

RESUME SWOT ANALYSIS:

Approximate time to complete: 10-20 minutes depending on the nature of the topic.

A SWOT analysis is used by businesses and organizations in strategic planning sessions as a way to analyze their place in the market. A personal SWOT analysis can be used by your students to analyze their position vis-à-vis an upcoming interview, a method for writing covers letters, and an analysis of their position relative to a desired career field.

1. Start with a blank piece of paper (or you can create blank of SWOT drawings ahead of time). Draw a large square or rectangle and divide into four equal sections. You can use the “Table” feature of Microsoft Word if desired.

Strengths	Opportunities
Weaknesses	Threats

- The upper left section is labeled “Strengths” and refers to the individual’s strengths, skills, knowledge, etc.
- The lower left section is labeled “Weaknesses” and refers to the individual’s weaknesses relative to the desired position or career field.
- The upper right section is labeled “Opportunities” and refers to the outside opportunities available through the position, career field or company.
- The lower right section is labeled “Threats” and refers to outside forces that are generally beyond the individual’s control such as the economy, the other people who apply for the same position, etc.

Brooks, K. S. (2010-2011). *Connecting Students to Careers: Training and Instruction Guide*. Sacramento, CA: California Community College Chancellor’s Office.

2. Now, depending on the purpose of the SWOT you can work with the student to identify their strengths, challenges, etc.

- For instance, if you're using the SWOT to help the student prepare for submitting a resume, you can start by identifying an organization where the student will want to submit a resume after graduation, maybe their dream employer.

- o Discuss with the student the RELEVANT strength s/he has related to the position. What are the key elements the student will want to convey to the employer?

- o Then, analyze their weaknesses. What skills or knowledge might they be lacking? How can they gain experience or knowledge in those skills before they graduate?

- o Next, ask the student what opportunities does this company have? What is the title of the position s/he is seeking? What are the promotion opportunities? Training? Other special features of the company? What is the company known for? Why do they want to work there? (Note: if the student can't answer this—it's time to do more research!)

- o Finally, note the threats—who else might apply for the job? Why is this student better than the competition? What effect does the economy have on employment in this company?

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