

Self-study material for students | © University of Helsinki Career Services

ANALYSE YOUR SUCCESSES

Why?

It can sometimes be hard to put your strengths into words. But we all have strengths and analysing your past successes can help identify them.

With the help of this assignment, you can identify and analyse the skills and strengths expressed in the experiences of others and also receive feedback on your own skills and strengths.

How?

This assignment works best in a group of three, but you can also do it with just one other person or on your own. Other people's perspectives offer a vital element to this assignment.

Think of a success – big or small – and prepare to share it with the others. The successful experience can be in any domain of your life: it can be related to your work, studies or something else entirely. It can also be a situation in which you were successful despite challenging conditions. Run through the situation in your mind:

- Describe a situation in which you took pleasure in your success. What happened in the situation?
- What role or part did you play in the situation?
- How did you act? What was the end result?
- What skills, qualities or strengths do you think you used?
- If someone had observed you, how would that person describe your actions and behaviour?
- What role did other people play in your actions?
- What were you happy with? What would you do differently now? What did you learn from the situation?

Assignment for a group of two or three (2–3 x 15 min):

- Decide your roles: one person describes their experience and the other two listen, take notes and ask for more details.
- The person describing their experience has about 10 minutes to speak about it. In the meantime, the other people write down the skills, positive qualities and strengths that they can identify from the story.
- After that, they have five minutes to share their observations and remarks with the person telling the story.
- Switch roles so that everyone gets to tell their story and receive feedback on it.

Source: (adapted from) Borgen & Amundson, 1998.