



**AIM2EXCEL**  
Maximising Potential

# AIM BLUEPRINT

NAME

Asees

GRADE

11

GENDER

Girl

SCHOOL

DPS



AIM2EXCEL SAMPLE REPORT

# Foreword



*Dr. Ben Bernstein is an award-winning Performance Psychologist. The author of the best-selling **Crush Your Test Anxiety: How to Be Calm, Confident and Focused on Any Test**, as well as **The Teen's Guide to Success**, and **Stressed Out! for Parents**, 'Dr B' lectures and conducts workshops internationally. He and his wife divide their time between Northern California and Southern Tamil Nadu.*

It is my honor to write this Foreword.

For the last forty-five years I have been working as a practicing psychologist and educator. I am known as a "Performance Coach," and work with students, athletes, business executives, healthcare professionals, parents, teachers, stage performers and celebrities to give them the tools they need to perform at their best. I have authored three books and have received major awards by the U.S. and Canadian governments.

The AIM2EXCEL assessment is vitally needed. Today's students are deluged by a dizzying array of subjects and activities and parents are confused by which direction their child should go in. AIM2EXCEL pinpoints a child's innate strengths and interests so the right choices can be made which will support the child's inner drives so he or she can be motivated, focused and successful. AIM2EXCEL answers pressing questions: What subjects and activities is my child best suited for? In what career will he or she most likely succeed?

I am personally motivated to support this project. It would have helped me and my parents greatly when I was a youngster. My parents wanted me to be a medical doctor, but I struggled miserably in subjects I was not suited for. It took many years to sort out what was best for me. As a practicing psychologist, I have witnessed the same, sad phenomenon in many clients. AIM cuts short this process, giving students and parents the opportunity, much earlier on, for a rich and fulfilling life.

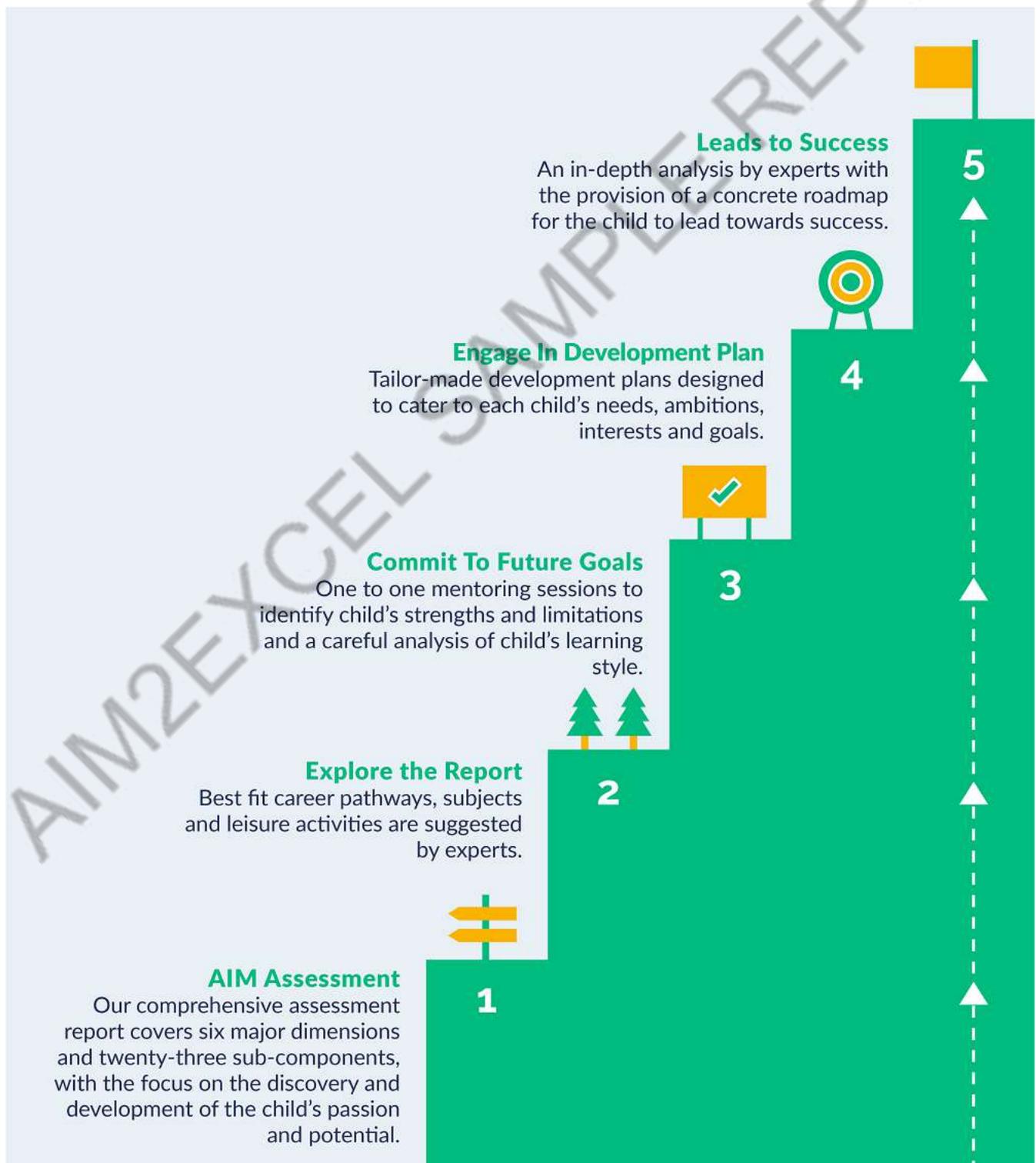
AIM2EXCEL identifies parents as active members in their child's development who take the time to understand and manage their expectations along with their child's. AIM2EXCEL mentors devise a personalized, actionable growth plan by receiving input from the parents on child's past performance in academic and extra-curricular domains.

I trust you will be as impressed as I am with the thought, care and vision that is AIM2EXCEL. You will be doing yourself, and even more, your child, a great benefit by utilizing this visionary service. It has the potential to be a game-changer not only in India, but worldwide.

**Dr Ben Bernstein**  
**Performance Psychologist**  
**Ph.d, Applied Psychology, University of Toronto**

# Methodology

Welcome to the enlightening journey of exploring your child's potential and developing 21st century life skills. Empower your child to withstand the increasing competition and induce valuable life skills through AIM2EXCEL's informed career planning and advanced skill development program. We use our proprietary algorithm to recommend careers which are based on original and comprehensive career profiles. These profiles have been developed through in-depth interviews of the professionals having a cumulative experience of 20+ years for each career path. With AIM2EXCEL's unique assessment and personalized mentoring session you can make your child future ready and set him/her on a journey of lifelong success.



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## 5. Disclaimer

# Best fit careers

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# Find your best fit

For each career path, Asees's profile was matched with that of successful Indian professionals. To create these original and comprehensive profiles, Aim2Excel researchers conducted in-depth interviews of the professionals having a cumulative experience of 20+ years. This enables us to identify the 3 best-fit Career Paths for Asees. Also, for each Career Path, we have identified which subjects she should focus on and which leisure activities she should pursue. Since these paths do not take into account the subject combination in 10+2, some career paths may seem incongruent to your present subjects/field of study.

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# Self exploration

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# Build your Self- Concept

Different people have different abilities and personality traits. These abilities and personality traits make us unique. We have identified which of Asees's talents, traits and abilities stand out. While Cognitive Intelligence abilities contribute to Asees's talent, her strengths have been derived from Emotional Intelligence, Social Intelligence and Motivation. Since we want her to maximize her academic performance and well-being, we have also specified those abilities where her performance is much higher than other areas. Hence, you may also come across abilities with a "Medium" score listed in Talents and Strengths.



## TALENTS

- **Excellent Fluid Reasoning**
- **Fair Verbal Knowledge**



## TRAITS

- **Highly Cooperative**



## STRENGTHS

- **Excellent Social Reasoning**
- **Fair Social Knowledge**
- **Fair Emotional Management**



## LIMITATIONS

- **Limited Emotional Knowledge**
- **Limited Instrumentality Motivation**
- **Limited Expectancy Motivation**

## INTEREST

Asees likes to work with Ideas and People.

# Learning Styles And Strategies

		Preference				
		Clear	Moderate	None	Moderate	Clear
Learning Mode	Verbal ← → Visual				■	
Thinking Style	Converging ← → Diverging				■	
Learning Environment	Academic ← → Practical			■		

Learning Style is the characteristic way in which each individual begins to concentrate, process, and retain new and complex information. Individuals who adopt learning strategies matched to their learning styles are more engaged and develop a sense of control. As a result, they have higher self-esteem and motivation which ultimately leads to better academic performance. Please note that the various learning styles are points along a scale that help us to discover how an individual learns, not how well one learns. Also, we are capable of learning under any style, no matter what our preference may be.



Learning Mode  
Moderately Visual

## INFERENCE

Asees likes to get some of her information through 'seeing' in the form of diagrams, maps, drawings, flow charts etc. Signs and symbols are sometimes important for her, like arrows, circles and hierarchies that are used to represent things instead of words. Sometimes she uses designs, whitespace, patterns, shapes and different formats. She can visualize objects and has a good sense of balance and alignment. She can also notice minute similarities and differences between objects and people.

## RECOMMENDATIONS

In order to help Asees learn better using Visual Learning Style, it is suggested that she should convert her notes into a learnable package by reducing them into flowcharts, diagrams and graphs. She should redraw pages using her memory. Replacing words with symbols and initials will also help. By practicing to turn visuals back into words, learning will be enhanced. However, please note that conventional schools put more emphasis on learning verbally as classroom instructions happen orally and examination also requires students to present their answers verbally. Hence, a very strong visual preference may put Asees at a slight disadvantage.



## Thinking Style

Moderately diverging

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### INFERENCE

Asees mostly uses her imagination to solve problems and is able to look at things from a different perspective. She will perform better in situations that require ideas-generation, for example- brainstorming. She understands people and prefers to work in groups, to listen with an open mind and to receive personal feedback. She would prefer a question paper with no specific answer, but rather exercises her ability to think broadly about a certain topic. Synthesizing, differentiating and creating are her core strengths.

### RECOMMENDATIONS

In order to help Asees learn better using the Divergent Learning Style, she should be part of group discussions and listen to other people's ideas with open mind. Being sensitive to others' feelings and values will also help. She should gather as much information as possible on various subjects in order to expand one's horizon. Implications of ambiguous situations can also be imagined and used to enhance learning. Practice writing answers to questions which do not have a specific answer.



## Learning Environment

No Preference

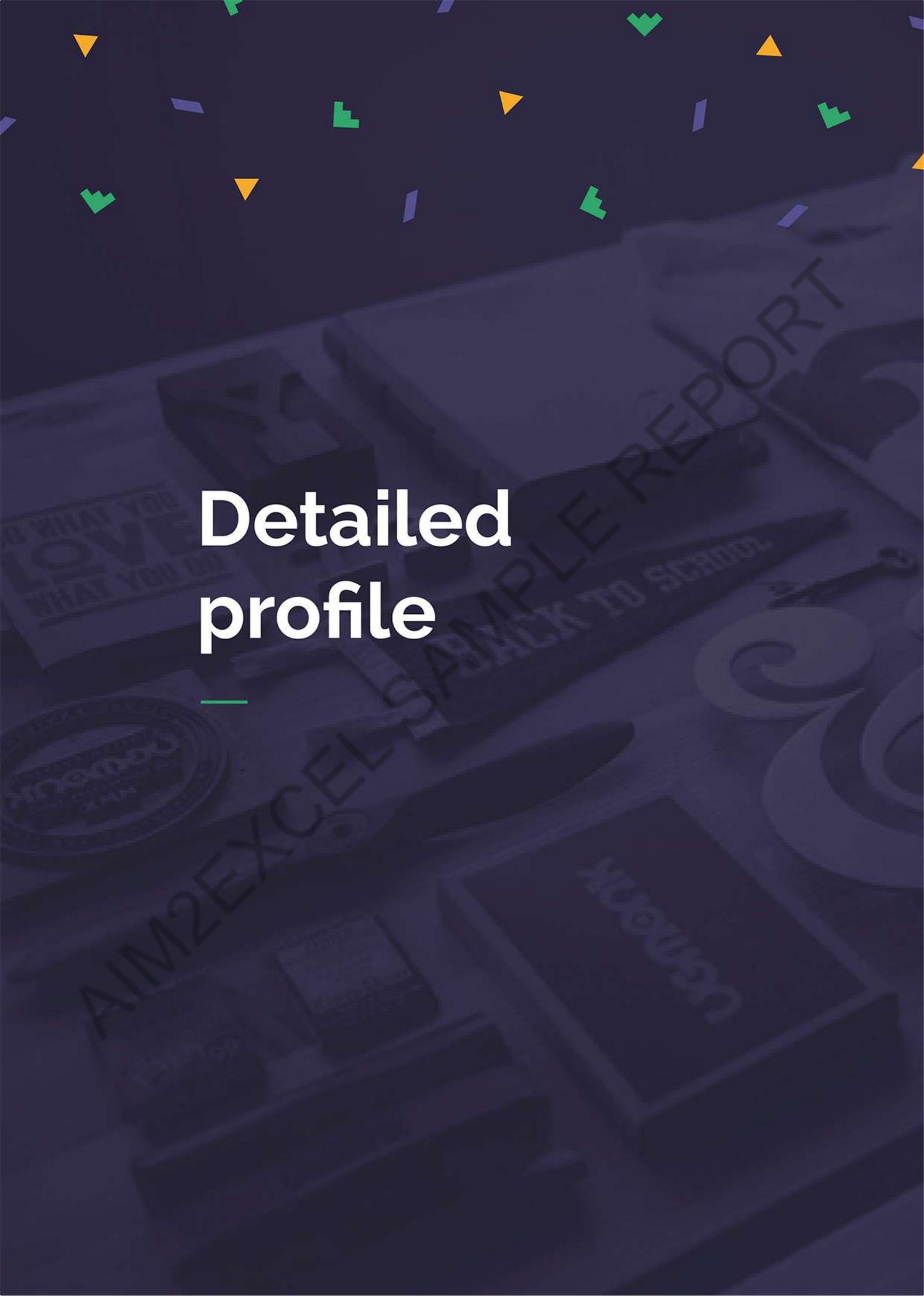
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### INFERENCE

Asees does not have a preferred environment for learning. Her style is characterized by the ability to adapt; weighing the pros and cons of academic vs practical. Asees is not too concerned whether she is learning indoors or outdoors. While she may not prefer to spend long hours in her room to study, she makes an exception when an important assignment is due. This dimension does not play a major role in how Asees learns on a day-to-day basis.

### RECOMMENDATIONS

Please note that no particular style is intrinsically better or worse than another -- only different. We are capable of learning under any style, no matter what our preference may be. Since Asees is flexible in her preference of learning environment, choose strategies best suited to the task at hand. While conducting an experiment in a laboratory, Asees should try to first analyze all information at hand. While writing a project report, Asees should start with defining the objectives.

The background is a dark blue gradient with scattered confetti in yellow, green, and purple. Faint, semi-transparent text and graphics are visible, including the words 'AIM2EXCEL SAMPLE REPORT', 'Ustream', and 'Ustream' on a tablet. There is also a circular logo with '2008' and '2009' and some other illegible text.

# Detailed profile

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# Cognitive Intelligence

Low **Medium** High

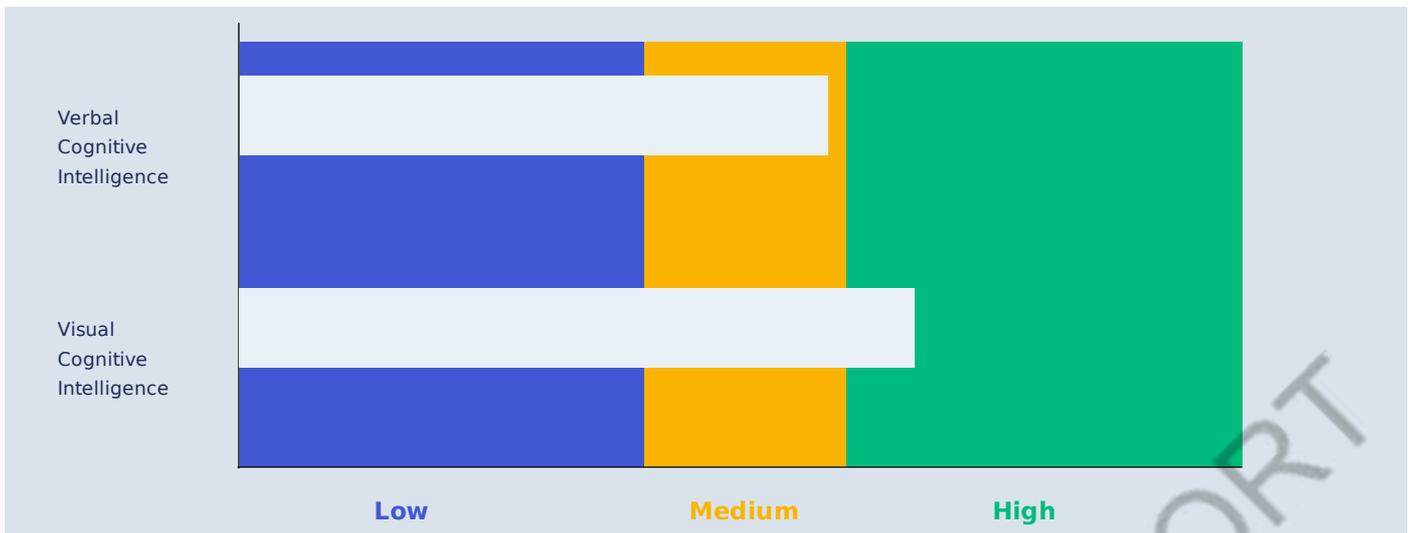


## DESCRIPTION

Overall Cognitive Intelligence is the set of abilities that include the ability to easily learn from experience, adapt to surrounding environment, do complex problem solving and decision making. This is because we use our Overall Cognitive Intelligence to scan verbal and visual details to identify important details, to store novel problems with numbers and to store and recall knowledge in our head. Overall Cognitive Intelligence strongly predicts our success at work and our academic performance in school.

## INFERENCE

Asees's overall CI score is medium which means she can attend to and immediately recall information she has just seen or heard, remember the correct set of steps in complex activities like writing essays and express thoughts and ideas in terms of correct word meanings and appropriate for a particular context. However, she struggles with and requires interventions to identify relationships among patterns, learn from experience, adapt to surrounding environment and engage in complex problem solving and decision making.



### Verbal Cognitive Intelligence

Low Medium High

#### DESCRIPTION

Verbal Cognitive Intelligence is the set of abilities that allow an individual to explain details and events with clarity; verbally justify one's logic for answers to problems and remember details of spoken words and sentences. It requires the individual to be attentive to verbal instructions and announcements. Verbal Cognitive Intelligence also allows the individual to comprehend the subtle meaning behind printed and spoken messages and to generalize to additional meanings. Please note that these abilities are important to quickly remember verbal facts and concepts.

#### INFERENCE

Asees got a medium score on this dimension which means she can understand the meaning of words, express thoughts and ideas in terms of correct word meaning and context. She is also able to recognize form and understand verbal concepts. However, she has difficulty in drawing the inferences from information that she reads. She also faces difficulties in writing long sentences and paragraphs, comprehending phrases, sentences, idioms and colloquialisms. She would require help in learning a second language.



### Visual Cognitive Intelligence

Low Medium High

#### DESCRIPTION

Visual Cognitive Intelligence is the set of abilities that allow us to visualize the outer world in our mind. This is important in solving the spatial problems of navigation, visualization of objects from different angles and space, or to notice the finer details in surroundings and people. For example when someone asks us for directions, we mentally visualize and tell. Or when we guess mentally whether we will be able to park our car in a given space.

#### INFERENCE

Asees got high score on this dimension which means she can attend to and immediately recall information she has just seen, copy information from near point, like textbooks or from far point like the blackboard. She can arrange materials in space, such as in her desks or lockers or rooms at home which helps her to be organized. She is also good at making spatial/visual judgements. Also, she can easily do mathematical computations that involve multiple steps, such as long division. She can easily read charts, maps and blueprints and extract the needed information.



### Working Memory

Low Medium High

#### DESCRIPTION

Working memory plays an important role in concentration, focusing under pressure, stressful and distracting situations. It is also critical to form an association between a new concept and previous ideas and in learning of different subjects including reading and mathematics. Working Memory is also important for following instructions and holding on to information long enough to use it when required; remembering and responding to the information during a conversation or a lecture. For example taking notes in the class while listening to teacher, or when we try to remember a telephone number before writing it down.

#### INFERENCE

Asees has medium working memory which means she can attend to and immediately recall information just seen or heard. She is likely to find it fairly easy to follow directions beyond the first steps and remember the correct set of steps in complex activities like writing essays. Asees may need help in mathematical computations that involve multiple steps, such as long division. She may need help with writing long sentences and paragraphs in order to do well in mathematics and related subjects.



### Fluid Reasoning

Low Medium High

#### DESCRIPTION

Fluid Reasoning is brain's ability to take in new information without the benefit of practice or experience. Fluid Reasoning is required to understand the significance of pictures or drawings showing abstract designs like maps and geometric shapes. It is also important to keep making effort to solve a problem even when full information is unavailable. Fluid Reasoning enables us to make sense of visual or verbal patterns and to develop a plan to examine a range of possible solutions to a problem. Please note that Fluid reasoning always requires Working Memory, but working memory does not always result in fluid reasoning.

#### INFERENCE

Asees got a high score on this dimension which means she is good at recognizing, forming, and understanding new concepts. Asees is good at identifying relationships among patterns, drawing inferences from information that is presented and is able to transfer and generalize information to new situations. Asees also shows high ability in understanding the implications of an issue or an action, engage in complex problem solving and concept formation. She is able to do quantitative reasoning needed for understanding and computing Mathematics.



## Verbal Knowledge

Low Medium High

### DESCRIPTION

Verbal Knowledge is the ability to understand the meaning of words easily and express thoughts and ideas in terms of correct meanings of the words. It is also important to use words appropriate to a particular context. For example, it allows us to understand that AIDS vaccine was “discovered”, not “invented”. Verbal Knowledge is critical to comprehend phrases, sentences, idiom and colloquialisms. This allows us to have a more nuanced understanding of different situations. While Verbal Knowledge is strongly related to academic performance, it is more general than reading and also includes practical knowledge of how things work.

### INFERENCE

Asees shows medium knowledge which means she can easily understand the meaning of words, express thoughts and ideas in terms of correct word meanings. Asees can express thoughts and ideas appropriate to a particular context. However, she may need help to comprehend phrases, sentences, idioms and colloquialisms. She may face difficulty in learning a second language. She may have some trouble understanding complex textual content. She may need some help to interact with her environment effectively.

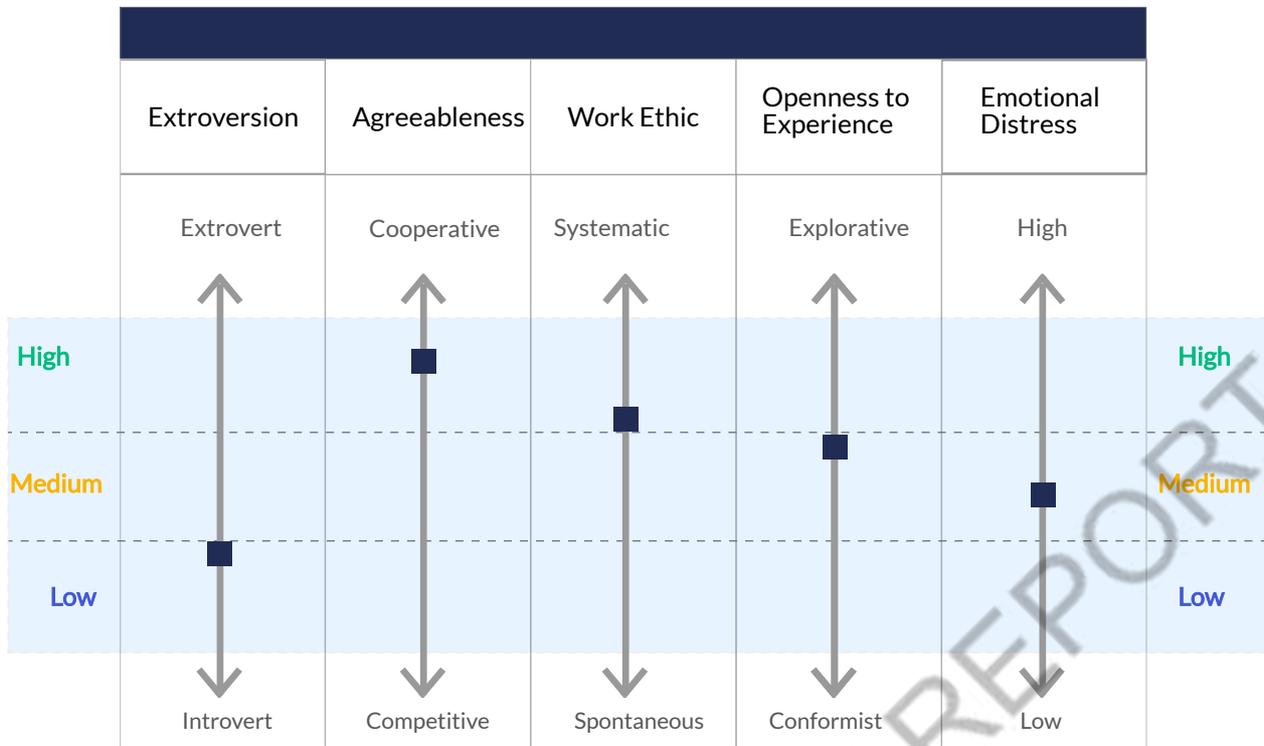
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# Personality



## Description

Personality refers to the set of traits that are relatively stable, consistent and enduring patterns of thought, feeling and behaviour of an individual. Unlike intelligence, having high score on any trait is not regarded as good and low score is not viewed as bad. Rather a score toward either end of the scale increases the likelihood that the trait defined by the pole will be apparent and distinctive in the individual's behavior. Depending on a particular situation, that trait may have positive or negative effects.



### Extroversion

Low Medium High

#### DESCRIPTION

Extroversion scores indicate the degree to which people like to be with or around others, want to be noticed by others, and want to devote energy to initiating and maintaining social relationships. People with high score on extroversion tend to be active, assertive and sociable. People with low score tend to be quiet, shy and reserved. It is easy to see Extroversion as good and Introversion as bad. Although extroverts work well with others, people with extremely high scores struggle to work alone and have a tendency to seek attention. Introverts are cold but not hostile.

#### INFERENCE

Asees's low score indicates that she does not get much pleasure from chatting with people and shies away from crowds of people. If they have to spend a great deal of time working with, being around, or socializing with people, they may feel tired, dissatisfied, out of sorts. Asees usually lets others do the talking. Typically, Asees feels energized by and seeks out situations where she can work alone, and where she has plenty of time to reflect on what she is doing. To form good interpersonal relationships, Asees should be given opportunity to share her thoughts and feelings with people.



### Agreeableness

Low Medium High

#### DESCRIPTION

Agreeableness represents the degree to which a person acts in a cooperative, unselfish manner. People with high scores in Agreeableness are known as altruistic, trusting, modest and cooperative. People with low score are known as skeptical, proud and competitive. While, you may want to label a low score in Agreeableness as "bad", remember that people with a low score may find it easy to take decision independently when the situation demands it. However, those with extremely low scores are difficult to get along with because they tend to be argumentative and they have difficulty accommodating others.

#### INFERENCE

Asees's high score shows that she believes that most people are basically well intentioned, honest, and trustworthy. Most people she knows like her. Asees prefers not to talk about herself and her achievements. Asees strongly believes that we should help the poor. Asees would rather cooperate with others than compete with them. Asees could not deceive anyone even if she wanted to. So it is recommended to guide Asees how to take a stand because her tendency to agree with others at times leads to compromising on her own needs.



## Work Ethic

Low Medium High

### DESCRIPTION

Work Ethic refers to an individual's sense of responsibility and duty as well as foresight. People with high score in Work Ethic tend to be efficient, reliable and well-organized. People with low score on the other hand tend to be flexible, spontaneous and resourceful. Although, you may seem to think of high work ethic as "good", please note that people with extremely high scores may become perfectionists, and compulsive in their behavior. People with extremely low score are seen as under controlled or unpredictable.

### INFERENCE

Asees's high score indicates that she likes to keep everything in its place so she knows just where it is. Asees tries to perform all the tasks assigned to her dutifully. She has a clear set of goals and works hard to accomplish them in an orderly fashion. Asees always considers the consequences before doing something. Since many of these attributes are necessary for learning pursuits, Asees is highly likely to do well in school. In order to prevent burnout it is recommended that Asees also learns to relax and not miss out on fun part of life.



## Openness to Experience

Low Medium High

### DESCRIPTION

Openness to Experience frequently provides information about a person's way of experiencing the world, or what is often called an information processing style or thinking style. People with high score tend to be imaginative, curious and open-minded. People with low score tend to be practical, down-to-earth and conservative. It is easy to see a high score in openness as good and low score as bad. However, people with a low score find it easy to implement the best solutions from the past.

### INFERENCE

Asees's medium score indicates that her style of experiencing the world or her thinking style is typical of the general population. Asees's willingness to try new things is not significantly higher than other people of her age. If Asees is interested in a particular task, she would be open to try new ideas. Otherwise, she would stick to tried and tested methods. This trait does not play a major role in how Asees behaves on a day-to-day basis.



## Emotional Distress

Low Medium High

### DESCRIPTION

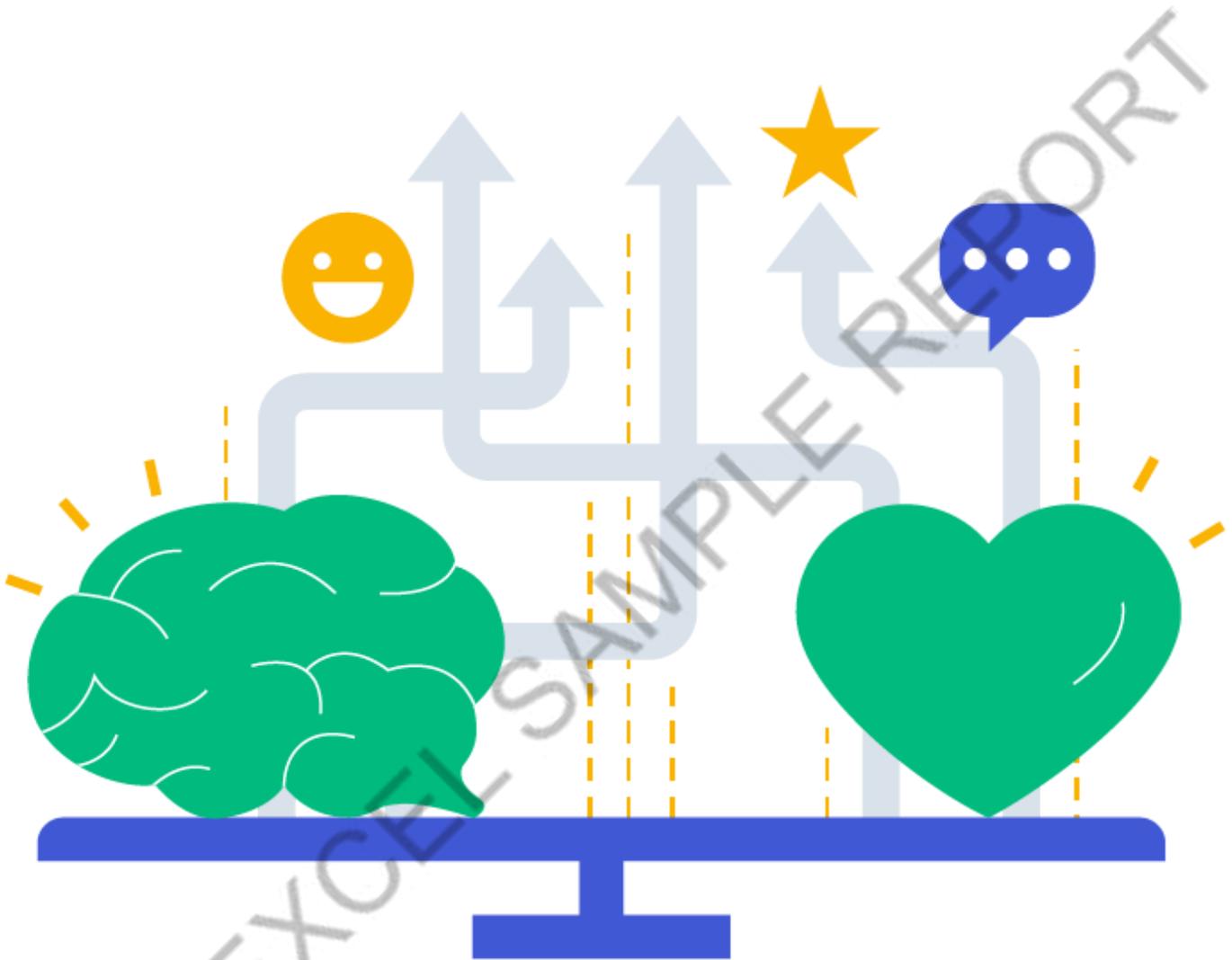
Emotional Distress represents the degree to which a person experiences the world as distressing, threatening, and unsafe. People with high score tend to be anxious, nervous and tense. People with low score tend to be calm, even-tempered and relaxed. While it is easy to see a high score in Emotional Distress as "bad", it would help a person deal effectively with suspicious and hostile people. However, extremely low score may lead to a lack of motivation, especially for difficult tasks. In fact, very low Emotional Distress is related to low levels of academic performance.

### INFERENCE

Asees's level of Emotional Distress is medium indicating that her level of emotional reactivity is typical of the general population. Stressful and frustrating situations are somewhat upsetting to her, but she is generally able to get over these feelings and cope with these situations. When a task or situation is familiar or does not require Asees to get out of her comfort zone, she is more likely to be calm and relaxed. This trait does not play a major role in how Asees behaves on a day-to-day basis.

# Emotional Intelligence

Low Medium High



## DESCRIPTION

Emotional Intelligence is a set of learnable and trainable abilities that can be developed and enhanced in order to help the individual recognise, understand, label, express and regulate the emotions appropriately. An emotionally intelligent individual is able to use the emotions as a guiding force to prioritise and thus help in decision making, irrespective of the level of adversity. E.g. On not being selected to be a part of the school cricket team, one reflects on the reasons for not being selected and works toward improving the areas of shortcomings.

## INFERENCE

Ases can satisfactorily understand and regulate feelings in self and others. She can understand and label the feelings to some extent and at times has inhibitions while expressing pleasant or unpleasant feelings. e.g. If she is very passionate about something, she can express that passion by expressing the feelings appropriately. She does not do anything about the passion because she does not act on the same, allowing it to die down. Though she understands and labels the emotions, she is challenged to navigate through challenges as she prefers not to speak up, thus allowing stress to brew within.



## Emotional Perception

Low Medium High

### DESCRIPTION

Emotional Perception is the ability that helps us to be totally aware of what we are feeling at all time, understanding the non-verbal cues like body language and gestures in order to exactly understand how one is feeling. We use our Emotional Perception ability to communicate that we would feel terror, and not just fear, when we see a truck is advancing towards us on the road. This ability also helps in being empathetic, thus understanding how others tend to feel in a particular situation. Emotional Perception is the most basic of all Emotional Intelligence abilities.

### INFERENCE

Asees is able to easily identify different emotional states in self. She can easily understand feelings like joy, anger, anticipation, fear, etc but has little difficulty to connect with the thoughts and feelings, and to produce desired actions at times. e.g. when there is disappointment because of not performing well in the examinations, she may struggle to understand the reason for underperformance and the feelings that arise. Instead of labelling the feeling as disappointment, she may brood over her performance outcome and may continue to feel sad or angry. She may have trouble in managing emotionally distressing situations.



## Emotional Knowledge

Low Medium High

### DESCRIPTION

Emotional Knowledge refers to the language of emotions as being understood by the individual. Being able to recognise, understand and label the emotions correctly in self and others helps the individual be smart with the emotions. We use our emotional knowledge to understand that we would feel frustrated if we do not reach the movie theater in time due to traffic. Emotional Knowledge also prepares us to deal with our emotions. For example, a child who has to shift to another city because of one's parents getting transferred will be less concerned the second time than the first.

### INFERENCE

Asees can easily understand what is being felt and label feelings appropriately. She can understand different emotional states and pinpoint different emotions when multiple emotions are perceived together. e.g. when she falls in the corridor and is laughed at by friends, she may say that she is feeling the pain due to injury and is embarrassed. However, it becomes challenging to use thoughts, feelings and actions interconnectedly to manage the situation and make appropriate decisions. She is not always self-aware of the different sensations caused due to emotions. She can't regulate feelings in self and validate feelings in others.



## DESCRIPTION

Emotional Management refers to being able to utilise the information received from the emotions (wisdom behind each feeling) in order to deal with the situation effectively, after understanding feelings in self and others. Emotional Management thus is activated after we perceive and understand our emotions. We use our Emotional Management ability to think of different options and choosing the best option to deal with a difficult situation. Emotional Management is critical to motivate ourselves when we face a setback.

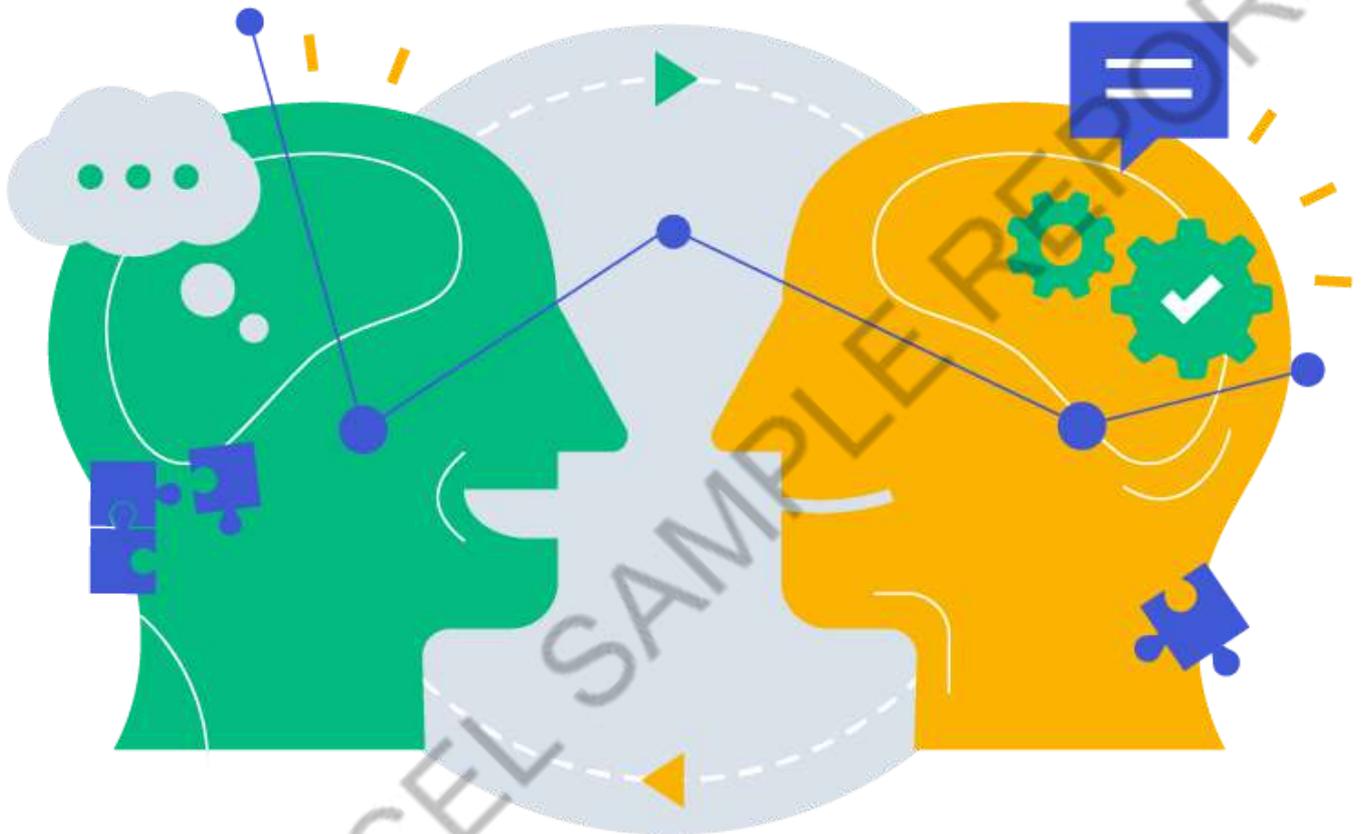
## INFERENCE

Asees can understand and label the emotions and can accurately express them appropriately without holding back. She engages with the emotion and uses its value as a guiding factor. She struggles to choose the best option in stressful situations. She lacks confidence in dealing with emotionally stressful situations and often allows the situation to get the better of self. e.g. When the pleasant emotions are experienced, she is quite confident to deal with situations but when going gets tough, she gets entangled in the emotional roller-coaster and tries to juggle her way out. There are some hits and misses.

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# Social Intelligence

Low Medium High

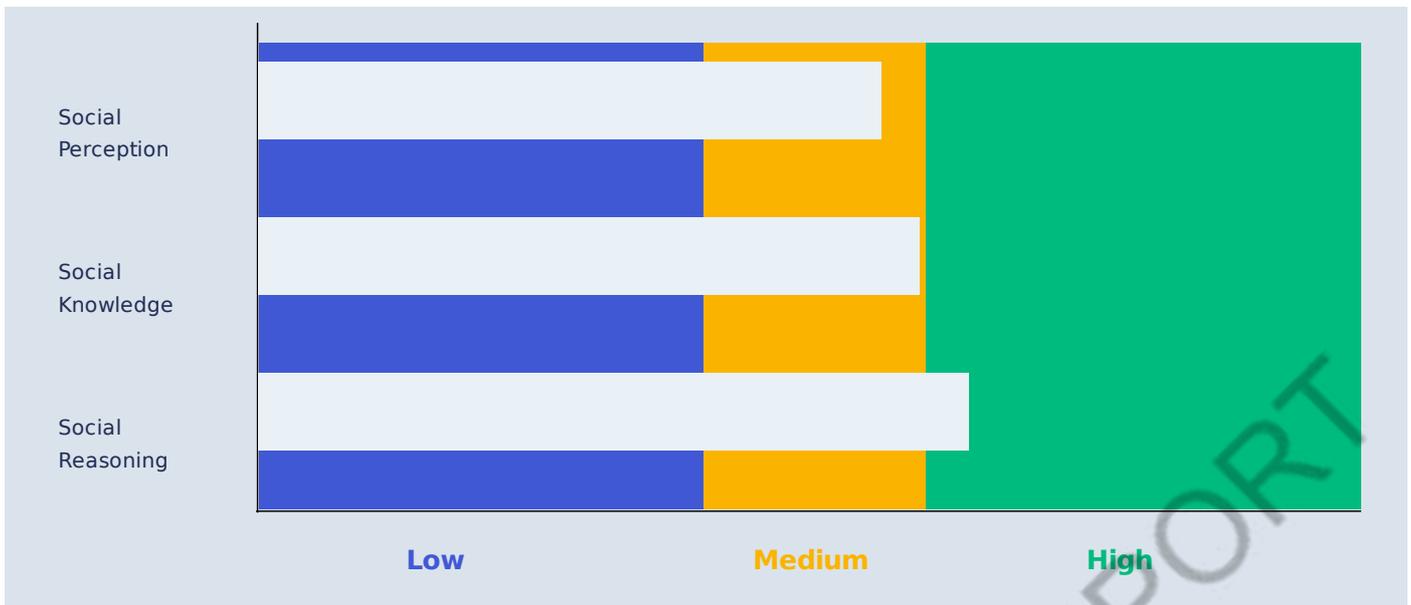


## DESCRIPTION

Overall Social Intelligence refers to the ability to perceive intentions and motivations of other people through their verbal and non-verbal cues, in order to anticipate how people in different situations would respond in a given social situation based on understanding their moods. Social Intelligence thus allows us to have better relationships with our friends and family. Social Intelligence also includes the ability to be in charge of the situation and manage the conflicts effectively. We use our Social Intelligence to accept others for what they are or to admit our own mistakes.

## INFERENCE

Asees has an excellent ability to perceive intentions and motivations of other people through their vocal cues, facial expression, language, and behaviours. She can understand how people in different situations would respond in a given social situation and is able to think of multiple solutions to a single problem. She has a unique skill to choose the most appropriate response in a social conflict. In tough situations, she can understand and label the emotions in self and others and uses this information to achieve a desired outcome in an unfamiliar situation and this is a remarkable ability.



### Social Perception

Low Medium High

#### DESCRIPTION

Social perception means the ability to perceive intentions and motivations of other people through verbal and non-verbal cues, express their intentions and motivations accurately when desired. Children use their Social Perception ability to understand that their classmate does not want to share lunch when he is closely holding his lunchbox. It also refers to being able to clearly understand how intentions and motivations are displayed depending on context and culture. Social Perception and Emotional Perception abilities are closely connected to one another.

#### INFERENCE

Asees has a reasonably good ability to perceive intentions and motivations of people through their vocal cues, facial expression, language, and behaviour. She can express her intentions and motivations accurately when desired. She can identify deceptive or dishonest emotions and can discriminate them accurately. She has a moderate level of understanding of how intentions and motivations are displayed across cultures and has biased views very often. Eg. Maybe the cabin crew finds me interesting, hence has given a warm smile. She is challenged to respect the other person's view during any discussion but can work appropriately with people.



### Social Knowledge

Low Medium High

#### DESCRIPTION

Social Knowledge refers to the ability to understand the required social norms (rules and regulations and expectations of the society). We use our Social Perception ability to understand that players shouting at one another during a football match is the norm. The individual with social knowledge has the capacity to understand how people in different situations would respond in a given social situation. We use our Social Knowledge to compare how two of our school friends would behave differently if the internet stopped working in the school lab.

#### INFERENCE

Asees has a reasonable level of understanding of the required social norms (rules and regulations and expectations of the society). Based on the score, she is likely to have a fair capacity to understand the intentions and motivations of other people though finds it challenging to predict how she will react under certain circumstances. She has difficulty in behaving appropriately in different social settings. She is an accepted member of any group but rarely becomes popular among friends.



## DESCRIPTION

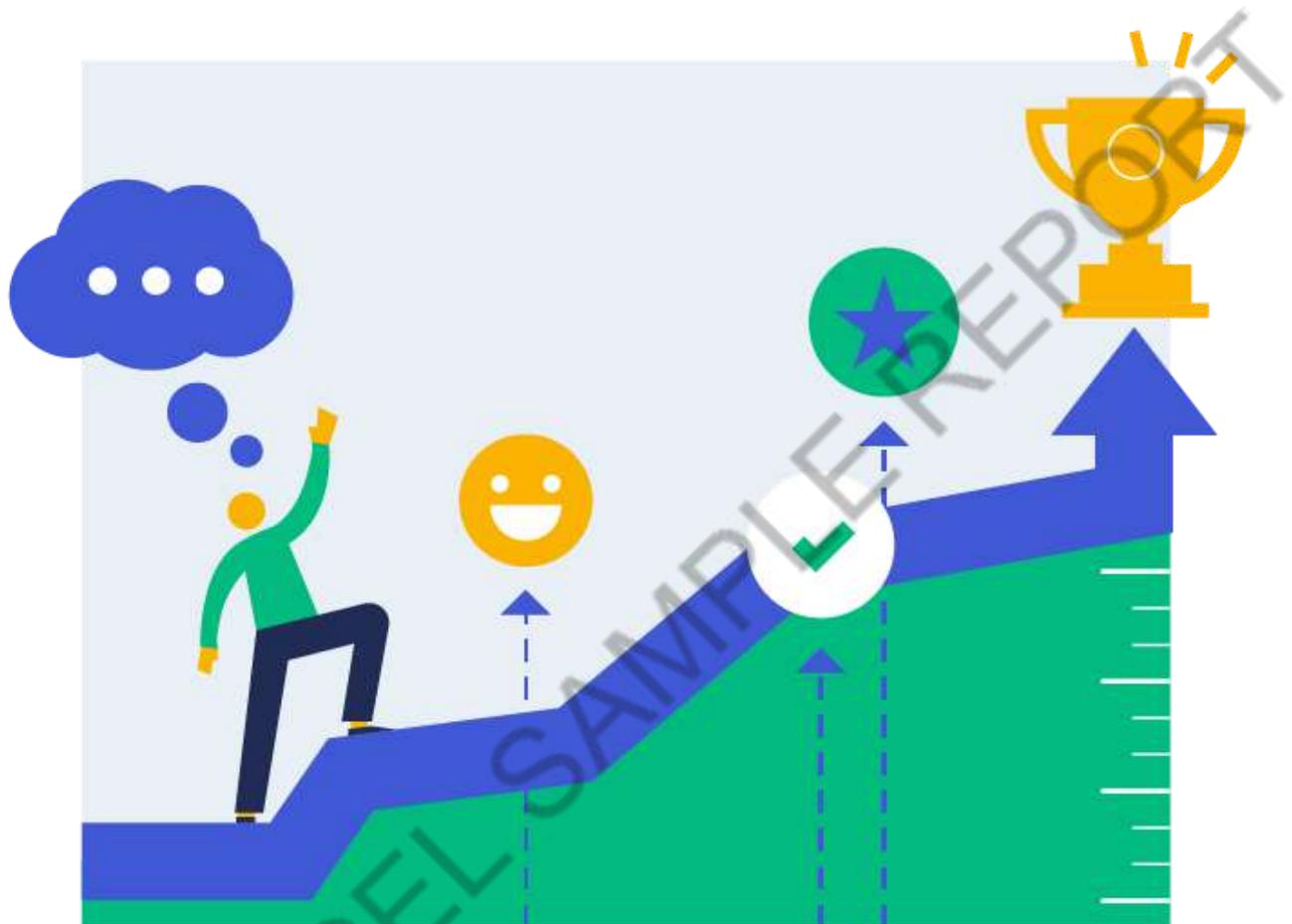
Social reasoning is a set of skills that help the individual be comfortable in the company of others, whether the situation is familiar or unfamiliar. This skill helps to understand the moods of different people around, predict their intentions, appreciate the goodness in others and help resolve conflicts. We use our Social Reasoning to persuade our friends to join us on a trip or to bargain with shopkeepers. We rely on our Social Reasoning to come out of an embarrassing situation.

## INFERENCE

Asees seems to be very comfortable in others' company, both in familiar or unfamiliar situation. She is able to understand the moods of different people around and has high capacity to predict intentions of people. She is able to appreciate the goodness in others and is very skilled at conflict resolution. e.g. She is very quick to sense the moods of people around and is able to choose the right moment to take things forward. She is able to think of the best strategies while resolving a conflict, without any prior opinion about the person or situation.

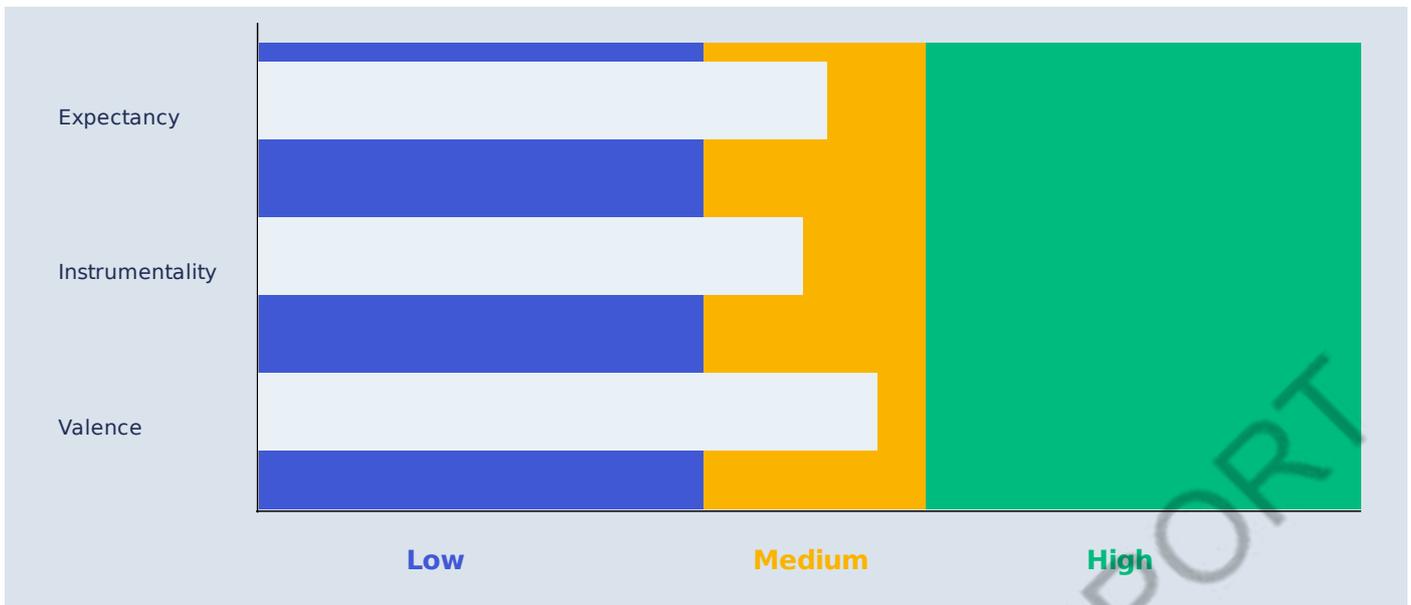
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# Motivation



## Description

Motivation is a set of attitudes and beliefs about self that give purpose or direction to behavior of an individual. It can be conscious or unconscious. Motivation determines which goal an individual prioritizes and how persistently one pursues that goal. Among individuals with the same level of skill, motivation influences who would be more effective in learning. This also means that by changing the motivation of an individual one's performance can be changed.



Expectancy  
Low Medium High

### DESCRIPTION

Motivation Expectancy refers to the confidence reflected by the individual as a result of one's effort to accomplish the desired performance/ goals, the pursuit to constantly increase the efforts to attain a goal, irrespective of the difficulty level, perceiving attaining success in the task undertaken. E.g. The inner desire to be the best batsman and keep breaking one's own record along with the world records kept Sachin Tendulkar charged. Success here refers to playing an exceptional game and not always winning.

### INFERENCE

Asees is often unsure of her efforts and is not confident whether she will attain success while performing a particular task. She is often confused and unsure of her ability to influence the outcome. Eg. If she is overweight and wants to acquire the desired weight, she starts working on a diet plan. After a couple of weeks, if attaining the desired weight looks challenging, she gives up easily and changes the goal to suit the requirement. She creates long term goals and tries to achieve them. When the expected results are not achieved, she gives up readily.



Instrumentality  
Low Medium High

### DESCRIPTION

Motivation Instrumentality refers to being aware and confident of doing a particular task to the best of one's ability and is very sure of receiving a reward for the same. It also refers to knowing what the options are to improve the performance and choosing the best option in order to enhance the level of performance by competing with the self. E.g. Unlearning certain strokes and learning some better strokes and practicing the same in order to get the desired results while improving a game of cricket.

### INFERENCE

Asees believes she has the satisfactory skills and understanding to do something and lives in anticipation of receiving a reward for the same. She is unsure that a change in performance can change the outcome. She fails to strategize to improve the performance and thus gives up easily. She may be interested in the task at hand but loses interest easily. E.g. If she wants to lose weight, she may be happy with the first few weeks of weight loss. As it becomes challenging to lose weight further, she gives up saying that the best was done.



## DESCRIPTION

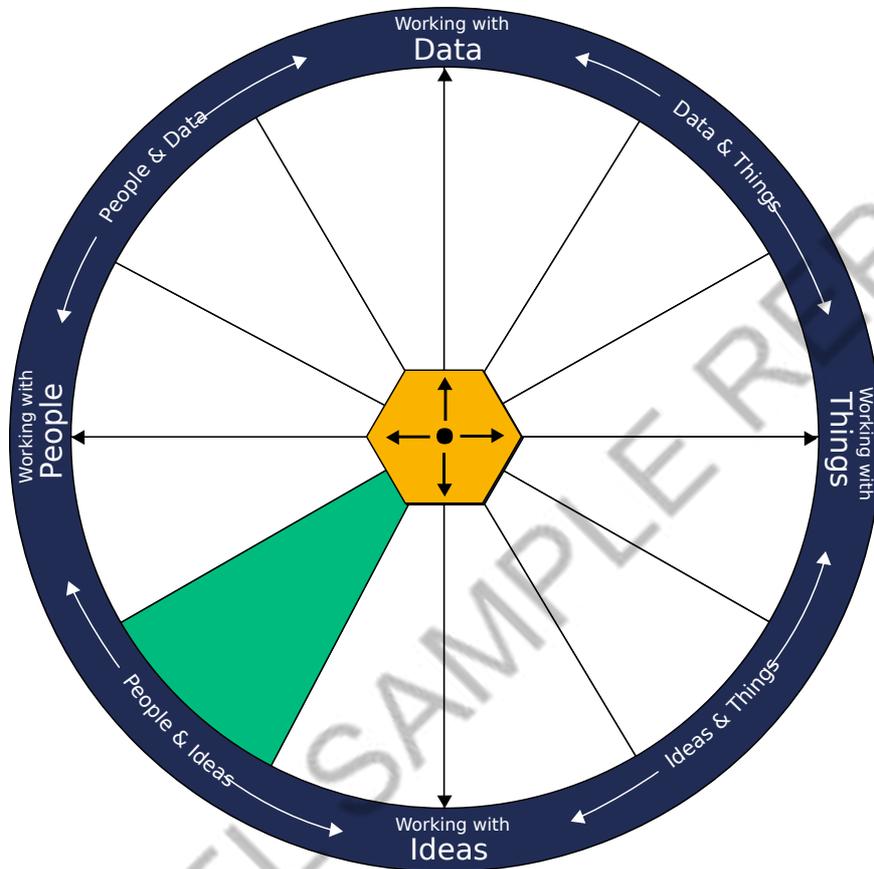
Valence motivation refers to how passionate and interested we are in the reward or outcome of a task. Knowing our level of internal satisfaction in completing the task is important in reaching our desired goals. Valence motivation also explains why we do certain tasks even when there is no appreciation for the task. For example, friends gossiping in a classroom. Our level of Valence motivation also tells us how much we would enjoy accomplishing the goals we set out for ourselves. For example, qualifying for admission into a reputed college.

## INFERENCE

Asees's score speaks about her passion and level of interest while engaged in a task. Her internal satisfaction is directly proportional to the possible reward. She works on a task only if there is an external reward or appreciation. eg. She does well in a given subject not because she likes the subject and understands the same, but because she scores well in that subject. She puts in efforts only because the marks are going to help in getting a better appreciation and recognition. In the absence of any reward, she is not too keen to pursue the task.

AIM2EXCEL SAMPLE REPORT

# Interest



## DESCRIPTION

Interest refers to a liking/disliking state of mind accompanying the doing of an activity, or the thought of performing the activity. Hence, individuals can be differentiated in the type of activities and environments they prefer. Unlike intelligence, preference for one interest type over others is not regarded as good or bad. Rather a high score on one interest type basically means that activities and environments related to that type will be distinctive in the individual's behavior. Also, having interest in an activity is different from being good at it.

## INFERENCE

Ases likes to work with Ideas and People. Ideas refers to abstract ideas, theories, knowledge, insights and new ways of expressing something, e.g., with words, equations, or music. Ideas tasks involve intrapersonal processes such as creating, discovering, interpreting and presenting abstract ideas. People tasks involve interpersonal processes such as informing, helping, caring for others, persuading, motivating, and leading.

## DESCRIPTION

Asees's high score on this interest area indicates that she enjoys art, appreciates music, drama, writing, cooking and visual art and is free-spirited and fiercely independent, often emotional. She values aesthetic qualities and has a great need for self-expression. She likes to use her intuition and originality to develop new ideas. In this way Asees is similar to thinker. However, she is more interested in cultural-aesthetic pursuits than scientific ones. Asees finds the most satisfaction in environments that have variety and change. Asees would rather avoid activities that are highly structured or repetitive.



## WORDS THAT DESCRIBE ASEES

- Independent
- Original
- Idealistic
- Expressive
- Unconventional
- Impulsive
- Creative
- Imaginative

## DESCRIPTION

Asees's high score in this area indicates that she cares for and guides others. She loves situations where she can work with other people and help society. She prefers to solve problems through sharing responsibilities and discussion of feelings. She is concerned about human welfare, and is excited by work that allows her to overcome interpersonal problems and mediate disputes. She would rather avoid impersonal tasks that involve working with machines or tools, and excessive intellectual or physical work.



## WORDS THAT DESCRIBE ASEES

- Kind
- Caring
- Friendly
- Cheerful
- Responsible Supportive
- Generous
- Patient

## DESCRIPTION

Asees's score is high on this interest area which indicates that she enjoys building and fixing things and adventurous activities. Asees enjoys work that happens outdoors and involves physical activity. She likes working with tools and machinery, including computers and computer networks. If something breaks, she is more likely to try to fix it herself than send it out to be fixed. She is interested in action rather than thought and prefers concrete problems to ambiguous, abstract problems. She would rather avoid dealing with people, abstract ideas and lots of data.

## WORDS THAT DESCRIBE ASEES

- Down-to-Earth
- Hard-Working
- Reliable
- Adventurous
- Sensible
- Athletic
- Practical



# Developmental plan

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# Development Plan

"While we tend to remember our limitations more, we act on our strengths!-Mihaly Csikszentmihalyi"  
Hence, we want Asees to enhance areas where she is already doing well. Also, we want Asees to work on only those limitations which may hinder her to realize her potential. For each of these areas, below you can find strategies and interventions that has been designed to facilitate change and result in improved outcomes for Asees. These recommendations follow the 4P principles of being prescriptive, positive, practical and possible to implement. Depending on your expectations from AIM2EXCEL program, our Counselor will create roadmap for Asees to act on the development plan.



## TALENTS



### Fluid Reasoning

Low Medium High

It is recommended that Asees needs to be engaged in activities that continue to strengthen her Fluid Reasoning ability. For example, she needs to look and practice at increasingly challenging patterns or series to identify what comes next. Promote her to think of various ways of grouping objects and then explain her justification for it. Encourage Asees to do age-appropriate science experiments which can be helpful in strengthening logical thinking skills. The activities need to be challenging, but within Asees's skill level to build her Fluid Reasoning Skills.



### Verbal Knowledge

Low Medium High

It is recommended that Asees needs to be engaged in activities and opportunities that continue to showcase her Verbal Knowledge. This would boost Asees's confidence and rate of success in academics as well as other areas of life. For example, provide her with opportunities for reading and writing to build her vocabulary and expression further. She should be given a good dictionary and thesaurus to encourage her to find and learn new words and play word games like crossword. This will help strengthen Asees's skills and help her in communication and life skills.



# STRENGTHS



## Social Reasoning

Low Medium **High**

Asees has strong social reasoning which helps to cope and respond better to situations, understanding the moods of self and others. Aligning the thoughts, feelings and actions will always help Asees to respond to social situations appropriately. Dialogue completion for complex and abstract situations would help Asees where a picture is shown, and she has to complete the speech. This can be done individually or in a group and there are no right or wrong answers. She can be encouraged to take part in debates and social forums where views can be expressed on a larger platform.



## Social Knowledge

Low **Medium** High

Asees has a commendable skill in social knowledge. To work effectively in a team, she needs enough knowledge and social relevance/impact of different culture. She should be encouraged to maintain a journal to express one's views/feelings. Complex social situations can be given, and she can think of possible solutions that would work effectively and are most appropriate. Asees should read more about different relevant social norms and practices. E.g. in order to be a part of the student council and receive a badge of honour during investiture ceremony, Asees needs to work towards service and popularity.



## Emotional Management

Low **Medium** High

Asees understands each emotion has a message to give us and the wisdom behind each feeling. Asees works on strategies including breathing, visualization, imagery and relaxation techniques in order to manage intense emotions effectively. Asees continues to focus on linking feelings to values, beliefs and goals. Prioritising values at intervals will help Asees know the core values without compromising. Gaining clarity over her core values will allow her to handle conflicts. Ask yourself, what is it that I value the most? How important is that value to me? What will happen if I have to give up that value?



# LIMITATIONS



## Emotional Knowledge

Low **Medium** High

Asees needs to work in the area of emotional knowledge. Being equipped with the emotional vocabulary Asees can understand the situation better after expressing what one is feeling. Emotions contain data, so Asees should learn to label emotions accurately. Recognizing emotional patterns helps in connecting behaviour and feeling. Once this is understood, Asees can think of different possibilities to navigate through the stressful moments. Thereafter Asees can think ahead of the impact of any situation on her or other people's feelings. Identifying and acknowledging one's feelings will help Asees to avoid emotional resistance and instead appropriately deal with the feelings.



## Instrumentality

Low **Medium** High

It is important for Asees to understand that passion, interest and knowledge is required to derive satisfaction from what is being done. The parent/teacher should point out that learning a particular subject may help Asees gain employment in her chosen profession. It is also important to understand how failure to learn a certain subject may result in exclusion of the subject from her desired career or field which may be irreversible. It's important to identify outcomes that Asees values and draw a connection between areas to be improved on and the favourable outcomes of it.



## Expectancy

Low **Medium** High

In order to have sustained motivation, Asees needs to break the long-term goal to achievable chunks. The goals have to be SMART (sustainable, measurable, achievable, realistic and time-bound). Journaling these goals will help her to keep track of following it up. Eg. If the individual is having difficulty in achieving good grades in mathematics, first it is important to find out whether the concepts are clear. Prepare a timetable to give committed practice and evaluate. Once mastered, become thorough in the same and increase the units. It is also important to find out the hindrance in achieving the goal.

# Disclaimer

This report represents a consensus interpretation of the meaning and possible implication of Asees's scores on a suite of psycho-educational assessments. This report was developed by a team of psychologists. Its sole purpose is to provide you with information about Asees so you may perceive her more accurately.

This report does not pretend to be 100% accurate, nor should it be taken as an absolute; all measurements contain some error. Furthermore, people can and do change. Occasionally, you may see statements in this report that do not appear to be totally consistent with each other. This is likely to occur when Asees has unusual or unexpected combinations of scores.

This report is designed as a tool to use in helping Asees be successful in school and life and should not be used in isolation for mental health assistance. Reflect on it and use it only for her benefit. This report should not be used as the sole determinant of study-related decisions and use of these scores to estimate Asees's functioning in others areas should be approached with caution. This report should not be used for legal purposes. The scores are only suggestive in nature. AIM report is CONFIDENTIAL, as the results are kept under strict guidelines and cannot be released to any other party, except yourself and those you give explicit consent to release to.

Parents, teachers or mentors, referring to this report should interpret these scores according to Asees's context. They should see it in connection to other relevant information. Finally, it needs to be remembered that Asees can have a strength for a particular area and limitation in the other.

“ Great works are performed not by strength, but by perseverance ”  
- SAMUEL JOHNSON

AIM2EXCEL SAMPLE REPORT



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Maximising Potential

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