

Unit 3

Finding Direction and Determining Youth Development Needs

Overview

In the first two units you looked at the process of strategic planning, its relevance to youth development work, the steps required to complete a strategic planning process, and the major components of the strategic plan. We took it further and examined how all the components are articulated in what is called a logical framework.

This unit affords you the opportunity to look at the actual process of planning strategically. We will revisit most of the concepts and definitions from units 1 and 2 and begin working through a strategic planning process to prepare a logical framework. First, you will understand why defining a Vision and Mission is important to the success of your organisation and further explore the link between these and your strategic goals and objectives. Then, the unit will also allow you to do a general analysis of the situation facing youth, select youth development issues and go through a prioritisation exercise to choose the most important issues to work on.

We will also begin to create a Workbook in which you will document all the main components of the strategic plan/logical framework. This is designed to make the process as practical as possible for you and to deepen your learning. Different activities throughout the unit will require you to work on your Workbook; please be sure to complete all of these activities. This component of the strategic planning process is often the most challenging and, as such, this unit will include a number of practice activities. The unit will run over the course of 3 weeks to allow for adequate time to practice, review and revise materials.

This unit is divided into three sessions:

Session 3.1: Articulating Vision, Mission and Core Values.

Session 3.2: Assessing the Internal and External Environment to Analyze Issues facing Young People.

Session 3.3 Using a Prioritization Model to Assess the Relative Importance of Needs Identified.

Unit 3 Learning Objectives

At the end of this unit, you will be able to:

1. Create a Vision and Mission Statement for your youth development unit or organisation.
2. Discuss the importance of core values and principles for youth development.
3. Demonstrate understanding of how to conduct a general situation analysis and use the SWOT and PEST analyses.
4. Identify key youth development issues based on the situation analysis and SWOT analysis.
5. Discuss the importance of ensuring the alignment of Mission, Vision and Strategic priorities.
6. Undertake a strategic prioritisation process.

Unit Readings and Additional Online Resources

a) Required Readings:

- **How to Write a Mission Statement** at https://www.tgci.com/sites/default/files/pdf/How%20to%20Write%20a%20Mission%20Statement_0.pdf
- Vision and Mission, what's the difference and why does it matter? At <http://www.psychologytoday.com/blog/smartwork/201004/vision-and-mission-whats-the-difference-and-why-does-it-matter>
- **Swot Analysis- Discover New Opportunities manage and Eliminate Threats** at http://mindtools.com/pages/article/newTMC_05.htm
- **The 10 step guide to Program Planning** at <http://www.youthlearn.org/learning/planning/program-planning/-10-step-guide-program-planning/10-step-guide-program-planning>.
- **How to Conduct a rapid situation analysis- A Guide for Health Districts in South Africa** - <http://www.hst.org.za/sites/default/files/rapid.pdf>
- **Thompson Jr., Arthur A.J. & Strickland III, A.J (1998): Crafting and implementing Strategy: Text and Readings; McGraw Hill, Boston; New York.**
- **UWIDEC (2000): Business Strategy and Policy.**

- Commonwealth Youth Programme Strategic Plan 2008-2012
http://www.thecommonwealth.org/shared_asp_files/GFSR.asp?NodeID=170253
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HINT: All external readings are critical to your success in this course.

Session 3.1

Articulating Vision and Mission

Introduction

This session introduces the first steps in the strategic planning process. You will learn how to define the direction your work is to follow by creating clearly defined Vision and Mission Statements and articulating a set of core values for the organisation. We will continue with the work we started in unit 2 where we began to define the terms commonly used in strategic planning exercises and where we also had some preliminary practice in drafting results.

This unit is heavily activities based as this is the best method to concretize your learning of this topic.

Session 3.1 Objectives

At the end of this session, you will be able to:

1. Fine-tune the crafting of a Vision Statement for your organisation (building on your learning from Unit 2).
2. Fine-tune the creation of a Mission Statement for your organisation.
3. Identify a number of core values for your organisation.

Articulating Vision and Mission

Vision

In the previous unit we provided a short definition of what a vision is and why it is important. To refresh yourself, please review the short article from Psychology Today (<http://www.psychologytoday.com/blog/smartwork/201004/vision-and-mission-whats-the-difference-and-why-does-it-matter>) and note the following:

A Vision Statement:

- Defines the optimal desired future state - the mental picture - of what an organization wants to achieve over time;
- Provides guidance and inspiration as to what an organization is focused on achieving in five, ten, or more years;
- Functions as the "north star" - it is what all employees understand their work every day ultimately contributes towards accomplishing over the long term; and,
- Is written succinctly in an inspirational manner that makes it easy for all employees to repeat it at any given time.

The Vision Statement answers the questions: Why do we come to work every day? What are we trying to achieve 5, 10, 15 years down the road? What matters most to us as an organisation?

The **VISION** is a commitment to trying to achieve something meaningful over the long term, to making a difference. It is a positive statement of what we hope for and what can be achieved. This is what drives the entity to embark on its Mission every day.

A Vision involves asking “What do we want to be like in a few years?” Identifying and articulating the Vision are key to creating an overall guiding framework for the organization, and indicating to staff and clients what the organisation wants to be like at some point in the future. It is an important process in building and reinforcing commitment to the entity/organization and its Mission. (UWIDEC Business Strategy and Policy pg. 17)

UNIT 3 LEARNING ACTIVITY 3.1a (WORKBOOK)

Create a table as below. In the table you will place a Vision Statement. You may choose the Vision Statement of either (a) A youth development organisation with which you work or are a member, or (b) A youth development organisation in which you would be interested in working.

Workbook Section 1a: Vision Statement for Selected Organization

Name of Organization:

Vision Statement:

Based on the definition provided and the examples covered in unit 2, let us analyse your selected vision statement. For each of the questions below make notes as you go along. These notes will be useful for Learning Activity 3.2 which will come shortly.

- ✓ Does the vision statement of your organisation provide a clear picture of what the organisation wants to achieve over time?
- ✓ If no, how would you improve it?
- ✓ Does the current vision statement give staff a sense of purpose and motivate them by clearly giving them a reason for coming to work?
- ✓ If no, how would you improve it so that it motivates the staff?

Take a look at the following vision statement from the National Indian Youth Leadership Project (NIYLP):

Vision

NIYLP envisions a world with generations of healthy, capable, caring, resilient Native youth who contribute to their groups, families, communities and nations. NIYLP strives to be at the forefront of the national youth development movement as leaders, mentors, and learners in Native communities.

(Note the way it dreams (envisions) of major changes (a world where young people are healthy, happy, caring, etc.). But it also points to where NIYLP should be in the future – “at the forefront of the national youth development movement.”)

UNIT 3 LEARNING ACTIVITY 3.1b (WORKBOOK)

From your notes made for Activity 3.1a, did you see opportunities to make changes to the vision statement of your selected youth development organisation? If so, please prepare a revised statement and enter it into your workbook.

Workbook Section 1a: *Revised* Vision Statement

Revised Vision Statement:

Mission

In unit 2 we noted that while the vision statement seeks to describe the future we want to create, the mission statement will often outline how we work, what we value, and the services we provide. An effective MISSION STATEMENT will generally identify the service or product delivered and the recipient of such services or products.

A Mission Statement is therefore a summary statement that clearly defines the purpose for which the entity exists, the services and products it provides and for whom it provides such services and products.

UNIT 3 LEARNING ACTIVITY 3.1c (WORKBOOK)

Read article; HOW TO WRITE A MISSION STATEMENT by Janel M. Radtke at <https://www.tgci.com/sites/default/files/pdf/How%20to%20Write%20a%20Mission%20Statement%200.pdf>

Using the table below, write down the mission statement of the organisation that you selected in Learning Activity 3.1. If your selected organization does not have a Mission statement, then prepare a one paragraph Mission Statement for your Organization. Your paragraph should be no longer than 200 words.

If your organization does not have a Mission Statement and you wrote one please indicate as such in Workbook Section 1b.

Workbook Section 1b: Mission Statement of Selected Organization

Mission Statement:

Now let us evaluate the strength of your mission statement.

Organisations tend to use three parameters to assess the strength of their mission statement.

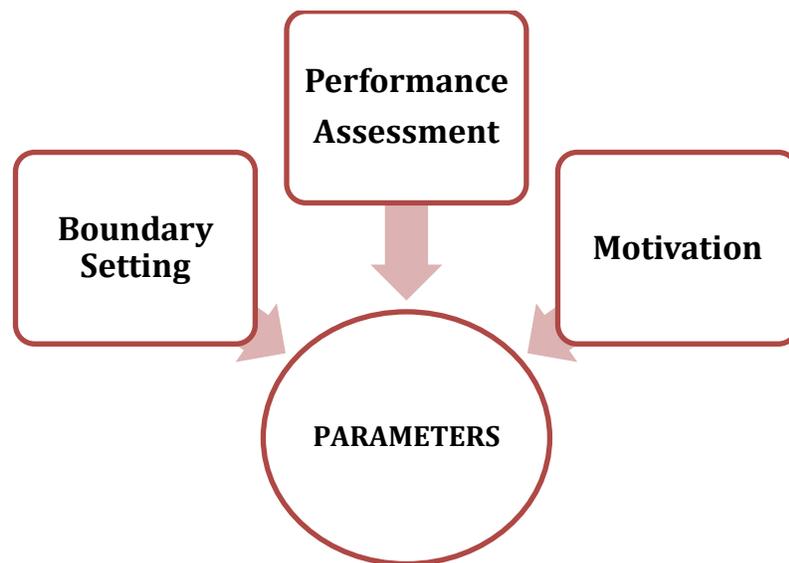


Figure 3.1: Three Parameters for Assessing Strength of Mission Statements

Boundary Setting – A good mission statement will provide boundaries for what the organisation does. It will typically give a sense of the kinds of goods and services provided, the target population groups it will serve (clients), the geographic location(s) it will work in and so forth.

Note how well the following mission statement for the organization, Big Brothers Big Sisters, does this job of setting boundaries:

MISSION: *provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever.*

The population they serve is clear: children facing adversity.

The service they provide is also clear: professionally supported one-one relationships.

And the purpose for which they are doing this is also outlined: change their lives for the better.

Performance Assessment – Because the mission outlines who we should serve, what we should provide, and what purpose we are working towards, it creates a basis for anyone to assess how well the organisation is doing. For example, if *Big Brother Big Sister* started providing services to youth (15-24), an outsider could ask for clarification on who are their real clients given that their mission statement speaks to children. Similarly, their mission speaks to the fact that after providing professionally supported services to children, they expect to see their lives being changed for the better. This can also be evaluated.

The General Motors mission is an excellent example of a statement that serves as a basis for evaluating performance:

"General Motors is a multinational corporation engaged in socially responsible operations, worldwide. It is dedicated to provide products and services of such quality that our customers will receive superior value while our employees and business partners will share in our success and our stock-holders will receive a sustained superior return on their investment."

With this mission statement, the media, the general public and other stakeholders have a basis to assess how well GM performs against its mission: Is GM operating in a socially responsible manner? Are employees sharing in the success of the company? Are stock-holders receiving sustainable long term returns on their investments?

Motivation – Finally, the mission statement, like the vision statement, should also help to motivate staff. Note how *Big Brother Big Sister* outlines that everything they do should lead to improving children's lives for the better, while General Motors wants employees to know that they will share in the success of the company and so forth. A mission statement should use language that generates energy and commitment, and gives staff a clear reason for coming to work every day.

LEARNING ACTIVITY 3.1d (WORKBOOK)

Evaluate the selected mission statement against these 3 parameters. Do not forget to make notes as you think through the answers for each question below. After the evaluation, rewrite the mission statement in the Workbook table below.

Table 3.1: Evaluation Activity re: The Three Parameters

<p>Motivation</p> <p>Does the mission statement: Motivate staff?</p>	<p>If no, what are the weaknesses? How can it be improved?</p>
<p>Boundary Setting</p> <p>Set boundaries for the organisation?</p>	<p>If no, what are the weaknesses? How can it be improved?</p>
<p>Performance Assessment</p> <p>Provide a basis for assessing performance?</p>	<p>If no, what are the weaknesses? How can it be improved?</p>

Workbook Section 1b: Revised Mission Statement

Statement:

UNIT 3 LEARNING ACTIVITY 3.2

Post your revised mission and vision statements online and provide comments on at least two other mission and vision statements of your colleagues.

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Core Values

The connecting link between the Mission and the Vision is the Core Values of the organization. The CORE VALUES define what is considered important by the organization, and how it will conduct itself.

Revisit the General Motors mission statement that we discussed earlier.

"General Motors is a multinational corporation engaged in socially responsible operations, worldwide. It is dedicated to provide products and services of such quality that our customers will receive superior value while our employees and business partners will share in our success and our stock-holders will receive a sustained superior return on their investment."

Note how General Motors signalled some of its core values in its mission statement by using words such as 'socially responsible', 'quality', 'partners'. We will talk more about core values in the next session.

UNIT 3 LEARNING ACTIVITY 3.3 (VIDEO)

View the Youtube video **HOW TO WRITE A GREAT MISSION STATEMENT** by Dr. Susan L. Reid at <http://www.youtube.com/watch?v=vRd4OhGFO-E> to see the differences and similarities between Vision and Mission and also the importance of values and principles. Take note of the principles adopted by Hewlett Packard Company. **Pay special attention to the section on core values.**

The **core values** of an entity form the foundation on the organisation; they provide a moral and ethical compass to guide all employees. Core values shape organisational norms and practices and influence how decisions are made.

Because core values help to determine the ethos of the organisation, they influence the decisions regarding strategies, goals and objectives that the entity pursues. There is a difference between a company whose main goal is to gain greater profit and market share and one which aims to do this in a sustainable and honest manner. There have been cases of companies that have collapsed because members of staff were involved in unethical conduct to pursue the organisation's objectives. In some of these cases not only was there an absence of organisational value

statements, but the leadership of the organisation led by poor example, signalling to staff that achieving one's objectives at any cost was acceptable. (Some of you may have seen the movie *Wall Street* (1987 version) which showed some of the common unethical practices in some stock trading companies in the 1980s.)

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UNIT 3 LEARNING ACTIVITY 3.4 (WORKBOOK)

Now that the concept of values is clear, list 5-6 core values you believe are most important to your selected institution as it works towards achieving positive youth development. Using the table below, include your list of 5-6 core values in your workbook. Post a copy of your completed table to the relevant forum.

How do your core values compare with that of your colleagues? Provide feedback to at least two of your classmates.

Workbook section 1c: Core values driving my organisation	
Value 1:	
Value 2:	
Value 3:	
Value 4:	
Value 5:	
Value 6:	

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Session 3.1 Summary

In this session we were able to identify the major differences between Mission and Vision. We agreed that the Mission captured elements of the purpose of the organization while signalling how the organisation works and who it works for. Vision, on the other hand, reflects the organisation's commitment to creating a certain future – it reflects what the organisation wants to achieve over the long run. We also looked at core values and principles, and the importance of setting these for the organisation – either as part of the vision and mission statements or as a separate statement. Core values will help to determine not only what goals and objectives we decide to pursue but, importantly, HOW we pursue them. In the next session we will focus on

assessing the internal and external environment of the organisation and conducting an initial situation analysis to identify youth development issues of concern.

Session 3.2

Assessing the Internal and External Environment to Analyze Issues facing Young People

Introduction

In the previous session we outlined a vision, mission, and set of core values for the organisation. This is the high level framework that speaks to the kind of organisation we want to be. Now we must begin to identify what specific issues the organisation will work on, and what will be its goals and objectives for the short, medium and long term. In other words, we want to now turn to the specific type of work the organisation will do, the issues it will work on, and what it expects to achieve.

This session will introduce you to the concept of situation analysis, and walk you through techniques of gathering and analysing information to identify a set of youth development issues. Later, we will go through a process of prioritising which of these issues your organisation will address. We will also examine a couple of techniques including the SWOT and PEST analyses for identifying key issues during a strategic planning process.

Session 3.2 Objectives

By the end of the session, you will be able to:

1. Demonstrate understanding of what a situation analysis is.
2. Differentiate between SWOT and PEST analysis.
3. Use a situation analysis and SWOT analysis to identify critical issues of concern with respect to youth development.

Scanning and Assessing the Environment

In the previous session, we created the Vision and Mission for our Youth Development organization and also identified a few core values/principles. So we know where we want to be in the long term, and we know how we work as an organisation and the principles and values that

matter to us. Now, before we begin to set specific goals and objectives, we need to understand the environment in which we are operating and the major issues affecting youth. This will require us to scan both our internal and external environment to gain a comprehensive view of the issues and challenges. Having this understanding is critical to being able to move forward in selecting the specific issues around which we will frame our objectives.

We will start from the outside and move inwards.

The Situation Analysis

The starting point for identifying issues to be addressed is conducting research. Now, there are different kinds of situation analyses. What we will do at this point is the first stage, which is scanning the environment to identify issues affecting youth. At a later stage we will prioritise the issues and do a deeper analysis of only the prioritised issues. In some situations when you already know the problem your organisation intends to work on, you can move directly to the problem analysis stage (Unit 4). Here, however, we are assuming that there may be a range of issues affecting youth from which your organisation will prioritise a few to work on. This approach is common in many international development agencies. In their strategies you will often see a general overview of the country situation in which they outline a range of major challenges facing the country. This is then followed by a specific deeper analysis of the 3-4 key issues that the organisation has identified as their priority. We will adopt this same two-stage process of (i) issue identification and prioritisation and (ii) detailed analysis of the prioritised issues.

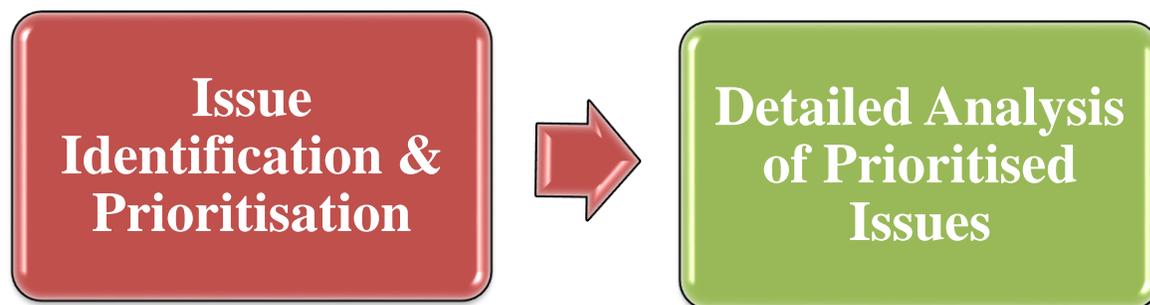


Figure 3.2: Two-Stage Identification Process

Issue Identification

In the *Issue Identification* stage we generally begin by gathering general data and information in order to gain a better understanding of the issues facing youth and what the major youth development challenges and concerns are for the country or community. Often times, internal staff within the organisation are assigned to collect this data, which may be from desk research of secondary sources of information. Some organisations will engage external experts or pay consultants to gather data (both primary and secondary data.) At this stage of the process the focus is on *data gathering* – not *decision-making*. No effort is being made to determine which issues are most important, only what the issues are based on the data. We develop an inventory of issues from this process.

UNIT 3 LEARNING ACTIVITY 3.5

Visit the website <http://www.hst.org.za/sites/default/files/rapid.pdf> - *How to Conduct a rapid situation analysis- A Guide for Health Districts in South Africa*. Skim through the document. Pay special attention to Section 2 - Conducting Situation Analysis. Steps 1-5 give you all the guidelines that you need. Section 3 can be used as a prototype. Remember your subject area is youth development and not health. However, the process remains the same.

In some organisations, important academics and or policy makers are invited to an initial retreat with the management of the organisation to discuss issues and priorities. Again, this step is about listening and gathering different information, not prioritising issues for action. In the United Nations, agencies will often have an initial series of meetings with the government to understand the country context and the main issues the government will address in its medium or long term development plan before moving to the stage of selecting which ones the UN system will work on.

There are many potential sources of information that can provide data on what the main issues of concern are re youth development. Potential sources include:

1. Any existing youth strategies, policies and strategic plans
2. Any evaluations or assessments that were done on those strategies, policies and strategic plans
3. National data on youth (demographics, employment, education, crime, etc.)
4. Major studies and publications on youth development issues

5. Other situational assessments done on youth (many times donor agencies will have done situational assessments for their country strategy; these can be very thorough and valuable.)
6. Global and regional policy and strategy documents on youth (e.g. from the United Nations, Commonwealth Youth Programme, etc.)
7. Reports from national or regional youth conferences.

Can you think of other sources of potentially useful information?

In a real world strategic planning process you would most likely have to review a range of these documents or have an expert do so and provide a succinct report on the main challenges facing youth. For the purposes of this course we will not undertake such a rigorous review. Instead, we will focus on accessing a few documents that contain a good analysis of youth development issues, preferably within your own country.

UNIT 3 LEARNING ACTIVITY 3.6

The youth development landscape can be considered a microcosm of the society. This is so because young persons are an intrinsic part of the society within which they live. As such, all factors that impinge on society affect them, some more so than others. To look at the youth development landscape, therefore, is to look at society.

READ the Executive Summary of the book **Community Programs to Promote Youth Development** at http://books.google.co.th/books?id=bvZ8k0qn-N8C&pg=PA1&source=gbs_toc_r&cad=2#v=onepage&q&f=false. It gives a snapshot of the youth development landscape in general. It also gives pointers as to the factors that need to be considered when analyzing the landscape from the perspective of youth development.

- a. Having read the Executive Summary and the previous guide *How to Conduct a rapid situation analysis- A Guide for Health Districts in South Africa*, please prepare a two page document describing the Youth development landscape of your particular country. You will obviously have to speak with persons and check secondary sources for data. You may need to refer to the National Youth Policy of your country. If there is no Policy, indicate this and use other documentation. Your two page report should be comprehensive but concise. While we do not expect a thorough situation analysis there should be evidence of adequate reading and analysis of available data and information. Your analysis will be part of your graded exercise. ***Be sure to outline an inventory of the critical issues facing youth in the analysis.***

- b. Participate in an online discussion with your colleagues about your findings. See what interesting differences exist in the youth situation of different countries.

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Once this information and inventory are in place, many organisations will convene a meeting or series of meetings with their stakeholders. In youth development, perhaps a series of focus group discussions will be held with youth to gain additional information on their issues and concerns. (This may be a good way to do the process so that youth can have a dedicated forum to air their views.) Again, remember that this is a general scanning of the environment, and what we are doing at this stage is combining information from secondary sources with information obtained from the intended beneficiaries – the youth. As we mentioned before, this process should be as participatory as possible to give room for many different points of views. These meetings are commonly facilitated by an independent external facilitator who is briefed before the meeting and asked to ensure that all voices are heard and everyone has a chance to participate (It can sometimes be difficult for someone from inside the organisation to facilitate as they may feel intimidated by their bosses or show preference for some speakers/participants during the meeting.)

In this meeting, the facilitator and presenters are outlining the range of issues identified from the data collection, literature review, and from whatever consultations may have taken place. This is a process of gathering additional insights and information, validating the data, as well as analysing the issues to ensure that there is a correct understanding of the problems. For example, at this stage stakeholders will begin to debate the “real issues” and each will try to give their interpretation of the problems and solutions. Someone may say, for example, that the ‘real problem’ is not youth unemployment because youth do not want to be employed; they may suggest that the problem is better paying (illegal) alternatives to youth employment. This changes the discussion: now, the issue is not whether we need to find jobs for youth, but how to address the more tempting alternatives.

This form of discussion can be quite rich, and if it is open enough, it will deepen and broaden our understanding of the real problems and challenges and the issues that need to be tackled. (If you look back at some of the anecdotes we mentioned earlier such as the inner city toilet project, you will see that if there is an open consultative process with the community, they can help us to properly frame what they see as the real issues. We may think the issue is sanitation and hygiene, or unemployment and crime, but they may point out that the real issue is lack of respect for inner city people, and so forth. This debate gives us new insights into the problems and possible solutions.)

The main product of this process then is the identification of the real issues and challenges that need to be addressed. (Note that we have not yet gotten to the stage of conducting a problem analysis of the identified issues, which we will cover later in this Unit.)

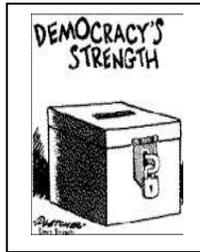
PEST Analysis

The work which your organisation does takes place within a social, economic and political context; it does not happen in a vacuum. We live in societies where whatever we do is shaped by this context. Our socio-political and economic environment can create impediments to what we want to achieve, but it can also provide support. Therefore, as part of the process of thinking through what issues we will work on and what strategies we will pursue, it is vital that we also try to understand the environment in which we will pursue our goals and objectives - the peculiarities of the society within which we live, what behaviours are acceptable and which are not, who controls power in various situations, what norms and values apply, etc. It may not be immediately obvious, but our context/environment matters! This is why, as part of the process of identifying issues, most organisations will also devote some time to assessing their external environment.

Short Anecdote

You may have heard the story of how Chevrolet tried selling a car called Chevy Nova in Latin America and found that sales were very poor there, in spite of the fact that this small car was selling fast in other parts of the world. Eventually they learnt that people saw the car as Chevy “No Va” – no va in Spanish means “doesn’t go” or “doesn’t work”. Since then car and other companies have started doing local market research to see how well names and images work in a particular market before introducing a product. This is a simple illustration of a case where a company could not achieve its sales objectives because it failed to understand its local environment.

The PEST tool is often used for scanning the external environment. PEST is the acronym for **P**olitical, **E**conomic, **S**ocial and **T**echnological analysis. Let us take a look at each component of the analysis.

Political:

The political dimension focusses on the formal and informal politics of the society or community, and the nature of its laws and regulations. We need to understand who makes decisions, who wields power, how institutions work, what are the priorities of influential decision-makers in government and the opposition and so forth. For example, would you approach the design and implementation of your youth development programme differently if there is an expectation that there will be a change in government after an upcoming election? What if the government were planning to launch a new national youth service scheme but it would only be available to youth who are enrolled in the formal school system?

Economic:

This includes a range of issues related to the economic environment – public finance policy, market interest rates, market performance, inflation, consumer price index, purchasing power etc. Understanding what is happening with regard to economic activity in the country will give an idea from whom and where funding can be sourced, who might be willing to finance/sponsor specific youth programmes, whether the situation facing youth is likely to improve or get worse, and so on. For example, let us assume that the World Bank has issued a report warning that the latest deceleration in the economy is unlikely to be a cyclical phenomenon, but rather will represent a longer term structural decline in the economy. This report comes at a time when youth unemployment is high and rising, and youth represent over 60% of the working age population. If you were in a youth development organisation you would need to carefully study this report and other forecasts to see not only the existing youth development issues, but also what issues might arise in the near future.

Social:

This relates to patterns of group behaviour. It includes trends in education, health, crime and violence, deviance, drug use and abuse, the spirit of volunteerism and community development, migratory patterns, employment/unemployment/underemployment, available amenities in rural and urban areas etc. This gives a picture of the social domain and what should/could be expected if trends change or continue. This area also covers the social and cultural norms and behaviour in society. For example, a project to deal with teenage pregnancy would need to be very much aware of the religious values of that society and how people see issues such as providing condoms to teenagers etc.

Technological: This includes all aspects of emerging technology for social interaction, business, education and industry. The movements in Information communication Technology (ICT) will determine to a large extent the quality and speed of



development in society, and needs to be given serious consideration in planning for the future.

UNIT 3 LEARNING ACTIVITY 3.7

VIEW: Youtube Video **Pest analysis from Mindtools.com.**
<http://www.youtube.com/watch?v=eGLFVjs1Zak>

(Note the emphasis on analysing the external environment.)

SWOT Analysis

While there are many similarities between the SWOT and PEST tools there are also important differences. The SWOT analysis has a strong focus on both the internal and external environments and can be regarded as more comprehensive. The PEST analysis is perhaps better for analysing the external environment as it provides clear guidance on the specific parameters to analyse. You could also use the PEST analysis as part of the SWOT to analyse the Opportunities and Threats in the external environment. It is rarely necessary to use both tools, and for our purposes we would recommend using the SWOT and incorporating elements of the PEST when you examine the external environment.

Like PEST, SWOT is also an acronym; it stands for Strengths, Weaknesses, Opportunities and Threats (SWOT).

The Strengths and Weaknesses look specifically at the internal environment of the organization – its capacities, resources, comparative advantages, deficiencies and so on. Opportunities and Threats on the other hand refer to factors from the outside that can affect the organization either positively or negatively.

UNIT 3 LEARNING ACTIVITY 3.8 (Reading)

READ : Swot Analysis – Discover new Opportunities Manage and eliminate Threats at
[http:// www.mindtools.com/pages/article/newTMC_05.htm](http://www.mindtools.com/pages/article/newTMC_05.htm)

UNIT 3 LEARNING ACTIVITY 3.9 (Video)

VIEW: Youtube video: SWOT ANALYSIS: How to perform one for your Organization by Erica Olsen Virtualstrategist.com at <http://www.youtube.com/watch?v=GNXYI10Po6A>; and **SWOT Analysis - A Tool for Success** by Bill Blake at <http://www.youtube.com/watch?v=9nerTzwu8I>.

UNIT 3 LEARNING ACTIVITY 3.10 (Workbook)

Based on your understanding of the SWOT analysis, please prepare a list of between 3 and 5 main strengths, weaknesses, opportunities and threats (remember, this can either be for the organisation in which you work, or a youth development organisation with which you are familiar.)

Workbook section 2.0	
Organisational Strengths	Organisational Weaknesses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Opportunities	Threats
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

- a. Share and discuss your analysis online with your colleagues. See whether there are similarities and differences. Revise your analysis based on comments and feedback received. Remember, this will constitute part of your graded assessment.
- b. What are your thoughts on these processes as they relate to our practice in youth work? Do a journal posting.

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At this point in the process you should be getting a clearer picture of the various issues that you will need to address, not only in terms of the specific youth development issues but also the strengths and weaknesses of your organisation which you may also need to address, as well as the opportunities and threats in the environment which may impact on your work.

Please note: some of these threats identified will become “risks” in your logical framework later on.

The strengths and weaknesses of the organisation will often be dealt with in a specific section of your strategic plan. We will deal with these findings in Unit 5.

Session 3.2 Summary

In this session we introduced the idea of conducting a rapid situation analysis of the youth development landscape. We noted that youth are a microcosm of the wider society, and that many of the issues that affect society also affect youth. There are, however, also unique challenges faced by youth, and the purpose of a general situation analysis is to develop a broad inventory of youth development needs.

We also explored the concepts of PEST and SWOT analysis and how these can serve as powerful tools to help analyse our internal and external environments. We looked at the difference between the two and conducted rudimentary analyses using both tools.

In the next session you will use your inventory of youth development issues and your SWOT analysis to begin making decisions as to which of the needs you have the capacity to address and which are of critical importance to the future of the youth that you serve.

Session 3.3

Using a Prioritization Model to Assess the Relative Importance of Needs Identified

Introduction

In this session, you will make critical decisions on which youth development needs identified are the most important. You will use a prioritisation model, based on 3 key criteria, to determine the priority issues. The prioritisation process will also involve examining the capacity of your organisation to deliver on those priorities.

Session 3.3 Objectives

By the end of the session, you will be able to:

1. Use a prioritisation model to evaluate issues.
2. Determine criteria for selection of issues.
3. Evaluate your organization's ability/capacity to deliver on identified needs.

Now that we have what we could consider our master list of critical youth development issues, we have to determine what to do with and about them. As you know, your organization on its own will not be able to address all the issues. Additionally, dealing with some issues will have a greater impact on the situation of youth than others. The challenge is therefore to determine which issues are more important; which needs when fulfilled will satisfy other needs; which needs are required to be filled immediately, and so forth. In other words, you need to make an assessment and put these needs in order of priority.

Priority deals with what is important; but important to whom? How do you measure importance? Again, it is worthwhile to remember what we said earlier about ensuring that the strategic planning process is participatory. In the prioritisation process different stakeholders may again have different perspectives and these viewpoints can be very valuable.

Now, let us look at a model widely used in development organisations for prioritising issues. (The model is used by the United Nations development agencies to prioritise issues to work on within a country. It is also taught by various universities in their courses for NGOs – e.g.,

Harvard University offers a course *Strategic Frameworks for Non-profit Organizations* which uses the same model.)

Table 3.2: The Value/Support/Capacity Model

MAKING STRATEGIC CHOICES The Value, Support, Capacity Model		
VALUE	SUPPORT	CAPACITY & COMPARATIVE ADVANTAGE
<p>Would solving this problem bring significant <u>value</u> to the population group, country, region, or community:</p> <ol style="list-style-type: none"> 1. Is it one of the highest priorities of the population group, country, or region? Would solving it impact on a large proportion of people? 2. Would solving this help the population group to solve other important challenges or achieve other important objectives (domino effect)? 3. Is there a high level of 'ownership' of the issue by the population group (they see it as their own real priority concern)? 	<p>Do we have <u>support</u> to work on solving this problem:</p> <ol style="list-style-type: none"> 1. Is it in line with the mandate of our organization approved by our Board or Senior Management? 2. Will the government, private sector and donor agencies partner with us? 3. Will we be able to secure the support of influential decision-makers and persons or institutions with resources? 4. Will we gain the support of the population group we aim to serve? 	<p>Do we have the <u>capacity</u> and <u>comparative advantage</u> to work on the problem:</p> <ol style="list-style-type: none"> 1. Do we have enough capacity now or can we get the capacity we will need to address this issues? 2. Will we have the skills, institutional, technological and financial resources to deal with the issue more effectively or efficiently than other organisations could? 3. Do we have any unique resources and/or attributes (e.g., our access to the population group or relationship with government, or reputation) that would make us better placed to address the issue?

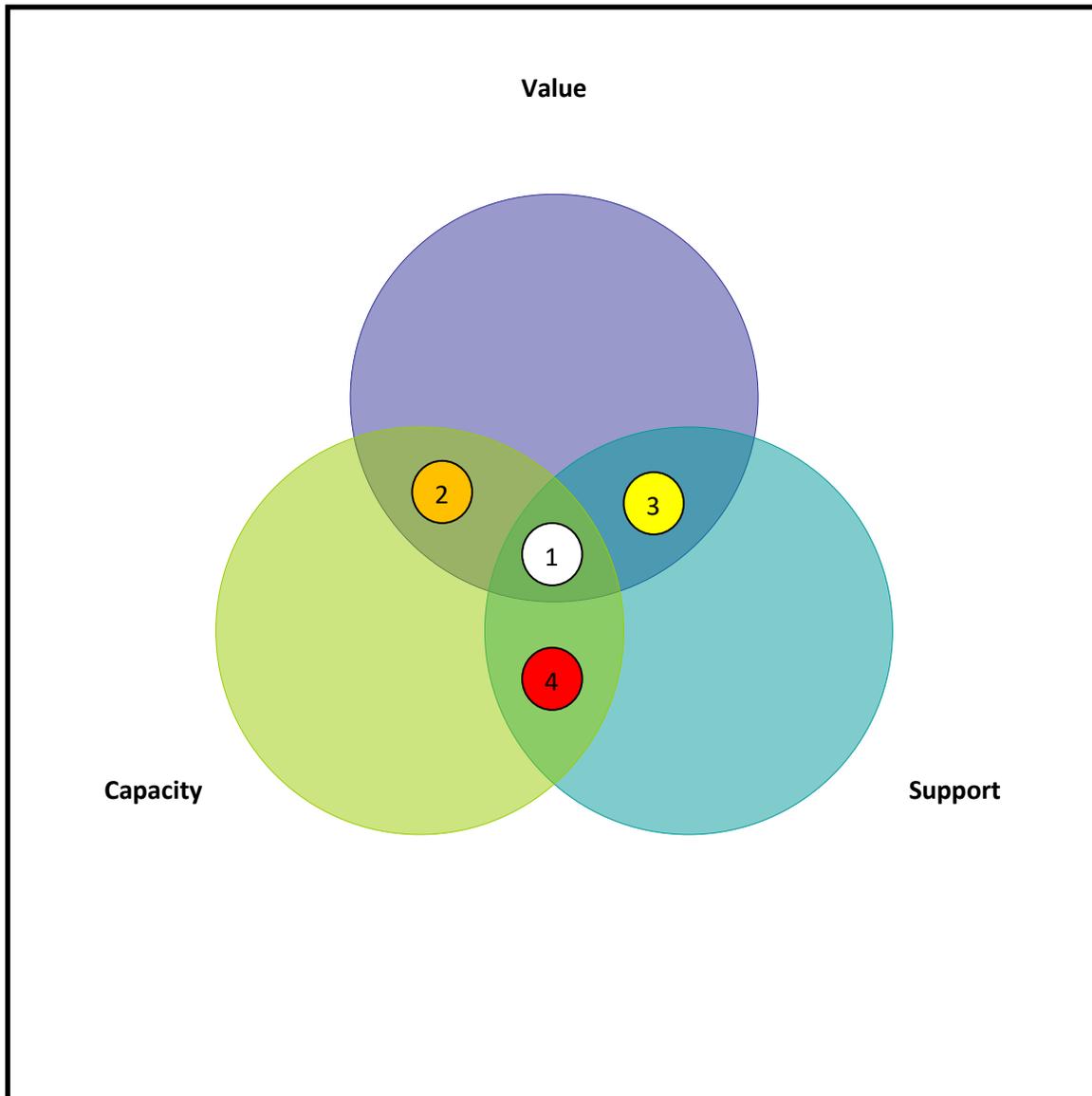


Figure 3.3: Four Categories of Issues

Now, let us look at how to actually use the model. Let us start by referring back to your inventory of issues/needs that were identified. If you subject each of those issues to the questions in the value/capacity/support model, it will result in you having 4 categories of issues.

4

Category 4 will be issues that your organisation has capacity to work on and which you have or could mobilise support to address, but they are not seen as the most important issues from the standpoint of addressing fundamental youth development concerns. Organisations are generally encouraged not to proceed with these issues because the impact on development is small. This area is always tempting, because we could get money and we have support, but we should always remember that the main priority should always be what would make the biggest difference to people or the society. By way of example, a small ICT project may be an interesting project for rural youth, but it may not help to address the fundamental problems of youth unemployment and illiteracy, and was not considered a high impact initiative by stakeholders.

3

This is a second difficult area for many organisations – it relates to issues that are within our area of work and which can make a huge difference to our target population, but we simply do not and cannot put in place the capacity to deal with the issue. Often times other agencies have much better capacity than we do, and are in a better position. The general advice is to allow others to do it, rather than attempt to do it ourselves and get it wrong. As an example, let us say that among the range of important issues you have identified, psycho-social counselling for youth was seen as important. However, your organisation has no counsellors and no experience in this area. Putting in place a professional counselling service would also require more effort and resources than you have and would create a major burden to manage. At the same time there are other organisations that have been doing youth counselling for years and have an excellent track record in this area. Rather than trying to do this ourselves, we should perhaps allow this other organisation to do so. A good example in the private sector is delivery service. This is often a critical issue for customers, but the company which makes the food or goods that the customers need often finds that it doesn't have the right experience to provide the delivery service, and therefore contracts out this service to another company which is better positioned to do it. "This is not our business, this is not what we are good at" is what some of the companies that have outsourced the delivery service said when they contracted out the service. They often found that because it was a new area for them it was taking up a lot of management time and taking them away from what they did well.

2

Issues in category two can bring real value and help make a difference, and we also have the capacity to deal with the issues. However, we do not have the support of key partners. The general recommendation for this category of issues is that the organisation should try to use advocacy and partnership building efforts to mobilise the support needed. These issues should remain in the priority list for the organisation. A classic example of this is UN agencies dealing with issues such as Women’s Empowerment; Health Services for Female Sex Workers; Teenage Reproductive Health; and Lesbian, Gay, Bi-Sexual and Transgender (LGBT) rights in some Muslim countries. These issues are hugely important to development and for the protection of fundamental human rights, and the agencies may have the capacity needed to work on the issues. But it is often extremely hard to find government agencies, private sector companies, and donors willing to support the work. This often leads to a lot of advocacy and partnership building to gain the support needed.

1

Issues that fall in category one align with the organisation’s mandate and would bring considerable benefits/value if they are addressed. Moreover, the organisation also has the capacity to work on the issue as well as the support it requires. Zone 1 is often termed the Nike Zone – meaning “Just do it” zone - because all the conditions are already in place for the organisation to move ahead.

UNIT 3 LEARNING ACTIVITY: 3.9 (Workbook)

- a. In the discussion forum, discuss the possible benefits and weaknesses of using the above mentioned method to arrive at your priority list of issues. Can you see any possible flaws in this process? What other process would you recommend?
- b. Using the method described above or any other method of your choice, create a priority list of needs from your inventory of needs. Include your justification for your selection. Include in your workbook.

Workbook section 3.0

Priority issue identified	Justification (based on the model used in this session or other criteria.)
1.	
2.	
3.	

UNIT SUMMARY

In this Unit you have accomplished a number of things:

- You have articulated a vision and mission for your organisation and a set of core values;
- You have undertaken an initial analysis of the youth development landscape of your country and identified a number of important youth development issues and concerns. You have seen that there are many issues - legal, social, economic, political, and technological among others - that impact on the youth landscape and your organisation's ability to work on youth development issues;
- You have explored the SWOT and PEST analytical methods and seen how they can be used to enrich our understanding both of the external and internal environment of our organisations.
- You were able to prioritize issues using a commonly used prioritisation model.

In the next unit you will begin to look at the priority needs that you have identified and that your organization can successfully deliver on. You will start the process of transforming these into goals, objectives, outputs and so on. This will be the start of preparing the logical framework. In unit 4 you will begin to see your ideas transform into a living strategic plan/logical framework.

Unit Assessment

Your assessment for this unit will be based on the completed workbook exercises as well as your contribution to the online discussions.

References

Thompson Jnr., Arthur A.J. & Strickland III, A.J (1998): **Crafting and implementing Strategy: Text and Readings**; McGraw Hill, Boston; New York.

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