a region or city could serve as PAMs to partners from that region, or that staff with an in-depth knowledge of a freight sector (e.g., retail, food and beverage) could serve as PAMs to partners in that sector. Be sure to open up discussion to alternative scenarios.

Summing up

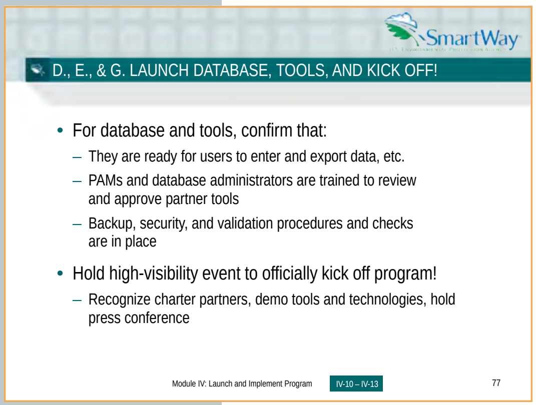
- Briefly review roles and responsibilities of PAMs and tools and procedures needed to train PAMs to do their jobs.
- Summarize some possible ways to assign PAMs, how their time should be allocated at first, and how that allocation might change as the program grows.

Notes:

Sections D,E,&G

85 Minutes Total

Pages IV-10 through IV-14



Notes:

55 mins

Launch Database; Launch Program Tools; Begin Marketing Activities and Hold Inaugural Launch Event

Learning objectives

By the end of this section, participants should be able to:

- Launch the program database and distribute tools to partners while ensuring customer service.
- Organize a successful official launch event.

NOTE: If your training schedule permits and your audience has the need and interest in going into more depth, lead participants through the group exercise Create a Launch Event Guest List *on page IV-14 in the* Manual.

Key points

Program tools, including database and reporting tools, must be tested by selected industry partners and ready *before* the program launches.

- Partners need clear instructions and training on how to use the tools and database.
- Celebrate with a high-profile kickoff event.

GROUP EXERCISE

Download the SmartWay Truck Tool

30 mins

As a group, download the SmartWay Truck Tool from the website and review the process of filling out and completing the tool.

Some options for this exercise:

- Use this as an opportunity for participants to play the role of PAMs in their program. Have the group return to the sample tool that was downloaded in Module III. As a group, review the data and discuss the questions below.
  - » Is the tool complete?
  - » What data or errors have been flagged?
  - » How should PAMs work with partners to resolve errors and outstanding issues?
- Discuss how real world partner information may be used to improve validation and quality assurance checks—and the value of the program—in the future.

Summing up

- Briefly review the sequence of the final steps to take before officially launching a green freight program.
  - » Launch the database.
  - » Launch the tools.
  - » Double-check everything.
    - — Make sure PAMs are knowledgeable about the tools and ready to support partners.

Notes:

Sections F

20 Minutes Total
Pages IV-12

Notes:

10 mins

Launch Finance Program

Learning objectives

By the end of this section, participants should be able to:

- Roll out a finance program in coordination with other program elements.
- Organize a successful official launch event.

Key points

A finance program can help partners overcome a significant barrier to participating in your program—high upfront costs of retrofit and/or new vehicle technologies.

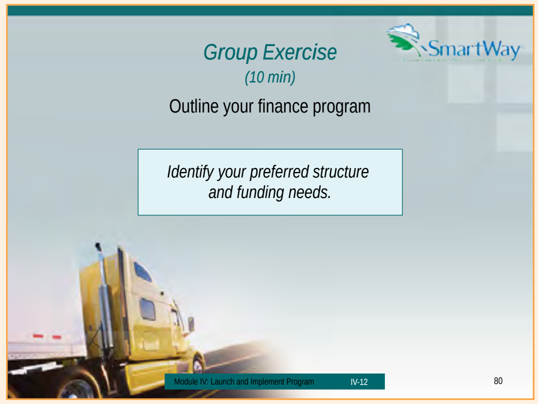
- Coordinate launch of the finance component with the rest of the program to maximize interest in both.
  - » Provide user-friendly tools to help identify investments with quick payback.
  - » Provide clear information on available financing options, including grant/loan terms, payment details, etc.

GROUP EXERCISE

10 mins

Outline Your Finance Program

Identify your preferred finance program structure and administration (i.e., your agency or a third party). Discuss its minimum capital requirements, and possible funding sources, for its initial launch



An option for this exercise:

- Split the group in half. Instruct one group to consider the risks and benefits from the lender's point of view (e.g., obtaining payments and possible defaults from small carriers). Instruct the other group to identify the risks and rewards associated with participation from the lendee's point of view (e.g., uncertainty about operational costs/benefits, very small operating margins). Compile a list of major concerns from both groups and open the floor to discussion about the best way to structure the finance program to address these concerns.

Summing up

- Launch the finance program in conjunction with other program elements.
  - » Provide clear information on costs, benefits, and repayment terms for potential borrowers.

Notes:

MODULE V Evaluate, Refine, Enhance, and Expand

CONTENTS

35 mins **Section A.** Collect Partner Feedback 90

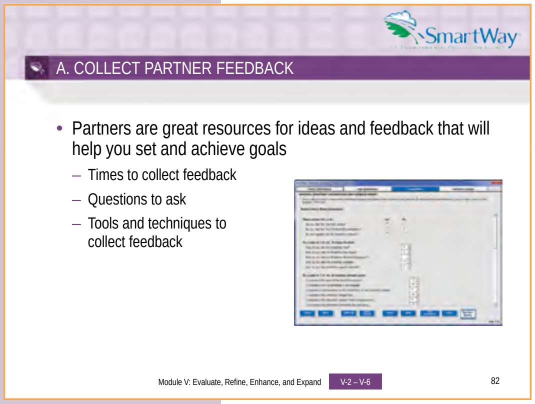
45 mins **Section B.** Compiling, Processing, and Evaluating Data 92

40 mins **Section C.** Refine and Add New Elements to Enhance Program 94

2 HRS Suggested time for this module

Section A

35 Minutes Total
Pages V-2 through V-6



Notes:

Collect Partner Feedback

Learning objectives

By the end of this section, participants should be able to:

- Identify valuable feedback to collect from partners.
- Use techniques and tools that effectively gather feedback.

Key points

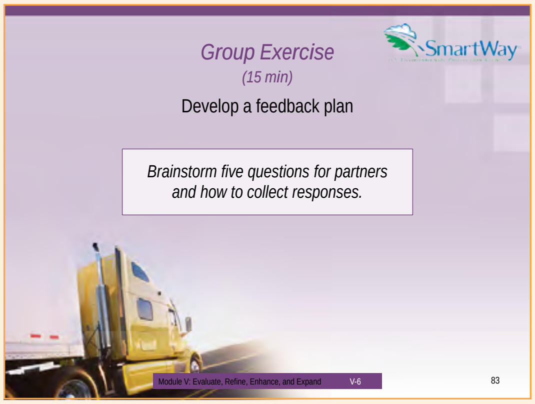
- All partners, whether they are charter partners, long-standing or newly recruited, can provide valuable perspectives on different aspects of the program.
- Third-party stakeholders can also provide "big picture" feedback on the program's overall impact.
- Tailor questions to the experiences of the stakeholders you are collecting feedback from.
- Consider the capabilities of your stakeholders and the feedback you seek when determining tools and techniques to use.
- Not all feedback will be realistic for the program at the time that it is received. Program resources and strategic priorities will limit the actions you can take.

GROUP EXERCISE

15 mins

Develop a Feedback Plan

Choose a significant phase of your program for which you want to collect feedback. Think of five questions that you would like to ask partners and develop a plan with the tools and techniques best suited to provide you with the feedback you seek.



An option for this exercise:

- Break participants into small groups. Assign each group a phase of the program (for example: initial program development, post-launch, five-year milestone, program expansion phase).
  - » Task the groups with identifying five key questions that should be asked at that phase. Draw from sample questions listed on pages V-3 through V-5 in the *Manual* if you need ideas.
  - » Ask the groups to identify appropriate feedback mechanisms to collect information from stakeholders for that phase of program development (participants should not restrict themselves to those described in the workbook).

Summing up

- Briefly review the different opportunities for collecting feedback during the program development and implementation process.
- Summarize the different types of information that can be collected from program stakeholders.
- Emphasize that, while feedback is valuable, it is not a mandate. Not all feedback must be acted on.

Notes:

Section B
45 Minutes Total
Page V-7

30 mins

Compiling, Processing, and Evaluating Data

Notes:

Learning objectives

By the end of this section, participants should be able to:

- Understand how to effectively use partner performance data and feedback to assess your program.

Key points

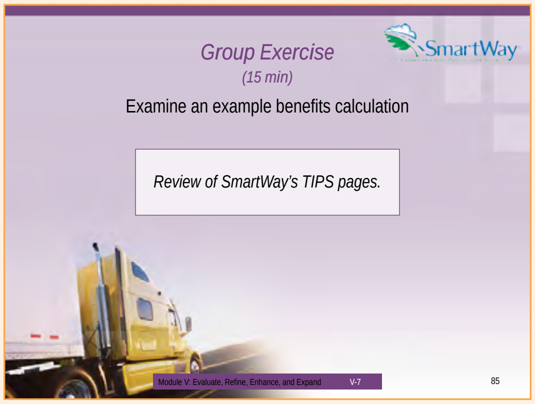
- Collecting feedback and partner data should be a continuous process throughout every stage of program development and implementation.
- Continuous evaluation and improvement will strengthen the program over the long term (provide examples from other programs as available).
- Partner performance data will be useful for both evaluating program success and assessing the state of the freight industry as a whole:
  - » Academics and other stakeholders can use the data to identify opportunities for system-wide improvements.
  - » Regulatory agencies can use the data to inform regulatory development of fuel efficiency and emission control standards.

GROUP EXERCISE

15 mins

Examine an Example Benefits Calculation

Walk through an example benefits calculation. Review selected SmartWay Trends, Indicators, and Partner Statistics (TIPS) pages (found at http://www.epa.gov/smartway/tips/index.htm) to understand the range of possible data evaluations.



An option for this exercise:

- Conduct this exercise in a large group. Project both the example benefits calculation and TIPS pages on the presentation screen. Ensure that the group views both current and past TIPS. Work with the group to identify the data collection mechanisms that can be used to create the TIPS being viewed.

If time is short, focus on the following Web pages:

1) Reduction in CO_2 and fuel cost over time—http://www.epa.gov/smartway/tips/tips-18.htm
2) SmartWay Partner categories submitting data; SmartWay carrier use over time—http://www.epa.gov/smartway/tips/tips-19.htm
3) MPG performance for Class 8b trucks and by class—http://www.epa.gov/smartway/tips/tips-17.htm
4) SmartWay logistics companies' reported carrier mileage—http://www.epa.gov/smartway/tips/tips-16.htm

Also consider reviewing the SmartWay carrier performance rankings—http://www.epa.gov/smartway/forpartners/performance.htm.

Summing up

- Briefly review the key points at which data should be collected for evaluation.
- Summarize the benefits of collecting data both for the program and the freight industry as a whole.

Notes:

Section C

40 Minutes Total
Pages V-8 through V-14

Notes:

10 mins

Refine and Add New Elements to Enhance Program

Learning objectives

By the end of this section, participants should be able to:

- Identify opportunities to expand a mature green freight program.

Key points

- Developing special incentives and allowances to meet the needs of small "owner-operator" carriers, such as low-/no-interest loans or subsidies for retrofits and streamlined reporting forms, can encourage their participation.
- Develop tools to help quantify the benefits associated with improved operations (e.g., drop-and-hook strategies).
- Web-based tools can provide added value to partners by:
  - » Minimizing the difficulties of relying on an Excel-based reporting tool.
  - » Providing access to partner data and industry averages.
  - » Enabling partners to calculate costs of efficiency improvement options.
  - » Providing access to key documents.
- Create an Affiliate Program to enable organizations that support your goals but cannot participate as partners, such as nongovernmental agencies, trade associations, and universities, to help create awareness and expand your program.

GROUP EXERCISE

SmartWay Partner Portal

View the SmartWay Partner Portal. Walk through examples demonstrating year-to-year comparison as well as inter-partner comparisons. (You may need to use dummy data to protect partner confidentiality.)

Some options for this exercise:

- Conduct this exercise in a large group. Project the SmartWay Partner Portal onto the screen. Ensure that the group understands all of the functionalities of the portal. Discuss with the group how they might use the Partner Portal to assess the state of their green freight program.
- Break the group in half: one half to represent the small owner-operators in the country, the other half to represent the shippers and logistics companies that hire them. Ask each group to develop a list of benefits and obstacles to participating in a green freight program. Ask someone from each group to present the obstacles that were identified, then ask the whole group to identify ways of minimizing these obstacles.
- If time permits, discuss the prevalence of small owner-operator carriers in your region and the importance of including them in your green freight program.

Notes:

Section C, cont.

40 Minutes Total
Pages V-12 through V-14

10 mins

Refine and Add New Elements to Enhance Program

Notes:

Key points

- Once trucks, shippers, and logistics companies are accounted for in a green freight program, consider expanding to other modes such as rail/intermodal, inland marine, ocean-going marine, and air freight carriers. (Emphasize the modes of freight that are dominant in your country.)
- Additional modes of freight have different operating characteristics and require special consideration to be brought into a green freight program. (Provide examples based on modes of freight that are dominant in your country.)
- Including additional pollutants, like black carbon, in a green freight program can reduce other greenhouse gas and climate-changing emissions and is easy to do with activity estimates already developed.
- Globalization has led to an increase of shippers with global multimodal supply chains. Bringing your green freight program toward a standardized accounting system is a significant benefit, as global shippers are increasingly asking their carriers to use one.

GROUP EXERCISE

10 mins

Program Expansion Areas

Brainstorm areas for future program expansion in your country. Explore modes, sectors, pollutants, and any regional needs or opportunities that need to be addressed.

An option for this exercise:

- Mark three large pieces of paper on the walls with the titles "beneficial Web tools," "additional modes of freight," and "additional pollutants." Have markers available. Divide into three groups and assign one group to work on each of the three papers. Have each group list their "priority suggestions" for that area.
  - » Roam across the groups to help get them started and provide help where needed.
  - » After four or five minutes, have the groups rotate to the next paper and add their suggestions to the list. Repeat so that each group has a chance to contribute to each paper.
  - » Ask someone from each group to present findings and circle the suggestions with the most promise.

Summing up

- Emphasize the opportunities to recruit new partners by reducing the burden of the program's reporting requirements.
- Summarize the additional capabilities that can be built into the program website to provide added value.
- Briefly review additional modes of freight and pollutants that can be incorporated into the existing green freight program structure.
- Highlight the value of moving toward a standardized system.

Notes:

PART 3

APPENDICES

- Appendix A: Sample Pre- and Post-Training Surveys
- Appendix B: Sample Agendas
- Appendix C: Logistics Checklist
- Appendix D: Sample Ground Rules
- Appendix E: Additional Training Resources

Appendix A: Sample Pre- and Post-Training Surveys

Sample pre-training survey

1. I work for [government environmental agency/government transport agency/private sector company/non-government organization/trade association/the media/academic or research institution/other (please specify)]

2. How long have you been working on green freight issues? [a year or less, one to five years, more than five years]

3. Green freight is [very important/important/tangential] to my organization's mission.

4. I have [a lot of/some/no] experience working on voluntary partnership programs.

5. I am [very/somewhat/not at all] familiar with the technical aspects of green freight technologies and strategies.

6. I am [very well/somewhat/not] connected to many contacts within the freight sector in my region/country.

7. The reason I am attending this training is to: ____________________ [fill in the blank].

Sample post-training survey

1. On a scale of 1–10, how would you rate the following:

    a) Value of information shared
    (1 = least valuable, 10 = most valuable)

    b) Overall quality of the trainer(s)
    (1 = lowest quality, 10 = highest quality)

    c) How much you learned about green freight programs?
    (1 = nothing, 10 = an enormous amount)

    d) Was the training well organized?
    (1 = disorganized, 10 = very well organized)

    e) Rate the quality of the translation, if applicable
    (1 = lowest quality, 10 = highest quality)

2. Was the information presented in the training easy to understand? (yes/no)

3. Will you use or apply the information you learned?

4. Was the training location satisfactory? (yes/no)

5. Was there sufficient time to cover all of the content presented?

6. How can we improve the training?

7. Would you recommend training to others?

8. List the topics you would like to see addressed in future trainings.

Appendix B: Sample Agendas

Two-day detailed agenda

DAY 1

8:00–8:30	Registration
8:30–9:00	Welcome and overview of training
9:00–9:15	Icebreaker activity
9:15–10:15	Module I: "Drivers for Green Freight Initiatives," Sections A and B
10:15–10:45	Break
10:45–12:00	Module I, Sections C and D
12:00–1:15	Lunch
1:15–2:30	Module II, "Build Program Foundation," Sections A and B
2:30–3:00	Break
3:00–4:45	Module II, Sections C and D
4:45–5:15	Review of day 1 and preview of day 2

DAY 2

8:00–8:15	Welcome and review of agenda
8:15–9:00	Module III, "Create Program," Section A
9:00–9:30	Module III, Section B
9:30–10:00	Break
10:00–11:15	Module III, Section B (continued)

11:15–12:00	Module III, Section C (one exercise)
12:00–1:15	Lunch
1:15–2:45	Module III, Section C (continue exercises)
2:45–3:15	Break
3:15–4:30	Module III, Section D
4:30–5:00	Review, reflections, future work, closing

or

12:00–12:30	Lunch
12:30–3:30	Study tour or field trip
3:30–3:45	Reconvene for reflections on tour
3:45–4:45	Module III, Section D
4:45–5:30	Review, reflections, future work, closing

Other possibilities

- 2 full days for a group with a more established program, with an emphasis on Modules III, IV, and V
- 1½ days for a more established group—emphasis on Modules IV and V

Appendix C: Logistics Checklist

As the trainer, you likely will not be involved directly in many of the details listed below, but you should make sure that the host agency has these logistical details in hand to ensure a productive meeting for all.

Securing the hotel or other venue

- Site considerations
    - Ease of access
    - Numerous direct flights
    - Free airport shuttle
    - Access to public transportation
    - Free or discount parking
  - » Dates available
  - » Per diem rates available
  - » Meeting room space
    - What kind of setup is required and for how many people (classroom, theater, crescent rounds, conference, additional small breakout rooms or areas)?
    - What kind of Internet access do you need (for live-streaming or simultaneous webinars, you need a hotel with a modern system and a dedicated wide bandwidth for the meeting space)?
    - If using multiple rooms, are they close to each other or spread out?
    - Will you have the same meeting room each day or does it change?
  - » Green meeting/hotel policies (if desired)
  - » Is it near restaurants/offsite food options (especially important if you're not providing food and beverages)
  - » Can complimentary room nights be applied to the master contract, and what is the ratio (1:50 or 1:40)?

- Discounts on audiovisual (AV) services/equipment
- Discounts on food (if applicable)

- Contract with selected hotel or other venue
  - To book hotel rooms, use a conservative room block to begin with; typically for a meeting with 100 travelers, start with a room block of 40 per night. You can add rooms later, but you are often obligated to guarantee using the number of rooms you block.

Translation/interpretation

- Will you need simultaneous or consecutive interpretation? Consecutive translation doubles the length of each talk.
- Simultaneous interpretation requires the following equipment (the interpretation company should supply the booth and headsets):
  - Interpretation booth
  - Output from the sound board
  - One microphone
  - Internet access
  - Headsets for each participant
- In advance of the meeting, supply the interpretation company with a glossary of technical terms and their meanings and copies of all presentations. If presentations are missing and speakers only bring them to you on site, someone will need to load those presentations on the presentation laptop and give a copy to the interpreters. (Try to avoid this if possible; it makes the interpreter's job harder.)
- Will you have any materials and/or presentations translated in advance?
- If you have presentations translated, will you project them in both languages? Doing so will increase your AV costs (two projectors/two screens/two laptops), and you'll need someone to operate the second laptop.

Audiovisual needs

- Obtain bids from outside vendors, who are often considerably cheaper than a hotel's in-house supplier.
- Load all presentations onto the presentation laptop and test them all ahead of time. Ensure that all links are correct and all embedded videos operate.
- Test all AV equipment before the start of the meeting (preferably the day before, no later than 90 minutes before the start of the meeting). Include testing Internet connections.
- Obtain any needed "low-tech" equipment such as flipcharts, markers, sticky notes, boards with pushpins, etc.

Site visits/field trips

- Find out if the selected site has security requirements and if those requirements are different for foreign and domestic visitors.
- Is any personal safety equipment required for the site visit (steel-toed boots, hard hats, eye protection, etc.)? If so, will the tour hosts/trainer provide them or will participants need to bring their own?
- Hire buses and procure safety equipment (if supplying).
- Is there bus parking at the facility? If not, where is the nearest bus parking?
- Is there bus parking at the meeting location? Where will buses load and unload?
- Will tour leaders need bullhorns or other communication devices to talk with the group?

Speaker coordination and agenda development

- Any speakers should be chosen and confirmed at least two months before the meeting.
- Develop and distribute a speaker's kit that includes:
  - A welcome letter listing the exact date, time, and duration of their talk

- A list of deliverables:
  - Biography
  - Abstract
  - Presentation
  - Other?
- Sample biographies and abstracts
- Speaker registration form indicating what software (and version) they will need
- If posting presentations to the Web, a form through which the speaker gives you permission to post and acknowledges that they own the rights to all materials in their presentations (photos, videos, etc.).

- Agenda recommendations:
  - Start no earlier than 8:00 in the morning
  - End no later than 5:30 in the afternoon
  - Coffee breaks should be 30 minutes
  - Lunch should be at least 75 minutes (on site) or 90 minutes (off site)

Publicity and registration

- "Save the date" announcement should be sent at least three months in advance (six months for larger events)
- Online registration form, if used, should be available no later than two months in advance (preferably longer)
  - Registration page should capture:
    - Contact information
    - Security information requested by the site tour facility
    - Special dietary requirements (if providing food)
    - Credit card information if collecting an optional meals fee for food
  - If capturing security information or credit card information, the registration page needs to be on a secure server

- Send registration reminder emails (no more than one per week)
- Send email confirmations to all registrants as they register
- Send a reminder email one week before the meeting to all registrants

Onsite handouts/materials

- Directional signage—depending on the location and number of meeting rooms you could have signs for:
  - Plenary
  - Breakout rooms
  - Registration
  - Lunch
  - Blank signs with meeting name and space to attach directional arrows
  - Directional arrows
  - Be sure to order easels for the signs from your AV contractor
- Nametags
- Tent cards (name plates) for all speakers
- Agenda
- Attendee list
- Speaker biographies (if using)
- Speaker abstracts (if using)
- Presentations (if distributing hard copies, recommend posting to a website after the meeting)
- Evaluation form (can also do an online form)
- Training supplies:
  - Extra pens and pencils
  - Note paper
  - Colored markers for group exercises
  - Large pad of paper or whiteboard

  - Projector to display PowerPoint slides
- Additional materials to have onsite:
  - Blank nametags
  - Extra nametag holders
  - Onsite registration forms
  - Clipboards and pens for onsite registration forms
  - Receipts (if charging a fee)
  - Speaker timing cards
  - Supply box with basic office supplies
  - Small first aid kit with aspirin, Tylenol, band-aids, etc.
  - Extension cord
  - Surge protector

Onsite support

- Registration support—at least one hour before the start of the meeting and throughout the whole meeting. Recommend one per 50 attendees at the start of the meeting, then one for the rest of the day.
  - Hand out name badges and meeting materials
  - Register onsite attendees
    - Print or handwrite name badges
  - Answer questions
  - Give directions
  - Liaise with facility staff
  - Pack and ship all remaining materials at the close of the meeting
- Presenter/speaker support—at least 1½ hours before the start of the meeting.
  - Test all AV.
  - Collect and load any missing presentations, if time permits test for compatibility.

- » Ensure that interpreters have a copy of all last-minute presentations.
- » Before each session, open all presentations for that session and minimize at the bottom of the screen.
- » If using a wireless clip-on microphone, attach it to the speaker right below where a tie would be knotted. If possible, do not allow them to attach the microphone themselves; most speakers put the microphone much too low.
- » Ensure that the speakers know how to use the laser pointer, remote slide advancer, and/or laptop.
- » Start each presentation for the speaker from the minimized ones.
- » Time each speaker (if applicable), letting them know how much time they have left. (Recommend starting with a "five minutes left" sign.)

Post-meeting support

- Send thank you letters to speakers, host agency, and others as applicable.
- Produce a final attendee list with "walk-ins" added and no-shows removed.
- If paper evaluation forms were not distributed and collected, set up an online evaluation form; send email to attendees asking them to complete it.
- Send certificates of completion to participants.
- Develop a draft and final report or meeting summary.
- Convert presentations and reports to PDFs to post online and/or share electronically with participants.
- Send email to all attendees letting them know that post-meeting materials have been posted (or email documents to participants).
- Compile evaluation results and any lessons learned.
- Process invoices from facility, AV vendor, bus company, etc.
- A half-day for a group considering starting a program—emphasis on Modules I and II.

Appendix D: Sample Ground Rules

- Listen to each other as colleagues, with an open mind.
- Disagreements are fine, if they are expressed respectfully and openly.
- Only one person speaks at a time—avoid side conversations.
- Honor the limitations of time—speak concisely.
- We are all responsible for ensuring that everyone's voice is heard.
- If you have an off-topic comment you want addressed, write it down and give it to the facilitator at a break.
- Refrain from using electronic devices during the session. Please put cell phones on vibrate or turn them off. If you must take a cell phone call, please leave the room quietly.
- Be prompt in arriving to the sessions and returning from breaks.
- Others that the group would like to add:

Appendix E: Additional Training Resources

Country-specific cultural information

- eDiplomat Cultural Etiquette Around the World: http://www.ediplomat.com/np/cultural_etiquette/cultural_etiquette.htm
- Culture Crossing Guide: http://guide.culturecrossing.net
- Kwintessential Country Profiles—Global Guide to Culture, Customs and Etiquette: http://www.kwintessential.co.uk/resources/country-profiles.html

Training resources

Chambers, Robert. 2011. *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*. Earthscan. Topics include getting started, seating arrangements, forming groups, managing large numbers, analysis and feedback, dealing with dominators, evaluation and ending, coping with horrors, and common mistakes.

McCain, Donald, and Tobey, Deborah. 2003. *Facilitation Basics.* American Society for Training and Development. Includes tips and techniques for creating a learning climate, facilitating learning activities, managing difficult participants, using media to support learning, and assessing facilitation quality and success.

Silberman, Mel. 2006. *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*. Pfeiffer. Topics include assessing training needs, creating practical opening activities, preparing "brain-friendly" lectures, design active training exercises, create e-learning applications, and providing for back-on-the-job application. Supplementary instructor's guide: http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0787976237&bcsId=3297

United Nations. *Share, Learn, Innovate! Methods and Technologies to Share Human Rights Knowledge and Ideas*. An online toolkit that includes both new and well-established training techniques: http://slitoolkit.ohchr.org

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