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Afar from Creativity: The Lived Experiences of Multifaceted Professionals in the State of Qatar

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Abstract: Background: Multifaceted professionals are individuals engaged in a professional career and possess numerous exceptional skills and abilities. They employ various means in developing their talents whilst balancing it with their professional career. Method: A phenomenological research design was applied to discern the lived experiences of multifaceted OFW professionals relative to the central question, "How do multifaceted professionals cultivate their talents despite having their profession and possessing two or more innate abilities?" Findings: The study reveals that professionals become multifaceted as they discover and nurture their talents foundation. Findings have also indicated that through time management, proper talent utilization and prioritization strategies, the individuals are able to sustain the cultivation of their talents concurrently with their professional career. It is established that the methods to cultivate these talents are through consistent practice, technology utilization, and mentorship. Conclusion: Sustaining multiple talent is already hard but balancing these talents with one's professional career makes it even more challenging. Despite this, the multifaceted professionals proved that with passion, prioritization and right utilization of strategies, nothing can cease them from pursuing their talents and become multifaceted. Recommendation: This paper recommends to have an in-depth study of the lived experiences of multifaceted individuals according to gender and age group for comparison. Future researches can focus on another talent domains and blue-collar job workers instead of professionals.

Keywords: Talents, Multi-faceted individuals, Passion, OFW, Talent cultivation, Talent Prioritization. Professional Career

I. INTRODUCTION

Being talented in a particular field is one thing; being talented in multiple competence areas is a whole other story. Multifaceted professionals are currently engaged in a professional career and possess various exceptional skills and abilities (Garcia et al., 2020). Their talents are considered innate (Baker et al., 2019) and can be recognized as natural forces (Gyarmathy & Senior, 2018). Moreover, this study adopts the definition of talent as an extraordinary mastery of systematically developed competencies as posited by the Differentiated Model of Giftedness and Talent (DMGT) (Gagné, 2015). For these professionals, their passion and drive characterized their multiple talents to continue their exploration within those domains (Piirto, 2000, as cited in Roege, 2016). Thus, as they go through life's journey, their pursuit of excellence in their respective talents also remains unrelenting.

Current notions regarding giftedness highlight its developmental nature as it changes over time with varying trajectories for every individual (Olszewski□Kubilius et al., 2015). There is a strong belief that the potential to excel in a talent area can be cultivated through access to a rich and stimulating environment, where opportunities abound, resulting in motivation and desire (Maker et al., 2015). Undoubtedly, for talent to cultivate, the individual requires "hard wiring" or innate capabilities, opportunities to develop those capabilities, and the passion for pursuing them (Gardner, 1983, as cited by Maker et al., 2015).

Managing conflict between work and life is a big challenge for most individuals (Zhang et al., 2012; as cited by Mas-Machuca et al., 2016). The prospect that professional responsibility might clash with personal interest is indeed a likely threat (Stead, 2017). Hence, professionals with many talents must know how to balance their time between their abilities, career effectively, and personal obligations to lead fulfilling lives and fully maximize their potentialities.

Without knowing what and how to prioritize, multi-talented professionals will find it challenging to balance the cultivation of their talents with the other aspects of their lives. As a result, they may face stress or burnout, which could eventually affect their work and non-work related activities. Professionals with better time management skills can adequately distribute their time and resources to areas that need attention.

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It follows that there is a need to allocate 'balanced' or equal time to both life and work domains (Thompson & Bunderson, 2007: 17; Sturges, 2013; as cited by Wilkinson et al., 2017). Additionally, possessing good time management decreases the amount of work stress in professionals, and building time management strategies makes it easier for them to respond to tasks with limited time (Grissom, Loeb, & Mitani, 2015).

However, certain factors may interfere with these multi-talented professionals' functioning in both their work and talents. The first is procrastination, which can significantly impede these individuals' performances (Kim & Seo, 2015). Another critical component is the lack of motivation. With motivation, a person gets energized and performs a task well (Ryan & Deci, 2000, as cited by Perryer et al., 2016). Specifically, studies have shown that intrinsic motivation affects the creativity of performance, longer-lasting learning, and perseverance in adults (Hennessey et al., 2015). Other factors include stress and burnout. On the one hand, prolonged stress can lead to diseases and can negatively impact one's cognitive and decision-making abilities (McEwen & Sapolsky, 1995; Lupien & McEwen, 1997; Lupien & Lepage, 2001; Juster et al., 2010; as cited by Ceccato et al., 2016). On the other hand, burnout is a term used to describe a state of physical, emotional, and mental exhaustion, which happens after long-term exposure to emotionally demanding situations (Montgomery et al. 2006; as cited by Wang et al. 2015). For these reasons, multi-talented professionals must also overcome such impediments to maintain balance in their work-life while continuously honing their talents.

This qualitative study gives a thorough understanding of how multi-talented professionals develop their multiple talents while balancing them with their professional careers. It utilizes an interview approach for data gathering. It provides an overview of how professionals employ time management to handle their job and talents, determine what to prioritize, and apply their abilities in their way of living. This research serves as a learning medium and guide to multi-talented professionals and also to the readers themselves. The Lebenswelt of this study shows that choosing to pursue multiple passions does not have to be at odds with securing a living. The researchers aim to prove that one can be multi-talented and still have a rewarding career.

II. METHODS

A. Research Locus and Sample

Figure 1: Location of the county of Qatar
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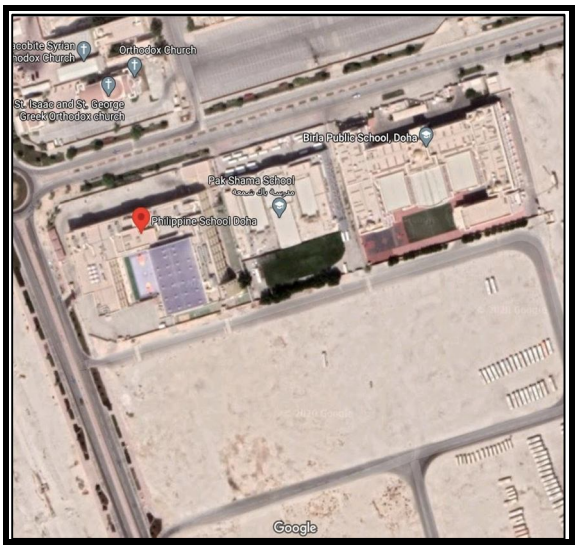

Figure 2: Location of Philippine School Doha
taken cc: Google Satellite Images

The research was at Philippine School Doha (PSD), the leading academic institution in Qatar. With its national and regional famed accomplishments, PSD has always been recognized as an outstanding Philippine school in the Middle East, serving the Filipino community with excellency since October 1992 (Umali et al., 2019). This study's selected participants were four males and two females and are Overseas Filipino Workers who are multifaceted professionals. The criteria for choosing the participants included their educational attainment, occupation, and the number of talents they have. They are individuals who completed professional college courses, are currently working, and specifically possess two or more talents. In particular, professionals or white-collar workers are involved in non-manual labor (Perez-Ahumada, 2017), who commonly rely on cognitive and psychomotor abilities throughout their careers (Belbase, Sanzenbacher, & Gillis, 2016). Additionally, passion drives them, and they must perceive their talents as natural aptitudes.

B. Research Design

This study used a qualitative methodology and a phenomenological research design to gather relevant information. This study's main point was to understand how professionals balance the time for their profession and their talents. Qualitative research takes its inspiration from the cultural and social sciences such as anthropology and sociology. This approach's central aspect is to understand the essence of participants' experience within a common ground (Umali et al., 2019; as cited by Dela Cruz et al., 2019). The participants' experiences are highly considered in understanding subjective experiences and gaining insights into people's motivations and decisions. (Umali et al., 2019). Here, the researchers aim to describe the phenomenon as accurately as possible, refraining from any pre-given framework but remaining true to the facts (Umali et al., 2019; as cited by Dela Cruz et al., 2019).

C. Data Collection and Ethical Consideration

A semi-structured interview with twenty-five developmental questions, and instruments such as the robotfoto, were used to gather data used in the study. This data was supported by published journals that were cited to credit the respective authors. The robotfoto (Kelchtermans & Ballet, 2002; Garcia & Acosta, 2016; as cited by Umali et al., 2019) sought the participants' demographic sketch, namely the nature of talent and profession. The semi-structured interview guide followed-up on certain ideas or issues to explore specific experiences. The interview ensured that the subject's sensitivity of the research would float in participants' consciousness (Fossey, 2001; Garcia & Acosta, 2016; as cited by Umali et al., 2019). Data gathered were transcribed verbatim with the recording gadget's help. The participants were assured that their responses would be treated with utmost confidentiality (Kayed & Hassan, 2013; as cited by Umali et al., 2019). Before the data collection proper, enacted was a pilot interview. The pilot interview is an integral aspect and is useful in conducting phenomenological qualitative research. It highlights the critical study's preparation (Majid et al., 2017; as cited by Umali et al., 2019). Subsequently, the researchers sought approval from the participants through a letter of consent.

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D. Data Analysis

The researchers have followed the inductive approach in theme development (Ryan, 2003; Vallesteros, 2018; as cited by Umali et al., 2019) to comprehensively analyze the gathered data in this study: (1) reading and rereading of the transcribed data to obtain the general sense of the participants' idea or opinion; (2) identifying small units called the meaning units; (3) transforming meaning units from the language of the participants (emic) to the language of the researchers (etic); (4) sorting formulated meanings into categories and cluster of themes via a dendrogram (Faulkner and Sparkes; Acosta, 2010; as cited by Umali et al., 2019); (5) creating a simulacrum for the visual representation of the findings; (6) subjecting emergent themes to triangulation and member checking procedures to ensure validity and data trustworthiness (McWilliam et al., 2009, as cited by Umali et al., 2019).

III. FINDINGS

This study utilizes the phenomenological approach to describe the lived experiences of multifaceted professionals relative to the central question: "How do multifaceted professionals cultivate their talents despite having their profession and possessing two or more innate abilities?" The researchers sought to explore how professionals further advance their talents while concurrently balancing their work-life. Talent advancement alongside career growth signifies a positive approach to maximizing their abilities and serves as preparation for optimum talent performance (Yuen et al., 2010). Figure 3 shows the simulacrum focused on four major themes: talent discovery, talent utilization, talent prioritization, and talent cultivation. These constitute their whole talent evolution process starting from the identification up to the unfoldment. Moreover, this study also delves deeper into each stage's intricacy to better understand the methods and factors.

Figure 3: Simulacrum The Lived Experiences of Multifaceted Professionals from Talent Discovery to Cultivation

Figure 3 depicts a compass. The needle in the center denotes that each individual bears the responsibility to govern their talents. Every individual has the freedom to choose which path to take in their journey. It also features a golden cross to mark the divisions and emphasize the four major themes. The entire outer surface is embellished with a shiny gold hue to indicate luxury and success in the sense that a person's talents are their treasures. It is also through their talents that they can achieve success and attain personal fulfillment. The first quadrant on the upper left side is in the shade of green to represent growth and to further strengthen the notion that talents can always be developed. It implies that one grows with their talents as they continue to enhance their progress. Blue is used on the second quadrant on the upper right side to symbolize wisdom as a tool for the right and immense talents. The Purple color on the third quadrant located on the lower right side highlights the idea of ambition, which can define an individual's passion for their talent and prioritize it over their wants. It speaks of nobility and honor that talents bring, which calls for one to give their innate abilities undivided attention and priority. The last quadrant on the lower left side is in the shade of yellow-orange to convey happiness because the researchers strongly believe that one can find genuine joy by cultivating their talents. The findings agreed with the quote, "True happiness involves the full use of one's power and talents.", by the former US secretary of Health, Welfare, and Education, John W. Gardner, the author of critically acclaimed books on the themes of accomplishing personal and societal excellence.

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A. Talent Discovery

Heroes are not born; they are made. Likewise, multifaceted professionals also begin their lives as ordinary people. What sets them apart from everyone else is their innate passion for a particular ability. They are driven to do well in a specific field once they have set their eyes on it and do not settle for mediocrity. They are also equipped with confidence in their potential that they will become great at what they do.

"Actually, talent is a gift from God and when he gives you the gift, surely enough, he will also give you the passion and the interest. With passion and interest, your talent will flow smoothly and there's really no struggle. It develops itself within you because it is within you. Because it is your passion, you love to do it." *(P5)*

1) Talent Foundation

The first step towards becoming heroes is the discovery of their outstanding aptitudes. The starting point is always a crucial aspect since it initiates the beginning of the whole journey. In this stage, one starts to realize their fervency to excel in a particular aspect, be it in Sports, Music, and the Arts, among others. The statements of three respondents ascertained this:

"I discovered my talent in volleyball when I was in grade 4. When I watched the league tournaments in our barangay, I felt that I can also do what they were doing. When I tried out in our school in grade 4, I was able to perform well, although not perfect, but I was willing to (be) trained." *(P2)*

"I discovered that I had a talent in music when I played the guitar in our school in the Philippines. I think that it was grade four or three when we were having a group activity wherein we were supposed to make a song and then one of my classmates brought a guitar. I told myself afterwards that I want to learn how to play one." *(P4)*

In some instances, it is not necessarily the person himself/herself that gets to discover the talent first. For others, their family members were the first to recognize their potentialities in the field. This implies that parents play a pivotal role in the detection and exploration of talents as attested by a respondent:

"Actually, it was my parents who first discovered my talents during my younger years. According to them, I started to sing some rhymes before I even started to talk. I could hum some good sounding songs, tunes, rhymes. My parents have also told me that before I started to write, I could already make simple sketches and drawings. As I grew older, I continued doing these things until I eventually realized that I am actually into them." *(P5)*

However, some of these multifaceted professionals have been nurturing their talents long before they were at the age to reason as if it was in their second nature for them to do what they do best. It is already hardwired in their brains that this is what they are meant to do. As revealed by one respondent:

"When I was a kid, I loved doing sketches and other types of drawings. I also loved to play, run, and interact with other kids. I usually sketched the mountains and the trees because I love the beauty of nature, which I think inspired me to capture with my film and camera." *(P1)*

2) Talent Emergence

As they continue with their lives, these multi-talented individuals need to face the reality that their talents have begun to emerge. Indulging in their talents can produce a single spark, a single ounce of joy that could make them feel important and satisfied. As stated by two respondents:

"I am also passionate about photography because I love to capture every single moment. When I was studying architecture I loved taking pictures of what I saw on the streets, in the bus, and the structures in Manila." *(P1)*

"I just found interest on it. Based on extreme sports, I was fascinated with the idea of pushing my limits, like I wanted to prove to myself that I can do better." *(P6)*

These multifaceted professionals' talents emerge through their passion, love, and drive to improve in a particular ability. In this stage, they now begin to accept the revelation that they are impassioned to pursue their exceptional capabilities. As one respondent claimed:

"I also want to pursue my passion in playing sports, from basketball to tennis, because I really love these sports. I believe that the passion to play sports is the best advice anyone can give to kids and to himself/herself because until now, my passion keeps me on playing sports." *(P1)*

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B. Talent Utilization

Multifaceted professionals can employ their talents in various platforms and situations. Achievement of the process of utilization is through exposing these abilities for practical and useful purposes. There are varied ways by which professionals can use their talents. Cognizant of this, two respondents boldly expressed how they discovered their grounded purpose.

"I am actually into arts, so now as an architect, I am cultivating and practicing my art skills. I am being creative as an architect. I also used to paint and I used to write some poems for song composition before, but now, because of my profession, my focus shifted mainly to my career as an architect." (P5)

"Because I love doing it that's why I'm pursuing it. Especially in painting, I get to gain a lot of self-satisfaction. Being satisfied with myself is my measure if I did something right." (P3)

1) Grounded Purpose

Aligning one's passion and interests with one career is vital in decision-making. They have to know which activities they enjoy the most to make their job more gratifying and exciting. Though not everything they enjoy will give them a hefty income, it is best to balance what they enjoy, what they are good at, and give them a fulfilling and rewarding career. A respondent emphasized his deciding factors in the following statement:

"The deciding factors are based on what you like, what you are passionate about, and it is just something that you love that is why I pursued music. I was supposed to take engineering but I shifted to music because that is what I love." (P4)

With the incorporation of talents in one's life, the question of how long one will continue pursuing and practicing one innate ability comes to mind. Because it is something that they are genuinely committed to doing and are primarily essential to their lives, their usage of these talents will not quickly cease. As affirmed by two respondents:

"I will do it for as long as I can, as long as I have the time, as long as I am inspired, and as long as someone wants me to paint because luckily for me, my talent is income generating." (P3)
"This is my profession, this is my work and I have to work for as long as I could and not just for me but for my family." (P5)

2) Profound Impact

Along with the utilization of skills, the succeeding statements show how these talents can also influence multifaceted individuals' lives in various aspects. One notable impact of talent use concerns their career and psychological well-being. With the workplace's unavoidable pressure, the professionals use these talents to minimize stress and boredom effectively. As three respondents averred:

"When you indulge in your talents, it's one way of dealing with stress. Regardless of your profession, you need to release some stress through traveling or playing sports." (P1)

"I enjoy volleyball, I meet new people and this is where I release the stress from work. Mostly when I want to take a break from stress, I want space, and the more I engage in sports, specifically in volleyball, I forget everything. It's like I released all my stress and it helped me. it's also something that is relaxing."(P2)

"I prioritize painting the most because it is my outlet for stress and boredom. It serves as my enjoyment as I utilize my time when boredom strikes or when I need to do something productive in my free time. One way I de-stress myself is through music and painting especially when I am bored."(P3)

Another transformational impact of these talents on some of the professionals is the improvement of their overall fitness. The necessity to maintain a good health condition and physique further fuels their desire to practice their talents. As claimed by one respondent:

"I am determined to play volleyball because it helps me to keep my body physically fit, to be healthy, to monitor my weight, my blood pressure and everything."(P2)

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C. Talent Prioritization

To prioritize is to identify and arrange one's options according to their order of importance. When needed, knowing what is essential and prioritizing is critical to achieving the maximum potential and optimum performance. It is also one of the critical factors to consider in ensuring that talent utilization yields purposeful results. During selecting which talent to prioritize, two components are closely associated and are fundamental to the decision-making process. The first part deals with applying talents in one's life as grounds for determining the purpose and dictating the order of importance. The second part covers the management practices employed, which serve as tools for analyzing the type of approach used.

"One thing that I consistently do is disciplining myself to prioritize things. I could apply discipline not just with the hobbies and talents but also with the work that I'm doing. I could discipline myself to prioritize managing my tasks, which strikes the balance." (P6)

1) Lifestyle Application

Not only do multi-talented professionals concentrate on their talent and profession, but they also recognize the factors on their way of living. One must consider the different facets of how these skills can be useful in their way of life, articulate their feelings by their abilities, and how this might affect the quality of time they have with their family and friends.

One reason that may suggest why they adapt their talents to their everyday lives is to sustain a balanced lifestyle. One of the primary purposes of applying this to their day-to-day living is to improve their mental health and to maintain a healthy lifestyle, as conveyed by two respondents:

"Probably, when engaging in sports, we are able to maintain a healthy lifestyle. I want to be more active and I believe that when we exercise, our vital signs will be more stable." (P2)

"Tennis is the most necessary because I need it for my health. I need it to regulate my blood pressure and to keep my health in good condition. Tennis is my cardio workout and my passion." (P1)

Looking at it differently, another reason cited by a respondent is that it encourages one to use their talents for self-expression. In dealing with these instances, it allows them to convey what they feel and improve and enhance their superlative abilities.

"Well, this is my life, this is where I am happy with and this is where I am comfortable with. This is God's purpose with me, to give him praise and worship. To also honor him and glorify him by singing and by creating arts." (P5)

2) Management Practices

In line with the practical application of individual talents to the different aspects of their lives, various methods are involved in balancing work, life, energy, and everything in between. These management practices refer to the formulation of a particular process in everyday dealings.

First, one needs to have an initial plan of action on how they will tackle their work, familial, and personal obligations without neglecting their talents. Planning enables one to enjoy the best of both worlds and, at the same time, give their best efforts in each field, as corroborated by one respondent:

"You need to know your priority, have a clear mind, and have good balance to enjoy both your profession, as well as your sports and your family. You need to have the strategy and tactics on how you can enjoy all of them without affecting each other and try to focus and give the best you can on each craft you take on." (P1)

Going deeper into the plan entails looking into the specifics. The management practices are doable and practical because it provides for more concrete measures. In this particular case, the practice of time-management was cited by two respondents, followed by their detailed approaches.

"I have time management, I follow a schedule, I have an organizer, for example, Sunday to Thursday, I have to work from seven am to five pm and I am very strict on that schedule. I don't bring my work at home because after work is my time to relax. During Thursday nights though, I am free, so I go out for practices or something like that, but sometimes, if there is a need or request to work during Friday, I will give priority to my work, I readjust my schedule. For example, this week, I can foresee what will happen to my schedule because I have time management, I am very strict when it comes to time and that's very important to me." (P2)

"It's really time-management, I work from Sunday to Thursday, and then during the weekends, we are in church and that is our family day. Sometimes, after office hours, if we are not busy, we would practice and sing together as a whole family. There are Thursdays that we practice and that is our general rehearsal for the church activities and the music team. So most of the time, weekends are my time for music while weekdays are for work." (P5)

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D. Talent Cultivation

One can cultivate their talents through experience, obtaining the knowledge to improve through these practical implementations. Experience alone is not enough to fully enhance one's talents; they can also attend classes and receive wisdom from instructors. Such developmental methods were practiced by one respondent based on the statement below:

"I was able to develop my talent in singing by attending practices and activities in the choir. I volunteer myself to lead the choir and people also think that I can handle it because they did hear my voice and they know that I am part of the choir. I also attended classes for singing in our barangay's church every time we had catechisms. While in volleyball, I also attended practices. I never skip practice day, I am very hard working when it comes to that because I believe that even if you are naturally great in volleyball but you have no practice, then it is still useless." (P2)

1) Methods Applied

In these modern days, people have started to utilize technology more and more, building endless knowledge along with it. Multifaceted professionals benefit from this by reading books published and watching videos from YouTube, gaining insights into cultivating their talents. Two respondents utilized this kind of approach to improving themselves, as reflected by the subsequent statements:

"Nowadays because of YouTube, it is easier to follow the methods in learning songs by watching tutorials and by applying it to yourself. Whenever there are gigs here in Qatar I will really find a way to ask my friends to play and that is one way to develop it." (P4)

"Reading books, gaining experience through daily practice, and watching videos on YouTube and asking guidance to improve my talents and passion." (P6)

There are plenty more methods of enhancing one's talent, but one of the sure ways to produce a positive outcome is through consistent practice. The traditional way of improving and one of the most indispensable means. As confirmed by the responses of the two participants:

"In music, it is all about practice. It is not only a talent but you have to practice it every day. I spend a lot of time in front of the computer with my guitar playing different songs. In gaming, it is just the same thing, you play and practice. Afterwards, I found out that I can try this in an actual competition." (P4)

"I believe that practice makes perfect and that through practice, one gains confidence and trust in himself/herself develops naturally." (P1)

2) Future Plans

Through time, there are lots of new things that we discover. New trends are making their way through society changing people's perspectives about their ideals and their likes. Other than that, one's workload tends to occupy most of one's time. Introduced into the different fields of talents are new standards as the world progresses to the future. One must have plans to deal with their inherent abilities to keep up with their talents' dynamism.

Eventually, this led to new things, discoveries, and trends applied in the fields of one's talents. These occurrences outdate their knowledge of their talents, and thus, further exploration is necessary to update and maintain their proficiency in their respective domains. As one professional stated:

" It's still the sports, specifically volleyball, because nowadays, I have limited time to play. I realized that the volleyball's rules, gameplay, and practice sets are changing. Just like a phone, it keeps updating and so is volleyball, it also keeps on changing. Once you don't participate in practices for a long time, the rules, strategies, and the techniques that I used to know are getting old, are now being changed. I want to continue (playing) volleyball and I wish to have more time to do that."(P2)

Furthermore, it is a great deal that one continuously hones their talents for not only can it serve as a form of pleasure and enjoyment, but it can also be a source of income. Multi-talented professionals also believe that no matter how good one may get in one's chosen domains, there is always room for improvement. It is vital that they consistently practice and pursue their talents not to lose touch of them. As supported by the statements of two respondents:

"I want to cultivate more on my artistic side as well. So I need to try and learn more styles from other artists as well as other things about being a painter." (P3)

"I still want to improve on playing the guitar. I do not think I am really good at it and I have not improved since maybe college. There are only a few improvements in what I have learned. I also want to hone recording; I want to practice the art of recording music." (P4)

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As the multifaceted professionals trudge through life, they also undergo an entirely separate journey for their talents. The whole process encompasses the stages of (1) discovery, (2) utilization, (3) prioritization, and (4) cultivation. The path towards becoming a hero proves to be challenging for these individuals who possess numerous exceptional aptitudes and a professional career. However, they are certainly up for the challenge. Armed with the passion and deep-yearning to perfect their talents, it is without a doubt that they would reach their ultimate goals no matter what it takes.

IV. DISCUSSION

A. *Talent Discovery*

Talented individuals deliver exceptional contributions and improvements, ranging from innovative breakthroughs to scientific discoveries. Talent discovery emphasizes the significance of identifying talents, which refers to the early recognition of the potential for an individual's success in a domain (Baker et al., 2012).

Opportunities presented to the youth would enable them to focus on their interest areas, thereby paving the way for self-discoveries. Such opportunities will likely increase the potential of developing their talents. Moreover, the individual paths to talent development will also vary due to the dependence upon external factors such as; the degree of support, academic environment, and personal levels of motivation and perseverance (Reis, 2010, as cited by Roege, 2016).

The first aspect of the identification of talents is the concept of talent foundation. Providing a child with early experiences can lead to the advancement of fundamental skills for successful talent involvement and subsequent development (Collins et al., 2012, as cited by MacNamara et al., 2015). Furthermore, an individual must possess interpersonal skills, motivation, a healthy self-concept, and tenacity to conquer potential hindrances along the talent development path (Tannenbaum, 1986, 2003; Subotnik et al., 2011; as cited by Olszewski□Kubilius, Subotnik, & Worrell, 2015).

Another significant factor to consider in forming a stern foundation for a talent to cultivate is support. Having people around who can reassure oneself of their capabilities will help stimulate one's innate passion for that specific talent. It is also essential to have not only emotional support but also technical support. A community must sustain and nurture the talents the youth are interested in to pursue the path they chose without feeling as if they could not attain their full potential (Roege, 2016).

The second aspect of talent identification is when the individual becomes fervent to pursue his/her exceptional abilities. The passion for engaging in a potential talent stems from the beginning point of talent development; childhood. It is not uncommon for talented children to have a passionate interest in a specific topic and invest much energy in probing all its aspects. For young talented learners, encouragement from others is key to reinforcing self-efficacy and building confidence (Farrington et al., 2012; as cited by Olszewski□Kubilius, Subotnik, & Worrell, 2015).

The developmental activities undertaken by children in specific learning environments are significant contributors to skill development. Moreover, many personal and environmental factors interact to determine an individual's talent development trajectory (Côté et al., 2013, as cited by Coutinho et al., 2016).

B. *Talent Utilization*

Talents not only serve as a source of leisure and enjoyment, for some, utilizing their talents in the fields of arts (Root-Bernstein, 2015), sports (Bailey et al., 2015), and music (Jones & Parkes, 2009) can yield them significant benefits. Individuals that belong to the upper end of the range in a particular talent domain attained exceedingly high levels of success in their jobs. Moreover, their expertise is not limited to their respective domains alone; talented individuals are also successful in maneuvering through life's struggles. They can persist through adversity, maintain motivation during challenging times, and deal with unprecedented and unexpected setbacks that arise during their career (John, Gropper, & Thiel, 2019).

Firstly, talented individuals have their reasons for utilizing their talents. One major factor is happiness through passion. Achieving happiness is considered a high-value goal in modern society, associated with manifold positive outcomes (Zeidner, 2020). Multifaceted professionals believe that aligning their strengths and talents with their careers is necessary to have a fulfilling and satisfying life. As justified in Zeidner's (2020) study, talented individuals who are happy and feel that they contribute to the greater good and enhancing life are bound to prosper and eventually benefit both themselves and society in general.

Consequently, loving and enjoying what they do will result in work productivity and improved performance, thus increased work motivation (Menges et al., 2016). Furthermore, another significant factor is money— it is tied to their work to support a lifestyle. Talent utilization aims to create both material wealth and spiritual wealth (Tang, 2016). With this, multifaceted professionals believe that utilizing their strengths and talents can significantly increase their financial success probability.

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Secondly, the impact on a multi-talented professional's life is also critical in pursuing a talent. A particular example of the advantages of talent use is increased involvement in sports-related activities, which promote individuals' well-being and enhance their physical, social, and psychological wellness. With that said, it is evident that utilizing talents can sustain and restore optimum health conditions. To further strengthen the claim that talents can bring beneficial outcomes, sports studies consistently report positive ratings of enjoyment from practice activities that aim to improve the individual's performance (Coutinho, Mesquita, & Fonseca, 2016).

Additionally, utilizing athletic aptitude also aids in enhancing one's analytical ability. Rivalry in group sports is also a great reflection of business competition. Given these applications, research shows that within companies' case, groups that are reinforced, propelled, and well-commanded pick up competitive advantage over those that do not have these capabilities (Maqueira, Bruque, & Uhrin, 2019). The employees' exceptional attributes and abilities are perceived as talents that enable them to achieve outstanding performance. The use of talents and creative abilities remarkably boosts an individual's career, given that the employment of talented individuals is an unquestionable source of competitive strengths (Pantouvakis & Karakasnaki, 2019).

In most cases, talent, especially in music and art, is done primarily to convey one's feelings and ideas. Although music is generally defined as the expression of humankind's moods and emotions, it can also influence individuals' moods and emotions. In particular, in music, data reveal that music enriches the people's creative interpretation experience, provides imaginary thought with emotional experience, and contributes to the regulation of moods and emotions (Sun, 2020). Moreover, factors such as an individual's creativity and intuition get enhanced through talent use, where fluidity, versatility, originality, and rapid elaboration of complexity are involved. These factors are closely linked to innovation; thus, several opportunities are established for the discoveries in several areas such as knowledge, developing one's intellectual abilities, and cognitive processes (Falaschi, 2019).

Another notable impact of engaging in one's talents is its effectiveness in relieving stress. Engagement in sports increases one's well-being while reducing stress and occupational burnout, including psychological distress, perceived stress, and emotional exhaustion (Bretland & Thorsteinsson, 2015). Similarly, art-making also results in lower cortisol levels in individuals. Becoming involved in the creation process of art was perceived as relaxing and enjoyable (Kaimal et al., 2016). Involvement in music is a means of stress reduction. Music practice and participation can positively contribute to living a flourishing life with greater psychological well-being (Croom, 2014).

C. Talent Prioritization

Talented individuals, specifical performers in sports, are frequently subjected to health problems encompassing psychological states, embodied states, and developmental disorders. Some of the health correlated problems include; burnout (Fraser-Thomas & Cote, 2009; as cited by John et al., 2019) and general health issues (Daykin, 2005; as cited by John et al., 2019). Active participation in sports and physical activity can yield health benefits encompassing the physiological and psychosocial aspects. Not only do they address physical health concerns, but they also contribute to the mental wellness of a person (Malm, Jakobsson, & Isaksson, 2019). As a result, these individuals tend to place more importance on their sports talent as they learn to appreciate their role in their lives, particularly in improving mental health and social capital (Marlier et al., 2015). Concurrently, they also recognized the need to balance the different domains of career and family while immersing in their talent in sports, which leads to higher subjective well-being and goal relations (Knecht & Freund, 2016).

The first part that multi-talented professionals consider regarding talent prioritization is their goal to have a healthy lifestyle while working in their respective workplaces and having enough time to do what they want to do. That is why multi-talented professionals need to find a way to balance and cope with the workload given to fulfill their wants and needs. Since most workers are engaged in fast-paced work environments, their job satisfaction and health have been affected (Mylavarapu, K. A. (2019). Employees around industries are seeking tools and resources that will help sustain their emotional and mental well-being.

Multi-talented professionals need to break from their workplace environment as professionals need to change their condition or way of living to improve and balance a healthier mental state towards their physical, emotional, and spiritual being. In making lifestyle changes, the outcomes lead to awareness, specifically how strategies for improvement and personal changes connect and can encourage personal recovery towards mental health. This knowledge could help people make positive personal adjustments to a healthier lifestyle and guide potential research in the process of making change (Lund et al.,).

Also, a healthy lifestyle leads to a so-called period of growth. The theory is that if an individual does things that are consistent with one's standards, he/she will feel good about himself/herself and, by doing so, would continue doing these things that satisfy him/her (Gresham, 2016). Multi-talented professionals cannot refrain from burnout caused by stress and pressure from the workplace environment.

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If a person has a low level of control and a high level of psychological stress, this situation is called the initial influence of stress, making one more vulnerable to burnout (Munhoz et al., 2020). Even some different healthy habits can have significant impacts on public health, and more extensive benefits can be expected by increasing adherence to the overall healthy lifestyle (Attalah et al., 2018). Much evidence has shown that persons who abide by a healthy lifestyle have markedly reduced incident cardiovascular events. The promotion of healthy lifestyle factors such as regular physical activity underlies the current strategies for improving cardiovascular health in the general population (Khera et al., 2016).

Multi-talented professionals find a way on how to obliterate the feeling of distress. For that reason, they search for alternatives on how to overcome the pressure by doing errands, trying a new hobby or skills, or spending time with their family and friends. When one feels burdened, incorporating healthy lifestyle changes can have a hugely positive effect on their mental and physical health. Among the most common indicators of well-being is life satisfaction; thus, adults of all ages should be encouraged to participate in leisure activities throughout their lives to improve and maintain their welfare. Such activities include engaging in hobbies, exercising, and socializing. (Paggi et al., 2016).

The management practices constitute the second aspect under talent prioritization. Multifaceted professionals have a lot on their plates; thus, the concept of achieving balance may seem difficult. Most people consider balancing work and personal life as a considerable challenge, given the scarcity of time, accumulation of tasks, and more significant commitment to their work in contrast with family demands (Vlems, 2005; as cited by Altoé & Voese, 2018). The same can be said for the professionals mentioned above; however, their situation is made more stringent to deal with due to their talents' multiple and developmental nature. In response to this, the art of discipline and management must be employed to maintain equilibrium in all facets. The results of a recent study suggest that it is beneficial to pursue multi-dimensional life goals at the same time to promote the integration of the different domains into one's life (Knecht & Freund, 2016).

Career and talent development requires learning processes related to interacting with the world of work overtime (Yuen et al., 2010); in other words, efficient time and effort management. Lacking strong skills in this regard may cause feelings of inability to meet demands (Zhbanova & Fincher, 2019). Time management is defined as a technology of increasing the efficiency of the usage of time. It further enhances the effectiveness and quality of a product of activity (Kirillov et al., 2015). Additionally, findings from a study that examined time management among professionals suggest that building time management capacities are a worthwhile strategy for reducing stress (Grissom et al., 2015).

D. Talent Cultivation

Cultivating our innate abilities allow us to maximize our potential as human beings fully; hence, the need for healthy talent development among professionals. The developmental Model for Natural Abilities (DMNA) under the theory of talent development asserts that talent's blossoming can be defined as the progressive transformation of outstanding natural abilities into outstanding knowledge and skills. Moreover, there are catalysts in intrapersonal and environmental aspects that actively influence and regulate talents' development (Gagné, 2015). Environmental catalysts include family and teachers' support, involvement in programs, and recognition through awards, whereas intrapersonal catalysts encompass temperament and volition. A notable research study conducted by Bloom and his associates further support Gagné's findings as it explores the influences and roles of the family, school, and community on the development of superior levels of talent in academic fields, artistic domains, and athletic areas (Olszewski Kubilius et al., 2015).

Focusing on their development, multi-talented professionals find ways to strengthen and improve their innate skills and talents. Having been presented with opportunities at a young age, this serves as a benefit for further expanding their knowledge of their talents. Research shows that individuals who become outstanding performers have more than raw talent in their field or opportunities to develop their talents—they have the will, drive, and focus on taking advantage of the opportunities they are presented with and the ability to thrive through failures even as the bar of success rises (Olszewski-Kubilius et al., 2019).

Firstly, the cultivation of one's talent comes from a variety of methods. To fully reach the peak of greatness, many have sought out the help of mentors or instructors. In cultivating one's talent, they progress through different mentors, each serving a distinctive function (Bloom, 1985; as cited by Kiewra & Witte, 2018). With this, parents are also mentors who take on an instructor's role as they provide their child the proper work environment for talent advancement (Bloom, 1985, as cited by Witte et al., 2015). Parents and teachers played crucial roles in each of the three phases of talent development from an age-related perspective, supporting the statements mentioned above. In the early years of learning, parents are viewed as the initial tutors, while in the subsequent phases, individuals seek guidance from an expert instructor or mentor to further their mastery in their domains (Bloom, 1985, as cited by Chua, 2015).

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Experience is also one of the factors that affect talent cultivation. Athletes and musicians often encounter critical life events that may pose distressing incidents, but individuals can benefit from these kinds of experiences and improve from them by employing coping strategies (John et al., 2019). Additionally, the experience is the driving force to boost learning. Even if learning materials and teachers are present, learning alone is challenging without the individual's experience. Those materials can only be made useful through engagement and participation (Wigginton, 1986, as cited by Blyler 2016).

Secondly, nurturing one's talent is essential, regardless of age. The Productive Giftedness Model suggests that all children have talents, which can and need to be cultivated and nurtured. The model also supports the notion that both ability and effort are needed to accomplish such formative goals (Paik et al., 2018). In line with this, work in the field should also emphasize what foundations and supports are needed to develop gifted children into outstanding adults (Subotnik, 2009, as cited by Winter, 2017). Furthermore, the developmental process's key factors include individual aptitude and learning environments (Coleman, 1988; Paik, 2001, 2015; Walberg, 1984; as cited by Paik et al., 2018).

Talent cultivation is a continuous process that warrants attention at all development levels (Csikszentmihalyi, 1996, as cited by Roege, 2016).

Besides, acquiring proficiency in a field involves a sustained refinement of skills and attitudes towards learning (Bransford & Schwartz, 2009, cited by Sherwin et al., 2017). Practices in the arts are continually evolving and warrant continuous exploration (Rantisi & Leslie, 2014). Similarly, the ever-changing music industry requires musicians to possess flexible and innovative skills that would allow them to adapt to changes in the field (Minors et al., 2017). Moreover, today's sports practices have also diversified as characterized by changes in sports participation styles throughout the years (Borgers et al., 2013). Along with developing their talents, career advancement is also significant in today's modern technology era because technology brings about change, creativity, and novelty. These improvements and changes will include teaching, preparation, and learning processes (Serbes et al., 2017).

For multi-talented professionals, a work-life balance is essential for them to achieve a sense of satisfaction and fulfillment in their workplaces and outside their jobs. It is imperative to focus not only on their career but also on prioritizing their plans in life. A work-life balance is essential between a compensated or a professional career and personal life (Smeltzer et al., 2016). Based on the results of 214 Indians employed in different Indian cities and abroad, it has been established that in the sense of work-life balance, non-work involves family and a combination of life domains that vary from person to person (Vineetha, 2018).

Professionals often think about their preparation for their future. They must have the requisite strategy for their personal growth and career development to fulfill their goals and to attain the life they strive to have. Many participants also discussed life plans beyond their career goals, life after college requires more than career growth, and it is necessary to balance various aspirations and plans (Zambrano-Varghese, 2017). Being conscious of the development of future life plans is crucial for professionals, which helps determine the factors required for self-improvement and growth.

V. CONCLUSION

Multifaceted professionals go through a lot, given that they have to juggle their time between their professional career and their manifold talents. A chosen career path is more complicated when the talented adult is a multipotentialite (Delisle & Squires, 1989, as cited by Riin & Bishop, 2015).

Along with this, there is also a need to simultaneously balance their familial and interpersonal relationships, significantly influencing their personal and professional growth (Mockros, 1996, as cited by Riin & Bishop, 2015). Without a doubt, these multi-talented professionals have to navigate through a long and winding road ahead.

The assessment for giftedness and talent of an individual usually begins in childhood and is a continuing process as their interests, needs, and behavior may change. Furthermore, one cannot demonstrate the potential for outstanding performance in a field if they have no experience (Farrall & Henderson, 2015). Studies have long emphasized the significance of intrapersonal self-discovery and talent development in gifted education, where the children themselves take the lead in defining their goals and exploring passions (Wagner & Dintersmith, 2015, as cited by Ambrose, 2015). In addition to this, it was also established that parents play a central role in enacting all four factors linked to talent development; early experience, coaching, practice, and motivation (Witte et al., 2015).

When these professionals gradually start to be passionate about their talents and view them as a source of happiness, this officially marks the start of their journey. In Kronborg's (2009, 2010) study, participants associated feelings of love or passion for their talent domain, which eventually led them to pursue their talent to high levels. Additionally, they were able to identify a specific time when their participation in and choice of talent domain became definite for them wherein they felt that they had found the direction they wished to take in life (Kronborg, 2009, as cited by Tweedale & Kronborg, 2015).

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Integrating one's talents into their life will allow one to make fruitful use of their giftedness and lead to personal satisfaction and fulfillment (Garcia et al., 2020). These multifaceted professionals currently utilize their talent for various purposes. One of which is when their talents are linked to their chosen career. It becomes their source of income and, at the same time, a powerful platform for self-expression (Ozcan, 2017). Moreover, the attainment of their goals is determined not only by "talent" but also by "sustained and focused application of talent over time" (Duckworth et al., 2007, p.1087, as cited by MacNamara & Collins, 2015). As such, these professionals regard their talents as something they love and are willing to devote both time and effort.

Being talented, at times, can have negative psychological implications. Studies have shown that gifted individuals have a comparatively lower social self-concept and physical well-being (Kroesbergen et al., 2015). However, for multi-talented professionals with demanding career obligations, the case proves to be different as they perceive their talents to be beneficial to help relieve stress and boredom. As a coping strategy, most individuals utilize their strengths and talents to bring forth a sense of satisfaction and facilitate positive feelings (Kim et al., 2012). Additionally, the usage of sports talent in particular, which denotes regular engagement in physical activity, can help prevent an alarming array of health risks (Staurowsky et al., 2015) and is generally beneficial to one's physical health (Malm et al., 2019).

Handling multiple talents is a demanding task, but these professionals just proved to rise to the challenges. Their perception and application of their talents, be it to answer a sense of calling (Longman et al., 2010, as cited by Tunheim et al., 2015), for personal satisfaction (Schunk et al., 2008, as cited by Agaliotis & Kalyva, 2019), or for health benefits (Kim et al., 2016), are significant determinants in establishing their priorities. In Szymanski & Wrenn (2019) study, the participants had an unyielding passion for pursuing their talents, even at the expense of other aspects of their lives (Szymanski & Wrenn, 2019). Apart from that, multifaceted professionals also practice the concept of time management to balance their talent pursuits with their career obligations effectively.

Having a talent necessitates unceasing efforts to hone and cultivate them. The same is true for these professionals with multiple strengths and interests. Gifted individuals view their innate abilities as incremental and grow with hard work (Feldhusen & Dai, 1997, as cited by Berlin, 2009). They can be further characterized by their perseverance, passion, and commitment to their long-term goals, even in the face of adversities (Duckworth et al., 2007; Robertson-Kraft & Duckworth, 2014; as cited by Millward et al., 2016). Their talent cultivation strategies include constant practice, practical use of resources, and guidance from mentors in the field for multi-talented professionals. Moreover, these instructors' influence manifests in the students from the initial stage to the highest level of expertise (Pavićević, 2020).

As our world continues to evolve, with new standards and norms formulated, rules and styles in all talent domains are certainly bound to change. Thus, talented professionals must develop plans to update their existing knowledge of their talents. Furthermore, as multifaceted professionals regard their talents to be their source of entertainment and income, further mastery of their talents should be included in their plans. Simultaneously cultivating and utilizing their talents will keep their vitality and potential (Tang, 2016). Arguably, the value of a talent is dependent on the mastery of the skill. Enhancing these talents entails a series of steps where the individual's ultimate goal is mastery, achievable through deliberate learning and continuous practice (Olszewski-Kubilius et al., 2016). Indeed, as Maurice R. Young once said, "to become a master at any skill, it takes the total effort of your: heart, mind, and soul working together in tandem." Young is a successful entrepreneur, investor, executive producer, and author who has published multiple books.

Based on the study's simulacrum, the lived experiences of multitalented professionals mainly focused on the interconnected areas of (1) Talent Discovery, (2) Talent Utilization, (3) Talent Prioritization, and (4) Talent Cultivation. This concept significantly determines the facets of talent progression, from the formation to developing their talents while working. For future research purposes, it is recommended: to explore other talent domains; to compare and contrast responses of multitalented individuals based on gender and age group.; to conduct in-depth research on the other aspects of multitalented professionals according to their preferences and characteristics and to study multitalented individuals in the blue-collar job sector.

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Kara Combatir Cabangcalan was born on June 18, 2002, is currently a senior high school student under the strand STEM (Science, Technology, Engineering, and Mathematics) in Philippine School Doha (PSD). She graduated from pre-school in Queen of Peace (QPS) with high honors, and upon graduating, she transferred to Qatar to live with her parents and pursue her studies there. Throughout her elementary years, she managed to maintain her grades and her stay in the pilot section. In fifth grade, she achieved a huge milestone as she secured a spot in the World Scholar's Cup Finals Round in Singapore, apart from achieving fourth place in the overall debate, first place in team debate, and fifth place in individual total. She was the first honorable mention and was able to bag multiple awards during her elementary graduation in PSD. As she transitioned into high school, she grew fond of playing scrabble, Badminton and joined the girl scout movement. She also garnered notable awards, such as being the champion in the social science division and the best speaker in their tenth-grade research fair. She completed junior high school with second honors and was a recipient of the Deportment, Excellence in Food technology, and Best in Social Studies awards. In senior high school, she veered away from her comfort zone as she became the LINK news editor and the Senior Safety Squad Vice-president. Recently, she was also part of the Laureola awards in the first two semesters. After she graduates senior high school, she plans to take up BS Nursing as her pre-med course at the University of Calgary Qatar (UCQ). In pursuit of her dreams, she aspires to proceed with Medicine, which she will be taking up at West Visayas State University Iloilo (WVSU). Her inspirations in life are her family, loved ones, friends, and God. She hopes to grow both in faith and wisdom in the years to come.

Niño Angelo Libut Contreras was born on December 19, 2002, is currently a senior high school student under the strand STEM (Science, Technology, Engineering, and Mathematics) in Philippine School Doha. Throughout Junior High School, he was consistent in being part of the Top 10 in his class. He graduated junior high school with a bronze award. He is currently a Grade 12 student who has a passion for volleyball and Badminton. In addition, He is part of the Volleyball Varsity in PSD and is aiming to graduate Senior High School with a good grade before he goes to college. Outside school, He is very active in playing video games, Badminton, and loves going outdoors to play with his family. He and his family love to go to parks a lot because this is their way of relieving stress and boredom and staying healthy and fit. After he graduates high school, he plans to study college in his home country, the Philippines, in which he will pursue a four-year course in BS Information Technology. After graduating, he will try to get a job in Qatar and support his family. He plans to be successful someday so that he can give everything his family wants and giving back the support they gave.

Hill Sebastian Seeckts Garcia, born on May 1, 2003, is currently a senior high school student under the strand STEM (Science, Technology, Engineering, and Technology) in the Philippine School Doha. He used to live in the Philippines and just arrived in Qatar on May 30, 2019. During his junior high school days in Puerto Galera National High School, he's on the top section, namely the SSC class, or the Special Science Class. He's always been part of the honors awardee and sometimes awarded with high honors, receiving bronze and silver medals for the accomplishment. When not in school, he focuses on his artistic side and draws a lot. When drawing, he usually draws digitally and rarely draws using paint. He learned to draw through listening to YouTube tutorials and self-thought through mistakes. After he graduates High School, he plans to go back to the Philippines and go to either UP (University of the Philippines) De La Salle University, or Ateneo de Manila University. If fortunate enough, he also plans to go to Texas University in Qatar to pursue his four-year course on Civil Engineering and to, later on, do his Engineering degrees. After graduating and finding a decent job, he plans to help his parents by building them their dream house and supporting their farm. After all that, he will still continue to study again for his passion and to further improve his artistic side.

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Izaiah Jed Lofranco Grado was born on December 26, 2003, in Davao City, Philippines. As of publishing this research, he is a Grade 12 Senior High School student, taking up the Science, Technology, Engineering, and Mathematics (STEM) Strand studying within the four corners of a loving and nourishing second home, Philippine School Doha. Since he turned three years old, he has lived in Qatar and lived there for approximately 13 years already. He joined the PSD's Battle of the Bands 2019 and became a finalist along with his band members. He is also a sponsored member of the Rondalla Club. He is also quite adept with art and joined various poster-making competitions throughout his Junior High School years. Recently, he tried to test his skills in dancing and joined the Ultimate Dance Battle. He is also part of the PSD Junior High School Volleyball Varsity. His intellect has won him numerous awards in academic competitions, such as 2nd Place in Math Quiz Bee, Champion in Science Quiz Bee, Champion in Spelling Bee, Social Studies Quiz Bee finalist, 3rd Place in Declamation, and a consistent finalist in quiz bees in general. He plans to continue his studies in Germany, where he plans to take a medicine course, to pursue his dream of seeing a hospital without any patients.

Virgil Paolo Gayondato Lopez, born on March 19, 2003, is currently a senior high school student under the strand STEM (Science Technology Engineering and Mathematics) in Philippine School Doha. He spent 6 years in Dubai to study and be with his family. During his junior high school days in Dubai, he became a student in a pilot section where he faced many struggles. He also participated in an international test in Dubai, namely the International Benchmark Test (IBT), where he received a distinction award in mathematics. Away from his school life, he wants to pursue a lot of things, like how to play the guitar and get better at playing volleyball. He also wants to pursue playing the piano as he once knew how to play one. After graduating from senior high school, he plans to go back to the Philippines and continue his studies. He plans to take aeronautics in college and enter Airlink in Pasay. After graduating, he plans to fill his flight hours and soon later join Qatar Airways as a pilot, wherein he then plans to make a family of his own and give back to his parents for the never-ending support throughout.

Azelle Cye Galvante Caraig was born on November 17, 2002. She is currently a Grade 12 student in Philippine School Doha under the strand of Science, Technology, Engineering, and Mathematics (STEM) program of the Dep. Ed. Curriculum. She previously studied in the School of Saint Anthony, St. Scholastica's College, and Philippine International School-Qatar. During her middle school years, she consistently garnered awards from different fields. In the fifth grade, she was ranked as the top five of the whole batch. In the same year, she also served in the Student Council as the Batch Representative. Likewise, she would serve her classmates with different class officer roles ranging from class secretary to the class president for several consecutive years. During her Junior years, she held consistent awards for honors and for different subjects. She joined several Quiz Bees related to English, Science, and Math. She also participated in the IWA's Inter-School Quiz Contest in her 7th grade. She also joined a band competition in the 10th grade and received an award of excellence in performing arts Rondalla because of her passion for music. In her senior years, she joined the Senior Safety Squad and the Philippine Institute of Civil Engineers' (PICE) Math competition. In her leisure time, she enjoys listening to music, playing the guitar, playing online games, reading books, and hanging out with her friends. Her dream is to become a Pediatric Pulmonologist and study in the United Kingdom, University of Santo Tomas, or in the University of the Philippines.

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Querubin Palma Pagtakhan was born on October 9, 2002, is currently a senior high school student under the strand STEM (Science, Technology, Engineering, and Mathematics) in Philippine School Doha. Throughout Junior High School, she was consistent in being part of the Honors in her class. She is currently a Grade 12 student and was a transferee from another school in Doha. Since she is a new student, she is still adjusting and coping with the new environment where she is right now. In addition, she is part of the badminton club and is still aiming to be part of the Laureola Awardees before going to college. Outside school, she used to play tennis with her family, loves to travel a lot, and loves going on outdoors. She and her family love to travel a lot because this is their way of relieving stress and boredom, a way for her family to bond. The idea of exploring different cultures in every country has excited them a lot. After she graduates high school, she plans to study college outside Doha, in which she will pursue a four-year course in BS Nursing. After graduating, she will try to apply for a job in America to follow her family's footsteps on her mother's side. She plans to be successful someday to repay her parents for all the hardships and sacrifices they gave her.

Mielle Francine V. Perez was born on December 20, 2002, in Makati City, Philippines, and is currently in 12th grade of Senior High School taking the STEM strand (Science, Technology, Engineering, Mathematics) at Philippine School Doha. She has finished her studies from pre-school to junior high school and will be graduating senior high school year 2021. She has big dreams and goals for both herself and her family. She has a passion for acting, singing, and dancing. She aspires to be a doctor specializing in human psychology, as she is interested in studying human behaviors. She has been a consistent honor student from pre-school to senior high school. Aspiring to inspire, journalism was her way to feel free. She used to be a campus journalist in her school publication in the Philippines. She had competed in District 6 Secondary Schools Press Conference when she was in grade 8 and won 2nd place in Pagsulat ng Lathalain (Feature Writing). In terms of leadership, she serves her classmates as a class secretary for 5 consecutive years. She also exercised her power, authority, and influence by being a TLE president for one year. In the Philippines, she loved joining pageants. She was often crowned as the first runner up, and she was luckily crowned as the champion twice. She is also a worshipper of Christ and serves the Lord by being a member of CFC-Youth for Christ. She plans to study her pre-med course at Far Eastern University - Nicanor Reyes Medical Foundation and take up Medicine at the University of Santo Tomas. As she grows old, she wants to learn more things about herself. She wants to become better every day: she's captivated with the idea of upgrading her life in every aspect. Her family and friends are her greatest motivators and inspirations in life. She seeks God's will, in all she does and trust His plan.

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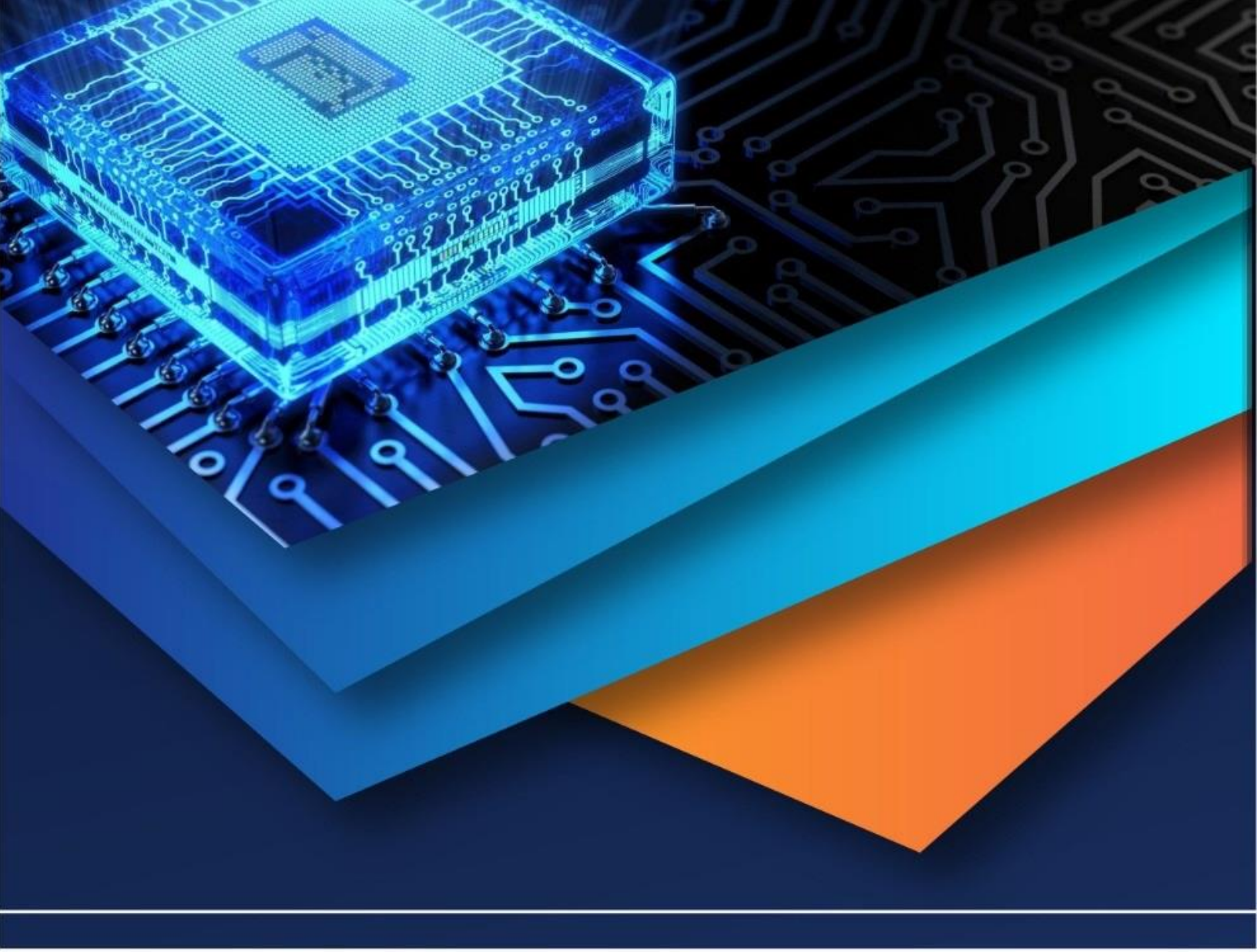

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