*Ahmet Akgun, Brandin Mcpherson,*

*Hugo Hughes, Taylen Anderson,*

*Tetsu Watanabe and Timothy Prast*

**Assessment 2**

**My profile**

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# Team Profile

## OUR Team name

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## Personal information

**A person taking a selfie with a cat

Description automatically generated*Ahmet Akgun*****Student No: S3865010**

Originally from Istanbul Turkey, Ahmet’s passion for IT started in 1992, when his uncle assembled their first personal computer. Their first computer had MSDOS 4.0 installed and provided the young Ahmet with various experiences such as customising a data storage device and entering lines of code in the command bar. It was this first interaction with a computer that fostered his interest in IT.

After graduating from RMIT university, he intends to continue his study at the postgraduate level in hopes to become an instructor at an education institution one day. Ahmet’s hobbies include learning about astronomy and astrophysics, playing chess and editing music using a program called CoolEdit. He currently lives in Melbourne Australia.

***Brandon McPherson*****Student No: S3921902**

Brandon is a person with a wide range of interests. In his spare time, he enjoys playing video games, watching soccer games, spending time with friends and family, and travelling. He is also an enthusiastic reader, his favourite book for this year is titled *Sapiens: A Brief History of Humankind* by *Yuval Noah Harari*. In his childhood, he used to play a game called *Sonic the hedgehog.* The experience resulted in developing his passion for video games and technology.

At the time of this writing, he has already been working in the IT industry as an information system support analyst for 7 years. Despite his solid background in networking and information systems, he found computer programming interesting and is considering a career change as a full stack software developer in the future. He lives in Brisbane with his cat named Indy.

**A picture containing person, wall, clothing, indoor

Description automatically generated*Hugo Hughes***  
**Student No: S3923309**

Hugo has a culturally diversified family background with his parents and grandparents who originated from various countries all over the world. He is a keen learner of different languages and loves to travel the world to experience different cultures. In his childhood, information technology was not something he was familiar with nor interested in. However, it all changed when he landed a job at an IT service desk.

With this challenging role, he gradually developed his passion in IT. The role also allowed him an opportunity to brush up on the basic skills that are required to secure his ideal job in the future. His ideal role is to work for the Royal Australian Navy as a Cyber Security Technician. The position interests him because it requires him to be multifaceted and be familiar with various disciplines.

**A person wearing glasses

Description automatically generated with medium confidence*Taylen Robert Anderson*****Student No: S3925287**

Born in Idaho USA, Taylen grew up in Mornington Peninsula, the southeast of Melbourne. Taylen started nurturing his interest in IT when his father was building websites, it was here that he began playing around with Macromedia flash. Due to Taylen's proficiency with building websites, his IT teacher offered him to build a website for the teacher's dad, the website was built using ActionScript 2.0 which is now deprecated. Since then, he taught himself various computer skills and successfully implemented a server which is running his smart home system for his family.

Being a qualified mechanic, he has a strong understanding of electronics. Also, as an astute self-learner, He acquired a basic understanding in programming languages such as C and C++. In the future, he sees himself becoming a firmware engineer which allows him to be involved with both hardware and software development. He currently lives in West Gippsland with his wife and child.

***Tetsu Watanabe***  
**Student No: S3923443**

Born and raised in Japan, Tetsu came to Australia over 20 years ago. He worked at several accounting practices in Brisbane before starting his consulting firm targeting Japanese businesses. The company has grown after 8 years of operation, expanding his client offices in Brisbane, Japan, and Vietnam.

He has witnessed the substantial evolution of IT in the accounting industry. He believes that combining IT and Accounting skills will take him and his company to the next level. His hobby is surfing, which is the reason he moved to Tweed Heads 3 years ago with his family.

***Tim Prast*  
Student No: S3923309**

Tim has a successful business background operating his own bar in Subiaco for the past 5 years. His business is technically advanced and uses the latest technologies to achieve efficient operation. His interest in IT came naturally by having a childhood surrounded by technology and can easily relate himself to IT. Throughout his life, he has enjoyed experiencing the technological advancement.

Gaming has also significantly contributed to developing his interest in the field of IT, his passion for gaming led him to build his own gaming PC. With his strong commercial experience, he hopes to transition his studies over to Computer Science and pursue a career as a business analyst specialising in IT.

## Team Profile

The test outcomes for our members are tabled and summarised below.

The followings are snapshots of who we are as a team.

* We are more introverted than extraverted.
* We are more intuitive than observant.
* We are more logical than emotional thinkers.
* We are equally decisive and flexible.
* We are more self-assured and even-tempered than self-conscious and sensitive.
* We tend to learn by doing & seeing rather than listening.

Information obtained from test results is helpful to facilitate the group’s collaboration. For example, our test results demonstrate our introverted nature. It took two online meetings before we determine our roles and the leadership to make visible progress with the assessment. This may be an example of the introverted nature of the team working against us. If we shared this information before the meeting, we may have acted differently.

A good aspect of our team might be that we think logically, this means that we know the consequences if we do not collaborate and execute our plan properly. Therefore, after the first two meetings, we quickly realised that it was in our best interest for the team to work together and complete the tasks.

The test results also helped us to decide how to deal with each member. Everyone has their own strength and weaknesses. Knowing them would positively influence the way we interact with each other. We understand that acknowledging the individual differences is a good starting point to collaborate and proceed with our team project.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Team Member | Test 1 - Myers-Briggs Type Indicator (MBTI) test | | test 2 - Online learning style test | test 3 - Further online test | |
| *Ahmet*  *Akgun* | **Mediator**  Introverted 58%  Intuitive 70% | Feeling 52%  Prospecting 51%  Assertive 83% | **ONLINE LEARNING STYLE TEST** | **CREATIVITY TEST** | |
| Visual 67%  Kinaesthetic 59%  Auditory 33% | 69.99 (Typical score is 62.96) | |
| *Brandon*  *McPherson* | **Architect**  Introverted 84%  Intuitive 73% | Thinking 52%  Judging 69%  Assertive 54% | **LEADERSHIP STYLE TEST** | **BIG FIVE PERSONALITY TEST** | |
| Contrarian leaders – mostly independent and question normality. | Extroversion 13  Emotional stability39  Agreeableness 21 | Conscientiousness 67  Intellect/Imagination 65 |
| *Hugo*  *Hughes* | **Debater**  Extraverted 85%  Intuitive 93% | Thinking 59%  Prospecting 67%  Assertive 51% | **MULTIPLE INTELLIGENCE TEST** | **EMOTIONAL INTELLIGENCE TEST** | |
| His top three intelligence and learning styles are kinaesthetic, Musical, and linguistic. | EQ scoring of 19 out of 20 | |
| *Taylen*  *Anderson* | **Virtuoso**  Introverted 59%  Observant 52% | Thinking 68%  Prospecting 74%  Turbulent 72% | **ONLINE LEARNING STYLE TEST** | **BIG FIVE PERSONALITY TEST** | |
| Kinaesthetic 64  Visual 64  Auditory 41 | Extroversion 70  Emotional stability 7  Agreeableness 17 | Conscientiousness 2  Intellect/Imagination 34 |
| *Tetsu*  *Watanabe* | **Logistician**  Introverted 73%  Observant 51% | Thinking 59%  Judging 67%  Turbulent 56% | **ONLINE LEARNING STYLE TEST** | **BIG FIVE PERSONALITY TEST** | |
| Visual 59  Auditory 46  Kinaesthetic 46 | Extraversion 35%  Openness 56%  Agreeableness 54% | Conscientiousness 62.5%  Neuroticism 42% |
| *Tim*  *Prast* | **Assertive Advocate**  Introverted 59%  Intuitive 70% | Feeling 59%  Judging 63%  Assertive 54% | **PERSONAL LEARNING PROFILE** | **SITUATIONAL JUDGEMENT TEST** | |
| His focus areas are Personal Value, Using Technology while his strengths are Accessing Support and Persistence | Answered 11 out of 16 questions correctly. | |

# Ideal Jobs

**Overview**

W

e have found both similarities and differences for our ideal jobs. The summary of the findings is tabled and outlined below.

Three of our team members consider roles in the public sector for their ideal jobs. Of those who chose a private sector, two (Brandon and Tetsu) picked the full stack developer role whilst the remaining member (Taylen) is determined to become a firmware engineer.

We found that each job required both technical and soft skills. However, the emphasis on soft skills tends to be stronger for those in the public sector. We believe that there are two reasons for this. The first is because roles within the private sector are highly specialised, so the job advertisements aim to attract only those who have specific technical expertise. The second is because the public sector is likely to have a more hierarchical organisational structure and is vital for employees to understand and follow a chain of command which requires them to have good people skill.

**Similarities**

Among our ideal jobs, the most common technical requirement is programming skills. All three roles in the private sector require fluency in at least one or two programming languages. The knowledge in SQL databases and version control systems such as GIT is also highly regarded in the private sector.

Among the many soft skills, communication is by far the most preferable skill in the public sector. The ability to manage people is another important skill that is sought after in this sector. The skill includes the management of stakeholders, tasks, and projects.

Roles in the private sector tend to emphasise an ability to adapt and learn new technologies rather than people skills. This may indicate the employers’ intention to hire a highly specialised technician.

**Differences**

We found that each role has its unique aspect. For example, Taylen’s role as a firmware engineer requires him to understand basic electronics and mechatronics which are not a requirement for the other roles mentioned. Brandon and Tetsu chose the same job title as full stack developer. However, there is a prominent difference in required skill sets. Brandon’s role has a stronger emphasis on programming skills. On the other hand, Tetsu’s role leans toward a thorough understanding of the web application development process rather than focus on programming.

Also, every job has an element of unique specialisation. For example, in the case of Ahmet, it is the teaching. For Hugo, it is the cyber security. For Tim, it is the data management/analysis.

**Conclusion**

We found that there are some skills and knowledge that commonly attract our potential employers. These are technical expertise in programming, SQL database, and version control system as well as soft skills such as communication and management skills.

We also found that there were differences in each job. These differences arise as the result of different specialisation that we choose to pursue.

It is concluded that although it is important to develop commonly preferred skills specified by employers, having a specific specialisation would significantly influence our future job prospects and career path.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Team Member | Job Title | occupation | Requirement | | Similarity | Difference |
| **Technical** | **Soft** |
| *Ahmet*  *Akgun* | Instructor of Information Technology | Education tutor | * Online course development * Learning Management Software | * Master’s degree * Communication * Teaching | * Communication | * Emphasis on formal education and teaching skill |
| *Brandon*  *McPherson* | Full Stack Developer | Software developer | * Cloud technologies * SQL Database * Various programming * Version control | * Ability to adopt new technologies * Adaptability with different technologies | * SQL Database * Programming * Version control * Ability to adopt new technologies | * Very specialised in programming |
| *Hugo*  *Hughes* | Cyber Security Technical Officer | Cyber security specialist | * Computer Science/Cyber Security qualification/experience | * Management * Analytical * Communication * Stakeholder management | * Management * Communication | * Emphasis on soft skills * Focus on Cyber security |
| *Taylen*  *Anderson* | Firmware Engineer | Computer engineer | * C, C++, and a higher -level language * Tertiary education * Electronics * Version control | * Ability to adopt new technologies * Attention to detail | * Programming * Version control * Attention to details * Ability to adopt new technologies | * Emphasis on engineering (Software, Mechatronic and Electronics) * IoT |
| *Tetsu*  *Watanabe* | Full-Stack Software Developer | Software  developer | * Cloud technologies * SQL Database * PHP * Version control | * Ability to work solo and in a team | * Programming * Version control * SQL Database | * Involvement in the full web application development cycle |
| *Tim*  *Prast* | Business Analyst | Analyst | * Business analysis experience * SQL Databases * Understanding of various IT areas * Data modelling & Data management | * Communication * stakeholder management * Ability to see the big picture * Attention to details | * Management * Communication * Attention to detail * SQL Database | * Balanced between technical and soft skills * Emphasis on data management |