



SWOT ANALYSIS - CLIPS

INTENTION - COMMUNITY - DIAGNOSTIC METHODS

SWOT is used in CLIPS as a diagnostic method, to assess the state of a project - and realize new potentials. It is a known tool, used in both companies and organisations, when laying out strategies.



Aims and Objectives

- To bring awareness to the situation in the group
- To highlight both positive and negative aspects
- To inform strategy, decisions and action.



Time

Min. 85 minutes – preferably 2 hours



Materials & Preparations

Prepare the SWOT chart:

Use a large flipchart to make a chart with four squares. Label the top left square “Strengths”, the top right square “Weaknesses”, the bottom left square “Opportunities”, the bottom right square “Threats” (you can add a graphic icon for each).

- Have flip chart papers, A3 and post its ready.



Target audience

Community groups with a shared task.



Number of Participants

Minimum 4 – maximum 40.



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CLIPS
METHODS



Duration	Activity
5'	INTRODUCTION - SWOT AND CLIPS
25'	PHASE 1: BRAINSTORMING IN GROUPS
25'	PHASE 2: SWOT ANALYSIS IN PLENARY
20'	PHASE 3: REVIEW AND ACTION PLAN
10'	DEBRIEFING THE EXERCISE

INTRODUCTION

FRAMING- 5 MINUTES

Explain, that a SWOT analysis is a widely used tool used to identify the strengths, weaknesses, opportunities and threats of a group or a project. In CLIPS we can use the SWOT also as a diagnostic method.

It brings focus on specific areas and can discover actions that can help build on strengths, minimize or eliminate weaknesses, maximize opportunities and deal with or overcome threats.

A SWOT analysis is done as a group work and can be used for strategy planning and for taking informed decisions, based on shared insights.

Show the drawing of the SWOT.
The top squares (Strengths, Weaknesses) focus in the "internal" aspects of the group. The bottom two squares focus on "external" elements; being things that are not directly under our control.

THE SWOT ANALYSIS

INSTRUCTION 1 - 25' BRAINSTORMING

Make smaller groups with 4 members in each, to maximize participation. Tell the groups to copy the big chart on an A3 paper or a flip chart.

Ask them to brainstorm anything that comes to them as strengths and weaknesses, first individually on post its and then by sharing in the small group, by adding post its to the chart while discussing the issues raised.

Do the same with opportunities and threats.

Give time for the discussion in the groups.

Ask the group to choose points from each square, for the plenary. Tell them to choose points that are not so obvious but have surprised or have given rise to a good discussion - or even disagreement.

INSTRUCTION 2- 25' SWOT ANALYSIS IN PLENARY

Bring the whole group together again to discuss and to share the different inputs.

On the large chart, start with one area and have each sub-group present the 3 most inspiring and/or important issues they came up with.

Ask for comments and questions to each group.

When one square has been exhausted, move on to the next until all four have been completed.

INSTRUCTION 3 - 20' REVIEW AND ACTION PLANNING

The facilitator gives a review of the work done by the groups, adding some observations.

Begin with internal **strengths** and move through external **threats**. State, that strengths must be acknowledged, celebrated and maintained - and used actively as strategies to further develop the project. Stress, that acknowledging threats are not necessarily a result of a negative mindset, but is showing a sense of realism. Being aware of threats also helps prevent them.

Underline, that **weaknesses** are there for the group to address, learn and develop, at the appropriate level, accepting own role and responsibility for it (not only blame others, but realize own shortcomings and how to turn a weakness into a strength).

Potentials can be activated - or be sleeping till there is sufficient energy and time. Still, it is good to realize that potentials are there waiting for internal processes to address these and thereby add to the strengths of the group.

From there, decide major focus areas, based on the situation lined out on the chart. Who will do what from now - when?

Catch the result graphically, on an additional chart:
Action - people responsible - deadline/timeframe.

Remember to celebrate the actions and groups.
Record everything and make it accessible.



DEBRIEFING - SWOT

INSTRUCTION 4 -10' DEBRIEFING

Throw in an energizer to change the scenery.

Ask how it was to go through this exercise?
How can we use it, in our group - and with others?

How often could it be helpful to do this, as a group?



SWOT IN CLIPS

As a diagnostic tool SWOT gives the group the opportunity to express its state, which can then be worked with through the layers. Could be used in the beginning stage and is also a good tool for "practice", as it can help to set up an action plan that is adapted to the situation - Strengths, Weaknesses, Opportunities, Threats - of the specific project.

THE ORIGIN OF SWOT

Use of the SWOT framework sometimes give credit to Albert Humphrey, who developed the approach at the Stanford Research Institute (SRI) back in the 1960s and early 1970s.

The SWOT analysis has been used in community work as a tool to identify positive and negative factors within organisations and communities, that promote or inhibit successful implementation.

It is used as a preliminary resource, best used before developing goals and objectives for a program design or implementing a strategy. The SWOT analysis is A PART of the planning for social change processes and will not provide a strategic plan if used by itself. After a SWOT analysis is completed, the SWOT analysis can be turned into a series of recommendations to consider before developing a strategic plan.

