Harmony
4-7 years

Choose school, class
8-10 years

**Mathematician? Humanitarian?
11-14 years**

Choosing occupation
15-17 years

Who I am?
Adults 18+

Neurometrist: Павленко Наталья Михайловна
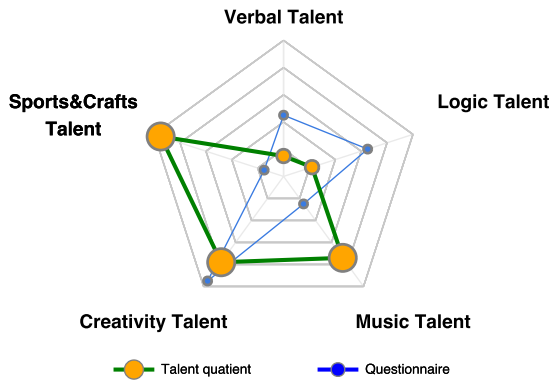Kernel v4.1 // Form v12.1 // Age: 11

SAMPLE 11-14 years

VERBATORIA
TALENT QUOTIENT
SUMMARY REPORT

Your skill:

Painting, drawing, composition, photography

I. TALENT QUOTIENT - APPLIED AREAS

Radar chart with axes: Verbal Talent, Logic Talent, Music Talent, Creativity Talent, Sports&Crafts Talent. Legend: Talent quatient, Questionnaire

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.

Empathy - 16	Self-esteem - 15
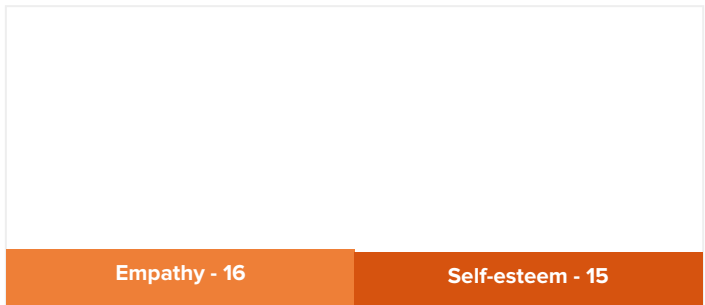
III. Thinking type

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

Optimal metric values that define a person as balanced and adequate in manifestations. Does not require efforts to show their emotions or to repress them.

Normal

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

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

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 characteristized. 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 (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	24

MATH, LOGIC	28

MUSIC	24

CREATIVITY	21

SPORT, CRAFTS	13

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 transfered 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

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

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**.

Green (COMPLEXITY): Child achieves results independently and parental control is minimal.

Orange (COMPLEXITY): In general assimilates the school curriculum of the subject and the result depends on motivation and control.

Red (COMPLEXITY): Can not be chosen as a profile. The assessment depends significantly on the efforts of parents, methods and teacher.

Green (ATTENTION/ALERTNESS): The results are stable. There is no proneness to fatigue or obliviscence.

Orange (ATTENTION/ALERTNESS): Additional lessons, repetitions and explanations are needed for achieving a stable assessment (see Attention-Memory module)

Red (ATTENTION/ALERTNESS): "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	yellow	green
Additive technologies and 3d printing	green	green
Astronomy	yellow	green
Autoclub	yellow	green
Chess	yellow	green
Circus art	green	green
Conversational vaudeville genre	yellow	green
Cosmology	yellow	green
Dancing	yellow	green
Design and modeling	yellow	green
Digital production technology	yellow	green
Engineering and artistic design	yellow	green
Expeditions	yellow	green
Experimentation (chemistry, physics)	yellow	green
Financial management	grey	red
Graphic design	yellow	green
Handicraft	green	green
Journalism	yellow	green
Junior naturalist (biology, zoology, botany)	yellow	green
Languages of cognated phonetics (English, German, etc.)	yellow	green
Languages of not cognated phonetics (Arabic, Chinese)	yellow	green
Military science	yellow	green
Modern business	grey	green
Modern programming	yellow	green
Musical	grey	green
Navigation	yellow	green
Painting, drawing, composition, photography	green	green
Paleontology	yellow	green
Phytodesign	green	green
Piano	green	green
Political studies	grey	green
Popular medicine	yellow	green
Radio-controlled models (piloting)	yellow	green
Robotic engineering	green	green
Scenic speech	grey	green
School of young entrepreneur	yellow	green
Singing	grey	green
Stringed or percussion instruments	green	green
Visual media creativity (cinema, television, video, radio)	yellow	green
Vocal and drama studio	yellow	green

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**.

COMPLEXITY	ATTENTION/ALERTNESS
green — RESULT!	green — EASILY LEARNED
yellow — YOU CAN TRY	yellow — NEED TO REPEAT
grey — NOT THE BEST CHOICE	red — 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 abilties , developed aesthetic taste	🟢

USE DATA OF NATURAL PROFESSIONAL QUALITIES TO CHOOSE AND DEVELOP OF THE MOST APPROPRIATE PROFESSION (PART 2) →

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

Media & Entertainment — What skills to develop? (see Part 1)

Profession		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)

Profession		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)

Profession		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

Profession	Status	1	2	3	4	5	6	7	8	9	10	11
Space geologist	green	●	●			●		●	●	●		
Space road engineer		●	●			●				●	●	
Space biologist		●	●		●	●			●			
Space tourism manager	red	●		●			●		●			
Life support systems engineer	green	●	●			●		●				
Space structure designer	green	●	●			●	●		●	●		●

Advanced Materials and Nanotechnologies

Profession	Status	1	2	3	4	5	6	7	8	9	10	11
Glasier(glass engineer)	green					●		●	●			
Recycling technologist	green		●		●	●		●	●		●	
System engineer of composite materials	red	●			●	●	●		●		●	
Nanotechnology materials designer	green	●	●			●			●			
"Smart environment" designer		●	●		●	●	●		●			●
Safety specialist in Nanotechnology		●	●		●	●				●	●	

Social Services

Profession	Status	1	2	3	4	5	6	7	8	9	10	11
Social conflicts mediator		●		●		●				●		
Government authority communication platform moderator		●		●					●			
Crowdsourcing specialist of social problems	green	●	●	●			●		●			
Social worker for disabled persons adaptation through the Internet			●	●			●		●			
Public-private partnerships specialist in social sphere	red	●		●	●	●	●		●			
Personal charity programs platform moderator	green	●	●	●			●		●			
Environmental counselor		●		●		●			●		●	
Migrants adaptation specialist	green	●	●	●								

Management

Profession	Status	1	2	3	4	5	6	7	8	9	10	11
Environment auditor				●	●	●			●		●	
Community development program coordinator	green	●		●	●	●			●			●
Corporate anthropologist		●		●		●	●					
Corporate venture funds portfolio manager		●		●	●	●			●			
Virtual lawyer		●		●			●					
Trendwatcher/ Foresighter		●			●	●	●		●			
Individual financial trajectory designe		●		●		●	●		●			
Online sales manager			●	●		●	●		●			
User communities moderator	green	●	●	●		●	●		●			
Cross-cultural communication manager		●		●	●	●	●					

Profession		1	2	3	4	5	6	7	8	9	10	11
Personal brand manager		◉		◉		◉						◉
Time manager		◉		◉		◉	◉					
Production coordinator of distributed Communities	🟢	◉		◉	◉	◉	◉	◉	◉			
Time broker	🔴	◉		◉	◉		◉					

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

Profession		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)

Profession		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)

Profession		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)

Profession	Status	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)

Profession	Status	1	2	3	4	5	6	7	8	9	10	11
Unmanned fligt 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)

Profession	Status	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)

Profession	Status	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)

Profession	Status	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	🟢		◉					◉	◉		◉	

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Designer of composite structures for vehicles			●		●	●		●	●		●	
Automated transportation systems operator	green		●		●		●		●	●		
Transport network safety engineer	red	●	●	●	●	●			●	●	●	
Cross-Logistics operator		●		●		●	●	●	●	●		

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

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Medical robots designer			●		●	●			●			
Neurointerface designer for robot control	green		●			●			●	●		
Children's robot designer			●		●	●	●		●	●		
Industrial robot designer	green		●		●	●		●	●		●	
Household robot designer			●		●	●	●		●			
Composite engineer			●		●	●						
Ergonomist-designer	red		●	●	●	●			●			
Multifunctional robotic systems designer	green		●			●				●	●	

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

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Smart travel systems designer			●				●		●			
Tour navigators designer	green	●	●				●					
Robotics concierge	green	●	●				●		●			
Territory architect		●	●	●	●		●					●
Spaces brand manager		●		●		●	●		●			●
Augmented reality areas designer	green	●	●				●					●
Individual tours director	red	●		●			●					●

Construction — What skills to develop? (see Part 1)

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

Education — What skills to develop? (see Part 1)

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Game educator		●		●	●	●						●
Game master	green	●		●	●	●			●			●

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Moderator				●	●	●			●			●
Tutor	red			●	●	●	●		●			
Educational trajectories designer			●	●	●	●	●		●			●
Educational online platform coordinator	green	●	●	●	●	●			●			
Project training organizer				●	●	●	●		●			●
Ecopreacher				●	●	●			●		●	
Startup mentor	green	●	●		●	●	●		●			
Designer of consciousness training tools			●	●	●	●	●		●			
Mind fitness coach			●	●	●	●	●					

Power generation and energy storage

What skills to develop? (see Part 1)

Role	Status	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	green		●		●	●		●	●		●	
Recuperation system designer	green		●		●	●		●	●		●	
Energy storage device designer	green		●			●		●	●		●	
Wearable power devices designer	red	●	●	●	●	●	●		●			●

Agriculture

What skills to develop? (see Part 1)

Role	Status	1	2	3	4	5	6	7	8	9	10	11
GMO agronomist	green	●	●		●	●	●	●	●			
City-farmer		●			●	●	●		●		●	
Agroinformatic / Agrocybernetic			●		●	●			●		●	
Agronomist-economist	green		●			●			●	●	●	
Operator of automized agricultural equipmet	green		●					●			●	
Agricultural ecologist	red				●	●					●	

Security

What skills to develop? (see Part 1)

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Remote security coordinator	green		●			●				●		
Ergonomist Designer of wearable safety devices	green		●				●		●			●
lintegrated industrial security auditor			●	●		●				●		
Business Continuity Manager	green		●			●			●	●		
Specialist in overcoming systemic environmental disasters			●	●	●	●			●	●	●	
Personal safety designer	red		●	●		●	●			●		

Metallurgy

What skills to develop? (see Part 1)

Role	Status	1	2	3	4	5	6	7	8	9	10	11
Equipment Designer in powder metallurgy	green		●		●	●		●	●		●	
Equipment supervisor	green		●			●		●			●	

		1	2	3	4	5	6	7	8	9	10	11
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

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 _perimenter_ 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 depends more on the opinions of others about himself, indecision may appear, the inner self is not a subject of interest in his cognition

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

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