



**City of Phoenix
Human Services Department
Youth Opportunities Unit
Strategic Plan 2007**

Part 1: Mission, Issues and Goals
Agenda – June 15, 2004

8:00 a.m. Networking breakfast

8:30 a.m. *Welcoming remarks:* Neal Young, Lead Deputy Human Services Director

Introductions

Facilitators & facilitators' roles and ground rules
Participants: Résumé walk and expectations

Mission Statement Development

Training: What is a mission statement? What is its purpose in an organization?
How do you write one?
Review focus group input, "Mission Thoughts"
"Functional" groups write first drafts

Break

Mission Statement Development (cont.)

Review key elements of first drafts
Small mixed groups write second drafts

Lunch

SWOT Review

Training: Select strategic issues, strategic vs. tactical; impact on customers
Select top vote-getters

Break

Initial Goal-Setting

Training: What is a goal? How do you write one? What is a BHAG?
Small groups draft goals

Exercise: Teamwork.

Process check: How did the day go?

4:30 p.m. Clean-up and adjourn





**City of Phoenix
Human Services Department
Youth Opportunities Unit
Strategic Plan 2007**

***Part 2: Goals, Objectives and Implementation
Agenda – June 16, 2004***

8:15 a.m. **Goal-Setting (cont.)**
Facilitators review goals; compare goals to HSD Strategic Choices

Strategic Objectives Development

Training: What is a strategic objective? How do you write one? What is SMART?
Small groups write strategic objectives

Break

Strategies Development

Training: What are strategies? What is mind-mapping? How do you mind-map?
Small groups brainstorm alternative strategies to implement strategic objectives
Small groups select: (a) “Low-hanging fruit” and (b) Most effective outcomes

Lunch

Tactical Objectives Development

Training: What is a tactical objective? How do you write one? What is SMART?
Small groups write tactical objectives

Implementation Planning

Training: What are the elements of an implementation plan? What are performance measures?
Small groups write implementation plans

Break

Master Time-Line
(1 from each goal group)

**Progress Reporting
Procedure**

**Communications
Planning**

Master Time-Line group report to large group
Progress Reporting Procedure group report to large group
Communications Planning group report to large group

Process check: How did the day go?

3:30 p.m. Clean-up and adjourn



Facilitator Role

- Like to be involved but avoid having a stake in it
- Conceptual/teaching, i.e. problem solving processes, etc.
- Coaching (looking at things a different way)
- Process observations
- Confidential listener
- Making the implicit explicit
- Facilitate to the ground rules
- Ask stupid questions

Ground Rules

- Participate in the process, i.e. get your own voice heard
- Speak for yourself
- Tell the truth but with respect, i.e. be candid.
- Truth above harmony
- Confidentiality
- One voice at a time
- No side bars
- Discussion not debate—use active listening skills
- No lobbying
- Stay on track
- There is no right or wrong, it is just the way you see it from your perspective
- Ask stupid questions



Résumé Walk

That we may all get to know each other better, please answer the following two questions. Please use a marker to write your answers on a large sheet, and paste it on the wall:

1. Please list three things that people you know at YOU probably know about you:

-
-
-

2. Please list three things that people you know at YOU probably do ***not*** know about you, and that you are comfortable disclosing:

-
-
-



Purpose of Group Development

***“We judge others by their actions,
We judge ourselves by our intentions.”***

The purpose of group development is to increase the productivity of the group while decreasing wasteful, unproductive behaviors in the group, such as gossiping, rework due to lack of communication, redundancies, *etc.* The benefits of development sessions are best described in reference to the Johari Window, created by Joseph Luft and Harry Ingham in 1955.

In any group development process, group members bring the following behaviors with them to the group. The purpose of the group building process is to increase the area of “free activity” so that group members can bring **all** of themselves and their competencies to the group to enhance the performance of the group. This purpose is accomplished by members learning about their blind spots and becoming more familiar with one another, resulting in group members feeling comfortable enough to reveal “hidden agendas” and learn about their "mystery area."

These revelations in turn will increase the communication process within the group to alleviate many unproductive behaviors.

	<i>Known to self</i>	<i>Unknown to self</i>
<i>Known to others</i>	I Area of free activity	II Area of Blind Spots
<i>Unknown to others</i>	III Area of hidden agendas	IV Mystery area





City of Phoenix

Youth Opportunities Unit Strategic Plan 2007

Plan-to-Plan

Phase 1 Plan-to-Plan	Create project timeline Create monitoring web site	May 11-19
Phase 2 Environmental Scan (Gather information)	Review and analyze documents: <ul style="list-style-type: none"> • Internal employee surveys, 2001-03 • Customer satisfaction surveys, 4 programs, 2003 • Human Services Dept. 2003-04 Operating Budget • Program descriptions • Brochures and marketing materials 	May 12-24
Phase 3 Focus Groups (Gather information)	Three facilitated focus groups: <ul style="list-style-type: none"> • Service delivery employees (group A) • Service delivery employees (group B) • Youth Opportunities Unit senior staff 	May 25 May 25 May 25
Phase 4 Strategic Planning Team (Make decisions)	Two-day facilitated strategic planning retreat: <ul style="list-style-type: none"> • Mission and issues • Goals and objectives 	June 15 June 16
Phase 5 Communications	<ul style="list-style-type: none"> • Draft Strategic Plan • Final Strategic Plan and Year 1 Action Plan • Other communications activities 	June 30 July 22 June 16 (plan)
Phase 6 Implementation	Implementation Selection & training for Strategic Work Groups Quarterly update reports Strategic plan adjustment meetings	Jul./04-Jun./07 Jul./04 Sep./04 qtrly. Dec./04-07 ann.



Youth Client Perspectives



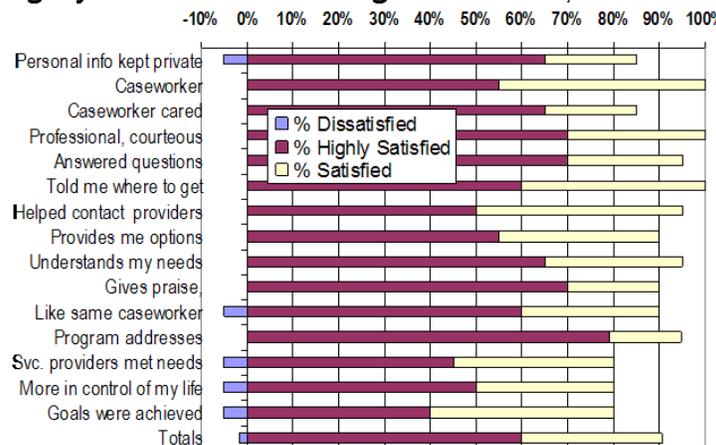
- School Based Program
 - All “Excellent”
- STEP-UP
 - Low dissatisfaction; 91% satisfaction
- Young Families CAN
 - Low dissatisfaction; 93% satisfaction
- Youth First Offender
 - Negligible dissatisfaction; high satisfaction
 - Highly-satisfied improved 2002-2003

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Youth Client Perspective: STEP-UP



- Dissatisfaction rate never above 5%; overall 2%
- Satisfaction rate never below 80%; overall 91%
- Highly-satisfied rate ranges 40-79%; overall 60%



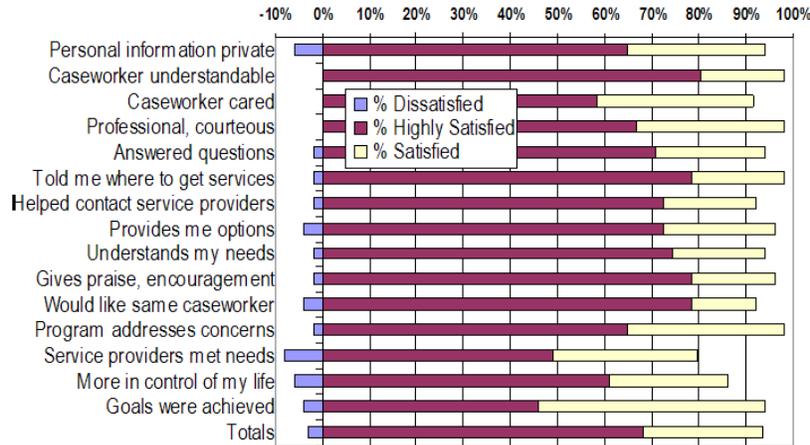
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Youth Client Perspective: Young Families CAN



- Dissatisfaction rate below 10%; overall 3%
- Satisfaction rate never below 80%; overall 93%
- Highly-satisfied rate ranges 49-80%; overall 68%

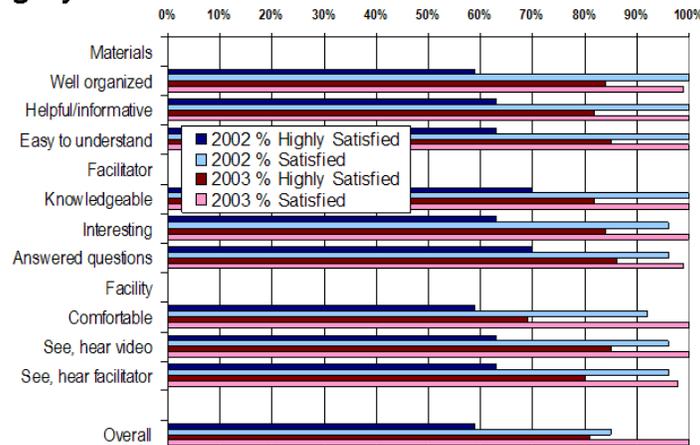


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Youth Client Perspective: Young First Offender



- Dissatisfaction rate is negligible
- Satisfaction rate is excellent
- Highly-satisfied rate increased 2002-2003



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Mission Statement

A mission statement is a brief, concise statement which defines the business your team is in, for whom, and why. It is your team's purpose and reason for its existence and it defines your team's unique contribution.

The mission statement clarifies from each member's point of view the focus and direction of the team. Accomplishing the mission of the team should take the team toward its vision. The mission statement should be somewhat uplifting but more practical and here and now than a vision, and should be no more than a paragraph in length. Only team members should be involved in its development.

The purpose of the mission statement is for each member to be very clear on what the team is about. Each member can then make independent decisions when necessary; knowing that each person's decisions will help the team move in the right direction. Therefore, a clear consensus process and opportunity for discussions are essential in writing a useful mission statement.

Mission Statement Work

In order to create the mission statement for the team, first consider the following:

- Who is your customer? _____
- How does the customer benefit from your products and services? _____
- What do we do for the customer that is unique? _____
- Why does the customer need us? _____

Complete the following:

The _____ exists
(team, department, organization, etc.)

for whom? _____
(customers)

helping them how? _____
(benefits)

why? _____



The Seven Rules of Change¹



1. You have to end before you begin.

We don't talk very much about this fact, because endings aren't a comfortable subject. We sometimes act as though we won't have to let go of anything—or as though we may have to but don't care. The fact is that no one can develop a new identity or a new purpose until he or she has let go of the old one. It is also true that if you can deal with these endings realistically and gain closure on the past, you will be able to move forward more readily and take advantage of what the future has to offer. If you forget everything else in this class, remember Rule 1.

2. After the ending and before the new beginning, is a confusing in-between time called "The Neutral Zone."

In between letting go of the old way and taking hold of the new, there is a difficult time that we have no name for in the English language. We call it the "neutral zone," because it is not like the old or the new. Others have called it a "journey through the wilderness" or "a time in between trapezes." It is a dangerous time when our lives don't work very well and we lose heart easily. We need temporary sources of support and control to get through this time. And we need to understand it is normal to go through a chaotic interim between letting go and taking hold again.

3. That confusing neutral zone can also be a time of great creativity.

The same forces that make the in-between time difficult, mean that our normal resistance to new ideas and new behaviors don't work well either. For that reason, the neutral zone is a potentially creative time. This is a time to step back and take stock, a time to try new things, and a time to view every problem as a chance to abandon outmoded ways and create more adaptive and effective ones.

¹ William Bridges, *Transitions: Making the Sense of Life's Changes*, Perseus Books, 1980.



4. While change can occur randomly, transition is developmental and full of personal meaning.

What ends in a transition is often not just a particular situation but a whole chapter and stage of development in one's life. "Behind the scenes," a whole new life may be taking shape. This pattern is easier to see in retrospect than it is at the time, but it's worth remembering at the time that there is a meaning to all the distress and disturbance. Whatever the "old way", it was fine for its time; but it belonged to a world which is gone. A new chapter is needed for a new day. That's the only way for you to protect and carry forward the parts of your past that are valuable and viable.

5. Transition is also the primary source of personal and organization renewal.

Life moves forward, not gradually, but with occasional "jumps." These jumps are like comparable "leaps" in nature, which release energy. **That is why individuals and organizations so often come out of a painful crisis with new energy and new focus.** "Renewal" for individuals or groups comes from going through transition successfully, not going off for rest somewhere. Such renewal requires you to re-prioritize your activities and your commitments. It will probably require you to unload things that no longer are relevant to your life and career.

6. People go through transition at different speeds and in different ways.

There is a basic underlying pattern to transition that is common to all situations, but individuals deal with it differently. People move through transition at different speeds, so that in any particular change they get strung out along the path of a transition like runners in a marathon. Some of these "lead runners" had a head start; they are likely to be people who feel more in control of their fate than the slower ones do; and they probably aren't as personally affected by the change as are those behind them. So concentrate on using your own best strategies for getting you through, not on trying to be somebody else.

7. Most individuals are running a "transition deficit" most of the time.

This is a serious problem. Too often we don't have time to complete the transition cycle before the next change strikes. This leaves us with unfinished business to carry along, and the next uncompleted transition leaves us with still more unfinished business. Sooner or later the load will get too heavy, and some apparently small changes will bring our whole lives crashing down around our ears. The good news is that every time of transition is a chance to go back and finish up some unfinished business.

*Every beginning is a consequence
Every beginning ends something.*
—Paul Valery



SWOT Survey Analysis for Youth Opportunities Unit

Top 3

Mission Thoughts

- 17 5. Strengthen family foundations; help them do better for themselves; skills, resources, opportunities, to strengthen foundation of youth and families.
- 12 1. To assist young people in obtaining goals to become self-sufficient.
- 8 6. Empower youth and families to make healthy choices; work on decision making and provide them with resources in community; help them help their peers; spread word.
- 7 15. Dialogs take place; if one door is not a perfect fit, then find another; present opportunities; if they enter, be sure they can participate to fullest. Our programs feed into theirs. Purpose is to develop resources, identify them and encourage people to take advantage of them.
- 3 7. Resources to move to self-sufficiency.
- 2 2. Assist families with social problems they have
- 2 4. Help future generations of youth, so they have opportunities to succeed, become self sufficient; end cycle of violence, welfare
- 2 8. We are an added element schools; enhance mission beyond academic to social; part of the school team; students know what we do; counseling department knows & refers us; make sure kids are in the right group; helps us reach out to parents; school carries weight with parents; we are effective with schools.
- 2 13. Our title is self explanatory; we offer a series of doors; youth have several problems, we have several doors for them to enter; if not one, then another.
- 2 14. Work with different types of children. The thread is education. School based reduces dropout rate; other programs help dropouts get GED; education is tied in; learning is a purpose.
- 1 9. Children come just to hang out; they bring their friends; play games; teaching moments; all through lunch hour. No negative image.
- 0 3. Keep youth from re-offending; keep them out of justice system
- 0 10. As first offenders, negative reason we are in their lives; a stigma attached to us; we must immediately form positive relationship, so families realize we are helping, not punishing; we will build; team building with families.
- 0 11. Sometimes, it's negative for them to come to see us and they first say to us, "I don't have a problem, but can I talk?" We break down barriers by just being there.
- 0 12. Care center staff always changing. When you get connected with support services, and you are in classroom, care center is place to solve problem, not just because you have problem.



Goal-Writing

Definition:

A *Goal* is a statement of intended outcome that...

- Defines outcomes or results: What effect will we have on customers or the community?
- Describes the direction of change:
 - increase or decrease?
 - raise or lower?
 - guarantee or eliminate?
- Is measurable, but not necessarily measured
 - *Example:* “To improve the graduation rate of youth.”
 - *Example:* “To increase the number of youth participating in family programs.”
 - *Example:* “To increase awareness of services available to youth.”
- Not necessarily time-bound

BHAG: “Big, Hairy, Audacious Goal”²

- Extensive time frame: 10-30 years
- Clear, compelling, easily expressed, plain English
- Consistent with values & purpose
- 50-70% likelihood of success

Examples:

- “...this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the Moon and returning him safely to the Earth.” (JFK, 1961)
- “Become a \$125 billion company by the year 2000.” (Wal-Mart, 1990)
- “Become number one or number two in every market we serve...” (GE, 1980s)
- “Crush Adidas” (Nike, 1960s)
- “Become the company most known for changing the worldwide poor-quality image of Japanese products” (Sony, early 1950s)
- “Become the Harvard of the West” (Stanford Univ., 1940s)

² James C. Collins and Jerry I. Porras, “Building Your Company’s Vision,” *Harvard Business Review*, September-October 1996, reprint 96501.



Write Goals

“To” +

<i>change verb</i>

 +

<i>change what?</i>

 +

<i>for whom?</i>

Rewrite for context:

“To” +

<i>change verb</i>

 +

<i>change what?</i>

 +

<i>for whom?</i>

Rewrite for context:

“To” +

<i>change verb</i>

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Rewrite for context:

“To” +

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<i>change what?</i>

 +

<i>for whom?</i>

Rewrite for context:



Change Verbs

- to close
- to create
- to decrease
- to degrade*
- to destroy
- to diminish
- to eliminate
- to empower
- to enhance
- to eradicate
- to guarantee
- to improve
- to increase
- to lower
- to open
- to prevent
- to protect
- to raise
- to reduce
- to solve
- to stop
-
-
-

Process or Product Verbs

- to build
- to benefit
- to deliver
- to give
- to invest
- to process
- to program
- to provide
- to serve
-
-
-





***Part 2: Goals, Objectives and Implementation
Agenda – June 16, 2004***

8:15 a.m. **Goal-Setting (cont.)**
Facilitators review goals; compare goals to HSD Strategic Choices

Strategic Objectives Development

Training: What is a strategic objective? How do you write one? What is SMART?
Small groups write strategic objectives

Break

Strategies Development

Training: What are strategies? What is mind-mapping? How do you mind-map?
Small groups brainstorm alternative strategies to implement strategic objectives
Small groups select: (a) “Low-hanging fruit” and (b) Most effective outcomes

Lunch

Tactical Objectives Development

Training: What is a tactical objective? How do you write one? What is SMART?
Small groups write tactical objectives

Implementation Planning

Training: What are the elements of an implementation plan? What are performance measures?
Small groups write implementation plans

Break

Master Time-Line
(1 from each goal group)

**Progress Reporting
Procedure**

**Communications
Planning**

Master Time-Line group report to large group
Progress Reporting Procedure group report to large group
Communications Planning group report to large group

Process check: How did the day go?

3:30 p.m. Clean-up and adjourn





Statement:

Human Services Department provides comprehensive social services to improve the quality of life of Phoenix residents.

Vision:

Excellence in Human Services – We Make Phoenix Better!

Core Values:

- Respect
- Trust
- Teamwork
- Work Ethic/Professionalism
- Customer Driven

Strategic Choices:

3. HSD will use technology to facilitate the achievements of the strategic goals
“Technology achieves strategic goals”
4. HSD is a nationally recognized model for “best practices”
“Model Best Practices”
5. HSD is committed to developing its workforce
“Develops workforce”
6. HSD is committed to allocate resources to implement key strategies
“Allocate resources, implement key strategies”
7. HSD is committed to promoting effective communication and collaboration
“Effective communication and collaboration”
8. HSD is committed to providing customer services in a seamless integrated environment
“Customer service, seamless and integrated”

³ 2002 Strategic Planning, January 22-24, 2002.



SMART Strategic Objectives

Definition

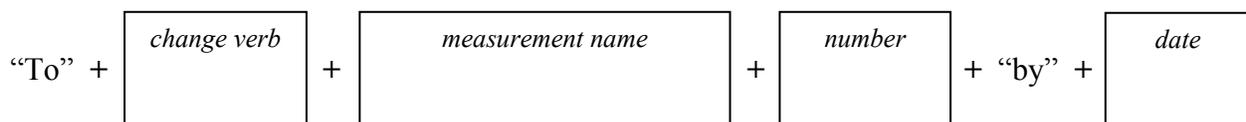
A *SMART Strategic Objective* is a statement of an intended outcome that is also:

- **Specific:** Clearly defined, precise outcome
- **Measurable:** Progress and achievement can be measured; data source is identified
- **Achievable:** Can be accomplished, given conditions, resources
- **Relevant:** Supports vision, mission, goals
- **Time-bound:** States clearly when goal will be achieved

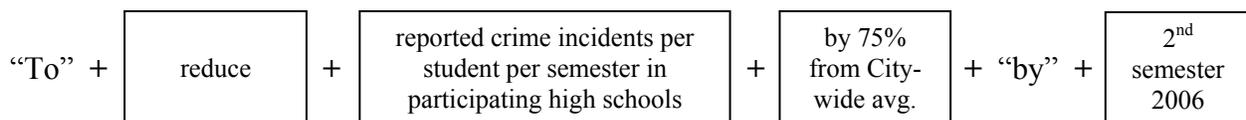
Strategic

- Outcome-based: all about the results of what you do, ...
 - Not what to do
 - Not how you do it
- Externally focused: all about customers and how they change.
- Change-oriented: describes how the customers change over time, from now to then

Formula



Edit for syntax:



Example: “To reduce reported crime incidents per student per semester in participating high schools by 75% from City-wide average by 2nd semester 2006.”

“To cut the crime rate to 75% below the City-wide average at participating high schools by the end of school year 2005-2006.”



Write SMART Strategic Objectives

“To” + + + + “by” +

Edit for syntax:

“To” + + + + “by” +

Edit for syntax:

“To” + + + + “by” +

Edit for syntax:

“To” + + + + “by” +

Edit for syntax:



Strategies

Definition

Strategies are alternative methods or approaches for achieving a Strategic Objective. They describe: *how* you will achieve the objective; what you will *do* to achieve the objective.

For a good outcome-based Strategic Objective you will typically see several alternative ways to achieve the result.

Example:

Strategic Objective: To cut the crime rate to 75% below the City-wide average at participating high schools by the end of school year 2005-2006.

Strategies:

- Advertise: Distribute flyers about crime reduction all over the neighborhoods
- Bribe: Deposit to a party fund for each day the school is crime-free.
- Competition: Post City-wide schools outcomes in all high schools.
- Crime-free: Sponsor Phoenix crime-free activities in February.
- Customize: Focus on types of crime reported by Census Tracts near each school.
- Endorsement: Host a series of autograph events about crime prevention with Suns players.
- Fun: Create games with a point that train students to identify and report criminal acts.
- Incentive: Offer rewards for reporting true criminal activity at school.
- More classes: Create a criminal justice concentration for career-oriented students.
- Personality: Celebrities lead crime prevention classes; news anchors, athletes, politicians.
- Personal coach: Emphasize buddy system to prevent assaults.
- Social: Help participants recruit their best friends to be safe-school sentries.
- Training: Train 25% of high school students in conflict resolution techniques.



Mind-Mapping

Mind Mapping is a powerful technique for invoking the creative part of the brain. It encourages you to make associations and to look for new paths of thinking. It allows you to get information down on paper the way your mind handles it.

Mind Mapping works with words, colors, symbols and images to promote visualization of ideas rather than the evaluation through logic. It uses color because color activates the brain. Images and symbols are shorthand to the brain and help to communicate your message.

How to Create a Mind-Map

1. Clearly define the topic.
2. Put a **KEY WORD** or **PHRASE** representing the topic in the center of the paper.
3. As ideas come to mind, record them around the Key Word or Phrase. Connect each idea to the Key Word or Phrase with a line.
4. Use colors and symbols to stimulate creativity.
5. Continue process until you run out of ideas.
6. Group ideas with common themes by drawing a color line around them.

Create Your Mind-Map

1. The topic is your SMART Strategic Objective. Your goal is to identify as many Strategies for implementing that Strategic Objective as possible in the time allowed.
2. Write your SMART Strategic Objective in the center of the paper.
3. As ideas for Strategies are suggested by team mates, record them around the Objective. Connect each idea to the Objective—or to another idea—with a line.
4. Use colors and symbols to stimulate creativity.
5. Continue the process until you run out of ideas, or time.
6. Group ideas with common themes by drawing a color line around them.



Tactical Objectives

Definition

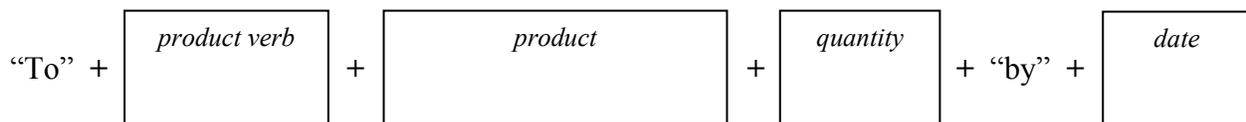
A *Tactical Objective* describes an intended output, supporting a strategic objective. It clearly states:

- *What* you are going to produce
- *How many* you are going to produce
- *By when* you are going to produce them

Accomplishing all the tactical objectives leads to achieving the strategic objective.

Tactical Objective Formula

Strategic Objective: _____

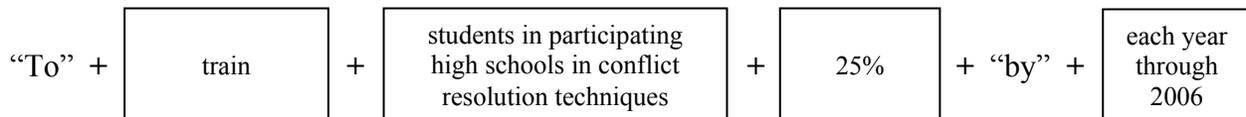


Edit for syntax:

Example:

Strategic Objective: “To cut the high school crime rate at to 75% of City average by 2006.”

Tactical Objective: “To train 25% of students in participating high schools in conflict resolution techniques each year through 2006.”



“To train 25% of participating high school students to resolve conflicts each year through 2006”



Change Verbs

- to close
- to create
- to decrease
- to degrade*
- to destroy
- to diminish
- to eliminate
- to empower
- to enhance
- to eradicate
- to guarantee
- to improve
- to increase
- to lower
- to open
- to prevent
- to protect
- to raise
- to reduce
- to solve
- to stop
-
-
-

Process or Product Verbs

- to build
- to benefit
- to communicate
- to deliver
- to give
- to invest
- to process
- to program
- to promulgate
- to provide
- to publish
- to serve
- to submit (*trans.*)
- to write
-
-
-



Write Tactical Objectives

Strategic Objective: _____

“To” + + + + “by” +

Edit for syntax:

“To” + + + + “by” +

Edit for syntax:

“To” + + + + “by” +

Edit for syntax:

“To” + + + + “by” +

Edit for syntax:



Implementation Planning

Definition

An *implementation plan* is a program of action, based around tactical objectives supporting a strategic objective, showing:

- The *performance measure* (how you will know that the objective has been achieved)
- The *accountable person* (who is responsible for ensuring the tactical objective is achieved)
- The *estimated cost* (include all resources: time, money, expenses, etc.)
- The *time frame* (start date and end date)

Example:

Strategic Objective: To cut the high school crime rate at to 75% of City average by 2006.”

Tactical Objective: To train 25% of participating high school students to resolve conflicts each year through 2006”

Performance Measure: “Percentage of students trained each year at end of academic year.”

Accountable Person: “B. Smith”

Estimated Costs: “160 hours, + \$3,000 curriculum cost”

Time Frame: **Start** “August 2004;” **End** “May 15, 2006.”



Implementation Planning Worksheet

Strategic Objective: _____

Tactical Objective	Performance Measure	Accountable Person	Estimated Costs	Time Frame: Start-End

Communications Plan for Strategic Plan

<i>Who needs to know about the plan? Who are audience or stakeholders?</i>	<i>What message do they need to know? What will you tell them?</i>	<i>Who will tell them?</i>	<i>How will you tell them? 1:1, meetings, e-mail, newsletter, etc.?</i>	<i>On what dates? Completed by when? How often do you tell them?</i>

Strategic Planning Team Members

<i>Working Group</i>	<i>Participant</i>
Administration	Mark Carr Maria Garcia Gordon Gray Jennifer Emerson Al Jernigan Jack Lujan Pat Nightingale Tony Valenzuela Molly Wright Neal Young
AIM	Kristina Blea Ellen Sweeney
JAIBG	Natalie Goode Becky Hayes Nellie Schneider Linda Wedin Courtney Wood
School Based	Erini Angelini Nancy Cafiero Kerry Freeman Andrea Ingram Jennifer Marlara Silvia Valadez
STEP-UP	Darrell Reagan
Young Families Can	Wendy Berns Linda Bojorquez Kay Daukei
Young First Offender	Cecilia Johnson Sheri Scott Sherry Star
Youth, Education, Success	Gabriela Perez
Youthbuild	Randy Carr Nellie Rubio

