

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

Classroom	Observation	Goes through the motions without knowing it; may become complacent without realizing it.
Classroom	Observation	Discuss with them daily how their actions influence the current mission and objectives.
Classroom	Observation	Hesitates or performs slowly when unclear about performing a task.
Classroom	Observation	When training them, tell them privately after each attempt or exercise if they have met the standard. Be specific about what they did or did not do well in relation to the standard.
Classroom	Observation	Does not respond well to being singled-out during meetings or training.
Classroom	Observation	Give them a heads up if you plan on asking for their input or answers before a meeting or any training. If mistakes are made, use positive comments such as "Here's what you'll accomplish when you get better at this" rather than "Here's what you did wrong."
Classroom	Observation	Is concerned about making mistakes in front of others; the ability to demonstrate competence is important to them.
Classroom	Observation	Begin every counseling session with their own self performance assessment using metrics you provide ahead of time. Tell them where your perceptions differ from theirs, but not in front of others.
Classroom	Observation	Slow but accurate problem solver.
Classroom	Observation	Give them time to complete complex problems; then discuss their solutions with them.
Classroom	Observation	Learns well by watching others execute; enjoys exchanging ideas with peers when learning new tasks.
Classroom	Observation	Use group or team training settings. Be sure to ask for their input during reviews of group training and performance.
On The Job	Job Performance	Most comfortable when setting the pace for work and study sessions.
On The Job	Job Performance	Discuss objectives for work and study sessions ahead of time; "at the end of this session you should be able to..."
On The Job	Observed	Easily bored with a task once there is a feeling of mastery; prone to complacency.
On The Job	Observed	Give them daily performance feedback in relation to the standard, not the performance of others.

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

ers when they are distracted.
topic at a time with frequent, short breaks.
repetition when learning. Learns and best recalls the sequencing of
nts/tasks with continual repetition over time.
y mental exercises that differ each week. For example, use flash
quiring them to arrange elements of an assignment in the correct
nes a day. Once or twice several times a day is better than several
y.