

SUITE 2

Personality & Agency Assessment



A Note for University Leaders (Admissions, Student Success, & Mentoring)

Context & Purpose

mySATHI's 4C test brings a rigorous, adaptive measure of readiness for higher education. Universities that add **Suite #2 (Personality & Agency Assessment)** gain a complementary view of each student's *how* — how they learn, collaborate, take initiative, and translate feedback into growth. The intention is *not selection by stereotype* but **admit-with-understanding, mentor-with-evidence**, and support a smoother school→college→career journey.

Why opt in for Suite #2

1) Better admissions conversations.

Brief psychometric profiles surface strengths (e.g., openness to feedback, internal agency) and probable risks (e.g., low perceptiveness, high external-luck), enabling probing interviews and data-backed decisions.

2) Early, supportive interventions.

Profiles inform bridge courses, academic advising, and peer-mentoring matches (e.g., pairing high internality students with those who lean on external control; building feedback culture in cohorts with low disclosure).

3) Retention & campus well-being.

Understanding motivation, self-awareness, and action orientation in the first weeks helps reduce first-year stress, mismatches, and dropouts.

4) Alignment with NEP 2020 & employer expectations.

Holistic development beyond marks: agency, teamwork, feedback, and ethical conduct — the same qualities employer's reward.

Principles of use

- *Developmental, not eliminative.* Scores guide conversations, mentoring, and first-year programming.
- *Triangulate, don't label.* Combine Suite #2 profiles with 4C results and school record.
- *Student consent & privacy.* Use for growth and support, not stigma.

The Instruments (Suite #2)

1) Personal Effectiveness (PE) Scale — Interpersonal Effectiveness & Feedback Culture

What it captures: Three behavioral facets — **Self-disclosure**, **Openness to feedback**, and **Perceptiveness** — yielding practical profiles (e.g., Effective, Insensitive, Dogmatic, Secretive, Task-obsessed, Lonely-Empathic, etc.).

Format: 15 items (0–4 scale); profile mapping with interpretation and development suggestions.

University value: Flags collaboration readiness; identifies coaching levers (e.g., raise disclosure, build selective openness to feedback, strengthen situational perceptiveness).

Use in admissions & mentoring: Surface likely team behaviors for project-based learning; plan faculty feedback loops and peer-learning norms.

2) LOCO (Locus of Control) Inventory — Agency & Attribution

What it captures: **Internality (I)**, **Externality-Others (EO)**, **Externality-Luck (EL)** plus **I/EO**, **I/EL**, **I/(EO+EL)** ratios.

Format: 30 statements; ratio interpretation guides mentoring for agency without hubris (e.g., strong internality with reflection; shifting from luck-attribution to effort-attribution).

University value: Anticipates persistence under challenge; informs design of first-year resilience workshops and advising scripts.

Use in admissions & mentoring: Interview prompts on effort vs. luck; cohort-level dashboards to tailor interventions.

3) “Who Am I?” Self-Profile — Motivation, Self-Awareness, Proactivity, Action Orientation

What it captures: Four reflective domains scored from a short essay: **Motivation** (external purpose, excellence, influence, family, society), **Self-awareness** (strengths, weaknesses, achievements, self-development), **Proactivity** (internal locus, initiative, resource use), and **Action orientation** (self-discipline, planning, future orientation).

Format: ~400 words across four segments (~40 minutes); structured scoring rubric.

University value: Deepens understanding beyond inventories; validates interview impressions; informs personalized goals in the first semester.

4) Learning Style Inventory (LSI) — Preferences for Learning & Instructional Design

What it captures: Preferences across **Concrete Experience (CE)**, **Reflective Observation (RO)**, **Abstract Conceptualization (AC)**, and **Active Experimentation (AE)** using nine rank-order sets (4-word items).

Format: 9×4 word rankings; quick profile read-out (CE/RO/AC/AE).

University value: Helps faculty design multiple-mode learning (discussion, concept maps, labs, projects) and equips students to study smarter.

Use responsibly: A preference is *not* a capability limit; avoid tracking or fixed labels.

5) ROOHI (Core Values) — Risk-Taking, Openness, Ownership, Honesty, Innovation

What it captures: A values-in-action snapshot for entrepreneurial and research mindsets needed in the 21st century context.

Format: Short self-report; campus-ethics scenarios (recommended).

University value: Reinforces campus culture of integrity and initiative; supports leadership and entrepreneurship programs.

Note: ROOHI is part of MySathi's core-values suite; instruments and norms can be shared for institutional orientation for usage as additional insight on incoming students and better mentoring.

How Suite #2 complements the 4Cs

The 4Cs tell us “*can the student do it?*” (reason, create, collaborate, communicate). Suite #2 adds “*how will the student approach it?*” (feedback use, agency, motivation, learning preferences, values). Together they improve **predictive validity** for academic success and campus contribution. They also make **mentoring targeted** from week one.

Sample use-cases on campus

- Admissions interviews can probe high-value areas surfaced by PE/LOCO (e.g., discuss a time the student changed based on feedback; explore attributions for setbacks).
- First-year foundation courses can include small-group sessions on feedback, study strategies by LSI, and proactivity habits, with peer mentoring pairs balanced by locus of control.
- Advising & retention offices can flag students with low disclosure + high external-luck for early coaching, and celebrate growth in re-takes as a positive signal. Experiential learning units can match project roles to strengths while encouraging rotation to build breadth.
- Leadership pipelines can use ROOHI-aligned workshops on ethical decision-making, innovation sprints, and ownership in campus communities.

Governance, privacy, and communication

Opt-in consent must be provided, with clear explanation that the purpose is growth, not gatekeeping. Results should be stored within the mySATHI dashboard and restricted to trained faculty/advisors. Students should see results in **strengths-first language**, with every profile linked to a growth plan. Cohort data can be reviewed each term to tune bridge courses, residences, and mentoring.

Decision proposal

Adopt **Suite #2** for the upcoming admission cycle as an *opt-in developmental bundle* integrated with the mySATHI dashboard. Use it to enhance interviews, target first-year supports, and reduce attrition. Establish a faculty advisory cell to own mentoring playbooks and annual impact reviews.

Outcome: Admit with understanding. Mentor with evidence. Graduate with confidence.

Dean's Brief: Why Suite #2 Matters

Suite #2 extends mySATHI beyond the 4Cs by giving universities an early view of how each student will engage with challenges, peers, and opportunities. It equips admissions with richer conversations, advising with sharper insights, and faculty with practical levers for mentoring. By embracing Suite #2, a university positions itself as a campus that not only admits talent but **develops the whole person** — enhancing retention, improving well-being, and producing graduates who combine skill with agency and values. The first week or quarter of the students' entry into the college world can be rich through a guided personality development program that can be followed through right till the entry into the working world through periodic interventions and longitudinal tracking for and study of student happiness and success.

Safeguards: The suite is developmental, not eliminative; consent-based, with results held in confidence; and communicated in strengths-first language. This ensures that every profile builds trust and drives growth, while protecting student dignity and choice.

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