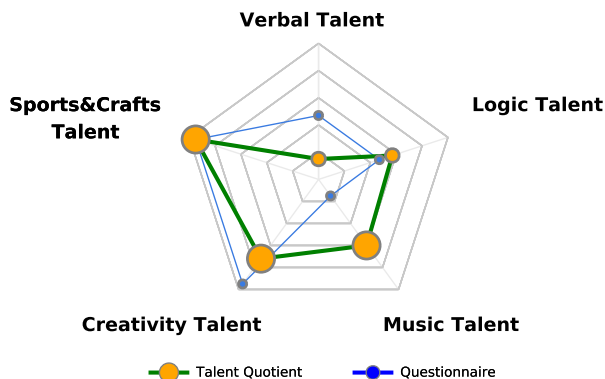


VERBATORIA

TALENT QUOTIENT
SUMMARY REPORT

Your skill:
Handicraft

I. TALENT QUOTIENT - APPLIED AREAS



Ranked result values represent talent edges of max brain potential feedback during testing

Skills and background at the moment of testing, mental mood doesn't affect results, as well answers are not counted.

Highest and lowest areas are stable for outstanding majority of tested people.

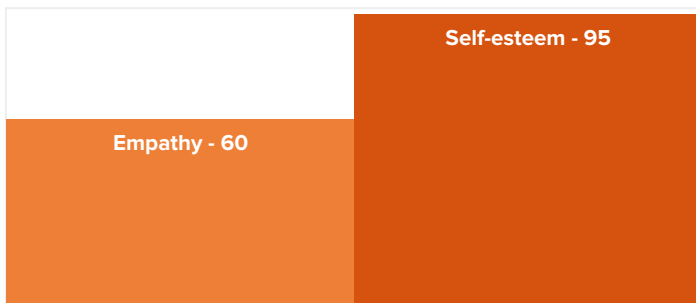
[Consider re-testing only in case tiny spread between three or more edges]

II. TALENT QUOTIENT - EMOTIONAL INTELLIGENCE

Emotional Quotient balance between inter-, intra-personal talents defines comfortable team role for children, teenager, adult. (see the section "Sport and Leadership").

Unlike applied areas talents those in emotional directly affected and changes throughout a life under environment and social conditions.

Consider retesting after 12-18 months of Emotional Quotient.



III. Thinking type

Appropriate type of training is through examples, from general to particular. A picture is worth a thousand words: experience for person is more important source of skills than learning rules. Peculiar to the thinking in the form of images by its creation, formation, support, operation and modification with the help of presentation mechanisms and examples.

Visual

IV. Emotionality

Inclination to excessively emotional reactions to events. It can also be manifested as "causeless" emotions due to the events projection of the past that were not related to person or even invented. Can be the cause of conflicts.

Above average

TALENT QUOTIENT PERSONAL DESCRIPTION

Abilities priority in every area

Talent edge description (according to G. Gardner)

Verbal Talent Edge

Do not select areas as a major, if data are key skills for achieving of considerable success.

Verbal and linguistic intelligence facet allows person to speak, including the mechanisms responsible for the components of speech like sounds, grammar, meaning, and pragmatism. The manifestations of this intelligence facet can be attributed to the mastery of both oral and written speech, and awareness of the words meaning, their sound, pronunciation, spelling and application possibilities in life. There may be an ability for foreign languages, the ability of speaker. At high priority facets - speaking of such people is easy and grace, and writing is the so-called "congenital literacy" and literary style.

Logic Talent Edge

Mastering mathematics and related areas is given easily. Effect of high abilities of logical thinking and medium in the account area (or vice versa) may be expressed. Ability to allocate the main thing, notice details, summarize and remember sorted events and facts (including the numbers). Problems solving and mastering programs of standard complexity without additional efforts and controls.

Logical and mathematical facet of intelligence gives a person the ability to handle numbers and make predictions, generalizations, vary abstract concepts, symbols and numbers, to discover and solve logic problems in a variety of symbolic systems. Characteristic is the importance of finding semantic relationships among subjects, explanation of cause consequence connections through the rules, ability to relate quotient and the whole. At high facet priority - carries a great potential for the individual regardless of the chosen sphere of professional self-realization through inclination to experiments, analyticity.

PRIORITY

Music Talent Edge

Musical memory and a sense of rhythm, and with time sensual, emotional perception of music, its usage as a language for expression of creative ideas, experiences is possible. Depending on the potentials in kinesthetic, spatial and verbal areas musical abilities are revealed with different intensity in playing the instrument, writing and singing, respectively. Perfect as an extra classes.

Music intelligence facet forms in human sensitivity to sound and phonemes. Degrees of development are manifested not only on music classes, but in the constant analysis of sound space, recognition and capture of rhythms, melodies, beats, timbres and musical tonality. May manifest as ability to music composing and improvisation, play musical instruments, to the study of foreign languages based on melody and tone sound.

PRIORITY

Creativity Talent Edge

Unique opportunities for implementation. Spatial and temporal intelligence is the ability to remember places, images and events. Accumulated information becomes a source for creativity, creation of new images as the basis of remembered and totally new. It is important to understand that creative intelligence does not implement creative intelligence and is revealed only through one of the other areas. It is possible to study several foreign languages at the same time, including the methods of "global" reading.

Spatial and temporal intelligence facet determines the ability of a person to operate with images of objects and phenomena in the dynamics of a four-dimensional space, regardless of their starting position, the ability to accurately perceive the visible world, transform the stored images into new, and also the ability to recreate aspects of visual experience even in the absence of a corresponding physical object. Typical associated perception of time and space, the ability to see and create shapes, outlines and images. The key property is imagination, fantasy, understanding of the subject and its significance without essence of the subject. Regardless of the facet priority - complements and enhances other applied abilities.

PRIORITY

Sports&Crafts Talent Edge

Unique opportunities for implementation in areas are related to movements, postures and gestures. Abilities to copy (repeat), memorizing and invent. This kind of abilities is the base for many applied areas and is often implemented in conjunction with others: theater (with speech intelligence), dances (with spatial or musical intelligence), architecture and design (with mathematical and spatial intelligence), and so on.

Bodily-kinesthetic (motor) facet of intelligence is learning through movement. For this facet, the manifestations of abilities are the ability to control and manage own body, and also use this ability to achieve expressive (facial expressions, gestures) or dynamic goals (sport, playing an instrument). Development can be directed both to large motility (coordination of movements, balance, dexterity, strength, flexibility, etc.) and to small (def sensitive fingers and acervulus). World perception with such intelligence is due to its motor activity, i.e. Information regarding the position and condition of the body, determines how the further perception of the surrounding reality happens.

ATTENTION AND MEMORY

These data help to optimally plan training schedule taking into account the performance for each area. Attention to different activities is allocated by the brain differently. The value of attention is not associated with intellectual potential (neurometrics) of the same facet: at a high potential there can be deficit, norm or critical values of attention and vice versa in any combination. Use the indicators of this report for a better planning of training schedule, corresponding to the features of the memory work.

VERY IMPORTANT: Indicators characterize what the distribution of attention for the current period of brain development and after 9-12 months can change considerably in a natural way.

High attention (RED areas) in any area is the equivalent of a good memory. These classes will become a skill and knowledge that is available through the week and longer. The flip side of excessively high attention will be high fatigue due to the fact that the memorization process is extremely labour-consuming.

Attention deficit (YELLOW area) typically manifests as "forgetfulness".

VERBAL

5

MATH, LOGIC

12

MUSIC

16

CREATIVITY

5

SPORT, CRAFTS

28

Effective memory mode in these classes. Optimal attention for classes in the standard loads intensity. Special adjustments in the schedule are not required.

MANIFESTATIONS

Even with high abilities in this area new material can be forgotten.

REASON (WITHIN THE NEUROMETRY)

At this stage of individual development information from this area isn't effectively transferred to the long-term memory by the brain.

RECOMMENDATIONS

Longer, crossed by themes and repetitive activities are recommended. Mandatory monitoring of involvement in the learning process.

MANIFESTATIONS

Memorizes a lot in this area, effectively assimilates new material, but fatigue, inattention and refusal to practice can quickly appear - especially if the duration is an hour or more.

REASON (WITHIN THE NEUROMETRY)

Quickly overloaded due to the high memorization effectiveness, becomes saturated with information.

RECOMMENDATIONS

Short frequent classes up to 20 minutes, changing the way of giving information within one class, knowledge control in the first half of the class

SCHOOL GRADES

Forecasting school performance is a task that accompanies parents throughout the development of their child. Choosing a profile, a suitable methodology, additional classes are frequent questions when moving from class to class. Subjects that were not before appear at the same time with the load increasing. For example: is it possible to know the ability to physics on arithmetic mark? It is just as wrong as assessing surgeon for the operation speed with the scalpel. Each subject has its own requirements for abilities that are made for a module by leading teachers of Moscow. Individual distribution of neurometrics abilities affects on future success more than the existing facilities and skills

	COMPLEXITY	ATTENTION/ALERTNESS
Algebra		
Art		
Biology		
Chemistry		
Foreign language		
GAC (Global art culture)		
Geography		
Geometry		
History		
Informatics		
Literature		
Mathematics		
Music		
Native language		
Outworld		
Physical training and sports		
Physics		
Science		
Second foreign language		
Social studies		
Technology		

Color denotation

Color denotation in the column "COMPLEXITY" is easiness (child independence) or difficulty (need more classes and parents attention) of **subjects in relation to each other**.







Child achieves results independently and parental control is minimal.	The results are stable. There is no proneness to fatigue or obliviscence.
In general assimilates the school curriculum of the subject and the result depends on motivation and control.	Additional lessons, repetitions and explanations are needed for achieving a stable assessment (see Attention-Memory module)
Can not be chosen as a profile. The assessment depends significantly on the efforts of parents, methods and teacher.	"Restlessness" and "stupid mistakes". With two "red" on the subject - an individual program and control (see Attention-Memory).

Interest groups: Automatic selection of extra-curricular activities

First of all, it is necessary to consider as additional classes those who have green color in both columns: abilities to progress and speed of development here is maximum. In classes with yellow color it will probably take a lot of effort and attention of the parents, but the result is also possible. Not recommended only classes with grey color "achievements" as the child abilities do not quite appropriate to the requirements for achieving outstanding results in these classes.

DEVELOPING CLASSES	COMPLEXITY	ATTENTION/ALERTNESS
Acting technique	Orange	Green
Additive technologies and 3d printing	Green	Green
Astronomy	Orange	Orange
Autoclub	Orange	Green
Chess	Orange	Orange
Circus art	Orange	Green
Conversational vaudeville genre	Orange	Orange
Cosmology	Orange	Orange
Dancing	Green	Green
Design and modeling	Green	Green
Digital production technology	Orange	Orange
Engineering and artistic design	Orange	Orange
Expeditions	Orange	Green
Experimentation (chemistry, physics)	Orange	Orange
Financial management	Orange	Orange
Graphic design	Orange	Orange
Handicraft	Green	Green
Journalism	Grey	Orange
Junior naturalist (biology, zoology, botany)	Orange	Orange
Languages of not similar to native phonetics	Orange	Orange
Languages of similar to native phonetics	Grey	Orange
Military science	Orange	Orange
Modern business	Orange	Orange
Modern programming	Orange	Orange
Musical	Grey	Orange
Navigation	Orange	Orange
Painting, drawing, composition, photography	Green	Green
Paleontology	Orange	Green
Phytodesign	Green	Orange
Piano	Green	Green
Political studies	Grey	Orange
Popular medicine	Orange	Orange
Radio-controlled models (piloting)	Orange	Orange
Robotic engineering	Green	Green
Scenic speech	Grey	Orange
School of young entrepreneur	Orange	Orange
Singing	Grey	Orange
Stringed or percussion instruments	Orange	Green
Visual media creativity (cinema, television, video, radio)	Orange	Orange
Vocal and drama studio	Orange	Orange

Color denotation in the column "COMPLEXITY" is easiness (child independence) or difficulty (need more classes and parents attention) of subjects in **relation to each other**.












	
RESULT!	EASILY LEARNED
	
YOU CAN TRY	NEED TO REPEAT
	
NOT THE BEST CHOICE	QUICKLY EXHAUSTS

NEURO VOCATIONAL GUIDANCE, PART1: Cross-professional skills

For navigation in the economy of future professions, the Atlas of New Professions, developed by Moscow School of Management SKOLKOVO and ASI, is used. For each of the professions, professional qualities have been developed, on which success in each of them depends. Great contribution has emotional intelligence.

GREEN marker indicates strong professional aspects of the specialist

RED marker usage of these skills will suppress professional growth

Sign	No.	Definition of an cross-professional skill	Matching skill
	1	Multilingual and multicultural abilities (fluent English and knowledge of a second language, understanding of the national and cultural context of partner countries, understanding of work specifics in other countries industries)	
	2	Programming IT solutions / Managing complex automated systems / Work with artificial intelligence	
	3	Ability to work with collectives, groups and individuals	
	4	Cross-industry communication skills (understanding of technologies, processes and market situation in various related and non-related sectors)	
	5	System thinking (ability to define and work with complex systems, including system engineering)	
	6	Client focus, ability to work with customer requests	
	7	Lean production, production process management, based on permanent focus to eliminate all types of losses, that assumes involvement very employee in the business optimization process and maximum client focus	
	8	Ability to manage projects and processes	
	9	Ability to work underf high uncertainty and quickly changed conditions of tasks (the ability to make quick decisions, prompt reaction to changes in working conditions, the ability to allocate resources and manage personal time)	
	10	Environmental thinking	
	11	Creativity abilities , developed aesthetic taste	



Correspondence of abilities of jobs from Atlas of "Future Professions" (www.atlas100.ru)

"Now is the time when the present is turning into the future right before our eyes."
Isaac Asimov

Media & Entertainment		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Emotions designer												
Game expert												
Virtual worlds designer												
Virtual reality architect												
Media policeman												
Media software designer												
Semantic field producer												
Infostylist												
Content aggregator editor												
Light Industry		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Techno-Stylist												
IT-Interfaces Designer for Light Industry												
Clothes 3D Model Programmer												
Clothes recycling specialist												
Healthy Clothes Expert												
Advanced Fabric Designer												
IT Sector		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
IT Preacher												
Neural interface designer												
Online lawyer												
Interface designer												
Information systems architect												
Big Data models designer												
Cyber researcher												
Smart environment cyber technician												
Personal profile security advisor												
Information security supervisor												
IT Auditor												
Digital Linguist												

Space		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Space geologist												
Space road engineer												
Space biologist												
Space tourism manager												
Life support systems engineer												
Space structure designer												

Advanced Materials and Nanotechnologies		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Glasier(glass engineer)												
Recycling technologist												
System engineer of composite materials												
Nanotechnology materials designer												
"Smart environment" designer												
Safety specialist in Nanotechnology												

Social Services		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Social conflicts mediator												
Government authority communication platform moderator												
Crowdsourcing specialist of social problems												
Social worker for disabled persons adaptation through the Internet												
Public-private partnerships specialist in social sphere												
Personal charity programs platform moderator												
Environmental counselor												
Migrants adaptation specialist												

Management		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Environment auditor												
Community development program coordinator												
Corporate anthropologist												
Corporate venture funds portfolio manager												
Virtual lawyer												
Trendwatcher/ Foresighter												
Individual financial trajectory designe												
Online sales manager												
User communities moderator												
Cross-cultural communication manager												

Personal brand manager											
Time manager											
Production coordinator of distributed Communities											
Time broker											

Power Grids and Energy Management What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Electricity Consumer Defender												
Energy Auditor												
Power marketing specialist												
Electric vehicle charging station operator												
Power grid adjuster/controller of power distribution grids												
Power consumption systems designer												
System engineer of smart power grids												

Healthcare What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Genetic consultant												
Clinical bioinformatician												
Medical marketing specialist												
R & D Healthcare manager												
IT-medical specialist												
Medical equipmet designer												
Bioethicist												
Molecular nutritionist												
Medical robot operator												
Online doctor												
Personalized healthcare expert												
Healthy old age consultant												
Tissue engineer												
Medical institutions life cycle designer												
IT- geneticist												
Cyber prostheses and implants designer												

Biotechnology What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Biopharmacologist												
Park ecologist												
Urban ecologist												
Living systems architect												
System biotechnologist												

Finance Sector		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Multicurrency translator												
Personal pension plans designer												
Intellectual property appraiser												
Direct investments manager to talented people												
Crowd funding and crowd investing platform manager												
Aviation		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Unmanned flight interface designer												
Operating data analyst												
Small aircraft production engineer												
Airships designer												
Aircraft recycling technologist												
Dynamic control smart management systems designer												
Air navigation infrastructure designer												
Culture and art		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Art appraiser												
Science artist												
Personal aesthetic development tutor												
Creativity state trainer												
Collective art supervisor												
Mining and Processing of Mineral Resources		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
Telemetric data interpretation engineer												
Unmanned exploration aircraft operator of deposits												
Distribution mining team coordinator												
Environmental analyst in mining industries												
Robotic system engineer												
Mining system engineer												
Surface Transport		What skills to develop? (see Part 1)										
		1	2	3	4	5	6	7	8	9	10	11
High-Speed railways designer												
Smart management system architect												
Intermodal transport hub designer												
Technician of intermodal transport solutions												
"Smart Roads" builder												

Designer of composite structures for vehicles			⊙		⊙	⊙		⊙	⊙		⊙	
Automated transportation systems operator	🟢		⊙			⊙		⊙		⊙		
Transport network safety engineer		⊙	⊙	⊙	⊙	⊙			⊙	⊙	⊙	
Cross-Logistics operator		⊙		⊙		⊙	⊙	⊙	⊙	⊙		

Robotics and Engineering What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Medical robots designer			⊙		⊙	⊙			⊙			
Neurointerface designer for robot control			⊙			⊙			⊙	⊙		
Children's robot designer	🟢		⊙		⊙	⊙	⊙		⊙	⊙		
Industrial robot designer	🟢		⊙		⊙	⊙		⊙	⊙		⊙	
Household robot designer			⊙		⊙	⊙	⊙		⊙			
Composite engineer	🔴		⊙		⊙	⊙						
Ergonomist-designer			⊙	⊙	⊙	⊙			⊙			
Multifunctional robotic systems designer	🟢		⊙			⊙				⊙	⊙	

Tourism and Hospitality What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Smart travel systems designer	🟢		⊙				⊙		⊙			
Tour navigators designer	🔴	⊙	⊙				⊙					
Robotics concierge		⊙	⊙				⊙		⊙			
Territory architect	🟢	⊙	⊙	⊙	⊙		⊙					⊙
Spaces brand manager	🟢	⊙		⊙		⊙	⊙		⊙			⊙
Augmented reality areas designer		⊙	⊙				⊙					⊙
Individual tours director		⊙		⊙			⊙					⊙

Construction What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Specialist in Old Structures Renovation/ Reinforcement	🟢		⊙		⊙	⊙		⊙	⊙	⊙	⊙	
Zero Energy House Architect	🟢				⊙	⊙	⊙	⊙	⊙		⊙	⊙
Construction Technologies Upgrade Specialist					⊙	⊙		⊙	⊙		⊙	
"Smart House" Infrastructure Designer	🔴		⊙		⊙	⊙	⊙		⊙			
Foreman Watcher			⊙	⊙	⊙	⊙		⊙	⊙			
3D-printing Designer in Construction			⊙		⊙	⊙	⊙	⊙	⊙		⊙	
BIM Manager Designer			⊙		⊙	⊙		⊙	⊙		⊙	
Accessible Environment Designer	🟢			⊙			⊙	⊙				⊙
Environmental Analyst in Construction					⊙	⊙	⊙				⊙	

Education What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Game educator	🔴	⊙		⊙	⊙	⊙						⊙
Game master		⊙		⊙	⊙	⊙			⊙			⊙

Moderator				⊙	⊙	⊙			⊙			⊙
Tutor				⊙	⊙	⊙	⊙		⊙			
Educational trajectories designer	⬢		⊙	⊙	⊙	⊙	⊙		⊙			⊙
Educational online platform coordinator		⊙	⊙	⊙	⊙	⊙			⊙			
Project training organizer	⬢			⊙	⊙	⊙	⊙		⊙			⊙
Ecopreacher				⊙	⊙	⊙			⊙			⊙
Startup mentor		⊙	⊙		⊙	⊙	⊙		⊙			
Designer of consciousness training tools	⬢		⊙	⊙	⊙	⊙	⊙		⊙			
Mind fitness coach			⊙	⊙	⊙	⊙	⊙					

Power generation and energy storage What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Power generation systems upgrade manager	⬢	⊙			⊙	⊙		⊙	⊙		⊙	
Meteorologist in power industry			⊙		⊙	⊙						
Microgeneration systems designer		⊙	⊙		⊙	⊙	⊙	⊙	⊙			
Local energy saving systems specialist	⬢		⊙		⊙	⊙		⊙	⊙		⊙	
Recuperation system designer	⬢		⊙		⊙	⊙		⊙	⊙		⊙	
Energy storage device designer	⬢		⊙			⊙		⊙	⊙		⊙	
Wearable power devices designer		⊙	⊙	⊙	⊙	⊙	⊙		⊙			⊙

Agriculture What skills to develop? (see Part 1)










		1	2	3	4	5	6	7	8	9	10	11
GMO agronomist		⊙	⊙		⊙	⊙	⊙	⊙	⊙			
City-farmer	⬢	⊙			⊙	⊙	⊙		⊙		⊙	
Agroinformatic / Agrocybernetic	⬢		⊙		⊙	⊙			⊙		⊙	
Agronomist-economist	⬢		⊙			⊙			⊙	⊙	⊙	
Operator of automatized agricultural equipmet	⬢		⊙					⊙			⊙	
Agricultural ecologist					⊙	⊙					⊙	

Security What skills to develop? (see Part 1)


















		1	2	3	4	5	6	7	8	9	10	11
Remote security coordinator	⬢		⊙			⊙				⊙		
Ergonomist Designer of wearable safety devices	⬢		⊙				⊙		⊙			⊙
Integreated industrial security auditor	⬢		⊙	⊙		⊙				⊙		
Business Continuity Manager			⊙			⊙			⊙	⊙		
Specialist in overcoming systemic environmental disasters			⊙	⊙	⊙	⊙			⊙	⊙	⊙	
Personal safety designer	⬢		⊙	⊙		⊙	⊙			⊙		

Metallurgy What skills to develop? (see Part 1)





























		1	2	3	4	5	6	7	8	9	10	11
Equipment Designer in powder metallurgy	⬢		⊙		⊙	⊙		⊙	⊙		⊙	
Equipment supervisor	⬢		⊙			⊙		⊙			⊙	

Advanced metals engineer											
Eco-recycling in metallurgy											

Water Transport What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Marine Infrastructure system engineer												
Arctic navigation specialist												
Port Ecologist												

Children's Products and Services What skills to develop? (see Part 1)

		1	2	3	4	5	6	7	8	9	10	11
Transmedia product designer												
Children's R & D manager												
Children's future image expert												
Child Psychological Security specialist												

SPORT AND LEADERSHIP

Sport achievements are high requirements in 4 of the seven intellectual skill areas. In contrast to strengthening physical education, in the sport of achievements, intellectual abilities play a determining role and are more important than physical data. If only high potential is available in all four areas, sport can be considered as main activities, exceptions are certain types (chess and others), the conclusion on them is formed separately.

Kinesthetic (motion) - for precise control of the body and memory positions, angles, gestures, etc ..

Space and time (creativity) - for coordination in game dynamics, accurate calculation of positions and moves.

Interpersonal intelligence (communicative) - the ability to adapt in complex hierarchies, including "informal".

Inside-personal intelligence (self-confidence) - protection from "burning out" in defeats and victories.

Lack of necessary indications in any of the four areas can only be compensated to a certain extent by physics and psychology of motivation (coaching techniques), but it is intelligence that is the criterion of success in sport.

SELECTION OF SPORT AND MODE OF OCCUPATIONS

SPORTS ACHIEVEMENTS OR PROFESSIONS

Without limitations of the dynamics of the game space - including hockey, football and other complex space-time games

Physical data of possession of movements can significantly compensate for other areas, emphasize species and roles with high coordination requirements

Without limits on the size of the team and the complexity of interactions. Even in the absence of the currently necessary skills - a person is able to acquire them independently and learn from the practice of communication

COMFORTABLE ROLE IN THE COLLECTIVE

The potential type of leadership determines such a role in the team for a person, in which he can fully rely on skills and constraints in the interlining sphere, as well as in intrapersonal self-identification.

Unlike applied faces, the type of leadership can vary, but the measurement data show exactly the comfortable role for the near future, which, if necessary, will be the most effective starting point for changes

Mentor Leader

Mentoring presupposes a system of transferring knowledge and experience to the surrounding world. At the same time, the emphasis is on the practical component, by his example a person tries to demonstrate behavior that he considers acceptable to all. For leadership of this type it is peculiar to recommend to your followers what exactly, how and when to do it. The mentor leader seeks to encourage and guide others to ensure that people participate in the discussion of issues, express new thoughts, theories and come to any conclusions on their own. He is able to inspire a large number of people, if clearly convinced of his point of view, knowledge and understanding of the subject. A person of this type is respected and accepted in the team due to his objectivity to the judgments, as he tries to understand the collective's thinking, moods, development tendencies. Such a person finds it interesting to listen to the opinions of other people, finding the opportunity to see some new solution that can become a fresh trend. Most often they are attracted to solutions of problems that require immediate actions, depending on the situation.

Self-awareness edge: He is internally confident in his actions and decisions, defends his position; in relations to act as a mentor; he adequately refers to the successes and defeats in sports, studies and relationships

Empathy: He demonstrates the desire to understand others, their emotions and interrelationships; he is well adapted in different groups

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