



Online assessment tool to identify the personal strong areas

User manual



Erasmus+



SUPREM

INTRODUCTION

The main objective of the SUPREM project is to provide a complex support for the life skills of pupils aged 12-14 and their parents and teachers, using international experience and diversity

This has resulted from nearly 30 months of joint work to develop an online assessment tool that measures our strengths in eight areas related to our behaviour, reactions and default settings.

The tool is available online and can be used by anyone without registration or data entry.

Its scientific basis was brought to the collaboration by the Dutch partner of the SUPREM project. The experts at MENAT have been working for decades on how to identify our strengths from our behaviour, our preferred choices or even our use of words.

The results are not stored and no personal data is required to use the system. Based on the analysis, a spider web diagram illustrates the results and provides textual feedback on our two strongest areas, what our strengths are and how we can use them to our advantage.

The assessment tool is a snapshot, not a diagnosis or a rating.

It is intended to start a dialogue and help students, parents and teachers to start working together and making progress together.

The Authors

www.suprem.eu

HOW DOES IT WORK?

The assessment tool is available via the project website at the link below:

<https://suprem.eu/results.html>

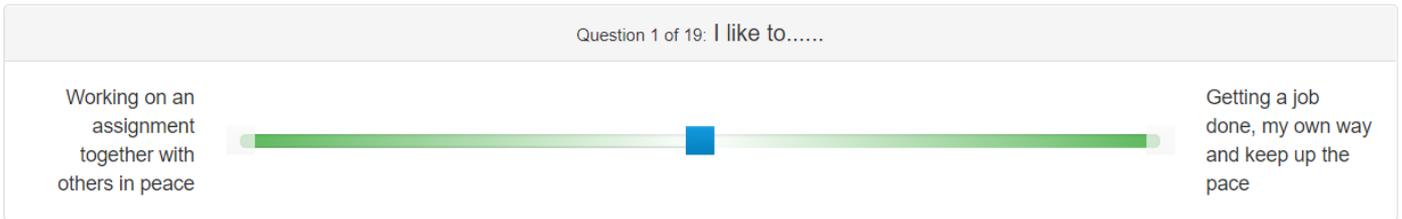
The QR code provided below is also easily accessible and can be scanned to access the assessment tool.



The evaluation tool is available in several languages, we recommend that you complete it in your mother tongue as this is the most reliable way to obtain results.

The assessment can be completed an unlimited number of times. By clicking on the link or scanning the QR code, you will find a 19-question questionnaire covering 19 different situations and phenomena. For each situation, the respondent can choose between two different reactions by setting a slider. This makes it easy to indicate if, for example, you do not fully agree with either of the two options, but feel a little closer to one of them.

Question 1 of 19: I like to.....



Working on an assignment together with others in peace

Getting a job done, my own way and keep up the pace

Completing the assessment tool is not age specific, it can be used by anyone, the important thing is that the respondent understands the options and the choices offered without help or explanation. Completion should be done independently.

The result is available on the feedback page by clicking on the "submit" button at the bottom of the page and can also be downloaded in pdf format. If the page is closed, the results will be lost, so we recommend downloading and saving the pdf file.

The assessment tool can be opened on any internet-enabled device. On smartphones and tablets, we recommend rotating the tool to a landscape position.

PROPOSAL FOR THE USE OF THE ASSESSMENT TOOL

The eight domains analysed by the assessment tool represent the main directions of behaviour and reactions to different situations. Knowing these is important when deciding on the future direction of a young person, as different careers and professions require different strengths. In which functions and roles a person can be successful and find satisfaction depends not only on professional knowledge, but also on which life skills are more developed.

Our suggested way of using the assessment tool for 12-14 year olds is as follows.

Based on our experience and our surveys, the difficulty in some situations is that the young person thinks differently about him/herself, and the teacher and parents see him/her differently. This is natural, as different circumstances and situations provide the background for forming an opinion.

It can be a useful and forward-looking basis to map the student's strengths before choosing a career, using the SUPREM assessment tool, completed independently by all three stakeholders. In this case, the pupil naturally relates the questions to him/herself, while the teacher(s) and parent(s) indicate their perceptions of the pupil. So, based on what they know, what they perceive from the student's or child's behaviour, what their experience is of the student, they indicate the student's responses to each situation.

Three or more outcomes generated in this way will most likely run to different or partially different outcomes. This is normal, and shows clearly which areas are perceived differently by those involved.

The results provide an excellent basis for the parties concerned to discuss together what differences in assessments there are, what the reasons might be and, on this basis, what future directions might be most promising for the pupil involved.

The SUPREM assessment tool can also be used by a teacher or a group of teachers in a particular class to assess whether there are areas of competence that need strengthening most for the group of learners.

Class members can anonymously fill in and save their assessments, which teachers can aggregate and use to determine the direction and focus of a learning unit or extra-curricular activity. They can select a targeted SUPREM learning project based on the characteristics of the group.

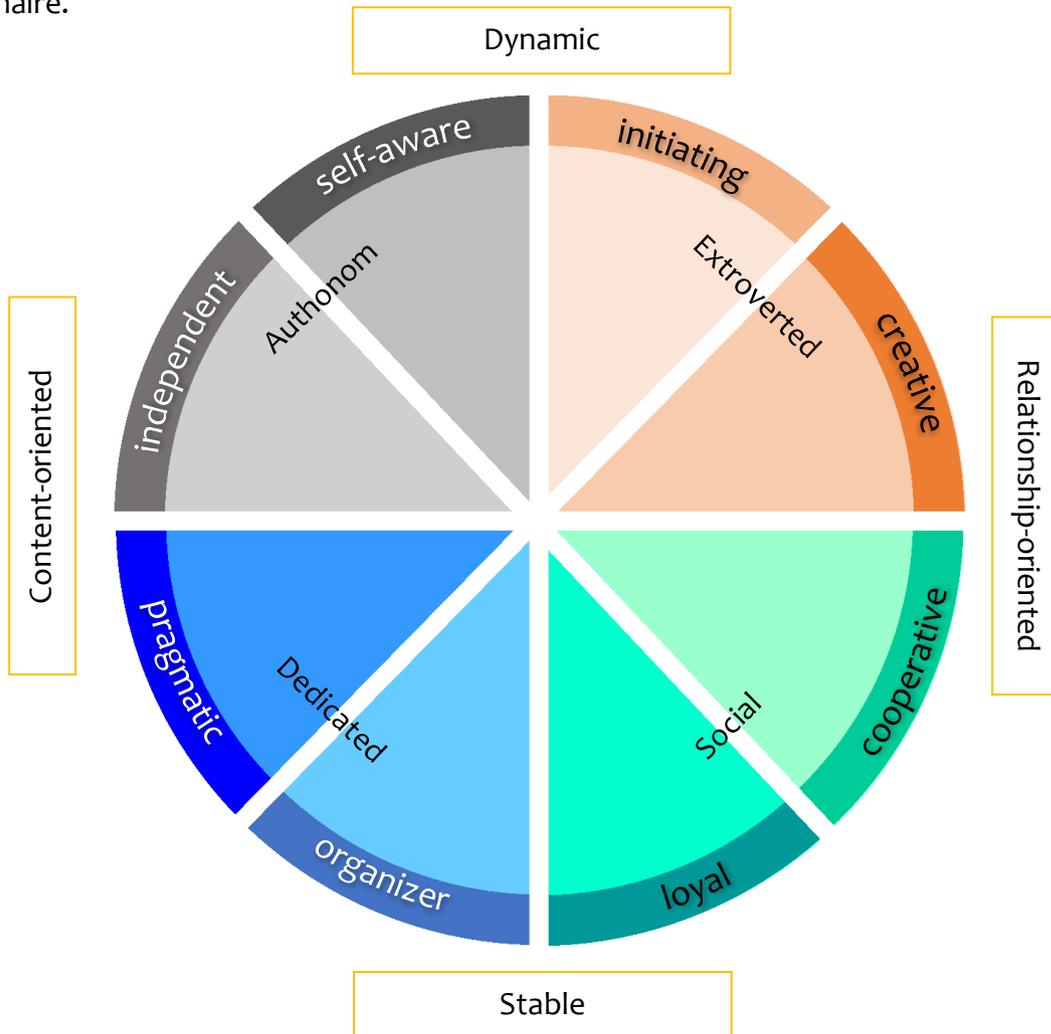
<https://suprem.eu/results.html>



HOW TO READ THE RESULTS?

The eight areas of the diagram provide more information, both individually and in relation to each other.

The individual meanings of the eight sub-areas are presented on the following pages, as well as the 3 dimensions that provide a complex picture of the strengths of the person completing the questionnaire.



THE 8 CHARACTERISTICS

1. INITIATING (MARKET-ORIENTED)

They are interested in what matters to their environment, peers, teachers and what is important to them. Able to listen attentively and empathise with others, curious about and questioning the motivations of peers. He or she can easily become a sounding board.

2. CREATIVE

Encourage and motivate your own and others' development. Ability to inspire, enthuse and have a positive outlook that enables self and others to flourish. Its starting point is equality and reciprocity, so that everyone contributes to the optimal development of the whole through their own contribution.

3. COOPERATIVE

He/She considers it important that he/she and his/her peers are in tune with each other and complement each other. He/She seeks a shared vision, focusing on togetherness and sharing with others.

4. LOYAL

He/She is loyal, stands up for others and is available when others need him/her. Easily attuned to what others need. He/She is compassionate and has strong empathy. Ability to give and receive trust.

5. ORGANIZER

He/She focuses on the plans and achieves the goals on that basis. He/She makes informed decisions, taking clear and feasible steps to achieve its goals. When things are complicated, he/she can focus on the essentials. Recognises and separates the essential from the less important.

6. PRAGMATIC

Results-oriented, striving to make things work. Focuses on what is possible and what is worth doing to achieve results. Understands the consequences and impacts of decisions. Is efficient and effective in completing tasks.

7. INDEPENDENT

Independent and able to make decisions on his/her own. He or she makes sense of each task and assignment, regardless of what others think. He or she distances himself or herself from people and circumstances that make him or her biased, and values fairness and consistency. It is important for him or her to be given space and to use it when making his or her own decisions.

8. SELF-AWARE

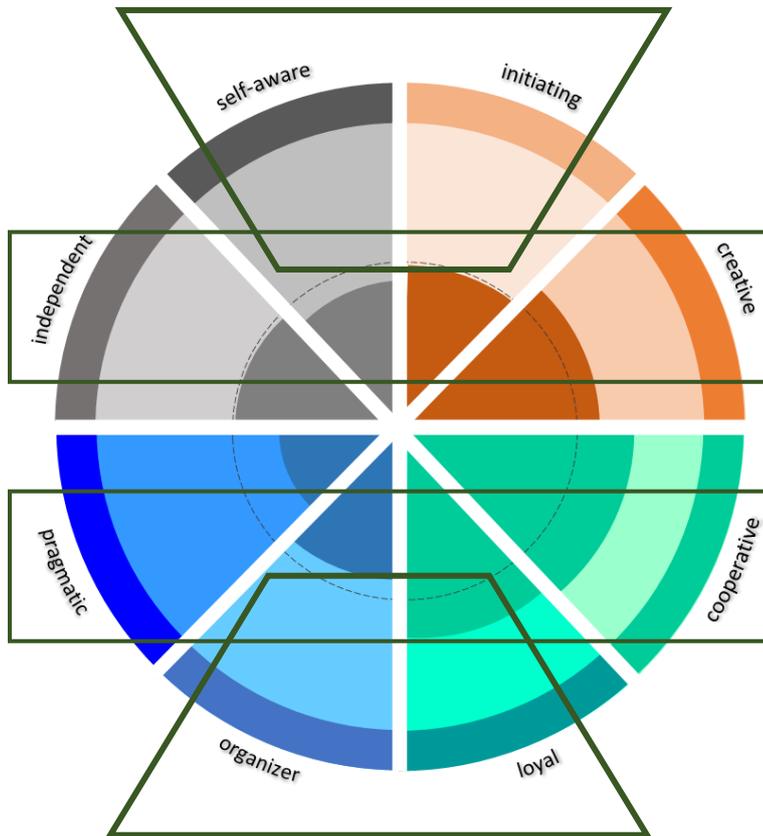
Decisive and easy to make decisions to achieve goals. He/she has a clear vision of what he/she wants to achieve and makes the necessary decisions to achieve it. It is important for him/her to be deliberate and take sufficient time to develop the right strategy.

In addition to providing a textual description of the two strongest areas of the assessment, as well as reflective questions that can be used to further develop them, it is also worth looking at the chart as a whole.

In the following pages, we provide more detailed support to help you, either as an educator or as a parent, to go deeper into the analysis of the results of the SUPREM assessment tool.

THE DIMENSIONS OF THE DIAGRAM

TOP AND BOTTOM CHART PARTS



At the top of the diagram are the proactive or **change-oriented behaviours** for which it is important to have

- self-awareness and diplomatic behaviour, and
- customer focus and interest,

but also

- independence and autonomy and
- creativity and innovation.

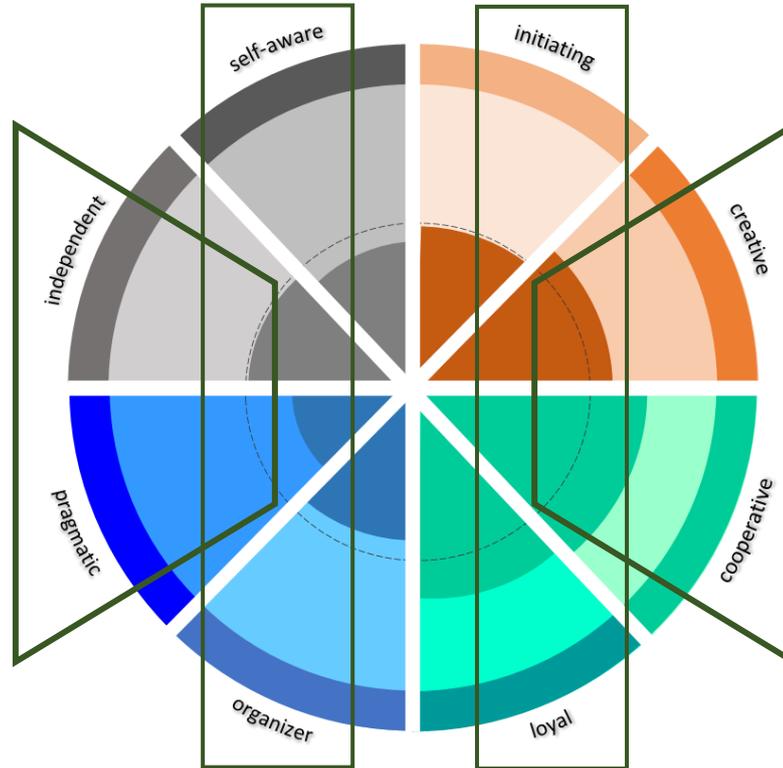
The lower part of the diagram indicates the **consolidating behaviour**, where

- loyalty and commitment,
- the ability to work and plan in a structured way,

but also

- collaboration and bonding, and
- practical and realistic behaviour are also important.

LEFT AND RIGHT CHART PARTS



The left-hand side of the diagram shows mainly aspects **relating to the details, the essential content**, in which the

- independent, purposeful and
- practical solutions

and, in addition

- self-confident, assertive and
- structured organisational patterns are also evident.

The right-hand side of the diagram shows people- and relationship-oriented behaviour, in which

- a motivating and innovative approach,
- collaboration and team orientation,

but at the same time

- interest, attentiveness and
- and loyalty and the pursuit of consensus.

TWO ON THE CUBE (2³) – PRINCIPLE OF MUTUAL IMPLICATION

The existence of night presupposes the existence of day, moisture presupposes dryness. Each concept, each phenomenon implies its opposite, its reciprocal, which we distinguish from it, but which cannot be separated.

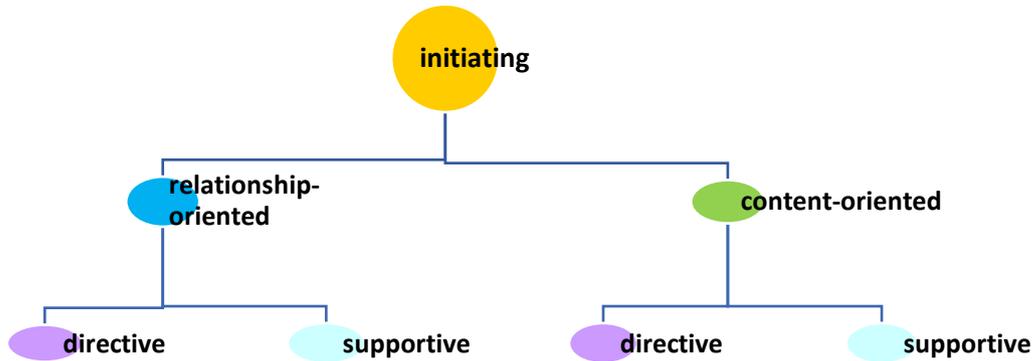
We say that someone is "working independently", which immediately indicates that there is another who is not working independently, that is, rather "cooperating in a team". This mutual interdependence is also found in the SUPREM evaluation tool system.

For example, creative behaviour is contrasted with pragmatic, i.e. coming up with new ideas, as opposed to trying to achieve the optimal result within the existing framework.

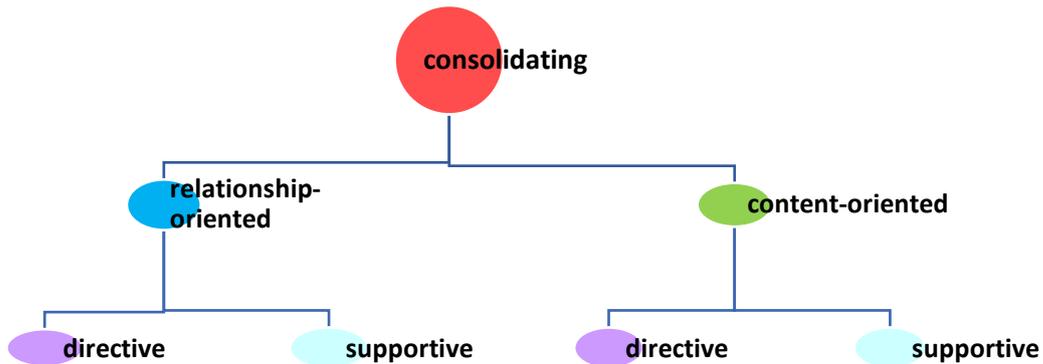
In the SUPREM assessment system, two to two elements of three dimensions combine to create the eight behavioural domains, or areas of competence, described above.

These dimensions are:

1. Dimension of change: initiating - consolidating
2. Relational dimension: relationship-oriented - content-oriented
3. Guiding dimension: directive - supportive



- Creative
- Initiating
- Self-aware
- Independent



- Loyal
- Cooperative
- Organizer
- Pragmatic

The dimension of change is also called the dimension of power or influence.

The most important aspect of this dimension is the time span. A distinction is made between short-term, here-and-now changes based on immediate impressions and longer-term, strategically influenced changes. The longer something lasts, the more attention it requires, the greater the potential for complications, but in all cases influence or power is needed to initiate change.

Two behavioural alternatives can be distinguished in the change dimension: initiating and consolidating.

Initiating

Initiative refers to aspects of behaviour and/or competences that set things in motion, enable change and support progress. Initiative focuses on the evolving environment.

- Independent and autonomous
- Confident and diplomatic
- Proactive, customer-oriented and inquisitive
- Creative and stimulating

Consolidating

Consolidation or stabilization refers to those aspects of behaviour that focus on the consolidation of what is already there. Think of the continuation of ongoing work and activities, effective cooperation, concerted efforts, processes following established methods and structures.

- Cooperating
- Loyal, committed
- Structured and organised
- Realistic and pragmatic

The relational dimension provides an insight into the factors that play a role in the coordination of task and environment in the process of cooperation.

In the relational aspects of behaviour, we need to think not only about social skills, but also about the forms of behaviour that allow us to evaluate the situation (including that of others).

Relationship-oriented

Relationship-oriented behavioural aspects, competences, are aspects of behaviour that focus on what is outside of us and to which we are connected. Relationship-orientedness is broader than focusing on others, colleagues, team members, citizens, it also includes focusing on the relationships between individual actors.

- Proactive, interested and attentive
- Creative, motivating and innovative
- Collaborative and relational
- Loyal and consensus-building

Content-oriented

The content aspects of behaviour and the related competences are mainly expressed at the professional level and are therefore less abstract.

Think of the aspects of observable behaviour that are related to autonomy, results-oriented work and planning.

- Organizer and process follower
- Practical and purposeful
- Independent, integrity and impartiality
- Self-aware and determined

The guiding dimension provides an insight into how focused someone is on managing people and tasks, or rather on doing the work itself.

The leadership qualities are not the same as the managerial qualities, in which handover and results orientation play a slightly greater role. For the leadership qualities, we prefer to think of motivation, motivation, self-awareness and vision-oriented behaviour.

Directive

One of the most important distinguishing dimensions of behaviour is the vision, the mission and the way in which goals are managed. Its leadership aspects focus on those aspects of behaviour that relate to motivating employees, engaging managers and employees, championing visions and goals, and pursuing them in a results-oriented way.

- Creative, motivating and innovative
- Loyal, committed
- Structured and organized
- Self-aware and determined

Supportive

Another approach to achieving goals and completing tasks is to focus on supportive behaviours and competences.

In this way, activities determine performance, the perception of the whole process and the quality of the organisation. Implementation focuses mainly on the following elements: monitoring circumstances and expectations, supporting the cooperation of the participants in the process, effective use of capacity and following rules and agreements.

- Practical and focused
- Collaborative and relational
- Independent and autonomous
- Initiating, interested and attentive

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 4
ASSESSMENT TOOL

MADE WITHIN
THE FRAMEWORK OF
2019-1-HU01-KA201-061091
PROJECT

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