



SWOT analysis – Learning and Guidance – Joachim Ludwig

SWOT-Analysis in the Thematic Working Group of Learning and Guidance

Short abstract of the case study:

The case study involves a proceeding to analyze and solve problems in organisational development projects. The proceeding is characterized by three workshops, where researchers analyze and reconstruct organisational conflicts documented in a case study of the enterprise project (research workshop) and where consultants transfer the findings into the practice of the organisational development project (during a counseling workshop). This proceeding is a bridge between research and practice. As a result the teacher role is divided in two parts: researchers who produce the analyses and the knowledge about the development project on the one hand and counselors who are counseling the concrete problems with this knowledge on the other hand.

ULLL organisations are enabled to consult companies and organisations for successful organisational development.

1. The systemic view

Dimensions	Strengths	Weaknesses	Recommendations
1 challenges for the bridge (this is the link to the professional view)	compare the second chart below		
2 teacher professionalism	<ul style="list-style-type: none"> researchers can realize their expertise counselors participate the analysis process from the beginning, so they are able to make themselves competent 	<ul style="list-style-type: none"> counselors have a understanding problem in the Interdisciplinary Interpretation Workshop some counselors are not able to transfer the general findings in the concrete practice-problem 	<ul style="list-style-type: none"> training the counselors
3 teacher role conflict	<ul style="list-style-type: none"> scientists can remain in their researcher role and must not switch in the teacher or counselor role 	<ul style="list-style-type: none"> researchers does not analyze but rate the problem of the enterprise researchers give tips but not new knowledge 	<ul style="list-style-type: none">

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4 learners professionalism	<ul style="list-style-type: none"> • individual problems are in the focus of counseling • concrete problems of the enterprise in connection with the social context are in the focus of counseling 	<ul style="list-style-type: none"> • the management decides about participation of the staff • the staff with the most problems does not participate 	•
5 expectations of enterprises	<ul style="list-style-type: none"> • a new strange perspective is opened 	<ul style="list-style-type: none"> • the research results need too much time 	•
6 discipline cultures	<ul style="list-style-type: none"> • young researchers realize cooperative interdisciplinary learning 	<ul style="list-style-type: none"> • scientific power structures reduce cooperative interdisciplinary learning 	•
7 expectations of society	<ul style="list-style-type: none"> • society expects a bridge between research and practice 	<ul style="list-style-type: none"> • the bridge is to be built new and creative in every project 	•

	Opportunities	Threats	
1 challenges for the bridge (this is the link to the professional view)	<ul style="list-style-type: none"> • compare the second chart below 	•	•
2 teacher professionalism	<ul style="list-style-type: none"> • universities have a large group of researchers from a lot of disciplines 	<ul style="list-style-type: none"> • the analysis of the organisational development project and its problems needs much time. • the analysis is only possible if the thematic problem structure is compatible with the research interests of the 	•

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		<p>researchers</p> <ul style="list-style-type: none"> • the ULLL staff has little influence over the researchers to participate 	
3 teacher role conflict	<ul style="list-style-type: none"> • interdisciplinary research is increasing and is forced from society 	<ul style="list-style-type: none"> • science and research are involved in a deep changing process which brings them in a market structure and in compete to each other 	<ul style="list-style-type: none"> •
4 learners professionalism	<ul style="list-style-type: none"> • science based problem solving is an expectation in the modern society 	<ul style="list-style-type: none"> • efforts in counseling presuppose self-criticism and the courage to bring in the own subjectivity 	<ul style="list-style-type: none"> •
5 expectations of enterprises	<ul style="list-style-type: none"> • researchs demonstrates that she is able to be practical 	<ul style="list-style-type: none"> • research causes costs 	<ul style="list-style-type: none"> •
6 discipline cultures	<ul style="list-style-type: none"> • researchers find a concrete occasion for networking • the university improves the networking in the region 	<ul style="list-style-type: none"> • interdisciplinary networking has no much benefits in the own discipline 	<ul style="list-style-type: none"> •
7 expectations of society	<ul style="list-style-type: none"> • especially social sciences are able to show their output for relevant social problems. 	<ul style="list-style-type: none"> • social science has a deficit in technology, that means they cannot guarantee usefulness • 	<ul style="list-style-type: none"> •

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2. The professional view

only with focus on the counselors

Dimensions	Strengths	Weaknesses	Recommendations
1 Verstehen Acknowledge a) empathic b) analytical	<ul style="list-style-type: none"> couns. have competencies in understanding couns. can use the specific analysis 	<ul style="list-style-type: none"> couns. often have not enough field competencies for the special enterprise/trade sector 	<ul style="list-style-type: none">
2 Impulse geben alternative explanations/ Theories/ Interpretations	<ul style="list-style-type: none"> couns. are prepared by the concrete analysis 	<ul style="list-style-type: none"> couns. have to combine the individual problem with the general findings of the analysis 	<ul style="list-style-type: none">
3 Verstehen des Lerners Detect understanding on the part of the learner, feed back by the learner,	<ul style="list-style-type: none"> the employees/ learners understanding is supported by the couns.'s individual problem reconstruction 	<ul style="list-style-type: none"> couns. often do no problem reconstruction but want to instruct the employees/learners 	<ul style="list-style-type: none">
4 Alternative opportunities	<ul style="list-style-type: none"> cooperative working in the council workshop results in much new opportunities 	<ul style="list-style-type: none"> for s.o. who has a hammer as analysis-structure every problem is a nail 	<ul style="list-style-type: none">

	Opportunities	Threats	
1 Verstehen Acknowledge a) emphatical b) analytical	<ul style="list-style-type: none"> the counseling process can use a widespread data material about the enterprise project and individual problem descriptions. 	<ul style="list-style-type: none"> employees are afraid to show their problems and weakness 	<ul style="list-style-type: none">

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<p>2 Impulse geben alternative explanations/ Interpretations</p>	<ul style="list-style-type: none"> the cooperation in the council workshop and the combination of external and internal actors produce an lot of alternative interpretations 	<ul style="list-style-type: none"> mostly the project situation is very complex 	<ul style="list-style-type: none">
<p>3 Verstehen des Lerner Detect understanding on the part of the learner, feed back by the learner, ,</p>	<ul style="list-style-type: none"> employees are learning along their own problem situation the employees get access to science learning 	<ul style="list-style-type: none"> self criticism as a relevant precondition is dangerous in enterprises 	<ul style="list-style-type: none">
<p>4 Alternative opportunities</p>	<ul style="list-style-type: none"> the different perspectives in the counseling workshop produce a lot of alternative opportunities 	<ul style="list-style-type: none"> employees/learners are looking for quick solutions 	<ul style="list-style-type: none">

2. Can the hindering factors (weaknesses and threats) be generalised and applied at national level? Which other hindering factors can be identified?

<ul style="list-style-type: none"> practitioners expect tips and solutions – no complex analysis and the expectation to reflect showing subjectivity in the own enterprise during a counseling process is dangerous the ULLL staff has little influence over the researchers to participate science and research are involved in a deep changing process which brings them in a market structure and in compete to each other interdisciplinary networking has no much benefits for shaping a own profile in the discipline
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3. Once you have identified the general hindering factors, please try to analyse their reasons to find out how these factors are embedded in your respective learning and research culture.

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- practitioners and enterprises are working under competition, so they want to become competent very quickly without circuitous reflections
- the ULLL staff is integrated in the universities teaching culture but normally not in the research culture
- applied research does not result in a science career

4. Actions that could be carried out to overcome these identified reasons for barriers and hindering factors to cooperation between ULLL researchers and practitioners or solutions

Please identify and explain possible solutions for the identified reasons of barriers.

- the results of the counseling process must have a high quality, a widespread explanation power and a high practicability
- ULLL institutions should enhance their networking with research actors in the university
- if the recognition for the researchers is not science career perhaps it is money

5. Actors which (could) play a role in carrying out these actions (based on the network analysis of activity 2 and 3) and reason:

Please reflect on how the identified actors of the network analysis could help to overcome identified barriers and constraints.

Actors	Reason
the steering committee of the university	can declare that applied research in the region is relevant for the university
the ULLL management	can establish not only teaching networks but also research networks
the project leader	must have a very good time management to coordinate the researchers for quick analysis results