



# CAREER EXPLORATION (CLASS 8TH – 12TH)

# Client Details

Name

Nature

8,8th

Date of birth

2024-03-14

Gender

Male

Mobile No

7320463856

E-mail Id

test839@gmail.com

Address

Script run for test

Submission

# Counsellor Details

Name

Sudhir Gupta

Contact No

7898047468

Email Id

sudhir012001@yahoo.co.in

Address

**Disclaimer:** The results of this report are purely based on the responses provided by the client for the constituent assessments. The analysis and recommendations provided are based on ongoing scientific research and are meant to provide a reference for the client. The decision to follow any recommendations or suggestions solely lies with the client and clients shall be solely responsible for the consequences of the same. Please note that the report can be best interpreted along with certified analyst.

# Career Excellence Model



<b>Career Situation</b>	Current state of self & career awareness
<b>Abilities</b>	Critical abilities for satisfactory work performance
<b>Interests</b>	What you like
<b>Personality</b>	How you deal with data and people
<b>Values</b>	What you cherish most
<b>Learning Style</b>	You preferred methods of acquiring information

# Career Excellence Process

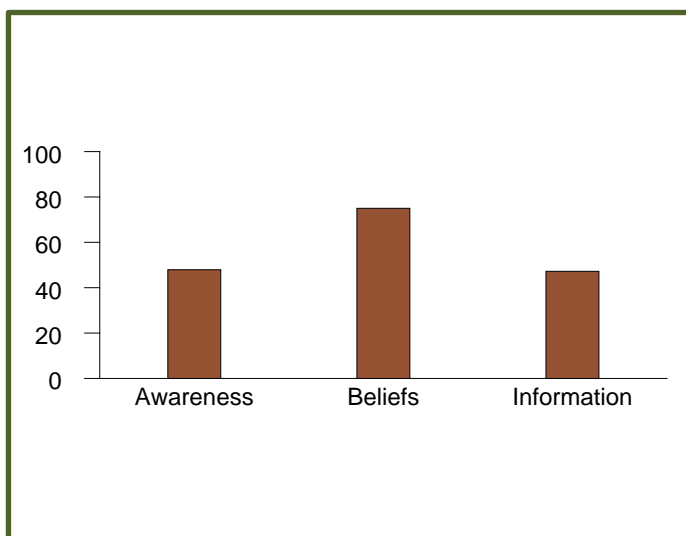


# Career Situation Analysis

This represents your current state of your beliefs, self-awareness and information relevant to make career decisions.

Healthy Beliefs	Self-enabling or self-limiting beliefs of the student about his or her own capacity to make sound career decisions. If the individual has a lot of self-limiting beliefs, these prevent him/her to make career decisions about confidently and freely. This is counsellors' responsibility to work on these as a first step of the counselling process after rapport building.
Adequate self-awareness	This is an indication of the awareness of the individual about various parameters related to self, that play important role in identification of suitable careers. This assessment analyzes the same for the individual. It is counsellors' responsibility to explain various parameters in the report to individual, making him/her adequately self-aware to make reasonable career decisions.
Relevant career related information	This is an indication of the individual's awareness about career landscape – available job roles, their activities, courses required to become eligible for the same and colleges that can help him/her complete those courses. Once the counsellor has worked on the beliefs of the student and has explained the report, individual should engage with counsellor on this, to finalize final plan-A & plan-B careers.

## Your career situation



Low (<50%), Medium (50 – 75%), High (>75%)

### Observations & Suggestions

**Beliefs** – You need to relook your beliefs as they do not display enough confidence.

**Self-awareness** – You have some awareness of your career relevant characteristics as well a preferred occupations. You need to become thoroughly aware before you commit yourself to any occupation.

**Career-information** – You need to get information about various careers and opportunities to make informed choices that shall suit you.

# Work Interests

## REALISTIC (R)

Being “Hands-on” - Working with machines, tools and things.

## INVESTIGATIVE (I)

Preference to understand, analyze and predict.

## ARTISTIC (A)

Preference for literature, music or other artistic and creative activities.

## SOCIAL (S)

Preference to help, facilitate or guide.

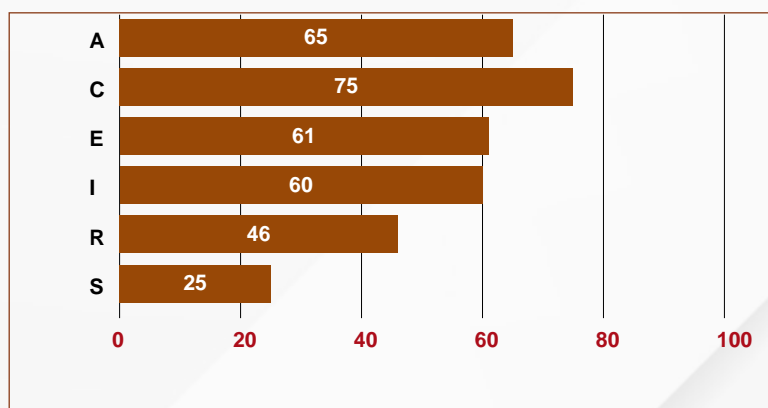
## ENTERPRISING (E)

Preference to influence - to sell or to persuade.

## CONVENTIONAL (C)

Preference to create and maintain orderliness.

# Your Work Interests



## DOMAIN CODE:

C(Conventional)

A(Artistic)

E(Enterprising)

# Work Values

An individual's work personality is determined by his or her needs and abilities. Similarly, ability requirement and possible reinforcement are important characteristics of a work environment. Job satisfaction of an individual depends on alignment of her needs to the reinforcement offered by the work environment. We identify 21 needs, grouped into 6 work values.

## ACHIEVEMENT:

Using your best abilities, feeling a sense of accomplishment.

## WORKING CONDITION:

Pay, job security, physical working condition, work that suits temperament.

## RECOGNITION:

Advancement, recognition, respect.

## RELATIONSHIP:

Service to others, getting along with others, having a clean conscience.

## SUPPORT:

Competent & considerate management.

## INDEPENDENCE:

Competent & considerate management.

### Your Top Needs

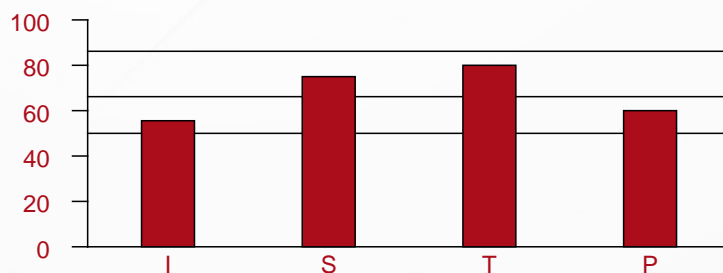
1. Variety - I could do something different every day
2. Responsibility - I could make decisions on my own
3. Creativity - I could try out my own ideas
4. Independence - I could work alone
5. Working conditions - The job would have good work-conditions

# Personality

Personality type indicators are used to identify one of the sixteen personality types that an individual belongs to. The type influences identification of careers where the person is expected to contribute most as well as where she can find fulfilment. None of the types is superior or inferior to any other type. Below are the components of the 16 personality types.



## Your type indicator –



ISTP

I - Introversion

S - Sensing

T - Thinking

P - Perceiving

## Inference

E-I Dimension - Your natural preference is Introversion, You are Silent, Reserved, Introspective, Slow to open-up, Primarily focussed on their own business





S-N Dimension - Your natural preference is Sensing, You are Practical, Matter of fact, Observant, Realistic, Preference for actualities over possibilities

T-F Dimension - Your natural preference is Thinking, You are Logical, Objective, Impersonal decision making

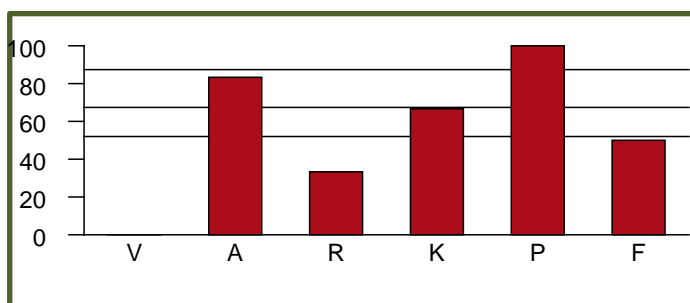
J-P Dimension - Your natural preference is Perceiving, You are Adaptable, Spontaneous, Flexible, Gathering as much information as possible before deciding, preference to experience over organization

# Learning Preferences

Learning preferences focus on preference of people for the modes in which they would prefer information to come to them. If that happens, there are higher chances for them to learn from the information.

	<ul style="list-style-type: none"> <li>• Preference towards graphical information – maps, charts, graphs, flow charts, labelled diagrams and symbolic representations of words</li> <li>• Use of designs, patterns and shapes to convey information</li> <li>• Does not include still pictures or photographs that do not convey information or patterns</li> </ul>
<ul style="list-style-type: none"> <li>• Preference for learning by hearing &amp; speaking</li> <li>• Lectures, group discussions, radio, telephone calls, web-charts &amp; talking things through</li> <li>• Talking out aloud &amp; talking to self</li> </ul>	
	<ul style="list-style-type: none"> <li>• Preference for information displayed in words</li> <li>• Emphasis on text-based inputs</li> <li>• Manual reports, essays, books, assignments, text dominants internet research</li> </ul>
<ul style="list-style-type: none"> <li>• Preference for concrete personal experience</li> <li>• Learning by grasping, holding, feeling and doing</li> <li>• Learning through demonstrations, simulations and videos</li> </ul>	

## Your learning preferences



**<25% - In less than 1 out of 4 situations, you prefer this mode**

**25 <= 50% - In 1 to 2 out of 4 situations, you prefer this mode**

**>50% - More than 2 out of 4 situations, you prefer this mode**





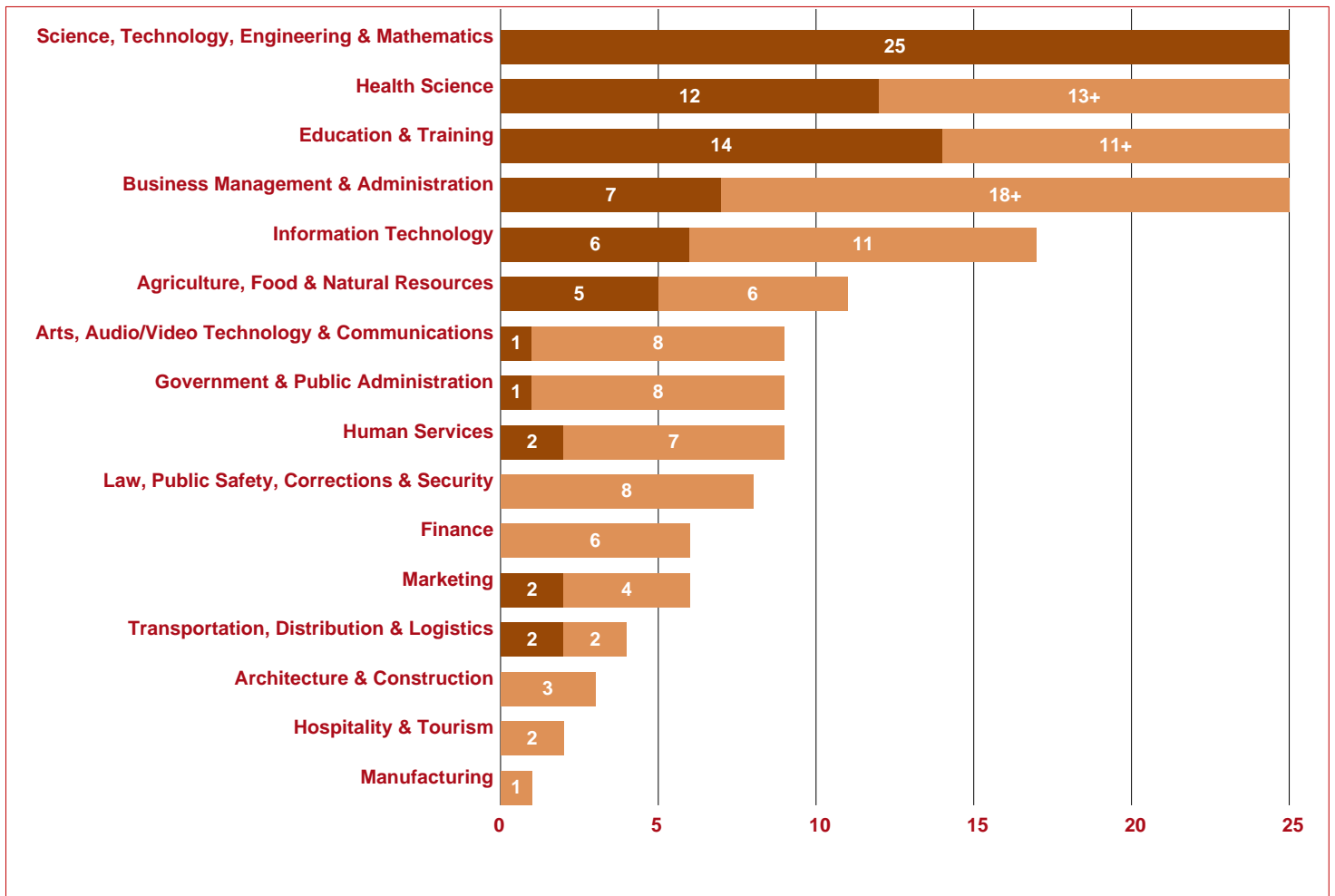
## Cognitive Abilities

Ability	Description	Your Assessment
NUMERICAL ABILITY	Ability to understand and work with quantitative concepts	Very High
VERBAL REASONING	Ability to understand concepts framed in words	Low
SPATIAL ABILITY	Ability to 3D visualization from 2D representations	Medium
COMPUTATIONS	Facility with numbers	Medium
CLERICAL PERCEPTIONS	Quickly recognizing information presented in letters & words	Medium
FORM PERCEPTION	Quickly recognizing of visual information	Very High

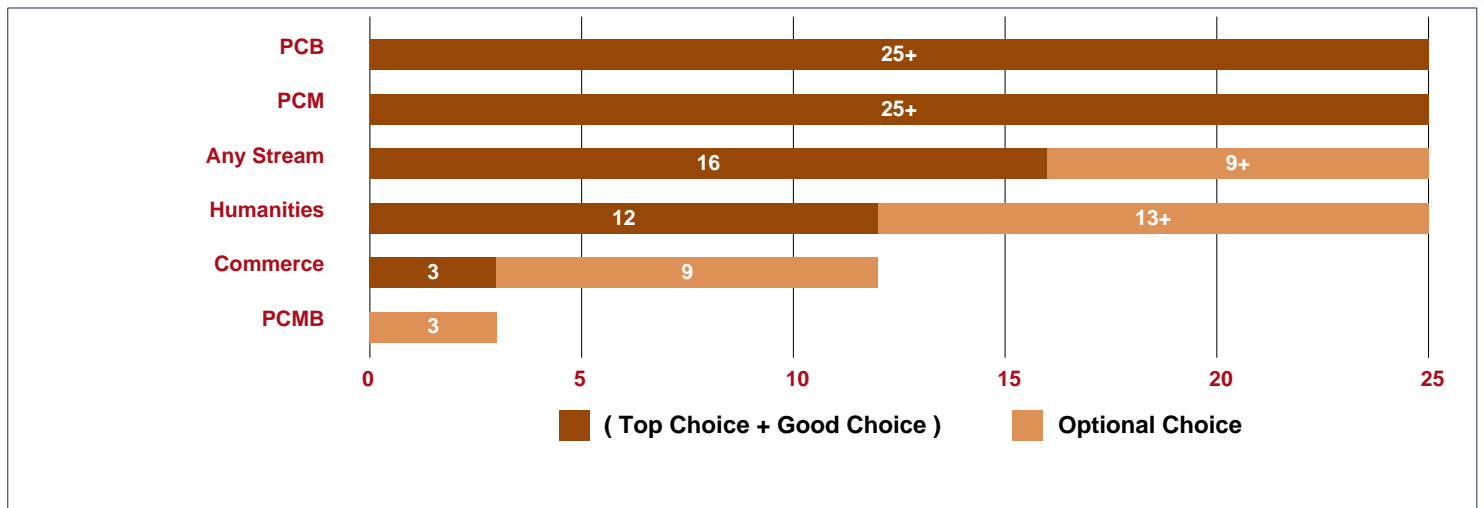
## Critical Workplace Abilities

Ability	Description	Your Self-assessment Score
LEADING & INFLUENCING	Leading, Coordinating, Negotiating, Influencing, Social management, External environment management	Low
HELPING & FACILITATING	Social perceptiveness, Active listening	Low
ORGANIZING AND CLOSING	Task structuring, planning, Being methodical, Doing repetitive activities, Working with deadlines, Punctuality, Closure	Low

# Cluster Mapping



# Stream Mapping



# Career Suggestions

Profession Name	Cluster	11Th / 12Th	Higher Education	Career Compatibility
Biologists	Science, Technology, Engineering & Mathematics	PCB	PCB+B.Sc., M.Sc., PhD (Biology)	100
Electrical Engineers	Science, Technology, Engineering & Mathematics	PCM	PCM+B.Tech in Electrical /Power+M.Tech in Power/Electrical	100
Animal Scientists	Agriculture, Food & Natural Resources	PCB	PCB+BSC, M.Sc. (Biology/Animal Science/Zoology) + Ph.D	100
Zoologists and Wildlife Biologists	Agriculture, Food & Natural Resources	PCB	PCB+B.Sc. (Biological/Zoology)+M.Sc.(Wildlife Science/Wildlife Conservation/Forestry)	100
Veterinarians	Health Science	PCB	PCB+B.V Sc. +M.V.Sc.	100
Solar Energy Systems Engineers	Science, Technology, Engineering & Mathematics	PCM	PCM+B.Tech (Electrical/Civil/Mechanical/Energy Engineering) +M.Tech. (Renewable Energy)	100
Special Educator	Education & Training	PCB	PCB + BSC (Special Education) + B.Ed., M.Ed. (Special Education)	100
Lecturer (Physical Education)	Education & Training	PCB	PCB + BSC (Physical education, Health Education & Sports)/BPED (Bachelor of Physical Education) + Bed (Physical Education)/MPed (Master of Physical Education) + (optional) Ph.D + SET/NET	100
Historians	Science, Technology, Engineering & Mathematics	Humanities	Humanities (with History) + B.A., M.A. (History/Cultural History/Gender History)	100

Profession Name	Cluster	11Th / 12Th	Higher Education	Career Compatibility
Aeronautical engineer (Indian Air force)	Transportation, Distribution & Logistics	PCM	PCM + Airforce entry through TES (Technical Entry System) + Aeronautical engineering from airforce after entry/ PCM + B.Tech (Aeronautical Engineer) + UES (University entrance scheme of Airforce)/PCM + BTech + CDS (Combined Defence Services - Airforce Option)	100
Geoscientists, Except Hydrologists and Geographers	Science, Technology, Engineering & Mathematics	PCM	PCM+BSc,MSc(geology)+M.Phil(geology) +PhD(geology).	100
Physicians, Pathologists	Health Science	PCB	PCB + MBBS + MD (Pathology) + MCI Registration + Fellowship or Certification from IAPM	98
Atmospheric and Space Scientists	Science, Technology, Engineering & Mathematics	PCM	PCM + B.Sc., M.Sc., PhD (Physics/Astronomy/AstroPhysics/Solar Physics/Meteorology)/PCM + B.Tech, M.Tech(Meteorology)	97
Climatologist	Science, Technology, Engineering & Mathematics	PCM	PCM + B.Sc. (Physics/Geology/Geophysics/Earth Science) + M.Sc. (Climatology)	97
Meteorologist	Science, Technology, Engineering & Mathematics	PCM	PCM + BSC (Degree in Physics/Atmospheric science/Climate Science/Meteorology) + M.Sc. (Metereology)	97
Prosthodontists	Health Science	PCB	PCB + NEET Exam+BBDS+MDS (Prosthodontics and Crown & Bridge)+PhD in Prodentistry	92

Profession Name	Cluster	11Th / 12Th	Higher Education	Career Compatibility
Cinametographer	Arts, Audio/Video Technology & Communications	Humanities	Humanities (Fine Arts) + BFA, BA (Cinematography) + MFA/MA/PG Diploma (Cinematography)	89
Validation Engineers	Science, Technology, Engineering & Mathematics	PCM	PCM + BE, ME (Mechanical/ Electrical/ Electronics)/ PCM + BSC, MSC (Quality Assurance/ Quality Control)/MBA (Quality Management/ Operations Management)	83
Food Scientist	Agriculture, Food & Natural Resources	PCB	PCB + B.Sc., M.Sc.(Food Science/Food Science & Technology)/ PCM + B.Tech.,M.Tech. (Food Technology)	79
Horticulturist	Agriculture, Food & Natural Resources	PCB	PCB + BSC (Agriculture/ Horticulture), MSC (Horticulture)/ PCM(B)+B.Tech (Agriculture/Horticulture)/PCB + BSC (Agriculture with specialization in Horticulture)	79

# Counsellor/Mentor Remarks

15 Mar 2024

**Date**



**Signature**

**Disclaimer:** The results of this report are purely based on the responses provided by the client for the constituent assessments. The analysis and recommendations provided are based on ongoing scientific research and are meant to provide a reference for the client. The decision to follow any recommendations or suggestions solely lies with the client and clientshall be solely responsible for the consequences of the same. Please note that the report can be best interpreted along with certified analyst.

Brand Logo:

Brand Name and Tagline:

Mission Statement - To help students worldwide build great careers

Brand Story: Respicite was created to help students build excellent careers & lives. As every career stage has unique challenges, we created unique solutions, each addressing a unique challenge. Similarly, we onboarded counsellors, who could support you to take-on those challenges confidently. for each stage. We shall keep on adding services, striving to become a one-stop platform for all your career needs.

We offer a variety of solutions – career counselling, overseas consultation and parenting. Many of our solutions are unique in market. We focus strongly on NEP. We enable counsellors through integrated certifications with best-in-class pricing.

Check our assessments solutions [here](#). You can find our career library [here](#). You can find our counsellors [here](#). If you want to become a counsellor, you can visit [here](#).

See what our counsellors say about us

Visual Elements: Incorporate visually appealing elements such as images, graphics, or icons that reinforce your brand aesthetic and help make the page more engaging.

Call to Action (CTA): End the page with a clear call to action encouraging users to take the next step, whether it's visiting your website, following you on social media, or contacting you for more information.

Copyright Information: Finally, include copyright information and any relevant disclaimers to protect your brand's intellectual property rights.