

# Assessment for Non Teaching Staff



sample  
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Test Taken on: September 26, 2017 3:54:45 PM IST  
Report Version as on: September 26, 2017 10:26:30 PM IST  
Finish State: Normal

## Registration Details

Email Address: sample@mettl.com      First Name: sample  
Last Name: Not filled      Date of birth: Feb 1, 1930

## 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

**Accountability and Understanding Consequences:** Likely to hold oneself accountable and accept responsibility for one's actions and decisions.

## Potential Red Flags

**Student Care and Empathy:** May not give importance to students' emotions and feelings or understand the underlying reasons for their behaviour.

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

## Evaluation of Attributes

### **Student Care and Empathy:** Low

Less likely to be compassionate or considerate of the feelings and emotions of one's student. Not very likely to understand the underlying reasons for students' actions, or support them in case of any problems. May not always be able to display a genuine willingness to help students or make extra efforts to put them at ease while interacting.

### **Positive Nature:** Moderate

Moderately likely to maintain an enthusiastic and optimistic attitude towards one's work and organization. May at times be able to deal with difficulties and obstacles at work efficiently and learn from one's mistakes. Somewhat likely to forgive others easily as believes in the general goodness of human nature. Occasionally likely to feel positive and upbeat about one's situation. Moderately likely to be high-spirited and may sometimes act as a beacon of positivity to others.

### **Accountability and Understanding Consequences:** High

Likely to hold oneself accountable for the actions taken by oneself. Likely to take one's duties and responsibilities seriously. May be able to think carefully before taking important decisions. May be able to understand and accept one's mistakes and may rectify them immediately. May be able to demonstrate appropriate behavior or 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:** Moderate

Moderately likely to display emotional resilience. Moderately likely to deal effectively with pressure by being calm and poised and not getting discouraged by setbacks. Somewhat likely to maintain optimal performance despite difficult situations. Moderately likely to use appropriate coping strategies to deal with workplace stress. Somewhat likely to respond to changes with a positive outlook even when situations and goals are constantly evolving or dynamic in nature. May at times be able to maintain work life balance.

**Test Log**

**26 Sep,2017**

- 3:52 PM      Started the test with Personality Inventory
- 3:54 PM      Finished Personality Inventory and started Situational Judgement Test of the test
- 3:54 PM      Finished the test

