

Neurometrist: Innab Maram
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VERBATORIA

Talent Quotient

Summary Report

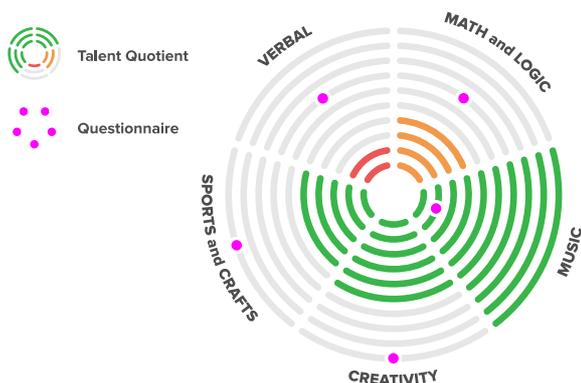
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SUGGESTED HOBBIES

Stringed or percussion instruments

I. I. TALENT QUOTIENT (TQ) AND PERSONAL QUALITIES (PQ)



Risk Behavior Quotient (RBQ): 3 of 10

Ease of making decisions with unpredictable outcomes that do not necessarily pose a threat.

Stress Resistance (SBQ): not available for this age

Ability to make adequate decisions in a novel situation that is stressful.

Mindfulness: 4 of 10

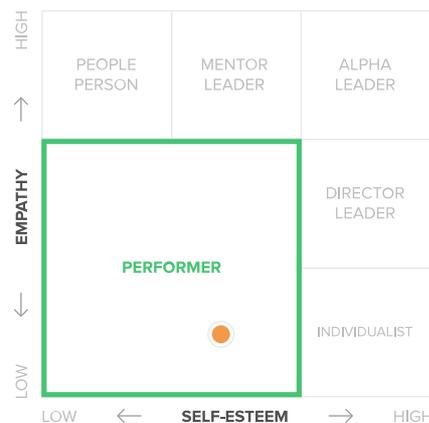
The state of awareness of one's thoughts, feelings and emotions as well as their causes without being affected by the social environment.

II. II. EMOTIONAL QUOTIENT (EQ)

Performer

Self-esteem: 48 Empathy: 15

Comfortable group roles are determined by the balance of various aspects of emotionality such as upbringing and experiences.



III. Thinking type

The appropriate type of training is through examples, from general to specific. Seeing a concept once is better than hearing about it a hundred times. Experience is a more important source of information for a person than learning the rules. Thinking in the form of images is a characteristic trait- through their creation, formation, support, operation and modification with the help of presentation mechanisms and examples.



IV. Emotionality

A tendency to overreact to events. It can also manifest itself as "causeless" emotions due to the projection of past events that have no relation to one's life. Can lead to conflict.



ATTENTION AND MEMORY

This data helps you plan your activities based on strengths in each area. The brain distributes attention to specific activities differently based on individual differences. One's level of attention is not related to their intellectual potential of the same intelligence. At a high frequency of responses, there may be a deficit, normal or critical level of attentiveness - and vice versa in any combination. The metrics in this report may be used to better plan a schedule that matches your needs.

IMPORTANT: The indicators characterize the distribution of attention in the current stage of brain development. This can change significantly after 9-12 months.

High attention (RED) in any area equals to good memory. These subjects will turn into knowledge and skills that are accessible for a long time after a week. On the flip side of overly high attention will be increased fatigue because the process of memorization is extremely labor-intensive.

Deficit of attention (YELLOW) is usually manifested as forgetfulness.

Efficient attention (GREEN) characterizes subjects that are easily learned/grasped without much practice or repetition.

VERBAL

20

MATH, LOGIC

8

MUSIC

28

CREATIVITY

12

Bodily-kinesthetic intelligence

17

Memory is effectively used during these classes. Attention is optimal for studying at standard workload intensity. No special adjustments to the schedule are required.

EXPRESSION

New material can be easily forgotten, even with high levels of ability in this area.

REASON (WITHIN THE NEUROSCIENCE)

At this stage of individual development, the brain is less effective at transferring the information to the long-term memory.

RECOMMENDATIONS

Longer interactive and repetitive sessions are recommended. Oversight of the study process is highly recommended.

EXPRESSION

Memory capacity is good in this area and there is effective comprehension of new material. However, fatigue, loss of attention and refusal to study can appear - especially with a lesson lasting one hour or more.

REASON (WITHIN THE NEUROSCIENCE)

Quickly overloaded and overwhelmed with new information due to highly effective memorization process.

RECOMMENDATIONS

Short but frequent lessons up to 20 minutes each, a change in the way that new material is presented and reviewing the material covered in past classes during the first part of each lesson is recommended.

SCHOOL SUBJECTS

Predicting school performance is a task that accompanies parents throughout their child's development. The choice of a major, a suitable methodology, additional classes and frequent questions when moving from class to class. Simultaneously with the increase in study load, new questions appear! Each subject has its own requirements which were compiled for the module by leading international educators. The individual distribution of neurometric abilities affects the future success much more than the existing skills and abilities.

	UNDERSTANDING	MEMORIZING
Algebra		
Art		
Biology		
Chemistry		
Computer Sciences		
Foreign language		
GAC (Global art culture)		
Geography		
Geometry		
History		
Literature		
Maths		
Music		
Native language		
Outworld		
Physical education		
Physics		
Science		
Second foreign language		
Social studies		
Technology		

Color denotation

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

The child is able to achieve results on their own with minimal parental guidance.	Results are stable, there is no predisposition to fatigue or forgetfulness.
The child is able to adapt to the school curriculum and subjects- results depend on motivation and guidance.	Additional lessons, repetition and explanation are required to achieve a satisfactory average grade. (see module Attention-Memory)
Highly advised not to be selected as a major. Grades depend significantly on external motivators: the efforts of parents, methodology and teachers.	Timing adjustments in the class are required to achieve a stable grade. "Restlessness" and "unnecessary mistakes" are typical. A specialized program and extra guidance are required if both understanding and memorizing are "red" for the subject. (see Attention-Memory)

Out-of-school hobby

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.

EXTRACURRICULAR ACTIVITIES	UNDERSTANDING	MEMORIZING
Acting technique	Grey	Green
Additive technologies and 3d printing	Yellow	Green
Astronomy	Yellow	Green
Autoclub	Yellow	Green
Chess	Green	Green
Circus art	Yellow	Green
Conversational vaudeville genre	Grey	Green
Cosmology	Yellow	Green
Dancing	Green	Green
Design and modeling	Yellow	Green
Digital production technology	Yellow	Green
Engineering and artistic design	Green	Green
Expeditions	Yellow	Green
Experimentation (chemistry, physics)	Yellow	Yellow
Financial management	Yellow	Green
Graphic design	Yellow	Green
Handicraft	Yellow	Green
Journalism	Yellow	Green
Junior naturalist (biology, zoology, botany)	Yellow	Green
Languages of not similar to native phonetics	Green	Green
Languages of similar to native phonetics	Yellow	Green
Military science	Yellow	Green
Modern business	Yellow	Green
Modern programming	Yellow	Green
Musical	Grey	Green
Navigation	Yellow	Green
Painting, drawing, composition, photography	Yellow	Green
Paleontology	Yellow	Green
Phytodesign	Yellow	Green
Piano	Green	Green
Political studies	Grey	Green
Popular medicine	Yellow	Green
Radio-controlled models (piloting)	Yellow	Green
Robotic engineering	Yellow	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)	Green	Green
Vocal and drama studio	Green	Green

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



WHO I AM

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

Two of three adults are considering to change their specialty or occupation. But how to choose something that is both interesting and usefull?

The algorithm has generated a list of seven modern professions which correspond to both natural abilities and emotional type.

1 Arranger

Contact Verbatoria to choose University

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.

2 Sound director

Contact Verbatoria to choose University

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.

3 Composer

Contact Verbatoria to choose University

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.

4 Geologist

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

5 Linguist

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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)

6 Music critic

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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 Folk or ethnic singer

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Folk or ethnic singer is a person possessing a characteristic set of vocal skills, independent of a particular culture. In Slavic culture, it is the Znamenny chant - a very complex voice technology, characterized by the special heartrending manner of performance with a strong emphasis on the vowels

NEURO CAREER GUIDANCE, PART1: Meta-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	





Age 13

Report date:
20 may 2021

Risky behavior is usually determined by the action of three factors:

- a person's opinion with regard to whether this decision will lead to the desired results (subjective value of the result)
- a person's opinion about what the important people in their life expect them to do (the desire to meet expectations)
- a person's confidence in their own ability to slow down or accelerate the development of the situation

High risk-taking tendency level

Only 7% or one in 13 people are willing to take risks- even if it is viewed as a serious threat that can cause unpredictable consequences. These people feel afraid about taking risks, but not to the extent that they avoid taking action. They tend to take part in high-risk activities. It is also typical for them to feel the need to control every situation. They will choose an occupation that requires risk-assessment and handling skills. Some examples of such professions are pilots, entrepreneurs and athletes.

Medium risk-taking tendency level

The majority or 57% of people are not inclined to qualify risk as danger or, on the contrary, they see it as a thrill. These people will approach a risky situation based on their experience, emotional intelligence, personal beliefs, the opinions of others, and so on. In Psychology, this type is defined as willing to accept the situational risk if the worst possible outcome does not lead to irreparable consequences.

Low risk-taking tendency level

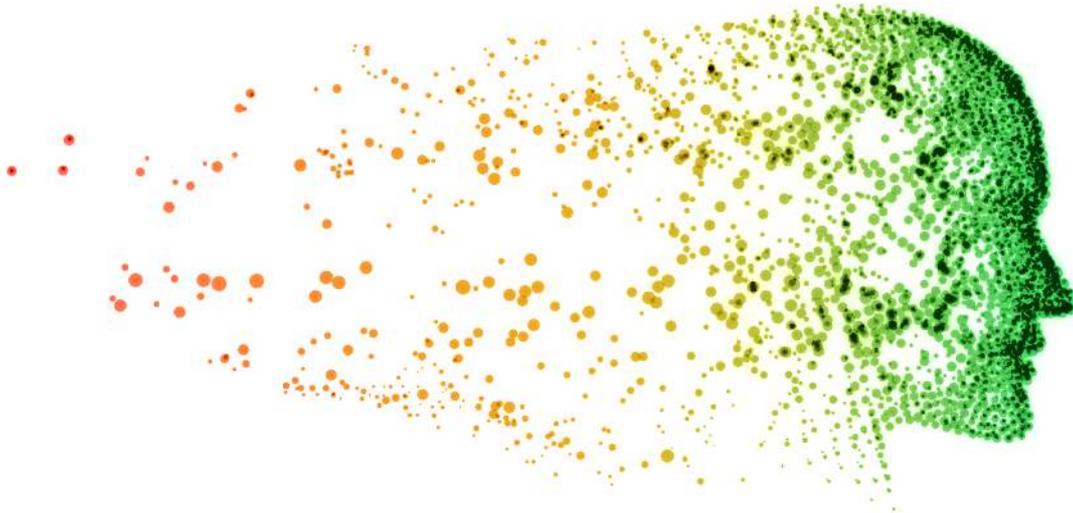
34% of people or one in three strive to avoid situations in which decision making is inevitable- especially when it is associated with unfavorable or uncertain consequences. These people are characterized by a balanced approach, lengthy reflection, internal analysis of the situation and consideration of all options. They prefer to ask someone else to make a risky decision for them. Professions with the need for quick decisions are not for them, although they would make great engineers.

Definition

"Risk" is a key component in human decision-making. There is a possibility of getting a worse result as a because of the decision. It can manifest itself in a variety of areas like one's professional life, love life, material losses and so on. There can also be an extreme risk like loss of life or health. A person seeking to take risks in one situation will also be likely to take risks in others. Such people have a higher background level of central nervous system activation. (Wahbeh H., Oken B.S., 2012).

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4

Average (MBQ 0 to 5)

It is characterized by the domination of memories of the past and fears of the future in decision-making; dependence on others and use of traditional approaches in the decision-making process; focus on inner beliefs not based on an understanding of the moment; basing feelings and thoughts on emotions and actions of people; a tendency to judge people and events around. However, the assessment of their own actions and thoughts leads to a mood change.

Above average (MBQ 6 to 10)

A high level of mindfulness is the ability to understand the cause for and manage your behavioral state and thoughts at any given moment. Characterized by high focus when making decisions in the moment; rational positive thinking regardless of the circumstance; the ability to maintain composure in the moment; non-judgmental attitude to the environment and to oneself; managing and understanding one's own thought processes and emotions; high level of self-control; insightful, creative approach to tasks.

Why does mindfulness matter?

Mindfulness enhances one's emotional well-being and has been proven to improve mental health. Implementing these techniques can reduce stress and chronic pain in the body and can aid in the improvement of memory and concentration. Practicing mindfulness promotes general well-being.

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