

Erasmus+  
'I know what I want to be'

***CAREER SWOT  
METHODOLOGY***

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# CAREER SWOT

**S**trengths

**W**eaknesses

**O**pportunities

**T**hreats

# Aim

Through career swot analysis students can learn:

- to think about themselves
- to increase their awareness of career development
- to take responsibility for consequences of their career choices

# Methodology

- Students answer “*Career Swot* Analysis Form” based on questions at the *beginning* of career guidance studies for all countries.
- Each country *implement* their *curriculum* to their students related to identity and personal choices.

# Methodology

- *After* complete the curriculum *implementation*, the students answer the “*Career Swot Analysis Form*” *again*.
- Each country prepare a *tool kit for teachers* including lesson plans implemented during the activities referred to the areas identity and personal choices, and write a *report* regarding their *curriculum outcomes*.

## Process

Career Swoat Analysis can used to defining instructions by students.

# Strengths

- What **advantages** do you have ?
- What is your **unique** features?
- What do other people see as your strengths?
- Which of your **achievements** are you most proud of?
- What kind of **books** you like reading?
- What kind of **sports** you like doing?
- What kind of things you are **good at** in the following areas:

Body resilience, art, sport, writing, sensory areas, etc.

- Which **environment** do you feel more comfort like indoor space, open space, individual or group etc ?

## Weaknesses

- What tasks do you usually **avoid** because you don't feel competent about them?
- Are you completely **competent** in your education and skills training?
- What are your negative work (study) **habits**?
- Consider this from a personal/internal perspective and an external perspective. Do other people **see weaknesses** that you don't see?
- What kind of **books** you do **not like** reading?
- What kind of **sports** you do **not like** doing?



## Opportunities

- What opportunities are **open to you**?
- How can you turn your **strengths** into opportunities? What is your need for it?
- What kind of occupations are there **around you** ?
- What kind of **information** you need about **jobs** which you enjoyed the most?
- How do you use your **spare time**?

## Threats

- What **obstacles** do you have currently face at school life?
- Is your school life (or the demand for the things you do) **changing**?
- Could any of your **weaknesses lead to** threats?
- What kind of jobs **outdated** in today?

	SWOT-1	Career guidance activities	SWOT-2
Strengths			
Weaknesses			
Opportunities			
Threats			

## When you compare SWOT-1 and SWOT-2

- Are there any changes between features of weaknesses (from SWOT-1) and strengths (to SWOT-2)?
- Are there any changes between features of threats (from SWOT-1) and opportunities (to SWOT-2)?
- Are there any changes between features of weaknesses (from SWOT-1) and opportunities (to SWOT-2)?

## **Semi-structured interview with the students**

Ask the students about the experience during the intervention and whether it changed their ideas, and why.

**Thank you!**

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