

Overview

This Fluency report is an objective snapshot of measurement rankings compared to the APTUS population for how the person **Defines, Processes, and Executes** across various contextual environments. How “fluently” one learns and performs is a function of both Time and Accuracy. Scores on Define, Process, and Execute are shown across these two dimensions of fluency. A summary statement describing the overall fluency of the learning approach is also provided.

Definitions

- Define:** How one perceives, selects, organizes, discriminates information.
- Process:** How one transforms, reduces, elaborates, stores, and learned.
- Execute:** How one physically takes action when implementing what has been learned.

Time & Accuracy Feedback
Separate descriptions of time & accuracy across Define, Process, & Execute

Define, Process & Execute

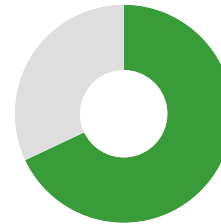
Fluency is a function of both time & accuracy, across all three areas of assessment

DEFINE

Interprets instructions with some delay



59%

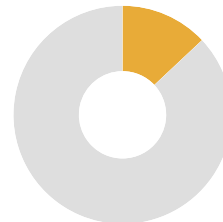


68%

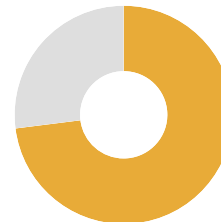
Interprets instructions somewhat effectively

PROCESS

Form strategies for action with some delay



13%

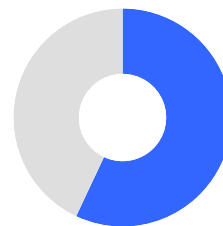


73%

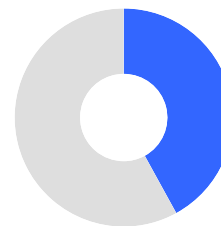
Forms strategies for action somewhat effectively

EXECUTES

Executes learning efficiently



57%



42%

Fairly accurate over time

Fluency Summary

General statement that describes how “fluently” a person learns & how to improve

Fluency Summary: Approach to learning is moderately quick and correct; improved fluency will result with a focus on accuracy first and then emphasizing speed.

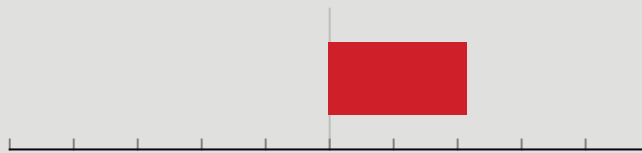
Overview

This Propensity Report is a snapshot of behavioral tendencies compared to the APTUS population for seven behavioral measurements captured in the APTUS assessment. These seven behaviors reflect action-oriented tendencies or consistent patterns with regard to how the person **Defines, Processes, and Executes** instructions and information.

Behavioral Tendencies

Tends to hesitate and second-guess actions, especially in new or not welldefined situations

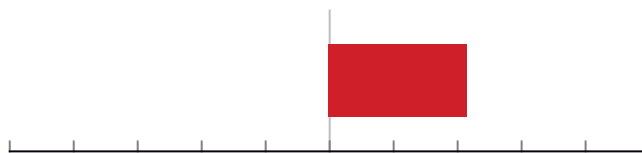
CONFIDENCE



Tends to act swiftly and assertively, even in new or not well-defined situations

Tends to maintain concentration best on specific and brief tasks

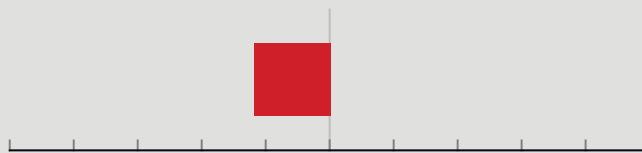
FOCUS



Tends to maintain strong concentration on a variety of tasks over time and repetitions

Tends to have difficulty

SELF-CONTROL

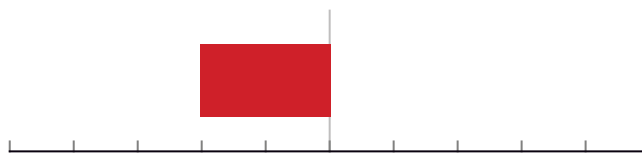


Tends to be composed and persistent, especially in goal oriented situations

Propensity- Seven behavioral attributes that reflect action oriented patterns or tendencies with regard to how a person Defines, Processes, & Executes

and less precise actions

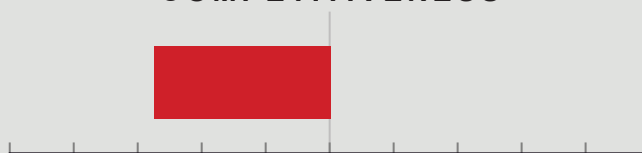
DETAIL



Tends to focus on meticulous and exact actions

Tends to judge perform performance by own standards

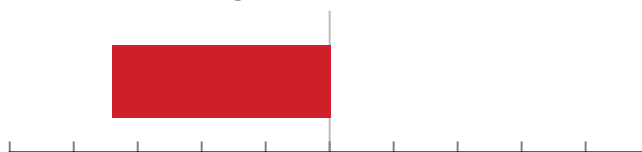
COMPETITIVENESS



Tends to act swiftly and assertively, even in new or not well-defined situations

Tends to look for elaborate solutions that often require many actions to implement

SIMPLICITY



Tends to look for straightforward solutions that require few actions to implement

Tends to perform best in situations where mental fatigue and strain are less demanding

GRIT



Tends to persevere in situations where mental fatigue and demands are high

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.

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	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.
	Self-Directed Execution	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.
	Observed Execution	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.

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		Goes through the motions without knowing it; may become complacent without realizing.
		Discuss the goals for each study session prior to starting.
		Hesitates or performs slowly when unclear about performing a task.
		Privately clarify the purpose of any study session or practice test if they are too focused on any particular item.
		Does not respond well to being singled-out during meetings or training.
		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	Does not learn well from making mistakes in front of others.
		Give questions that guide and structure individual study between tutoring sessions. Build in time to go over answers, but not in front of other students.
Classroom	Observation	Slow but accurate problem solver.
		Give them time to complete complex problems then discuss their solutions with them.
Classroom	Observation	Learns well by watching others, enjoys exchanging ideas with peers.
		Ask for their input on other students' answers and opinions as a way to involve them in discussions.
Hands On	Self-Directed Execution	Most comfortable when setting the pace for their tutor sessions.
		Discuss objectives for tutor sessions ahead of time; "at the end of this session you should be able to..."
Hands On	Observed Execution	Easily bored with information once they believe they have mastered it.
		Challenge them to achieve a mutually agreed upon personal standard rather than comparing them to other students.

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