

Source: Conklin, N., Gunderson, G., Jones, J., Spiegel, M. (1992). *Getting Ahead by Letting Go*. Ohio State University Extension.

S.W.O.T. Analysis



- A **S.W.O.T.** analysis is a basic model that provides direction and serves as a basis for the development of marketing plans.
- It accomplishes this by assessing an organization's **S**trengths (what an organization can do) and **W**eaknesses (what an organization cannot do) in addition to **O**pportunities (potential favorable conditions for an organization) and **T**hreats (potential unfavorable conditions for an organization).
- Strengths and Weaknesses are internal factors. Opportunities and Threats are external factors.

Outline of Nominal Group Process Steps

Step 1: Process directions (10 min.)

Step 2: Round-robin listing of ideas (30 min.)

Step 3: Individual group discussion (30 min.)

Step 4: First vote (10 min.)

Step 5: Group discussion of first vote (20 min.)

Step 6: Final group vote (10 min.)

Step 7: Wrap up (20 min.)

Criteria for Assessing the Value of an Extension Program

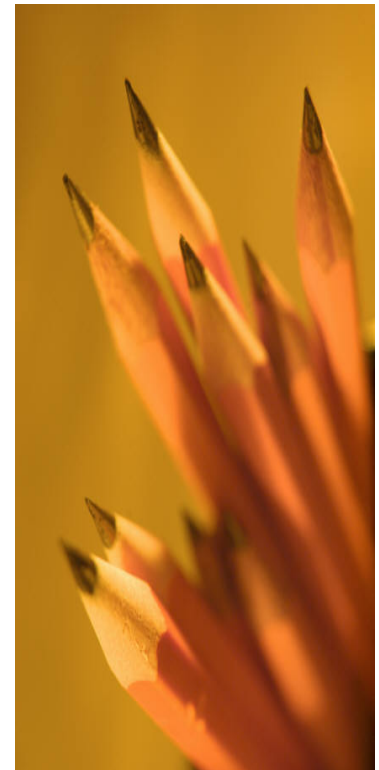
Name of existing or proposed Extension program (course, event, activity, project, etc.) being evaluated: _____

Directions: Please rate this program, 1-5, for each of the following criteria, where 1=Highly Questionable and 5=Definitely. (Choose a number of corresponding rating for each criterion, then total scores below.)

The program...

1. Has high past or current attendance/enrollment.
2. Has high future attendance/enrollment potential (growth).
3. Is unique (Number of similar available opportunities is limited, at least for target audience, and therefore, does not duplicate other efforts).
4. Has adequate funding, human and other resources to be successful (or the ability to attract them).
5. Projects favorable, contemporary image to general public.
6. Has potential for attracting non-traditional audiences.
7. Is of political importance (to grassroots level or formal political powers).
8. Directly addresses a critical societal issue, concern, or need.
9. Has base of support at land-grant university (Available specialists or other faculty; available resources, research and knowledge bases).
10. Provides opportunity for effective recruitment of ongoing program participants/volunteers.
11. Is consistent with Extension/program mission.
12. Has established purpose(s) and objective(s).
13. Provides worthwhile learning-by-doing experience.
14. Uses or promotes safe practices.
15. Complements other Extension programs offered and integrates well into total Extension program.
16. Conforms to moral standards of the community.
17. Is interesting or fun for participants.
18. Attracts favorable mass media attention.
19. Provides valuable skill(s).
20. Is not unnecessarily costly for participants.
21. Utilizes appropriate balance of paid staff and volunteer efforts.
22. Provides non-competitive experiences.
23. Is a service to community.
24. Is of educational value.
25. Results in positive impact.

TOTAL RATING: _____



Diem, K.G. (August 2002). Making program choices when resources are limited using a self-assessment tool with program stakeholders. *Journal of Extension* [On-line], 40(4). Retrieved from www.joe.org/joe/2002august/tt3.shtml.

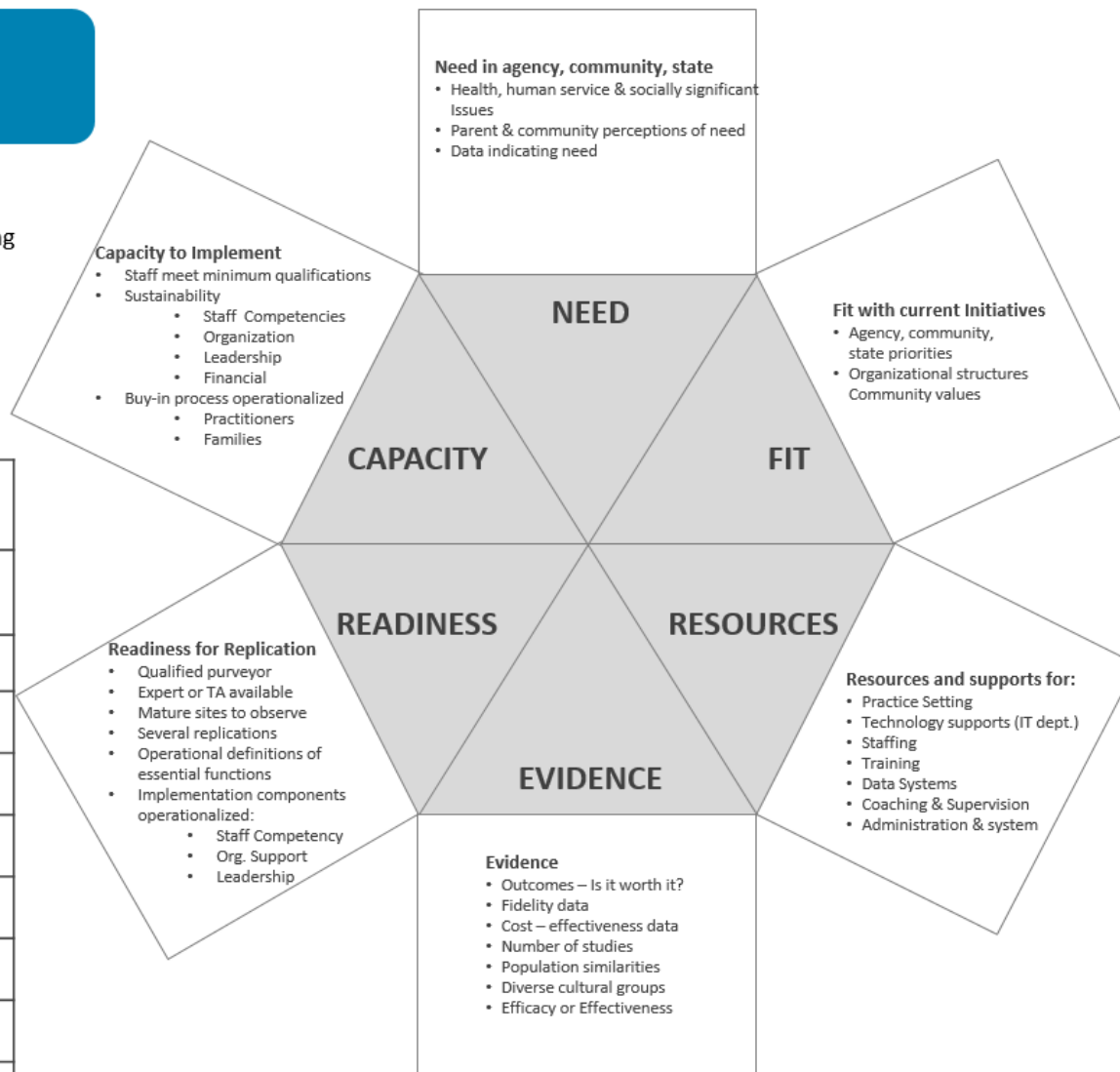
The Hexagon Tool

The Hexagon Tool Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)



Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-TheHexagonTool_0.pdf.

A 3-step approach to priority-setting and developing an effective marketing strategy

1. Determine what the current participants in your program think about the program.

- What do they like about it?
- Why did they enroll and who convinced them to do so?
- What don't they like about it and what suggestions do they have for improvement?

2. Find out what others think about the program.

- What do they think the program offers?
- Why didn't they enroll?
- Who influenced their decision? (Try to talk to those people too.)
- What would interest them to enroll?



Finding out what people think is very important. Remember, that people's perceptions of reality, not just the actual facts, influence people's attitudes, decisions, and actions! Various methods can be used to find needed information.

A few are:

- Written questionnaires
- Personal or telephone interviews
- Discussions at participant and staff/volunteer meetings, classes & workshops
- Opinion questions on applications, enrollment forms
- A comprehensive review of your program every 3-5 years

3. Determine if there are discrepancies between what people think of your program and what it actually is or you think it should be.

- Devise a plan of action to alleviate or minimize these discrepancies. This is your marketing strategy.
- Your marketing strategy will probably differ from one aspect of your program to another. This means that one approach won't work for every situation.
- Gear your promotion efforts toward the people you're attempting to attract. If you don't target your message to a specific audience, your message may not get through to anyone.