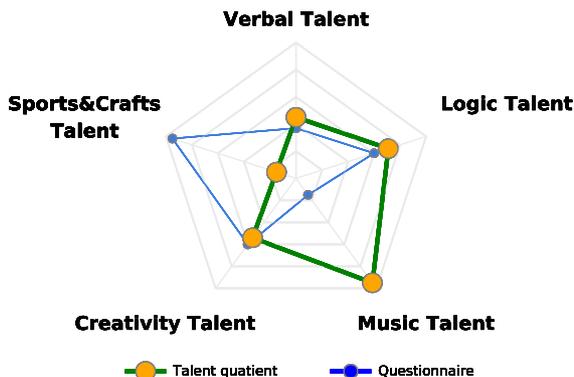


VERBATORIA

TALENT QUOTIENT
SUMMARY REPORT

Your occupation:
Sound director

I. TALENT QUOTIENT - APPLIED AREAS



TOP3 areas stands for higher skill development potential, and more ecological result achievement.

Trainings, available at the moment of testing skills and mental mood doesn't affect results.

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

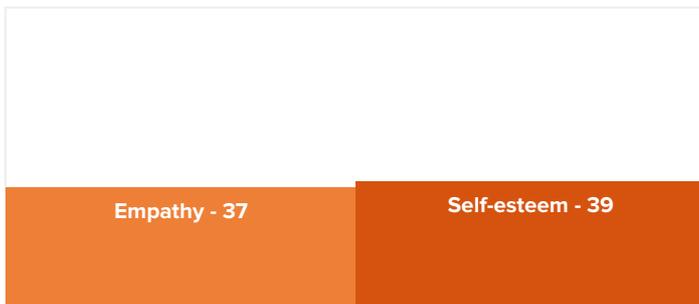
Consider re-testing only in case tiny (20 or less) spread between highest and lowest values.

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.

PRIORITY

Logic Talent Edge

It manifests in outstanding opportunities in one of the three areas - account, logical and abstract thinking. Features of the education system pay more attention to the skills of counting, whereas the success in such "mathematical" areas as chemistry and geometry (as examples) does not depend on the account.

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

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. When combined with high indicators in the kinesthetic area - team sports with high space dynamic.

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.

Sports&Crafts Talent Edge

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

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

9

MATH, LOGIC

14

MUSIC

28

CREATIVITY

11

SPORT, CRAFTS

14

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)

| 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

By catalog on site www.postupi.online

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 Sound director

Moscow Technical University of Communications and Informatics

Sound director is one of the key professions in film, television, show business. In this profession, the creative side combined with technical one. Sound director is sometimes confused with the sound technician. However, the main task of the sound technician is the sound quality and its balance. And the sound director has more extend task. He is not only responsible for the quality of the sound, but is working on sound's drama, on the creation of sound images.

2 Linguist

National Research University Higher School of Economics

Linguist (philologist) is a specialist in linguistics (philology, Language Studies), his subject of research is the history of formation and development of languages, their structure and characteristics. Linguist is a specialist versed in the history of the formation and evolution of languages, their structures and characteristics. There are several specialized areas of linguistics, for example, work with one particular language, work with groups of languages, work with the linguistics divisions (dialectology, morphology, semantics)

3 Arranger

Moscow State Conservatory named after P. I. Tchaikovsky

Arranger is a musician who is engaged in the creation of arrangements, that is an adaptation of a musical composition for specific instruments or voices. He writes a separate party for each instrument (violin, drums, etc.) or voice and brings them all into a single music score.

4 Manager for cross-cultural communication

Moscow State University named after M. V. Lomonosov

A manager for cross-cultural communication is the specialist, dealing with the company's document flow in foreign languages, controlling key meanings (for example, in selecting of the marketing slogans). He also trains employees to properly convey the meanings in foreign languages and to negotiate with foreign partners. For company managers, such specialists are available for consultation on peculiarities of management and business development in other countries. With the development of international relations and globalisation of business, it becomes very important for success activity. Let's remember the brand slogan KFC - "Finger-lickin' good" ("So delicious, yum") it was translated into Chinese in the 1980s like "We'll bite your fingers", that obviously did not lead to the growing popularity of American fast food among the local population.

5 Composer

Moscow State Conservatory named after P. I. Tchaikovsky

The specialist is engaged in the creation of music works, expressing thoughts, feelings, emotions of the author, evoking empathy from the audience, and invented new ways of expressions by sounds.

6 Music critic

Moscow State Conservatory named after P. I. Tchaikovsky

Music critic analyses and evaluates musical compositions. The task of the critic does not just give an emotional evaluation. He has to analyze the piece of music, to define its strengths and weaknesses and eventually to formulate an objective judgment about the piece of music and to evaluate it.

7 Film expert

Russian Academy of the National Economy and Public Administration under the President of the Russian Federation

Film critic is a specialist, for which movies, their history is the subject of the study. He doesn't shoot films, does not write scripts, is not acting roles. He gives the status of art to the cinematography, objectifies the theory of its works' creation and determines the coils of a spiral in its development. Film experts write books on the history and theory of cinema by tracing patterns in work of directors, operators, screenwriters, and actors, noting the achievements and innovative solutions, which give rise to new techniques. The students of films schools learn lessons from systematized experiences and become a new generation of operators, Directors, actors, and screenwriters. Sometimes film experts are responding to the topic of the day and turn into film critics: they write abusive or laudatory reviews of released movies, actualizing the artistic interest of the viewer to the details and features, which are not always visible to the layperson.

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

Sport with limited dynamics of the playing space. Not the best choice will be hockey, football - preference for giving curling, biathlon or shooting (only as examples!)

To make a bet on intellectual sports or roles in them. In the technique of possession of the ball, for example, the result will be worse than in the planning of the drawing of the game or in defense

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 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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