



CAREER EXPLORATION (CLASS 8TH – 12TH)

Client Details

Name

Nature

12,12th

Date of birth

2024-03-12

Gender

Male

Mobile No

7310213211

E-mail Id

test799@gmail.com

Address

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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



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

Career Excellence Process

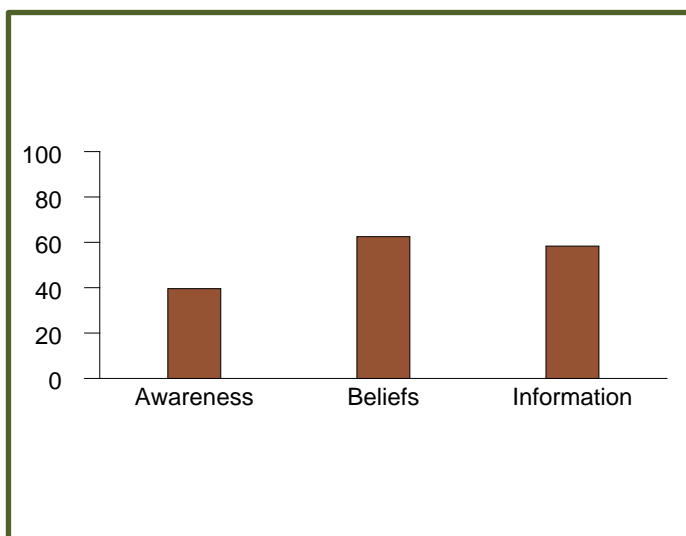


Career Situation Analysis

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 have moderate confidence about our career decision making abilities. Some of your beliefs need to be relooked to be more helpful

Self-awareness – Your need more awareness of your career relevant characteristics and the preferred occupations. You should utilize this systematic assessment process as a way to become self-aware.

Career-information – You have some information about careers. It would help you to become more aware of career relation information

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.

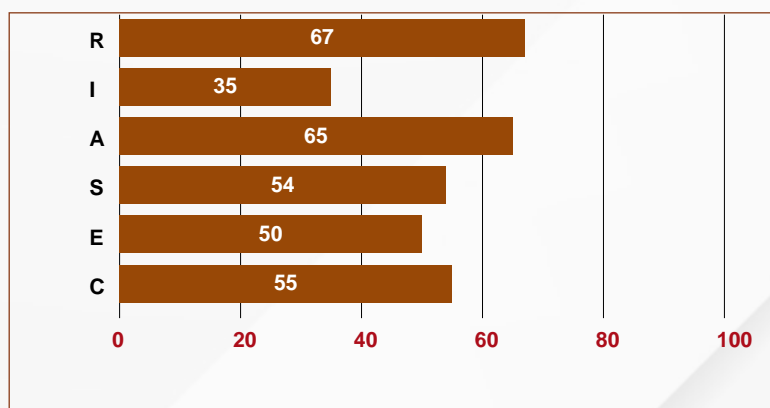
ENTERPRISING (E)

Preference to influence - to sell or to persuade.

CONVENTIONAL (C)

Preference to create and maintain orderliness.

Your Work Interests



DOMAIN CODE:

S(Social)

C(Conventional)

I(Investigative)

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

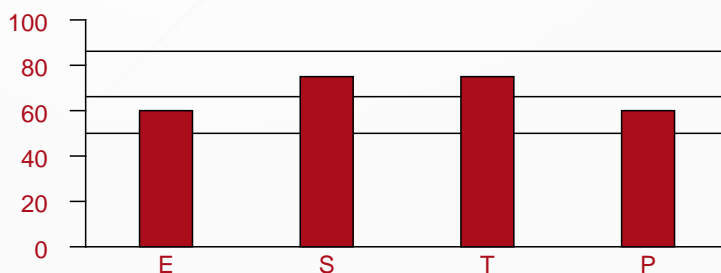
1. Variety - I could do something different every day
2. Responsibility - I could make decisions on my own
3. Creativity - I could try out my own ideas
4. Independence - I could work alone
5. Working conditions - The job would have good work-conditions

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 –



E - Extraversion

S - Sensing

T - Thinking

P - Perceiving

ESTP

Inference

E-I Dimension - Your natural preference is Extraversion, You are Open, Accessible, Energetic, Enthusiastic, Outgoing





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

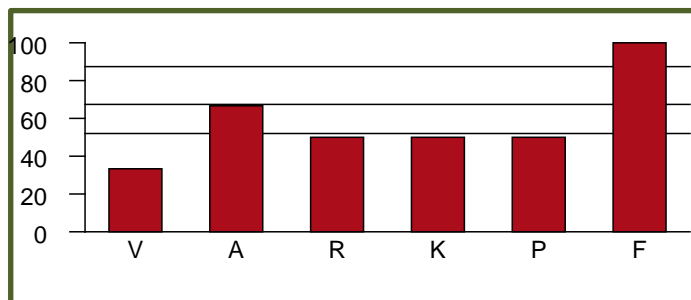
J-P Dimension - Your natural preference is Perceiving, You are Adaptable, Spontaneous, Flexible, Gathering as much information as possible before deciding, preference to experience over organization

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

Your learning preferences



<25% - In less than in 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



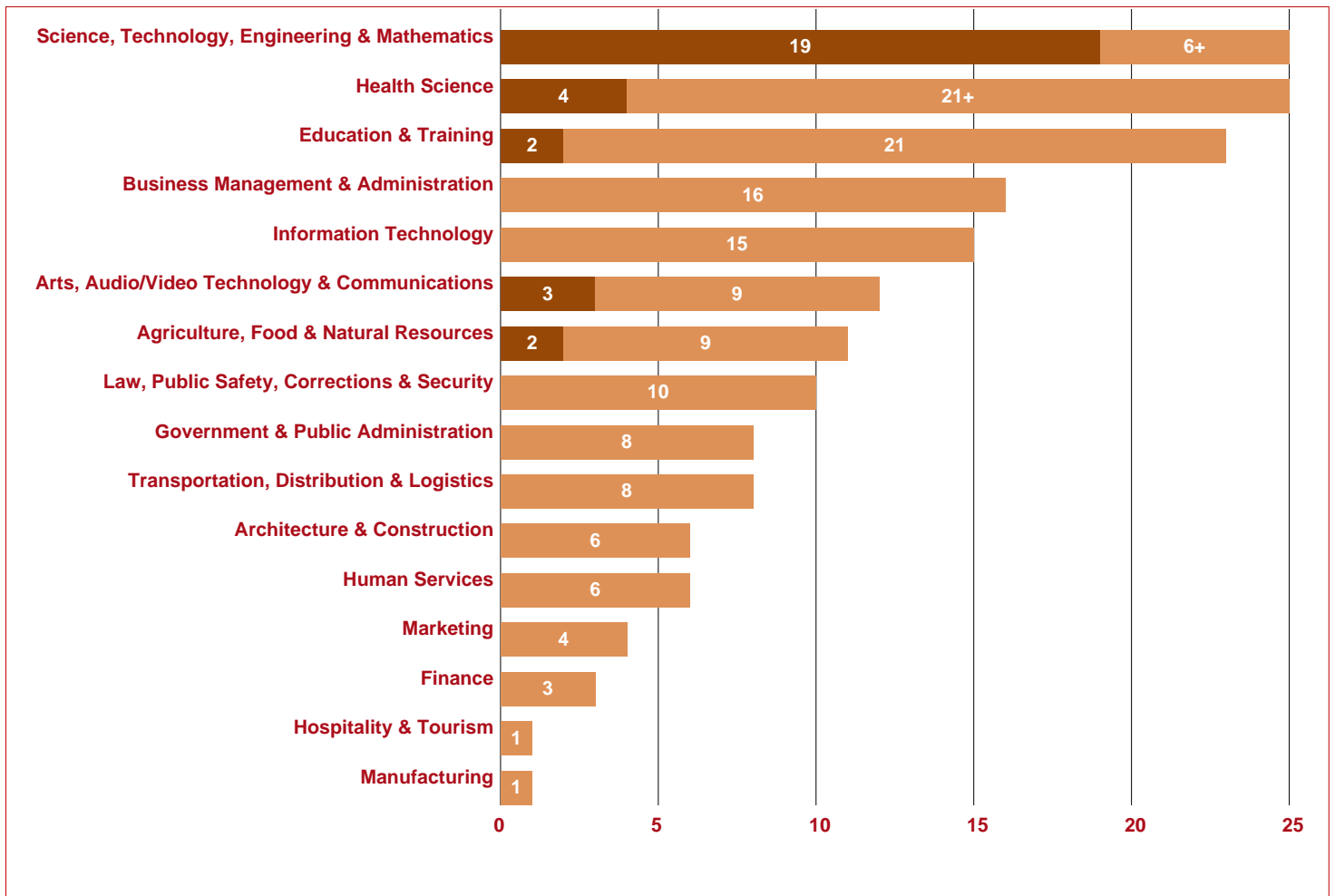
Cognitive Abilities

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

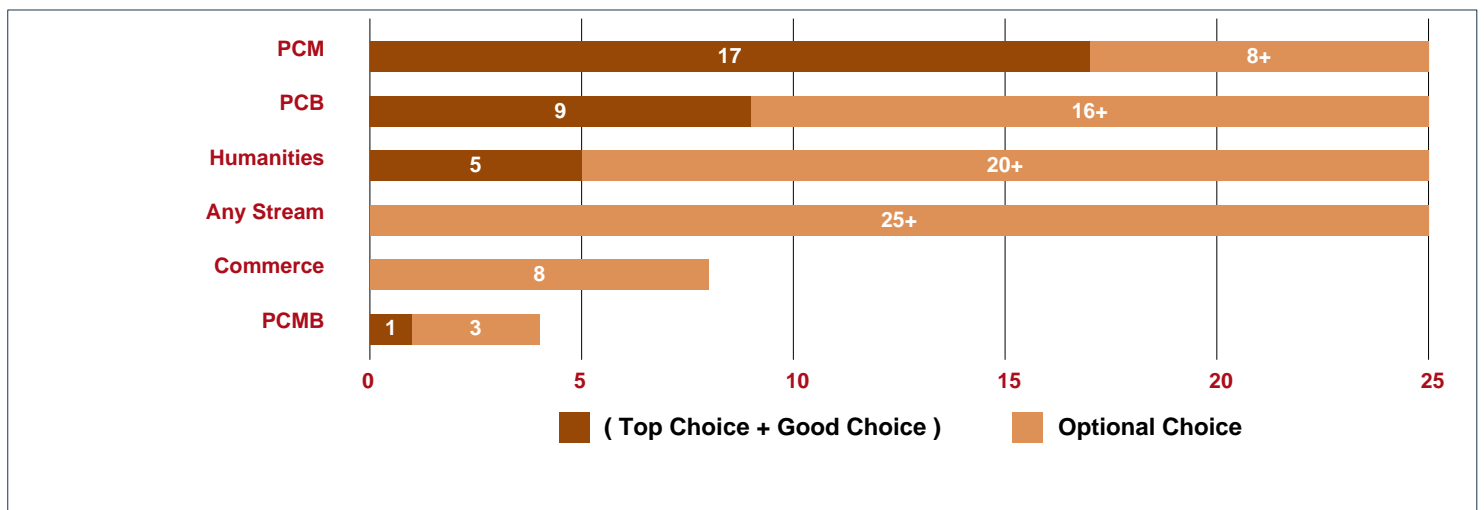
Critical Workplace Abilities

| Ability | Description | Your Self-assessment Score |
|------------------------|---|----------------------------|
| LEADING & INFLUENCING | Leading, Coordinating, Negotiating, Influencing, Social management, External environment management | Low |
| HELPING & FACILITATING | Social perceptiveness, Active listening | Medium |
| 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 | I-Match | A-Match | Recommendation |
|---|--|-------------|---------|---------|-------------------|
| Cinametographer | Arts, Audio/Video Technology & Communications | Humanities | M | H | Good Choice(88) |
| Cartoonist | Arts, Audio/Video Technology & Communications | Humanities | M | H | Good Choice(87) |
| Exhibition & Set Designers | Arts, Audio/Video Technology & Communications | Humanities | M | H | Good Choice(80) |
| Exhibition & Set Designers | Arts, Audio/Video Technology & Communications | PCM | M | H | Good Choice(80) |
| Prosthodontists | Health Science | PCB | M | H | Good Choice(79) |
| Special Educator | Education & Training | PCB | M | H | Good Choice(78) |
| Special Educator | Education & Training | Humanities | M | H | Good Choice(78) |
| Microbiologists | Science, Technology, Engineering & Mathematics | PCB | M | H | Good Choice(73) |
| Zoologists and Wildlife Biologists | Agriculture, Food & Natural Resources | PCB | M | H | Good Choice(73) |
| Physicians, Pathologists | Health Science | PCB | M | H | Good Choice(73) |
| Materials Scientists | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(73) |
| Human Factors Engineers and Ergonomists | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(72) |
| Electronics Engineers, Except Computer | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(72) |
| Hydrologists | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(72) |
| Chemical Engineers | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(71) |
| Animal Scientists | Agriculture, Food & Natural Resources | PCB | M | H | Good Choice(71) |
| Fuel Cell Engineers | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(71) |

| Profession Name | Cluster | 11Th / 12Th | I-Match | A-Match | Recommendation |
|---|--|-------------|---------|---------|-------------------|
| Electrical Engineers | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(71) |
| Veterinarians | Health Science | PCB | M | H | Good Choice(70) |
| Automotive Engineers | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(70) |
| Aeronautical engineer (Indian Air force) | Science, Technology, Engineering & Mathematics | PCM | M | H | Good Choice(70) |
| Biologists | Science, Technology, Engineering & Mathematics | PCB | M | H | Good Choice(70) |

Counsellor/Mentor Remarks

28 Mar 2024

Date

A handwritten signature in blue ink, appearing to read 'Stefan', is written over a horizontal line.

Signature

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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

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