





Group Results

Individuals	Common Analysis and Strategy	When to Use
Adam B Christopher B Greyson B Dana B Audrey J Carol N AJ O Jacob R Amy S Claire U Avery W	Excellent understanding beyond basic concepts. Challenge them to apply new concepts in many different areas. Review, discuss and provide feedback on the areas where new concepts have been applied.	Classroom  Whiteboard

Individuals	Common Analysis and Strategy	When to Use
Aimee A Adam B Greyson B	Easily bored with a task once there is a feeling of mastery; prone to complacency. Give them daily performance feedback in relation to the standard, not the performance of others.	Hands On  Observed Execution

Common Analysis and Strategy- APTUS identifies sub-groups, within a larger group (or team), that have similar paths for development.

Individuals	Common Analysis and Strategy	When to Use
Aimee A Adam B Greyson B Dana B Andy B Aaron D Audrey J Bri M Carol N	Multitasks gradually, needs objective feedback on their performance every study session. Provide specific feedback on efficiency and accuracy when they multitask.	Individual Study  Interactive Work

Individuals	Common Analysis and Strategy	When to Use
Aimee A Greyson B Dana B Andy B Aaron D Benjamin H Adam M AJ O	Learns best inside a comfort zone; prefers others to correctly model new tasks first. Ensure they have time to prepare for training and job related education. Do not try to surprise them by taking them out of their comfort zone in a learning environment.	Classroom  Note Taking

Overview

This BLUF report is directly based on performance in the APTUS Exercises. BLUF reports are designed to provide specific feedback to enhance future learning and performance. Each BLUF is unique and is based on the way the person **Defines, Processes, and Executes** instructions and information across various contextual environments.

General Observations

High-level descriptions of performance are provided below.

- Adjusts well to teaching/coaching during execution of assignments
- Believes strongly in oneself and abilities
- Consistently remembers and places things in the wrong direction
- Assessing instructions once is enough; fast

Development Strategies

In-depth descriptions of performance are listed below. Each analysis is followed by an action to improve learning, and feedback is linked to contexts where it is likely to be most relevant.

General Observations -
Initial observations; high level; the four statements are comprised of: two behavioral statements, an area of development & an area that is already highly developed

	Observation	Complacency can become a problem for you, leading you to be demotivated and experience lowered performance.
		Set specific and challenging goals even for all tasks, including ones that you have mastered. Actively look for ways to continually improve strengths and weaknesses.
		You tend to hesitate or perform slowly when attempting a new or less clear-cut task.
		When in training, clarify any performance standards and be sure to ask if you have met the standard after each attempt. Ask for specific details about what you did well and what needs improvement.
		Receiving individualized feedback in the presence of others is difficult for you.
		Clarify what is required in upcoming meetings or training events. Plan ahead if your input or answers will be needed.
Classroom	Observation	You tend to learn and/or perform new tasks more effectively when alone, compared to doing so in the presence of others.
	Observation	Add structure and self-assessment to your learning process by asking yourself questions about the new material and practicing the new skills on your own.
Classroom	Observation	You tend to solve problems and perform job tasks quite accurately, but often slowly.
	Observation	Give yourself ample time to complete complex problems. Try to discuss your solutions with others.
Classroom	Observation	You learn well by watching others and enjoy group-based learning opportunities where you can exchange ideas with peers.
	Observation	When you are in a group or team training setting, be sure you provide input during the training and performance review.
Hands On	Self-Directed Execution	You prefer to set the pace when working and/or learning during training.
		Create and discuss with others your work objectives and/or learning goals before putting forth effort.
Hands On	Observed Execution	You tend to become easily bored with a task once you have mastered it, which leads to complacency and lowered motivation.
		Evaluate your performance and/or learning in relation to the standard, not in relation to how others are performing or learning.

Statement Pairs – Analysis statement provides insight into HOW a person Defines, Processes & Executes; Development strategies then provide direct instructions/steps on how to best develop a person based on the analysis statement

You find it difficult to focus and concentrate when distractions are present.

topic at a time with frequent, short breaks.

ster and perform complex task, you need repetition and ample

er a new skill, focus your practice on demonstrating the entire assignment, rather than on the individual elements.