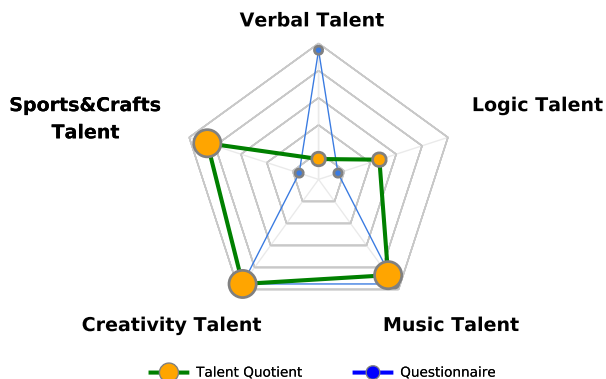


# VERBATORIA

TALENT QUOTIENT  
SUMMARY REPORT

Your occupation:  
**Geologist**

## 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.

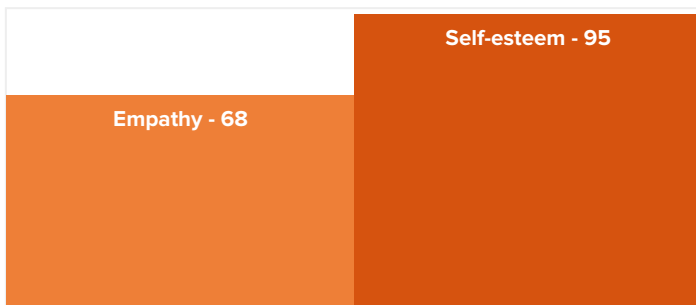
[Consider re-testing only in case tiny spread between three or more edges]

## 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 learning new is through the study of rules, from elementary to complex constructions. It is easy to transfer the learned theory into own practice. Analytical thinking is formed in a small number of people and is manifested in all areas, from drawing to mathematics. Such people need more time, repetition, specification to understand the information.

Analytical

## 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 of standard program from mathematics (algebra and geometry) and other science subjects (chemistry, physics, geography, astronomy, etc.) tend to have a different outcome and complexity for teste. When selecting programs and tasks of increased complexity, additional efforts and controls are needed.**

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

**Outstanding potential in the area of classes using musical abilities. Sensual, emotional perception of music, its usage as a language for expression of creative ideas, experiences are characterized. 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.**

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

6

MATH, LOGIC

5

MUSIC

27

CREATIVITY

22

SPORT, CRAFTS

18

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

## 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](http://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												

## WHO I AM

All occupations, Universities may be found by name in your local region

Two of each three adults would like to get another specialty. But how to choose that where it is possible to combine at the same time both prospect and pleasure?

**The algorithm has made for you the choice of seven modern professions which as much as possible correspond to both natural abilities and emotional type.**

### 1 Geologist

#### Choose local University

A geologist is looking for and evaluated of mineral resources, as well as other aspects of the study of the Earth's crust. Many people associate the profession of a geologist with the romance of long journeys, but this is only one of its sides. First, exploratory expedition sent usually in remote unpopulated areas, not resort areas, and secondly, the hiking lifestyle is associated with some discomfort and it is necessary to have good physical and mental health to withstand such conditions. However, the work of the geologist is perfect for people who love to travel, to make interesting discoveries and continue self-development in their profession.

### 2 Dancer

#### Choose local University

A dancer is a person professionally engaged in dancing. Dance is a kind of art in which the artistic image is created through rhythmic plastic movements and the changing expressive positions of the human body. Dance is inextricably linked with music, the emotional-figurative content of which finds its embodiment in his movements, figures, composition.

### 3 Pastry man

#### Choose local University

Pastry Cook is the cook, specializing in the making of confectionery (baking, desserts, chocolates, etc.)

### 4 Paleontologist

#### Moscow State University named after M. V. Lomonosov

Paleontologist is a scientist that studies fossils of extinct organisms: animals, plants, bacteria, etc. Paleontology is a section of Geology (Earth science), however, according to the object of its study, it is closer to the Biological Sciences, as exploring all possible manifestations of life in the geological past.

### 5 Decorator

#### Choose local University

A decorator is a professional in the field of interior decoration, as well as a worker of the theater workshop, producing scenery for the performances. The main task of the decorator is the light, textile, color, and volume, which include possession of numerous techniques.

### 6 Choreographer

#### Choose local University

A choreographer is a specialist engaged in the production or teaching of dances. The profession of a choreographer, apart from teaching dances and staging and developing new performances, involves performing a huge number of organizational and administrative functions. For successful production it requires a huge amount of interaction with make-up artists, costumers, directors, decorators, artists, illuminators.

### 7 Photographer

#### Choose local University

A photographer is a person or a specialist, creating pictures with a camera and special equipment for their printouts. Photographers work at photographer's studio, in magazines and newspapers, in real estate and design companies. Photographer's work is in the direct process of shooting and maintenance of equipment. During shooting, the photographer selects the best lighting, background, pose. But the idea gives the main meaning to the photo. Currently, thanks to digital technology, photographers can convert the finished images with the help of special programs: to remove the defects, smooth the flaws, to create the most incredible stories.

## 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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