

Profi Competence Tests for Young



REPORT MY SCHOOL

Report: Name

Report type: Medium

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 extensive analysis of your results also includes recommendations from specialists in various fields. The proposed 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 private 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.

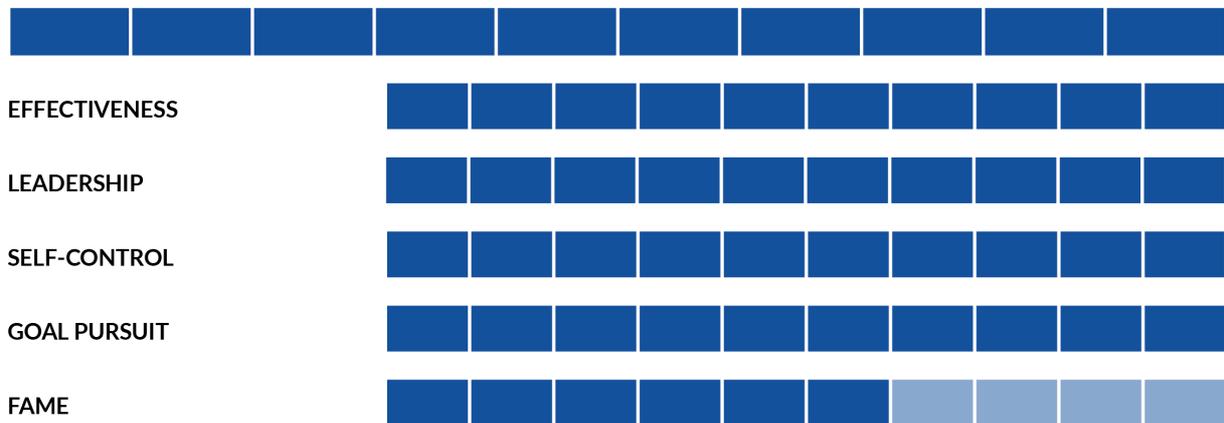
When analysing the results, decide which of the subdimensions show what is innate to you and which ones show a developed way of being. Additionally decide which traits you would like to keep working on, which ones you would like to start working on and which ones you are fully satisfied with.

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.

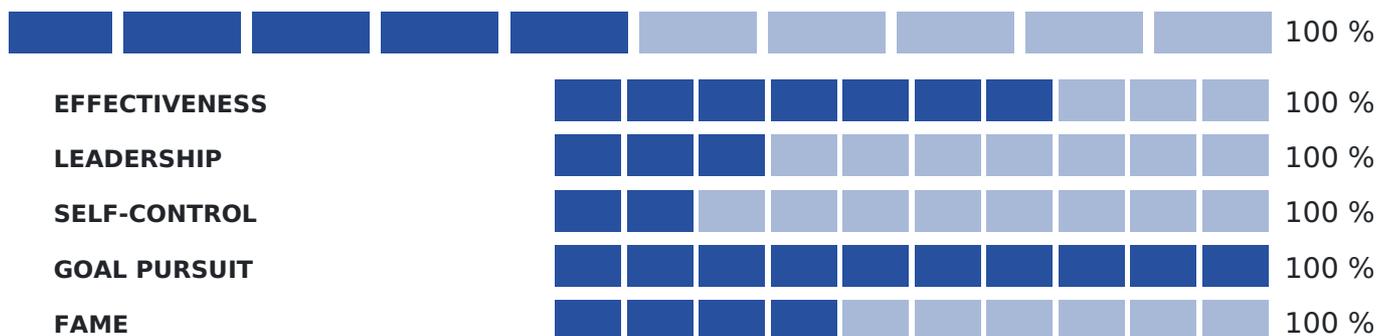
GOAL PURSUIT

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



DIMENSION

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.

DIMENSION

MY SCHOOL



SUBDIMENSIONS:



EFFECTIVENESS



LEADERSHIP



SELF-CONTROL



GOAL PURSUIT



FAME

**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.

Now take a close look at the detailed results to find out which of the subdimensions have the greatest impact on your overall result.

**EFFECTIVENESS**

Your result on the scale of the **Effectiveness** subdimension means that you belong to a group of people who are aware of their competences and skills at school. Your high awareness of your abilities and level of intelligence allows you to achieve high results at school. You belong to a group of people who are very talented and who easily acquire knowledge. You are able to cope well in difficult and demanding situations, which do not cause panic or fear. Through your actions you belong to those who are effective. You are greatly predisposed to be a leader. At school they perceive you as a very good and effective student.



LEADERSHIP

Your result on the scale of the **Leadership** subdimension means that you belong to a group of people who would rather follow others than set a course of action. You feel more like a team member than a leader. Managing people is not your strength. You prefer to act as the person who performs delegated tasks. You are a submissive person rather than an assertive one. When dealing with a team in some situations you do not feel your strength, you listen rather than share your ideas. You do not build up the image of a leader. Conflict or disputable situations are sometimes stressful for you, so you try to avoid them. You prefer to be guided, rather than to lead people yourself.



SELF-CONTROL

Your result on the scale of the **Self-control** subdimension means that you belong to a group of people who have problems with self-control. You often succumb to your emotions. In difficult situations you may panic, you can't keep your cool. You lack self-discipline. You often fail to mobilise yourself to take action. Many external factors, distractors divert and distract you from the task at hand. It is difficult for you to achieve your goals, which causes chaos in your actions. Under a lot of stress, you focus on your emotions and not on the task at hand. Your emotional attitude has a negative impact on the environment around you. At school, it is difficult for you to perform and complete tasks step by step.



GOAL PURSUIT

Your result on the scale of the **Goal Pursuit** subdimension means that you belong to a group of people who have a high level of aspiration. You are a very proactive person. You are able to set very ambitious goals, which you later consistently pursue. You are ambitious, conscientious and persistent in pursuing your goals. You are not afraid of work and difficult challenges. Tough situations are unable to stop you from taking action. The mere vision of your goal motivates you to act. You mainly focus on the task and the pursuit of the goal, so you may miss out on the human aspect. This means that you sometimes overlook the emotions and feelings of others. You are a person who focuses strongly on their career. You have a tendency towards workaholism.



FAME

Your score on the **Fame** subdimension scale means that you are one of those people who do not consider themselves popular in the surrounding environment. You don't like to take centre stage and don't need too much attention and appreciation from other people. However, you may sometimes have a desire to be famous and admired. At school you don't really aim at being the centre of attention. The fact that you don't attract interest of others doesn't affect your mood or humour.



EFFECTIVENESS

- Humility is always necessary. An excessively positive self-assessment of your skills and competences may stop you in your development or lead to wallowing in your own perfection. Your level of effectiveness may overwhelm weaker people, that is why as a leader you should support them in their actions, to give them more motivation to study.



LEADERSHIP

- Believe in your skills and competences. Don't be afraid of displaying your views and opinions. Take a look at your strong sides, this will allow you to build up greater respect and authority among members of the team at school. Sometimes conflict or difficult situations don't have to be so frightening. Avoiding them will not allow you to gain experience nor live through emotions, that could allow you to face up to difficult situations next time around. Remember, be a more assertive person, that way you will feel your power and you can bring even more energy to the team.



SELF-CONTROL

- Control your emotions. They negatively influence the tasks carried out by you as well as building relations with people at school. Working on emotions isn't that difficult. Search for methods of coping with emotions that are best for you. Applying them will allow you to concentrate more on tasks and achieve greater results at school.



GOAL PURSUIT

- School is very important but take care of maintaining a balance between private and school life. Pay attention to people in your class and not just the tasks. It's the people who help you in accomplishing tasks and reaching select goals. Your result may indicate that you possibly devote yourself too much to studying, which may lead to workaholism.



FAME

- Being famous is not the most important thing in life. It is important to be aware of your competences and skills. Remember, the way you think about yourself, the same way people see you.