

Henley working with MOT

Reputation and Responsibility

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Executive summary

This report investigates responsibility, and reputation aspects in relation to the organisation MOT South Africa founded in 2008. MOT describes itself as a youth and society builder and focuses on mental health. "MOT" means "courage" in Norwegian from where MOT originates. Their primary purpose is to offer the MOT's life skills concept to schools and municipalities. The MOT Concept is like a key card lent to its stakeholders on a partnership basis. MOT expresses this in the following three core values: Courage to Live, Courage to Care and Courage to Say No.

The report serves two purposes: It primarily *investigates internal and external factors linked to R&R in relation to MOT using theoretical frameworks and models. In addition, it proposes several recommendations for MOT with respect to its current organisational situation and the desire to attract schools in the future based on its responsibility and reputation.*

Throughout the work with the organisation, stakeholders have emphasised that MOT has a high degree and alignment of values and trust. Even though this is the case, many schools have left the programme, especially after COVID.

MOT wants a perspective on which direction to go forward and how to bring more schools on board.

The findings in the report are based on quantitative and qualitative research. The findings highlighted in this report focus on what can be improvement areas based on findings associated with MOT's values, capabilities, stakeholder relationships and reputation management.

In addition to MOT's customer journey in South Africa, findings related to values and trust are looked at to manage MOT's resources and continue fulfilling its purpose and aligning with MOT's original and international concept.

MOT needs to acknowledge the resource challenge the organisation faces. Also, MOT needs to be aware of where it puts its resources to best use while still being loyal to its reputation and responsibilities.

MOT has a very structured programme and formalised processes for implementing the programme, which is mapped out in a customer journey. However, the findings of this report show that some stakeholders still need to be aligned with the expectations herein. Several specific opportunities are recommended to give MOT a better chance of building relationships with the genuinely motivated schools to make the most significant impact possible on youth.

These key findings are also present in the specific recommendations for MOT, which are identified as four opportunities, being 1) Adapting the program, 2) Changing the target group, 3) Exploring new pastures, and 4) Focusing the resources.

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1.0 Introduction

This project aims to provide MOT in South Africa with essential and valuable knowledge that the organisation can use to strengthen its youth program in primary schools and re-develop its strategy.

MOT was founded in 1997 by Norwegian sportsmen, and today the organisation operates in five different countries. It is a non-profit and religiously and politically independent foundation. Originally the purpose of MOT was to develop a philosophy aimed at preventing social problems and helping young people master life fully. In South Africa, MOT works with youth aged 16-35 in schools, colleges, and corporates. As part of the MOT life-skills programme, learners are taught how to manage peer pressure, gain self-confidence, and take responsibility for their own lives and futures. During the MOT programme, there is a strong emphasis on developing self-confidence, good values, positive attitudes and behaviours, self-leadership, and respect and care for others. In primary schools, the programme lasts three years.

As with many other NGOs, MOT faced significant challenges during COVID. All schools were closed – and the organisation could not perform the programme. As a result, MOT lost approximately 70% of the schools participating in the program. MOT has been unable to investigate why schools have left the program after COVID due to a lack of resources.

1.1 Research question

The project group was initially asked to analyse the following challenge and, based on the results, describe different recommendations for MOT:

Why has the MOT program lost so many schools after COVID – and what can MOT do to attract former and new schools to the program in the future?

However, due to a lack of data, the project group has been unable to investigate why previous schools have left the program. Consequently, the report primarily focuses on how MOT can attract schools in the future.

The report will also examine MOT's relationship with important stakeholders such as coaches, principals, and staff. The report will also investigate how MOT's values are perceived by their stakeholders, how they correlate with their current vision and if they should be modified. Lastly, the report will set a baseline for measuring the implementation of potential initiatives and recommend how MOT could design a partner journey based on the learnings.

1.2 Method

To be able to work with the challenge and create recommendations, the report will be made based on the frameworks and methods shown in table 1. Using these models, data has been collected systematically and analysed.

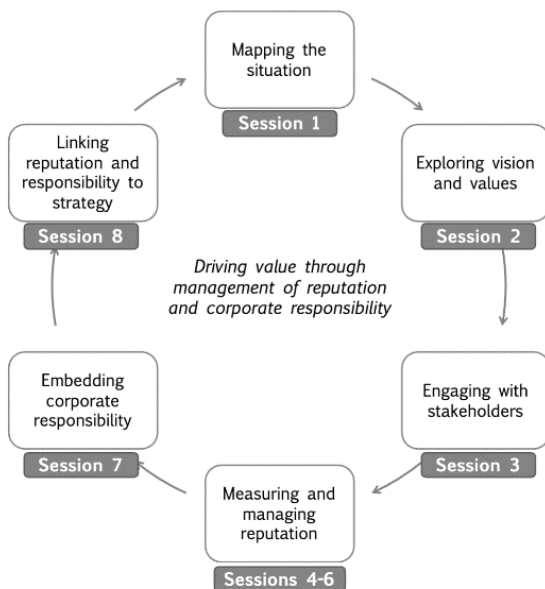
The overall framework that will build the report is structured around the RELATE model (Money et al. 2012), with the primary objective of looking at the bi-directional relationship between MOT and its stakeholders.

Table 1: Frameworks

Subject	Framework
External analysis	Kinross (2018), Hofstede-insights (2022) and Collinson et al. (2017)
Stakeholder Mapping	Mitchell et al (1997)
Values	Schwartz (1992, 1994)
Trust	Cho. J (2006) and Lewicki et al (2016)
Reputation	Fombrun and Reputation institute (2006)
Relations	Money et al (2012, 2017)

The research methodology for the report is an explorative approach, as visualised in figure 1. First, a mapping of the situation is conducted. Then MOT’s values and vision are analysed. Afterwards, the project group engage with stakeholders to get insights and to measure MOT’s values, trust, and reputation. Ultimately, the report looks at how MOT can embed corporate responsibility and link it to its overall strategy with specific recommendations.

Figure 1: Managing reputation and corporate responsibility



Adapted from Henley Canvas, 2022

1.3 Data

To investigate MOT's challenge, collecting and mapping data are necessary. Before travelling to South Africa, the project group reviewed current information about MOT on canvas and the organisation's website - both in South Africa, Denmark, and internationally.

There have also been a few initial online meetings with the director and staff of MOT in South Africa and Denmark, which gave valuable insight into how the organisation operates and its challenges.

The remaining data is based on both qualitative interviews (virtual and psychically) and quantitative questionnaires.

The questions asked qualitatively and quantitatively have been built around Schwartz's values dimensions, Cho's trust and distrust theory, and Fombruns' Reputation Quotient factors and items (see appendix). This method made it possible to structure interviews around values, trust, and reputation, ensuring that the answers could be compared based on existing and relevant theories.

Quantitative

A quantitative questionnaire was sent out via Monkey Survey by MOT to selected stakeholders such as:

- Past schools (118)
- Current schools (72)
- Staff (6)

The questionnaire has been anonymous. The respondents were given eight days to answer.

Obtaining sufficient responses to the qualitative questionnaires has been a challenge. It has only been possible to get responses from:

- Two past schools corresponding to 1,7 %
- 17 current schools corresponding to 23,6 %
- Five members of staff answered the questionnaire corresponding to 83,3 %

MOT tried to get schools and coaches to answer the questionnaire via telephone and electronic contact. This positively impacted existing schools even though their response rate was also low.

Consequently, the collected quantitative data is *not* representative. Therefore, the report focuses more on qualitative than quantitative data.

When only 1,7% of former schools responded, it has yet to be possible to derive any answers to MOT's challenge of losing 70% of schools during COVID.

Nevertheless, the project group believes the few responses can be used to highlight trends or observations from which MOT can benefit. One is that the lack of answers from former schools indicates difficulties in MOT's communication and interaction with these schools.

Qualitative

The qualitative interviews have been semi-structured, in which stakeholders (schools, coaches, principals and MOT) were provided with questions in advance.

Providing them with advance notice allowed them to prepare - improving the quality of their responses. No former schools have accepted an interview, which is why the qualitative analysis is

only based on learnings from current schools, coaches and the MOT organisation represented by the South African, Danish, and Latvia organisations.

Three interviews with schools were set up before the immersion week but were all rescheduled or cancelled due to different challenges for the schools.

The following interviews have been conducted:

- MOT Denmark
- MOT Latvia
- Staff from MOT South Africa
- Current schools: Lotus High School, Burgersdorp High School and Gardens Commercial High (individual interviews and focus groups)

2.0 Mapping the situation

Before analysing the current challenges in MOT, the situation is mapped by briefly introducing the organisation and its environment.

The external environment is analysed with a PESTLE (Kinross, 2018) which gives a structured comparison of countries. The countries MOT is involved in are used in the analysis to reflect on known benchmarks for implementing and defining possible challenges. The external environment also gives insight into the cultural aspect via Hofstede's cultural compass (Hofstede-insights 2022).

Before investigating benchmarks, a high-level Porter's Five Forces (Collinson et al., 2017) is used to investigate the external industry environment further to understand the environment MOT is operating.

Benchmarking has been made within the MOT organisation to compare how the external environment has an impact. The MOT programme is of today the same in all countries.

2.1 Organisation and issues

The MOT programme works to "nurture robust and resilient people with a special focus on youth by providing them with the tools" (MOT, 2020). The organisation has six employees and 79 volunteers.

During COVID, MOT, as well as many other NGOs, faced enormous challenges. COVID protocols, set forth by the Department of Education, governed the organisation and impacted them in the sense that children did not attend school. An MOT representative was not permitted to enter the school premises, and no contact was made with educators.

The result was that MOT lost about 70% of the schools participating in the program due to COVID. This situation has also affected staff motivation and willingness to participate in some programs. However, The MOT team is proud to have survived COVID. The organisation did not close its doors, and staff continued to be paid on time, with no shortages of salaries. COVID has also allowed MOT to revise its program and strategy.

2.2 Macroeconomic environment

The factors incorporated in the PESTLE analysis are selected on factors that could possibly impact the opportunities in general but with an eye for youth to see how the environment is for MOT to operate within. The options the external environment creates are important for the perspective of why there could or would be any challenges implementing the product.

Table 2: PESTLE

	POLITICAL	ECONOMIC		SOCIAL				TECHNOLOGICAL		LEGAL	ENVIRONMENTAL
	PSI (Political stability Index) Global economy (2022)	Government expenditure pr student, primary (% of GDP pr. capita) WDI (2022)	GDP PER Capita WDI (2022)	Poverty headcount WDI (2022)	Children out of school % WDI (2022)	GPI (Global peace index) GPI (2022)	GINI (Inequality income level) WDI (2022)	Mobile cellular subscriptions pr. 100 WDI (2022)	% OF POPULATION USING INTERNET WDI (2022)	WJP (Rule of law index) WJP (2022)	ETR (Ecological threat) ETR (2022)
Norway	1,10	21,50	74.356	12,2	0,1	1,47	26,8	109,9	96,8 %	0,9	1,0
Thailand	-0,55	23,30	5.840	7,2	N/A	2,1	35,1	149,8	39,3 %	0,5	3,0
South Africa	-0,71	17,80	6.260	55,5	4,4	2,28	63	158,9	51,9 %	0,58	3,0
Latvia	0,69	26,80	13.787	21,8	2	1,67	37	129,7	79,2 %	0,75	2,0
Denmark	0,95	25,10	53.255	N/A	0,1	1,3	28,4	124,4	96,3 %	0,9	1,0

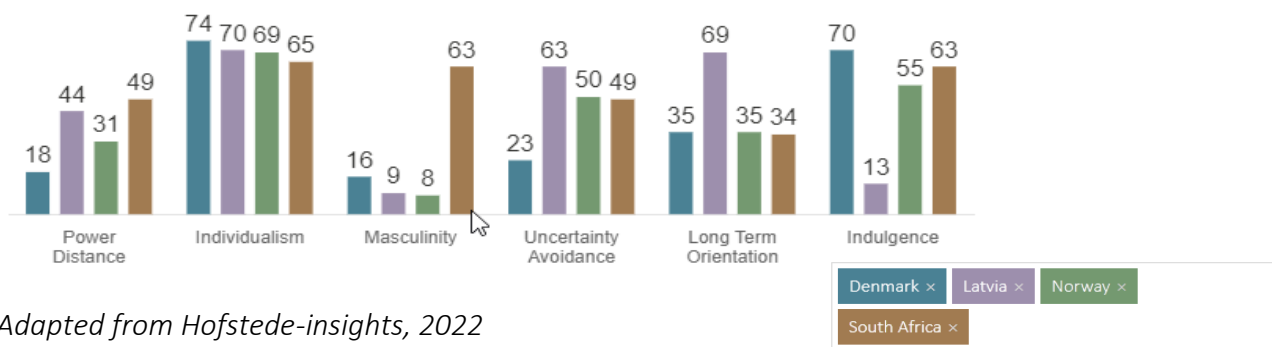
Adapted from Kinross, 2018

Overall, there are significant differences, with South Africa being more challenged by political stability and economic, social, legal, and environmental factors. Technological South Africa has high availability on mobile infrastructure but is generally challenged by availability on the internet. In general, many significant microeconomic challenges make South Africa a complex market to operate in.

2.3 The cultural compass

Besides the external environment, it is insightful to look at the cultural aspects when comparing products implemented in different environments. Hofstede (2001) is a study that measures values and beliefs and has made us capable of evaluating national culture and its implications for organisations. Therefore, it's useful in organisations operating in several countries.

Figure 2: Hofstede's cultural compass



Adapted from Hofstede-insights, 2022

The programme originates in Norway; therefore, this is the most interesting comparison, looking at South Africa. The cultural compass shows us that there is a difference in Power Distance which

indicates that the hierarchy within organisations in South Africa is expected to be higher. Masculinity is significantly higher scored in South Africa, which indicates that society in South Africa represents itself as assertive and competitive to a significantly higher degree than Norway, which is considered more modest and caring. The two dimensions in the model support each other and show that the cultural aspect has different dimensions to deal with when implemented across national borders.

2.4 External industry environment

NGOs in South Africa are key actors responding to poverty and related challenges and play a leading role in providing health care and education. Therefore, it's an attractive way of creating opportunities and jobs. Thus, Porter's five forces are used to develop an insight into the competitive environment to have an industry overview of possible options that could be challenged the other way around.

Table 3: Porter's five forces

Force	Weighted importance	Input
The threat of new entrants	5	Very high - In September 2021 there was 248.902 NGOs in South Africa, increased from 220.543 in October 2020 Trialogue Knowledge hub (2022).
Bargaining power of suppliers	5	87 % of all corporate's in South Africa channels up to 53 % of their CSI spending into the sector Trialogue Knowledge hub (2022). NGOs are highly dependent on funders, which are the fundamental for running the NGO. There is also high dependency on access to resources like premises and the operational part of having access to e.g., internet.
Threat of substitute products	5	Very high - they are created on a daily basis creating NGOs in a new form or way to do things.
Bargaining power of buyers	3	Medium to high bargaining power of buyers. On the one side there are principals who have a high bargaining power because of the many received offers and opportunities for them to reach out for. On the other side there are so many places that have the need for life skill services that the NGO can choose to take in other buyers.
Industry rivalry	5	The NGO sector if you look at it overall or within life skill services the competitive environment is highly competitive.

Adapted from Collinson et al., 2017

The NGOs dependency on funders makes the industry complex to work in, and the number of NGOs is enormous, and the entire landscape of competitors is impossible to have a total overview of the model, creating the reflection that there are battles not worth fighting.

There will be new entrants and substitute products. Therefore, the product must be better than the competitors – the better quality of the product, the higher interest, and the lower bargaining power from buyers. Over time, it will become more attractive to attend the programme by word of mouth.

There is also an opportunity to be selective on buyers, creating the best conditions for MOT to develop high impact, thereby getting more influence in the industry and more ambassadors from previous successes over time. There are also opportunities to create more sustainable funding and become less dependent on the funder's role for the NGO.

2.5 Benchmarking

Benchmarking can be done in several constellations trying to relate to performance. During interviews, our finding was that there is a slightly different approach to goals. In Denmark, quality was the no. 1 focus, and Denmark confirmed that Norway and Denmark have a close correlation in both approach and opportunities. Denmark and Norway have the luxury that they have a high number of current schools, and therefore also critical mass to make the programme efficient and well-through trained. On top of that, the external environment is cooperative. The story in South Africa is slightly different, with a complex environment and a highly competitive local industry with many NGOs. Their focus came through the need for more critical mass in their portfolio. The benchmark is created as an internal view of MOT, which supports the hypothesis that the programme is not as efficient in South Africa compared to other countries.

Table 4: Benchmarking

MOT Country	Number of children through programme	Year of establishment	Children pr. year in average
Norway	70.219	1997	2.808
Thailand	5.838	2015	834
South Africa	9.350	2008	667
Latvia	7.500	2016	1.250
Denmark	41.804	2013	4.645

Authors own, data source: MOT, 2022

2.6 First reflection and conclusions on the challenge

Compared to other MOT countries, the external environment for MOT South Africa is very challenging and complex. A first reflection has been if basic prerequisites still need to be met before having the premises have a high impact on the programme. Internal benchmarking indicates this challenge as well.

3.0 Analysis

The analysis section dive into the stakeholder landscape for MOT, how MOT’s values are perceived by its stakeholders and whether MNOT is trusted by their stakeholders.

3.1 Stakeholder’s landscape

For MOT to navigate and to know to which degree stakeholders influence their organisation, this section will focus on mapping all the internal and external stakeholders and then prioritising stakeholders by their attributes (Michell et al., 1997):

- **Power:** the stakeholder’s power to influence the firm
- **Legitimacy:** the legitimacy of the stakeholder’s relationship with the firm
- **Urgency:** the urgency of stakeholder’s claims on the firm

In table 5 below, the stakeholders for MOT have been identified and rated on each of the three attributes by an “impact scale”.

Table 5: Stakeholder mapping for MOT

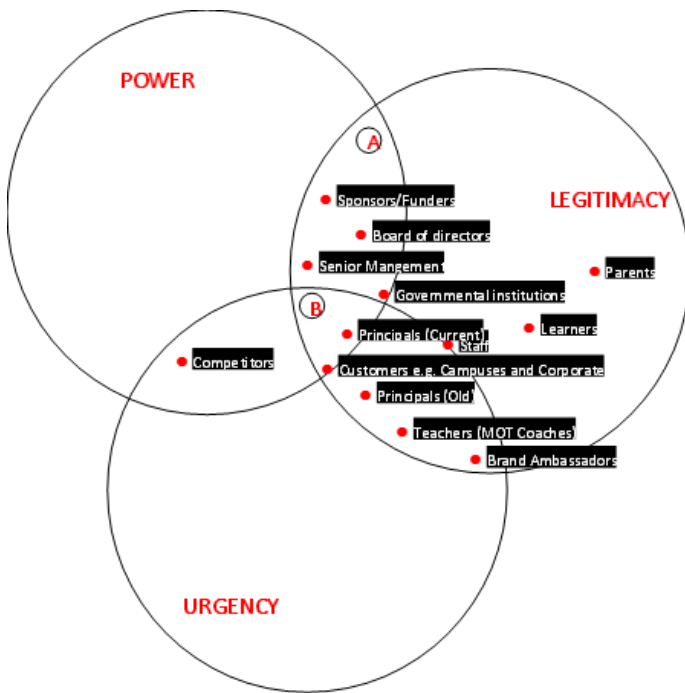
Scale: Impact on organization high, medium and low

	Power	Urgency	Legitimacy
Internal			
Senior Mgmt.(MOT international)	High	Medium	High
Staff	High	Low	High
Board of directors	High	Low	Medium
External			
Principals (Current)	High	High	High
Principals (old)	Low	Medium	Medium
Teachers	Medium	Low	High
Learners	Low	Low	High
Parents	Low	Low	Medium
MOT Alumni	Low	Low	Medium
Governmental institutions e.g. Department of education	High	High	High
Sponsors/funders	Medium	High	Low
Communities	Medium	Medium	Medium
Competitors	Medium	Medium	Low
Customers e.g. Campuses, Correctional office, commercial business`	High	High	High
Brand ambassadors	Low	Medium	High

Adapted from Michell et al, 1997

Most of the stakeholder groups are self-explanatory, but the group principals are divided into current and old, where “old” is referring to the former MOT schools that mot do not currently collaborating with. The governmental institutions cover all the different national, regional, etc. institutions and bodies affecting MOT work. To get an overview of the stakeholders and their attributes, they have been mapped into figure 3 below

Figure 3: Stakeholder mapping for MOT



Adapted from Michell et al, 1997

Dominant Stakeholder in **section A** is the stakeholder who have the power to impose MOT and have the legitimacy claim, but they have the urgency to impose MOT we find Sponsors/Funders, Board of directors, governmental institutions, and Senior Management, as they have these attributes but unless they have a reason to interfeerer/intervene they stay out of the daily operations.

If e.g., the International Senior management team had an urgent claim, they would move into **section B** “The Definitive Stakeholders” where the stakeholder poses all three attributes. The Definitive Stakeholders are MOT’s main customer stakeholders being, the current Principals of the Schools and their campus customers, as well as the commercial customers, e.g., Radisson Hotel and the SA Correctional Office.

Common for the stakeholder groups are how they can raise their concerns: legalistic approaches (lawsuits), exit strategies (withhold resources) and voice strategies (stimulate awareness and protests) (Maignan & Ferrell, 2004; Hill & Jones, 1992).

3.2 Vision

MOTs annual report from 2020 states MOTs purpose as follows: *The purpose of MOT South Africa is to ensure that the youth of South Africa have the awareness, courage, resilience, and life skills to make conscious choices for them to develop to their full potential and become positive role models and leaders in their communities* (MOT, 2020)

A key component of the MOT Concept is the MOT Programme. An essential element of the MOT sessions is the atmosphere of closeness, energy, and participation by all.

A further description of the vision was developed during interviews with the management of MOT. MOT intends to expand the program to all of Africa. As part of this process, it is necessary to have 5-6 current schools capable of implementing the program with an associated impact. Using this information, the Ministry of Education will be convinced to make the program permanent in all schools' live-skills curricula.

3.3 Values

Through the programme, MOT practices its three values:

1. Courage to care
2. Courage to Live
3. Courage to say no

The values should support the vision of creating resilience. During the interviews, further interpretation was discussed and folded out as self-leadership, which means that the courage to care is how to care for yourself, courage to live has its focus on personal goals and dreams and courage to say no represents the capability of setting boundaries. During all interviews, the respondents were able to mention the values, which indicates that they have been implemented clearly, clearly, and concretely.

Values have been investigated through quantitative and qualitative analysis, with a theory based on Schwartz (1994), which is the theory of basic human values, such as Power, Achievement, Hedonism, Stimulation, Self-direction, Universalism, Benevolence, Tradition, conformity, and Security.

Primary findings in the analysis of the answers are that the basic needs are aligned between staff, schools, and coaches.

The score of Security is quite low and is in the survey represented by questions about the youngster's support from parents and indicates that there is potential within this area.

The alignment within the area of conformity is not as close as other basic values, with a primary gap between former schools and current schools and staff. Conformity is represented by two questions, and all stakeholders are aligned that MOT is an organisation that behaves properly; therefore, the misalignment concerns whether the schools themselves are following the concept strictly or not. There is an indication that schools following the concept strictly are most aligned on the overall values, and it is also schools that have stayed in the programme. Therefore, it's fair to say that it increases the success of alignment if the schools are following the programme strictly. There is a potential in working with partners who are genuinely motivated to make the most significant impact possible on youth.

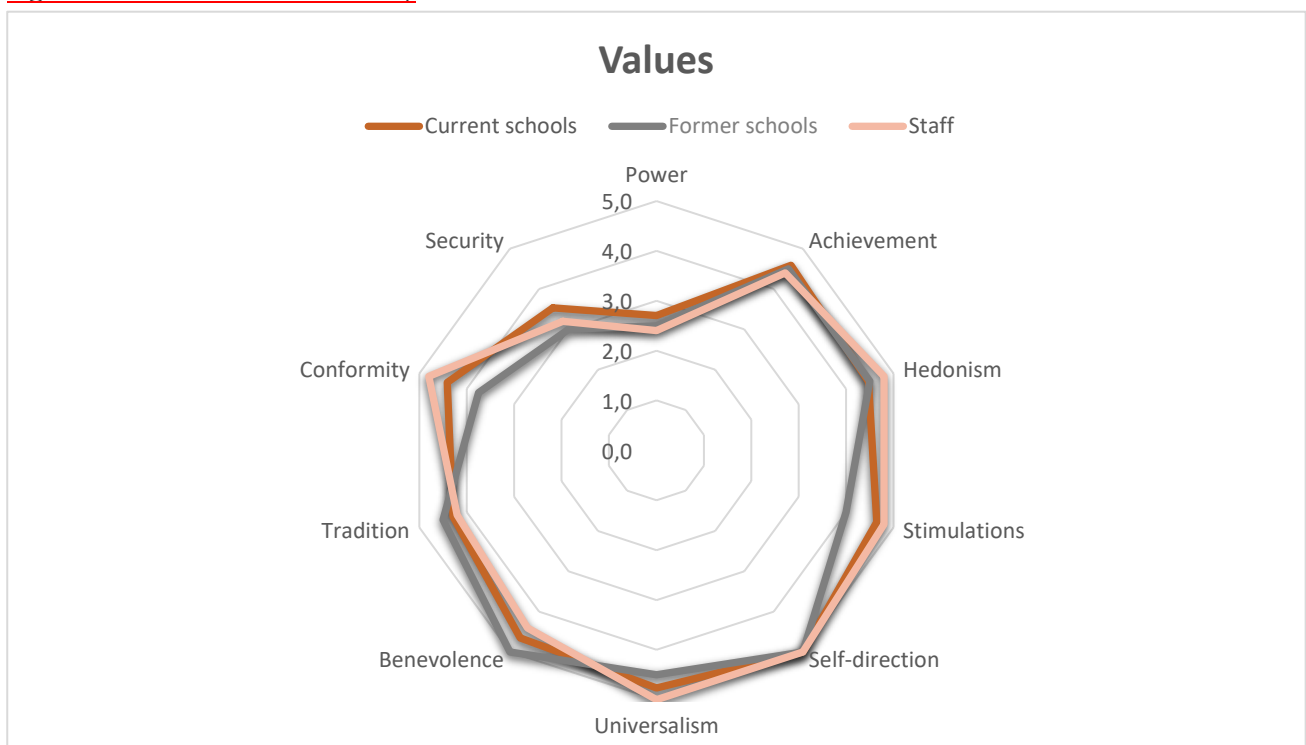
For the value of Power, the quantitative and qualitative investigations are concentrated around the power of dominance and the power of resources.

The score is a summary of a very low score on whether the organisation is using its power to exercise control over people; the low score is also confirmed in the qualitative interviews where all stakeholders clearly state that they feel they have a close and respectful collaboration.

The score on power on resources is bringing the overall score up, and the qualitative analysis indicates that there are two focuses' in answering this: Number one is whether the schools feel supported enough and thereby the conclusion that MOT has the correct number of people, which is the perception from external stakeholders.

The other focus is funding which is mainly a focus on staff. Funding is a fundamental issue for the organisation now, and even though we will not investigate the opportunities further, it can be concluded that ways to find more sustainable funding are critical. The interviews indicate high support and confidence that management will solve this.

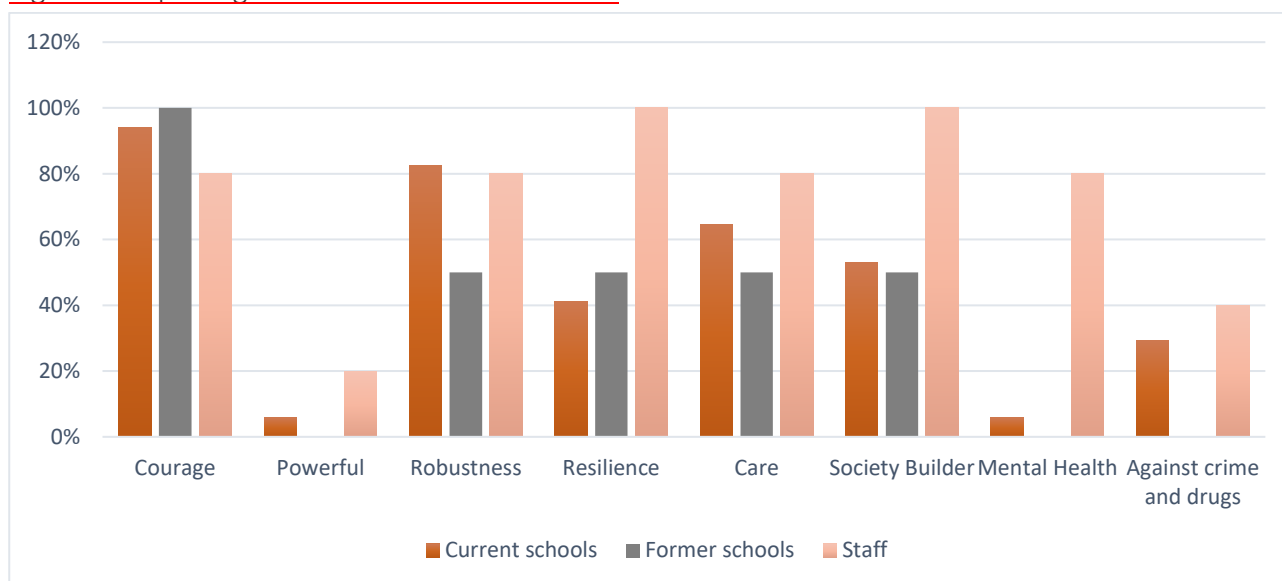
Figure 4: Schwartz Value Survey



Adapted from Schwartz, 1994

Investigating the stakeholder's perception of values shown in figure 4 shows a gap between staff, schools, and coaches. Former and current schools are more or less aligned, and staff's perception differs from theirs, describing values as resilience, society builder and mental health. This could indicate a potential in the storytelling of the organisation.

Figure 5: Exploring which values describes MOT



Authors own, 2020

Overall, there are high scores on values; there are potentials within:

- Creating support from parents (or other adults close to the youngsters)
- Partnerships that are willing to follow the concept strictly
- The storytelling of the organisation and the desired perception of values

Staff indicates during interviews that even though partners are asked to reflect on the work MOT delivers, there have been schools not delivering their part of the work, and of what they are making excuses. This supports that to create the greatest impact on youth, it's essential to align values and the storytelling of values to be able to align mutual expectations.

3.4 Trust

"I trust MOT – they have not given me any reason not to". That was the response the project got when interviewing principals at current MOT-engaged schools. In interviews, there were no evidence of distrust in MOT (Cho, 2006)

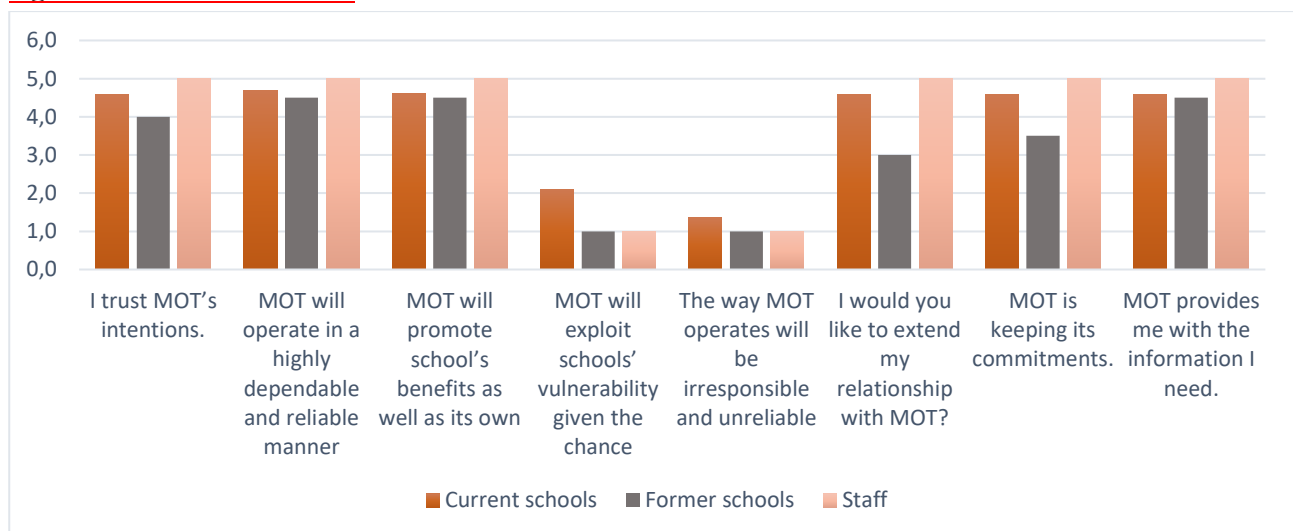
Trust is a complex phenomenon that can take many forms and vary from culture to situation. In an organisation such as MOT, it is important that their stakeholders have trust in them - most importantly, the schools (including learners) and funders (see stakeholder-mapping). A high degree of trust will have the effect that schools and funders keep participating – making MOT a success.

As Cho (2006) states, trust is a key to relationship management. The employees of MOT make it a point to maintain direct contact with schools to ensure that they are comfortable with the organisation and with the program, which they will ultimately be responsible for implementing. As several interviewees explained, if they are unsure about something, they contact MOT's secretariat directly for advice. It creates trust and willingness to commit (Cho, 2006).

The project group was inspired by Cho's (2006) trust and distrust model in preparing the questionnaire. As a result of the lack of responses to the questionnaire, a full analysis of Cho's model is not possible.

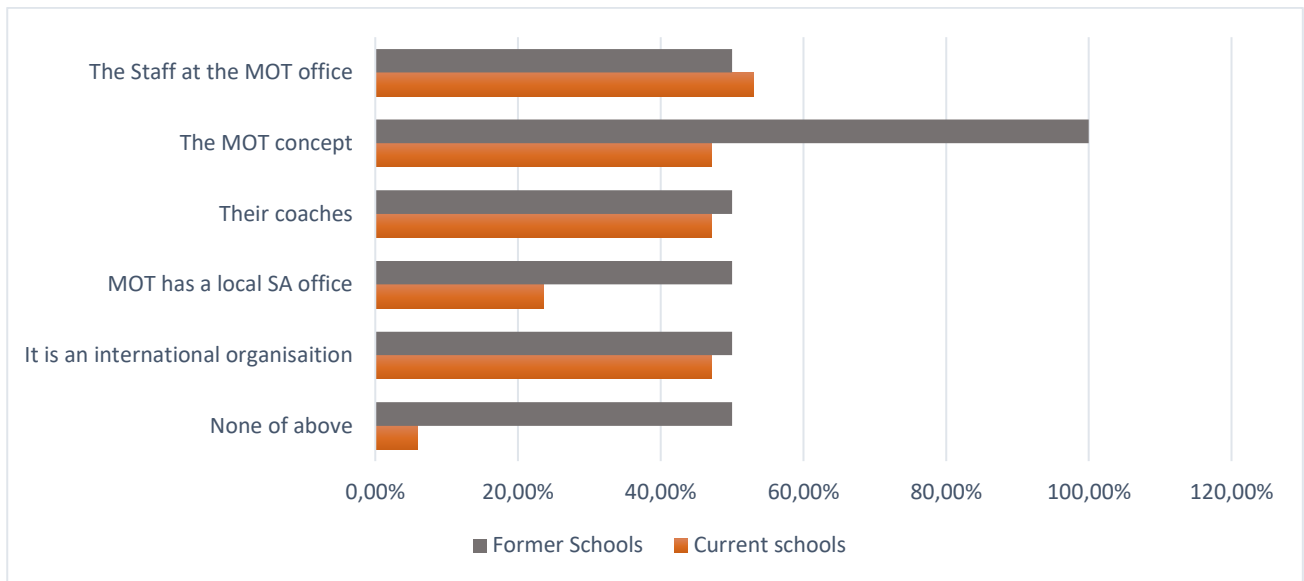
However, figures 6 and 7 show some of the results – they are not representative – but still interesting as it supports the same results that emerge in the qualitative interviews. The schools and staff trust MOT's intention, believe they operate dependably, and that MOT promotes the school's benefits as well as their own. Only two former schools have answered the questionnaire, and one indicates that MOT might exploit schools' vulnerability. The two former schools are a bit less positive – but not much. However, it should be noted that the former schools to a lesser extent, wish to continue cooperation with MOT. But MOT already knows that since they have left the program.

Figure 6: Trust and distrust



Adapted from Cho, J., 2006

Figure 7: Which elements support your trust



Authors own, 2022

Lewicki et al. (1998) discussed four potential outcomes of the interaction between trust and distrust:

- Low trust and low distrust
- High trust and low distrust
- Low trust and high distrust
- High trust, high distrust

Using this methodology, current schools are classified as having high trust and low distrust (green). They are in a state of high trust and low distrust, are confident and do not have any reason to fear the other party. Ideally, this is the scenario MOTs strives to achieve with its stakeholders.

As many of the schools involved in MOT have only been part of the program for one year, it is premature to claim that MOT has reached this point in its relationship with them, but the qualitative interviews have all been very positive.

Alternatively, we have former schools (although the data are not representative), indicating that former schools have a high degree of trust, as well as a high level of distrust (red) when confidence in another's actions is seen in conjunction with a high degree of caution and suspicion.

In this scenario, there have been positive, as well as negative, previous experiences, and both parties likely share common goals but may also have varying aims and objectives.

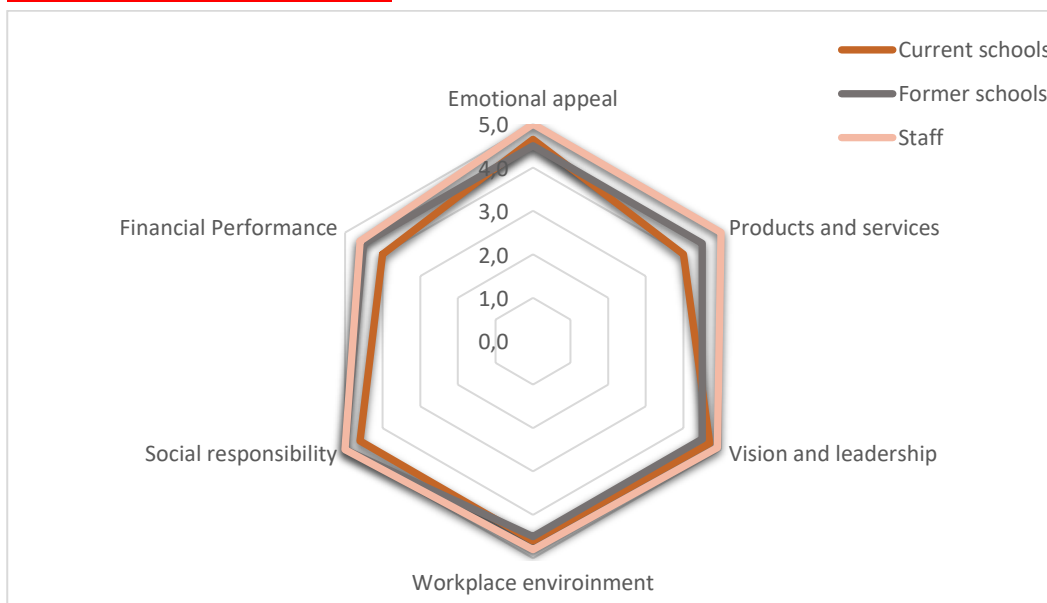
It is not the assessment that MOT is on the low trust, high distrust spectrum in its relationship with its stakeholders.

3.5 Reputation

The final element from the questionnaires is how MOT's stakeholders view the organisations reputation and how it aligns with how this is perceived by staff. The reputation quotient (Fombrun et al.,2006) has been used as academic reference because the framework is useful in indicating where stakeholders potentially have a different view of the organization's reputation and identity.

The model considers emotional appeal, financial performance, social responsibility, workplace environment, vision, and leadership where there is alignment between staff and stakeholders. The final element of Products and services shows a minor misalignment. Products and services are represented by three questions in the questionnaire, where only the question "MOT delivers value for money" shows misalignment, with staff answering an average of 5,0 and current school scores of 3,4. It indicates that MOT could have the potential in making results transparent and communicating them to schools. Overall, there are no significant reputation challenges for MOT to handle.

Figure 8: Reputation Quotient

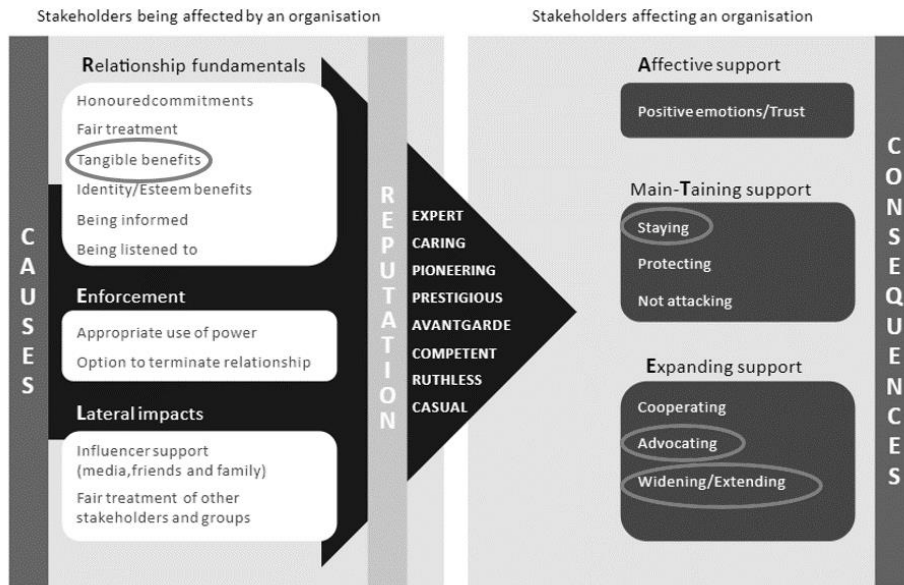


Adapted from Fombrun et al.,2006, 2015

3.6 Managing the relationship with stakeholders

In the following section, an in-depth investigation of MOT and its stakeholder relationship will be conducted in order to both have a look at what is important for MOT and what is important for stakeholders. The chosen stakeholders are principals and coaches as 'definitive stakeholders', see section 3.1 of this report.

Figure 9: RELATE Framework



Adapted from Money et al. 2012

When applying the RELATE model, there are many dimensions to explore, e.g. given in the above-shown model. However, it is “critical to extrapolate the dimensions within a specific stakeholder relationship that are of importance to organisations and their stakeholders in a given situation.” – (Henley on Canvas Notes, 2022, session 6.1). The findings from the quantitative and qualitative investigation are summed up below with regards to implications mentioned in the RELATE model specific to the MOT context. The project group especially draws attention to the above four red-circled dimensions of the RELATE model – Tangible benefits, Staying, Advocating and Widening/Extending.

Figure 10: Applied RELATE framework to MOT

RELATE	MOT	Principals	Coaches	Gap analysis	Options
Causes					
1. Relationship fundamentals	Continuing program on schools and add new schools	A value for their school to help youth with academia. Identity/esteem benefits	A value for youth to learn life skills and for teachers and students to get closer. Wants to learn the program in depth. Tangible benefits important, i.e. tools to make the program run efficient, more training.	Strong alignment on values. Some schools do not have the needed resources and could need better help/support from MOT to maintain focus from youth. Alligned on prerequisites	Maintain for some schools. Target specific schools. Network for coaches and principals. Make the 150 page robust handbook into videos. Provide lunch packs.
2. Enforcement	No abuse of power	No abuse of power	No abuse of power	Alignment	Maintain
3. Lateral impacts	Would like principals to recommend to suited schools	Principals are influenced by MOT and funders who choose their school	Some coaches are appointed by principals. Not all teachers who are potential coaches are involved	"Most capable" schools and principals are key. So is choosing of coaches. Careful selection.	MOT more selective in principals/schools. Make it on a more voluntary basis to become a coach
Reputation					
Perceived values/character	Expert, Caring, Competent	Expert, Caring, Competent	Expert, Caring, Competent	Alignment	Maintain
Consequences					
4. Affective support	High level of trust	High level of trust	High level of trust	No gap	Maintain
5. Main-Training support	Schools stay with the MOT programme after the first 3 years	Further funding a challenge for principals/schools for "Staying"	Coaches would like to have even more co-integration with other coaches at events etc.	Calibration of expectations as towards MOT's limited resources.	Further support to coaches and principals.
6. Expanding support	Recommendation to "most capable" schools and funders.	Principals wants to continue the program with funding OK and be happy to recommend. Advocating and extending OK.	Coaches can stay on the program but also extend into a Coach-role at local communities. Become a Super Coach. Advocating to other teachers.	Not much of a gap, but funding is crucial.	Focus on funding. Creating alumni network for principals. More MOT events for stakeholders.

Authors own, 2022

The RELATE model shows that overall, there is a good alignment between MOT and its Stakeholders. However, it also shows that in some areas, especially the Stakeholders who wish to have tangible benefits in the form of an easy-to-implement program can be improved. This is further underlined in section 3.5, Reputation of whether "MOT delivers value for money" where there is a misalignment of staff and current schools.

Also, it shows that MOT's desire to have schools staying, advocating, and extending the relationship needs further attention, primarily by either increasing funding or prioritising resources into working with partners who are truly motivated to make the greatest impact possible on youth, see section

3.3 regarding values.

The above findings will be further elaborated below in section 5.1 Recommendations.

4.0 Embedding Corporate Responsibility

Companies or organisations use corporate responsibility to exemplify values. MOT does this as well. The organisation's values: the courage to care, courage to Live, and courage to say no are implemented in MOT's mission statement, annual reports, guidelines/manuals, and marketing. As an NGO, all MOT's activities focus on helping others. The organisation especially aims to be a society builder that strengthens mental health through its values and programme. Overall, the organisation focuses primarily on corporate social responsibility. MOT could benefit from linking its values and program with its goals and, as a result, present its case on a broader scale.

Compared with suitable development goals, MOT focuses primarily on improving goals 3 (good health and well-being) and 4 (equality in education). On these two, the organisation plays a role and helps to create results that lift South Africa's fulfilment of the goals.

The organisation's results in its annual report are evidence: "Of the 30 indicators, over 90% of students felt that they had been positively impacted upon in 19 of the indicators, a further eight indicators had over 80% of students report a positive impact and three indicators reported an over 70% positive impact" (MOT, 2020). And quotes from the learners such as "The MOT programme has helped me so much, it helped me gain more self-confidence in myself, helped me stand up for myself and say no when I had to" and "Finally, there was something to look forward to, to come to school" are also evidence of this (MOT, 2020).

Figure 11: Sustainable development goals



Adapted from Henley Canvas, 2022

In terms of MOT's internal culture, there are also signs that the organisation prioritises employee development and well-being. During the interview, one stated that she had trained as a coach which had profoundly affected her life. According to her, she had "come out of her shell" and gained skills to be more open and meet new people. Consequently, she has become happier and has met "the love of her life".

5.0 Linking Reputation & Responsibility to Strategy and customer journey

“While reputation is clearly an intangible asset of the firm, it is also a concept held in the minds and hearts of stakeholders...” (Henley on Canvas, 2022, session 1.1) In an MOT context, the principals and coaches have experienced working with MOT and its values. A summarised finding of the stakeholders' journey is described in the following section based on the insights from the models mentioned above.

Figure 11: Journey

Main stages – What are the main tasks to be done?					
Recruitment	Training	Modules, including 3 campaigns	Coach gathering	MOT evaluation	Continuous training of new coaches
➤ ➤ ➤ ➤ ➤ ➤					
Ideal state (Value-in-use) – What outcome does the customer want at each touchpoint? Goal					
Easy: Funding is no issue and a list of teachers who volunteer to become coaches.	Clarity and time: Simple and to the point information that resolves any questions and concerns. Time to reflect.	Confident and ressource. Program known and expectations aligned. Sufficient ressource (food etc.) to make quality sessions.	Anticipation and Excitement: Getting to share stories and gather new energy and inspiration.	Simpel: Seamless journey that increases the experience. Impressed: Advocates and recommendations to other schools.	Simpel: Delivered what was expected in a simple and useful manner

Adapted from Henley Canvas, 2022, STMK module

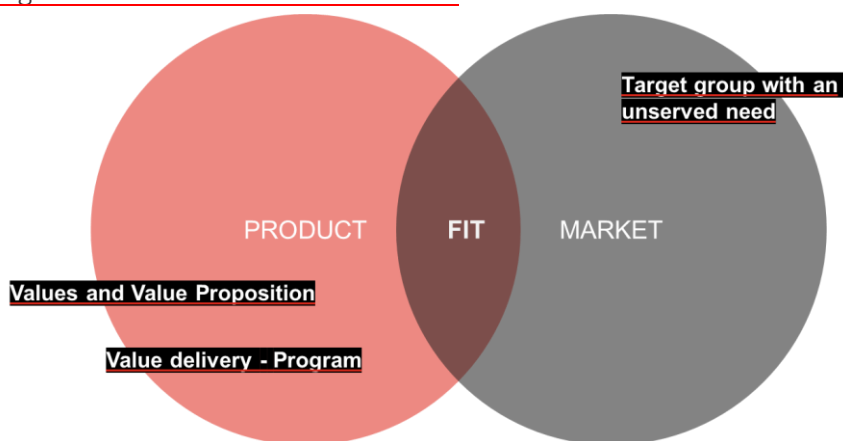
The figure above is an abstract of the customer journey, which can be found in the appendices.

The findings can be highlighted as tackling pain points, as quantitative and qualitative investigations suggest, especially related to more accessible access to the program learning material and ensuring the correct prerequisites are present. Also, the presence of an environment for coaches to learn from each other and for principals to have a network. An elaboration of these findings will be addressed in the next section with recommendations and opportunities.

5.1 Recommendations

The recommendation has been developed using the product-market fit model (Andreesen, 2020), as the model describes the condition in which a product/service is able to scale. As MOT states in their challenge, they want to investigate how to bring more schools on board; the product-market fit provides a straightforward and tangible narrative on the high-level moving parts that would help MOT scale.

Figure 12: Product-market fit model



Adapted from Andreesen, 2020

The Product-Market fit model describes the relationship between the product and the market; if there is a fit, the product would have the pre-conditions to scale in the market. To understand the model in the context of MOT, the following section will describe each of the themes of the model in context of MOT's current situation.

5.2 Situation

This adapted model describes the *Market* as being a *Target group with an unserved need*. In context of the MOT program this would be Youth 12-16 with a need for learning life-skills such as resilience, awareness, courage, etc., which basically are building blocks that enables people to deal well and effectively with the challenges of life. In the context of the Youth in South Africa, we learned through the South African Government statistic data base, Stats SA (2021 & 2022) shows, that two-thirds (+35 mill.) of the population in South Africa is between 0-34 years. The unemployment between 15-24 yrs. is 58,4% if they get an education less than Metric, compared to 31% yrs. for those who graduated school. Although 31% is still high, the chance of unemployment is more than 50% higher if they don't graduate from school. For many of those who do not get into the employment market, there is a high chance that they will continue in poverty and might end up in crime, drug abuse or worse. Through the interviews, a theme was mentioned continually, such as e.g. "Few role models, we assume they have, but most don't".

The *Product* dimension of the model describes the Values of the organization and the value proposition it provides that resonates with its Target group. *Value delivery* is how the organization delivers or brings its Values and Value proposition to life for the target group.

In the MOT case we learned from the Values and Trust section that the organizational Values are very much aligned with their stakeholders, as well as their stakeholder trusting them. The only observation is in relation to MOT's positioning as a Mental Health program, whereas described in the Values section, there is a discrepancy between MOT's own perceptions and their stakeholders.

In all fairness, the Mental health positioning strategy was introduced six months ago; therefore, there is a good chance that the stakeholders have not “absorbed” the new positioning.

The MOT *Robust Youth* program's value proposition is, in short to strengthen robustness, mastery of life, mental health, awareness and courage, thereby promoting a safe class environment where all are included. The described payoffs are less exclusion, bullying, violence, alcohol, and drug abuse. This value proposition resonated with all the respondents in the survey and interview, as these trades and behaviors are essential for the schools to provide a good educational service to their learners. One of the MOT coaches says, *“The program provides an environment which allows the learners to open up and share their reflections and challenges – some have breakthroughs, other breakdowns”* another Coach said, *“We are so busy with the curriculum that the teachers forget to teach life skills to the learners”*, these quotes support the value of MOT's value proposition.

The delivery of the Value Proposition is done through the MOT *Robust Youth* program, a structured program consisting of 12 MOT modules á 120-150 min, during the course of 3 years typically, from 7-10 grade. The MOT coaches teach the program, and the content is a mix of group exercises, learning activities, discussions, and talks. There are several activities that go before the school starts the program, e.g., value-based leadership training for the principals; selection and training of the MOT coaches; they are often teachers at the school and undergo a three-day MOT coach training. Besides the activities in class, there are activities such as Reinforcement days (Courage to Care-, Dream-, Enthusiastic days).

The schools are followed-up on through progress reporting templates, touch base meetings, etc. to ensure the school are well equipped to conduct the program as well as progress with the program in accordance with the program structure. If schools do not follow the program structure or provide follow-up feedback, an action plan is conducted to mitigate the challenges. The dialogues continue until the measures are implemented, and the school is running the program as intended; if consensus is not reached through dialogue, MOT can be necessary to discontinue the school from running the program.

5.3 Situation scorecard

To consolidate the evaluation of MOT scores in relation to the product-market fit model below, a table has been developed to visualise how well MOT performs currently. The scoring is done pr. Stakeholder and the scores are subjective and done by resonating with the collected data as well as interpretation in the context of the interviews.

Table 6: Situation scorecard

	MOT Coaches	Principals
Target group with an unserved need	5	5
The values and the trust MOT represent	5	5
Value proposition of the program	5	5
Implementation of the program	3-4	4
The frame and content of the program	3	4
The success of executing the program	3	*
The impact it has on the participants	4	*

High performance = 5, Low performance = 1

As illustrated in table 6 MOT scores high on the *Target group* and their *Values and Value proportion*. *The Target group with an unserved need* can seem endless, as described by the statistics and the interviews. The challenge is tremendous and is not likely to disappear soon. MOT can get access to most schools but selecting the “most capable” schools to run the program can be a challenge.

Looking at MOT’s values, they are aligned with their stakeholders, which MOT can be proud of. MOT's Value proposition is also perceived to be highly relevant and even instrumental for the success of learners, which were also mirrored in the some of the coaches quotes e.g. *“The program provides an environment which allows the learners to open up and share their reflections and challenges – some have breakthroughs, other breakdowns”*

The scores for the MOT program and how they deliver their value proposition they do not score as high. Looking at the implementation of the program the MOT coach respondees gave some insight to some of the challenges they had encountered when they implemented the program, as well as the MOT staff gave their point of view. There was not evident consensus amongst them nor where they representative only indicative across all four Program topics of the *Value delivery - Program*, but the **main themes in relation to the implementation** where:

- Debate whether the MOT program should be implemented into school program, or it should be outside school hours. Most where in favor of having the session during school hours.
- The MOT coaches where not “cherry picked” by MOT as described in the program, they were rather selected by the principal, therefore one coach felt that they maybe not all of the MOT coached had the best capabilities to conduct the sessions as intended as MOT describes that the coaches should be passionate, youthful, innovative and sincere.
- Some coaches thought they would have liked to have had more training in being an MOT coach, despite the three-day MOT coach program.

- Auxiliary as a venue, food, etc., some schools were missing a venue to conduct the MOT sessions in, and some had issues with that the participant didn't have any food, and therefore, they would not be able to concentrate.
- In the survey feedback from the two former schools as to why they stopped with MOT, both said that it was due to the amount of admin work that was needed to run the program. This feedback none of the current schools confirmed; one of the MOT coordinators at a school directly contradicted this argumentation.

The respondees also reflection towards **the frame and content of the program; there** were more consensus amongst the respondees to this and the main feedback where:

- The MOT *Robust Youth* handbook provided adequate information around the frame and content of the program, but when it came to the physical activities, they sometimes had trouble understanding the exercises. Therefore, they would prefer if the activities were video recorded for them to understand better.
- All the MOT coaches they could add additional relevant video content to the relevant topics in the form of, e.g., TED Talks, interviews, etc.

When it came to the **success of the program execution, the respondees were very much aligned in their feedback, though most of them had been running the program for six months** or less. The feedback is given where:

- Possibility to do co-coaching session in class "MOT" co-coaching session both to get inspiration as well as to expose the learners to new faces."
- On school had the issue when conducting physical activities that the learners would get aroused and then the exercise would spin out of control', quote "*too much fun – they 'bunk'*".
- As MOT is an add program to the academic curriculum, there were always a balance between academic and life-skills, but all MOT coaches expressed that they prioritised as the MOT program allowed them to better understand the learner's "mental condition", which would give them the possibility to help them, also with academia.

Finally, the respondees had reflection towards **the impact it has on the participants**, there the feedback was most aligned:

- The MOT program and the sessions had given the teachers new tools and a new frame to engage with their learners, as well as outside their jobs, quote "*The MOT session and the values inspires both in class and outside class.*"
- They were also proud of their work with MOT quote, "*I love being called an MOT coach*"
- And as mentioned earlier, it allowed the teachers to reach their learners under new circumstances as put by this quote from earlier "*The program provides an environment which allows the learners to open up and share their reflections and challenges – some have breakthroughs, other breakdowns.*"

Despite the valuable feedback from the respondees, the fact for MOT is still that 25% of the schools running the MOT program are not performing as they should, which impacts MOT resources as 45% of their resources are used in the schools and 70% of the time is spent on low performing schools. As illustrated in table six most of this can be attributed to how the effective the school are in implementing and running the program.

5.4 Identified opportunities

To answer the initial research questions mentioned in the section 1.1, “*how MOT can attract schools in the future?*” and subsequently investigate how MOTs values are perceived by their stakeholders, how they correlate with their current vision and if they should be modified. Through the analysis of the MOT, four opportunities have been identified; for each opportunity a series of recommendations, as well as a series of tangible actions to implement, have been derived.

As earlier mentioned, “*we haven’t been able to boil the ocean*”. Therefore, the opportunity and recommendation might state the obvious, as well as some of the recommendation, might be a bit one-dimensional or even naïve in the context of MOT’s organizational situation.

The identified opportunities are:



Adapting the program and changing *the target group* opportunities takes it to offset in the Product-Market fit model where MOT could consider either adapts its program to deliver its value proposition to its current target group or as *Change the target group* suggest changes keep the program and focusing towards a new target group. Both opportunities can be pursued, but in general, it is recommended to do one or the other committed once the *Fit* has been reached and thereby, the scaling is initiated. MOT could explorer further opportunities or leverage the scaling into new opportunities. Again, the Product-Market Fit model aims to ensure scale with as little risk as possible.

5.4.1 Adapting the program

This opportunity evolves around the measures MOT can implement when they deploy their program to increase the chance of success.

Table 7: Overview

	Organizational measures	Actions
Implementation of the program	<ul style="list-style-type: none"> Careful selection of benefactors and schools to ensure chance of success as well as effective operations Protect the investment that goes into onboarding new schools by alignment on the prerequisites for running the program 	<ul style="list-style-type: none"> When scouting and engaging in dialogue with funders or sponsors do not be opportunistic when it comes to the selection of schools, as this impacts the organization resources significantly. Potentially revise T&C and SLA in the contract, including a subscription fee for the program and even fee in the contract is breach. Maybe introduce a Loyalty program, where the schools need to earn the MOT “merchandise” or additional co-coaching sessions e.g. year 1 the school gets this, year 2 the school gets that, etc. this could be a possibility to reduce the initial investments. Other possible conditions to run the program could be: the program needs to run in school hours, venue needs to be provided and the participants need to have had food within 2 hours before the session.
The Program structure and content	<ul style="list-style-type: none"> Either a tailored or modulization “Youth” program Make a video program “hand-book” Add an option for additional training and/or Co-coaching in class 	<ul style="list-style-type: none"> Divide the current Youth program up into smaller modules e.g. divide the program by MOT Values or offer reinforcement days as an option if possible? Modularisation of the program would allow for “tailoring” as well as having the possibility to offer “light” version for different venues or even used as a “hook” to onboard new schools. Translate the “Robust handbook” into video sessions. Provide the possibility to do train the trainer or co-coach sessions.
Marketing activities	<ul style="list-style-type: none"> Stakeholder Engagement & Communication plan Principal networks/advisory boards Sustainable Development Goal messaging (SDG 3 & 4) 	<ul style="list-style-type: none"> Identify MOT’s stakeholder and map them as done in section 3.1. Then for each for the main stakeholders develop a communication plan where activities, messaging, channels are included. As the Principals is a dominant stakeholder MOT should consider keeping them even closer than they do today e.g. by creating a MOT Principal network, where the principals

		<p>would act as a “advisory board” as well as ambassadors to new schools. This initiative was also suggested by one of the interview principals.</p> <ul style="list-style-type: none"> • Connecting the MOT current value proposition to the Sustainable development goals: <i>good health and well-being</i> and <i>the quality education</i> would give them an even stronger storytelling toward founder/sponsors and well as governmental bodies.
<p>The organizational resources</p>	<ul style="list-style-type: none"> • Scale-up on the front-line activities' agitation, implementation, etc. • Program development: “new” Youth program format and content • Optimize admin process by e.g. digital self-service forms • Marketing responsible owning all marketing channels 	<ul style="list-style-type: none"> • Focus agitation activities to ensures a steady pipeline of schools ready for onboarding. • Separate the agitation and implementation/training activities if possible. • To manage the modular MOT program, one needs to take to the role as program manager, as someone needs to responsible for developing the new program, the digital handbook, etc. • As mentioned under the marketing activities a engagement and communication plan needs to be develop and executed on, the ownership of this calls for a “full-line” marketing responsible.
<p>Impact on the organization success</p>	<ul style="list-style-type: none"> • What does success look like for MOT and MOT SA • How to measure success 	<ul style="list-style-type: none"> • MOT needs to formulate in their strategy what success looks likes to them. Not only the numbers of youth or schools they want to onboard but also how and why they want to achieve it, is it a humanitarian project? or what is it specifically, are we looking for rapid scaling, or? • The targets needed to be realistic and set. Then masseurs on “customer” satisfaction, impact studies, operational efficiency, employee satisfaction, financial performance, peer benchmarking and other measures. Most of the measures can be collected though online questioners, other through internal data.

Many of the measures described in the table come with investments, some more than others. Modularizing and tailoring the program would be a significant source of resource requirements as this would require time to modulate the program and adapt the content, and as one of the MOT’s,

staff said, “we are stretched thin” this would be a challenge. It also goes against the feedback provided from MOT DK, where it’s described the key to their success that they ran the program strictly all in the name of operational efficiency; if they did not do that, they would not be able to have 121 in the program which is operated by four full-time employees and six part-time volunteers.

5.4.2 Changing the target group

This opportunity entails that MOT will keep the Product as-is but instead find a better fit in the market. The recommendations are here that MOT should target schools that already have the structural and foundational capabilities to run the program. This could entail that the schools would be more privileged, both public and private. Whether this would challenge MOT's purpose would need to be clarified by MOT as part of what success looks like. Suppose MOT would be successful in targeting these types of schools. In that case, they could ensure critical mass to ensure funding, thereby giving them the possibility/muscles to implement some of the actions mentioned in section 5.4.1 Adapting the program to target less privileged schools. However, this is a core question MOT needs to evaluate.

5.4.3 Explore new pastures

This opportunity evolves around leveraging the MOT program into other settings such as sports, cultural, or other activities. It provides a continually structured setting for MOT to deploy its program, as life skills are as important in schools as they are outside school. One of the MOT coaches said that almost all their male learners played football in their community. Therefore, he thought it would be a good idea for MOT to consider activities there.

Whether the current program structure would fit into a Sports setting is probably not likely, but if adapted to the frame, it could be a setting to explore; it could also act as an engagement channel towards the youth and thereby encouraging the teachers and schools to take up the complete MOT program.

5.4.4 Focusing the resources

The young youth program is the most resource-recurring program MOT provides; despite this, it is the least successful program for MOT sites and youth attending the program. At the same time, the youth program for colleges is significantly more successful. The reason is that they are more mature, have graduated from school, and have actively decided to continue their academic development. These support that some structural and foundational prerequisites need to be in place if the MOT program needs to be deployed as intended; therefore, a thought for MOT could be to leave the schools segment and focus more on the colleges or other youth educations.

6.0 Conclusion

MOT is a well-run organisation that prepares young people for the future in South Africa. For MOT to grow, some decisions will need to be made regarding how they should be organised in the future - and which focus is most important. The project group has had the opportunity to scratch the surface of the possibilities but has yet to be able to delve deeper. The report outlines a number of options that MOT can consider when reviewing its strategy. Neither ranking the options nor defining a clear roadmap have been the objectives of the project group. Based on the sparse data collected, this is not possible. However, it has been possible to identify four concrete options from which MOT can profitably draw inspiration for the future.

7.0 Reflections

This module has allowed us to reflect on the fact that everyone isn't born with equal opportunities, capabilities, or resources, and this creates a demand for how we make decisions in our own companies if we want to equalise some of the inequality the world offers at this point. It has also created great discussions and reflections from these discussions. Working with an NGO like MOT South Africa has shown how capable, resourceful, and passionate a team they are, and together with the findings in working with the assignment, it has strengthened the belief that they are a part of the solution in the long run. We sincerely hope this assignment can contribute to future work in MOT South Africa. The module has allowed us with a purpose to apply several learnings from both the R&R module and earlier modules from our MBA journey. We agree that this module has given us an experience we will remember for the rest of our lives. We genuinely appreciate that MOT South Africa had shown us their trust and stood with open arms when we investigated their organisation. It has been a fantastic experience, and not at least genuinely inspiring.

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10. Appendix A: Questionnaires

10.1 Quantitative questionnaire A (current and former ex-schools/coaches)

Introduction	<p>As part of an MBA program in Denmark, we are on exchange in South Africa. The organisation MOT has asked us to shed light on the organisation's work, including investigating the collaboration between MOT and its partners (ex-schools and current schools).</p> <p>Expected time to complete the survey: 15 min</p>
	<p>When were you engaged in the MOT program?</p> <ul style="list-style-type: none"> • Year _____
	<p>Are you still engaged with MOT?</p> <ul style="list-style-type: none"> • Yes • No <p>If "no" – why not?</p> <ul style="list-style-type: none"> • Due to corona, we are not fully back to normal • I lost contact with MOT • It's a "nice to" – but "not need" to" programme • It is too big of an administrative task (three year) • We have to run the programme ourselves without support – and we don't have the resources <p>If "no" – have you replaced the MOT with another program?</p> <ul style="list-style-type: none"> • YES • NO <p>If "yes" – which programme?</p> <ul style="list-style-type: none"> • _____
	<p>We got the support we needed from the MOT programme.</p> <p>Scale from one to 1-5 (disagree to agree)</p>
	<p>Are you paying for being part of the MOT programme?</p> <ul style="list-style-type: none"> • Yes • No • Don't know
	<p>Would you actively recommend MOT to others?</p> <ul style="list-style-type: none"> • Yes • No • Don't know
Values (Schwartz's traditional values)	<p>Which of the following values do you think describes MOT (choose three)</p> <ul style="list-style-type: none"> • Courage • Powerful • Robustness • Resilience • Care • Society Builder • Mental Health • Against crime and drugs • Others _____

	<p>Do/Have you experienced a gap between the values MOT is describing and your experience of how values is lived out?</p> <ul style="list-style-type: none"> • Yes • No • Don't know 								
<i>Power</i>	<p>MOT has the necessary resources to run the programme?</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
	<p>I have experienced MOT abusing its power.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Achievement</i>	<p>MOT is a successful organisation I SA?</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Hedonism</i>	<p>MOT gives youth the tools to enjoy life.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Stimulation</i>	<p>MOT gives youth the opportunity to live a life with many opportunities.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Self-direction</i>	<p>I see a need for students to strengthen their courage to make good decisions and set goals?</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Universalism</i>	<p>MOT helps expand student's mind.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Benevolence</i>	<p>MOT coaches reach the youth in a youthful, innovative, and sincere manner.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Tradition</i>	<p>MOT's programs match the culture of your community.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 								
<i>Conformity</i>	<p>Do you agree or disagree with the following statements?</p> <table border="1" data-bbox="336 1872 802 2011"> <thead> <tr> <th></th> <th>Agree</th> <th>Either</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>MOT is an organisation who</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Agree	Either	Disagree	MOT is an organisation who			
	Agree	Either	Disagree						
MOT is an organisation who									

	behaves properly?				
	We follow the MOT concept strictly?				
Security	Students get support at home to complete the MOT programme				
	<ul style="list-style-type: none"> Scale from one to 1-5 (disagree to agree) 				
Trust (Cho's trust and distrust)	Do you trust MOT: (mark as many as you like)?				
	<ul style="list-style-type: none"> As an international organisation____ As an SA organisation____ Coaches____ SA office____ 				
	I trust MOT's intentions.				
	<ul style="list-style-type: none"> Scale from one to 1-5 (disagree to agree) 				
	How could MOT increase trust?				
	Do you agree or disagree with the following statements?				
		Agree	Either	Disagree	
	MOT will operate in a highly dependable and reliable manner				
	MOT will promote school's benefits as well as its own				
	MOT will exploit schools' vulnerability given the chance				
	The way MOT operates will be irresponsible and unreliable				

	<p>I would you like to extend my relationship with MOT?</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																
	<p>MOT is keeping its commitments.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																
	<p>MOT provides me with the information I need.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																
Reputation (Fombrun + RepTrack)	<p>MOT have a good reputation.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) <p>If you don't think that MOT has a good reputation, why?</p> <ul style="list-style-type: none"> • MOT's programmes are not living up to our expectations • MOT's administrations are not professional enough • MOT's coaches are not qualified • MOT's business model is not aligning with our model • MOT's programme needed to much administrative help from our school to get implemented 																
	<p>MOT is well manged?</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																
	<p>MOT is an open and transparent organisation?</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																
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	Agree	Either	Disagree														
MOT develops innovative services																	
MOT delivers value for money																	
MOT has an																	

	<table border="1"> <tr> <td>excellent leadership</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MOT has a clear vision for the future</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MOT outperform their competitors</td> <td></td> <td></td> <td></td> </tr> </table>	excellent leadership				MOT has a clear vision for the future				MOT outperform their competitors			
excellent leadership													
MOT has a clear vision for the future													
MOT outperform their competitors													
	<p>I would defend MOT if someone said something bad about the organisation.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 												

10.2 Quantitative questionnaire B (staff)

Introduction	<p>As part of an MBA program in Denmark, we are on exchange in South Africa. The organisation MOT has asked us to shed light on the organisation's work, including investigating the collaboration between MOT and its partners (ex-schools and current schools).</p> <p>Expected time to complete the survey: 15 min</p>
	<p>How long have you been working for MOT?</p> <ul style="list-style-type: none"> • 1-2 years • 3-5 years • 5-7 years
	<p>Would you actively recommend MOT to others?</p> <ul style="list-style-type: none"> • Yes • No • Don't know
Values (Schwartz's traditional values)	<p>Which of the following values do you think describes MOT (choose three)</p> <ul style="list-style-type: none"> • Courage • Powerful • Robustness • Resilience • Care • Society Builder • Mental Health • Against crime and drugs • Others_____
	<p>Do/have you experienced a gap between the values MOT is describing and your experience of how values is lived out?</p> <ul style="list-style-type: none"> • Yes • No • Don't know

<i>Power</i>	MOT has the necessary resources to run the programme. • Scale from one to 1-5 (disagree to agree)								
	MOT have a hierarchical organizational structure. • Scale from one to 1-5 (disagree to agree)								
	MOT is abusing its power. • Scale from one to 1-5 (disagree to agree)								
<i>Achievement</i>	MOT is a successful organisation I SA? • Scale from one to 1-5 (disagree to agree)								
<i>Hedonism</i>	MOT gives youth the tools to enjoy life. • Scale from one to 1-5 (disagree to agree)								
<i>Stimulation</i>	MOT gives youth the opportunity to live a life with many opportunities. • Scale from one to 1-5 (disagree to agree)								
<i>Self-direction</i>	I see a need for students to strengthen their courage to make good decisions and set goals? • Scale from one to 1-5 (disagree to agree)								
<i>Universalism</i>	MOT helps to expand student's mind. • Scale from one to 1-5 (disagree to agree)								
<i>Benevolence</i>	MOT coaches reach the youth in a youthful, innovative, and sincere manner. • Scale from one to 1-5 (disagree to agree)								
<i>Tradition</i>	MOT's programs match the culture of your community. • Scale from one to 1-5 (disagree to agree)								
<i>Conformity</i>	Do you agree or disagree with the following statements? <table border="1" data-bbox="354 1917 820 2027"> <tr> <td></td> <td>Agree</td> <td>Either</td> <td>Disagree</td> </tr> <tr> <td>MOT is an organisation</td> <td></td> <td></td> <td></td> </tr> </table>		Agree	Either	Disagree	MOT is an organisation			
	Agree	Either	Disagree						
MOT is an organisation									

	who behaves properly?				
	We follow the MOT concept strictly?				
Security	Students get support at home to complete the MOT programme.				
	<ul style="list-style-type: none"> Scale from one to 1-5 (disagree to agree) 				
Trust (Cho's trust and distrust)	Do you trust MOT: (mark as many as you like)?				
	<ul style="list-style-type: none"> As an international organisation____ As an SA organisation____ Coaches____ SA office____ 				
	I trust MOTs intentions.				
	<ul style="list-style-type: none"> Scale from one to 1-5 (disagree to agree) 				
	How could MOT increase trust?				
	Do you agree or disagree with the following statements?				
		Agree	Either	Disagree	
	MOT will operate in a highly dependable and reliable manner				
	MOT will promote school's benefits as well as its own				
	MOT will exploit schools' vulnerability given the chance				
	The way MOT operates will be irresponsible and unreliable				

	<p>MOT is keeping its commitments.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																								
	<p>MOT provide you with the information you need.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 																								
Reputation (Fombrun + RepTrack)	<p>MOT have a good reputation.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) <p>If you don't think that MOT has a good reputation, why?</p> <ul style="list-style-type: none"> • MOT's programmes are not living up to our expectations • MOT's administrations are not professional enough • MOT's coaches are not qualified • MOT's business model is not aligning with our model • MOT's programme needed to much administrative help from our school to get implemented 																								
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	Agree	Either	Disagree																						
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MOT has a clear vison for the future																									
MOT outperform their																									

	competitors			
	<p>I would defend MOT if someone said something bad about the organisation.</p> <ul style="list-style-type: none"> • Scale from one to 1-5 (disagree to agree) 			

10.3 Qualitative questionnaire C (schools and staffers)

Theme	The questioner is based on the quantitatively questions, the reason for this is that we need to be able to compare them across. The actual framing when the interviews are conducted will be adapted to the conversations.
Introduction	As part of an MBA program in Denmark, we are on exchange in South Africa. The organisation MOT has asked us to shed light on the organisation's work, including investigating the collaboration between MOT and its partners (ex-schools and current schools).
	Could you please state your name, function, and connection to MOT?
	<p>When were you engaged in the MOT program?</p> <ul style="list-style-type: none"> • Year_____
	<p>Are you still engaged with MOT?</p> <p>If "no" – why not?</p> <p>If "no" – have you replaced the MOT with another program?</p> <p>If "yes" – which programme?</p>
	<p>Do you plan to implement new MOT programmes in the future when your current programme ends?</p> <p>If "yes" why?</p> <p>If "no" why?</p>
	What do you remember about the MOT-programme?
	<p>Did you get the support you needed from MOT?</p> <p>If "yes" – what support did you get?</p>

	If "No" – what support did you miss and how would your advice MOT to do this in the future?
	What attracted you to either be a coach or to say that your school needed to become a MOT school?
	What were the top 3 reasons you feel that the MOT program did not work?
	Did the programme make any impact on students?
	Did the MOT programme make a positive impact at your school?
	What do you expect to gain from being part of MOT programme?
	Have you experienced any changes in MOT the last 2 years? Positive or negative?

Values (Schwartz's traditional values)	What would you describe as being the values of MOT? Could you give and examples?
	Is there a gap between MOTs desired values and the real values? Could you give and examples?
<i>Power</i>	Do you think MOT has the necessary resources to run the programme?
	Have you ever experienced MOT abusing its power? Any examples?
<i>Achievement</i>	Do you see MOT as and successful organisation I SA? Could you give an example?
<i>Hedonism</i>	Do you believe MOT gives youth the tools to enjoy life?
<i>Stimulation</i>	Do you believe MOT gives youth the opportunity to live a varied life?
<i>Self-direction</i>	Do you see a need for students to strengthen their courage to make good decisions and set goals?

<i>Universalism</i>	Do you think MOT helps to expand students mind? Could you give an example?
<i>Benevolence</i>	Is your experience that MOT coaches reach the youth in a youthful, innovative, and sincere manner. <ul style="list-style-type: none"> • Yes • No • Don't know
<i>Tradition</i>	Do you think that MOT's programs match the culture of your community?
<i>Conformity</i>	Do you think that MOT is an organisation who behaves properly? Any examples? Do you think MOT is following a concept strictly? If yes, how have you experienced that?
<i>Security</i>	Do you think students get support at home to complete the MOT programme?
Trust (Cho's trust and distrust)	Do you trust MOT: <ul style="list-style-type: none"> • As an international organisation____ • As an SA organisation____ • Coaches____ • SA office____
	Are there some schools you don't trust working with?
	Do you trust MOT's intentions?
	What could MOT do to increase your trust?
	Would you like to extend your relationship with MOT?
Reputation (Fombrun + RepTrack)	Do MOT have a good reputation in your opinion? Could you give an example? If "no" why not?
	Do you think MOT is well manged?

	Would you defend MOT if something said something bad about the organisation?

11. Appendix B: Costumer Journey

Main stages – What are the main tasks to be done?					
Recruitment	Training	Modules, including 3 campaigns	Coach gathering	MOT evaluation	Continuous training of new coaches
➤	➤	➤	➤	➤	➤
Key touchpoints – What does Schools do at each stage?					
Principle have talks with MOT. Funding is agreed. Recruitment/Interview with MOT leader, coordinator and coaches	1 day MOT intense workshop	Running the Programme – 12 MOT modules of 90min each. 3 campaigns.	MOT Coaches participate in a yearly gathering networking etc.	2 times during the program an evaluation takes place.	End of a school year new training takes place when change of staff.
➤	➤	➤	➤	➤	➤
Identify pain points: Customer ease – How easy is each step for the customer					
Ensure proper information on webpage e.g. descriptions, testimonials, case stories, etc. Funding is a big part of getting programs to run	Provide case stories and brand material. Session with Training Manager.	Many different stories of challenges in running the program: <ul style="list-style-type: none"> • “Rebels” • Hungry children • Lack of support from parents 	A day highly appreciated by coaches to network and to showcase for some kids the ‘magic’ of MOT	Questionnaires sent out by MOT Office.	Ad hoc (?)
➤	➤	➤	➤	➤	➤
Emotion – How does the customer feel at each touchpoint?					
Confused and frustrated Co-ordinating different aspects: <ul style="list-style-type: none"> • Funding • Other Programs • Identifying Coaches • Managing academic curriculum 	Time haste and difficult Described as being very intense and short with only one day.	Timing/practical planning challenging as regards of the MOT sessions integrated into other obligations Rewarding in the interaction with students. Confusion if compliant to the MOT program	Excitement as it gives perspective to meet with others. Annoying not to be able to include more students in events.	Confusing/Annoying as the schools/coaches has yet another administrative task to do now. Also uncertainty if whether the program continues or not.	Overwhelming and confused. Demands new resources all the time if coaches leave schools.
➤	➤	➤	➤	➤	➤
Ideal state (Value-in-use) – What outcome does the customer want at each touchpoint? Goal					
Easy: Funding is no issue and a list of teachers who volunteer to become coaches.	Clarity and time: Simple and to the point information that resolves any questions and concerns. Time to reflect.	Confident and ressource. Program known and expectations aligned. Sufficient ressource (food etc.) to make quality sessions.	Anticipation and Excitement: Getting to share stories and gather new energy and inspiration.	Simpel: Seamless journey that increases the experience. Impressed: Advooates and recommendations to other schools.	Simpel: Delivered what was expected in a simple and usefull manner

12. Appendix C: Information sheet and Consent form

Information sheet

Title of research project: MOT-South Africa

This research project investigates the organization MOT and its work to shed light on the collaboration between MOT and its stakeholders.

You have been approached because you are or have been involved with the organization MOT. We would be very grateful if you would agree to take part in this interview. Responses are anonymous/confidential and individual respondents will not be identified by name or organization in the final report.

Completing the interview will be understood as your confirming that you are aged 18 or over and giving consent for your responses to be used for the purposes of this research project.

Many thanks for your support.

Consent form

Title of research project: MOT-South Africa

I have read and explained to me by Anne Marie Antonsen, Stine Goll, Pascal Ximenez and Jacob Kjærhus the information sheet relating to the project, and any questions have been answered to my satisfaction.

I agree to the arrangements described in the information sheet insofar as they relate to my participation.

I understand that my participation is entirely voluntary and that I may withdraw from the project at any time.

I have received a copy of this consent form and the accompanying information sheet.

Date:

Name of participant:

Signed:

13. Appendix D: Presentation immersion week



Initial Findings and Discussions



Introduction to MOT

- 1997 founded in Norway
- 2008 introduced in South Africa
- Present in 5 countries





Value Proposition and the Core Values

MOT strengthens youth's robustness, mastery of life, mental health, awareness and courage. MOT promotes safe class environments where *all* are included.

MOT prevents exclusion, bullying, violence, alcohol and drug abuse, crime and mental problems.

This is done by the MOT Concept consisting of simple lifevalues and tailor-made MOT programmes that are being used by schools and municipalities.

Three values

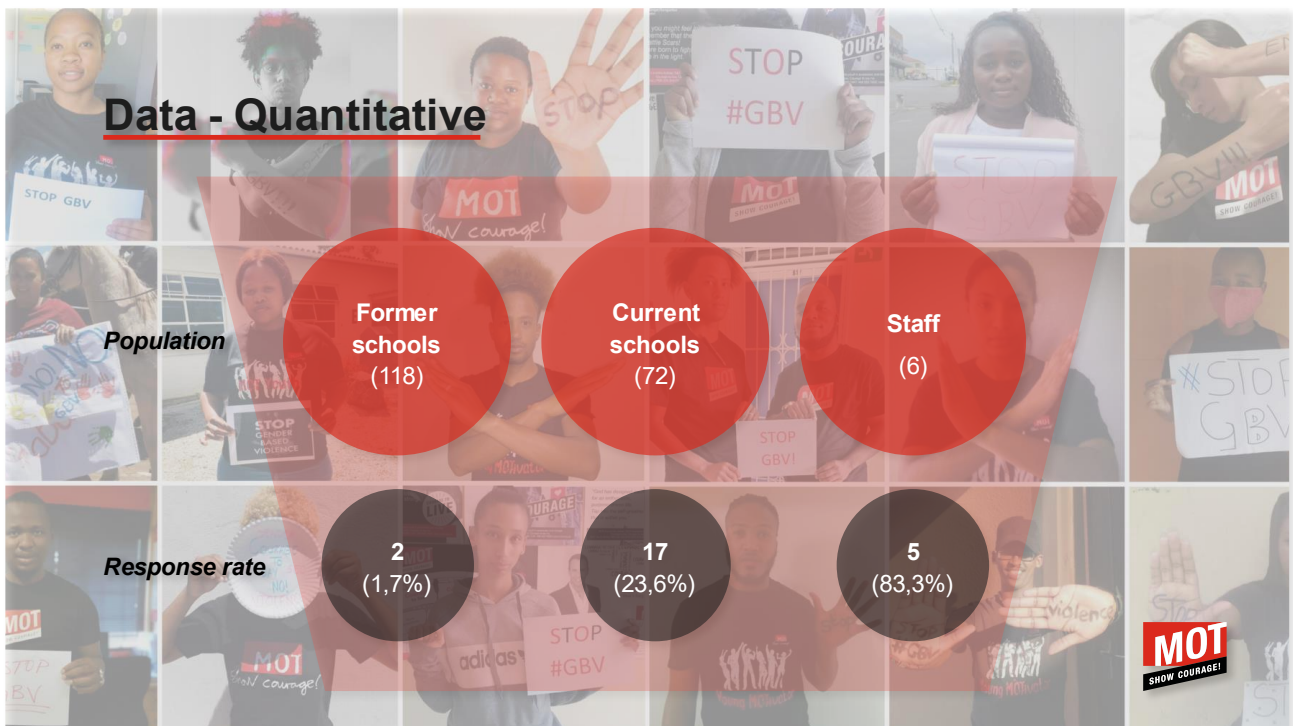


Introduction to the Situation



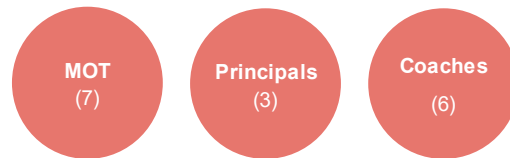
The “MOT brief” challenges

- What is the relationship with volunteers (mentors and coaches)?
- **How are MOT Values perceived by their stakeholders? and do they correlate with their current Vision?**
- **Based on learning: should MOT 's Visions and Values be modified?** And how to design a partner journey based on the learnings?
- How to set a baseline for measuring the implementation of potential initiatives?

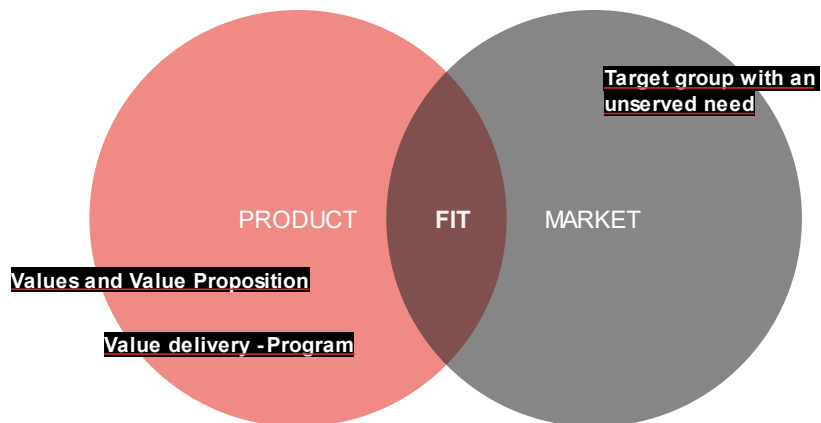




Data - Qualitative



Product-Market Fit of the MOT Youth program



Product-Market the only thing that matters (Andriessen, 2000)

Target group with an undeserved need

Youth

The Statistics*

17 mill. Children between 0-14 yrs. (28,8%)

58,4% in unemployment for the age group 15-24 yrs. with an education less than matric,
compared to **31%** for those who graduated school

The feedback from teachers

"Few role models, we assume they have but most don't"

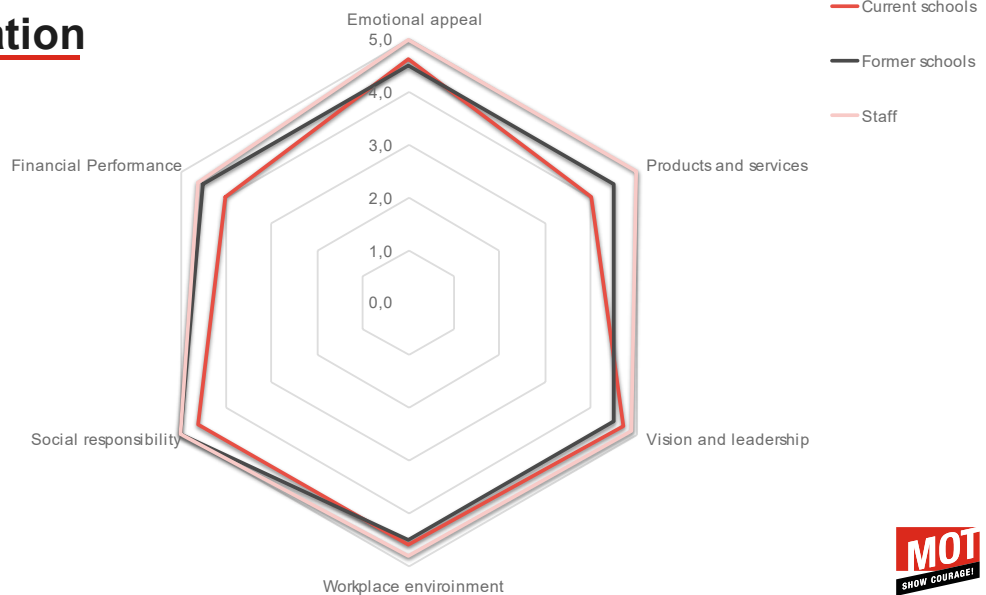
"So busy with the curriculum that the teachers forget to teach life skills to the learners which are fundamental"

*Sources: Stats SA (2019, 2020, 2021)



Values

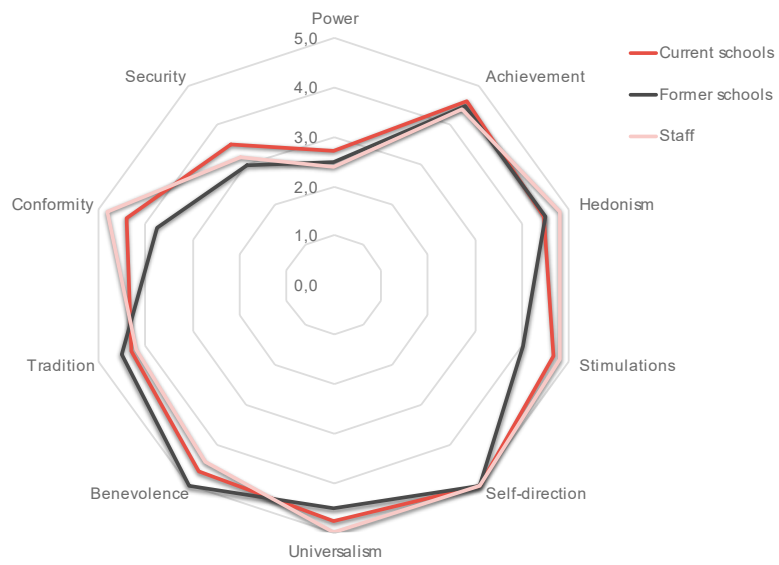
Reputation



Reputation Quotient (Fombrun et al. 2000)



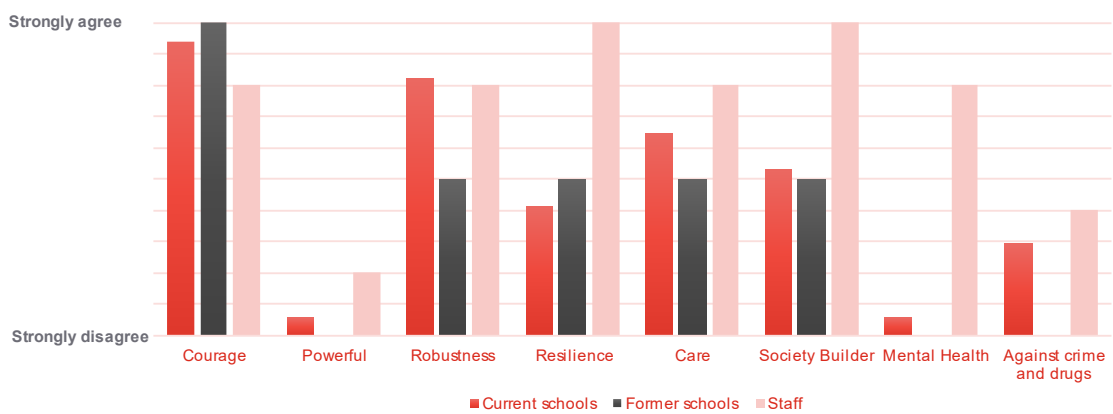
Values
Values



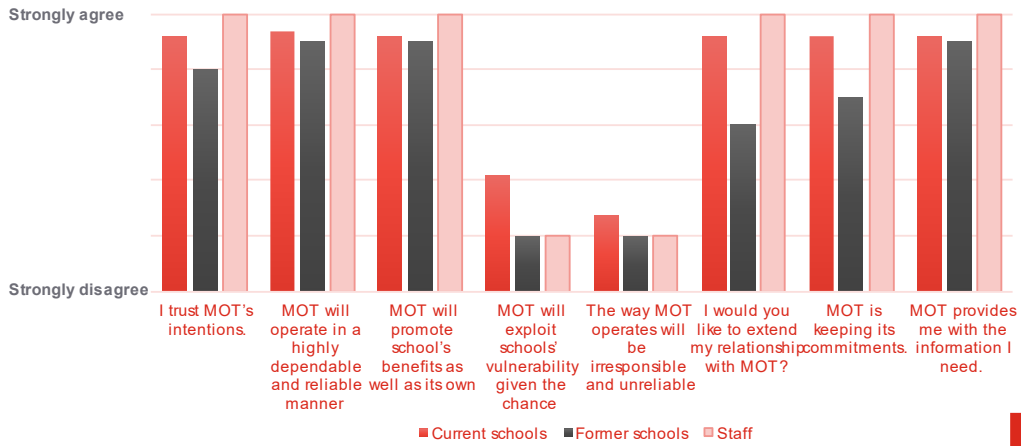
Schwartz Value Survey (Schwartz 1994)



Values
Values



Values
Trust



Program
Robust Youth

Frame structure

1. The principal wants MOT at the school
2. MOT coordinator has ownership and is passionate, youthful, innovative and sincere (P-YIS)
3. Exceptional MOT coaches
4. MOT's basic education for MOT coaches and MOT coordinator
5. MOT's value-based leadership development for the principal and possibly other school leaders
6. **12 MOT sessions à 120/150 min.**
7. Reinforcement days: Value start, Courage to Care Day, Dream Day, Enthusiastic Ending
8. Young MOTivator, approx. 5 % of the 9th Graders, incl. education
9. Young MOTivator conducts MOT sessions for 6th and 7th Graders. Co-organizers of the Reinforcement Days
10. Kickstart the first day of school; inspirational speech, warm-up, teacher info
11. MOT information for parents/guardians (40 min.)
12. MOT Forever
13. The MOT Survey
14. Other success activities, both highly recommended and possibilities
15. Competence and energy filling for the principal, possibly other school leaders, MOT coordinator and MOT coaches, e.g. the national Enthusiast gathering and the local partnership meeting

MOT TRAINING MANUAL
Robust Youth 12 - 16

CONNECT WITH US: +27 (0)21 696 6610, info@mot.org.za, www.mot.org.za, @MOTsouthafrica



Summary

Product-Market Fit

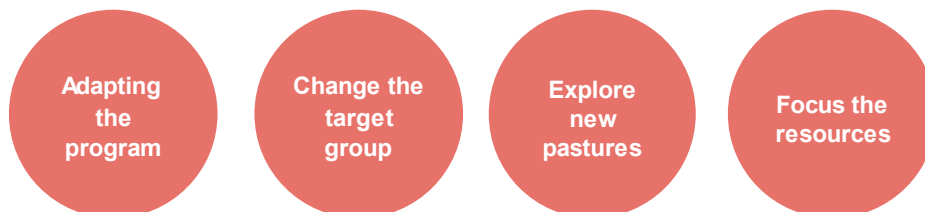


	MOT Coaches	Principals
Target group with an unserved need	5	5
The values and the trust MOT represent	5	5
Value proposition of the program	5	5
Implementation of the program	3/4	4
The frame and content of the program	3	4
The success of executing the program	3	*
The impact it has on the participants	4	*

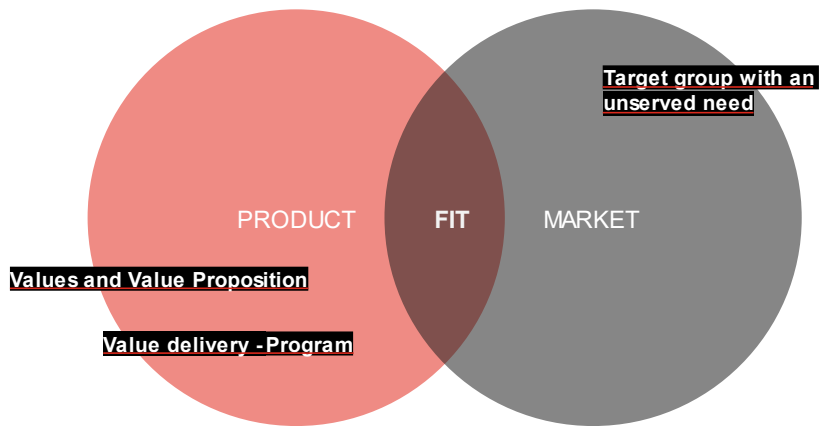
High score = 5 and Low = 1



Initial identified opportunities



Adapting the program



Product-Market the only thing that matters (Andreesen, 2000)

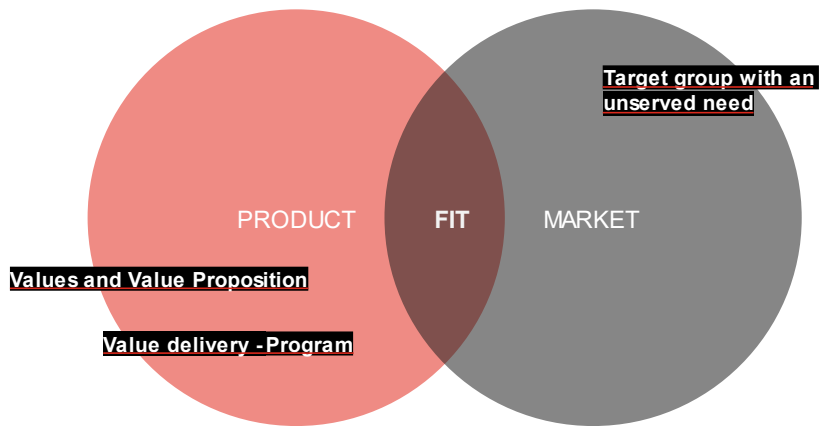


Adapting the program



	Organizational measures
Implementation of the program	<ul style="list-style-type: none"> Careful selection of benefactors and schools to ensure <i>chance of success</i> Alignment on the prerequisites for running the program by further including economic commitment, contractual terms and upholding them.
The Program structure and content	<ul style="list-style-type: none"> Either a tailored or modularization "Youth" program Make a video program "handbook" Add an option for additional training and/or coaching in class
Marketing activities	<ul style="list-style-type: none"> Stakeholder Engagement & Communication plan Principal networks/advisory boards Sustainable Development Goal messaging (SDG 3 & 4)
The organisational resources	<ul style="list-style-type: none"> Scale-up on the frontline activities' agitation, implementation, etc. Program development: "new" Youth program format and content, video content, training portal for coached, document the impact of the program, etc. Optimize admin process by e.g. digital self-service forms Marketing responsible owning all marketing channels
Impact on the organisation success	<ul style="list-style-type: none"> What does success look like for MOT and MOT SA How to measure success

Change the target group



Product-Market the only thing that matters (Andreesen, 2000)



Change the target group

Change the target group

Keep the program as-is, but change the target group

- Target Schools that have the structural and fundamental prerequisites to run the program as -is.
- Implement the relevant measures described before

Unknowns

- Does this target group exist and are they reachable

Upside

- Increases the chance of success



Explore new pastures

Explore
new
pastures

Adapt the program

- Exploit existing Youth activities such as sports, cultural events or others.
- Explore the possibility to cooperate with religious community organisation
- Implement the relevant measures described before

Unknowns

- Religious vs. non-religious organisation

Upside

- Increases the reach and explores new opportunities



Focus the resources

Focus the
resource

Utilize the resources

- Focus on the Colleges and Corporate clients

Unknowns

- Is this in conflict with the MOT purpose
- Would there be a scaling possibility

Upside

- Efficient deployment of the resources



Final comments

“...the MOT program gave me tools, values, knowledge, etc. I can use in my everyday life?”

“Would you defend MOT if anyone said something bad about MOT?”

