

# Assessment for Teaching Staff



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Finish State: Normal

## Registration Details

Email Address: asbdsad@asdsa.com

First Name: dsdds

Last Name: Not filled

Date of birth: Mar 7, 1937

State: Not filled

## Response Style: Genuine

Explanation of response style:

Genuine: If questions are answered in a sufficiently varied manner.

Social Desirability: If questions are answered in a socially desirable manner.

Central Tendency: If many questions are answered as 'neither agree nor disagree'.

## OBJECTIVE OF THE REPORT


It is integral that students have a nurturing and secure school environment to enable learning and growth. The responsibility of providing the same lies with the teaching and non-teaching school staff, thereby making it essential to assess their behavioural and personality attributes

The report is indicative of those attributes that would be beneficial for teaching and non-teaching school staff to possess so as to engage with children in an empathetic and ethical manner.

The strengths delineated in the report are reflective of those behavioural attributes that the test taker exhibits and which may prove effective in establishing a good and innocuous relationship when interacting with students of the school. The behaviours reflected as potential red flags are suggestive of behavioural and personality attributes that the test taker possesses and which may prove to be unfavourable or detrimental to the growth and overall learning of students in the school environment.

The scores are not absolute and need to be understood in context of the behavioural indicators for each attribute. The results are not divided as per good or bad, rather, are an indication of certain personality facets which are beneficial and required for effective learning and development of students vis-à-vis those of the test taker.

## EXECUTIVE SUMMARY

 **Strengths**  
NONE

## Potential Red Flags

**Emotional Stability:** May rarely remain confident or persistent while dealing with difficult and uncertain situations.

**Inclusiveness:** Less likely to be open-minded and respectful, especially when working with students from different backgrounds.

**Establishing Trust with Students:** Seldom likely to maintain a good rapport with students and develop warm or trusting relationship with them.

## Evaluation of Attributes

### **Student Care and Empathy:** **Moderate**

Moderately likely to be compassionate and considerate of the feelings and emotions of one's students. Moderately likely to understand the underlying reasons for students' actions, and support them in case of any problems. May at times be able to display a genuine willingness to help students and make extra efforts to put them at ease while interacting.

### **Positive Nature:** **Low**

Less likely to maintain an enthusiastic and optimistic attitude towards one's work and organization. May not always times be able to deal with difficulties and obstacles at work efficiently and learn from one's mistakes. Less likely to forgive others easily as believes in the general goodness of human nature. Not very likely to feel positive or upbeat about one's situation. Less likely to be high-spirited and may rarely act as a beacon of positivity to others.

### **Accountability and Understanding Consequences:** **Moderate**

Moderately likely to hold oneself accountable for the actions taken by oneself. Somewhat likely to take one's duties and responsibilities seriously. May at times be able to think carefully before taking important decisions. May occasionally be able to understand and accept one's mistakes and may sometimes rectify them immediately. May somewhat demonstrate appropriate behavior and think carefully about the outcomes of one's actions.

### **Dutifulness and Discipline:** **Moderate**

Moderately likely to adhere to the rules and regulations placed by the organization carefully and may occasionally follow instructions and directions in order to complete the assigned tasks effectively. Somewhat likely to be aware of the consequences of adherence and non adherence to the organization's rules and regulations. Moderately likely to consider standard operating procedures in the workplace to ensure consistent and quality work.

### **Integrity:** **Moderate**

Somewhat likely to act in an ethical and fair manner. May at times take a stand based on the right thing regardless of the consequence to oneself. Moderately likely to be open and transparent in one's dealings with others. Moderately likely to stick to one's professional ethics, morals, and values to complete tasks, even when it is inconvenient. May occasionally be able to respect the confidentiality of information related to one's organization.

**Emotional Stability: Low**

Less likely to be capable and efficient, not having much confidence in one's own skills and abilities. May not always come across as an independent and assertive individual. Rarely likely to be persistent towards one's work when faced with issues and challenges. May seldom be willing to handle one's emotions and control impulses during tough times and setbacks.

**Stress Tolerance/Resilience: Low**

Less likely to display emotional resilience. Less likely to deal effectively with pressure by being calm and poised and may get discouraged by setbacks. Not very likely to maintain optimal performance during difficult situations. Less likely to use appropriate coping strategies to deal with workplace stress. Seldom likely to respond to changes with a positive outlook even when situations and goals are constantly evolving or dynamic in nature. May not always be able to maintain work life balance.

**Inclusiveness: Low**

Less likely to be understanding or sensitive to others who might be different from oneself. Less likely to express positive feelings towards students from diverse backgrounds. Not very likely to feel comfortable while dealing with students having different perspectives, and may not always try to foster an inclusive workplace where individual differences are respected and valued. Seldom likely to treat everyone with respect and be open to students' thoughts and ideas.

**Establishing Trust with Students: Low**

Less likely to come across as warm, pleasant or friendly when dealing with students. May rarely put extra efforts to make others comfortable. Seldom likely to establish positive relationships with students based on trust and respect. May rarely be easy to approach and talk to.

