|  |  |  |
| --- | --- | --- |
| **Factors** | **Value** | **Rating ( 1–4)** |
| Making decisions, and working independently | AUTONOMY | 2 |
| Change or variety in tasks, people, places | VARIETY | 2 |
| Scope to learn, study, think, analyse | INTELLECTUAL | 1 |
| Making friendly contacts with others | SOCIAL | 2 |
| Large income, expensive possessions | ECONOMIC | 1 |
| Expressing ethical code or religious beliefs | SPIRITUAL | 3 |
| Using talents, developing skills | USING ABILITIES | 2 |
| Being part of an important organisation | COMMITMENT | 1 |
| Having lots of stimulus, excitement, thrills | EXCITEMENT | 2 |
| Having influence or power over others | AUTHORITY | 3 |
| Enjoying or making beautiful designs or things | AESTHETIC | 1 |
| Getting promotions, career progression | ADVANCEMENT | 3 |
| Helping or caring for others | ALTRUISM | 3 |
| Concern for surroundings or location | COMFORT | 2 |
| Being original, developing new ideas | CREATIVITY | 2 |
| Activity, keeping moving, handling things | PHYSICAL | 2 |
| Taking risks; business and trading | COMMERCIAL | 4 |

Using the scale rating (1-4) identify the value of each of the factors. Rating of 1 being the highest with rating of 4 being the lowest.

Beliefs and values

While you will be conscious of many of your beliefs and values, you may be less aware of those which stem from your upbringing and the environment in which you live. Recording and reviewing them may help you to see whether they are changing as a result of your education and work experiences and help you make decisions about your future direction. If you’re not sure about your career direction, this may help you with action planning and decision making.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In the world** | **In my work (paid, unpaid or voluntary)** | **In my relationships** | **In myself** |
| **What matters to me?** | Scientific and technological development | A nice environment | Trust built up over a long time | How I feel |
| **What is most important to me?** | Competence | Enjoying myself there | Truth | Doing what I want to do when I want to |

|  |  |  |
| --- | --- | --- |
| **What are my interests, responsibilities and constraints?** | | **What are the implications and what can I do about them?** |
| **What are my needs?** | eating  drinking  sleeping  video games  holidays  travelling  experiencing | Get a high paid job with flexible working hours and location  Therefore no more troubles with traveling to work, have lots of money for fun stuff and I can work while I’m away making holiday travel easier |
| **What are my responsibilities?** | learning  looking after myself  my contract |
| **What constraints are there?** | How much time I have  How much money I have |

Needs, responsibilities and constraints?

|  |  |
| --- | --- |
| **Roles I most enjoy** | **Roles I think I do well** |
| Programming  Learning | Programming |

Thinking about the role you have at work, identify within the table the roles that you enjoy the most and the roles you think you perform well at. These elements are likely to transfer onto your SWOT analysis.

My abilities – highlight or tick the abilities that relate to you

|  |  |  |
| --- | --- | --- |
| INITIATE | SEEK | COMMUNICATE |
| IMPLEMENT | ORGANISE | HARMONISE |
| MONITOR | SOLVE | CHECK |
| MAINTAIN | DECIDE | CAMPAIGN |
| IMPROVE | LIAISE | PERSUADE |
| CONTROL | COORDINATE | MEASURE |
| ALLOCATE | EXPLORE | SUPERVISE |
| SELECT | INVESTIGATE | CHOOSE |
| DEVELOP | LINK | GUIDE |
| CREATE | SELL | MAKE |
| ENHANCE | PLAN | TRAIN |
| DELEGATE | TEACH | EVALUATE |

Abilities – Indicate when you have used these abilities

|  |  |  |
| --- | --- | --- |
| **Role** | **Ability used** | **Evidence of ability** |
| Creating a video game for university | Create, Make, Develop, Implement, Improve | Developing games requires all of these skills |
| Creating a way to record and run aggregator code to clear backlogged files | Monitor, Check, Maintain, Investigate | Had to come up with how the code would track everything then had to write it then had to monitor it running to make sure it doesn’t break and then improve it by investigating a few issues that came up after running it |
| Determining which of 3 methods of coding a solution was faster | Solve, Measure, choose | Recorded page loading times and determined which of 3 types of page loading was fastest |
| Documentation for university video game project and planning what we would do in it | Plan, Evaluate, Organise | Planned what features would be in the game then evaluated what we did and organised into a PowerPoint format for the documentation |

Work and personal achievements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dates** | **Employer/organisation**  **(include clubs, community groups, etc.)** | **Title** | **Responsibilities, duties and activities** | **Training**  **(include formal training, coaching and workshops)** | **Skills developed** |
| 2018-2020 | Secondary school (UTC) | GCSE student | To learn | GCSE | Create, Make, Improve, Monitor, Check, Investigate, Solve, Measure, choose, Evaluate |
| 2020-2022 | Secondary school (UTC) | A-Level student | To learn | A-Level | Plan, organise |
| 2022-now | University (BNU) | University student | To learn | Degree level |  |
| 2022-now | STFC | Apprentice software developer | To develop code and improve in my coding | Being around other developers, learning how they do it, workshops they host and the company hosts and experience coding | Develop, implement, Maintain |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

My skills audit

|  |  |
| --- | --- |
| **Skill Area (e.g. Communication)** | **Particular skill I would like to develop (e.g. Engaging an audience, giving a presentation)** |
| Communicate | I want to get better presentation skills |
| Initiate | I want to be able to create my own tasks by finding something wrong with a piece of code and then trying to fix it |
| Enhance | I want to become better at efficiently coding |
| delegate | I want to have the knowledge to help in the future about who is best at what to become good at giving people tasks that best suit them |
|  |  |
|  |  |

Please complete the full questionnaire. You will get more useful information if you try to use the full range of ratings.

Rate each of the statements in the questionnaire using the following scale. Try to avoid choosing 3 too often if you can:

6 Very high, outstanding performance

5 High level, reliably perform better than average

4 Good level, generally able to do it quite well

3 Reasonable level, just acceptable skills

2 Very basic level, not usually adequate

1 No significant level of skills

|  |  |
| --- | --- |
| **Communication** | **Rating** |
| 1. Listening, taking in what others say and checking your understanding of the information |  |
| 1. Clear verbal expression, ability to convey information without confusion |  |
| 1. Fluent speech, words flowing easily |  |
| 1. Drawing people out, to encourage them to speak |  |
| 1. Commanding an audience, giving a presentation |  |
| 1. Using the telephone effectively: few misunderstandings |  |
| 1. Reading efficiently: readily taking in written information |  |
| 1. Writing effectively, matching style to purpose |  |
| 1. Structuring reports and other written communications logically |  |
| 1. Using a wide vocabulary accurately and appropriately |  |
| 1. Speaking (accent and pronunciation) in a way that’s acceptable in a  wide range of social situations |  |
| 1. Spelling and grammar |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Dealing with people** | **Rating** |
| 1. Showing sensitivity to the feelings and needs of others;  taking account of this in dealing with them |  |
| 1. Getting on with a variety of people and building up working relationships |  |
| 1. Instructing, teaching or coaching others |  |
| 1. Delegating and managing others |  |
| 1. Leading a work group, chairing a meeting |  |
| 1. Encouraging, motivating, getting the best out of others |  |
| 1. Counselling: helping with personal problems |  |
| 1. Negotiating: mediating, dealing with conflict |  |
| 1. Interviewing, assessing or appraising |  |
| 1. Persuading, encouraging, changing others’ views |  |
| 1. Consulting and building agreements |  |
| 1. Acting assertively (not aggressively) |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Financial activities** | **Rating** |
| 1. Understanding book-keeping |  |
| 1. Preparing a budget |  |
| 1. Using a spreadsheet |  |
| 1. Understanding VAT and taxation |  |
| 1. Producing a cash-flow forecast |  |
| 1. Producing annual accounts |  |
| 1. Carrying out a cost–benefit analysis |  |
| 1. Interpreting management accounts |  |
| 1. Working knowledge of volume and expenditure-related variances |  |

|  |  |
| --- | --- |
| 1. Operating PAYE |  |
| 1. Understanding types, uses and sources of loan finance |  |
| 1. Operating costing system |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Thinking and analysis** | **Rating** |
| 1. Using project management tools, e.g. critical path analysis |  |
| 1. Using statistics |  |
| 1. Logical thinking, working out implications |  |
| 1. Applying critical ability in recognising potential weakness or problems |  |
| 1. Making logical use of facts or information |  |
| 1. Using mental arithmetic, estimating orders or probability |  |
| 1. Flow-charting |  |
| 1. Rational decision-making |  |
| 1. Carrying out analysis and evaluation |  |
| 1. Researching and gathering information |  |
| 1. Carrying out mathematical operations |  |
| 1. Carrying out stock or inventory control |  |
| **Total score** |  |

|  |  |
| --- | --- |
| **Technical/practical** | **Rating** |
| 1. Competence in using tools and technical equipment |  |
| 1. Understanding data-processing equipment |  |
| 1. Applying craft or technical ability |  |
| 1. Aptitude for diagnosing mechanical or electrical faults |  |

|  |  |
| --- | --- |
| 1. Constructing or assembling materials or equipment |  |
| 1. Understanding current technical developments |  |
| 1. Using laboratory equipment |  |
| 1. Dealing with tangible, practical problems |  |
| 1. Using manual dexterity, hand-eye coordination |  |
| 1. Understanding physical sciences |  |
| 1. Understanding engineering |  |
| 1. Maintaining or repairing complex equipment |  |
| **Total score** |  |

|  |  |  |
| --- | --- | --- |
| **Creative/innovative** | **Rating** | |
| 1. Generating alternative solutions to problems |  | |
| 1. Creating original ideas |  | |
| 1. Improvising or adapting for other purposes |  | |
| 1. Designing new things, systems, layouts, events or courses |  | |
| 1. Being insightful, intuitive or imaginative |  | |
| 1. Developing others’ products or ideas |  | |
| 1. Writing with imagination or creativity |  | |
| 1. Seeing new possibilities or openings |  | |
| 1. Appreciating new or unconventional aspects |  | |
| 1. Visualising: imagining how something will look |  | |
| 1. Working creatively with shapes, colours, sounds and patterns |  | |
| 1. Innovating and improving procedures in your own field |  | |
| **Total score** |  | |
| **Administrative/organisational** | | **Rating** |

|  |  |
| --- | --- |
| 1. Managing your time |  |
| 1. Planning systematically |  |
| 1. Operating procedures precisely |  |
| 1. Making things run like clockwork |  |
| 1. Handling in-trays efficiently |  |
| 1. Meeting deadlines |  |
| 1. Producing clear operational structures |  |
| 1. Developing resources to achieve objectives |  |
| 1. Organising working time |  |
| 1. Monitoring procedures and progress |  |
| 1. Making detailed plans of action |  |
| 1. Having a well-organised work space, filing system or recording procedures |  |
| **Total score** |  |

Summary

Now add up all your total scores.

|  |  |
| --- | --- |
| **Skill area** | **Total score** |
| Communication |  |
| Dealing with people |  |
| Financial activities |  |
| Thinking and analysis |  |
| Technical/practical |  |
| Creative/innovative |  |
| Administrative/organisational |  |

# Skills that employers want and how they can be developed

|  |  |  |
| --- | --- | --- |
| **Type of skill** | **‘Buzz’ words** | **Examples of how the skills can be developed through interests, work  and education** |
| **Self-reliance skills** | Self-awareness – purposeful, focused,  self-belief, realistic, assessing your own performance  Proactivity – resourceful, drive, self-reliant  Willingness to learn – inquisitive, motivated, enthusiastic  Self-promotion – positive, persistent, ambitious, accepting responsibility  Networking – initiator, relationship-builder, resourceful  Problem solving – how you approach problems, finding and implementing solutions  Planning action – decision-maker, planner, able to prioritise, identifying areas for improvement | Educational study – carrying out self-directed projects  Roles within your working situation  Involvement in community groups or charities  Roles within the home – planning, coordinating others |
| **People skills** | Team working – supportive, organised,  coordinator, deliverer, reliability, adaptability  Interpersonal skills – listener, adviser,  cooperative, assertive  Oral communication – communicator, presenter, influencer  Leadership – motivator, energetic, visionary  Customer orientation – friendly, caring, diplomatic, respect  Foreign language – specific language skills | Caring responsibilities  Work responsibilities in a team  Fundraising for charity  Voluntary work  Member of orchestra or drama group  Sport  Guide/Scout leader  Travel |
| **General employment skills** | Problem-solving – practical, logical, results orientated  Flexibility – versatile, willing, multi-skilled  Business acumen – entrepreneurial, competitive, risk taker, customer service  IT/computer literacy – office skills, keyboard skills, software packages  Numeracy – accurate, quick thinker, methodical, dealing with data  Commitment – dedicated, trustworthy, conscientious | Roles within the home – budgeting  Roles within work e.g. use of IT, work experience  Project work through study  Membership of local clubs, committees and societies  Self-employment |

|  |  |  |
| --- | --- | --- |
| **Specialist skills** | Specific occupational skills – specialist relevant knowledge, e.g. languages, IT  Technical skills – e.g. journalism, engineering, accounting, sales. | Educational study  European Computer Driving License (ECDL)  Language skills  Web design skills – use of programming or coding languages  Blogging and using other social media tools  First aid at work qualification  Vocational qualification. |

My wish list

|  |  |
| --- | --- |
| **What would I like to achieve in the long term?** | **What would I like to achieve in the short term?** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

My SWOT analysis

Use this grid to organise your thoughts. Explore what you do well, the areas you need to work on, the possibilities that are open to you and the things that might cause difficulties.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| Good at analysing  Good at adapting  At a good place to get training | Bad at communication  Too slow doing some things  Can get distracted |
| **Opportunities** | **Threats** |
| I can get discounts on some places  There are training courses I can go on and lectures available at some times  There are lots of other developers here that can help me learn | Need to learn more and understand AI better to use it to help coding |

My action plan

|  |  |
| --- | --- |
| **My goal**: | |
| **What?** | **How?** |
|  |  |
| **Resources to help** | **When?** |
|  |  |