Module 4: My Personality Traits

Introduction	:	Understand the basic concepts of personality traits, and explore students' own personality traits.
Learning Objectives	:	• Understand the basic concepts of personality traits; • Learn about the relationship between personality traits and job performance; • Have a preliminary understanding of students' own personality traits.
Keywords	:	#PassionToAction #Voices #PersonalityTraits #Work
Learning Materials	:	• Powerpoint slides for teaching • Worksheet: Understanding My Personality Traits • Worksheet: My Life Planning Footprints "From Personality Traits to Career Development"
Download teaching resources	:	• https://elesson.lifeplanning.edb.gov.hk

Teaching Activities and Flow

Sharing My Life Planning Footprints③

Duration: 5 minutes PPT: P.2-3 Worksheet: My Life Planning Footprints	➢ Introduce the learning process of Module 4 and ask students to take turns to use one minute to share two transferable skills he/she wants to improve with neighboring classmates; and what activities he/she will participate in to further improve relevant skills. ➢ If time allows, instructors can invite students to share the importance of those two transferable skills to them.

Activity 1: The person I admire the most

Duration: 5 minutes PPT: P.4-5	➢ Show PPT P.5 and ask students to think about the following questions: o Who is the person you admire the most? o Which his/her personality trait do you admire the most? o Try to share examples, explaining how he/she displays these personality traits. o Has he/she influenced you in any way? If yes, in which aspects? o What do you want to learn most from him/her? ➢ Activity 1 refers to a set of Life Design Counseling concepts developed by American behavioral psychology professor Mark L. Savickas in 2015 as the blueprint for the activity. When we ask him/her to describe characters that they admire, it reflects the personality traits, values, skills and other qualities that a person aspires to. This can be used to help students strengthen their understanding of themselves. ➢ This character can be a well-known person (such as Nobel Peace Prize winners Mother Teresa or Apple's founder Steve Jobs) or come from anywhere. He/she can also be an acquaintance in life (such as a neighbor or a teacher) or a fictional character (such as Conan, the protagonist of a detective novel, or Captain America, the protagonist of a comic book). ➢ Instructors should encourage students to choose people other than family members and explore the personality traits they aspire to develop. ➢Instructors can share their own examples as demonstration or invite some students to share.

What is "Personality Trait"?

Duration: 10 minutes PPT: P6-7	➢ Instructor explains what "personality trait" is: o According to <mark>Corr & Matthews (2009):</mark> o Personality refers to a unique character displayed by a person towards others, things, oneself, and adapting to an environment in life; o Personality is hereditary and acquired through environmental factors, including family, genetics, environment, learning, etc; o Personality trait is stable, consistent and persistent. However, there is also the chance of people's thoughts and behaviors changing due to the influence of the surrounding living environment (for example: an introvert who usually doesn't like to talk may gradually become talkative because of the need for public speaking at work.) ; o A person's personality traits can affect their mental health, academic and professional performance. ➢ Show PPT P.7 to explain the theory of personality traits: o Trait theory is the study of human personality. It mainly based on people's habitual behaviors, thoughts and emotions. It states that traits remain stable and unchanging when people is in different environment or situations; o Everyone has different traits and must have more than one trait. o Personality psychologists believe that people are different from each other in five basic aspects. These five traits have a significant impact on how we live our lives. The classification proposed by American psychologists Paul Costa and Robert R. McCrae in 1985 is the most widely used at present. It is called "Big Five Personality Traits" : 1. **Extraversion** Extroverts often get energy through social interactions. They love to live in groups. They are good at communication, talkative, friendly, firm, confident, active, positive, passion and constantly look for excitement. 2. **Agreeableness** People with this trait are optimistic, selfless, trusting, magnanimous, amiable, listen well to advice, humble and compassionate. 3. **Conscientiousness** People with this trait are very self-disciplined and have a strong sense of responsibility. They are good at planning different things, tend to act according to plans and dislike doing things freely. They tend to be very successful on their occupation due to their perseverance.

	4. **Neuroticism** Emotional people have relatively negative emotions, often feeling anxious, depressed, nervous, irritable, unkind to others, shy, impulsive, moody, and lack of confidence. 5. **Openness** People with openness can accept new ideas well. They are imaginative, creative, curious, flexible and good problem solvers.

Personality Traits and Career Development

Duration: 5 minutes
PPT: P.8
	➢ Research generally believes that personality traits are related to career interests and job performance. Therefore, understanding personality traits can help individuals in their future developments.
	
	➢ PPT P.8, understanding the relationship between personality traits and career interests:
	
	    o Personality traits, personal interests and career choices are closely related. Interest is the motivating factor that drives people to engage in any activity. If a person can't find any interest in the job, then he/she will lack of motivation. In addition to not being able to enjoy the work process, the results of his/her work will also be unsatisfactory. Everyone's interests are different. They depend on their personality.
	    o For example: Extroverts prefer group interaction and are good at communication, so they usually choose jobs that allow them to help others or build relationships with others, such as social workers and teachers. On the contrary, people who have a disciplined and stable personality are not good at communication. They tend to avoid contact with others and prefer actual technical operations, such as engineering and computer programming, etc.
	    o Instructors can use this to guide students to think about how their personality traits fit into their interests and career.

	➢ PPT P.8, explain the relationship between personality traits and job performance: o For example, responsibility and self-consciousness have the greatest correlation with job performance among the many personality traits. It is because those who are responsible and have high self-consciousness are diligent, reliable, and responsible when facing difficulties. They can persist until the completion of the task. In addition, they are very self-disciplined, dedicated to work, and not easily distracted. They also like to take precautions and work on schedule. These are the reasons for their outstanding performance at work and success in their careers. o Emotional people are prone to negative emotions, such as feeling anxiety, sadness, anger, guilt, etc. These people need the emotional support of other people more. They become overly dependent and annoying in many cases. They are often dissatisfied with life or work due to negative and pessimistic thinking whether some matters happen. This directly affects the possibility of establishing good relationships with other people, greatly reduces job satisfaction and directly affects work performance. o For example: Extroverts are more friendly and easily gain friends. They are also savvy at communication and have extensive social networks. All of these help their career development.

Methods of Measuring Personality Traits

Duration: 10 minutes
PPT: P.9-11
	➢ We can increase our understanding of personal personality by using different measurement tools developed by psychologists.
	
	➢ Using PPT P.9, instructors explain **Chinese adolescent vocational personality scales, CAVPS**.
	
	    o Compiled with reference to the "Cross-cultural [Chinese] Personality Assessment Inventory (CPAI)" created by Zhang Miaoqing's research team at the Chinese University of Hong Kong in 2008, it aims at understanding the relationship between adolescents' personality traits and their career development. It covers the following eight types of personality traits (PPT P.10-11):
	
	        o **Divergent thinking:** measures the extent which a person can handle problems from multiple perspectives.
	
	        o **Leadership:** measures the extent which person has the ability to influence others and make decisions.
	
	        o **Enterprise:** measures the extent which a person embraces challenges.
	
	        o **Responsibility:** measures how responsible a person is when performing tasks and pursuing goals.
	
	        o **Self-acceptance:** measures the extent of a person's self-affirmation.
	
	        o **Internal locus of control:** measures the extent which a person attributes his experience or the cause of events to himself.
	
	        o **Social orientation:** measures how enthusiastic a person is towards group collaboration and measures a person's team spirit.
	
	        o **Ren-Qing, Relationship orientation:** measures the extent which a person complies with the social norms in traditional culture, such as treating others with courtesy, reciprocating, maintaining and utilising useful personal relationships and caring for members of the same group.

Activity 2: Case Sharing - Pet Groomer

Duration: 10 minutes PPT: P.12-13 Short Clip URL: https://youtu.be /00YanSeY-g8 Clip duration: 6' 24"	➢ Instructor plays the short clip "Pet Groomer" and invites students to think about the following questions: o Which CAVPS personality traits does the main character in the case have? *(Reference answer: [Divergent thinking]: Faces different matters of the job alone; [Enterprise]: Even if he has been bitten by a cat or dog before, he continues working on the job of pet grooming without fear of being hurt again; [Internal locus of control]: Believes in the notion that people can deal with difficulties with individual abilities; [Responsibility]: love pets, care, patience, etc.)* o Do you think the personality traits of the main character in the case fit with her work? Try to share your opinion. ➢ Instructor's explanation: "Everyone has their own personality traits. Different jobs require people with different personality traits to cooperate so that work performance can be better. Workers will also have a better satisfaction."

Activity 3: Understanding My Personality Traits

Duration: 10 minutes PPT: P.14-16 Worksheet: Understanding My Personality Traits	➢ Use the worksheet to let students gain a preliminary understanding of their own personality traits. o Firstly, check whether you have the personality traits listed on the worksheet; add "✓" to the "My Choices" column; then, fold the paper along the red dotted line and invite a classmate to review choices of personality traits of the student; if both of them have the same view, indicate with a ★ in the "Consistency" column. o After that, ask students to circle the consistent personality traits and put them into the two categories, "positive" and "negative". Then summarise their personality orientation. o Ask students to complete reflection questions: "After completing this personality trait review activity, what have you discovered?" "Which jobs/positions do you think your personality traits suit?" (There is no standard answer to reflection questions, the purpose is to guide students to think about the impact of personality traits and life planning)

	➢ Instructor's explanation: "This activity is just a reference for us in understanding ourselves. There is no right or wrong in it. We hope that everyone can have a better understanding of themselves through self-reflection and exchange among students. We hope that it can inspire everyone to think about the relationship between personality traits and personal life patterns, academic and career goals, etc."
	➢ Instructor uses PPT P.16 to summarise the lesson: "Understanding our own personality traits allows us to more specifically understand our personal strengths, limitations, career choices and job performance. It is an indispensable element of self-understanding. We should hold an attitude of appreciation and acceptance towards the strengths of others' and our own character. We should also review them from time to time to improve on the negative traits that might affect our career development."

My Life Planning Footprints④ "From Personality Traits to Career Development"

Duration: 5 minutes
PPT: P.17
 	
Worksheet: My Life Planning Footprints④
	➢ Ask students to complete "My Life Planning Footprints④" after the lesson and share in the next session:
	   o **Step 1:** Refer to the results of Activity 3 "Understanding My Personality Traits", choose one personality trait that you are proud of and explain how you display this trait in your daily life. How does this personality trait help with your career development? (For example: interest development, getting along with others, learning new knowledge, decisions for further studies and employment, achieving goals, etc.)
	   o **Step 2:** Choose a personality trait that you think having a negative impact on your career development and give reasons. Suggest three action plans for improvement.

Extended Activity④ "Who Am I?"

PPT: P.18 Tool: Log in to My Life Planning Portfolio	➢ The instructor leads students to review the exploration of personal interests, values, abilities and personality traits in Modules 1 to 4. Ask each student to design a poster with the theme of "Who Am I?" and share it with the class. These can be posted on a special poster wall for the class to strengthen each student's self-exploration and identification. It can also encourage students to appreciate each other's uniqueness.
https://portfolio.lifeplanning.edb.gov.hk	➢Students can take photos of the posters and upload them to "My Gallery" of My Life Planning Portfolio.

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Books and literature:

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Savickas, M. L. (2015). *Life-Design counseling manual.* Retrieved from http://www.vocopher.com/LifeDesign/LifeDesign.pdf

Multimedia Resource Websites:

Module 4 Teaching Resource: https://elesson.lifeplanning.edb.gov.hk

Case Sharing - Pet Groomer: https://youtu.be/00YanSeY-g8

My Life Planning Portfolio: https://portfolio.lifeplanning.edb.gov.hk