OUTSMARTING TERMS

it was _.scroll._btw who made this so give me credit and if you have other definitions pls make a comment 🙏

this doc aims to define categories throughout FSIQ,FSEQ,FSSQ,G FACTOR,RSG/THK,MANIP/DECEP,STRAT/PLANNING & MISCELLANEOUS

FSIQ

note: my source for iq categories is this

note #2: in order to speedread, high proficiency in ability to absorb material (in order to read) & vial motor speed (in order to integrate eyes to read) & psychomotor (in order for precision in reading) are required

in order to have high proficiency in ability to absorb material quickly & visual motor speed & psychomotor, high psi would be required

here's the source

so by necessity in order to speedread, high psi is required

the interior of psi(the subtests specifically) might be nonverbal but the exterior of psi (benefits of high psi) aren't necessarily need for nonverbal purposes

also people with psi deficits read slower

here is the source

^if i take the contrapositive of that credible statement, i can infer logically that

“people who read fast usually have psi surfeits”

vci:

- similarities: verbal reasoning in order to find underlying relationships between concepts (e.g., "in what way are an apple and a pear alike?")

- vocabulary: the extent one has learned, able to comprehend and verbally express vocabulary (e.g., "what is a guitar?")

- information : degree of general information acquired from culture (e.g., "who is the president of russia?")

- comprehension: capacity to interpret social conventions, rules and expressions (e.g., "what does *kill 2 birds with 1 stone* metaphorically mean?")

- verbal reasoning: inferring, concluding & understanding details using concepts framed in words

vsi:

- blueprinting

- forming spatial relations between objects

psi

- completing mental tasks in a short period of time

- attending to visual material efficiently

- identifying visual info in a short period of time

- speed reading

wmi:

- vmi: retaining, registering & encoding visual/spatial info & manipulating info in conscious awareness

- auditory wmi: attending to info presented verbally, manipulating info in conscious awareness & formulating a response

- arithmetic wmi: taking in, retaining info in conscious awareness & performing a mental operation on that info

fri:

- recognising underlying relationship/ patterns among elements

- applying logic to solve novel situations

qri:

- recognising underlying relationship/ patterns among elements

- using mathematical skills to solve situations

nvi:

- solving problems presented visually/spatially and nonverbally

gai:

- solving problems involving fri/vci/vsi

cpi:

- solving problems involving psi & a memory index

tri:

- reading and understanding written text efficiently

pri:

- taking in visual/spatial/auditory info, organising it, interpreting it, and using it to solve problems

FSEQ

note: in case you didn't know

- **emotional management = eqm**
- **emotional perception = eqp**
- **emotional understanding = equ**
- **emotional engagement & facilitating thoughts with emotions = eqe**

4. Managing Emotions	• Effectively manage other's emotions to achieve a desired outcome[b] • Effectively manage one's own emotions to achieve a desired outcome[b] • Evaluate strategies to maintain, reduce or intensify an emotional response[b] • Monitor emotional reactions to determine their reasonableness • Engage with emotions if they are helpful; disengage if not • Stay open to pleasant and unpleasant feelings, as needed, and to the information they convey
3. Understanding Emotions	• Recognize cultural differences in the evaluation of emotions[c] • Understand how a person might feel in the future or under certain conditions (affective forecasting)[c] • Recognize likely transitions among emotions such as from anger to satisfaction • Understand complex and mixed emotions • Differentiate between moods and emotions[c] • Appraise the situations that are likely to elicit emotions[c] • Determine the antecedents, meanings, and consequences of emotions • Label emotions and recognize relations among them
2. Facilitating Thought Using Emotion[d]	• Select problems based on how one's ongoing emotional state might facilitate cognition • Leverage mood swings to generate different cognitive perspectives • Prioritize thinking by directing attention according to present feeling • Generate emotions as a means to relate to experiences of another person[c] • Generate emotions as an aid to judgment and memory
1. Perceiving Emotion	• Identify deceptive or dishonest emotional expressions[b] • Discriminate accurate vs inaccurate emotional expressions[b] • Understand how emotions are displayed depending on context and culture[c] • Express emotions accurately when desired • Perceive emotional content in the environment, visual arts, and music[b] • Perceive emotions in other people through their vocal cues, facial expression, language, and behavior[b] • Identify emotions in one's own physical states, feelings, and thoughts

equ:

- understanding complex & mixed feelings, sensations, reactions & behaviours
- discriminating moods & emotions
- assessing situations that evokes feelings, sensations, reactions & behaviours
- determining antecedents of feelings, sensations, reactions & behaviours & consequences of feelings, sensations, reactions & behaviours

- labelling feelings, sensations, reactions & behaviours

- understanding an individual's feelings, sensations, reactions & behaviours in situations/ the future (affective forecasting)

- recognising a community through understanding their feelings, sensations, reactions & behaviours

eqp:

- identify feelings, sensations, reactions & behaviours in oneself and others

- recognizing emotions through facial expressions, body language, vocal cues, and other non-verbal cues

- recognising the emotional states of individuals based on their behaviour and context

- expressing feelings, sensations, reactions & behaviours accurately when required

- identifying dishonest/deceptive feelings, sensations, reactions & behaviours

- recognising feelings, sensations, reactions & behaviour through music, environment & visual arts

eqe:

- generating feelings, sensations, reactions & behaviours to relate with another's
- generating feelings, sensations, reactions & behaviours to aid judgement & memory
- participating with one's helpful feelings, sensations, reactions & behaviours
- prioritising reasoning/thinking by attending feelings, sensations, reactions & behaviours
- selecting activities based on how one's emotional state facilitates judgement
- staying open to feelings, sensations, reactions & behaviours and the info they convey
- generating ideas, concepts or memories based on their emotional content

eqm:

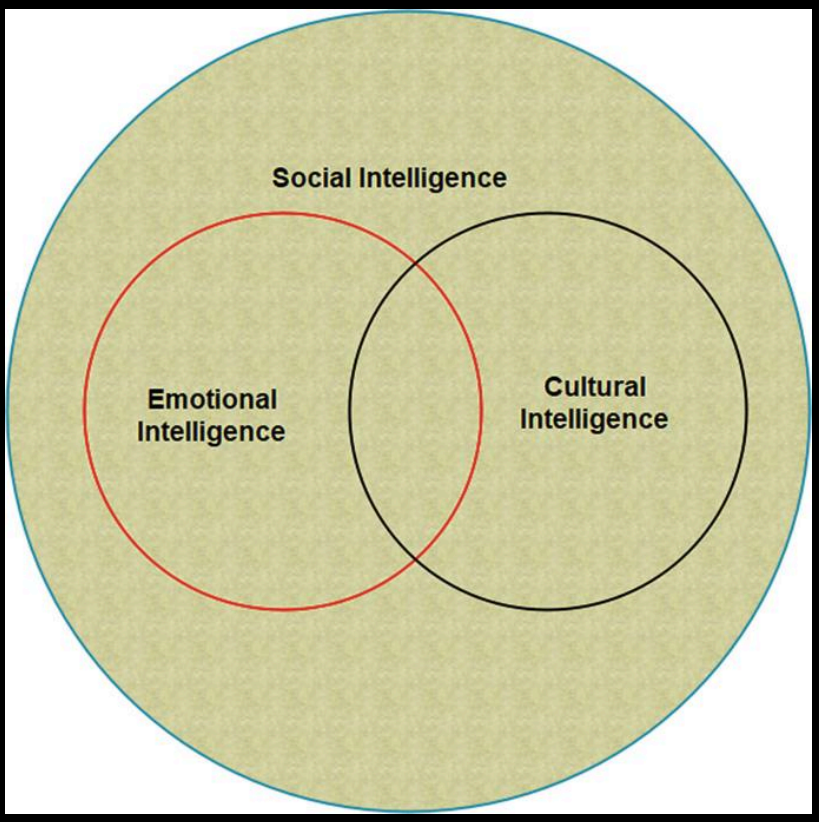
- taking actions to intensify/reduce/maintain feelings, sensations, reactions & behaviours
- managing oneself and others feelings, sensations, reactions & behaviours to achieve desirable outcomes

- monitoring emotional responses and determining their reasonableness

- participating with one's helpful feelings, sensations, reactions & behaviours

FSSQ

requires good fseq and cultural intelligence



relevance to human interaction: mental (metacognition and cognition), motivational, and behavioral. For additional information on the conceptualization of CQ, see Chapter 1 in this volume and Ang, Van Dyne, Koh, Ng, Templer, Tay, and Chandrasekar (2007).

Metacognitive CQ

Metacognitive CQ is an individual's cultural consciousness and awareness during interactions with those from different cultural backgrounds. The metacognitive factor of CQ is a critical component for at least three reasons. First, it promotes active thinking about people and situations when cultural backgrounds differ. Second, it triggers critical thinking about habits, assumptions, and culturally bound thinking. Third, it allows individuals to evaluate and revise their mental maps, consequently increasing the accuracy of their understanding.

Cognitive CQ

Cognitive CQ is an individual's cultural knowledge of norms, practices, and conventions in different cultural settings. Given the wide variety of cultures in the contemporary world, cognitive CQ indicates knowledge of cultural universals as well as knowledge of cultural differences. The cognitive factor of CQ is a critical component because knowledge about cultural similarities and differences is the foundation of decision making and performance in cross-cultural situations.

Motivational CQ

Motivational CQ is an individual's capability to direct attention and energy toward cultural differences. Using the expectancy-value framework of motivation, we conceptualize motivational CQ as a special form of self-efficacy and intrinsic motivation in cross-cultural situations. Self-efficacy and intrinsic motivation play an important role in CQ because successful intercultural interaction requires a basic sense of confidence and interest in novel settings.

Behavioral CQ

Behavioral CQ is an individual's capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultural backgrounds. Behavioral CQ is based on having and using a broad repertoire or range of behaviors. Behavioral CQ is a critical component of CQ because behavior is often the most visible characteristic of social interactions. In addition, nonverbal behaviors are especially critical because they function as a "silent language" that conveys meaning in subtle and covert ways (Hall, 1959).

is equalivent to interpersonal intelligence

The original definition of social intelligence (by Edward Thorndike in 1920) is "the ability to understand and manage men and women and boys and girls, to act wisely in human relations".[2] It is thus equivalent to interpersonal intelligence, one of the types of intelligence identified in Howard Gardner's theory of multiple intelligences, and closely related to theory of mind.[*citation needed*]

AA m.wikipedia.org

social skills:

- effective interaction with others
- faring with others well
- good interpersonal intelligence
- adjusting actions in relation to others' actions
- teaching and helping others learn how to do something
- having discussions aimed at reaching an agreement
- persuading someone

social awareness:

- understanding and relating to others
- understand other’s emotions and needs and recognizing how people act in different situations
- understanding complex & mixed feelings, sensations, reactions & behaviours
- discriminating moods & emotions

- assessing situations that evokes feelings, sensations, reactions & behaviours
- determining antecedents of feelings, sensations, reactions & behaviours & consequences of feelings, sensations, reactions & behaviours
- labelling feelings, sensations, reactions & behaviours
- understanding an individual's feelings, sensations, reactions & behaviours in situations/ the future (affective forecasting)
- recognising a community through understanding their feelings, sensations, reactions & behaviours
- identify feelings, sensations, reactions & behaviours in oneself and others
- recognizing emotions through facial expressions, body language, vocal cues, and other non-verbal cues
- recognising the emotional states of individuals based on their behaviour and context
- expressing feelings, sensations, reactions & behaviours accurately when required
- identifying dishonest/deceptive feelings, sensations, reactions & behaviours

- recognising feelings, sensations, reactions & behaviour through music, environment & visual arts

- generating feelings, sensations, reactions & behaviours to relate with another

- generating feelings, sensations, reactions & behaviours to aid judgement & memory

- participating with one's helpful feelings, sensations, reactions & behaviours

- prioritising reasoning/thinking by attending feelings, sensations, reactions & behaviours

- selecting activities based on how one's emotional state facilitates judgement

- staying open to feelings, sensations, reactions & behaviours and the info they convey

- taking actions to intensify/reduce/maintain feelings, sensations, reactions & behaviours

- managing oneself and others feelings, sensations, reactions & behaviours to achieve desirable outcomes

- monitoring emotional responses and determining their reasonableness

- participating with one's helpful feelings, sensations, reactions & behaviours

- effective interaction with others
- faring with others well
- understanding and relating to others
- understand other's emotions and needs and recognizing how people act in different situations
- building & maintaining positive relationships with others
- creating beneficial connections with others

self regulation:

- managing oneself thoughts, emotions, behaviours and impulses in different situations to achieve desired goals
- responding appropriately to various challenges

self management:

- managing behaviours, thoughts and emotions to optimise productivity, success, personal growth, personal control,discipline,setting and achieving goals, making responsible decisions, prioritising tasks, time management, and self-discipline

relationship management/ social adaptability:

- building & maintaining positive relationships with others
- creating beneficial connections with others
- negotiating with others
- dealing with conflict effectively
- building networks with groups
- managing interactions with others

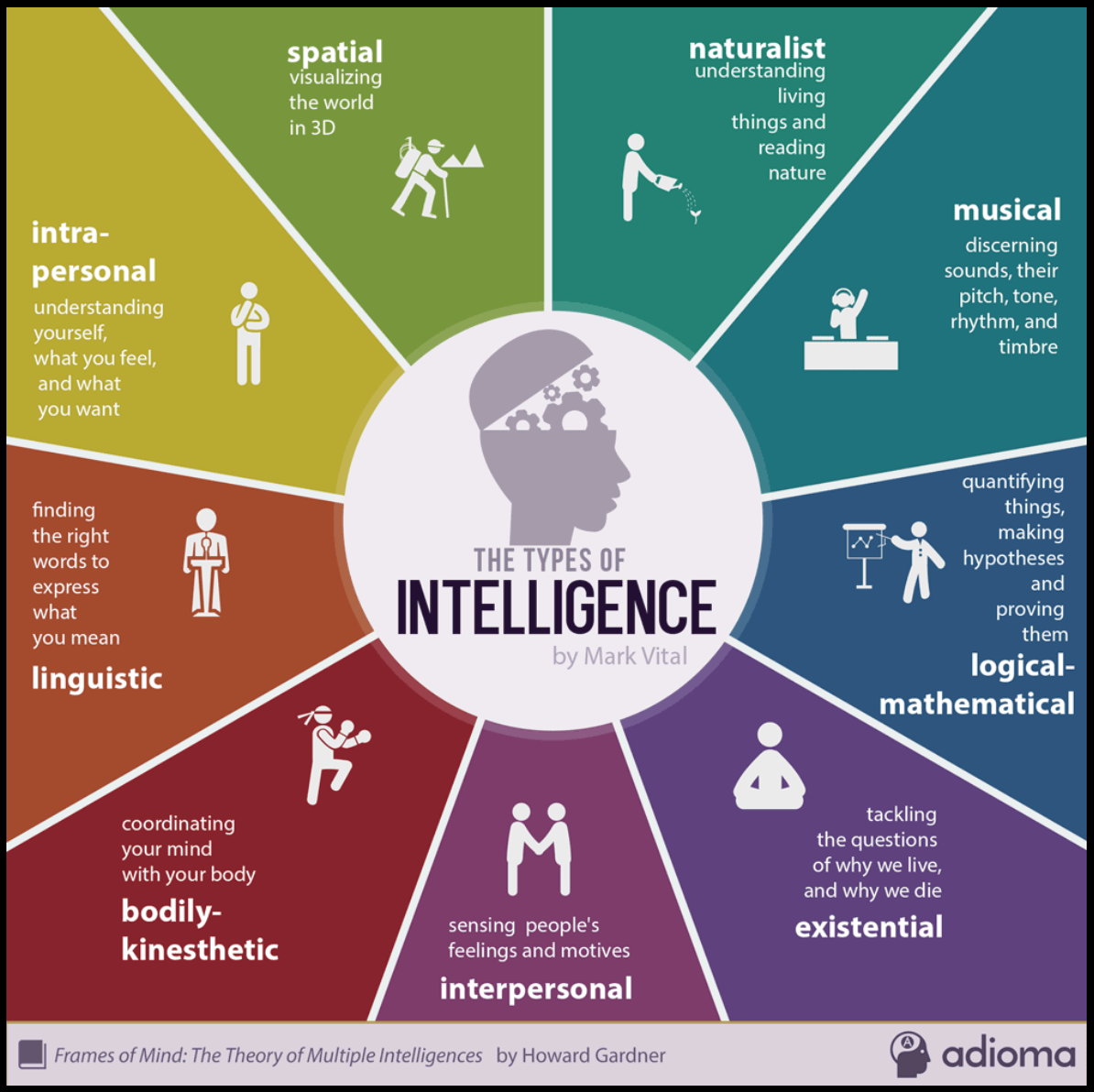
cultural intelligence:

- adapting as interaction is made with others of different races, genders, opinions, backgrounds, ages, religions, sexual orientations, political beliefs, socioeconomic statuses & (dis)abilities etc
- relating to people of different races, genders, backgrounds, ages, religions, opinions, sexual orientations, political beliefs, socioeconomic statuses, (dis)abilities
- determining antecedents & consequences of others having different races, genders, opinions, backgrounds, ages, religions, sexual orientations, political beliefs, socioeconomic statuses & (dis)abilities etc

- showing confidence & interests of others of different races, genders, backgrounds, opinions, ages, religions, sexual orientations, political beliefs, socioeconomic statuses & (dis)abilities etc

- showing knowledge of different races, genders, backgrounds, ages, religions, opinions, sexual orientations, political beliefs, socioeconomic statuses & (dis)abilities etc
- exhibiting appropriate nonverbal/verbal actions to others of different opinions, backgrounds, beliefs, statuses & experiences involves cultural intelligence

G FACTOR



crystallised reasoning intelligence:

- applying knowledge, facts & experience to situations to solve problems

fluid reasoning intelligence:

- thinking logically, solving problems in novel situations independent of acquired knowledge

intrapersonal intelligence:

- knowing yourself well
- understanding your own thoughts, emotions, strengths, weaknesses and what motivates you
- managing oneself thoughts, emotions, behaviours and impulses in different situations to achieve desired goals
- responding appropriately to various challenges
- governing various aspects of oneself life to optimise productivity, success, personal growth, personal control,discipline, setting and achieving goals, making responsible decisions, prioritising tasks, time management, and self-discipline
- managing oneself feelings, sensations, reactions & behaviours to achieve desirable outcomes

interpersonal intelligence:

- understanding complex & mixed feelings, sensations, reactions & behaviours
- discriminating moods & emotions
- assessing situations that evokes feelings, sensations, reactions & behaviours

- determining antecedents of feelings, sensations, reactions & behaviours & consequences of feelings, sensations, reactions & behaviours

- labelling feelings, sensations, reactions & behaviours

- understanding an individual's feelings, sensations, reactions & behaviours in situations/ the future (affective forecasting)

- recognising a community through understanding their feelings, sensations, reactions & behaviours

    - identify feelings, sensations, reactions & behaviours in oneself and others

    - recognizing emotions through facial expressions, body language, vocal cues, and other non-verbal cues

    - recognising the emotional states of individuals based on their behaviour and context

    - expressing feelings, sensations, reactions & behaviours accurately when required

    - identifying dishonest/deceptive feelings, sensations, reactions & behaviours

    - recognising feelings, sensations, reactions & behaviour through music, environment & visual arts

    - generating feelings, sensations, reactions & behaviours to relate with another

- generating feelings, sensations, reactions & behaviours to aid judgement & memory
- participating with one's helpful feelings, sensations, reactions & behaviours
- prioritising reasoning/thinking by attending feelings, sensations, reactions & behaviours
- selecting activities based on how one's emotional state facilitates judgement
- staying open to feelings, sensations, reactions & behaviours and the info they convey
- taking actions to intensify/reduce/maintain feelings, sensations, reactions & behaviours
- managing oneself and others feelings, sensations, reactions & behaviours to achieve desirable outcomes
- monitoring emotional responses and determining their reasonableness
- participating with one's helpful feelings, sensations, reactions & behaviours
- effective interaction with others

- faring with others well
- understanding and relating to others
- understand other's emotions and needs and recognizing how people act in different situations
- building & maintaining positive relationships with others
- creating beneficial connections with others

linguistic intelligence:

- learning languages
- using language to accomplish certain goals
- capacity to interpret social conventions, rules and expressions
- inferring, concluding & understanding details using concepts framed in words

existential intelligence:

- thinking about questions that challenges experience
- exploring the meaning and purpose of life,

bodily-kinesthetic intelligence:

- using one's body and coordinating movements

visual spatial intelligence:

- blueprinting
- forming spatial relations between objects

logical mathematical intelligence:

- analysing problems logically, identifying solutions & solving logical/mathematical operations
- in order for one to use deduction, abduction & induction, they must have analysed the situation logically, identifying premises to make a conclusion & solve logical operations
- making categorization (deduction)
- making classification

- making generalisations (induction)
- making calculations
- testing a working hypothesis (deduction/abduction)

naturalistic intelligence:

- classifying & manipulating elements of the environment
- observing & understanding elements of the environment

musical intelligence:

- understanding meaning through sounds
- perceiving communication through sound
- transforming sounds into a musical piece
- expressing sounds
- being very sensitive, paying attention and being aware of change in rhythms

RSG/THK

numerical reasoning:

- understanding & manipulating numbers to solve problems and make choices

logical reasoning:

- ploying deduction, induction & abduction

illogical reasoning:

- using reasoning that doesn't make sense, ignores facts/logic or is fallacious

deduction/deductive reasoning/deductive inference & induction/inductive inference/inductive reasoning & abduction/abductive reasoning/abductive inference:

abductive reasoning is logically equivalent to affirming the consequent here and here

note #1: if a character has good reasoning, it presumably follows they have good convergent, divergent, lateral and critical thinking

direct proof:

suppose character X was known for great reasoning, specifically abduction

they would have good ability to use info to come to a likely hypothesis

using info to converge to solutions is convergent thinking shown here

they would also have good ability using info to generate creative hypotheses

using info to generate creative solutions is divergent thinking shown here

in order to generate creative hypotheses, you would have to make creative approaches via reasoning

creative approaches via reasoning is lateral thinking

so having good abduction would mean good divergent, convergent & lateral thinking

critical thinking involves logic

and logic involves deduction, induction & abduction

so by necessity, critical thinking involves deduction, induction & abduction

note #3: how to notice whether something is deduction, induction or abduction

in deduction & abduction , i always leave one of the premises as a conditional proposition (categorical propositions are also acceptable)

that is necessary as deduction & abduction require general rules/laws/axioms in order to form a conclusion

examples of a general rule/law/axiom:

all men are mortal

if something is a dog, then it is a mammal

not all birds fly

it is christmas if and only if (iff) it is 25th december

all cats are mammals

if something is a cat, then it is a mammal

animals do not have beaks unless they are birds

in order to be born, you need a father

it's a right angled triangle iff pythagoras theorem applies

if i'm not in the world, then i'm not in antartica

^the underlined words are syncategorematic words which must be included in reasoning in order for it to be deduction or abduction

which is needed in order to deduce or abduce a conclusion

then in a deduction, not only do you have a rule; you also have the antecedent or a failed consequent in relation to the stated rule

example:

rule in conditional form: if daisie is a swan, daisie would be white (if S, then W)

positive case: daisie is a swan (S)

positive conclusion: so daisie is white (W)

OR

rule in conditional form: if daisie is a swan, daisie would be white (if S, then W)

negative case: daisie is not white(~W)

negative conclusion: so daisie is not a swan(~S)

both of these are valid, sound deductions as they have a rule, a case and a conclusion which follows automatically

in abduction, you only have a consequent (which is known by observation) in relation to the stated rule and have the conclusion in a likelihood as abduction doesn't guarantee the conclusion but rather concludes with the most likely hypothesis/cause (which is deductively fallacious)

example:

rule in conditional form: if daisie is a swan, daisie would be white (if S, then W)

positive observation: daisie is white(W)

positive conclusion: so it's likely daisie is a swan (S)

this is brief so for a full explanation, watch this

for a brief explanation on induction and a long history the principle of uniformity in nature which induction functions on, watch this & this

abstract reasoning:

- pattern recognition
- induction

probabilistic reasoning:

- abduction & induction

abstract thinking:

- pattern recognition
- induction

critical thinking:

- analyse and evaluate information, ideas, and arguments in a logical and systematic manner
- deduction, induction & abduction

application thinking:

- crystallised intelligence

associative thinking

- eqe

reflective thinking:

- intrapersonal intelligence

lateral thinking:

- ploying abduction to solve problems

faster thinking:

- psi

concrete thinking:

- linguistic intelligence

- vci

analytical thinking:

- logical reasoning
- fluid reasoning intelligence
- deduction, induction & abduction

convergent thinking:

- abduction

divergent thinking:

- abduction

linear thinking:

- fluid reasoning intelligence

- deduction

non linear thinking:

- fluid reasoning intelligence

MANIP/DECEP

negotiation:

- discussion aimed at reaching a desirable agreement

gaslighting:

- undermining a person's perception of reality, memory, and sanity

guilt-tripping:

- making someone feel guilty, especially in order to induce them to do something

blackmailing:

- demanding another benefit from someone in return for not revealing compromising or damaging information about them

triangulation:

- involving a third party in a situation to create conflict

- controlling the dynamics between two parties

dismissal:

- invalidating, ignoring the feelings, opinions, or concerns of someone

- making the victim feel unimportant, insignificant, or unworthy of attention and consideration

- ignoring/belittling, deflection, gaslighting, lack of empathy etc

scapegoating:

- blaming someone for wrongdoings

- blame shifting to an innocent individual or group to unjustly single them out as responsible for a misfortune or wrongdoing

smearing:

- spreading negative, damaging info, rumours about someone with the intention of harming their reputation or credibility

- disseminating false/exaggerated information to discredit and tarnish the image of an individual

shunning:

- purposefully avoiding, ignoring or ostracising a person /group making them feel insignificant, unworthy of attention

extortion:

- threatening another person to obtain money, property, services, or some other form of advantage or gain

coercion:

- using force, threats, intimidation, or other forms of pressure to compel someone to do something against their will

- exerting control or power over another person to make them comply with certain demands or actions

abusing insecurities:

- taking advantage of another person's vulnerabilities/insecurities to exert control, gain power, or cause emotional harm

- exploiting the weaknesses and fears of the individual for a benefit

control over victim:

- exercising power and authority by one individual over another, often with the intention of controlling and influencing the victim's thoughts, behaviour and actions

- power imbalance, isolation, threats and intimidation, financial control

threats:

- expressing intent/actions that communicate the intention to harm, damage, or cause negative consequences to another person, their property, or their interests

- instilling fear, intimidation, or coercion in the recipient to compel them to comply with demands

- stating intentions to take hostile action against someone in retribution for not doing something

brainwashing:

- mind control
- systematically altering an individual's beliefs, thoughts, emotions, and behaviours to conform to a specific set of ideologies, values, or opinions
- making others adopt/discard new attitudes or beliefs
- maintaining influence over identity, isolation or dependency or thought reform

lovebombing:

- displaying intense and overwhelming affection/attention/flattery directed towards the target to control them and exert influence over them

seduction:

- activity of enticing, alluring, or charming someone into engaging in romantic activities or relationships
- activity of making oneself appealing and desirable to the other person
- alluring, flirtation, body language, emotional connection, communication etc

charisma:

- being in a state of compelling charm that inspires devotion in others

persuasion:

- influencing or convincing someone to adopt a certain belief, attitude, opinion, or behaviour

- inducing someone to do something through arguments

logical manipulation:

- control others by using clever reasoning or persuasive arguments

mass manipulation:

- controlling a crowd to achieve a desirable outcome

- influencing a crowd to act or think in a desired manner

emotional manipulation:

- playing with other's feelings and emotions to control them

- controlling one’s feelings, sensations, reactions & behaviour to achieve a goal

individual manipulation:

- manipulating a specific person rather than a group

psychological manipulation :

- using psychological techniques to influence someone's thoughts, beliefs, or behaviour

- using psychological principles to manipulate someone's perception of reality

direct manipulation:

- using straightforward, explicit & overt tactics to control or influence someone

indirect manipulation:

- using subtle, covert, implicit & more concealed tactics to control or influence someone

social engineering:

- controlling a party into performing actions for illegitimate reasons

- divulging confidential info from a person to gain benefit

hegelian dialectics:

- creating a problem, escalating fear/anxiety & offering a pre-planned solution which benefits the problem maker more than the victims

honeytrapping:

- having a romantic relationship with a person, enticing a person into a compromising situation (revealing secret info etc.)

misdirection:

- deflecting attention or redirecting someone's focus away from the truth or important matter

- misleading one in the wrong direction

- directing someone to the wrong direction/place

bluffing:

- deliberately misrepresenting their intentions, capabilities, or knowledge in order to gain an advantage in a situation

- creating uncertainty and misleading others through false intents/facts

acting skills:

- convincingly portray personalities

- putting on a fake performance in order to conceal intentions /mislead others

fabrication:

- inventing something in order to deceive someone

- coming up with a disguise to fool somebody

concealment:

- hiding or keeping info/facts secret or out of sight

- deliberately preventing the discovery of knowledge of phenomenon by others

setting traps:

- strategically arranging or preparing devices, mechanisms, or situations with the intention of catching, capturing, or ensnaring someone or something

info control:

- managing, regulating & handling the flow and dissemination of facts/data/phenomenon/details within a context, organisation, or society

- exerting influence over the creation, distribution, and access to info to achieve maintenance of power, shaping public perception

- censoring of facts/data/phenomenon/details

- distortion of facts/data/phenomenon/details

verbal deception:

- using language to convey facts/data/phenomenon/details that doesn't align with the truth

- omissions of facts/data/phenomenon/details to make someone believe a distorted truth

- exaggeration of facts/data/phenomenon/details to make someone believe a distorted truth

moving the goalposts:

- changing the goals of an event that offers the manipulator an advantage and the victim a disadvantage

STRAT/PLANNING

strategy is about making choices, while planning is about implementation of those choices

strategy:

- selecting a course of action from several available alternatives to achieve a specific goal or objective

- gathering information, analysing options, evaluating potential outcomes and making a choice based on rational thinking & intuition

strategy efficiency:

- measure of how a strategy utilises resources and efforts to produce desired outcome

- maximising the use of available resources, minimises waste to yield favourable outcomes

strategy success rate:

- measure of how effective strategic actions achieve the desirable outcome

- how well guarded a strategy is

strategy complexity:

- sophistication and intricateness involved in designing, implementing, and executing a strategic plan or approach

- incorporating numerous interrelated elements, dealing with uncertainties, spanning various interconnected components

strategy adaptability:

- a strategy to adapt to an unforeseen circumstance or attack from an unknown factor

execution control:

- monitoring and managing the implementation of a strategy/initiative to ensure that the procedure of the strategy on track and achieves its intended objectives

counter difficulty:

- presenting challenges/obstacles in a strategy that makes it harder for others to respond, oppose, or neutralise effectively

planning:

- systematic approach or technique used to accomplish a specific task or achieve a desired outcome

- providing a systematic opportunity to organise and implement activities

formulation speed:

- rate of developing and creating a strategy/plan over a length of time

- speed which the plan is conceptualised, outlined, and organised into a coherent and actionable document for others to follow

strategic deception:

- using deceptive tactics and misleading information

- intentionally misleading opponents, competitors, or adversaries to gain a tactical advantage or achieve specific strategic objectives

strategic thinking:

- think critically and creatively about complex situations
- anticipate potential outcomes
- develop effective plans and strategies to achieve long-term goals

planning versatility:

- adapt and modify plans in order to address unexpected changes or issues

planning coverage:

- creating a comprehensive plan that covers all important aspects and details
- considering all the steps, means and possible obstacles necessary to achieve a particular goal or objective

planning length:

- a suitable duration of a plan

risk calculation:

- evaluating and quantifying the potential for harm or negative consequences associated with a particular action, decision, project, or situation

improvisation:

- quickly coming up with something original without any preparation

MISCELLANEOUS

adaptability:

- adjusting, modifying responses to a new or changing circumstances
- evolving in the face of various challenges, opportunities or uncertainties

prediction:

- making an educated guess or forecast about future events, outcomes or developments based on available information, patterns, and trends
- guess what is likely to happen in the future

anticipation:

- expecting foreseeable future events, developments, or outcomes based on intuition, knowledge, experience, or available information and being prepared for what is likely to happen
- being aware of possible events & taking action against said event

observation:

- gathering information about people, objects, events, or phenomena by using the 5 senses

intuition:

- understanding/knowing something without the need for conscious reasoning

perception:

- interpreting, organising and making sense of sensory information received from the environment

hot reading:

- obtaining info about a person that the person has ignorance of

cold reading:

- obtaining a great deal of info by analysing a person's appearance

knowledge:

- understanding info and possessing facts, concepts, principles, skills, or experiences acquired through learning, observation, study and practical application

academics:

- how good somebody is at school

leadership:

- influencing, guiding and inspiring others towards achieving common goals or objectives

- motivating and directing individuals /a team to work together collaboratively, effectively, and cohesively to accomplish shared visions or purposes

influence:

- maintaining impact or effect on the thoughts, actions, beliefs, or decisions of others

- shaping opinions of individuals or groups in a particular direction

metacognition:

- knowing yourself well

- understanding your own thoughts, thought processes,emotions, strengths, weaknesses and what motivates you

- managing oneself thoughts, emotions, behaviours and impulses in different situations to achieve desired goals

- responding appropriately to various challenges

- governing various aspects of oneself life to optimise productivity, success, personal growth, personal control,discipline, setting and achieving goals, making responsible decisions, prioritising tasks, time management, and self-discipline

- managing oneself feelings, sensations, reactions & behaviours to achieve desirable outcomes

insanity inducement:

- intentionally or unintentionally causing someone to become insane/mad or for them to be mentally unstable

experience:

- knowledge, skills, understanding, and insights acquired through direct participation, exposure, involvement in activities, events, or situations gained through various means such as practical involvement, observation,undergoing specific events and usually age

cunning:

- being clever, sly, or deceitful in achieving one's goals or objectives

- strategic thinking to outwit others, often for personal gain or advantage

unpredictability:

- state of being uncertain or not easily foreseen

- being difficult to predict or anticipate due to having random, chaotic, or complex nature

clairvoyance:

- perceiving events in the future

- perceiving events beyond normal sensory contact

FSBIQ

fight iq

hand 2 hand combat

battle experience

battle strategy

martial arts

battle motivation

battle deception

weapon efficiency