

## Overview

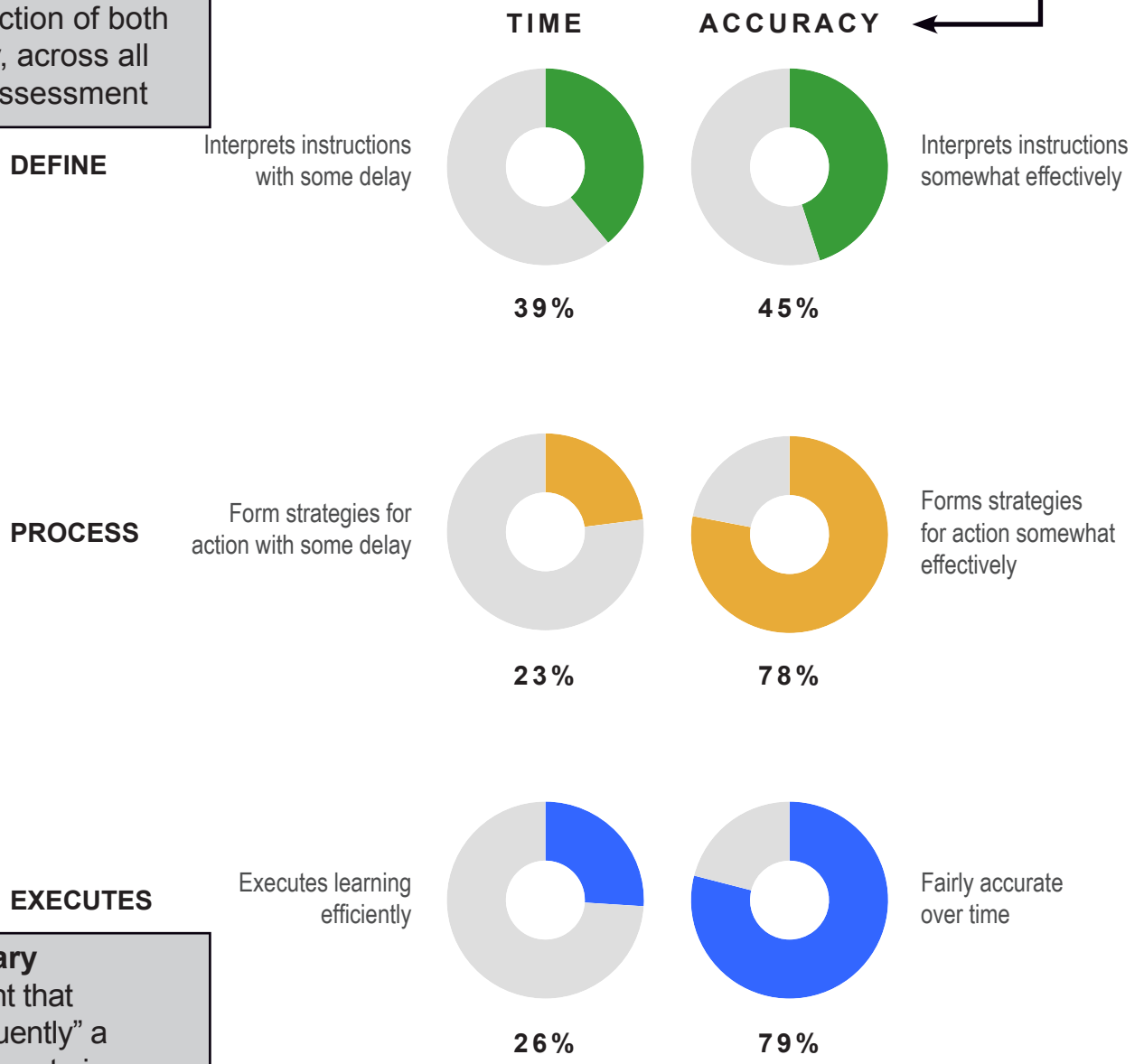
This Fluency report is an objective snapshot of measurement rankings compared to the APTUS population for how the person **Defines, Processes, and Executes** across various contextual environments. How “fluently” one learns and performs is a function of both Time and Accuracy. Scores on Define, Process, 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



## 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.

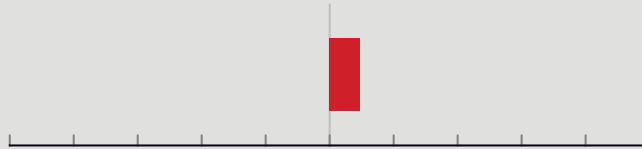
**Overview**

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

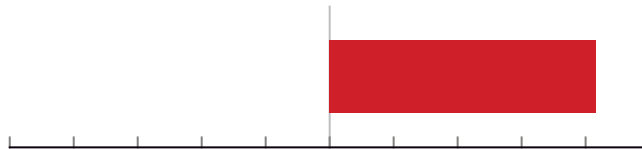
**CONFIDENCE**



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

Tends to maintain concentration best on specific and brief tasks

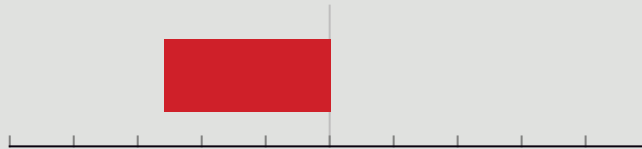
**FOCUS**



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

Tends to have difficulty

**SELF-CONTROL**

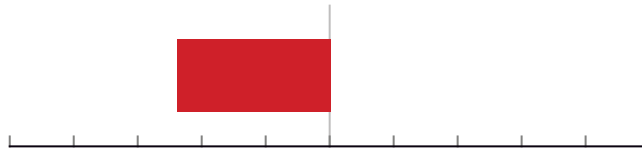


Tends to be composed and persistent, especially in goal oriented situations

**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

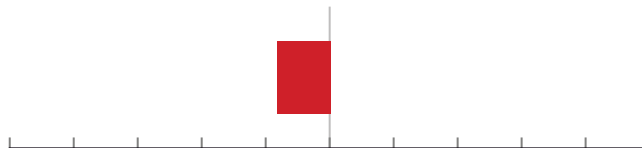
**COMPETITIVENESS**



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 coaching during execution of assignments
- Executes assignments well throughout the entire competition
- Not a natural multi-tasker
- Sees and reacts more accurately than most people

**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 - II**







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

Does not learn well from making mistakes in front of others.  
Record or write down instructions with questions to be answered and used during independent film study. Build in time to go over answers together in private.

Hesitates from uncertainty, not lack of skill.  
Clarify assignment requirements privately if they hesitate or demonstrate tunnel vision.

Prefers pacing themselves in the initial stages of learning a new technique or assignment.  
Allot time to warm up with new techniques or assignments before going full speed.

Excellent peripheral vision.  
Challenge them to communicate the big picture to teammates.

Classroom		Does not learn well from making mistakes in front of others. Record or write down instructions with questions to be answered and used during independent film study. Build in time to go over answers together in private.
On Field		Bored with techniques and assignments if not challenged. Require the continual increase of pace and accuracy of execution during drills; especially towards the end of workouts or practice.
On Field		Multitasks quickly. Make them grade their execution prior to you providing feedback during drills; "How did you do?"
On Field		Loses focus when rushed. Require complete accuracy in walk-through reps prior to full-speed reps.
On Field		Easily bored with a technique or assignment once they believe they have mastered it. Challenge and motivate during practice by giving feedback relative to a standard, not other players.
On Field		Knows when they execute poorly; they may tune you out if you remind them. Separate ego from performance. Reassure with phrases such as "I've seen you do this very well before" or "You've got this."

**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

ok learner; prefers to receive feedback on the smaller elements of /package first, then combine all the elements.  
htforward, small portions of information and provide immediate execution of them before putting all the pieces together.

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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.

Hesitates from uncertainty, not lack of skill.  
Privately clarify the purpose of any study session or practice test if they are too focused on any particular item.

Prefers pacing themselves in the initial stages of learning a new technique or assignment.  
Allow learning of new material at own pace as much as possible, and create warm-up exercises that allow practice before study sessions.

Excellent peripheral vision.  
Challenge them to apply new concepts in many different areas.

Classroom



Hands On



Hands On



Hands On



Hands On



Hands On



Bored with techniques and assignments if not challenged.  
Find ways to challenge and keep them focused during group/individual/tutor study sessions by providing speed and accuracy goals to achieve.

Multitasks quickly.  
Look for areas where correct guessing occurs, and discuss; encourage them to trust their instincts.

Loses focus when rushed.  
Don't reward completing complex problems or assignments quickly; reinforce accuracy, the speed will come over time.

Easily bored with a technique or assignment once they believe they have mastered it.  
Challenge them to achieve a mutually agreed upon personal standard rather than comparing them to other students.

Knows when they execute poorly; they may tune you out if you remind them.  
Give consistent, positive reinforcement whenever appropriate; five pats on the back to one kick in the shin is a good ratio.

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



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		Does not learn well from making mistakes in front of others. 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.
		Hesitates from uncertainty, not lack of skill. 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.
		Prefers pacing themselves in the initial stages of learning a new technique or assignment. When possible, seek out self-paced learning opportunities that provide you more control over the pace of learning and practice.
Classroom		Excellent peripheral vision. Challenge yourself to apply new concepts in many different areas. Review where your new concepts have been successfully and unsuccessfully applied.
On Field		Bored with techniques and assignments if not challenged. Continually increase your performance goals for tasks to provide challenge and motivation. Be sure that challenging yourself does not detract from performance accuracy.
On Field		Multitasks quickly. Use self-talk when demonstrating your proficiency on new tasks to help identify areas where you might be correctly guessing or improvising.
On Field		Loses focus when rushed. Focus on accurate performance. When you complete a requirement or task early, verify your work is of the highest quality and 100% accurate.
On Field		Easily bored with a technique or assignment once they believe they have mastered it. Evaluate your performance and/or learning in relation to the standard, not in relation to how others are performing or learning.
On Field		Knows when they execute poorly; they may tune you out if you remind them. Correct mistakes or poor performance right away, before moving on to the next task.

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works by breaking down requirements in small, sequential steps. feedback after you demonstrate proficiency at each step.