

# Profi Competence Tests for Young



## REPORT MY SCHOOL

**Report: Name**

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## 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.

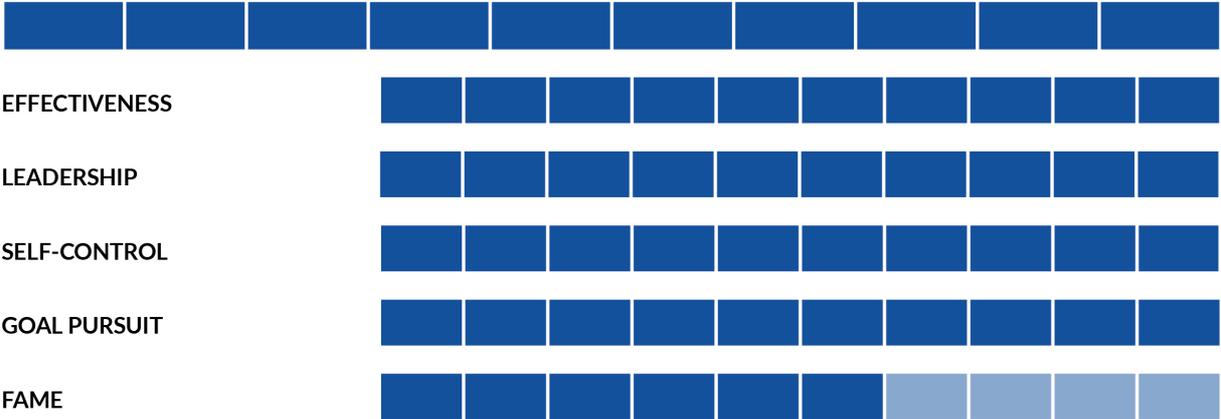
When analysing the results, decide which of the subdimensions show what is innate to you and which ones show a developed way of being. Additionally decide which traits you would like to keep working on, which ones you would like to start working on and which ones you are fully satisfied with.

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.

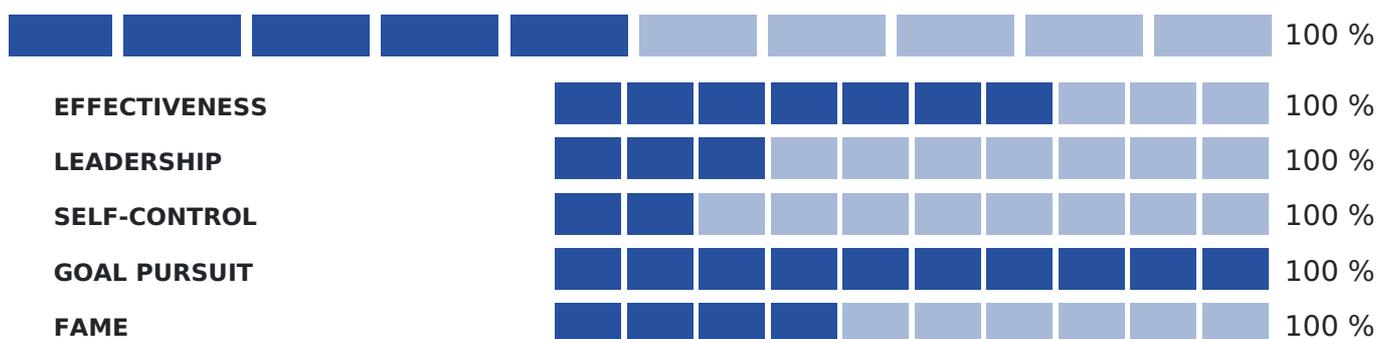
### GOAL PURSUIT

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 workaholicism, 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 own competences and skills at school. You are highly aware of your abilities and level of intelligence which enables you to achieve high results and climb the educational ladder. You belong to a group of people who are very skilled, who easily absorb knowledge, which allows you to gain greater competences at school and new skills. You manage difficult and demanding situations well, they do not evoke panic and fear in you. In your actions you belong to a group of people who are effective. You have faith in yourself and

your skills, thanks to which people view you as a competent person. You are a person who is greatly predisposed towards assuming the role of a leader at school and in your future career. Your high level of effectiveness may build a figure of authority among your peers. Your self-confidence and faith in your own abilities allows you to face difficult tasks. At school you are seen as a very good and effective student.

**REMEMBER:** 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

Your result on the scale of the **Leadership** subdimension means that you belong to a group of people who would rather follow others rather than to set the course of action. You feel better as a member of the team rather than as its leader. Managing people isn't your strong side. You prefer to play the role of the worker who carries out the delegated tasks. You feel comfortable in this role. You are rather a submissive rather than an assertive person. When in contact with the team, in some situations you do not feel your own force, you tend to listen rather than to inspire others with your ideas. As a member of the team you prefer the role of a person working together with the team. You do not build up the image of a leader. Conflict situations or disputes can sometimes be stressful for you, which is why you try to avoid them. Compared to people with opposite results, your self-confidence is lower. You do not care about building up authority among your peers. You assess yourself to be someone who is easy to intimidate or take advantage of. You prefer to be directed rather than to direct people by yourself. You assess yourself to be a non-assertive person.

**REMEMBER:** 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

Your result on the scale of the **Self-Control** subdimension means that you belong to a group of people who have trouble with self-control. You often give into emotions. In difficult situations you may start to panic, you are unable to keep your cool. You lack self-discipline. You often cannot mobilise yourself to take action. Many external factors and distractions sidetrack you and divert you from the current task. It is difficult for you to achieve your set goals, which causes chaos in your actions. In your opinion, you are unable to control your whims. You may have a problem with controlling how much you eat and drink. When highly stressed you focus on emotions and not on the task carried out. Your strong emotions often take control over the situation and tasks. This may cause you even greater stress. Your emotional attitude may negatively influence your surrounding environment at school and your peers. It creates a tense atmosphere. At school it is difficult for you to accomplish as well as complete tasks step by step.

**REMEMBER:** 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

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 can set very ambitious goals which you then consistently accomplish. The higher the goal, the more motivated you are to take action. You are able to work hard to reach your pursuits. You are an ambitious person, meticulous and persistent in striving towards your goal. You aren't afraid of work and tough challenges. Difficult situations cannot stop you from acting. Step by step you pursue your plan. The mere vision of your goal motivates you to work. Your result shows that you are mainly focused on the task and striving towards the goal, which may cause you to overlook the human factor. It means that sometimes you ignore the emotions and feelings of others. You are a person who strongly focuses on studying, to the point where you may lose sight of the line between private and school life. You have workaholic tendencies.

**REMEMBER:** 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

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. When in a new environment among your peers you are not sure if new people will like you. You may have a feeling that others are ignoring you. At school you rather keep your head down, stand aside and watch. It is more difficult for you to build the role of a leader.

**Remember:** 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.



## EFFECTIVENESS

- You have a sense of high effectiveness, skills and competences. Grow in different areas because You are able to achieve more than others.
- Your high level of self-esteem allows you to construct the image of a very self-confident person. Use this at school and in your future professional career.
- Remember, humility is always necessary. An excessively positive self-assessment may lead to failing to notice the weaker aspects. Sometimes stop and try to verify your competences.
- You can build up strong authority, that is why you should use this in managing people. Cooperate with people and motivate them to take action. Provide strength for the weaker ones.
- In difficult situations use your skills and high effectiveness. Do not be worried about making risky decisions. A reasonably thought out decision, which may even be risky, may be your path to winning.
- Your strength allows you to take on difficult tasks, more so than others. Set yourself even greater challenges with more responsibility and you will surely be able to face up to them.



## LEADERSHIP

- You have many strong sides which you may not always notice. Believe in yourself and you will see, that your surroundings will notice it immediately. Work on your self-confidence and building up authority. This will allow you to build the role as the group leader.
- Do not submit to others. Express your opinions. Strengthen your assertive behaviour. It doesn't always have to be how others want it to be.
- You have many ideas and intriguing solutions. Voice them out loud. If you focus on listening and speak little, how can others become familiar with your solutions. Do not be afraid of judgment. You have the right to express what you think and feel, even if someone has a problem with that.
- Work on public speaking, it will help in raising your self-worth.
- In stressful situations, do not withdraw. Change an approach based on escape or one that is emotional into a task-oriented one. Approach every difficult situation in a task-oriented manner, this will allow you to avoid negative emotions. Escape or withdrawal will cause even greater stress and frustration. Face the difficulties and you will feel your own strength.
- Be an even more assertive person. You have the right to express your views and opinions. You have a right to express your emotions. Set clear boundaries. Accept criticism for what it is and not as a truth. Learn to receive compliments.



## SELF-CONTROL

- Work on controlling your own emotions. Being an explosive and very emotional person can ruin many of your relationships in your school life and private life.
- In difficult situations try not to start panicking. Approach the problem in a task-oriented manner and not in an emotional way. This will allow for a better solution to difficult tasks.
- Work on self-discipline. Create a task scheduler and abide by it. This will allow you to accomplish your goals step by step and complete tasks on time.
- Control your whims and needs. You have a tendency to break your resolutions.

- Do not react to the surrounding factors that divert your attention, different distractions. They sidetrack you and make it difficult for you to accomplish, as well as complete tasks step by step.
- Set clear and concrete goals in a realistic timeframe. Work on consistently accomplishing them. Try not to postpone tasks. Such a strategy may lead to the failure of your intended result.
- By introducing new habits, work on being consistent in your actions. Strengthen your habits through e.g. rewarding yourself.
- Mastering your self-control is an important and useful skill. It will allow you to effectively manage your life and shape your surroundings. Self-control can be trained and learned from the best - people with a high emotional intelligence.



## GOAL PURSUIT

- You are able to stubbornly strive towards your goal. This focuses your attention and your energy. Remember that besides from studying, there are also other important areas of your life. Take care of maintaining a balance between school life and private life.
- Set clear and concrete goals in a realistic timeframe.
- At school pay attention to your peers and not only to studying. Take care of interpersonal relations and ensuring a good atmosphere.
- Find time for your own enjoyment and relaxation as well.
- You have large aspirations. Set yourself goals step by step, which can then lead you to the top of your career.
- In teamwork you belong to a group of people who are very strong. That is why in difficult situations you can take a lot of responsibility on your shoulders. You will surely deal with this better than others.
- You are able to work hard in order to achieve your pursuits. You have a lot of internal motivation. That is why you should support your team. Motivate them to take action and accomplish set goals. You can be the strong link in the team and a good leader.
- You have highly developed leadership skills and competences. Develop them even further.
- Be careful, you have high workaholic tendencies.



## FAME

- Develop your skills and competences. This will allow you to use your strengths.
- If you feel ignored, remember, it is only your perception.
- Start building your reputation based on your competences. Do it with skill and calm.
- If you want to be more popular, become more involved socially.
- Practise the technique of public speaking. It is not difficult. If you have no problem speaking to a crowd, train your presentation skills. If it is difficult for you, work on your speeches in a small group first and then extend it. Remember, everyone can learn this.
- Change some of your beliefs about yourself and you will see how you are perceived by the people around you.
- Being in the spotlight can be very enjoyable and will further strengthen your self-esteem. Remember, the way you see yourself, the same way others see you.
- Accept praise. Do not deny positive feedback, especially from people close to you. Instead of denying it, accept it and thank them. You may not perceive it, but others can see your strengths.