



Succeed by Making Right Decisions on Subjects, Courses, Colleges & Careers

CHT3 (CogitoHub Test 3)

Grade: 10

Name: Sample

School: Sample

Understanding the CogitoHub Philosophy

Any team is composed of Innovators, Builders, Communicators and Enablers:



As an **Innovator**, I am the mind of the team. I like to explore different ideas and look at new ways of doing things. Albert Einstein, Walt Disney and Karl Marx are some famous Innovators like me. A few job roles that I can explore are as a Designer, Animator or as a Scientist.

INNOVATOR



Once an idea is formed, I, the **Builder**, bring it to action. I am the hands-on member of the team and like performing tasks. E. Sreedharan, Sundar Pichai and Tim Cook are some famous Builders like me. A few job roles that I can explore are as an Engineer, Software Developer or a Real Estate Developer.

BUILDER



After the idea is actioned, I, the **Communicator** create awareness about it. I am the voice of the team and can sell the idea by persuasion. Indra Nooyi, Stephen Colbert and Mother Teresa are some famous Communicators like me. A few job roles that I can explore are as a Business Analyst, Media Planner or as a Social Worker.

COMMUNICATOR



As an **Enabler**, I am the backbone of the team and am involved at all stages from ideation to completion. I ensure that things are working in a structured manner. David Rockefeller, Christine Lagarde and Ram Jethmalani are some famous Enablers like me. A few job roles that I can explore are as an Investment Banker, Lawyer or as a Defence Officer.

ENABLER

CogitoHub Approach



Career Code

It is a unique combination of Builder, Communicator, Innovator & Enabler profiles in varying proportions which empowers a student to make clear decisions. The inputs for this are based on his/her Personality, Aptitude, Motivations & Interests.



Career Strengths (Total 12)

They are the career strengths that are relevant to the students' suggested careers. They emerge from the unique Career Code.



Subjects

They are derived from the projected Career Strengths. The order of the subjects recommended reflects the student's relative ability to succeed in each of them.



Subject Combinations

Relevant core and elective combinations are suggested to each student on the basis of his/her ranking of the subjects.

01

02

03

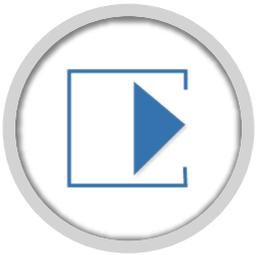
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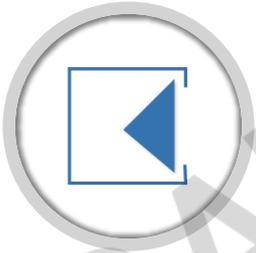


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PART 1: Career Code (Overall Profile)

Section 1A: Career Code (Overall Profile)

Section 1A: Career Code (Overall Profile)

Helps the students understand their strengths and ideal work environment through the bar length. The longest bar signifies the profile that they most likely belong to. The shortest bar signifies the profile that they least likely belong to:

ENABLER



You are the backbone of the team and like things to be organised and well managed

- You like to follow a structured approach while performing tasks
- You like to do work in a very detail oriented manner
- You like to adhere to well defined systems and processes
- You enjoy working in an environment that promotes stability and accuracy

BUILDER



You are the hands-on member of the team and like executing and getting things done

- You like to take decisions on how work is to be executed
- You like to utilise your subject expertise to solve problems
- You like to take initiative to ensure timely completion of tasks
- You enjoy working in an environment that focuses on producing definite outcomes

INNOVATOR



You are the mind of the team and like working with new concepts and ideas

- You like to plan and think about new approaches to do things
- You like to evolve and make headway on ideas and projects
- You like to explore situations around you in depth
- You enjoy working in an environment that encourages you to think out of the box

COMMUNICATOR



You are the voice of the team and like persuading and inspiring people

- You like to seize opportunities that come your way
- You like to motivate others to perform to the best of their ability
- You like to lend a helping hand to those around you
- You enjoy working in an environment that is energetic and flexible



PART 2: Student Assessment Outcomes

Section 2A: Career Strengths

Section 2B: Subject Recommendations

Section 2C: Subject Combinations

Section 2A: Career Strengths

Helps the student understand their Career Strengths leading to relevant Subject Recommendations:



1 Builder: Operational

You have the orientation to lead and oversee the management of products and services to make sure the organisation is running productively and delivering results.

Examples of Job Roles: Operations Manager, Retail/ Ecommerce Manager



2 Innovator: Research

You have the orientation to carry out extensive research on a topic that you are passionate about. It involves a lot of reading, analysis and in-depth subject knowledge.

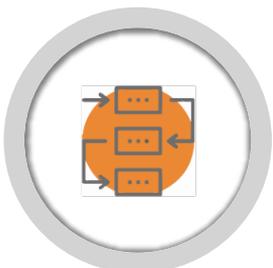
Examples of Job Roles: Pure Scientist, Economist



3 Enabler: Fiscal

You have the orientation to efficiently and strategically manage monetary transactions and budgets for individuals and organisations.

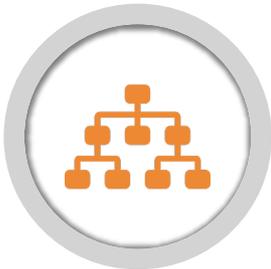
Examples of Job Roles: Investment Banker, Chartered Accountant



4 Enabler: Procedural

You have the orientation to work within well-defined systems and processes and ensure that everything functions smoothly and efficiently.

Examples of Job Roles: Lawyer, Doctor



5 Enabler: Structural

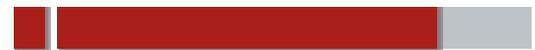


You have the orientation to manage processes that enable work to happen. It involves optimising work performance in an organisation and ensuring that any obstacles that may hinder work are prevented.

Examples of Job Roles: Army/ Navy/ Air Force Officer, Civil Services Officer

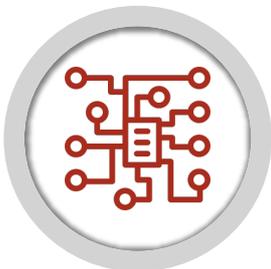


6 Builder: Mechanical



You have the orientation to understand the workings of motors and machinery, to construct and operate on mechanical systems such as tools, engines, thermal devices and others.

Examples of Job Roles: Mechanical Engineer, Aeronautical Engineer



7 Builder: Technical



You have the orientation to work with electronics, computer hardware & software systems to build and work on everyday devices such as computers, mobile phones, TVs, music systems etc.

Examples of Job Roles: Computer Engineer, Electrical/ Electronics Engineer

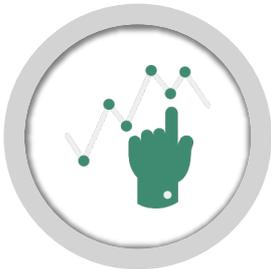


8 Communicator: Social



You have the orientation to support and advance conditions of individuals and communities through social programs, agencies and organised movements.

Examples of Job Roles: Social Worker, Educator



9 Communicator: Enterprising



You have the orientation to take initiative, make plans & execute them to get things done. It requires detailed planning and decision-making.

Examples of Job Roles: Entrepreneur, Journalist



10 Communicator: Persuasive



You have the orientation to inspire others. It requires motivating others to accept ideas, actions or opinions through means of persuasion, reasoning or argument.

Examples of Job Roles: Business Development Executive, Marketing Executive



11 Innovator: Developmental



You have the orientation to look at the big picture and come up with unique ways of doing things. This requires you to do considerable research, thinking and modelling.

Examples of Job Roles: Architect, Animator



12 Innovator: Design

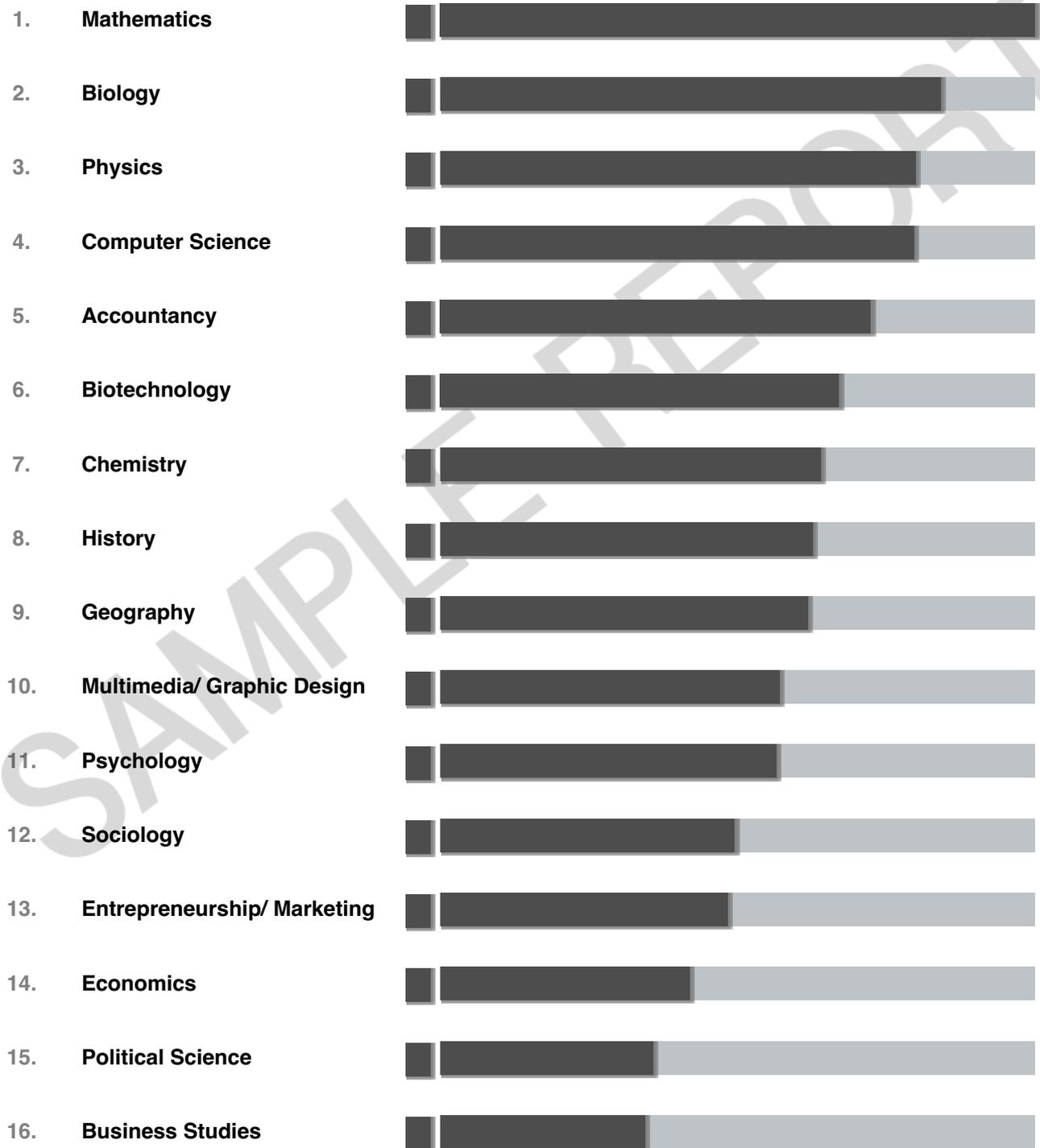


You have the orientation to create and express ideas creatively. It requires you to focus on every detail of the product including its aesthetic appeal.

Examples of Job Roles: Content & Copy Writer, Fashion Designer

Section 2B: Subject Recommendations

Helps the students understand their likelihood to succeed in each subject:



Section 2C: Subject Combinations

Relevant core and elective combinations are suggested to you on the basis of the ranking of the subjects. Following are the core Subject Combinations along with the **electives that are recommended to you in decreasing order of match.**

1

CORE: Physics, Chemistry, Mathematics

ELECTIVE OPTIONS: Biology, Computer Science, Biotechnology, Multimedia/ Graphic Design, Psychology, Entrepreneurship/ Marketing, Economics



2

CORE: Physics, Chemistry, Biology

ELECTIVE OPTIONS: Mathematics, Computer Science, Biotechnology, Multimedia/ Graphic Design, Psychology, Entrepreneurship/ Marketing, Economics



3

CORE: Psychology, Sociology, History

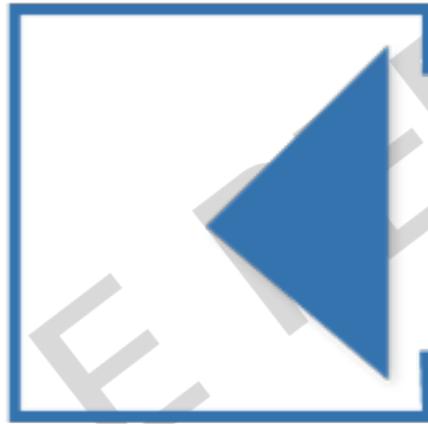
ELECTIVE OPTIONS: Mathematics, Biology, Computer Science, Geography, Multimedia/ Graphic Design, Entrepreneurship/ Marketing, Economics, Political Science



4

CORE: Business Studies, Accountancy, Economics

ELECTIVE OPTIONS: Mathematics, Computer Science, Multimedia/ Graphic Design, Entrepreneurship/ Marketing



PART 3: Student Assessment Inputs

Section 3A: Personality Traits

Section 3B: Aptitude

Section 3C: Academic Performance

Section 3A: Personality Traits

Extroverted: Extroverts are those who enjoy being part of a large group and gain energy from those around them.

Introverted: Introverts are those who enjoy being part of a smaller group and gain energy from within.



Objective: Those who are Objective tend to base their decisions on logic and objective analysis of cause and effect.

Subjective: Those who are Subjective tend to base their decisions primarily on values and on subjective evaluations.



Decisive: Those who are Decisive tend to like a planned and organised approach to life and prefer to have things settled.

Flexible: Those who are Flexible tend to be spontaneous & are less likely to schedule activities.



You are

- Organised, detail oriented, and dedicated to complete any task you take up.
- Your attention to quality is very high.
- Someone driven by logic and facts. You are able to convince people about the things you believe in.



What you can do better

- Since you are focused on high performance, you may put too much pressure on yourself.
- In order to convince other people about something you believe in, you may end up in an argument with them.



Others view you as

- Balanced and result oriented.
- A person who is able to work well with different groups. You are mindful of others views and opinions during group activities.

Section 3B: Aptitude

Our aptitude test measures various abilities of students. Cultural exposures, quality of education as well as personality traits and a student’s core areas of interest play an equally important role in helping students make clear decisions. All the scores are given in percentiles.

Our Aptitude Test measures the following abilities in students:

- **Mathematical:** This includes all aspects of mathematics but the main focus is on the use of numbers. This ability is generally found to be higher in students who are successful in mathematical, scientific and technical subjects.
- **Verbal:** It refers to the comprehension of words and ideas or a student’s ability to understand the written language.
- **Logical:** It refers to the ability to apply reason from some specific information to a general principle. It is important for success in many areas such as the ones involving stress, logic, for example science and scientific technology.
- **Dimensional:** It is the ability concerned with the orientation of figures and numbers. This ability is found to be high in students who are successful in geometrical drawing and in art & design.

Section	Percentile
Mathematical	95
Verbal	98
Logical	87
Dimensional	86

* Based on results of the same test conducted for over 35,000 students.

Section 3C: Academic Performance

As a part of our assessment, we have also incorporated academic performance to ensure that no element of aptitude and ability is skipped. We believe that performance in core subjects like Mathematics, Science, and Social Studies plays an integral role in your subject selection process.

The following table gives an overview of your academic performance, as given by you, over the past two years.

Subject	Score Range (%)
Mathematics	> 90
Social Studies	80 - 90
Science	> 90



PART 4: Appendix

Section 4A: Subject Descriptions

Section 4A: Subject Descriptions

Given below is a detailed description of all the Subjects:

Accountancy	It is the study related to the measurement, processing and communication of financial information about economic entities. Accounting can be divided into several fields including financial accounting, management accounting, auditing, and tax accounting.
Biology	It is the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy.
Biotechnology	It is the study of living systems and organisms to develop or make products. Depending on the tools and applications, it often overlaps with the fields of bioengineering, biomedical engineering, bio manufacturing, etc.
Business Studies	It is the study of elements of accountancy, finance, marketing, organisational studies and economics. It involves theoretical and practical coursework in how to manage a company, construct a business model and run a business.
Chemistry	It is the study of a branch of physical science to understand the composition, structure, properties and change of matter. It includes topics such as intermolecular forces and the interactions between substances through chemical reactions to form different substances.
Computer Science	It is the study of how to approach computers and its applications. It is the systematic study of the feasibility, structure, and expression of algorithms that underlie the processing, storage, communication and access to information.
Economics	Economics can generally be broken down into- macroeconomics, which concentrates on the behaviour of the aggregate economy; and microeconomics, which focuses on consumers.
Entrepreneurship/ Marketing	It is the study of how new businesses are created. An entrepreneur is someone who has an idea and who works to create a product or service that people will buy, by building an organisation to support those sales. The action of promoting and selling products or services, including market research and advertising is marketing.
Geography	It is the study of the lands, the features, the inhabitants, and the phenomena of Earth. The broad verticals that are covered under this subject are geography as the study of distribution, area studies, study of the human-land relationship and research on the earth science.
History	It is the study of the past, particularly how it relates to humans. It is an umbrella term that relates to past events as well as the memory, discovery, collection, organisation, presentation and interpretation of information about these events.

Section 4A: Subject Descriptions

Given below is a detailed description of all the Subjects:

<p>Mathematics</p>	<p>It is the study of topics such as quantity (numbers), structure, space and change. It involves seeking out patterns and using them to formulate new theories by mathematical proof.</p>
<p>Multimedia/ Graphic Design</p>	<p>It is the study of multiple forms of media including text, images, audio and video in order to communicate with an audience. It typically works with Animation and motion graphics such as for web, power point, and flash presentations. Graphic design is also the process of visual communication and problem-solving.</p>
<p>Physics</p>	<p>It is the study of natural science that involves the study of matter and its motion through space and time, along with related concepts such as energy and force. The main goal of physics is to understand how the universe behaves.</p>
<p>Political Science</p>	<p>It is the study of government and politics in a systematic manner. It is a social science that makes generalisations and analysis about political systems and political behaviour and uses these results to predict future behaviour.</p>
<p>Psychology</p>	<p>It is the study of the mind and behaviour, which seeks to understand and explain thought, emotion and behaviour. Applications of psychology include mental health treatment, performance enhancement, self-help and many other areas affecting health and daily life.</p>
<p>Sociology</p>	<p>It is the study of human society, culture and relationships at a group level. The topics range from crime to religion, family to state, the divisions of race and social class to the shared beliefs of a common culture, and social stability to radical change in whole societies.</p>

For further queries, write to us at:
info@cogitohub.com

SAMPLE REPORT