

TESTS

-

APPENDIX A



**EUROPEAN
SOLIDARITY
CORPS**

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SELF-KNOWLEDGE

Self-knowledge is a concept that on the one hand means the process of acquiring knowledge, and on the other hand, the knowledge we have already acquired about ourselves. Getting to know the Self can be done independently or with external support. Supporters of the self-knowledge process can be person(s), guided open-ended questions, evaluable tests and other-gamified- suitable tools. In addition, some tools are able to make visible and preserve the recording of the acquired knowledge, as well as the selection of the values to be developed and the imprint of the step(s) required for achievement. The tools suitable for recording, as a visual representation over a longer period of time, as a reminder of the designated goals, can provide motivation for action, and - if there are further unexplored depths of the layers of self-knowledge, then- an invitation to discover them.

QUESTIONNAIRES — TESTS

In many cases, a test/questionnaire can be used to determine the points of self-knowledge elements, the points of abilities and skills on the career selection character sheet. As described in the Career Choice - Personal Character Table chapter of the GUIDE, we recommend the tests that can be used per skill/ability.

In addition, we would like to note here, that if a career chooser is specifically interested in any field,- whether related to his personality, skills, or any other topic for which a test is provided, in this case - we would recommend that the mentor should offer the opportunity to fill out the questionnaire in addition to presenting the questionnaire description .

Furthermore, in the + Interests section of the GUIDE contains the questionnaires that can be given to career choosers who are uncertain and have few or no interest(s) at all, in order to discover their hidden interests, as a supplement or instead of the exploratory method based on answering oral guided questions.

In order for the results to be as ideal as possible, it is worth making sure that the room in which the filling takes place is properly ventilated, free of distractions, as well as that the timing is appropriate and that the test fillers will be able to work on the tasks without interruption.

SKILLS - ABILITIES - KNOWLEDGE QUESTIONNAIRES, TESTS

Below you will find a description of tests that can be used to assess abilities, skills and knowledge.

- ☐ **TESTS – APPENDIX B** contains the printable tests
- ☐ **TESTS – APPENDIX C** contains the evaluation guide for the printable tests
- ☐  Some tests were written in the MS Office Excel program. The evaluation within these Excel program based tests takes place automatically. These tests are listed in the relevant annexes of the GUIDE together with their download and availability options.
- ☐ The inscription (ENG) indicates the availability of the English version. Under the name of the test, the inscription (ONLINE) refers to availability via the internet. The links leading to the program's website have been placed directly under the name. (EXC) stands for Microsoft Excel.
- ☐ You can read a short description of the properties that can be measured. A test- if it can measure several properties- is indicated under each of its measured properties, so that if someone is looking for a support tool for measuring a quality, value, they can find it fastly by

search quality, value based names of the chapter titels ●



BASED ON ENVIRONMENTAL PROTECTION CONSIDERATIONS, WE ONLY RECOMMEND

printing the career choice tools if the chooser use it more easily, comfortably than digital fillable versions and in the case of tasks will represent an area need to checked in the fguture again or following planner templates which visual representation of the action plan choosed at the current understanding of the tools and goals wanted to be served present time, or try to frame a more further goal serving plan which could be formed by several variables over tijme, but even the first attempt draw ot the path which will be revieved and decide to be kept, changed or replaced with other existing known options.

ABSTRACTION

I. FIGURE TEST

(ENG)

📄 Test sheets can be found in Appendix B.

☑ Evaluation criteria can be found in Appendix C.

The career chooser receives the Figure test sheets, and then the mentor explains how to complete the first task. For example:

☐ 'Look at the top pattern! We can see that a piece is missing from it. Which figure fits the place of the question mark?'

Let's wait for the answer, if there is no answer before giving the solution to:

☐ 'All displayed shapes and/or elements of the page that can be described with patterns should be presented by the mentor.'

After this, pointing to all the pictures on the page and waiting for the answer one by one, change the order and ask for a description of the named elements:

☐ 'one or two parts are essential to be distinguished from other elements of the page?'

☐ 'What or what are these? '

Let's wait to see if the path selector can independently name all the necessary elements.

The ability to abstract images can easily lead to a conceptual abstraction ability, which can be a significant tool used in thinking processes and can be of central importance.

If there is an answer: C is correct because it has the same shape and form as the missing one.

▣'Let's look at the next page. Which one fits there? Let's wait for the answer. Yes, the D.—'

▣If the answer is incorrect, take the necessary knowledge according to the no answer point!

Complete the other tasks independently!

II. MAIN CONCEPT ASSIGNMENT

(ENG)

📄 Fillable test sheets can be found in Appendix B.

☑ Evaluation criteria can be found in Appendix C.

Mentor says: Look at the example at the beginning of the worksheet!

pigeon—thrush

'How would you say in one word what their common name is?'

(Hopefully the correct answer will be given) then:

'Yes, birds. Write this in the first line, next to the two words. – This will be the task throughout, to find the common name of the two words next to each other. Get to work!'

In case of an incorrect answer, present additional examples not included in the test sheet and/or explain the aspects and possibilities of grouping, and then ask questions with ~2-3 examples that are also not included in the test to check they understood the task and all the information necessary to complete it!

Example: pigeon-thrush

birds

1. violin- trumpet

2. pencil, chalk

3. shirt, tights

4. ear, nose

5. sour cream, cheese

recommended for ages 7-9

6. nuts, chestnuts

7. aunt, brother

8. Sun, Moon

9. clock, scales

recommended for ages 9-12

10. newspaper, radio

11. mountain, river

12. birch, mouse

13. sculpture, painting

14. love, sadness

recommended for ages 12 and up

WILL POWER

I.GRIT SCALE

(ENG)(☐ ONLINE)

<https://angeladuckworth.com/grit-scale/>

A dynamic measurement option available online for measure the individual willpower, long-term goals and the relatable necessary perseverance and deliberateness.

ADAPTABILITY

I. ASSERTIVENESS QUESTIONNAIRE

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

Assertiveness or assertive communication is a communication skill that can be learned and interpreted as a behavioral or thinking pattern. A person who communicates assertively is aware of his/her own feelings, needs, wants, can express oneself confidently, even in emotionally difficult situations. The assertive communicator is able to listen, discover and understand the feelings, needs and wants of the other communicating party. His/her attention is active and understanding. The communication goal of the assertively communicating individual is to resolve the conflict, while keeping the needs of all participating parties in mind, in such a way that (s)he neither surrenders nor tries to dominate the other party.

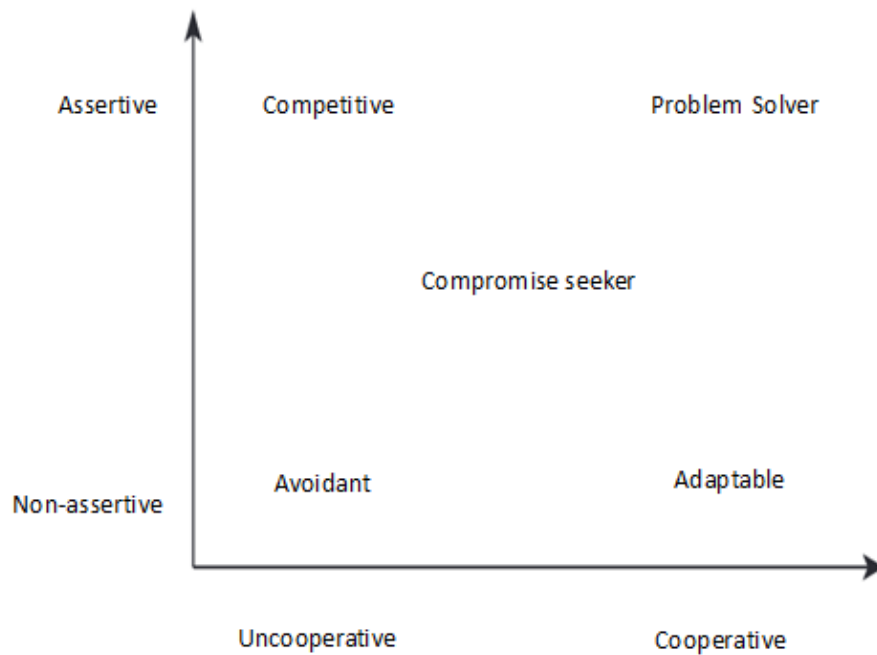
II. CONFLICT MANAGEMENT QUESTIONNAIRE

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The test helps to provide feedback on the individual's conflict management attitude.



III. RESILIENCE TEST

(ENG)(☐ ONLINE)

<https://mind.help/assessments/resilience-test/>

Resilience is the flexible emotional adaptability when someone is able to maintain their inner balance even in a difficult, unpredictable - moreover in traumatizing - situation and able to quickly adapt to the environment and find a positive outcome for themselves. The ability to adapt and cope with difficult situations.

DIGITAL SKILLS

I.DIGITAL SKILLS TEST

(ENG)(☐ ONLINE)



The test can be accessed by scanning the QR code and setting the language to English or by opening the link below:
<https://europa.eu/europass/en/europass-tools/test-your-digital-skills>

Completing the test takes approximately 30 minutes from the start of the questionnaire. During the response, you can track the current progress on a progress bar.

PROBLEM SOLVING

The test measures skills that enable an individual to identify needs and technical problems and to select appropriate technological solutions. It also includes the skills that enable an individual to produce innovative processes and products using digital tools. The ability to understand which digital competencies we need to develop and to keep up with digital developments is also part of this competency area.

INFORMATION AND DATA MANAGEMENT PROFESSIONAL

The test measures the skills needed to search for, access and navigate between different types of digital content (files, web pages, etc.). This includes the ability to compare different sources of information and understand which sources of information are reliable. The ability to store, manage and organize folders and different types of files is also part of this competency area.

COMMUNICATION-COOPERATION

The test examines the skills needed to use digital technologies, which allow humans to interact, communicate and collaborate with others. This includes being able to participate in society by using public and private digital services. The ability to manage one's own identity and reputation on the web is also part of this area of competences.

DIGITAL CONTENT PRODUCTION

The test examines the skills needed to create and edit different types of digital content, including text and multimedia files. It also includes the skills to improve and integrate different types of information and content. An understanding of how copyright and licenses work, and the ability to develop instructions for a computer system are also part of this competency area.

SAFETY

The test measures the skills needed to protect devices, content, personal data and privacy, as well as the level of awareness of the risks and threats in digital environments. This includes the skills to protect physical and mental health, knowledge of digital technologies for social well-being and inclusion. Awareness of the environmental effects of the use of digital technologies is also part of this area of competence.

MIND

I. INFORMATION PROCESSING PROFILE TEST

(EXC) (ENG)(📄ONLINE)



■ The document can be accessed by scanning the QR code or via the Drive folder at the following link:

https://drive.google.com/drive/folders/1rsJR8M2cGl4sH59YP_kZjMbLRa4BnIRy?usp=sharing

■ 📄! IMPORTANT!! MICROSOFT EXCEL FILE TYPE!! 📄 ■

Microsoft Excel 📄 type files must be downloaded as mentioned in the Introduction so that the automatic value calculation and other built-in functions are available, opening via the Drive folder- instead of downloading- may cause a loss of functionality!

■ The document can outline an information processing mind map. Those choosing a career can get an idea of how logical, analytical, practical, organizing, social, sensitive, exploratiional or even imaginative information processing type they have. During the filling out, the strengths, favorite and frustrating task types of the career chooser are also detailed, which, in addition to the information processing of the mind, also provides an opportunity to analyze additional mental processes during the answers, with the knowledge of which self-knowledge can be developed.

II. FLUID INTELLIGENCE: MENSA – ONLINE IQ – TRIAL TEST

(ENG)(📄ONLINE)



(ENG) The test, available in English (+ 5 languages), can be accessed by scanning the QR code or via the following link:

<https://www.mensa.org/public/mensa-iq-challenge>

This online test gives an indication of general cognitive abilities, represented by an IQ-score between 85 and 145 where 100 is the population average. This test does not serve as a

substitute for a professional intelligence test, such as those administered by a psychologist or Mensa – which has a license to offer a selection of intelligence tests.

This test consists of 35 problems that must be solved within a 25 minute time limit. All the items consist of entirely visual patterns with progressive difficulty, and do not require specialized knowledge or mathematical skills. Each correct answer gives one point, and all items are weighted equally. There is no bonus for rapid completion or penalty for wrong answers so it is in your advantage to use the time well and to guess whenever unsure.

For the results to be as valid as possible, make sure that the room you sit in is properly ventilated and free from distractions and that you can work uninterrupted for 25 minutes.

Currently, the youngest age group for whom the test is available is 16-17 years old, followed by three older age groups divided into four age groups up to the 61+ category.

FITNESS (PHYSICAL)

There are two levels of physical fitness: general and specific. At the basic level, general fitness, health and well-being are located. General fitness provides the strength base and ability to perform the physical activities required throughout our lives. If we have general fitness, our fitness is sufficient to perform our work tasks and other everyday tasks.

Physical fitness has five components: (1) body composition, (2) flexibility, (3) muscular strength, (4) muscular endurance, and (5) cardiorespiratory endurance.

Specific fitness refers to the ability to perform all or a specific aspect of a specific sport or occupation.

There are several options for measuring general fitness, on the one hand, as our next test does, we can ask about the existence of the necessary physical activity in different aspects.

Specific fitness measurements are usually not self-declared, rather work with the measurement values of specific tasks to be performed.

There are several options for measuring general fitness, on the one hand, as our next test does, you can ask about the existence of the necessary physical activity in different aspects.

I. STRENGTH TEST

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

Some examples of specific fitness tests:

■i.Connecticut Physical Fitness Assessment <https://portal.ct.gov/SDE/Physical-Education/Physical-Education---Test-Administrators-Manual/Related-Resources>

■ii.The NHANES National Youth Fitness Survey [NNYFS- NHANES National Youth Fitness Survey \(cdc.gov\)](https://www.cdc.gov/nhanes/youthfitness/)

■iii. Presidential Youth Fitness Program [Presidential Youth Fitness Program — NATIONAL FITNESS FOUNDATION](https://www.pfyf.org/)

EMOTIONAL SELF, SELF-IMAGE STABILITY

I. ASSERTIVENESS QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

Assertiveness or assertive communication is a communication skill that can be learned and interpreted as a behavioral or thinking pattern. A person who communicates assertively is aware of his/her own feelings, needs, wants, can express oneself confidently, even in emotionally difficult situations. The assertive communicator is able to listen, discover and understand the feelings, needs and wants of the other communicating party. His/her attention is active and understanding. The communication goal of the assertively communicating individual is to resolve the conflict, while keeping the needs of all participating parties in mind, in such a way that he neither surrenders nor tries to dominate the other party.

II. DIFFICULTIES IN EMOTION REGULATION SCALE (DERS)

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation can be found in Appendix C.

The DERS aims to measure the difficulty-ease values of managing and regulating emotions. Compared to most of the previous tests dealing with the relationship between similar emotions and negativity, it has an extremely expanded system of criteria. It is widely suitable for measuring the ability to regulate, neutralize and exchange negative and other unwanted feelings, and the limited temporal access to them, starting from the ability to become aware of emotions by the person who experiences them, through the ability to clarify and delimit emotions.

III. EMOTIONALITY, ACTIVITY, SOCIABILITY TEMPERAMENT QUESTIONNAIRE (EAS)

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The test examines four aspects, which can be read below.

- 1) Emotionality: in negative emotional situations, how easily and how intensely the individual's arousal level rises.
- 2) Activity: the extent to which the individual needs to avoid passivity
- 3) Sociability: how much the individual seeks the company of others instead of being alone, how much (s)he needs interactions.
- 4) Shyness: how inhibited and withdrawn the individual is in new situations and when meeting strangers.



IV. MEASUREMENT OF EMOTIONAL INTELLIGENCE

(EXC)(ENG)(☐ ONLINE)

■ The document can be accessed by scanning the QR code or via the Drive folder at the following link:

https://drive.google.com/drive/folders/1rsJR8M2cGl4sH59YP_kZjMbLRa4BnIRy?usp=sharing

■📄! IMPORTANT !! MICROSOFT EXCEL FILE TYPE !!📄■

Microsoft Excel📄 type files must be downloaded as mentioned in the Introduction so that the automatic value calculation and other built-in functions are available, opening via the Drive folder- instead of downloading- may cause a loss of functionality!

Optimism, cheerfulness, self-esteem, the ability to handle other people's feelings, assertiveness, social awareness, empathy, recognition, expression, regulation of feelings, temper regulation, stress management, adaptability, internal motivational values are the measuring points what this test can automatically calculate when completed.

V. JUNIOR TEMPERAMENT AND CHARACTER INVENTORY (JTCI)

(ENG)

📄 Fillable tasks can be found in Appendix B.

☑ Evaluation criteria can be found in Appendix C.

This is the 84-item version of the children's version of the JTCI test for testing temperament and character (ideal for 10-17 year olds).

In the following, we highlight the categories that can be issued by the measurement values using the JTCI evaluation category terms.

AVOIDANCE OF DAMAGE

The results of the respondents usually indicate a harm avoider, who avoids painful, undesirable – punishment, lack of reward, etc. –, they tend to choose a form of behavioral response to stimuli that helps them avoid it. This is usually accomplished by inhibiting one's own behavior. Harm avoidance reaches people on a wide spectrum, those who achieve a high value on the scale are more afraid of the uncertain, strangers, the unknown, they can be characterized by worry, pessimism and rapid exhaustion at the same time, while their peers who achieve a low value can be described mostly with opposite characteristics, not worried, sociable, and more optimistic people are on the other side of the scale.

REWARD DEPENDENCE

Fillers who can be evaluated on a scale tend to respond intensely to reward signals. The reward here can be simply a social, verbal reward, support, tenderness. Reward addiction usually contributes to the maintenance of behavior, the person addicted to the reward tries to maintain appropriate behavior in order to achieve the previously achieved reward.

NOVELTY SEARCH

On the one hand, the test can identify a curious nature that manifests itself in seeking new stimuli and excitement, avoiding monotony, which is usually determined by genetic predisposition. Individuals belonging to this type are often very active, impulsive and can quickly get bored of certain things. In this category of the JTCI, people who receive the opposite value of the above described mentioned test filler's value are often characterized by moderation, aloofness and orderliness, they like what they already know.

ENDURANCE

The fillers able to appear on the persistence type of the scale values are often determined, perfectionist and often can be characterized by diligence and even overachievement.

SELF-DIRECTION

It is a characteristic that operates with self-determination and willpower in general, which regulates the external world and the coordination of the individual's (life) goal and will. In general, it can be said that the fill-in with a high self-directed value has a good self-evaluation, they can also practice self-criticism, admit a mistake and, being aware of it. It can often be stated as a true statement about people with a low score on the scale that their identity and goals are uncertain, they do not have fixed life goals and they experiment with changeable, often disposable elements. Furthermore, their frequently used method is self-exculpation, the lack of self-determination can cause a lack of full commitment to self-knowledge and self-development. They often blame others for any problem, and this behavior does not help to override a self that is not really committed to its disciplining and development. Commitment makes self-development almost mandatory by making the conscious self internal and inseparable, it can no longer be abandoned.

COOPERATION

Cooperation is an important social competence, it can be learned, and its development ideally begins in preschool, and is perfected during the years of education. It can also be used in a team, group, to complete a task that people want to accomplish, to solve a problem, or to create a work of art. The ideal is to ensure that the individual is tolerant, empathetic, helpful, open.

TRANSCENDENCE EXPERIENCE

An individual experience can mean the possibility of experiencing a personal relationship with the unknown and the supernatural, and the experience itself. According to many formulations, the experience of uniting with everything is a prerequisite, which also means the possibility of moving into all other aspects, as an experience already experienced from the point of experience of being united as one with everything. Fillers who achieve a high value often also report experiencing creative and inspiring experiences.

VI. EXTERNAL-INTERNAL CONTROL QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

An internal controller can be called a person who, in a specific or a certain class of situations, believes that what has happened, is happening, or will happen is directly related to what , (s)he did, is doing, or will do in that situation . On the other hand, a person who more lives in the belief that what happens to him/her in a certain situation is not related to what (s)he does in that situation can be characterized by an external control attitude. Of course, there are many combinations of these categories, someone can postulate some external events and their own actions and consider it the most important of the influencing factors, or they can for example consider their own action particularly important, and many factors outside of it, can considered with a greater influence value.

VII. SOCIAL INTELLIGENCE TEST | WITH THE RECOGNITION OF NON-VERBALLY REPRESENTED EMOTIONAL STATES (ENG)(ONLINE)

As alternatives to self-reported emotion recognition, we recommend the verifiable emotion recognition testing forms, in which we can use the signals of the emotions of a living or recorded person in a picture or video, and a combination of these. The recognition rate of the presented verifiable emotions can draw a more accurate picture of the effectiveness of the career chooser's ability to recognize emotions, such as his/her matching self-evaluation based on his/her own emotion recognition memories.

It is important to highlight the point of view that mental states and emotions in almost all their forms enable dynamic experience and thus dynamic visualization through the person experiencing it. By capturing the closest possible state to reality, approximating the present-time representation in front of the recipient's eyes, or possibly through motion picture material mediated by film direction, the emotional mental state of a given person can be grasped somewhat - with a value close to the accuracy of reality - but the image is frozen. Image stabilization of the dynamic process, an unnatural stop in the dynamics of movement, which can significantly impair the recognizability of the emotional and mental state. It is also personal experience that even a person with a high emotional intelligence value - acquired on other evaluations - can achieve a very low score on tests aimed at measuring EQ working with images.

However, if there is someone choosing a career path who would like to test themselves in this way (too), or specifically to learn about frozen emotional worlds, emotional states, develop their ability to recognize/display them, repeat and record emotions that can be conveyed in photographs, etc. is the goal, then it is definitely worth completing this test.

Furthermore, we would like to mention that the available testing practice with the participation of extremely few moving or living persons also enhances the image-based testing and teaching possibilities.

VII. I. EMOTIONAL INTELLIGENCE QUIZ

https://greatergood.berkeley.edu/quizzes/embed/ei_quiz

(ENG) ( ONLINE)

The interesting thing about the test is that after the answers are given, while the solution is presented, the muscles, facial details, and associated movement forms that can be linked to the expressed emotion are written on the face pictures of the task. Thus, even though this task does not ensure the accuracy of the moving image and the prompts appear after the answer has been given, so they do not provide additional help for answering the tasks correctly, even after answering reading the prompts can result in a significant expansion of knowledge on the emotion-physics axis.

VIII. VISUALIZED EMOTIONS | RECOGNITION OF NON-VERBALLY DISPLAYED EMOTIONAL STATES - MOTION PICTURE

(ENG) ( ONLINE)

Alternatives to self-reported emotion recognition with the potential to increase accuracy, may be recommended taking into account the aspects detailed in section VII.

VIII. A. IMPROVUS | WHAT IS BENEDICT CUMBERBATCH FEELING?

<https://www.youtube.com/watch?v=PDsAm2SWKls>

VIII. B. IMPROVUS | 5 MINUTE WORKOUT TO BUILD EMOTIONAL INTELLIGENCE - FINISH THE SENTENCE | EMPATHY CLIPS | MORE...

https://www.youtube.com/watch?v=EY68o6fhKWA&list=PL7gIDHx0VmmxklMXeAdUAGoqrWV_Anll2&index=2

VIII. A and VIII.B. its links are directed to short videos that contain film excerpts, skillful emotion recognition tasks, and questions and tasks that require and develop emotional intelligence.

PERCEPTION

I. RHYTHM TAPPING TASK

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

We ask the career chooser to pay attention to the rhythm that we are going to knock.

The horizontal lines "-" indicate the short (ti), the italic lines "/" the long (ta).

Using a pencil or pen or other similar device, after giving the chooser a similar knocker, we tap the rhythm and ask her/him to repeat what (s)he heard.

The rhythms we need to tap:

././././	..////////././.../.
.////...///...	./././././///...//:
..///.////////...///./	..///././././.../.

Circle the ones that are repeated correctly. There are two chances to tap right.

II. SPATIAL REASONING & WORKING MEMORY

(ENG) (☐ ONLINE)



The test can be accessed by scanning the QR code or by opening the link below: <https://spatialreasoning.labinthewild.org/spatial>

The test examines the ability to think spatially, place, visualize, orient oneself, as well as working memory. Questions about spatiality here focus on the ability to rotate.

Working memory provides a conceptual framework for the ability to temporarily store, change, use, and target information, which take place in parallel with other cognitive operations. Working memory is one of the keys necessary for performing sequential tasks, it is essential for

performing calculation operations and for understanding text, for these elements you have to keep in mind while managing the relationships between the elements.

In terms of spatial perception, it is a higher form of spatial orientation, when several elements and their relationship to each other must be identified. Spatial thinking, together with working memory, can significantly influence the value of the ability to solve problems and to visualize, the latter two abilities being necessary to perform almost every task we encounter.

ATTENTION, FOCUS

I. ATTENTION TASK

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

We can measure the ability to concentrate with a test. The durability and divertibility of attention is much less measurable. A child with attention deficit disorder can also have excellent concentration skills, and even hyperfocus can help concentration if (s)he is motivated. Rather, attention tests measure concentration linked to motivation in a given task at a given moment and provide little information about overall attention.

II. NUMERICAL REPETITION TASK

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

It is important to say the numbers clearly, without repetition, with one-second pauses. We say it in the same order as written. Track selectors should raise their pencils between the number lines to reduce the possibility of cheating.

Mentor says:

'I'll say some numbers and when I'm done write them down in the same order. So, if I say 3, 8, 6, then you should write 3, 8, 6. After you have written the numbers, pick up the writing device and only start writing again when I say the next number! Does everyone understand? Let's start with an example!

3 8 6 Everyone write threes, eights and sixes! Did it work? You have to write the rest yourself!’

1. 4 8 5

6. 7 2 8 5 3

2. 3 7 6

7. 1 3 6 7 9 2

3. 2 5 9 4

8. 8 2 7 9 5 1

4. 4 9 5 1

9. 8 8 5 6 8 9 1

5. 3 6 1 9 5

10. 5 5 3 2 2 4 6 7

III. PIERON'S ATTENTION TEST

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

If using the version of the task in Appendix B, show or project the paper. There are many small figures on the worksheet. These are small squares that are usually joined by a short line somewhere, but not all of them.

Mentor can give the following instructions for example:

'look through the figures in a row and draw a line through the ones that is equal with one of the four on the top. It is important not to circle it, but cross over with a line! The task takes time. It takes a total of five minutes, I tell you when you can start and when you have to finish. When I say that the five minutes have passed, you must mark where you are, which figure you last looked at, whether you marked it or not. This is very important! It's not worth cheating. If you follow the rules, you can get an idea of how attention works.'

IV. VISUAL MEMORY

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

Mentor says: I will show pictures, and your task will be to remember how the animals follow one another. There are other pictures on the papers. Note also which animal is with which

object. There are ten papers. I will show the series three times so that you can remember well how the animals come one after the other and which ones are paired with what.

It shows the images three times throughout, each image for 5 seconds.

Then the mentor says: Write the names of the animals under each other in the correct order, as they came one after the other!

MANAGEMENT, LEADERSHIP

Otto Klemp presents a nine-factor leadership model in the article entitled 'What characterizes intelligent operation among senior managers?', which tries to summarize the most relevant characteristics of a good leader. The elements named as characteristics can be read below, which mentors also need to know.

FIVE HIGHLIGHTED LEADERSHIP QUALITIES

IQ (INTELLIGENT INTELLIGENCE)

Almost all managerial competence models recognize the importance of conceptual thinking, analytical skills, strategic thinking, and judgment skills due to the complex nature of managerial work.

EQ (EMOTIONAL INTELLIGENCE)

Effective leaders know and recognize their own and their colleagues' feelings, are aware of the 'interpersonal dynamics' of their environment, and can influence these emotions and relationships in a positive direction.

KNOWLEDGE (BUSINESS AND TECHNICAL KNOWLEDGE)

The basis of effective work is knowledge that is able to combine specialist knowledge with understanding from experience and the 'wisdom' necessary for good decisions.

DEVELOPMENT

The thirst for knowledge, openness to change, learning from mistakes, and the willingness to develop have become almost necessary due to the pace of development of today's changing world, but even before that was not disadvantageous this leadership- quality.

SELF-KNOWLEDGE, SELF-ESTEEM

A leader with a healthy personality realizes when (s)he makes a mistake, (s)he surrounds her/himself with colleagues with the right skills, (s)he is not afraid of them, (s)he trusts

her/himself so much that he does not base her/his leadership role and position on the low skill values of her/his subordinates.

FOUR IMPORTANT LEADERSHIP PRACTICES

GUIDE

It is the leader's basic task, during which (s)he must pay attention to efficiency, make decisions, delegate tasks, lead negotiations, and evaluate the performance of employees.

INFLUENCE

Management cannot replace persuasion, forming coalitions and a corporate culture striving for (peak) performance.

INITIATIVE

An effective leader is proactive, (s)he doesn't wait until (s)he has to react to external events, (s)he constantly pays attention to where something could be improved or developed.

RELATIONSHIP BUILDING

A good leader builds relationships based on trust and mutual respect around her/him, both inside and outside the organization.

I. ASSERTIVENESS QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation aid can be found in Appendix C.

Assertiveness or assertive communication is a communication skill that can be learned and interpreted as a behavioral or thinking pattern. A person who communicates assertively is aware of his/her own feelings, needs, wants, can express oneself confidently, even in emotionally difficult situations. The assertive communicator is able to listen, discover and understand the feelings, needs and wants of the other communicating party. His/her attention is active and understanding. The communication goal of the assertively communicating individual is to resolve the conflict, while keeping the needs of all participating parties in mind, in such a way that he neither surrenders nor tries to dominate the other party.

II. INTERPERSONAL ORIENTATION QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The questionnaire helps to place the individual's self-image in relation to the following values:

(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.

III. SAMPLE TEST FOR TESTING CREATIVITY

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

This test examines fluency, flexibility and originality among the cognitive components of creativity. The purpose of the test is to measure the creativity of managers in a structured form in relation to common problems in the world of work. Although everyone recognizes that creativity is one of the most important qualities of managers, traditional ability tests- in which the task is always to find a certain correct solution- are not suitable for measuring it. The test therefore consists of questions for which the examinees must find as many, as many different and as original solutions as possible in diverse, but familiar to managers, situations. The filler may encounter two problems below.

Relevant answers must be taken into account during the evaluation. The categories and subcategories for the given example answers help determine the relevance of the answers, by finding the most appropriate category of the answer and assigning a value to the answer by scoring the category.

A unique answer, which according to the respondent is considered relevant, but cannot be classified in any of the above-mentioned decision-aiding categories, can be subject to a unique evaluation. The evaluator and respondent can engage in a dialogue about the acceptance of relevance, the respondent- but also the evaluator- can argue in favor of acceptability. In case of consensus agreement between the respondent and the evaluation mentor, they will find an acceptable basis for accepting the relevance of the answer. In this case, after the agreement, the example answer of the most similar level to the answer is jointly selected from among the example answers- the solution is examined in relation to all aspects that can be taken into account, such as potential efficiency, effectiveness, spatial-temporal extent, etc. - and the scoring of the chosen example is applied to the individually evaluated answer. Paying particular attention to the range of relevant values, scoring must be done by omitting points that are not applicable and specifying those that are applicable.

IV. PRODUCTIVITY PREFERENCE

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

It examines whether the given person prefers productive or reproductive tasks.

Concepts:

REPRODUCTIVE TASK

In the case of reproductive tasks, the solver solves the given task using already known answers, solutions, and known schemes. The task is either known or, at most, the task is new, or more precisely, a question asked in a new way, which asks about something known.

PRODUCTIVE TASK

In the case of productive tasks, both the task and the solution are new and innovative. The task is at least so new that there is not yet a scheme or solution that is known to the respondent as an answer to it. So, in an educational framework, questions that can only be created from the learned material with the help of thinking, cannot be answered by themselves by connecting a learned element or elements, they can function as a productive task in certain cases, but only in the appropriate interpretive framework, of course, it is possible in the world that already known to others the expert on the task can also know the task and a wide range of possible solutions.

Another possibility is that the task itself contains a broader criterion regarding the unknownness of the answer, according to which a solution to the task must be provided that has not yet been published, is not available to the public at the time the proposed task is given by the person checking the solution. This designation can be a strong guarantee that the solution can only be

productive. Tasks trying to find a productive solution used in education cannot usually use this because of the level of difficulty, but in the ideal case they try to approach it.

REPRODUCTIVE AND PRODUCTIVE IMAGINATION

Imagination is the transcendence of reality. A distinction must be made between reproductive and productive imagination. Reproductive imagination is the mental representation of images described by others. The main characteristics of productive imagination include the self-initiated, active creation and unusual association of mental images. The latter provides one of the basic characteristics of creative ability. Reproductive imagination is a necessary but not sufficient condition for the creative process.

THE RELATIONSHIP OF (RE)PRODUCTIVE TASK AND IMAGINATION

An interesting relationship can be assumed between the above two types of tasks and the reproductive and productive imagination. Exercising productive tasks can develop productive imagination and it is also possible to assume the opposite relationship, individuals with productive imagination may be more easily motivated to try to create productive task solutions, adherence to the known and fear of the unknown rarely binds their choice of task type, as do those with an intense preference for reproductive solutions .

EVEN-MINDEDNESS



I. MEASUREMENT OF EMOTIONAL INTELLIGENCE

(EXC)(ENG))(☐ ONLINE)

■ The document can be accessed by scanning the QR code or via the Drive folder at the following link:

https://drive.google.com/drive/folders/1rsJR8M2cGl4sH59YP_kZjMbLRa4BnIRy?usp=sharing

■ **! IMPORTANT ! !** MICROSOFT EXCEL FILE TYPE **!!** ■

Microsoft Excel type files must be downloaded as mentioned in the Introduction so that the automatic value calculation and other built-in functions are available, opening via the Drive folder- instead of downloading- may cause a loss of functionality!

Optimism, cheerfulness, self-esteem, the ability to handle other people's feelings, assertiveness, social awareness, empathy, recognition, expression, regulation of feelings, temper regulation, stress management, adaptability, internal motivational values are the measuring points what this test can automatically calculate when completed.

II. INTERPERSONAL ORIENTATION QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The questionnaire helps to place the individual's self-image in relation to the following values:

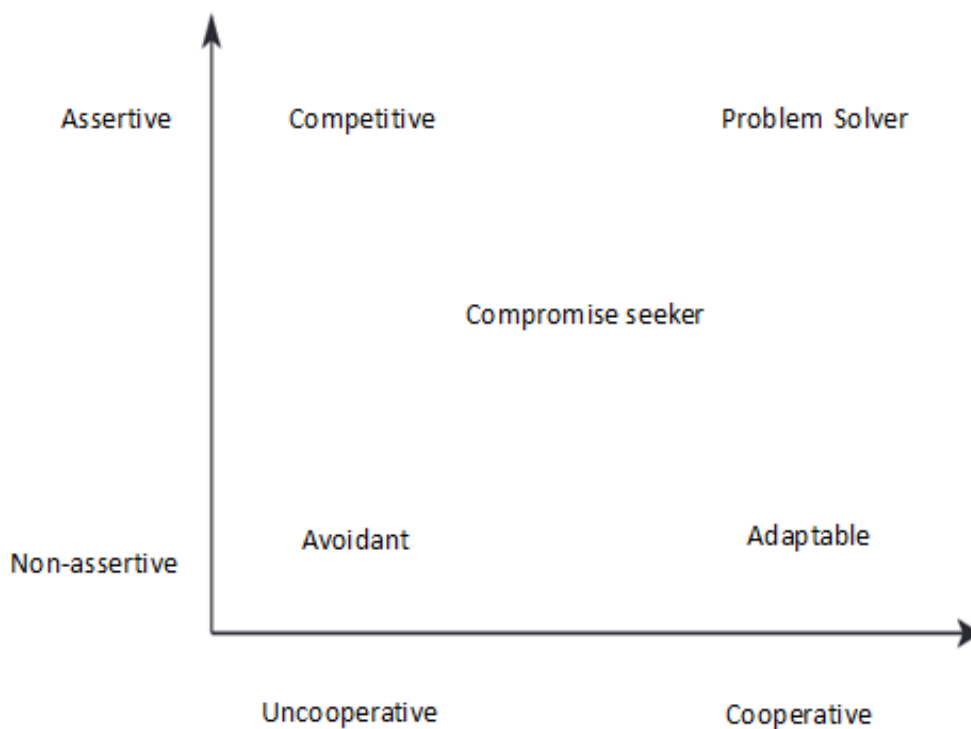
(S)he does not seek to become an integral part of the group.	EXPRESSED NEED TO BELONG SOMEWHERE	(S)he tries to become an integral part of the group.
(S)he does not expect the members of his/her group to make him/her feel that (s)he belongs to them.	AN EXPECTED NEED TO BELONG SOMEWHERE	(S)he likes when 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.

III. CONFLICT MANAGEMENT QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The test helps to provide feedback on the individual's conflict management attitude.



III. EXTERNAL-INTERNAL CONTROL QUESTIONNAIRE (ENG)

📄 Fillable tasks can be found in Appendix B.

☑ Evaluation criteria can be found in Appendix C.

An internal controller can be called a person who, in a specific situation or a certain class of situations, believes that what has happened, is happening, or will happen is directly related to what , (s)he did, is doing, or will do in that situation . On the other hand, a person who more lives in the belief that what happens to him in a certain situation is not related to what (s)he does in that situation can be characterized by an external control attitude. Of course, there are many combinations of these categories, someone can postulate some external events and their own actions and consider it the most important of the influencing factors, or they can for example consider their own action particularly important, and many factors outside of it, can considered with a greater influence value.

APPEARANCE

I. APPEARANCE QUESTIONNAIRE

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The test can help with the reflection of the appearance, and specifically with the exploration of the potential relationship between the appearance and the success of the job search and hiring. In order to reveal deeper connections, the values displayed during the excellent appearance test by both the mentor and the career selector must be discussed.

MEMORY

General consideration for measuring memory: when measuring memory, we can not only get information about how reliable this cognitive function is, but the results achieved in different situations also allow us to infer the individual's learning style. In the background of learning disorders, weakness of short-term memory is often described. However, this is a rough approach. Most of the time, some form of short-term memory is weak, and this indicates a peculiarity of the way of processing rather than a retention disorder.

I. SHAPE DRAWING FROM MEMORY

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

Mentor says: I'll show you pictures, you can look at each one for 5 seconds, then I'll turn it over, then you have to draw it from memory. Here is the first picture.

After that, show the others in sequence. To do: show the children/career choosers the first picture. They can watch for five seconds. In the meantime, tell to remember it well!

(Make sure to hold the picture in the right direction!)

Then turn it over and ask them to draw what they saw. They can work for one minute. Then let's continue with the second figure, and then continuously with the others!

II. NUMERICAL REPETITION TASK

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

It is important to say the numbers clearly, without repetition, with one-second pauses. We say it in the same order as written. Track selectors should raise their pencils between the number lines to reduce the possibility of cheating.

Mentor says:

'I'll say some numbers and when I'm done write them down in the same order. So, if I say 3, 8, 6, then you should write 3, 8, 6. After you have written the numbers, pick up the writing device and only start writing again when I say the next number! Does everyone understand? Let's start with an example!

3 8 6 Everyone write threes, eights and sixes! Did it work? You have to write the rest yourself!

- | | |
|------------------|------------------------|
| 1. 4 8 5 | 6. 7 2 8 5 3 |
| 2. 3 7 6 | 7. 1 3 6 7 9 2 |
| 3. 2 5 9 4 | 8. 8 2 7 9 5 1 |
| 4. 4 9 5 1 | 9. 8 8 5 6 8 9 1 |
| 5. 3 6 1 9 5 | 10. 5 5 3 2 2 4 6 7 |

III. SPATIAL REASONING & WORKING MEMORY

(ENG) ( ONLINE)

The test can be accessed by scanning the QR code or by opening the link below:
<https://spatialreasoning.labinthewild.org/spatial>

The test examines the ability to think spatially, place, visualize, orient oneself, as well as working memory. Questions about spatiality focus on the ability to rotate.

Working memory provides a conceptual framework for the ability to temporarily store, change, use, and target information, which take place in parallel with other cognitive operations.

Working memory is one of the keys necessary for performing sequential tasks, it is essential for performing calculation operations and for understanding text, for these elements you have to keep in mind while managing the relationships between the elements.

In terms of spatial perception, it is a higher form of spatial orientation, when several elements and their relationship to each other must be identified. Spatial thinking, together with working memory, can significantly influence the value of the ability to solve problems and to visualize, the latter two abilities being necessary to perform almost every task we encounter.

IV. VISUAL MEMORY

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

Mentor says: I will show pictures, and your task will be to remember how the animals follow one another. There are other pictures on the papers. Note also which animal is with which object. There are ten papers. I will show the series three times so that you can remember well how the animals come one after the other and which ones are paired with what.

It shows the images three times throughout, each image for 5 seconds.

Then the mentor says: Write the names of the animals under each other in the correct order, as they came one after the other!

MORAL

I. MFQ30

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C. When evaluating this test, it is recommended to use the Microsoft Word document format instead of PDF due to the usability of the automatic evaluation table, which can be used after downloading.

The theory of moral foundations was created by a group of social and cultural psychologists in order to create an explanation and/or to describe the system of differences and similarities between morals and cultures with grouped groups of phenomena and to reveal the reasons behind them, if possible. The theory assumes a kind of underlying psychological system behind the moral system of most cultures, which is partly innate from common elements, partly

supplemented by the experiences of social experiences, but not created as a result of conscious formation, which why the formational causes together can be labeled as 'intuitive ethics'. This is the basis on which virtues, narratives, and institutions are built, and as a result of the different specificities of societies and construction, they can come to represent opposing, - even conflicting - positions of groups within the nation and nation to nation and even national confederations on a global level. Among the elements of the underlying foundation mentioned above, the authors highlight five, the elements supporting the existence of which, in their opinion, are sufficiently available.

DAMAGE- CARE

This basis is related to the development of the human race, which is based on the ability to bond and perceive and empathize with the pain of others, which has developed among mammals, as well as the often associated experience of the latter trait, the empathic distress, according to which one does not enjoy the suffering of one's fellow man, it is also unpleasant and should be avoided , experiences a negative feeling from becoming aware of the other's suffering, mainly perceived in the present of the same space and time. Furthermore, mirror neurons work. Stronger if it is associated with relatives and/or friends. Also, the group lifestyle, formed on the basis of predation risk reduction benefits, brought with it the practice of social behavior, resource sharing, and caring for peers. The above were able to establish the forms of behavior of care, altruism, gentleness, kindness- considered among virtues by certain ethical trends and also by the authors of the test.

JUSTICE – PRINCIPLE OF MUTUALITY

Early people could gain a significant advantage by cooperating with others, in the more extended practice of which they formed groups, tribes, and states. Choosing the wrong partner(s) could have led to a significant disadvantage, or even to the exploitation of certain group members. It was in the interest of early humans, and according to many theories, they were aware of the fact that it were in their interest to choose partners who impartially and fairly weighed the interests of all group members and truly took them into account for decisions, as a proportional aspect.

BELONGING TO A GROUP- LOYALTY

The evolutionary emergence of the trait of group loyalty enabled the simultaneous existence, long-term survival and long-term selection of groups with different characteristics, which led to the formation of characteristic human groups. Man has acquired a capacity that allows him to accept and apply simple grouping ideas. What kind of group structure these ideas create is not defined. They can even be harmful, maladaptive ideas that destroy the group, since the group selection after their acceptance eliminates those that not make people's life replicable in the future of several generations . Man's characteristics have evolved in such a way that humans can accept any kind of cultural idea. It is precisely this that ensures the necessary variability for the selection formed at the level of groups, the cultural selection, and this is what made it possible for man to try out so many different group formations during his evolutionary history. The exclusion of deviants is fundamentally not human-specific, because it can be detected in all group-living vertebrates. Groups of fish, birds, and mammals chase away those individuals that

differ from the others in some clearly visible way. For example, albino individuals or those with mobility impairments are excluded. The phenomenon has a very clear biological explanation. Predators primarily attack groups that have individuals that stand out from the rest in some way. Morality is created by the cognitive abstraction of mechanisms that support group identity. This also means that for a truly moral person, it is to be followed. This establishes the virtues of self-sacrifice for the group.

POWER- RESPECT

This foundation was formed by a long primate history of hierarchical social interactions. This underlies the virtues of leadership and followership, including respect for legitimate authority and tradition.

CLEANLINESS- SANCTITY

This foundation was shaped by the psychology of disgust and contamination. This is the basis of the religious ideas that strive for people to live in a more elevated, less carnal, nobler way. This underlies the widespread idea that the body is a temple that can be desecrated by immoral activities and impurities.

The MFQ30 measures connection to these values, sympathy, distance, and lack of values.

SELF-KNOWLEDGE, SELF-EXAMINATION

I. EMOTIONALITY, ACTIVITY, SOCIABILITY TEMPERAMENT QUESTIONNAIRE (EAS) (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The test examines four aspects, which can be read below.

- 1) Emotionality: in negative emotional situations, how easily and how intensely the individual's arousal level rises.
- 2) Activity: the extent to which the individual needs to avoid passivity
- 3) Sociability: how much the individual seeks the company of others instead of being alone, how much he needs interactions.
- 4) Shyness: how inhibited and withdrawn the individual is in new situations and when meeting strangers.

II. INTERPERSONAL ORIENTATION QUESTIONNAIRE (ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

The questionnaire helps to place the individual's self-image in relation to the following values:

(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.

III. JUNIOR TEMPERAMENT AND CHARACTER INVENTORY (JTCI)

(ENG)

 Fillable tasks can be found in Appendix B.

☒ Evaluation criteria can be found in Appendix C.

This is the 84-item version of the children's version of the JTCI test for testing temperament and character (ideal for 10-17 year olds).

In the following, we highlight the categories that can be issued by the measurement values using the JTCI evaluation category terms.

AVOIDANCE OF DAMAGE

The results of the respondents usually indicate a harm avoider, who avoids painful, undesirable – punishment, lack of reward, etc. -, they tend to choose a form of behavioral response to stimuli that helps them avoid it. This is usually accomplished by inhibiting one's own behavior. Harm avoidance reaches people on a wide spectrum, those who achieve a high value on the scale are more afraid of the uncertain, strangers, the unknown, they can be characterized by worry, pessimism and rapid exhaustion at the same time, while their peers who achieve a low

value can be described mostly with opposite characteristics, not worried, sociable , and more optimistic people are on the other side of the scale.

REWARD DEPENDENCE

Fillers who can be evaluated on a scale tend to respond intensely to reward signals. The reward here can be simply a social, verbal reward, support, tenderness. Reward addiction usually contributes to the maintenance of behavior, the person addicted to the reward tries to maintain appropriate behavior in order to achieve the previously achieved reward.

NOVELTY SEARCH

On the one hand, the test can identify a curious nature that manifests itself in seeking new stimuli and excitement, avoiding monotony, which is usually determined by genetic predisposition. Individuals belonging to this type are often very active, impulsive and can quickly get bored of certain things. In this category of the JTCL, people who receive the opposite value of the above described mentioned test filler's value are often characterized by moderation, aloofness and orderliness, they like what they already know.

ENDURANCE

The fillers able to appear on the persistence type of the scale values are often determined, perfectionist and often can be characterized by diligence and even overachievement.

SELF-DIRECTION

It is a characteristic that operates with self-determination and willpower in general, which regulates the external world and the coordination of the individual's (life) goal and will. In general, it can be said that the fill-in with a high self-directed value has a good self-evaluation, they can also practice self-criticism, admit a mistake and, being aware of it. It can often be stated as a true statement about people with a low score on the scale that their identity and goals are uncertain, they do not have fixed life goals and they experiment with changeable, often disposable elements. Furthermore, their frequently used method is self-exculpation, the lack of self-determination can cause a lack of full commitment to self-knowledge and self-development. They often blame others for any problem, and this behavior does not help to override a self that is not really committed to its disciplining and development. Commitment makes self-development almost mandatory by making the conscious self internal and inseparable, it can no longer be abandoned.

COOPERATION

Cooperation is an important social competence, it can be learned, and its development ideally begins in preschool, and is perfected during the years of education. It can also be used in a team, group, to complete a task that people want to accomplish, to solve a problem, or to create a work of art. The ideal is to ensure that the individual is tolerant, empathetic, helpful, open.

TRANSCENDENCE EXPERIENCE

An individual experience can mean the possibility of experiencing a personal relationship with the unknown and the supernatural, and the experience itself. According to many formulations, the experience of uniting with everything is a prerequisite, which also means the possibility of moving into all other aspects, as an experience already experienced from the point of experience of being united as one with everything. Fillers who achieve a high value often also report experiencing creative and inspiring experiences.

IV. SELF-ASSESSMENT QUESTIONNAIRE

It examines three categories:

1. Self-awareness, which covers the aspects of the individual's bodily functions, emotions, thought patterns, expectations towards himself and others, and the ability to make a conceptual distinction between perception and interpretation.
2. The category of paying attention to others, which covers the meaning of the non-verbal and verbal elements of other people's emotions and communication, the intensity of their expressions and their behaviors, as well as their repetitive patterns.
3. The category of communication, which covers the relationship between thoughts and speech, emotions and expression, its clarity, the clarity of communication, the degree of motivation to understand, techniques that help avoid misunderstandings, attention patterns that make/make understanding difficult.

V. PRODUCTIVITY PREFERENCE

(ENG)

-  Fillable tasks can be found in Appendix B.
- ☒ Evaluation aid can be found in Appendix C.

It examines whether the given person prefers productive or reproductive tasks. Concepts:

REPRODUCTIVE TASK

In the case of reproductive tasks, the solver solves the given task using already known answers, solutions, and known schemes. The task is either known or, at most, the task is new, or more

precisely, a question asked in a new way, which asks about something known.

PRODUCTIVE TASK

In the case of productive tasks, both the task and the solution are new and innovative. The task is at least so new that there is not yet a scheme or solution that is known to the respondent as an answer to it. So, in an educational framework, questions that can only be created from the learned material with the help of thinking, cannot be answered by themselves by connecting a learned element or elements, they can function as a productive task in certain cases, but only in the appropriate interpretive framework, of course, it is possible in the world that already known to others the expert on the task can also know the task and a wide range of possible solutions.

Another possibility is that the task itself contains a broader criterion regarding the unknownness of the answer, according to which a solution to the task must be provided that has not yet been published, is not available as a public medium at the time the proposed task is given by the person checking the solution. This designation can be a strong guarantee that the solution can only be productive. Tasks trying to find a productive solution used in education cannot usually use this because of the level of difficulty, but in the ideal case they try to approach it.

REPRODUCTIVE AND PRODUCTIVE IMAGINATION

Imagination is the transcendence of reality. A distinction must be made between reproductive and productive imagination. Reproductive imagination is the mental representation of images described by others. The main characteristics of productive imagination include the self-initiated, active creation and unusual association of mental images. The latter provides one of the basic characteristics of creative ability. Reproductive imagination is a necessary but not sufficient condition for the creative process.

THE RELATIONSHIP OF (RE)PRODUCTIVE TASK AND IMAGINATION

An interesting relationship can be assumed between the above two types of tasks and the reproductive and productive imagination. Exercising productive tasks can develop productive imagination and it is also possible to assume the opposite relationship, individuals with productive imagination may be more easily motivated to try to create productive task solutions, adherence to the known and fear of the unknown rarely binds their choice of task type, as do those with an intense preference for reproductive solutions .

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The project is funded by the European Solidarity Corps.



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