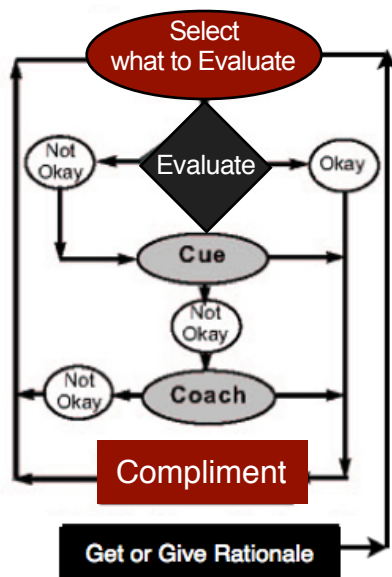


Performance Levels

To evaluate the trainee's progress of habit development we can assess the performance on four different levels.

- **Level 1. Okay - Unconscious Performance** is the best level. The trainee performs the correct action by habit without thinking about what needs to be done. Even when distracted, correct action will take place.
- **Level 2. Okay - Conscious Performance** is a necessary level of performance during the learning process. The trainee is able to model the correct behavior when conscious of the actions being taken.
- **Level 3. Not Okay - Conscious Performance** is the level where the trainee becomes aware of the error that was made. With effective coaching the incorrect behavior can be replaced with correct performance. For effective learning to take place, Level 2 of performance must replace this level.
- **Level 4. Not Okay - Unconscious Performance** is the level that results in high-risk habits being formed. The driver does something wrong without any recognition that the error was made. The more often the action takes place on this level, the more difficult it is to achieve level 1. In order to go from Level 4 to Level 1 the coach must guide the trainee through Level 2 coaching for the correct performance.



Evaluate

- Select the most important behaviors to evaluate for the situation.

Compliment

- Give praise for a single behavior when it is performed correctly.

Cue

- Give the trainee a short and timely reminder of what behavior to perform.

Coach

- Identify single behaviors that the trainee is in need of coaching to achieve success.

Rationale

- Ask the trainee to explain why an action should be developed into habit.



Professor Mottola's
Driving MIND™ eCoach
Driver Wellness Coach's Notebook

Compliment:

1. Give praise for a single behavior when the trainee performs it correctly.
2. Compliment an accurate assessment of the trainee's performance.
3. Compliment should be of value to the trainee's habit development.
4. Recognize and compliment the trainee for a behavior that was correctly performed on an unconscious level.

Cue:

5. After a behavior is performed incorrectly, repeat the task and then cue the trainee for correct performance.
6. Give the trainee a short and timely reminder of what actions need to be performed to achieve a successful outcome.
7. Give the cue in a timely manner — soon enough for the correct action to take place, but not too early to take away the trainee's opportunity to perform.

Coach:

8. Give the trainee an opportunity to perform without any instructional guidance.
9. Identify behaviors that are in need of coaching after giving the trainee an opportunity to perform without guidance.
10. Guide the trainee verbally to achieve correct performance of a behavior when there is a need for your assistance.

Rationale:

11. Ask the trainee to explain why a behavior should be developed into habit.
12. When the trainee is not able to explain the benefits gained by performing a behavior, explain it effectively.
13. Avoid lecturing to the trainee about why a behavior should be performed.

No Action:

14. Refrain from taking action when no action is needed.
15. Take action in a timely manner when an action is needed.

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