



NeuroQuest AI

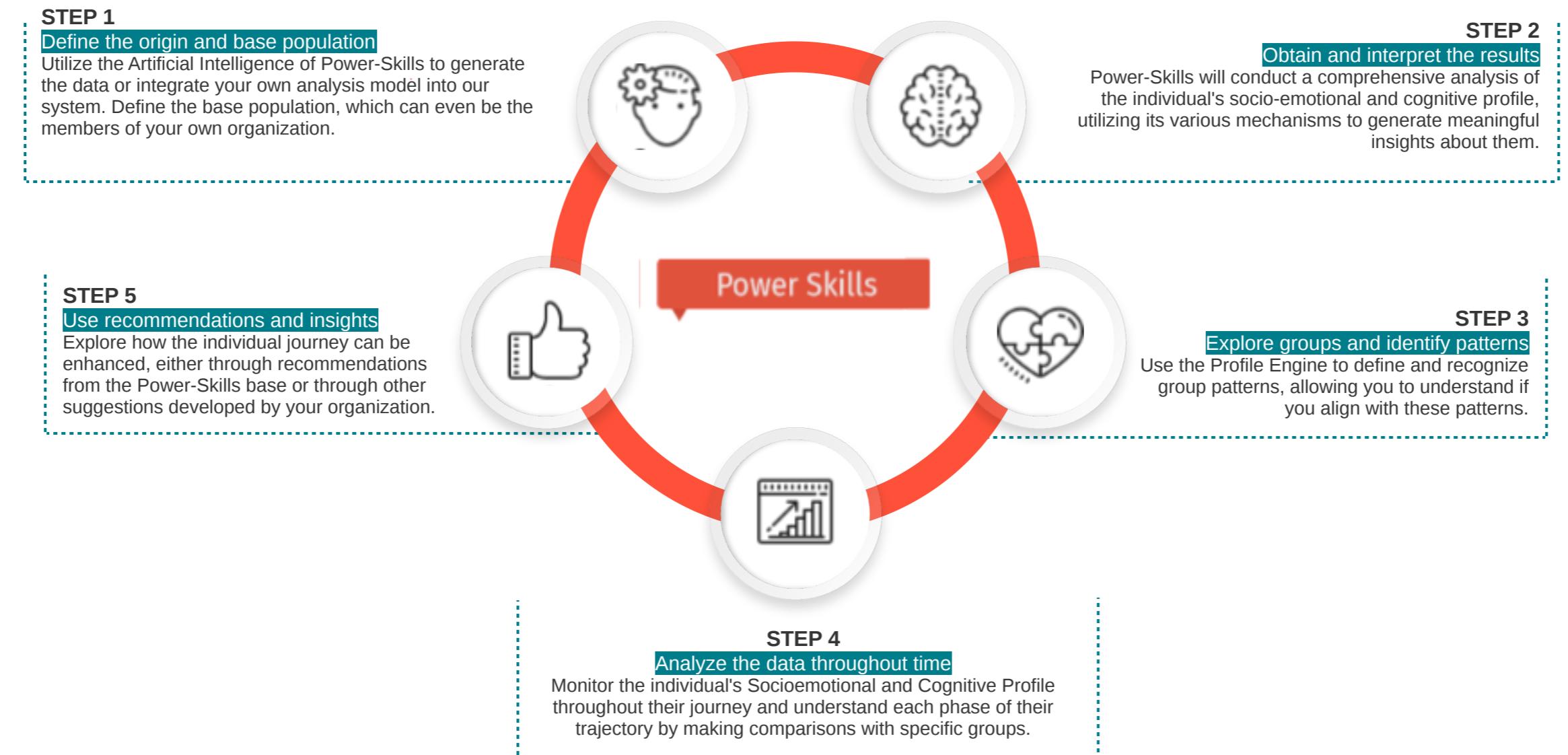


POWER-SKILLS

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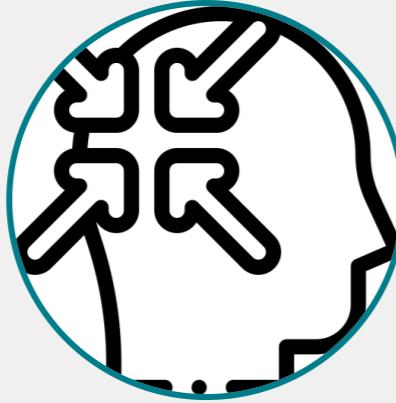
Understand Power-Skills in 5 steps

The Power-Skills is extremely easy to use! Through psycholinguistics, which encompasses both text and audio, it employs Artificial Intelligence to extract your socio-emotional profile. Moreover, it offers the opportunity to create personas or groups to compare your relationships. Here's how it works:



Power-Skills Typology

The Power-Skills typology is a model developed by NeuroQuest AI in collaboration with personality psychologists, comprising five distinct profiles.



Predominant typology:

Creative

Characteristics: A person who has the ability to think in an original way and produce innovative ideas or solutions. This person is imaginative, flexible, and open to new perspectives. They are able to find connections between seemingly unrelated concepts and think outside the box to solve problems. They often have an inclination for experimentation and exploration, constantly seeking new ways to express their unique ideas and visions.

88%



Visionary

A person who has a clear and inspiring vision of the future. This person is able to imagine and articulate a better future or an ambitious goal they wish to achieve. They are motivated by this vision and work tirelessly to turn it into reality, inspiring and mobilizing others along the way. The visionary is innovative, bold, and always seeking ways to advance their vision, even in the face of challenges or obstacles.

81%



Adventurous

Someone who constantly seeks new experiences and challenges, is energetic, courageous, and is always open to exploring the unknown. This person has a thirst for adventure and excitement, often seeking activities involving calculated risks, such as traveling to exotic destinations, extreme sports, or other ways to experience adrenaline. This personality is characterized by their willingness to explore the world.

73%



Strategist

A person who has an innate ability to plan and anticipate future scenarios. This person is insightful and capable of evaluating different options and consequences, making decisions that take into account long-term goals and possible ramifications. A strategist is skilled at identifying opportunities and threats, and at aligning resources and efforts to maximize success in a competitive or challenging environment.

58%



Pragmatic

A realistic and practical person, who prefers to approach situations in a simple, direct, and efficient manner, prioritizing concrete and viable solutions. The pragmatic person tends to value efficiency and effectiveness in their actions, seeking tangible and applicable results within their context. In summary, they prioritize functionality and practical utility in their decisions and actions.

39%

World Economic Forum - Skills (WEF-2023)

The World Economic Forum (WEF) highlights 10 key skills for professionals of the future in its report titled "The Future of Jobs". These skills can be sculpted using the Power-Skills approach and theories such as the Big Five.



Analytical Thinking

A person with the ability to examine information, break down complex problems into smaller components, and comprehend the relationships between these components plays a crucial role in problem-solving and decision-making. This individual is adept at identifying patterns, trends, and underlying causes within data or situations. This analytical approach not only enhances their problem-solving skills but also contributes to informed decision-making.

42%



Creative Thinking

A creative individual possesses the remarkable ability to generate original and imaginative ideas, a skill that is indispensable for problem-solving and fostering innovation. Characteristics such as fluency in generating ideas, flexibility in adapting to different perspectives, originality in producing unique solutions, and elaboration in developing intricate concepts are commonly found in creative individuals. It fuels innovation, drives progress.

65%



Resilience, Flexibility, and Agility

Resilience, flexibility, and agility are fundamental attributes for effectively navigating challenges and adapting to changes. Resilience involves not only bouncing back from adversity but also using challenges as opportunities for growth and development. Flexibility is the capacity to adjust and adapt to various situations and diverse environments.

71%



Motivation and Self-Awareness

Motivation is the internal drive that guides an individual's behavior toward specific goals, while self-awareness involves knowledge about oneself, including emotions, values, skills, and limitations. Both are fundamental for personal and professional development, enabling decision-making aligned with individual goals and values.

28%



Curiosity and Lifelong Learning

Curiosity, defined as the innate drive to learn and explore, inspires individuals to delve into new ideas and experiences. Lifelong learning, on the other hand, involves the ongoing pursuit of knowledge and skills throughout one's lifetime, fostering continuous personal and professional growth. Together, these qualities cultivate an open-minded and adaptable mindset.

83%



Technical Literacy

Technical literacy encompasses the crucial ability to comprehend and effectively apply specialized concepts within areas such as technology, science, and engineering. This proficiency extends to understanding and proficiently utilizing the terminology, tools, and techniques that are pertinent to a specific field or domain. This skill is paramount for achieving success in one's professional endeavors.

58%



Dependability and Attention to Detail

Reliability is the indispensable ability to maintain consistency and trustworthiness in every situation, establishing a solid foundation for dependability. Attention to detail, on the other hand, involves the skill of meticulously paying attention and ensuring precision in all tasks, thereby minimizing errors and enhancing quality. They inspire confidence.

31%



Empathy and Active Listening

Empathy is the profound ability to not only understand but also share the feelings and perspectives of other people, fostering deeper connections and mutual understanding. Active listening, on the other hand, involves listening attentively and empathetically, demonstrating genuine interest in the speaker's point of view and promoting open communication. Both are fundamental skills for building meaningful and effective relationships.

50%



Leadership and Social Influence

Leadership is the ability to inspire and motivate others toward a common goal. Social influence is the capacity to affect the opinions, behaviors, and decisions of other people. Both are important for achieving positive changes and inspiring action in groups and communities. Effective leaders use their social influence to create impact and foster the growth of their teams.

69%



Quality Control

Quality control is a fundamental process that ensures products or services align with established standards and requirements. It encompasses the implementation of meticulous measures and procedures aimed at identifying and rectifying issues or defects that may arise during the production or delivery phases. This rigorous practice plays a pivotal role in guaranteeing customer satisfaction and safeguarding the reputation of the company.

44%

CHARACTERISTICS OF THE BIG FIVE

The BIG Five, also referred to by the acronym OCEAN, describes the five main personality traits of an individual. Each major dimension unfolds into six facets or subdomains, totaling 35 comprehensive personality traits.

HOW TO INTERPRET YOUR BIG FIVE ASSESSMENT

In this section, you will have access to the definitions of each of the five major traits of the BIG Five, as well as each of the related facets. Each section will include a tab positioned just above the definition, indicating how you behave in relation to each trait, following the legend below.

VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

1

OPENNESS TO EXPERIENCE

It refers to a person's willingness to experience new ideas, values, activities, and emotions. Individuals who are more open are often creative, curious, and receptive to new experiences, while those who are less open may prefer routine and familiarity.

VERY HIGH

Imagination: Active mental life, creative, and with a strong imagination. For these individuals, the real world is very common, normal, and routine. Therefore, they are always creating ways to fantasize about a more interesting and fabulous world. Those who do not score high in fantasy are more fact-oriented than imaginative.

VERY HIGH

Artistic Interests: High appreciation for art and beauty, interest in poetry, art, and music. These individuals typically develop artistic skills and have sensitivity to natural events and aesthetics. On the other hand, those who score low have little or no aesthetic sensitivity and interest in art.

HIGH

Emotionality: Receptive and aware of their own feelings and emotions, individuals in this category demonstrate a heightened sensitivity towards their internal states. They experience strong emotions that resonate deeply within them, and as a result, they are inclined to express these feelings openly and authentically. On the other hand, individuals with lower emotional intensity may not exhibit the same level of outward emotional expression, often preferring to internalize their feelings rather than sharing them openly with others.

AVERAGE

Adventurousness: Willing to explore new places, try new foods, and engage in new activities. Adventurous individuals are always seeking the unknown, enjoy exploring new places, and dislike routine. They are the ones who like to change their route home every day. In contrast, those who score low on adventure feel uncomfortable with changes and prefer familiar routines.

VERY HIGH

Intellect: Curious and full of ideas. Interested in philosophical arguments. People who are open to the new and unusual, enjoy debating intellectual issues, deciphering puzzles, and challenging their minds. They typically excel in quick reasoning and logic. On the other hand, those with low scores prefer dealing with people rather than ideas. They consider intellectual exercises a waste of time.

HIGH

Liberalism: Likes to explore and evaluate their own social, political, and religious values. Psychological liberalism refers to an openness to challenge authority, the conventional, and traditional norms. They show aversion towards rules, frequently question what is imposed upon them, and appreciate social revolutions. They are indifferent to stability and security, are discontented, and conflict with tradition. On the other hand, psychological conservatives prefer security and stability. They feel comfortable with the traditional and usually do not venture out of their comfort zone.

AVERAGE

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VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

2

CONSCIENTIOUSNESS

It refers to the degree of organization, responsibility, and diligence of a person. Conscientious individuals are typically organized, reliable, and goal-oriented, while those with low conscientiousness may be more relaxed and less goal-focused.

LOW

Self-Efficacy: Individuals who score high typically have confidence in their abilities. They feel capable, believe they have the intelligence (common sense) and self-control necessary to achieve success, and deal calmly with life's challenges and difficulties. People with low scores do not feel effective and may feel lost, as if they are not in control of their lives.

AVERAGE

Orderliness: High scores indicate clarity and a methodical approach to tasks. These individuals enjoy living according to routines and schedules, often create lists, and engage in planning. Organization is their middle name. People with low scores tend to be disorganized and scattered.

LOW

Dutifulness: Conscientious individuals are often very dogmatic in their values. They value duty and obligation and have a strong sense of morality. People with low scores may consider rules, contracts, and regulations as excessive and may be seen as untrustworthy or even irresponsible.

AVERAGE

Achievement-Striving: They are willing to work hard and are motivated by goals (they strive for excellence). They enjoy feeling recognized and have clear goals in life. Sometimes, the pursuit of perfection makes them 'workaholics', obsessed with work. People who score low in this competence feel fulfilled when they complete a task with the least amount of work/effort, which may be seen as lazy.

AVERAGE

Self-Discipline: High capacity to stay on task and limit distractions. They persist even in difficult tasks or those they don't enjoy. They don't procrastinate to start and finish tasks and are extremely focused when they begin an activity. Those with low self-discipline procrastinate and have more difficulty 'keeping up'. They often fail to complete tasks, even those they really want to finish.

AVERAGE

Cautiousness: They tend to carefully reflect on decisions before acting. They consider the possibilities and consequences of actions before making a decision. On the other hand, those who score low often say/do the first thing that comes to mind without thinking much about the consequences of their words and actions.

LOW

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VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

3

EXTRAVERSION

It describes the level of sociability, energy, and assertiveness of a person in social interactions. Extroverted individuals tend to be more talkative, sociable, and seek stimulation, while introverts are more reserved and prefer quieter environments.

VERY HIGH

Friendliness: Friendly individuals who make friends quickly and with ease. Those who score low on friendliness are not necessarily cold and hostile; they are just less communicative, more distant, and reserved.

LOW

Gregariousness: Preference for the company of others and avoids being alone. They feel comfortable in crowds and gatherings. On the other hand, those who score low tend to feel tense in large crowds and therefore avoid crowds. They are not antisocial or unfriendly; they simply feel a greater need for privacy and time for themselves than people who score high.

HIGH

Assertiveness: They enjoy taking charge and directing the activities of others. They tend to assume leadership roles and dominate social situations. On the other hand, people with low scores tend to be quieter and don't mind when others take charge of activities in groups.

VERY HIGH

Activity Level: People with a fast-paced lifestyle and a propensity to be active. They enjoy being on the move and are usually involved in many activities at once. People who score low follow a slower and more relaxed pace.

HIGH

Excitement Seeking: Cheerful and stimulated. They prefer noise and easily get bored, love bright lights and movement. They are more likely to take risks and experience strong emotions. Those with low scores dislike noise and chaos, and avoid experiences with strong emotions.

VERY HIGH

Cheerfulness: High-spirited individuals, with a good sense of humor, handle situations with positive emotions like happiness, enthusiasm, and joy. Those who score low don't have such an energetic and high-spirited temperament.

HIGH

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VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

4

AGREEABLENESS

It refers to a person's willingness to cooperate and harmonize in social interactions. Kind individuals are often compassionate, empathetic, and cooperative, while those with low agreeableness may be more critical and competitive.

LOW

Trust: Those who score high in trust usually believe that most people are fair, honest, and well-intentioned by nature. People with low scores are distrustful, seeing others as selfish, dishonest, and dangerous.

VERY LOW

Morality: People who base themselves on ethics and justice, sincere and straightforward individuals. This group finds it easy to deal with others and usually dislikes manipulations in relationships. Low scores characterize people who believe that social relationships often lead to disappointments.

AVERAGE

Altruism: They feel rewarded by helping others as a form of self-fulfillment, strongly driven by compassion and dedicated to promoting the well-being of others. They are extremely generous and willing to help those in need. Low scores for altruism indicate people who don't feel comfortable helping the needy. Helping feels more like an obligation to them than a rewarding action.

AVERAGE

Cooperation: Individuals who dislike conflicts/aggressiveness. They prefer to compromise or deny their own needs if it results in harmony among others. On the other hand, those who score low are more likely to intimidate others to get what they want.

LOW

Modesty: People who talk about their own accomplishments with humility. They don't like to be seen as superior or better than others. In some cases, this attitude can lead to low self-confidence/self-esteem. Those who score low consider themselves superior and may be seen as arrogant by others.

LOW

Sympathy: High score indicates the ability to empathize with others, feeling their pain with compassion and caring about others. Human suffering deeply affects them. Those who score low in this competency are not affected much by human suffering. They believe in meritocracy and that judgments are based on reason. They are more concerned with truth and impartial justice than with mercy/pity.

AVERAGE

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VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

5

NEUROTICISM

Describes a person's level of emotional stability and propensity to experience negative emotions. Individuals with low neuroticism tend to be emotionally stable, calm, and secure, while those with high neuroticism may be more prone to anxiety, worry, and emotional instability.

AVERAGE

Anxiety: The type of person who is always 'on edge'. They feel anxious and that something dangerous is about to happen. They are more likely to feel fear and tension in common situations. People with low scores for anxiety generally do not experience fear; they are calm and relaxed.

AVERAGE

Anger: People with high scores in this category get frustrated when things don't go their way and tend to feel bitterness and anger. They like to be treated fairly and feel wronged when deceived. People with low scores rarely get angry.

AVERAGE

Depression: High scores identify people who have difficulty initiating activities and a greater tendency to experience depressive symptoms, such as loss of energy, difficulty concentrating, and sleep problems. On the other hand, people with low scores tend not to experience these depressive feelings.

AVERAGE

Self-Consciousness: Individuals who are self-conscious are concerned about others' opinions, which can lead to shyness, discomfort, and shame. Their fears of criticism and ridicule are exaggerated, leading to a self-fulfilling prophecy. On the other hand, less self-conscious people do not feel constantly observed or judged, and are generally at ease in social situations.

LOW

Immoderation: Individuals who are high in impulsiveness experience strong desires and impulses that they have difficulty resisting. They tend to be oriented towards short-term pleasures and rewards rather than long-term consequences. Those with low scores do not experience strong and irresistible desires, and therefore, they are not tempted to overindulge.

AVERAGE

Vulnerability: Individuals with high scores in vulnerability experience panic, confusion, and helplessness when under pressure or stress. Those with low scores feel more balanced, confident, and clear-minded when under stress.

AVERAGE

CHARACTERISTICS OF OECD SOCIO-EMOTIONAL

The socio-emotional competencies constitute a framework developed by researchers from the OECD. Essential for regulating thoughts, emotions, and behaviors, these skills have a positive impact on lifelong personal and social outcomes.

HOW TO INTERPRET YOUR OECD ASSESSMENT

In this section, you will have access to the socio-emotional competencies of the OECD framework, covering a total of 5 competencies. Each section will include a tab, positioned just above the definition, indicating how you behave in relation to each characteristic, following the legend below.

VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

Task Performance: This skill encompasses the ability to effectively and efficiently perform designated activities, involving the application of specific competencies, resource management, and the successful achievement of pre-established goals or objectives.

AVERAGE

Emotional Regulation: It refers to the ability to manage and regulate emotions consciously, promoting a balanced response in various situations. The lower the score in this competency, the more emotionally stable the individual is.

AVERAGE

Collaboration: It is the practice of working harmoniously with other individuals or groups, aiming to achieve common goals through sharing ideas, skills, and coordinated efforts.

LOW

Open-Mindedness: The ability involves a receptive disposition to new ideas, perspectives, and continuous learning, promoting flexibility, adaptability, and a positive approach to challenges and changes.

HIGH

Engagement with others: It refers to active participation, positive interaction, and effective collaboration with people around you, promoting healthy relationships, open communication, and building meaningful connections.

HIGH

VOCATIONAL INTERESTS (ORVIS)

The Oregon Vocational Interest Scales (ORVIS) is a vocational interest scale developed by the University of Oregon. It measures a person's vocational interests across eight dimensions.

HOW TO INTERPRET YOUR VOCATIONAL ASSESSMENT

In this section, you will have access to the vocational dimensions of ORVIS, covering a total of 8 dimensions. Each section will include a tab, positioned just above the definition, indicating how you behave in relation to each characteristic, following the legend below.

VERY LOW

LOW

AVERAGE

HIGH

VERY HIGH

Leadership: Interest in motivating and inspiring others, taking initiative, and being responsible for a group. Careers in management, administration, training, and business leadership may be of interest to you.

HIGH

Organization: Interest in planning, managing, and organizing processes and systems efficiently. Careers in areas such as logistics, financial planning, research and development, or event organization may be good options for you.

LOW

Altruism: Interest in helping others, being empathetic, and contributing to social good. Careers in areas such as social work, education, psychology, healthcare, or volunteer work can be rewarding for you.

LOW

Creativity: Interest in generating new, innovative, and original ideas. Careers related to arts, design, marketing, advertising, or creative fields may be suitable for you.

HIGH

Analysis: Interest in investigating, solving problems, and using logic and data to reach conclusions. Careers related to data science, economics, research, engineering, or analytical fields may be suitable for you.

HIGH

Adventure: Interest in activities that involve risk, challenge, and excitement. Careers in sports, tourism, construction, mechanics, or outdoor activities may be stimulating for you.

VERY HIGH

Production: Interest in working with hands, creating things, or performing physical tasks. Careers related to craftsmen, fashion designers, carpenters, jewelers.

AVERAGE

Erudition: Interest in learning, acquiring knowledge, and exploring complex ideas. Careers in academia, research, journalism, critical analysis, or teaching.

HIGH

SOCIAL-EMOTIONAL RECOMMENDATIONS

A social-emotional assessment of Power-Skills is grounded in psycholinguistics techniques and utilizes Persona-Predict as its primary source. Psycholinguistics is a science that studies the connections between language and the mind, analyzing processes related to the use of oral, written, or gestural language. It also investigates the factors that influence decoding and the psychological structures that allow us to understand expressions, words, and texts, seeking to understand what happens in the human mind when a person speaks, sees, or hears another person.

The Power-Skills conducted the social-emotional assessment of the individual, and based on the results obtained, we offer a set of recommendations that can assist in personal development in each of the aspects analyzed:

- **Foster Imagination:** Engage in creative and stimulating activities that involve imagination, such as art, creative writing, or imagination games.
- **Explore Art and Culture:** Participate in artistic and cultural events to nurture your artistic interests.
- **Express Emotions:** Find healthy ways to express your emotions, such as through art, music, or intimate conversations with close friends.
- **Seek New Experiences:** Try out exciting activities and adventures to fuel your adventurous side.
- **Stimulate Intellect:** Engage in intellectually challenging activities, such as reading complex books, debates, or learning new skills.
- **Explore Ideas and Philosophy:** Dedicate time to exploring philosophical ideas and debating intellectual questions that pique your interest.
- **Develop Self-Efficacy:** Set realistic goals and work to develop your self-efficacy, believing in your ability to achieve what you desire.
- **Cultivate an Organized Environment:** Organize your workspace and life to promote efficiency and reduce stress caused by disorder.
- **Set Goals and Strive for Achievements:** Establish challenging goals and work with determination to achieve them, valuing your accomplishments along the way.
- **Practice Self-Discipline:** Develop habits of self-discipline to maintain focus and consistency in your daily activities.
- **Be Assertive:** Don't be afraid to express your opinions and take initiative in situations that require assertiveness.
- **Socialize and Be Sociable:** Take advantage of opportunities to socialize and interact with others, exploring your sociability.
- **Seek Dynamic Activities:** Engage in dynamic and stimulating activities that match your energy level and quest for strong emotions.
- **Explore Novelties:** Be open to new experiences and challenges that stimulate your curiosity and enthusiasm.
- **Build Confidence:** Work on building confidence in yourself, recognizing your abilities and accomplishments.
- **Cultivate Empathy and Understanding:** Practice empathy and understanding in your social interactions, valuing others' feelings and perspectives.
- **Promote Cooperation:** Seek opportunities for collaboration and cooperation in projects that value teamwork.
- **Balance Assertiveness and Sensitivity:** Find a healthy balance between being assertive when necessary and demonstrating sensitivity to others' needs and feelings.
- **Manage Negative Emotions:** Develop strategies to deal with negative emotions, such as stress, anger, or anxiety, in a constructive manner.
- **Cultivate Authenticity:** Value your authenticity and individuality, being true to yourself and following your personal values and interests.

NOTES

The information and conclusions drawn from the use of this platform are purely opinion-based and therefore provided "as is" without any warranty of any kind, whether express or implied. Therefore, the user is solely responsible for evaluating the information, content, and conclusions, including their suitability for purposes, reliability, and commercial utilization. Any responsibilities, whether contractual, non-contractual, subjective, or objective, are expressly excluded, as well as any direct, indirect, incidental, consequential, punitive, or special damages arising from accessing, using, and especially utilizing, for any purpose, the information and conclusions drawn by the application, which, it should be reiterated, are purely suggestive and opinion-based.

IMPORTANT OBSERVATIONS

1. Keep in mind that 'very low,' 'low,' 'medium,' 'high,' and 'very high' scores are not inherently good or bad. A specific level in any trait is likely to be neutral or irrelevant for many activities, helpful for accomplishing some things, and detrimental for accomplishing others.
2. The scoring is categorized as follows: less than or equal to 10 as 'very low', from 11 to 30 as 'low', from 31 to 60 as 'medium', from 61 to 80 as 'high', and above 80 as 'very high'.
3. In each set of subdomain scales, it is somewhat uncommon but certainly possible to have a high score in some of the subdomains and low scores in others. In these cases, more attention should be paid to the subdomain scores than to the overall domain score.
4. Questions about the accuracy of your results are best resolved by showing your report to people who know you well.
5. The input data, either text or audio, was provided to us by the user through the Persona-Predict or Power-Skills API. It is important to emphasize that this application is not responsible and does not provide guarantees regarding the accuracy and truthfulness of the input texts used in the personality, vocational, and socioemotional assessments.
6. The input data based on audio is converted into texts, and the audio quality impacts text extraction.
7. Our work does not constitute a psychological assessment according to the standards, as such an assessment could only be confirmed in the presence of an appropriate professional, which is the responsibility of the contracting party. Therefore, we are not expressing any opinion about the results and information described in the assessment.
8. The results of this assessment were obtained by comparing them with a specific sample and can only be considered within the context of this sample.
9. The data used for analysis was obtained through the Persona-Predict API and presented in percentile format. It is important to note that the data was not normalized, and it was exclusively compared to the specifically indicated group, so it should not be used for general comparisons.
10. The result of each characteristic is expressed in percentiles and can only be analyzed in this way.
11. The personality measurement scales used by the Persona-Predict API follow the standard of the International Personality Item Pool (IPIP).
12. In the other scales, the Minkowski distance between the individual's performance in each characteristic and the desired performance can be adjusted with a parameter (P) in the Profile Calibration table. The smaller the distance, the better the performance.
13. The Persona-Predict model was trained using Neural Networks, a technology composed of interconnected artificial neurons. These networks have the ability to learn intricate patterns and perform complex tasks such as pattern recognition, data classification, and predictions to assist in decision-making.
14. The study of socio-emotional competencies composition was developed by a psychologist specialized in personality theories.
15. We do not use third-party data to train our models. Instead, we employ our own classification algorithms to categorize texts.
16. User's tools undergo continuous improvement and refinement. They emphasize that the results should not be considered absolute truths but are based on a robust scientific and technical foundation, anchored in universal constructs for the analysis of human behavior, including the Big Five, ORVIS, and other theories mentioned in this assessment.