

# Profi Competence Tests for Young



## REPORT MY SCHOOL

**Report: Name**

**Report type: Short**

**ID: 0000**

**Date: 2021-03-24**

## REPORT TEST

### MY SCHOOL

**My School** Test is a multidimensional tool used in personality testing in the context of numerous areas of your school life. This method allows for an accurate and detailed description of your personality in terms of how you act and function in school based on an individual profile determined by your age, gender and experience. The tool identifies your key predictors for success in school or in your future career. It examines your level of performance, attitude and goal orientation, as well as the charisma associated with leadership. It gives information about the inner strength needed to learn and work. The report you hold in your hand presents your typical ways of behaving, feeling and thinking in different life and school situations. The test describes your performance in five sub-dimensions:



Reading the report, you will find answers to a number of questions about your needs and your style of functioning at school. You will find out about your reactions, behaviours, attitudes, beliefs, strengths and areas for development. The suggested guidelines refer to your emotional, social, intellectual and physical development.

**This report offers comprehensive knowledge about yourself, which can translate into your goals and decisions in your personal life as well as in the process of setting your educational and professional career path.**

# HOW TO INTERPRET THE REPORT



When analysing your results, pay attention to the fact that some subdimensions may present your natural traits and other subdimensions may provide information about your learned reactions. It's completely natural. In your everyday functioning, you mostly apply your innate traits, talents and strong sides.

However, sometimes the role that you assume in a team (privately and at school) requires certain behaviours. After some time innate reactions become so obvious that you accept them as your natural reactions.

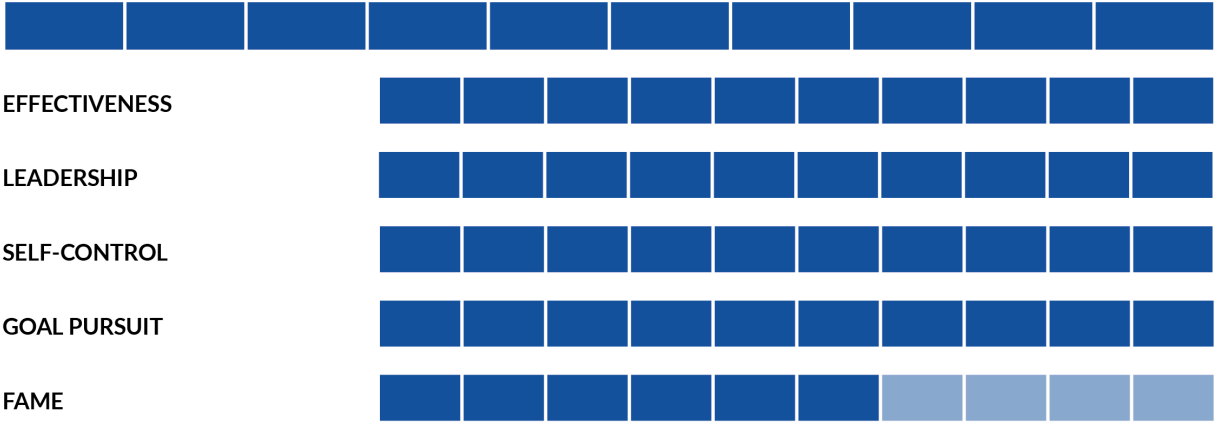
When analysing the results, decide which of the subdimensions show what is innate to you and which ones show a developed way of being. Additionally decide which traits you would like to keep working on, which ones you would like to start working on and which ones you are fully satisfied with.

Pay attention to the fact that in some of the assessments you may have a generally high result in your overall score, however, particular subdimensions (one or two) may show moderate or low scores.

### Example:

The overall assessment score, which is the average of the subdimension results, describes the global image of a person in action, combining the results of all the subdimensions into one general score.

### MY SCHOOL



It is possible to receive a high result on the scale of **MY SCHOOL LIFE**, and simultaneously receive a low result in the **FAME** subdimension.

We are then dealing with a person who has leadership skills, is effective, manages difficult situations, strives towards reaching set goals, however, they do not need fame or to be praised for what they do and do not aim to be popular.

## MY SCHOOL

The dimension **My School** describes a person at school, which roles are assumed, how difficult scenarios are handled. It describes the self-assessment of expertise, abilities and effectiveness in taking action. It demonstrates leadership, authority and management skills, while considering the establishment of authority at school and the ability to control one's own emotions. It measures the inner desire to achieve set educational and private goals and the importance of studying to a young person.

### EFFECTIVENESS

It determines the self-assessment of skills, competences and efficiency in taking action in a classroom environment. It informs to what extent one has faith in their abilities and to what extent they are effective at school as well as how one copes in difficult situations.

### LEADERSHIP

Determines leadership abilities and the skill to give directions to peers. It shows the way of building up authority and evoking respect among people in a classroom environment. It measures the level of assertiveness in interpersonal contacts. It determines whether one sets the direction or rather prefers to follow others.

### SELF-CONTROL

Determines the level of control of one's own emotions, concentration and stable action. It shows the ability to manage difficult situations. It determines the focal point of one's own resources. It describes the practice of self-control at school. It answers the question, whether the person submits to momentary whims or whether they focus more on the task and studying.

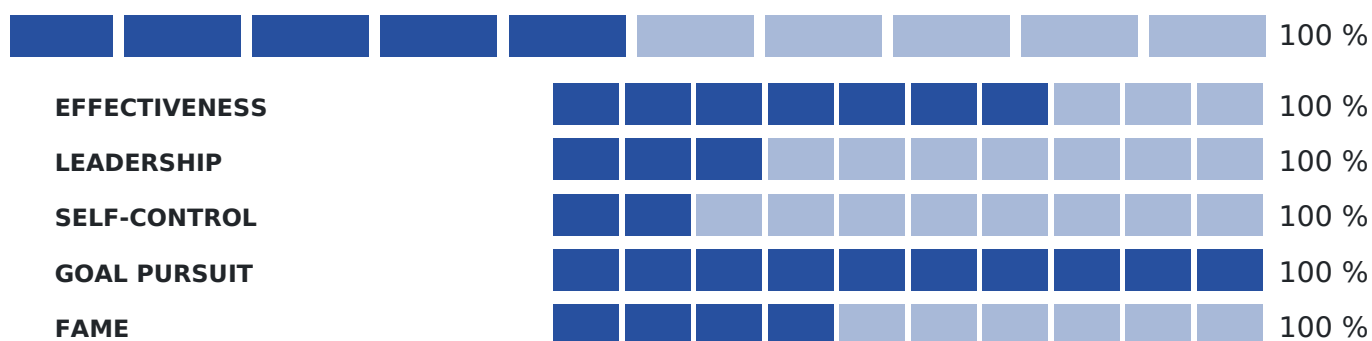
### GOAL PURSUIT

It measures the inner desire to reach goals. It reveals aspirations or lack of ambition, perseverance in studying or laziness, diligence or carelessness, decisiveness and a sense of the meaning of life. It determines the way in which goals and priorities are set during learning. It presents the level of ability to juggle school life and free time and to what extent one desires to succeed in a professional career in the future.

### FAME

Expresses the level at which social recognition and acceptance within the surroundings are expected. It's one's own self-image, it displays the aspiration for popularity, gaining fame, being admired and liked by other peers. Additionally, it shows awareness of being accepted by the surroundings and the role in a team at school.

## MY SCHOOL





## SOCIAL APPROVAL

### SOCIAL APPROVAL



The dimension **Social Approval** describes the tendency to present yourself in a better light to achieve greater social acceptance. It is connected with the willingness to behave in a socially desirable and acceptable manner. The need to win social approval is also demonstrated in the test situations by attributing to yourself positive or commendable behaviour, as well as negating the presence of undesirable attitudes or behaviour within yourself. To some extent it overlaps with conformism and increases the tendency to alter or embellish your own way of behaviour.

#### Very low result

Your result on the **Social Approval** scale is very low in comparison with other people. It means that you are a person who is absolutely not driven by the need for social acceptance or that through your answers you want to present yourself as a person who is completely unaffected by social influences.



## MY SCHOOL

### MODERATE RESULT

Below you will find overall result for the **MY SCHOOL** dimension being the average of your subdimensions

Your result on the scale of the **My School** dimension is moderate in comparison with other people. It means that you belong to a group of people, who are rather self-aware of their expertise and skills at school. Depending on the situation you are able to assess your strengths and weaknesses. You are rather a proactive person when undertaking action. It depends on your level of self-confidence. At school you are able to set goals, which you try to achieve step by step. In very difficult situations you may have problems with controlling your emotions. From time to time you happen to panic. However, in numerous situations you are capable of task-based problem solving, which makes it difficult to discompose you. You have leadership and management skills. In a group you sometimes take control and assume the position of a leader. Organising and managing projects motivates you to take action. When you have a feeling of self-confidence you are able to establish authority among your peers. People then pay attention to what you say and how you behave. Within a group you are able to speak and sometimes to express your opinions. You are moderately aware of your approval among the people that surround you. There are situations where you enjoy being in the centre of attention or you assume the role of an observer. It depends on your mood and the group's acceptance. Sometimes people's lack of interest in you may influence your frame of mind and behaviour - it may cause a drop in your energy level. At school you rather dislike stagnation. Sometimes you

seek strong sensations. This propels you towards action. As a rule, you are a determined person who is goal-oriented. You rather do not care about popularity and fame. Unlike the people who obtain high results and are prone to workaholism, you can keep the balance between private life and studying as well as school-related and non-scholarly responsibilities.