

TESTS

-

APPENDIX C



**EUROPEAN
SOLIDARITY
CORPS**

TABLE OF CONTENTS

SHAPE DRAWING FROM MEMORY.....	3
ASSERTIVENESS QUESTIONNAIRE	3
DERS.....	4
EAS CHILD VERSION	5
MORAL FOUNDATION QUESTIONNAIRIEEAS CHILD VERSION.....	5
FITNESS TEST.....	6
FIGURE TEST.....	7
ATTENTION TASK.....	7
MAIN CONCEPT TASK.....	7
INTERPERSONAL ORIENTATION QUESTIONNAIRE	8
JTCI.....	12
CONFLICT MANAGEMENT QUESTIONNAIRE	12
EXTERNAL-INTERNAL CONTROL QUESTIONNAIRE.....	14
APPEARANCE QUESTIONNAIRE.....	15
SAMPLE TEST FOR TESTING CREATIVITY	16
PIERON'S ATTENTION TEST.....	20
PRODUCTIVITY PREFERENCE.....	21
SELF-ASSESSMENT QUESTIONNAIRE	21
NUMERICAL REPETITION TASK.....	21
VISUAL MEMORY	22
RHYTM TAPPING TASK.....	22

SHAPE DRAWING FROM MEMORY

We can give 3 points for each figure.

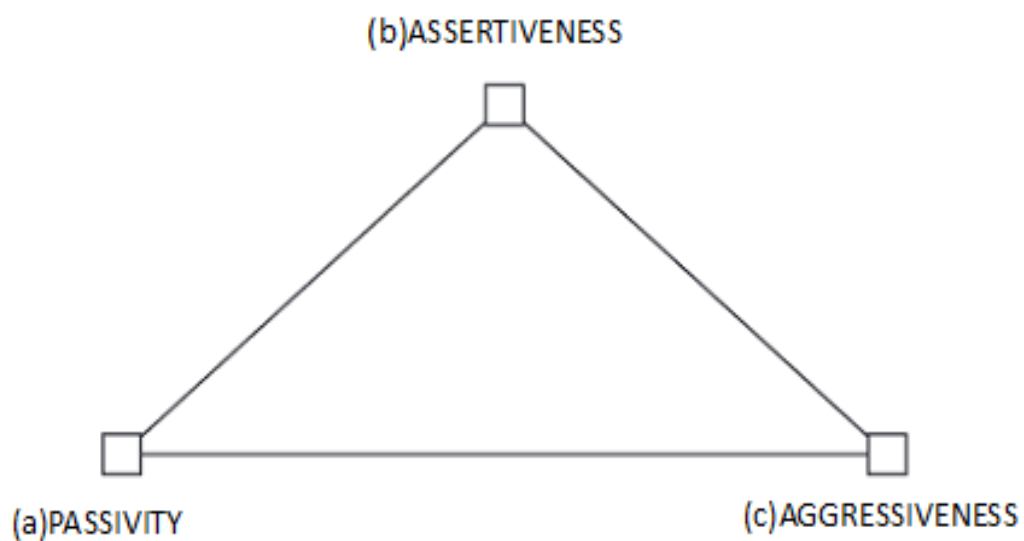
Scoring criteria:

1. Existence of elements
2. Relationship of elements to each other
3. Angles, proportions

Maximum score: 12

ASSERTIVENESS QUESTIONNAIRE

Add the numbers in columns a, then b and c (the sum of the three numbers obtained must be 100), then write the sums in the small squares of the following figure!



The numbers indicate how passivity, assertiveness and aggressiveness are characteristic of the career chooser. The mentor can discuss with the career chooser whether he feels that the received ratios reflect his influencing style well. Do you want to change it or are you satisfied with it? If you want to change, how? Also, it's important to remember that this questionnaire is just a 'game': an excuse to think about your influencing style.

DERS

36 item version

1. Unacceptability of emotional responses: 11, 12, 21, 23, 25, 29
2. Difficulties in maintaining goal-directed behavior: 13, 18, 20, 26, 33
3. Impulse control difficulties: 3, 14, 19, 24, 27, 32
4. Lack of emotional awareness: 2, 6, 8, 10, 17, 34
5. Limited access to emotion regulation strategies: 15, 16, 22, 28, 30, 31, 35, 36
6. Lack of emotional purity: 1, 4, 5, 7, 9

16 item version

1. Unacceptability of emotional responses: 21, 23, 29
2. Difficulties in maintaining goal-directed behavior: 13, 18, 33
3. Impulse control difficulties: 14, 19, 24,
4. Lack of emotional awareness:
5. Limited access to emotion regulation strategies: 15, 16, 28, 30, 36
6. Lack of emotional purity: 5, 9

The underlined items are reverse scored!

EAS

Children's version

EAS answers can be evaluated from 1 to 5 points:

Not typical at all: 1

Less typical: 2

True or false: 3

Fairly typical: 4

Completely typical: 5

To calculate the raws core of the scale values, the items must first be summed and then averaged (total score/number of items).

The score of the reversed items must be reversed before the summation:

1=5, 2=4, 3=3, 4=2, 5=1.

Emotionality: 2, 6, 11, 15, 19.

Activity: 4, 7*, 9, 13, 17*.

Sociability: 3, 5, 10, 16*, 18.

Shyness: 1, 8*, 12*, 14, 20.

* Reverse item

MORAL FOUNDATIONS QUESTIONNAIRE

To score the MFQ yourself, you can copy your answers into the grid below. Then add up the 6 numbers in each of the five columns and write each total in the box at the bottom of the column. The box then shows your score on each of 5 psychological “foundations” of morality. Scores run from 0-30 for each foundation. (Questions 6 and 22 are just used to catch people who are not paying attention. They don't count toward your scores).

Harm /
Care

Fairness /
Reciprocity

In-group/
Loyalty

Authority /
Respect

Purity /
Sanctity

For each question, fill in your response (0 to 5) to the right of each question number.
Once you've filled in your response for each question, add up your responses for each column,
and put your total in the bottom box with the thick outline.

(Questions 6 and 22 are used just to catch people who are not paying attention. They don't count toward your scores).

FITNESS TEST

Points for answers are indicated by numbers only.

1. (a)1 (b) 2 (c) 3 (d) 4 (e) 5
2. (a)0 (b) 0 (c) -1 (d) -2 (e) -5
3. (a) 2 (b) 2 (c) 0 (d) -1 (e) -2
4. (a) 0 (b) 1 (c) 2 (d) 4 (e) 5
5. (a) -2 (b) -1 (c) 0 (d) 1 (e) 1
6. (a) -3 (b) -2 (c) 0 (d) 1 (e) 2
7. (a) 2 (b) 1 (c) 0 (d) -1 (e) -2
8. (a) 3 (b) 2 (c) 1 (d) 0 (e) -3
9. (a) 2 (b) -1 (c) -2 (d) -3 (e) -4
10. (a) 2 (b) -1 (c) -2 (d) -3 (e) -3
11. (a) 2 (b) 1 (c) 0 (d) -1 (e) -2
12. (a) 2 (b) 1 (c) 0 (d) -1 (e) -2
13. (a) 2 (b) 1 (c) 0 (d) -1 (e) -2

(-29)- (-10) Very not okay, poor health.

(-9)- 0 Not good fitness.

1- 10 Good. Medium fitness.

11- 20 Good.Medium high level.Fitness close to ideal.

21- 30 Very good.A high level of fitness that is ideal or very close to it.

FIGURE TEST

Each correct answer is worth 1 point.

Solution code:

	1	2	3	4	5	6
I	C	D	C	A	D	C
II	D	B	A	C	C	B
III	D	B	B	C	C	D

Maximum score: 18

ATTENTION TASK

Evaluation: performance % and time.

MAIN CONCEPT TASK

The level of abstraction must be considered for each answer:

2 points – full,

1 point – partial,

0 points- not at all.

Examples of scoring:

Task	2 points	1 point	0 point
violin, trumpet	instrument	you can play music with it	sounds, orchestra
pencil - chalk	stationery, drawing tool	we write with it, the tip draws	I have it too, green
shirt - tights	clothes, garment	we put on, we wear	skirt, etc
ear - nose	senses	body part, parts of the head	see, hear with it
sour cream - cheese	dairy product	food, made of milk, milky	milk, Parmalat
nuts - chestnuts	fruit, tree fruit	tree bark	it's in the forest
aunt - brother	relative, family member	family, people	uncle
Sun - Moon	celestial body	planet, is in the sky	bright
clock - scales	gauges, measuring instruments	shows, measures	time, thing
newspaper - radio	media	gives news, entertains	HVG
mountain - river	topographical element	landscape hiking spot	valley
birch - mouse	living things	they live	they climb on it
sculpture - painting	works of art, creations	art, created by an artist	famous, beautiful
love - sadness	emotions, feelings	feeling something	friendship

Even more solutions can be good, points must be applied using the above principles!
(The ones in italics are conceptually not good abstractions, but in children's vocabulary they still mean more than 0 points.)

Spelling errors don't matter here as long as the word can be understood.

Maximum score: 20

INTERPERSONAL ORIENTATION QUESTIONNAIRE

Give "Almost always" answers 2 points, "Usually" answers 1.5 points, "Sometimes" answers 1 point and "Rarely" answers 0 points! Enter the points in the evaluation table under the number of the statements!

	NEED TO BELONG SOMEWHERE-	NEED FOR THE LEADING ROLE	NEED FOR PERSONAL RELATIONSHIPS	ALTOGETHER																																				
Expressed	<table><tr><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>SUM</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	4	7	10	13	SUM							<table><tr><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>SUM</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	4	7	10	13	SUM							<table><tr><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>SUM</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	4	7	10	13	SUM							
1	4	7	10	13	SUM																																			
1	4	7	10	13	SUM																																			
1	4	7	10	13	SUM																																			
Expected	<table><tr><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>SUM</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	4	7	10	13	SUM							<table><tr><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>SUM</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	4	7	10	13	SUM							<table><tr><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>SUM</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	1	4	7	10	13	SUM							
1	4	7	10	13	SUM																																			
1	4	7	10	13	SUM																																			
1	4	7	10	13	SUM																																			
ALTOGETHER																																								

1.DETAILED ASSESSMENT

Add the scores horizontally in the 6 parts separately and write the sums in the spaces labeled “sum” after the numbers. It represents the number 6 on the Interpersonal Orientation Profile. Discuss how the resulting image is typical of the career chooser.

(S)he does not seek to become an integral part of the group.	EXPRESSED NEED TO BELONG SOMEWHERE	(S)he tries to become an integral part of the group.
(S)he does not expect the members of his/her group to make him/her feel that (s)he belongs to them.	AN EXPECTED NEED TO BELONG SOMEWHERE	(S)he likes when members of a group make him/her feel that (s)he belongs to them.
(S)he does not aspire to a leadership role.	EXPRESSED NEED FOR THE LEADER ROLE	(S)he aspires to a leadership role.
(S)he strives for independence.	EXPECTED NEED FOR CONTROL	Expects defined management.
(S)he keeps distance from people.	EXPRESSED NEED FOR INDIVIDUAL RELATIONSHIPS	(S)he tries to build (good) relationships with everyone.
(S)he does not like it when his/her colleagues approach him/her in a befriending way.	EXPECTED NEED FOR INDIVIDUAL RELATIONSHIPS	(S)he expects to be approached with love.

2. TYPOLOGY BASED ON EXPRESSED AND EXPECTED BEHAVIOR

The possible maximum in the cubes containing "AMOUNT" of the Evaluation table: 10.

A score of 7-10 is considered high,
a score of 0-4 is considered low
(and we skip the interpretation of score of 5-6 is "medium"),
then we get the following typology:

Categories based on the EVALUATION TABLE	Need to BELONG SOMEWHERE	Need for the LEADER ROLE	Need for INDIVIDUAL RELATIONSHIPS
High expressed High expected	A clear, expressed need to be an integral part of the group ☐	Leadership demand in an autocratic environment. ☐	A strong and expressed need for individual relationships. ☐
High Expressed Low Expected	A strongly expressed but not sincere need to belong to the group. ☐	Need for leadership while maintaining independence. ☐	A dangerous combination: an invitation to an intimate relationship without reciprocation. ☐
Low Expressed High Expected	Lonely role: does not express it, but wants to be part of the company. ☐	A need for others to control events. ☐	Shy reticence, in case of an outburst it can be extreme and surprising to others. ☐
Low Expressed Low Expected	No need for company. ☐	Control, order and security are less important. ☐	A true search for solitude. ☐

Place x among the 12 cubes in those that are typical of the career chooser based on the results!

Is what you find described in the cube really characteristic of him/her?

Discuss it!

3. EVALUATION ACCORDING TO THE THREE MAIN FACTORS

The total score for:

BELONGING TO SOMEONE,
the LEADER/LEADED role and
PERSONAL RELATIONSHIPS

(maximum of 20-20 each)

can be interpreted based on the following table:

TOTAL (one - one in column)	Need to BELONG SOMEWHERE	Need for a LEADING ROLE	Need for PERSONAL RELATIONSHIPS
High 13-20 points	Need to belong to a group	Likes that if his/her role pinpointed.	Likes to build intimate working relationships.
Medium 7-12 points	His/her relationship with the group is uncertain or ambivalent.	Although (s)he probably likes unambiguously assigned roles, this is not essential for him/her.	(S)he develops intimate relationships with some people, but friendship at work is probably not essential to him/her.
Low 0-6 points	(S)he likes to work alone.	(S)he is happy to work even in uncertain situations.	It bothers him/her when someone at work tries to have an intimate relationship with him/her.

4. OVERALL EVALUATION ADD UP ALL THE SCORES IN THE TABLE!

The maximum score is 60.

A score above 40 points is high,
a value between 20 and 40 points is medium,
a value below 20 points is considered a low score.

A high score is necessary for jobs where you have to move around a lot among people. In the event of a low score, a job position where task performance is important rather than human relationships can be recommended.

JTCI

Novelty seeking: 6, 8*, 15*, 21, 26, 30, 43*, 51, 54, 65, 69, 72, 76, 83*.

Damage Avoidance: 1, 9, 13*, 17, 27, 31*, 35, 47, 55, 60, 64, 75, 82, 84.

Reward addiction: 20*, 32*, 39*, 44, 48, 63, 67, 68, 78*, 80.

Stamina: 5, 10*, 25*, 40*, 41*, 45, 57, 77.

Self-direction: 3*, 7, 11*, 18, 24, 29*, 34, 38*, 42*, 49, 52*, 58*, 61*, 74.

Cooperation: 2, 4*, 16*, 22, 28, 33, 36, 46*, 50*, 59*, 62, 71*, 73, 81,

Transcendence experience: 12, 14, 19, 23, 37, 53, 56, 66, 70, 79.

Items marked with * are reversed. To calculate total scale scores, the raw scores of the items must be added. Scoring of reversed items: 0=3, 1=2, 2=1, 3=0

CONFLICT MANAGEMENT QUESTIONNAIRE

3-3 statements of the questionnaire belong to each of the 5 conflict resolution styles. All statements are paired with one of the statements belonging to the other four styles. In the 'Conflict-solving styles evaluation table', circle the letters of the answers given by the career chooser, then enter the number of the circled marks in the column at the bottom of the page! The maximum value of each style can be 12. (The total score is always 30.) Columns with a score greater than 6 indicate - based on an arbitrary norm - the conflict solving style. Of course, this is not a 'real' test either, so it is only good to give you an idea of how to determine people's conflict resolution style and to provide an opportunity to make them think:

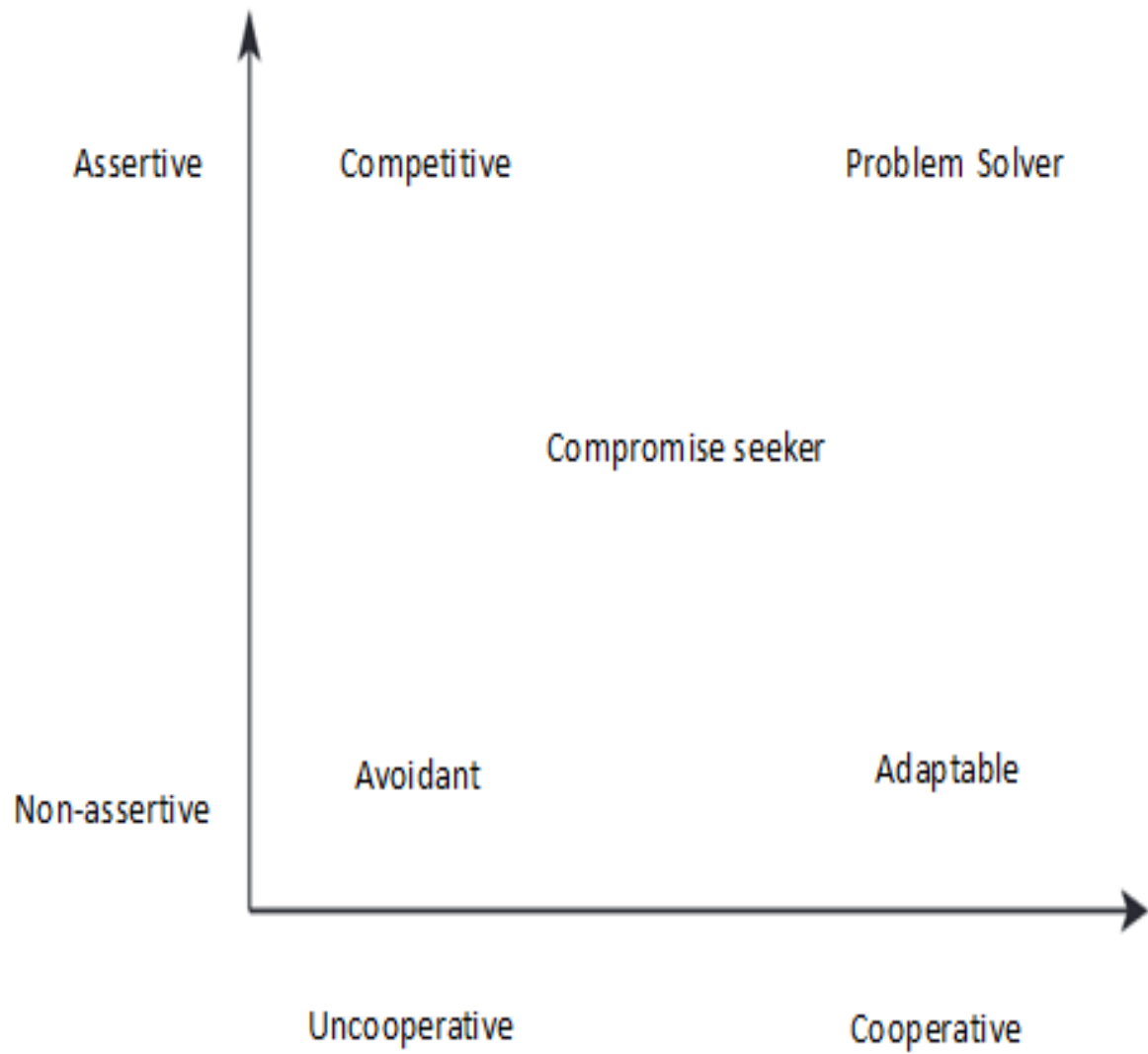
does (s)he always try to solve the problem, his/her conflicts in the right way?

If not, what could be done for development. Based on the obtained result, place the career chooser in the diagram below.

Does the obtained result match the way the career chooser sees himself/herself?

Does (s)he want to change this?

If so, how?



	AVOIDANT	ADAPTABLE	COMPROMISE MANAGER	COMPETITIVE	COOPERATIVE
1				a	b
2				b	a
3				a	b
4	b	a			
5	b	a			
6	b	a			
7			a	b	
8			b	a	
9			a	b	
10	a		b		
11	b		a		
12	a		b		
13		b		a	
14		a		b	
15		b		a	
16		b	a		
17		a	b		
18		b	a		
19	a			b	
20	b			a	
21	a			b	
22	b				a
23	a				b
24	b				a
25			b		a
26			b		a
27			b		a
28		a			b
29		b			a
30		a			b
TOTAL:					

EXTERNAL-INTERNAL CONTROL QUESTIONNAIRE

Count how many of the answers match the choices in the table below!

1 a	9 a	17 a
2 a	10 b	18 a
3 b	11 b	19 b
4 b	12 b	20 a
5 b	13 b	21 a
6 a	14 a	22 b
7 a	15 a	23 b
8 a	16 a	24 a

The higher this number, the more externally controlled the career chooser is.

The average value is around 8: a value lower than 3 indicates an internally controlled attitude, and a value higher than 13 indicates an externally controlled attitude.

APPEARANCE QUESTIONNAIRE

Filling it out can help reflect on the appearance, but also need to discuss the value that is acceptable to both the mentor and the career chooser, which can be supplemented by the test result, but does not give you a score by itself!

If:

a. ☐ b. ☐ f. ☐ g. ☐ l. ☐

any of them appear in the first 4, the appearance value cannot be higher than 3 at the start.

If two of them are listed, it cannot be higher than 2.

If three of them are listed, it cannot be higher than 1.

If there are four of them, only the appearance value can start from level 0.

If:

c. ■ or d. ■ is in first place, our experience does not contradict d. statement and there is none of a. ■ b. ■ f. ■ g. ■ l. ■ among the four, then the appearance category assessed from the point of view of appearance, which helps placement in the labor market → 5 or because of another reason, would result in this category for him, then he would reach level 6.

If:

c. ■, d. ■ appears among the four with all of a. ■ b. ■ f. ■ g. ■ l. ■ next to it, then

and or

if,

e ■, k. ■ j. ■ is included among the four and there is none among the four from a. ■ b. ■ f. ■ g. ■ l. ■, then +1 point is awarded to the appearance if its value is under 4.

SAMPLE TEST FOR TESTING CREATIVITY

If you find a relevant answer, first determine which answer category it belongs to! The number of answer categories used gives the Flexibility value of the given task, and the total received answer the Fluency value of the given task. Answers in the "other" category must be evaluated separately and individually (each individual answer is worth a separate point on the Flexibility scale). We can only get the originality value of the task if we know what type of answers the people examined usually give. Then we assign a higher originality value to the rare answers, and then add the values obtained in this way. (This type of assessment cannot be carried out now - due to the lack of a suitable standard table.) During the evaluation, pay attention to the fact that general answers such as 'return'/'pay-off', cannot be called the explanation of a factor in itself, and thus belongs to the General category to be listed.

Categories for evaluating answers to problem 1.

Answers must be assigned to one of the following categories:

1. CONDITIONS WITHIN OWN COMPANY

- are there enough financial resources – capital strength, borrowing capacity, interest
- more advanced/weaker technology than the other company
- hiring/retrenchment, trade unions
- owners' reaction

2. CONDITIONS WITHIN THE COMPANY TO BE ACQUIRED

- the asking price

- value inherent in the company (more advanced/weaker technology)
- labor situation and trade unions

3. WORLD MARKET CONDITIONS

- the expected development of the demand for the product on the world market
- THE EXPECTED EVOLUTION OF THE PRODUCTION COST OF THE PRODUCT ON THE WORLD MARKET

4. CIRCUMSTANCES ARISING FROM THE CHARACTERISTICS OF THE ECONOMIES OF THE TWO COUNTRIES

- expected increase/decrease in local demand in any country
- the expected increase/decrease in local production costs in any country, including changes in the labor market
- different taxes, public charges

5. POLITICAL FACTORS

- security-legal security, war, nationalization
- State aid

6. FACTORS ARISING FROM THE PERMEABILITY OF THE NATIONAL BORDER BETWEEN THE TWO COMPANIES • IMPORT/EXPORT/CUSTOMS REGULATIONS AND COSTS

- changes in the exchange rate of means of payment
- the possibility of taking the profit out of the country

7. LEGAL REGULATIONS

- whether the acquisition is permitted by law - monopoly, foreign owner

8. COMPETITORS

- the acquisition weakens the position of competitors
- if it is bought by competitors, it weakens the company's position

9. ADVANTAGES AND DISADVANTAGES OF OPERATING A JOINT ORGANIZATION

- revenue increase: larger market, greater impact on the price
- cost reductions: cheaper joint purchases, more efficient distribution of functions, reduction of redundant functions

- negatives: delivery, different company culture

10. PUBLIC RELATIONS

- protest by trade unions
- public support/dislike

11. GENERAL

- All answers that are related to one of the above categories but are not quite explained.

12. OTHER

Categories for evaluating answers to problem 2

Answers should be assigned to one of the following dimensions:

1. CONTROL

- inspectors should visit more often
- inspectors should act harder
- improve inspectors' cooperation with the police

2. PUNISHMENT

- increase the size of the penalty
- ensure a higher recovery rate
- make it count as a reward for falling down

3. VERIFICATION OF DATA

- the data is incorrect
- sampling is not good

4. PRICING/SPECIAL DISCOUNTS

- reduce ticket prices
- provide a special discount to those most affected

5. STATE INTERVENTION

- make it count as a reward for falling down
- achieve that the operating costs of certain lines are borne by the state

6. PUBLIC RELATIONS

- get people to condemn blitzing
- scare people with the consequences of falling

7. CHANGES TO FLIGHTS

- improving the quality of flights
- cancellation of most affected flights
- change of flight

8. RESEARCH/DATA COLLECTION

- determine the circle of blitzers
- determine the basic motivation and fears of blitzers
- determine the traffic habits of blitzers

9. GENERAL

- All answers that are related to one of the above categories but are not quite explained.

EVALUATION

1. Count how many solution suggestions (s)he gave for the two tasks - this will be the raw fluency score.

2. Count the number of possible solution suggestions for the two tasks - this will be the raw score for flexibility.

3. You can convert the raw scores into percentiles using the table below (the percentile is a number that shows how many percent of the sample on which the comparison is based):

(The sample on which the calculation is based consists of university students.)

Are you/career chooser satisfied with the result?

If not, how can (s)he enhance his/her creativity

Fluencia		Flexibilitás	
Nyerspontszám	Centilis	Nyerspontszám	Centilis
16	90	13-16	90
14-15	80	11-12	80
12-13	70	9-10	70
10-11	60	7-8	60
8-9	50	6	50
6-7	40	5	40
4-5	30	4	30
3	20	3	20
1-2	10	1-2	10

(Az átszámolás alapjául szolgáló minta egyetemistákból áll.)

PIERON'S ATTENTION TEST

Find the errors (the omitted and unnecessarily marked figures are both considered errors)! Count how many figures the course selector looked at in total. (Counting is made easier by the fact that there are always 20 figures in a row!) This gives us two numbers: error number (h) and element number (n).

From these, calculate the ratio of the two (it doesn't matter how many errors we made while reviewing a given number of items). The following formula can be used for this:

$$T \% = \frac{(n-h) \cdot 100}{n}$$

The table for the test contains the five level value categories. Let's read what values belong to the five levels!

LEVEL VALUES

n	bad	sufficient	average	good	excellent
vocational high school	≤200	201–255	256–344	345–395	396≥
vocational school	≤177	178–213	214–260	261–322	323≥

T %	bad	sufficient	average	good	excellent
vocational high school	≤93,5	93,6–97,0	97,1–98,8	98,9–99,6	99,7≥
vocational school	≤88,2	88,3–93,7	93,8–96,2	96,3–97,7	97,8≥

PRODUCTIVITY PREFERENCE

Count the number of productive solutions!

The following tasks are productive in numbered order, from the two there is always one productive solution:

1	J	5	B
2	B	6	B
3	J	7	B
4	J		

(B denotes the left side, J the right side)

6–7 points It indicates that (s)he likes productive tasks.

4–5 points It indicates that (s)he mostly prefers productive tasks to reproductive tasks.

2–3 points It indicates that (s)he likes productive tasks just as much as reproductive tasks.

1–2 points It indicates that (s)he prefers reproductive tasks. 0 points It indicates that (s)he only likes reproductive tasks.

SELF-ASSESSMENT QUESTIONNAIRE

Extra for the evaluation:

Tick the number that you think others (your subordinates, training participants, etc.) would have checked in about you!

In the blank spaces, write goals that you consider important for your development, but they weren't on the list!

Once the career chooser has finished filling out the questionnaire, go through the list and choose 3-4 goals that you want to work on now!(The statements often include the term "recognize". By this we mean that we experience and become aware of what is happening,

without judging or interpreting the experience. "Recognition" is the peculiarity of perception that the "shape" stands out sharply and clearly from the background, showing its true essence.)

NUMERICAL REPETITION TASK

The career chooser receives as many points as he performed a good calculation operation. If you settled in one place, from then on we check whether the numbers are correct compared to the settled number.

Basic solution:										
100	97	94	91	88	85	82	79	76	73	
70	67	64	61	58	55	52	49	46	43	

Maximum score: 19

VISUAL MEMORY

1 point is awarded for each correctly matched animal item.

+1 point if they are in the correct row.

Maximum score: 20

1.	urchin	vase
2.	elephant	armchair
3.	dog	tv
4.	turtle	key
5.	giraffe	bucket
6.	mouse	boat
7.	rabbit	ball
8.	zebra	tent
9.	kangaroo	pencil
10.	bird	car

RHYTHM TAPPING TASK

The rhythms we played:

-/-/.-.-.

-./-./-.-

--.////////-.-

.-.-.-.-.-

./-.-.-.////.-

Auditory and motor skills, perception, perception, sequentiality:

Each correctly rendered rhythm line is worth 1 point. Maximum score: 6

If a score is achieved, the performance:

6- perfect,

5- excellent,

4- good,

3- medium,

2- weak,

1- very weak,

0- below very weak (not evaluable).



 The project is funded by the European Solidarity Corps.

 The contents of this post reflect the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

CHOICE ON THE FIELD***© 2021-2023and all original, own work,
product and it's part which can be seen here, made by
the 'Személyre szabott pályaválasztási tanácsadás-sorozat 2021 - 2022, 2021-1-HU01-ESC30-
SOL-000036891' project,which is not attributed / attributable to
others is licensed under CC BY-NC 4.0. To view a copyof this license, visit:
<http://creativecommons.org/licenses/by-nc/4.0/>