**TEAM PROFILE**

**Team Name: ???**

**Personal Information**

**(Name, student number, background, hobbies, IT interest and IT experience)**

**Paul Eccarius** (s3150757) is born and raised in Melbourne, Australia. A first generation Australian from a British family, although his surname is German. Paul has an associates degree in music business and worked in the music business prior to moving into IT, where he currently works as a consultant for a SaaS company. Paul works with customers from a range of industries to optomise their instances of software. Paul is looking to gain a broader understanding of programming languages and coding through his study with RMIT, as well as cloud system architecture and infrastructure. Outside of work, Paul loves playing guitar, collecting records, watching the NFL and reading mostly non-fiction or science fiction.

**Nour Zeroual** (s3904349) is a 19-year-old Moroccan who recently graduated high school. Nour currently lives in Rabat, the capital of Morocco and describes the city as having amazing food and architecture. Nour is fluent in three languages – Arabic, French and English – and also has a basic grasp of Spanish. Nour was planning to come to Australia and study at the RMIT Melbourne campus, however due to COVID 19 is studying online for the time being. Nour is excited to start this new chapter in her life and studying with RMIT she hopes to gain practical experience in programming, cloud computing and software engineering. Nour also looks forward to developing her problem-solving abilities and critical thinking during her university studies.

**Martin Lee** (s3904715)is an Australian born Chinese, who is bilingual and speaks Cantonese and English. Martin has previously obtained a Diploma of Remedial Massage and worked as a massage therapist for a physiotherapist for two years. Martin built his first computer at the age of 12 and his interest was sparked as to how the intricate parts fit together to make the PC run and his enthusiasm with technology grew. Martin is studying at RMIT to add to his knowledge of hardware in learning more about software and mobile development with an interest in cybersecurity. In his spare time, Martin enjoys strength training and powerlifting and the satisfaction and achievement of being able to lift heavy weights.

**Rebecca Watson** (s3903758) is a multicultural Australian and a proud member of the Wiradjuri tribe. Born and raised in South East Qld, Rebecca’s interest in IT really kicked off in early 2000 when introduced to a game called Petz by a friend and consequently spent many hours surfing ‘the web’ engaging with an active online community, as well as downloading all kinds of extra files and patches to enhance the game experience. Rebecca hopes that studying at RMIT will help her understand many aspects of the IT including programming, website design and code, the cloud, and online security – and how this might lead to a more focused future career path. Rebecca is also a passionate and lifelong horse lover, with a small team of six horses that she cares for and trains for dressage competitions.

**Jarrad Hofman-Agar** (s3908438) lives in Queensland, Australia and is a year 12 graduate currently working as a depot operator in collection solutions. Jarrad has always had an interest in computers and application designing programs, and the ways in which IT can help people, allowing them to have an easier life. Jarrad is looking forward to learning more about software and security during his study with RMIT and kicking off a new career path in IT.

**Team Profile**

**(Test outcomes for each person in the team (all 3 tests). How is this information helpful to the group?)**

**Paul Eccarius** is an ENTP – The Debator, on Myers-Briggs; his Learning Style is 45% Auditory; Interpersonal Skills Assessment has his highest score in Verbal Communication.

**Nour Zeroual** is an ISTPT – Turbulent Virtuoso, on Myers-Briggs; her Learning Style test showed she is an Activist/Reflector; and scored highest in Agreeableness in the Big Five test.

**Martin Lee** is an INTP-A – the Logician on Myers-Briggs; his Learning Style test showed he is a Visual Learner; and scored highest for Conscientiousness in the Big Five test.

**Rebecca Watson** is an INTJ-T – Turbulent Architect, on Myers-Briggs; her Learning Style test showed she is a Visual Learner; scored highest for Conscientiousness in the Big Five test.

**Jarrad Hofman-Agar** is an ANFJ-A – Assertive Protagonist, on Myers-Briggs; his Learning Style test result is a Visual Learner; and he scored highest for Openness in the Big Five test.

The test outcomes that individual members of (TEAM NAME) bring to the group show each to have a uniquely different personality type according to Myers-Briggs results and differing high scores in Interpersonal Skills/Big Five. Visual Learning as a Learning Style is the dominant style for three of the team members.

The value of the test scores serve to reveal to each of us right from the beginning, an insight into our fellow team members, and how they are likely to operate when working as part of a group. It shows a range of different strengths and gives an indication that where one might have any weakness/es, another in the group is likely to be able to balance this with their own skills and capabilities. It shows a well-rounded and diverse group of personalities coming together in (TEAM NAME).

**Ideal Jobs**

**Compare and contrast ideal jobs for each person in the group. Common elements? What differentiates each position from others?**

**Concise coverage/analysis/conclusion covering all would be good. Strongly recommend a table presentation of comparison data.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Job Titles** | | | | |
| Paul – Project Manager | Nour – Business Analyst | Martin – Systems Analyst | Rebecca – Marketing Executive | Jarrad – Security Operations Engineer |
| **Soft Skills** |  | | | | |
| High level of communication | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Organised | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Leadership | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Team Player | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Problem Solving | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Attention to detail | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Customer relations | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Project management | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| **Hard Skills** |  | | | | |
| Cloud | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Networking | 🗸 | 🗸 | 🗸 |  | 🗸 |
| Programming | 🗸 | 🗸 | 🗸 |  |  |
| Servers | 🗸 | 🗸 | 🗸 |  | 🗸 |
| Web design |  |  |  | 🗸 |  |
| Software engineering | 🗸 | 🗸 | 🗸 |  | 🗸 |
| Security |  |  |  |  | 🗸 |
| Database | 🗸 |  | 🗸 |  |  |
| Content Creation |  |  |  | 🗸 |  |

**Conclusion**

Elements of Information Technology crossover to many job titles and career paths. Each team member has chosen a different ideal job title, yet they each value highly the soft skills as listed above and shows these are important for any future career choice and sought after by employees. The ability to not only show leadership, yet also be a good team player is important in each role listed above and the environment that they candidate will be working in.

Similarly, knowledge of a range of different hard skills is also necessary for multiple roles across employment opportunities requiring IT personnel (as shown in the table above). Some may not all be necessary for each role eg security, software engineering and web design, whereas others like knowledge of the Cloud are definitely required for effective future developments of companies in a dynamic and changing IT world.

Each of the team members has chosen a varying yet exciting and ambitious future career goal within the world of Information Technology and look forward to continuing through their studies with RMIT to gain the skills needed to achieve them.