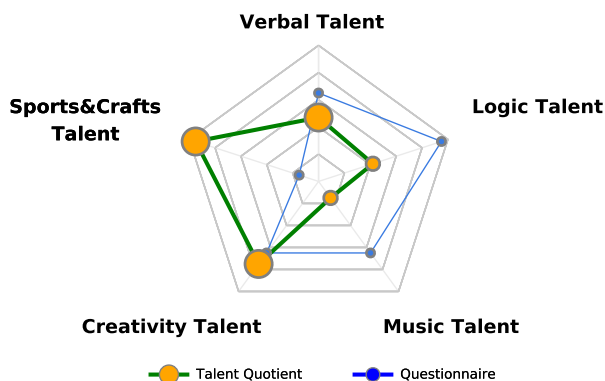


# VERBATORIA

TALENT QUOTIENT  
SUMMARY REPORT

Your occupation:  
**Multiplier**

## 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.

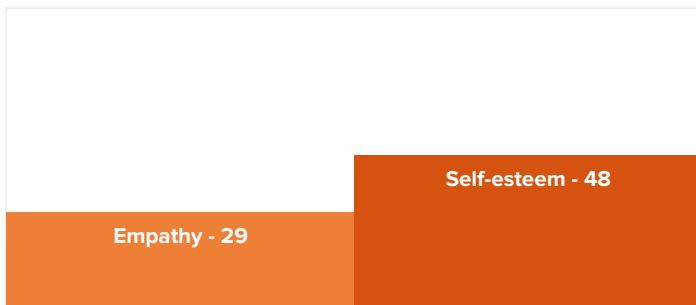
[Consider re-testing only in case tiny spread between three or more edges]

## 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

**The study of languages, especially native, corresponds to standard program complexity. It is recommended to start learning foreign languages by age without any advance. Do not focus on the selection of profession/leading classes that depend heavily on texts or speech memorization.**

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.

### Music Talent Edge

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

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 (deft 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

26

MATH, LOGIC

26

MUSIC

28

CREATIVITY

5

SPORT, CRAFTS

20

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

## HOBBY

*"Find something you like - and in your life there will be no everyday life ..."*  
Confucius

**Hobby** - this is a favorite activity that brings pleasure and joy, especially if it provides a limitless opportunity to try yourself in different areas of activity.

**The algorithm has produced for you the recommended selection of seven modern hobbies that are most consistent with both natural abilities and emotional type**

### 1 Physical resource

#### Modern dance

is a type of dance. The basic principles of modern dance are the rejection of the canons, the embodiment of new themes and stories with original dance and plastic means. Modern dance can be summed up as a concentration not only on the body movements, but also on the feelings arising in the process of dance, and on the state of mind. There are many movements that look relaxed, slow, sometimes like yoga.

### 2

### 3 Language resource

### 4 Scientific resource

#### Medicine

is a passion for the biology section, that studies the diagnosis, treatment and prevention of diseases, ways to maintain and strengthen the health and working capacity of people, to prolong life, as well as to relieve suffering from physical and mental ailments.

### 5

### 5 Creative resource

#### Calligraphy

is a passion for the technique of fine art, the art of beautiful writing

### 6

### 6 Music resource

### 7

### 7 Social resource

#### Kinesics












is a hobby aimed to study the set of body movements (gestures, facial expressions) used in the process of human interaction (except for movements of the speech apparatus). It is important to take into account that in different cultures the same gesture can be interpreted in different ways. Kinesics studies the reflection of human behavior in its nonverbal manifestations, which include facial expressions (facial muscle movement), pantomime (whole body movement), "vocal facial expressions" (intonation, timbre, rhythm, vibratio of the voice), spatial pattern (area, territory, property and movement), expression (expressiveness, the power of expression of feelings, experiences), that can be decisive in the interpretation of spoken statements.

## 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 Multiplier

#### Choose local University

A multiplier is a director and an artist who creates and prepares a visual series of animated products, as well as its plot-scenario line. The activity of the multiplier has both creative and technical aspects.

### 2 Jeweler

#### Choose local University

A jeweler is a master for the production and repair of jewelry. The profession of a jeweler is primarily associated with manual labor, working with precious and semi-precious stones, metals, etc., The profession of a jeweler, like no other, requires a lot of patience. And it concerns not only the process of jewelry production but also professional growth. It is impossible to become a true master designer immediately. You can achieve great professional success in this profession only after you gained experience in production and had obtained the special education.

### 3 Cook

#### Choose local University

A cook is a specialist in public catering, which is engaged in the cooking of foods of plant and animal origin. Cook's profession is ideal for those who loves to cook and dreams to create his own unique dish. The cook may be responsible for the entire production cycle of the enterprise of a public catering (chef) and over a certain area (for example, may deal exclusively with the preparation of snacks, salads and semi-processed products).

### 4 Sculptor

#### Choose local University

Creating a sculpture is a creative process. At the same time, the sculptor uses many techniques in his work. He works with various tools and equipment, while his hands are his most important weapon. During the creation of the work the sculptor can turn to the services of specialists of a narrower focus. So, among the representatives of such a profession, you can find molders who, according to a small sample of the future sculpture, create a form for pouring. The caster fills such a shape, for example, with molten bronze or cast iron.

### 5 Artist

#### Choose local University

Artist is a person engaged in visual and non-fine arts. The artist is a creative specialist. In this profession you can select multiple specializations: Artist-Illustrator, graphic artist, cartoonist, copyist painter, artist of the miniature painting, artist-designer, artist-restorer. Specialist in this profession can work in private studios, art studios, publishing houses of books, newspapers and magazines, exhibition and advertising business, fashion salons as well as to teach in special educational institutions.

### 6 Illustrator

#### Choose local University

The illustrator is engaged in creating drawings for texts of books, magazines, cartoons, films, commercials and other purposes. The illustration should not only dryly visualize the text, but also convey the author's ideas, his thoughts and emotions. This is the essence of the illustrator's profession: it is brief, capacious and understandable to display in the drawing the idea of the author of the text. However, more often designers of a wide profile are in demand on the market who can create pictures, process photos, find and modify images, design

### 7 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.

## 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

### PHYSICAL EDUCATION OR SUPPLEMENTARY ACTIVITIES

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

In the next 9-12 months, participating in team sports is not the best choice. Instead of acquiring the skills of interaction, people will rather close and choose a comfortable role on \_perimeter\_ interactions

## 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

### Performer

The performer can not always understand his true motives for any action, his desires, motivations and emotions". The principle of non-interference is traced, such a person more often makes decisions for him, or is guided by the opinion of others about him. This type of leadership is distinguished by its ability to work out important public tasks. Accepting existing rules, laws and regulations, they try not to oppose established installations. They are comfortable staying a little in the shade, showing themselves, their skills and opportunities under the guidance of other people.

**Self-awareness edge:** He is objective to himself, will be able to re-evaluate his conceit under the influence of circumstances or criticism, ideally suited for the role of director with / powers /

**Empathy:** Complexity with understanding of emotions and interrelations of others, he does not know how to avoid conflicts in collectives and can be the cause of such conflicts

1. Jory Schossau, Christoph Adami, Arend Hintze. Information-theoretic neuro-correlates boost evolution of cognitive systems, (Nov 2015) <https://arxiv.org/abs/1511.07962>
2. Горбачевская Н.Л., Караханян К.Г., Давыдова Е.Ю. Особый одаренный ребенок. Лонгитюдное исследование памяти и ЭЭГ, Клиническая и специальная психология. 2016. Том 5. № 2
3. Abduljalil Mohamed, Khaled Bashir Shaban, Amr Mohamed. Directed Graph-based Wireless EEG Sensor Channel Selection Approach for Cognitive Task Classification, (Sep 2016)
4. Daniela Calvetti, Annalisa Pascarella. Brain activity mapping from MEG data via a hierarchical Bayesian algorithm with automatic depth weighting, (Jul 2017) <https://arxiv.org/abs/1707.05639>
5. Sayan Nag, Sayan Biswas, Sourya Sengupta. Can Musical Emotion Be Quantified With Neural Jitter Or Shimmer? (Apr 2017) <https://arxiv.org/abs/1705.03543>
6. Petsche H., Kaplan S., von Stein A., Fill O. The possible meaning of the upper and lower alpha frequency ranges for cognitive and creative tasks. *Int. J. Psychophysiol.* V. 26
7. Лебедев АН., Скопинцева НА., Бычкова Л.П. (2002) Связь памяти с параметрами электроэнцефалограммы. В книге: Современная психология. 4.1, М.: ИПРАН, 2002.
8. Gevins A., Leong H., Smith M.E., Le J., Du R. (1995) Mapping cognitive brain function with modern high-resolution electroencephalography. *Trends Neurosci.* V. 18.
9. Klimesch W. (1997) EEG-alpha rhythms and memory processes. *Int. J. Psychophysiol.* V. 26
10. Rougeul-Buser A., Buser P. (1997) Rhythms in the alpha band in cats and their behavioral correlates. *Int. J. Psychophysiol.* V. 26
11. Sveinsson J.R., Benediktsson J.A., Stefansson S.B., Davidsson K. (1997) Parallel principal component neural network for classification of event-related potential waveforms. *Med. Eng. Phys.* V. 19
12. Николаев АР., Анохин АЛ., (1996) Спектральные перестройки ЭЭГ и организация корковых связей при пространственном и вербальном мышлении. *ЖВНД им. И.П.Павлова.* Т. 46
13. Иваницкий ГА. (1997) Распознавание типа решаемой в уме задачи по нескольким секундам ЭЭГ с помощью обучаемого классификатора. *ЖВНД им. И.П.Павлова.* Т. 47
14. Musha T., Terasaki Yu., Haque HA., Ivantisky GA. (1997) Feature extraction from EEG associated with emotions. *Artificial Life Robotics.* V. 1
15. Николаев АР., Иваницкий ГА., Иваницкий АМ. (2000) Исследование корковых взаимодействий в коротких интервалах времени при поиске вербальных ассоциаций. *ЖВНД им. И.П.Павлова.* Т. 50
16. Говард Гарднер. Структура разума: теория множественного интеллекта. – М.: ООО «И.Д. Вильямс», 2007 г.
17. Дэниел Гоулман. Эмоциональный интеллект. Почему он может значить больше, чем IQ. Издательство: «Манн», «Иванов и Фербер» 2016 г.
18. Томас Армстронг. Ты можешь больше, чем ты думаешь. – Издательство: Манн, Иванов и Фербер, 2014 г.
19. Мохеб К., Мозг человека - 50 идей, о которых нужно знать - Издательство: Фантом Пресс, 2016 г.
20. <https://postupi.online/>
21. <http://ATLAS100.ru>