AIM2EXCEL
Maximising Potential

AIM BLUEPRINT

NAME

Shruti Unnithan

GRADE

6

GENDER

Girl

SCHOOL

lotas valley international school

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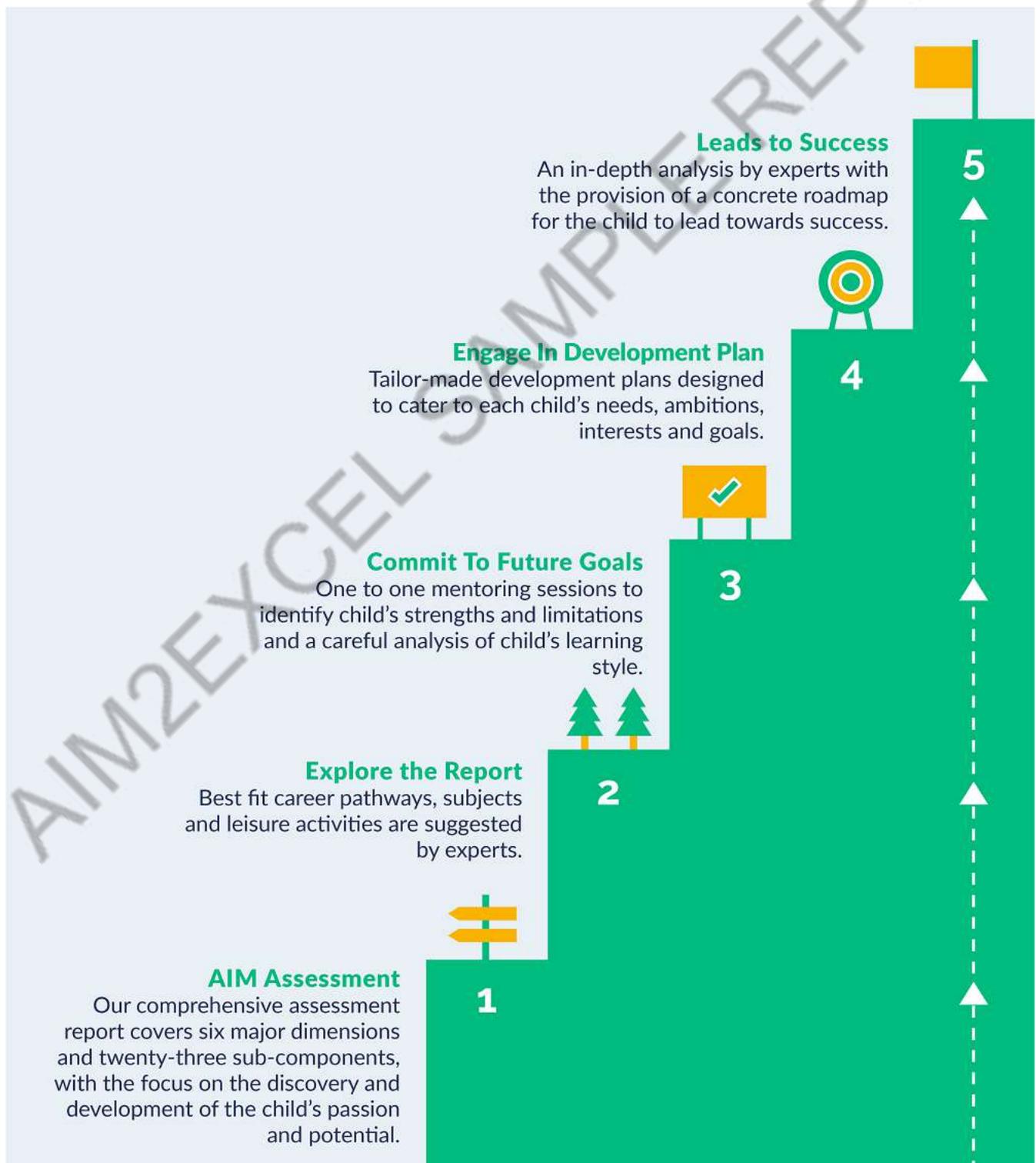
AIM2EXCEL identifies parents as active members in their child's development who take the time to understand and manage their expectations along with their child's. AIM2EXCEL mentors devise a personalized, actionable growth plan by receiving input from the parents on child's past performance in academic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

5 — Leads to Success
An in-depth analysis by experts with the provision of a concrete roadmap for the child to lead towards success.

4 — Engage In Development Plan
Tailor-made development plans designed to cater to each child's needs, ambitions, interests and goals.

3 — Commit To Future Goals
One to one mentoring sessions to identify child's strengths and limitations and a careful analysis of child's learning style.

2 — Explore the Report
Best fit career pathways, subjects and leisure activities are suggested by experts.

1 — AIM Assessment
Our comprehensive assessment report covers six major dimensions and twenty-three sub-components, with the focus on the discovery and development of the child's passion and potential.

Contents

Best fit careers

—

Best fit careers

We realize that in this age-group, Career Development is more important than Career Planning. Hence, primary focus is on academic subjects and leisure. Based on Shruti's score on the 15 assessments, covering 23 dimensions, we have identified top 3 Subjects and top 3 Leisure activities for her. If Shruti puts in the required effort, she is most likely to succeed in these areas. Additionally, we've highlighted the 3 Career Paths which she should explore in future if she keeps enhancing her current strengths and her interest remains stable.

Subjects

Language
Social Science
Computer Science/IT

Leisure

Drawing and sketching
Photography
Creative Art

PERFORMING ARTS

TEACHING

MENTAL HEALTH PROFESSION

Self
exploration

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 Shruti's talents, traits and abilities stand out. While Cognitive Intelligence abilities contribute to Shruti'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 Verbal Knowledge**
- **Fair Working Memory**

TRAITS

- **Highly Spontaneous**

STRENGTHS

- **Excellent Social Reasoning**
- **Fair Expectancy Motivation**
- **Fair Emotional Knowledge**

LIMITATIONS

- **Poor Social Knowledge**
- **Limited Emotional Perception**
- **Limited Social Perception**

INTEREST
Shruti likes to work with Ideas.

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
No Preference

INFERENCE

Shruti does not have a preferred way to take in information. Her style is characterized by the ability to adapt; weighing the pros and cons of verbal vs visual. For example, while on some occasions she may focus on the verbal explanation, other times she chooses to pay more attention to the diagrams and pictures. While understanding the significance of common objects, Shruti relies on verbal style and for abstract objects she relies on visual style.

RECOMMENDATIONS

Different type of learning tasks require a different set of strategies for effective performance. Since, Shruti does not have a clear preference, she should direct her attention towards those strategies which have a better match with the task at hand. For example, while revising for an examination, Shruti should try to recall what were the important parts of a diagram in biology. In History, she should focus on reproducing the list of dates which the teacher had emphasized on in class.

Thinking Style
No Preference

INFERENCE

Shruti does not have a preferred way to process information or to experience the world. Her style is characterized by the ability to adapt; weighing the pros and cons of converging vs diverging. While learning a topic, she does not overemphasize importance of arriving at the correct answer quickly. To solve a difficult problem, she can choose either getting clarity by herself or brainstorming with friends. During examination, Shruti is not too concerned whether the paper has multiple choice questions or long answer questions.

RECOMMENDATIONS

Please note that a preference for a learning style does not describe how well we learn. It only gives clarity in terms of how we learn. Most individuals of Shruti's age do not have a clear preference on all three dimensions of learning style. Shruti can use her flexibility to choose a thinking style which is better suited to the task at hand. For example, while deciding topic for a project, Shruti should explore various options. To prepare for a unit test on the other hand, she should decide on a revision strategy and stick to it.

Learning Environment
No Preference

INFERENCE

Shruti 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. Shruti 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 Shruti 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 Shruti is flexible in her preference of learning environment, choose strategies best suited to the task at hand. While conducting an experiment in a laboratory, Shruti should try to first analyze all information at hand. While writing a project report, Shruti should start with defining the objectives.
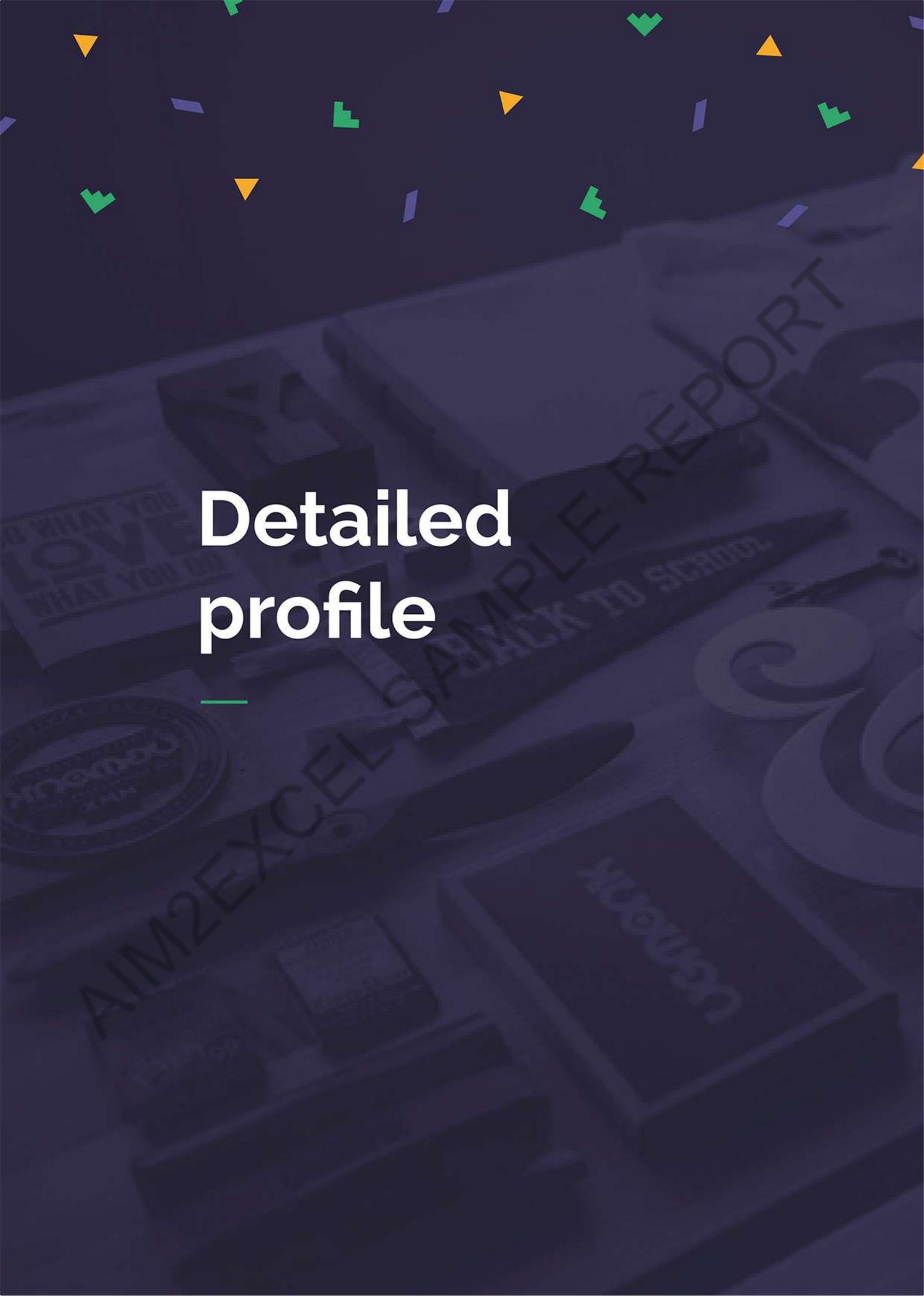
Detailed profile

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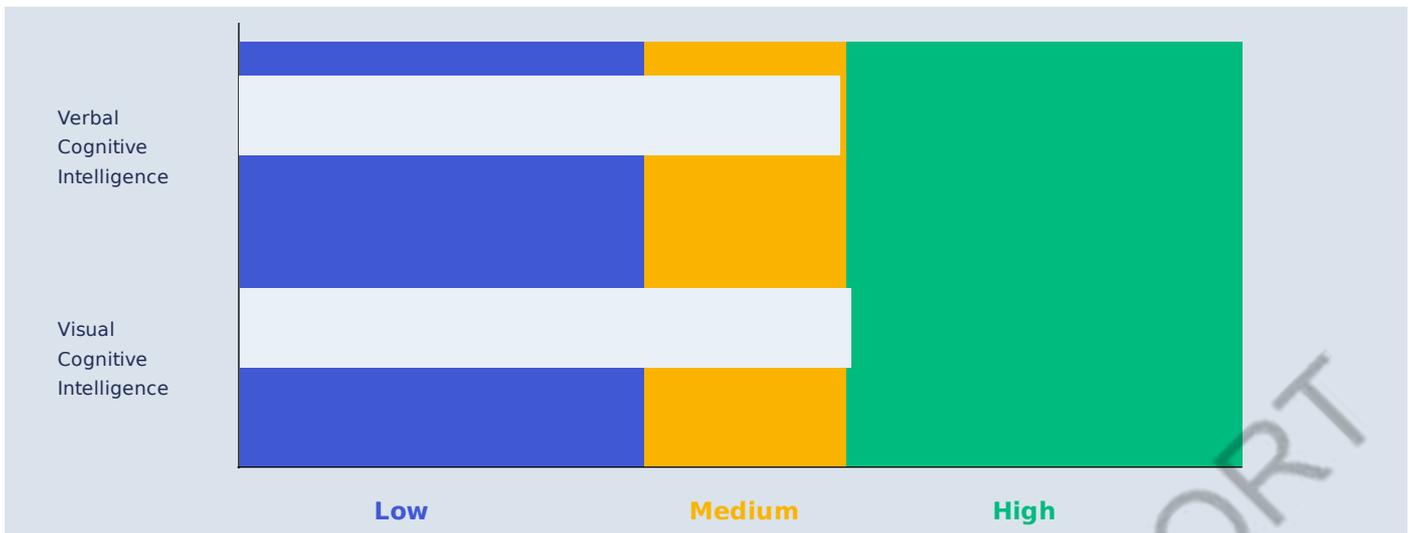
Cognitive Intelligence

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

Shruti'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.

Low   Medium   High

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

Shruti 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

Shruti 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.
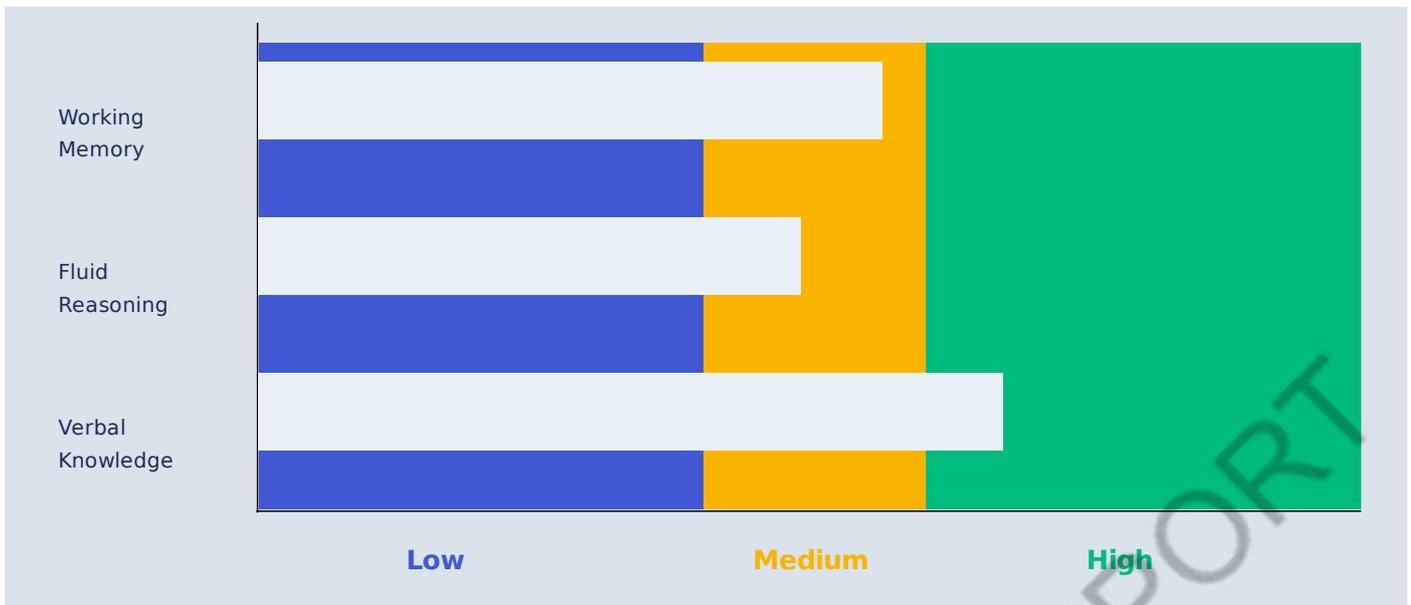
Low	Medium	High

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

Shruti 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. Shruti 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

Shruti got a medium score on this dimension which means she can recognize, form and understand new concepts and identify relationships among patterns. Shruti is also fairly good at drawing inferences from information that is presented and transferring and generalizing information to new situations. However, Shruti may find it difficult to understand the implications of an issue or an action, engage in complex problem solving and concept formation. Doing quantitative reasoning needed for understanding and computing Mathematics may also be difficult for Shruti.

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

Shruti has high score on verbal knowledge which means She can easily understand the meaning of words and express thoughts and ideas in terms of correct word meanings. Shruti shows high ability in expressing thoughts and ideas appropriate to a particular context and comprehend phrases, sentences, idioms and colloquialisms. Shruti can easily learn a second language as well. Shruti can read and understand complex textual content. She can use this ability to interact effectively with her environment.
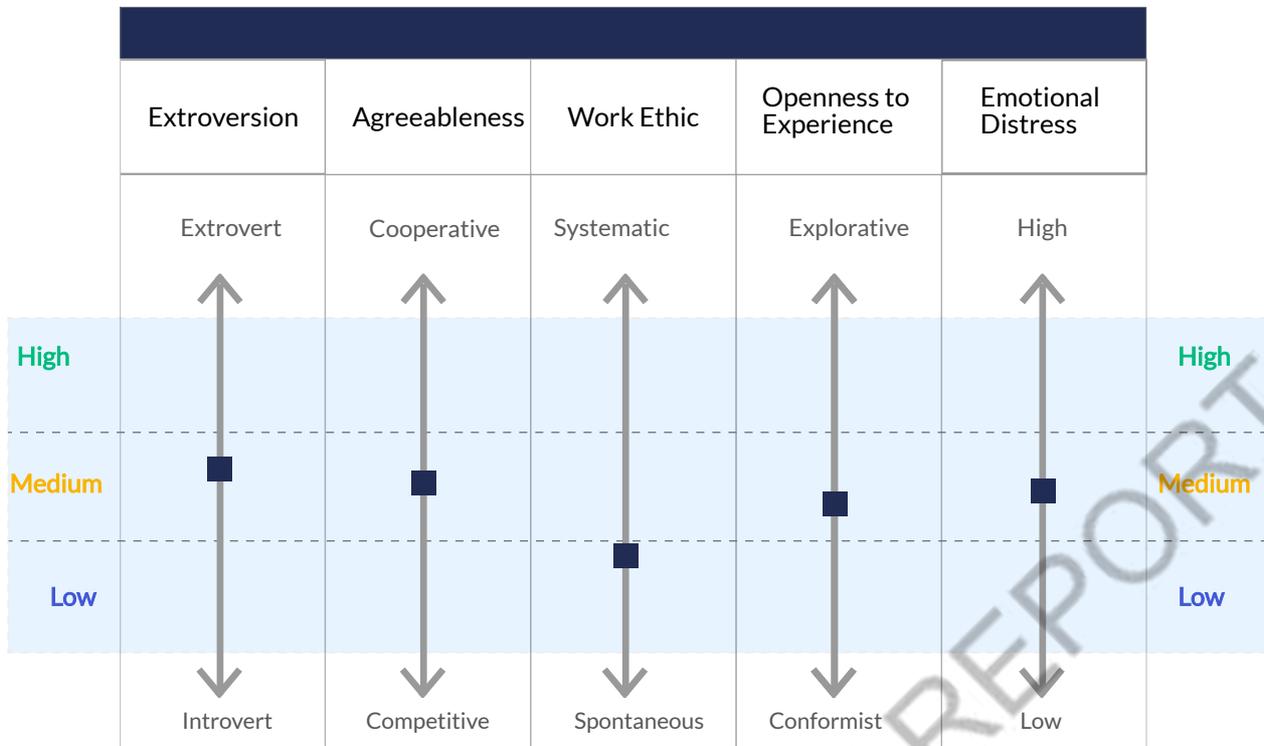
Personality

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	Agreeableness	Work Ethic	Openness to Experience	Emotional Distress
	Extrovert	Cooperative	Systematic	Explorative	High
High					High
Medium	■	■		■	■ Medium
Low			■		Low
	Introvert	Competitive	Spontaneous	Conformist	Low

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

Shruti's level of extroversion is medium indicating that there is no clear preference between being extrovert and being introvert, which can be generalized to most situations. Shruti may find it easier to open up with people known to her for a long time, but difficult to connect with new classmates. Shruti is neither a subdued loner nor a jovial chatterbox. She enjoys time with others but also time alone. This trait does not play a major role in how Shruti behaves on a day-to-day basis.

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

Shruti's level of Agreeableness is medium indicating that there is no clear preference between being cooperative and being competitive, which can be generalized to most situations. While Shruti may behave more cooperatively in a familiar environment (e.g., at home) or with close friends, her behavior would be competitive with strangers, or vice versa. Shruti shows some concern with others' needs, but, is generally unwilling to sacrifice herself for others. This trait does not play a major role in how Shruti behaves on a day-to-day basis.

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

Shruti's low score in this dimension shows that she often comes into situations without being fully prepared. Shruti does not feel driven to get ahead and has trouble making herself do what she should. Shruti also tend to waste a lot of time before settling down to work and often does things at the spur of the moment. In order to prevent Shruti's careless attitude from making her less likeable and to improve academic performance, It is recommended that Shruti learns how to be reliable and punctual.

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

Shruti's medium score indicates that her style of experiencing the world or her thinking style is typical of the general population. Shruti's willingness to try new things is not significantly higher than other people of her age. If Shruti 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 Shruti 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

Shruti'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 Shruti 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 Shruti behaves on a day-to-day basis.

Emotional Intelligence

Low Medium High
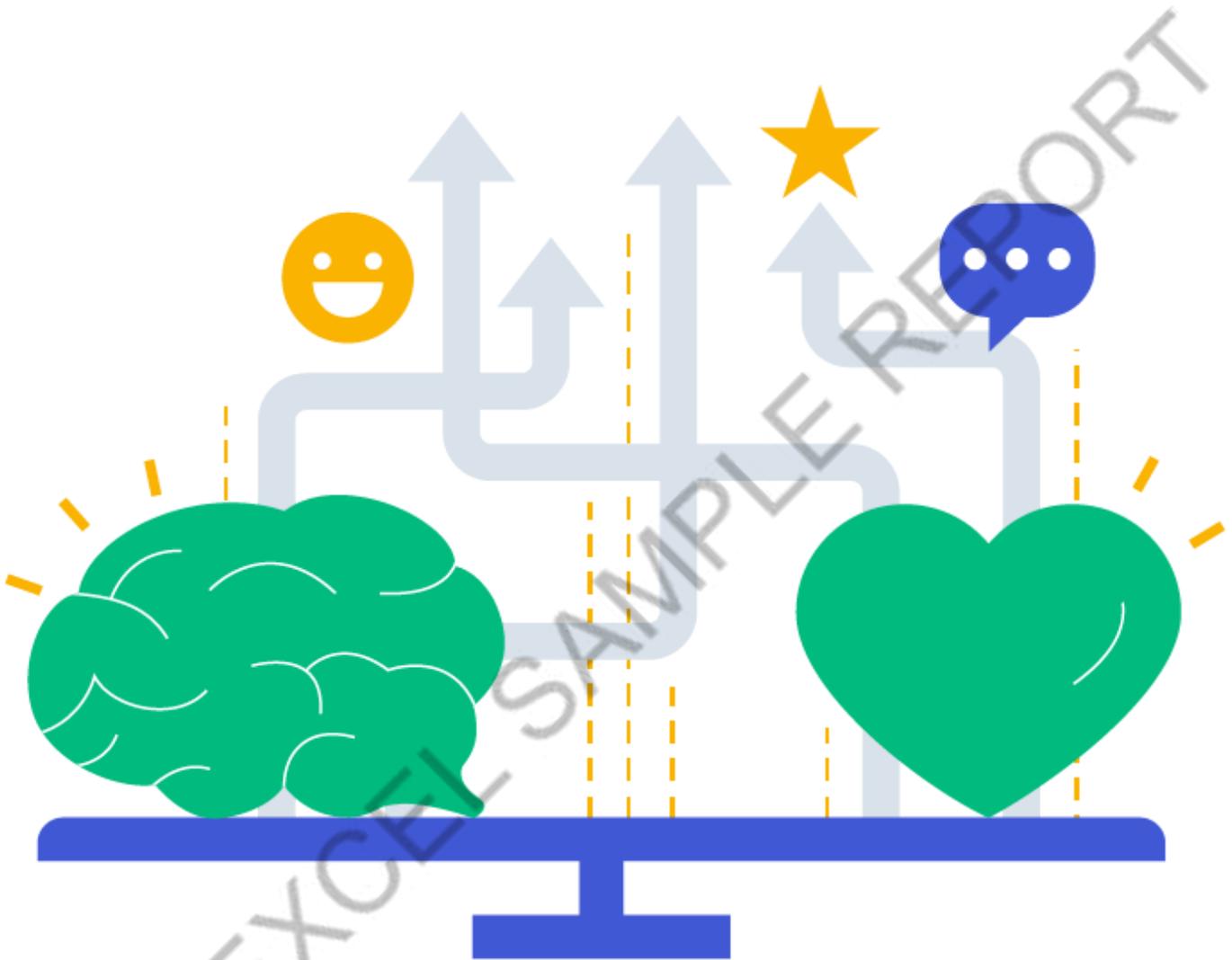
DESCRIPTION

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

Shruti 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.

	Low	Medium	High
Emotional Perception			
Emotional Knowledge			
Emotional Management			
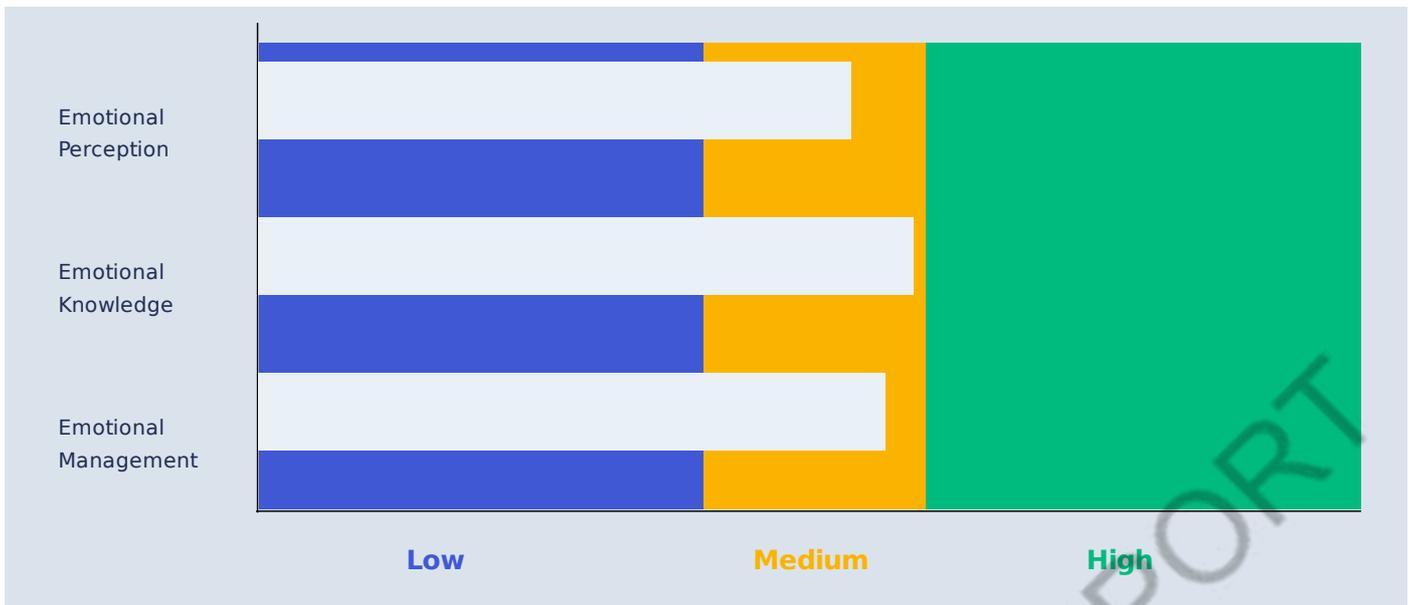
Emotional Perception
Low **Medium** High

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

Shruti 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

Shruti 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.

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Emotional Management

Low **Medium** High

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

Shruti 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.

Social Intelligence
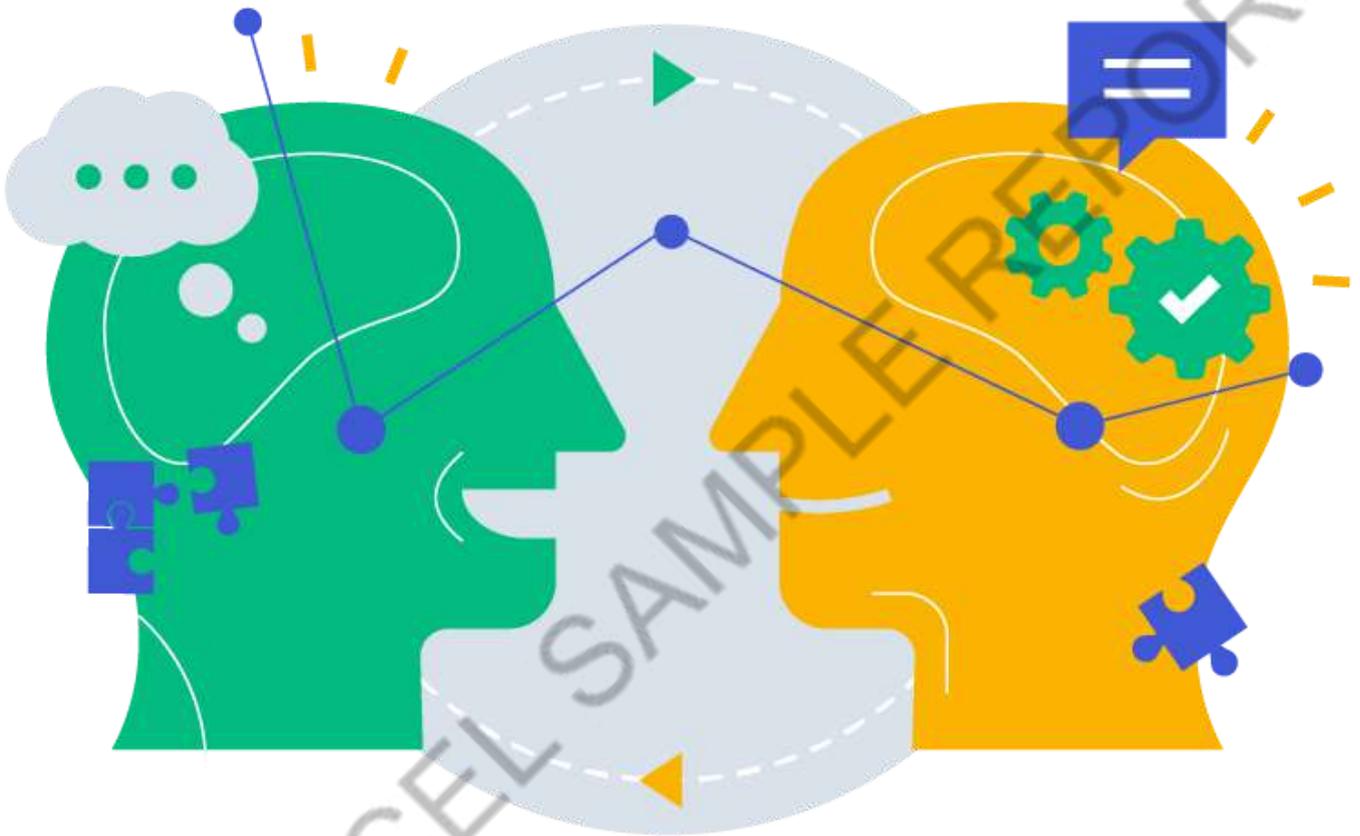
DESCRIPTION

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

Shruti's score is satisfactory. She has a fair ability to perceive intentions and motivations of other people through their vocal cues, facial expression, language, and behaviours. She can understand how different people would respond in a given social situation and is able to think of multiple solutions. She struggles to choose the most appropriate response in a social conflict. She is not consistent in expressing intentions and motivations when desired and behaving appropriately in different social settings. In tough situations, she struggles to identify and label feelings and is often challenged to achieve a desired outcome in unfamiliar situations.
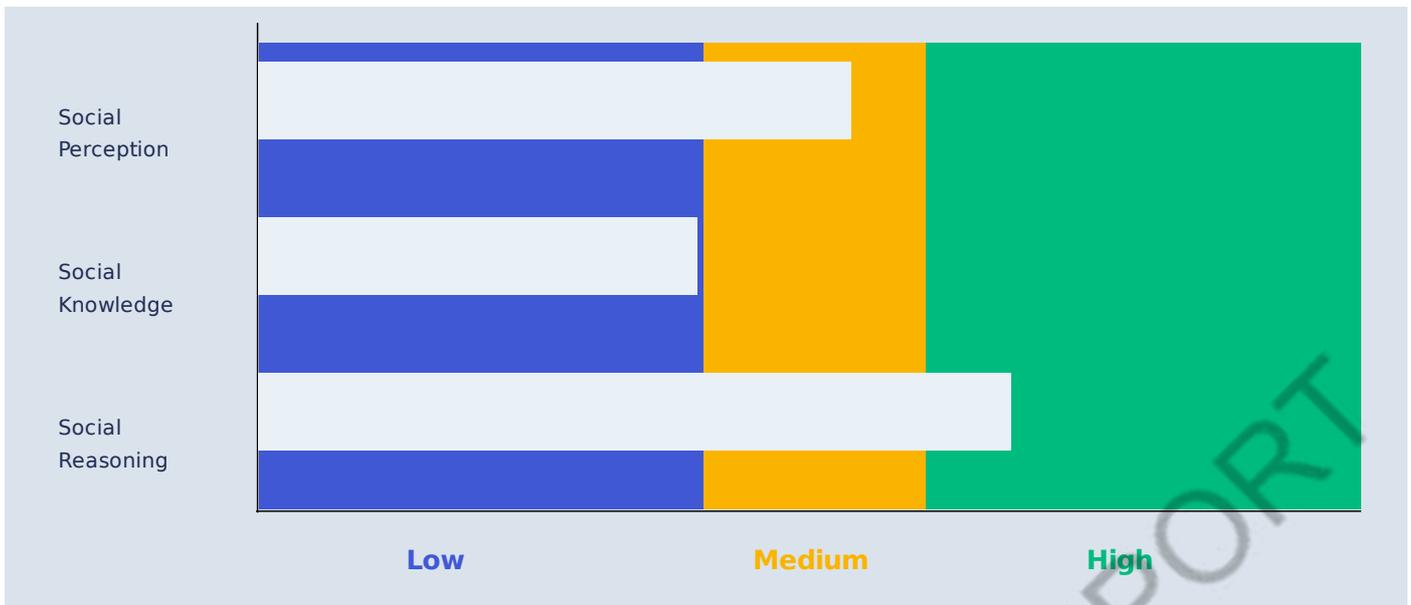
Low   Medium   High

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

Shruti 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

Shruti faces a major challenge in understanding the required social norms (rules and regulations and expectations of the society). Based on the score, she is likely to have a poor capacity to understand the intentions and motivations of other people and finds it extremely difficult to predict how she will react under certain circumstances. Such an individual has difficulty in behaving appropriately in different social setting. They are very often avoided by the peers as they are misfits in any group. She needs to work hard to develop the required social understanding.

Social Reasoning

Low Medium **High**

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

Shruti 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.
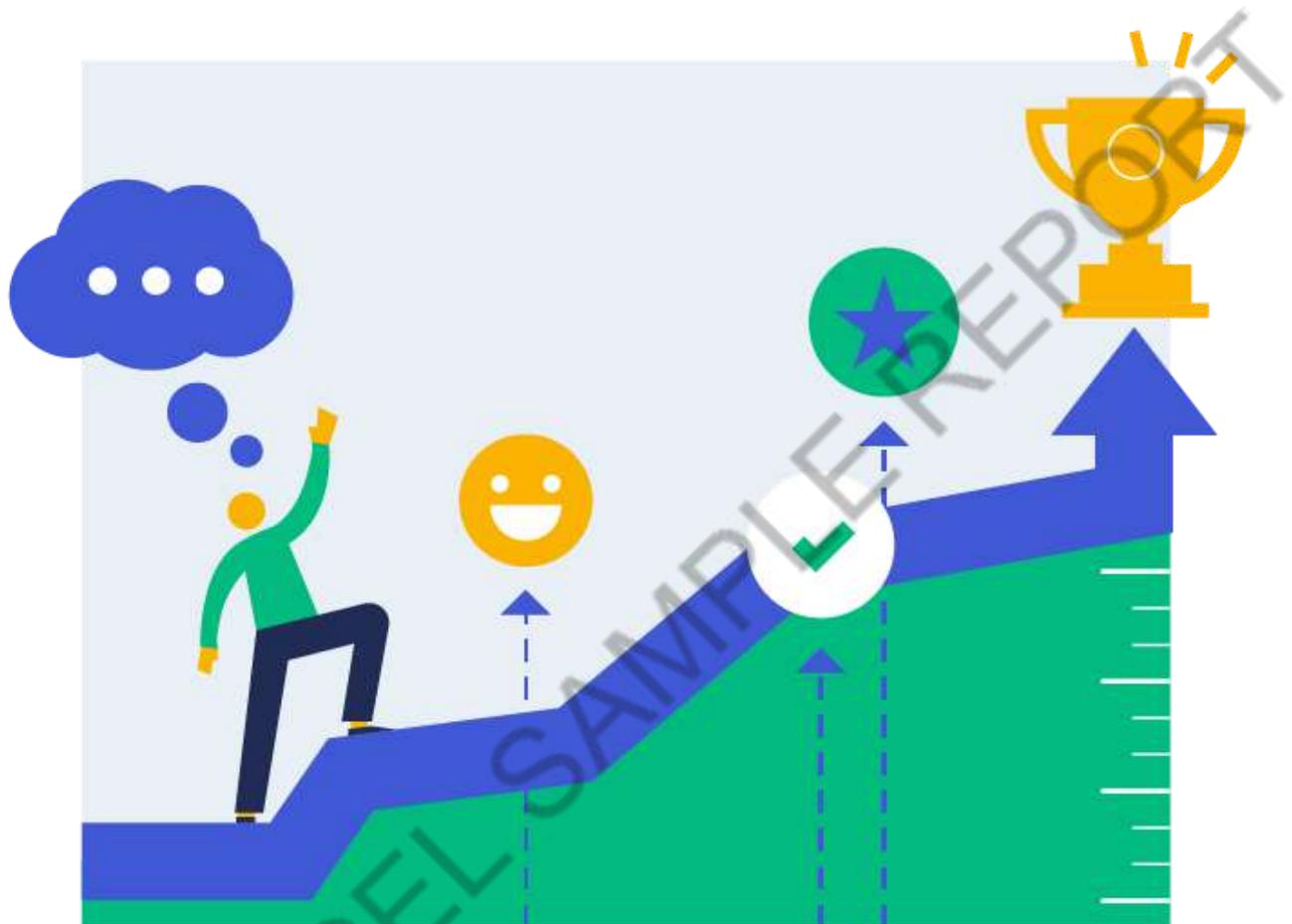
Motivation

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.

	Low	Medium	High
Expectancy			
Instrumentality			
Valence			

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

Shruti 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

Shruti 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.

Valence

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 would we enjoy accomplishing the goals we set out for ourselves. For example, qualifying for admission into a reputed college.

INFERENCE

Shruti'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.
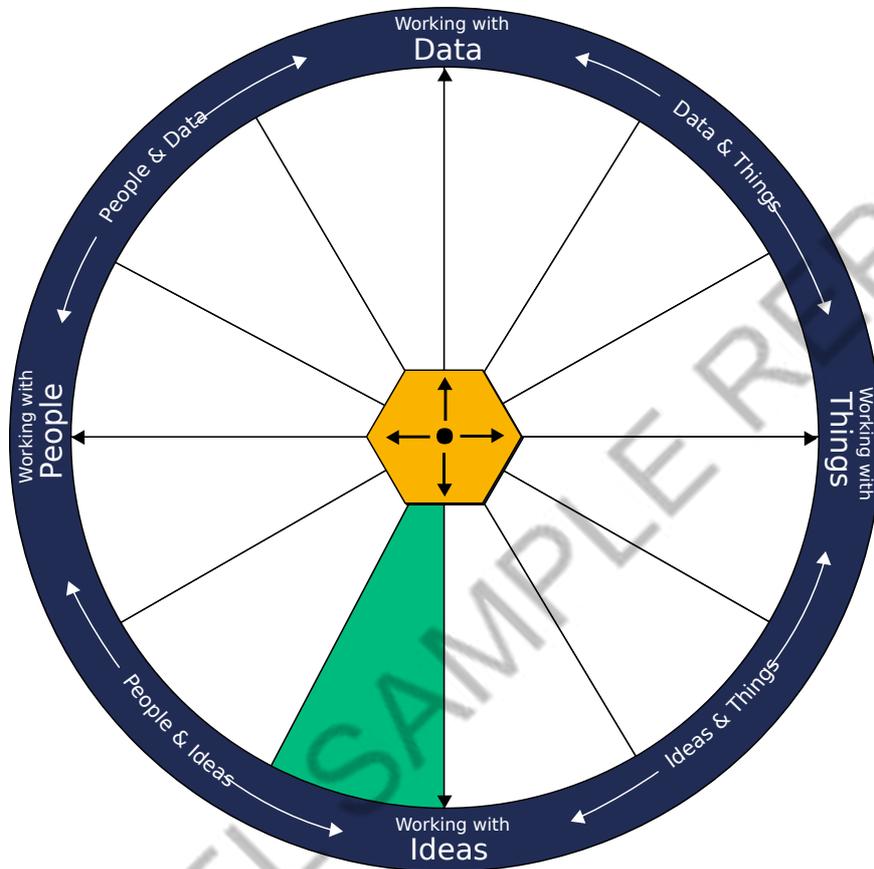
Interest

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

Shruti likes to work with Ideas. 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.

Creator

DESCRIPTION

Shruti'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 Shruti is similar to thinker. However, she is more interested in cultural-aesthetic pursuits than scientific ones. Shruti finds the most satisfaction in environments that have variety and change. Shruti would rather avoid activities that are highly structured or repetitive.

WORDS THAT DESCRIBE SHRUTI

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

Doer

DESCRIPTION

Shruti's score is high on this interest area which indicates that she enjoys building and fixing things and adventurous activities. Shruti 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 SHRUTI

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

Persuader

DESCRIPTION

Shruti's high score on this interest area indicates that she is ambitious and competitive, likes to sell and is good at it. She is usually good at public speaking and is at ease in the spotlight. Shruti seeks positions of leadership, power and status and is interested in participating in competitive activities. She is highly likely to show interest in money and politics. She uses her verbal skills to persuade others, not to support others. She is willing to take risks, has an entrepreneurial nature and likes initiating projects.

WORDS THAT DESCRIBE SHRUTI

- Ambitious
- Optimistic
- Competitive
- Persuasive
- Funny
- Adventurous
- Confident
- Assertive

Developmental plan

Development Plan

"While we tend to remember our limitations more, we act on our strengths!-Mihaly Csikszentmihalyi"
Hence, we want Shruti to enhance areas where she is already doing well. Also, we want Shruti 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 Shruti. 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 Shruti to act on the development plan.

TALENTS

Verbal Knowledge
Low Medium **High**

It is recommended that Shruti needs to be engaged in activities and opportunities that continue to showcase her Verbal Knowledge. This would boost Shruti'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 Shruti's skills and help her in communication and life skills.

Working Memory
Low **Medium** High

It is recommended that Shruti needs to be engaged in activities that continue to strengthen her Working Memory. For example, Shruti needs to practice the recalling of longer sequence of digits or numbers from memory. She should be exposed to opportunities where she can showcase her Working Memory. For example, game of chess where success is a function of the number of future-moves one can keep in memory. Public Speaking and debating would also allow Shruti to further build her ability to use her Working Memory to make an argument and communicate effectively.

STRENGTHS

Social Reasoning
Low Medium **High**

Shruti 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 Shruti to respond to social situations appropriately. Dialogue completion for complex and abstract situations would help Shruti 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.

Expectancy
Low **Medium** High

As Shruti is very interested in certain areas, she is capable of effectively breaking up the long-term goals to achievable short-term goals. She knows that the goals have to be SMART (sustainable, measurable, achievable, realistic and time-bound). Journaling these goals will continue to help her to keep track of following it up. She knows to also put in efforts in the area of weaknesses to change imperfections to perfections. If Shruti is good at something, she works on getting better and then being the best. Excellence is the trump card for Shruti.

Emotional Knowledge
Low **Medium** High

Having a high score on emotional knowledge is indeed an asset for Shruti. She should maintain a diary with all the feeling words. Shruti can express feeling words through written or oral communication. For any situation, she can write down the thoughts, feelings and actions. Eg. If Shruti had gone for a haircut, note the different thoughts, feelings and actions. If the thought is 'Wow, Looks amazing!', then the feeling would be happiness but if the thought is, 'Oh my God! This is horrible!', then the feeling would be disgust. Shruti should remember that thoughts, feelings and actions are inter-connected.

LIMITATIONS

Social Knowledge
Low Medium High

Shruti seems to be having a challenge to cope up with skills in social knowledge. It is important to work in a team and hence parents and teachers can partner in helping Shruti to understand her family and community better. Social situations can be given, and she can think of possible solutions that would work effectively and those that are most appropriate. Role plays can be great ways to express one's views without any inhibitions. A social situation can be given to Shruti to act out. She should script her own lines and expressions. The parent/teacher can provide feedback.

Emotional Perception
Low Medium High

As Shruti is facing challenges understanding her own feelings, we suggest that Shruti tries to understand her feelings through bodily cues and labels that feeling to assess their intensity. Shruti should start paying attention to her physiological reactions when she experiences emotions. E.g. notice the breathing, heart rate, tensed muscles and skin temperature. It is important to check for the triggers leading to a particular behaviour. While in a group, Shruti needs to pay attention to the facial expressions and body gestures of others and label the feelings. This will help in becoming more sensitive to the needs of others.

Social Perception
Low Medium High

As Shruti is facing challenges understanding others' feelings, we suggest that Shruti tries to understand others' intentions and motivations feelings through bodily cues and labels that feeling to assess their intensity. It is important to check for the triggers leading to a particular behaviour. While in a group, Shruti needs to pay attention to the facial expressions and body gestures of others and label the feelings. This will help in becoming more sensitive to the needs of others.

Career Path

PERFORMING ARTS

Performing arts are forms of arts in which the artists use their physical ability, such as body, face and presence, to perform in front of an audience. Music is related to singing, composing original music, playing musical instruments etc. In drama, an artist depicts a story or a thought by combining speech, gestures, music, dance, facial expressions and sound. On the other hand, dance is an amalgamation of drama and music.

Knowledge and Skills

- While each discipline is associated with a specific skill set, all performing artists are expected to be creative and persistent.
- They are expected to excel in developing interpersonal relationships.
- Physical stamina and teamwork are key for actors and dancers; those pursuing careers in the dramatic arts should have good memorization, reading and writing skills.
- In addition to discipline and musical talent, musicians and singers will need to know how to promote themselves.

Pros and Cons

- Pros
  - It's a highly creative job.
  - A lot of exposure and impact can be made.
- Cons
  - Takes long years to gain a good reputation.
  - Long working hours, consistent practice and injuries need to be dealt with.

Education

Many educational institutes and universities in India are offering courses in the field of performing arts. These courses are offered at the different levels including certificate level, diploma, undergraduate degree level, postgraduate degree and diploma level. The motive behind these courses is to train students in various categories of performing arts. The choice of performing arts will also be heavily influenced by the individual's choices. It involves the blend of practical with the theoretical.

Top Recruiters

- T-series
- Pilobolus
- Paris Opera
- Shiamak Davar

Top Colleges

INDIA

- National school of Drama, Delhi.
- Nalanda Nritya Kala Mahavidyalaya, Mumbai
- Sri Thyagaraja College of Music and Dance, Hyderabad.
- Bharatiya Vidhya Bhavan, Bangalore.

ABROAD

- The Ailey School,New York
- The University of the Arts,Philadelphia,
- Tisch School of the Arts,New York
- The Juilliard School,New York

Career Path

TEACHING

Teachers play a significant role in any society as they build the foundation of the country's future. The market is always in need of competent teachers. With the emergence of public and private schools everywhere and the rise of private institutes and universities the need for professors and lecturers is on an all-time high.

Knowledge and Skills

- A great teacher has effective discipline skills and can bring up the energy and positivity of the class.
- A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.
- A great teacher maintains open communication with parents/students and keeps them informed of what is going on in the classroom as far as curriculum, discipline and other issues are concerned.
- A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.

Pros and Cons

- Pros
  - Work schedule are considered to be very good in teaching.
- Cons
  - Teaching is considered a low paying job when compared with other corporate jobs.
  - You need to work on different teaching methodologies to help children understand concepts.

Education

Depending on state laws, preschool teachers may only need a high school diploma and certification or a college degree.For elementary through high school teachers, you must have a bachelor's degree in education. Some states require teachers to have a degree in a specific area, such as English or History. In some instances, a master's degree is required. Post secondary teachers at universities and community colleges have at least a master's degree, and many have a Ph.D. in their field.

Top Recruiters

- University of Oxford
- Kendriya Vidhalaya
- Delhi University
- NCERT

Top Colleges

INDIA

- JSS Institute of Education, Bangalore
- College of Teacher Education, Agartala
- Indira Gandhi B Ed College, Karnataka
- A G Teachers College, Ahmedabad

ABROAD

- Stanford University, USA
- Harvard University, USA
- University of Oxford, UK
- University of Hong Kong

MENTAL HEALTH PROFESSION

People in this career field offer guidance to individuals, couples, families, or groups who are dealing with issues that affect their mental health and well-being. This profession deals with counselling with an emphasis on prevention. Counsellors assist individuals in reaching their own resolutions or developing strategies to address and remedy their concerns.

Knowledge and Skills

- To pursue a career in this field, one requires knowledge of human behaviour and performance, psychological research methods, and the assessment and treatment of behavioural and affective disorders
- One also needs to possess knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, as well as for counselling and guidance
- They require to help clients develop coping strategies or find ways to change their behaviour
- People in this profession work with individuals, groups, or communities to improve mental health.

Pros and Cons

- Pros
  - The nature of mental health work is diverse and multifaceted. Many different options are available to those who enter this field
  - This field of work also offers the added satisfaction of helping individuals improve their lives
- Cons
  - This career field is often extremely demanding.
  - One needs constantly balance their personal lives and their career demands.

Education

An undergraduate degree in psychology, counselling, sociology, or social work is the first step towards the profession. However, it is also possible for one to have an undergraduate degree in some other field and pursue a Master's in psychology. A Master's degree in clinical/counselling psychology or any other specialised field of psychology is essential to pursue a career in this field. One may also need to complete an internship as part of their Master's degree.

Top Recruiters

- Massachusetts General Hospital
- IHBAS
- Moolchand Hospital
- National Institute of Mental Health and Neurosciences

Top Colleges

INDIA

- St. Xavier's College ,Mumbai
- Christ (Deemed to be University), Bengaluru
- Ambedkar University, New Delhi
- Fergusson College, Pune

ABROAD

- Stanford University, California, USA
- University College London, UK
- Princeton University, New Jersey, USA
- Yale University, Connecticut, USA

Disclaimer

This report represents a consensus interpretation of the meaning and possible implication of Shruti'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 Shruti 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 Shruti has unusual or unexpected combinations of scores.

This report is designed as a tool to use in helping Shruti 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 Shruti's functioning in others areas should be approached with caution. This report should not be used for 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 Shruti's context. They should see it in connection to other relevant information. Finally, it needs to be remembered that Shruti 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

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Maximising Potential

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