ASHESI UNIVERSITY COLLEGE

AN OPERATIONS EVALUATION AND STRATEGY PLANNING MODEL FOR THE OFFICE OF CIVIC ENGAGEMENT, ASHESI UNIVERSITY COLLEGE

APPLIED PROJECT

B. Sc. Business Administration

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April 2017

DECLARATION

I hereby declare that this Applied Project report is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ....

Candidate's Name: Daniel Kwaku Bempah Quansah

Date: April 2017

I hereby declare that the preparation and presentation of the Applied Project Report were supervised in accordance with the guidelines on supervision of applied projects laid down by Ashesi University College.

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Supervisor's Name: Dr. Sena Agbodjah Agyepong

Date: April 2017

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for how far he has brought me. Next is my grandmother, my number one fan and backbone, I love you. To all my professors and teachers who nurtured my mind and helped me grow at Ashesi, I would like to express sincere gratitude, especially to Dr. Sena Agbojah Agyepong, my faculty supervisor on this project.

Last but definitely not least, I would like to thank my friends and classmates; it is all the things we shared - the sleepless nights, the insurmountable quizzes, the wrath and admiration of our professors – that got me to this moment right now.

EXECUTIVE SUMMARY

This paper details a business tool that evaluates the Office of Civic Engagement of Ashesi University College, in the capacity of grant-making and grant management.

In 2015, the Office partnered with the Ford Foundation to create a fund that provides financial support to students, staff and faculty in pursuing civic engagement projects. This fund ran for two years, culminating in 2017. The Office hopes that this is the first of many such partnerships in the future. Therefore, to enhance the efficiency of the office in grant management, this project evaluated how the operations of the fund were administered. And per the results of that evaluation, as well as to better realign The Office of Civic Engagement's overarching strategic objectives with actual initiatives and measures, the Balanced Scorecard was recommended as the best tool for remedying its challenges in the first round of grant management, and moving forward, for better streamlining the operations of the organization to guarantee better efficiency. As the Balanced Scorecard is a strategic planning and performance measurement tool, the paper recommends that it is permanently assimilated into the administration of the office, so as to ensure continuous self-evaluation.

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CHAPTER 1: INTRODUCTION

1.1 Chapter Overview

In this chapter, the reader is introduced to Ashesi University College, specifically, the Office of Civic Engagement, the department of the institution concerned with all matters of community engagement. In the chapter, a brief profile of the organization is given, including its vision and mission and how it relates to the macro-environment as well as the particular sector of service, the Office of Civic Engagement conducts business in. This chapter gives an idea about the organization that is the subject of this project and the type of business they do.

1.2 Company Profile

Ashesi University College, as a social enterprise, is an institution principally concerned with transforming Africa (Ashesi, n.d). It was founded in 2002 as the first liberal arts college in Ghana (ibid). Ashesi's core mission is "to educate a new generation of ethical, entrepreneurial leaders in Africa; to cultivate within our students the critical thinking skills, the concern for others and the courage it will take to transform a continent" (ibid). As a social enterprise concerned with transforming Africa politically and economically, it believes the best way it can affect this change is by directly affecting the future leaders of Africa. Dr. Patrick Awuah, the founder of Ashesi, in an article published in the Stanford Social Innovation Review, in 2012, emphasizes that, "Only 5 percent of the young people in sub-Saharan Africa attend college. This percentage is so small that you can be sure that those few Africans in college will, by definition, be

running the show in 20 or 30 years. The coming leaders in business and government—the professionals, engineers, and managers who will be responsible for tomorrow's infrastructure, education, healthcare, and other sectors—are sitting in a college classroom today" (Awuah, 2012). In his opinion, to strategically influence the leadership, and hence the Africa of tomorrow, there needs to be deliberateness about training ethical, entrepreneurial leaders today. Ashesi as an institution spearheads and undertakes various community engagement projects both internally and externally. A number of these projects are targeted at students and students-to-be, others are geared at other external communities and individuals. With partnerships from the MasterCard and Ford Foundations, as well as other organizations, there are various programs aimed at technological development, education, climate innovation, among a lot of others (Ashesi, n.d).

According to the head of the Office of Community Engagement, it is the department of the university mandated to oversee and facilitate community engagement projects and initiatives by students, staff and faculty. They do this through the disbursement of grants, provision of expert supervision and aid, as well as the general duty of reminding students of the necessity of community engagement, which includes providing them with the opportunities and avenues to do this. The office serves to fulfill one of the core pillars upon which Ashesi is built; communal responsibility, or more succinctly put, citizenship. Before the establishment of the office in 2014, these roles and duties were scattered among other departments and agents in the school. As the school grew and operations of this regard increased substantially, there arose need for the

creation of a central point to organize and managed all aspects of community engagement, hence the Office of Civic Engagement.

In keeping with the mission of social change through education and business, Ashesi teaches and encourages students to take up civic engagement initiatives both inside and outside the classroom. For example, as a course requirement for the leadership course series – a mandatory liberal arts course that teaches leadership and social responsibility – every student is supposed to complete 40 hours of community service in any community of their choice (Ashesi, n.d). In addition to this, there is a whole section of the Ashesi student government body: the welfare committee, dedicated to student originating community engagement initiatives (Ashesi, n.d). Through all of these and many others, the necessity and social obligation of giving back to the community is made apparent to all students. These are all examples of the aspects of the Ashesi mission managed by the Office of Civic Engagement.

The head of the Office of Civic Engagement describes its overall functions as being two-fold: First, it drives Ashesi's mission and social responsibility as a good citizen to its host community; Berekuso. Presently, this mission is undertaken in two capacities – sanitation and education. Secondly, like already iterated, the office aims at student development through community service. To do this, it helps students think through, organize, execute and evaluate projects that seek to make a difference in the community. Student initiatives are encouraged and appropriately supported, financially and otherwise. The office, as part of its functions, is primarily in charge of securing vast funds and resources it doles out appropriately to student, staff and faculty initiatives it considers viable. This is not where it ends, it follows up and supervises these projects to make sure

they are efficiently and properly effecting the change they sought out to create. By the end of 2016, there were 30 student-initiated, active projects whose funding came from the Office of Civic Engagement.

1.3 Pest Analysis

The PEST Analysis, where PEST stands for political, economic, socio-cultural and technological analysis, is an analysis of the macro-environment a business is couched in. By analyzing the external macro-environment, the business is able to determine, take advantage of, and avoid the myriad factors external to the business but all the same affecting it (Mindtools, n.d).

Political

Ashesi University College is located in Berekuso in the Eastern Region of Ghana, a small town situated on the outskirts of Accra, the capital. Ghana, since the beginning of the fourth republic in 1992, has been a relatively safe and stable democracy, with peaceful elections, and smooth transfer of power. Since 1992, the ruling political party in government has changed five times, the latest being in January 2017. One of the big political concerns for Ashesi University presently, is a university charter that empowers it as a sovereign institution capable of conferring its own degrees, and absolutely administering its affairs. At the commencement ceremony of the graduating class of 2016, the then Deputy Minister of Education promised the school, in a speech, that by the end of 2016, the school would receive a presidential charter (Ashesi, 2016). The current president of the country in the past has shown an open admiration for the university and

publicly praised it (Ashesi, 2016). Additionally, his last campaign ran on the platform of closely partnering with private organizations and individuals to boost the development of the country (New Patriotic Party , 2016). This shines a glimmer of hope unto Ashesi's dream of being totally independent by the end of 2017.

Considering Ghana's peace and stability in a relatively tumultuous Africa, endeavors and businesses of any sort do not hold a particular concern for political safety. However, in a British Council of Ghana report about the social enterprise landscape in Ghana, there was a collective frustration with government agencies, by individuals and organizations who have had to engage with these agencies (Darko & Koranteng, 2012). They declared that dealing with government can quickly become tedious and difficult, and they would rather keep interaction to a bare minimum (Darko & Koranteng, 2012). As Ashesi is one of the social enterprises cited in that report, we can assume that this sentiment is one it shares.

Economic

Ghana's economy although relatively stable and thriving as compared to the bulk of countries in Africa, is not the best it could be (IMF, 2016). With a stagnating GDP, high inflation and cedi to dollar exchange rate, cost of living in the country continues to rise and rise (BBC, 2017). The average Ghanaian's disposable income keeps falling and saving is still way lower than it should and could be. Government debt to GDP is at a whooping 67% and GDP growth rate is crawling at a mere 1.1% (Trading Economics, 2017). Since the beginning of 2017, the cedi to dollar exchange rate has risen from 4 cedis to the dollar, to 4.38 cedis to the dollar (Trading Economics, 2017). For an

economy heavily dependent on import, this does not spell well for a lot of businesses in the country. Energy security also, is not a surety yet, and this especially can be traced to the roots of the economic slump Ghana fell into in the last couple of years (Clerici, Taylor, & Taylor, n.d). To add to that, The World Bank Doing Business survey for 2016 puts Ghana 10th in Africa when it comes to ease of doing business (Doing Business, 2017). This is not bad, but it comes on the heels of a better ranking in earlier years. With double figure inflation and interest rates, credit has become a painfully expensive tool with which to acquire capital. Even in the sphere of social enterprise and community service, this high cost of living translates into a high cost of operations, leaving a smaller proportion of funds as direct aid for those who need it. Ashesi University is first and foremost, a school and an enterprise, therefore anything that exasperates business in the country affects it also. Exchange rate volatility and increasing cost of operations are some of the things that frustrates the work of the Office of Civic Engagement. The real value of grants may fall or rise according to the whims of the economy, and projected costs and accompanying impact are subject to drastic change in these types of conditions. However, there seems to be a glimmer of hope that has come with this new political administration ruling the country. With strong economic expertise in the form of the vice-president, Dr. Bawumia, one of the people responsible for arresting and remedying the Zimbabwean hyperinflation (Daily Guide, 2011), the economy seems to be in good hands now, so there is greater hope for a brighter future.

Technological

One of the greatest invention in the past century, one that would surely be remembered in the history of man, is the internet (Wolchover, 2016). The internet with its far-reaching democratization of information has boosted every previous activity of man. Access to information, expertise, benefactors, beneficiaries, and the majority of humanity with a digital presence, is available to the social entrepreneur at his/her fingertips. The expansion of mobile phone and smartphone technology has correlated with increased access to the internet in sub-Saharan Africa (Wallis, 2016). This has provided newer and better channels of communication and access that is unprecedented.

An example of a newer technological tool for fundraising that the internet has spawned is crowdfunding. Crowdfunding works by connecting anyone with a need to the general population of the internet, and if anyone is so moved to support this need, they can make a donation that they contribute to the target goal of this individual (Prive, 2012). It removes the bureaucracy and almost inevitable frustration with looking for donors or creditors for a community project or enterprise (Prive, 2012). In that same vein, social media has opened up new paradigms in reach of information and access to individuals. Brands have been created whose real estate lies in the wires of digital computer servers. Even the late adopters, adults 65 years and older, have gotten on various platforms (Perrin, 2015), and it also, placed in internet, has opened closer communication channels. Fields of activism, social enterprise and business have seen new levels of reach and possibility, all through social media. This is constrained by a great number of things of course, access to, and stable supply of electricity still is not nationwide, a good portion of the population is still living in poverty and illiteracy and

poor education is still endemic (Joy Online, 2013). Nevertheless, with all this new

technology, impressive strides have been made, and continue to be made. With new

channels of impact and activity created by the internet, it has become a powerful tool for

social action. Be it as a mode of instruction and communication with students, as a way

for creation of awareness of the initiatives students can undertake, or as a way to monitor

and evaluate, all of these have become possible and easier through the internet and its

different facets.

Socio-cultural

Ghana has a relatively young population with about 85% of the population being below

55 years old (Ghana Statistical Service, 2012). Of this number, the literacy rate among

female youth (15-24 years old) is 89%, whereas for male youth, it is 91.3%. Interestingly,

just about 12% of Ghanaian females, and 18% of Ghanaian males enroll in tertiary

institutions (World Bank, 2017). This, in itself, is the situation that inspired Ashesi's

existence. With such a low enrollment rate, and even lower completion rate, the quality

of tertiary students is directly connected to the leadership of Ghana tomorrow. This

emphasizes the need for education and youth development. That is why a high youth

unemployment rate is not favorable and should quickly be redeemed (Allotey & Mensah,

2016). The urban scene through the recent proliferation of start-ups, social enterprises

and aid projects is working closely to take development nationwide (Darko & Koranteng,

2012). Ashesi as an example of a successful social enterprise seeks to be nurturing

ground for more of these pursuits, and is therefore prime to take advantage of the current

environment. As a leader in the drive for citizen action being able to solve social

inequilibriums, Ashesi and the Office of Civic Engagement are poised to deliver on the

vision of an Africa with a new type of leadership and active citizenship. Through

collaborative action with other equally passionate organizations and individuals, the

office can create more socially aware, Ashesi educated citizens to change Ghana and

Africa.

1.4 SWOT Analysis

SWOT analysis is a framework for identifying the internal strengths and weaknesses,

and, external threat and opportunities the business faces. It is a good tool for identifying

the internal capabilities a business possesses and how those relate to the external

environment the business is situated in (MindTools, n.d).

 In the case of the Office of Civic Engagement, a SWOT analysis was conducted to

understand the general condition of the Office, as well as identify problem areas that may

need attention. This was based on a needs assessment undertaken to understand the

operations of the office, which is detailed in chapter 2 of this report.

Strengths

- The Office of Civic Engagement is actively managed by a small team of just two

  individuals. This reduces bureaucracy and eliminates the problem with

  communication flow that comes with a large team.

- The Office has a physical location on campus that operates, like other

  departments in Ashesi, on an open door policy so students, faculty and staff, or

  anyone interested can walk in and make enquiries or receive support.

- Students and faculty give glowing recommendations about the pleasantness and openness of the Office staff in any dealings. For example, the field supervisor from the Office, is an alumnus of Ashesi so he already has amiable relations with students and professors.

- Passionate staff who really care about the work they are doing.

- Self-evaluation is a very important trait of the Office, in that it is always looking for points of improvement and remedy if there is a fault.

Weaknesses

- There was complain by the Office staff and the Ashesi community that the electronic system for monitoring/evaluation was incomprehensible and redundant at certain sections for the grantees, and not so effective at gathering significant data for the Office staff.

- The Office has to deal with other departments in executing its duties and creating value, so that, missteps or delays from other departments affect the quality of their service. For example, in disbursing funds to the Ford Foundation funded projects, the accounts' office was responsible for signing off and releasing the funds to the student beneficiaries, and the accompanying bureaucracy sometimes created delays.

- When it comes to management of a grant fund, the Ford Foundation Grant was the first time a major grant fund had been created to provide financial support to student-run civic engagement projects. And the novelty of the fund staff to that kind of task affected how effectively it run.

- The office has no medium like a website or newsletter for informing the community about on-going civic engagement projects or the civic engagement opportunities available to the Ashesi community.

Opportunities

- Other departments and agencies of the school afford the office the opportunity to employ and leverage the skills of the entire Ashesi community. For example, The Ashesi Design Lab, an incubator for thinking up and designing solutions to social and business problems. This presents an opportunity for the Office to redesign its support systems that satisfy both it and its customer requirements.

- There has been a proliferation of social enterprises and socially motivated projects with accompanying organizations that administer huge funds to support these endeavors. This provides the opportunity to learn from more experienced organizations in the same business.

- The internet and the prevalence of social media provides the Office with a platform to publicize information for not just the Ashesi Community, but the general public also.

Threats

- Ashesi is situated in Ghana which has a fairly unstable economy. With most of its dealings with multinational organizations, exchange rate/inflation instability is a real concern for the Office itself and the projects it funds.

- Bureaucracy and corruption in government and the public sector threatens to

  frustrate Ashesi's quest for a university charter.

CHAPTER 2: NEEDS ASSESSMENT

2.1 Chapter Overview

This chapter seeks to thoroughly investigate and assess the operations of the Office of

Civic Engagement, specifically the Ford Foundation Grant for Service to Children and

Youth. Through observation, interviewing stakeholders and an examination of the

office's operations using specific business tools such as the Value Fulfillment Blueprint,

the aim is to properly delineate the specific processes and accompanying action steps that

go into managing the fund and delivering value to the client. In this regard also, this

chapter hopes to bring to light through this examination, any problems or challenges in

the operation of the fund, and based off this, propose a business solution that remedies it.

2.2 Methodology

In conducting the needs assessment for this chapter, the fund staff and their primary

clientele, the students, staff and faculty of Ashesi University College, who applied for

and received funding from the fund were interviewed. This was alongside examining the

materials and processes used to facilitate the work the fund does. Due to the smallness of

the fund staff, interviews were judged to be the most adequate tool for thoroughly

interacting with the stakeholders and collecting data, and therefore chosen as the main

data collection tool, since all individuals in the team could be reached and indulged in a

relatively lengthy conversation. All five individuals who comprise the fund staff were

interviewed, based on their particular roles and functions as members of the team, as well

as the problems or challenges they encountered in undertaking these duties and delivering

value. This was to understand the way the fund run, and how the personnel who worked

on it contributed individually to its administration. Some members of the Ashesi community who received financial backing from the fund were also interviewed based on whether they either received Tier 1 or Tier 2 funding. This allowed for customer/user insight to be ascertained as to whether the fund was delivering value in the most efficient, best-possible way. A total of five individuals; four students and one faculty member, were interviewed. The enquiry made of them was of how they found out about the fund, the processes they went through in applying for the funds, the requirements that came with receiving the funding, how they satisfied these requirements, and finally, the problems and challenges they faced in dealing with the Fund.

2.3 Market Problem

The Ford Foundation Fund for Service to Children and Youth is a $94,000 grant from the Ford Foundation to support a two-year fund for service to children and youth at Ashesi created in 2015 (Ashesi, 2015). This partnership between the Ford Foundation and Ashesi University College provides a source of funding to students, staff and faculty of Ashesi University College for community engagement projects that benefit children and youth in anyway. Before the grant was applied for and approved, there was no source of institutional funding from the school for community engagement student initiatives. Recognizing that the primary aim of the office is to promote civic engagement by providing whatever means of support to students, the prior lack of funding severely limited the extent to which the office could provide this support, as well as severely restricting the volume and scale of projects initiated by students. After a pilot test in the summer of 2015, where GHS 6000.00 was given out in grants of GHS 1500.00 apiece,

the office decided to put in a formal application to the Ford Foundation for funds to create a grant scheme that assists the Ashesi community with financial resources in pursuing their civic engagement projects. The application was accepted and approved, and this heralded the first ever Ashesi University managed grant scheme in the school's history. Based off the summer pilot test, and from critically studying the management blueprint for the Dalai Lama Foundation, the office created its very own blueprint for running and managing the fund.

2.4 Stakeholders

Fund Staff

The fund is managed by a team of five who perform varied roles in operating the fund. Since the Office of Civic Engagement falls under the Office of Student and Community Affairs, the Dean of Students, sits at the head of the fund as the Manager. The head of the Office of Civic Engagement acts as senior administrator of the fund, supported by the field supervisor and technical assistant, and another supporting team member. Last is the financial officer of the team who manages and reports on the fund's finances.

Table 1

Organizational Structure of the Office of Civic Engagement

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              ┌─────────────────────────┐
              │        Manager          │
              │ (Dean of Students Affairs)│
              └─────────────────────────┘
                          │
                          ▼
              ┌─────────────────────────┐
              │      Administrator       │
              │   (Coordinator, Office of │
              │    Civic Engagement)     │
              └─────────────────────────┘
                          │
        ┌─────────────────┼─────────────────┐
        ▼                 ▼                 ▼
  ┌───────────┐   ┌───────────────┐   ┌───────────────┐
  │Field Officer│   │Finance Officer│   │ Team Member   │
  └───────────┘   └───────────────┘   └───────────────┘
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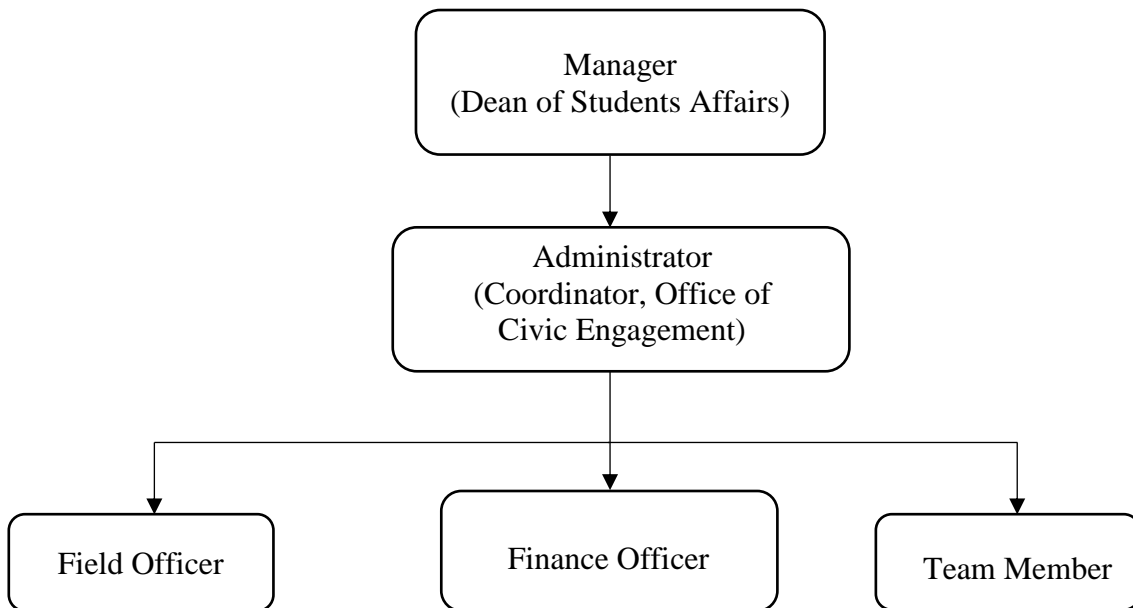
The other primary stakeholders in this situation are as follows;

Students, staff and faculty (Ashesi Community)

The students, staff and faculty of Ashesi through the fund have access to financial

resources and accompanying expertise that allows them to create social value and impact

the lives of children and youth from different communities through their community

engagement projects.

Impacted communities (children and youth)

The intended beneficiaries of the work the fund facilitates are the children and youth in the various communities these projects are located in. By empowering Ashesi students, staff and faculty to give back manifold to their communities, the lives of many children and youth can be impacted in different ways.

Ford Foundation

The Ford Foundation, as part of its global mission, provides funds to various institutions and organizations so as to equip them with the resources that allows them the opportunity to cause change. One of the problem areas of society the Ford Foundation particularly addresses is with respect to children and youth (Ford Foundation, 2016). Ford's grant to Ashesi facilitates their global mission which includes funding projects that benefit children and youth worldwide. As per the requirements that accompany receiving this grant, Ashesi is obliged to report on the projects the funding went to, and the impact that these projects were able to create. In this vein, Ashesi, throughout the lifespan of the grant, is supposed to report periodically to the Foundation, and at the end publish a thorough report on the project, what problems they encountered and what they were able to achieve.

2.5 Processes

The operation of the fund can be divided into certain particular processes and their accompanying action steps. These processes begin from informing the community about the fund and calling for applications to the final report submitted to the Ford Foundation. The administration of the fund resides on the execution of these processes necessary to

deliver value. Elaborated below are the breakdown of the processes and the action steps

at each stage;

Table 2

Operational Processes and Action Steps

PROCESS	ACTION STEPS
Publication and informing community about fund (CALL FOR APPLICATIONS)	Communicate to the community through emails and info sessions
Receive applications through e-system	Set up e-application/evaluation
Sort Tier 1 and Tier 2 Projects	Tier 1 – over $500 funding Tier 2 – $500 and less
Periodic Project Evaluation	Sign off on remittances as per submitted budget
Process applications	Conduct interviews to approve Tier 1 projects Evaluate and approve Tier 2 projects
Money disbursement	Field supervision, e-evaluation & monitoring
Report to Ford Foundation	Publish report and findings from programs

2.6 Needs Assessment

To determine whether the Office was adequately delivering value and efficiently meeting

customer needs, a value fulfillment blueprint was used to assess the various operations and

processes of the office. The value fulfillment blueprint is a visual notation for depicting business

processes via symbols that represent actors and activities. It is an adaptation of the service

blueprint, which shows how a service (or business) will be provided, specifying the physical

evidence, staff actions, and support systems / infrastructure needed to deliver the service across

its different channels (Learning Space Toolkit, n.d).. In using the value fulfillment blueprint to

map the operational processes involved in managing the fund, we can examine how exactly

value is created and what problems or shortcomings are uncovered in creating this
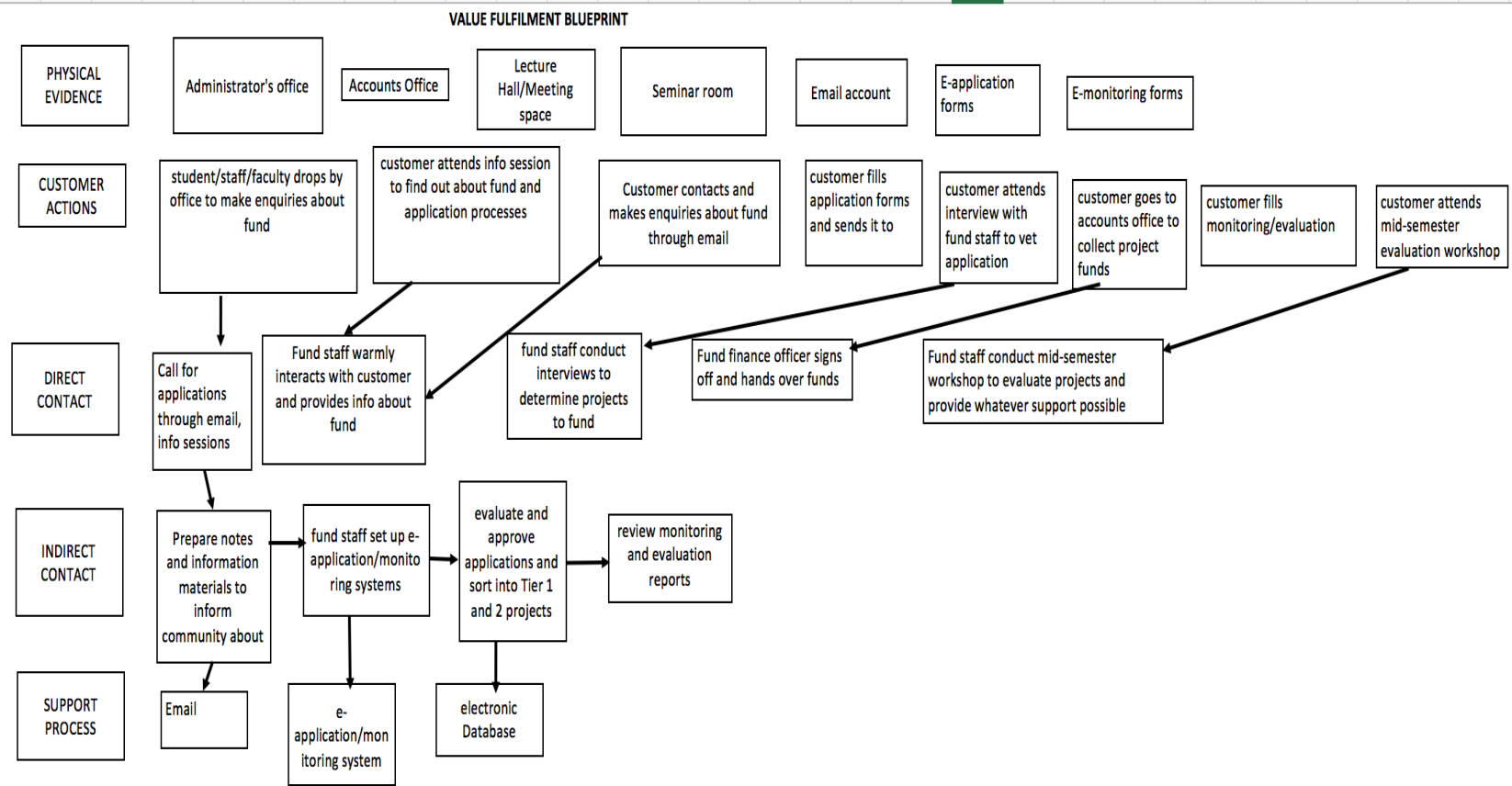
VALUE FULFILMENT BLUEPRINT

PHYSICAL EVIDENCE	Administrator's office	Accounts Office	Lecture Hall/Meeting space	Seminar room	Email account	E-application forms	E-monitoring forms

CUSTOMER ACTIONS
- student/staff/faculty drops by office to make enquiries about fund
- customer attends info session to find out about fund and application processes
- Customer contacts and makes enquiries about fund through email
- customer fills application forms and sends it to
- customer attends interview with fund staff to vet application
- customer goes to accounts office to collect project funds
- customer fills monitoring/evaluation
- customer attends mid-semester evaluation workshop

DIRECT CONTACT
- Call for applications through email, info sessions
- Fund staff warmly interacts with customer and provides info about fund
- fund staff conduct interviews to determine projects to fund
- Fund finance officer signs off and hands over funds
- Fund staff conduct mid-semester workshop to evaluate projects and provide whatever support possible

INDIRECT CONTACT
- Prepare notes and information materials to inform community about
- fund staff set up e-application/monitoring systems
- evaluate and approve applications and sort into Tier 1 and 2 projects
- review monitoring and evaluation reports

SUPPORT PROCESS
- Email
- e-application/monitoring system
- electronic Database

Figure 1. Value Fulfillment Blueprint for the Office of Civic Engagement

2.7 Problems Identified

This exercise in assessing the particular needs of the office revealed a few operational

shortcomings. Shortcomings that were expressed and shared by both the administrators of the

fund and the recipients or beneficiaries. Based on the number of times the same responses gotten

from speaking to the main stakeholders came up, the problems identified can be divided into

three major categories;

1 **Incomprehensive/ineffective monitoring/evaluation systems**. This sentiment was

   recorded on both sides of the value chain. Student and faculty benefiters expressed a

   frustration with the evaluation system. All respondents interviewed alluded to the e-

   monitoring system being incomprehensive, vague or redundant at some sections. On the

   part of the administrators, the system was ineffective at properly collecting significant

   data that inferences and crucial insights could be gained from.

2 **Scheduling/Just-In-Time problem with delivering funds, coordinating**

   meetings/workshops and field visits. Some student benefiters spoke of monies not being

   paid out on time, or being able to make it to workshops because of scheduling conflicts.

3 The last shortcoming identified was **a lack of a newsletter or other publishing**

   platform for updating the rest of the community about Ford funded projects and the

   impact they were trying to create in the various communities they were helping.

In the subsequent chapters, the Balanced Scorecard is recommended as best solution for curbing

these issues permanently.

CHAPTER 3; MASTERY OF SUBJECT MATTER

3.1 Chapter Overview

In this chapter, different topics are examined to show mastery of the subject matter of this paper. As Ashesi is a non-profit, with the office of civic engagement as a grant-making body, the chapter examines philanthropy and its different forms, some of which are corporate philanthropy and grant-making. After which it goes on to examine operations management as an important part of managing grants and communicating operating efficiency to donors. Here, for the particular activity of administering grants, the chapter examines some standard operating procedures for managing grants and effective grant-making. These processes culminate in a monitoring and evaluation stage, where the evaluation of the organization itself is equally important. To finish off, a tool successful in evaluating and measuring performance, as well as aligning strategic goals to initiatives, the Balanced Scorecard is highlighted and explained.

Philanthropy as defined by the Merriam Webster dictionary is;

a) Goodwill to fellow members of the human race; especially: Active effort to promote human welfare.

b) An act or gift, done or made for humanitarian purposes.

c) An organization distributing or supported by funds set aside for humanitarian purposes (Merriam-Webster, 2017).

The word philanthropy, derived from the Greek word *philanthropia*, simply meant love of mankind (National Philanthropic Trust, 2017). The act of philanthropy is as old as man himself, having taken place in human society since the beginning of civilization (ibid). Over the course of history, it has taken many forms and evolved over the years. A wide spectrum of approaches has

been applied to philanthropy; today, philanthropy is defined as the practice of organized and

systematic giving to improve the quality of human life through the promotion of welfare and

social change (ibid). An example of modern forms of philanthropy is corporate philanthropy, a

fairly recent occurrence where corporations are increasingly aware of the obligations and social

responsibilities to the communities in which they are located and work in (Philanthropy Ireland,

n.d). Many of these corporations have established corporate social responsibility programs and

even to the extent of stand-alone charitable foundations to amplify the impact of their giving

(ibid). Other examples are philanthropic (impact) investment and social entrepreneurship

(Stannard-Stockton, 2011). In the same way the for-profit enterprise accesses capital through

financing methods like equity and debt, the fledging social enterprise accesses capital through

grant-making organizations, who through philanthropic investment, provide funds to projects,

businesses and other organizations, that ultimately work towards the provision of social welfare

and the remedy of social problems. Corporate philanthropy has gone from the simple charitable

giving, (one of the three core approaches to effective philanthropy), to philanthropic investment

and strategic philanthropy (Stannard-Stockton, 2011). In these mediums, they employ the same

business practices of management and investment to guarantee maximum impact for their

investments. One of these ways philanthropic investment has been employed is through grant-

making.

  Philanthropic organizations that employ the grant-making approach will characteristically

have grant rounds where organizations, groups or individuals submit proposals for funding

(Philanthropy Ireland, n.d). Directors, trustees or an advisory group deliberate and approve

which proposals to fund, based on pre-defined criteria and the potential impact (ibid).

Philanthropic organizations in the habit of grant-making often come in two forms; private

foundations and grant-making public charities (GrantSpace, n.d). A private foundation gets its

money from a family, an individual, or a corporation (ibid). The Ford Foundation is an example

of a private foundation. In contrast, a grant-making public charity (sometimes referred to as a

"public foundation") gets financial support from diverse sources, which may include

foundations, individuals, and government agencies (ibid). An example of grant-making public

charity is the Ashesi University Office of Civic Engagement.

Going back to the three core approaches to effective philanthropy, one of the differences

between charitable giving, philanthropic investment and strategic philanthropy is the

expectations donors have with respect to their giving (Stannard-Stockton, 2011). For charitable

giving, the end is in the giving itself. The charitable giver is concerned primarily with the value

of the impact relative to the grant size and has no concern about the way the non-profit enterprise

it gives to operates (ibid). The philanthropic investor on the other hand seeks to provide financial

resources to nonprofit enterprises that increase the nonprofit's ability to deliver value (Stannard-

Stockton, 2011). The investor is concerned with how the non-profit enterprise runs, the

administration of its operations, and the measurement of the social returns it creates. In this case,

managing the grant is as important as the social value you create. In order to maximize impact,

business management practices that guarantee efficiency and the delivery of optimal value is

applied to the management of the grant.

Business practices like operations management, which is concerned with applying the basic

functions of the management process (planning, organizing, staffing, leading and controlling) to

the decisions made in the operations management function (Heizer & Render, 2014). In essence,

operations management can be defined as the design, execution, and control of operations that

convert resources into desired goods and services, and implement a company's business strategy

(Business Dictionary, 2017). Typically, there are 10 decision areas that operations management

addresses, they are as follows;

- Design of goods and services

- Quality management

- Process and capacity design

- Location strategy

- Layout strategy

- Human resources and job design

- Supply chain management

- Scheduling

- Maintenance

- Inventory, Material requirements planning & JIT (just-in-time) (Heizer & Render, 2014)

In the design of an operations blueprint for a service, all of these areas are considered and

accounted for. From the design of the service itself, to the design of all the processes involved in

delivering value, all the various aspects of the operations of the organization must be taken into

account if the organization intends to run smoothly and maximize value. One of the most

important activities in the operations function, especially for the non-profit is the measurement of

impact and quality management. Here, quality management is when the organization determines

the customer/stakeholder's quality expectations, as well as its own quality expectations per its

vision and mission, and establishes POLICIES and PROCEDURES to identify and achieve that

quality (Heizer & Render, 2014). This activity is essential to the relevance of the organization, as

it aligns operations to industry standards, and the strategic objectives it defines for itself. For the

non-profit, measuring and managing organizational performance becomes a little tricky. Unlike

the for-profit whose success is measured in financial terms, the non-profit's performance is

measured by how effectively and efficiently it meets the needs of its constituencies (Kaplan,

2001). With a proliferating number of non-profits competing for scarce donor, foundation, and

government funding, accountability to stakeholders, and accurate measurement of performance is

an integral part of operations (Kaplan, 2001).

To ensure this and the smooth operability of the non-profit, especially if they are in the

business of grant-making, there usually is a Standard Operating Procedure (SOP). This usually

involves processes that ensure the tracking of grant applications, approval of proposals,

disbursement of funds, monitoring of grants and projects, and finally, evaluation and reporting of

results (DuPree, Winder, Parnetti, Prasad, & Turitz, 2000). These procedures together with a

professional staff that possesses the skills and experience needed to manage the grants program

can reinforce the impact that the grants given out make, by assisting the foundation to identify

the best possible grantees, and evaluate the impact they are having. From a manual titled

Program Priorities and Operations *in* ***Foundation Building Sourcebook: A practitioners'***

guide based upon experience from Africa, Asia, and Latin America by A. Scott DuPree and

David Winder with Cristina Parnetti, Chandni Prasad and Shari Turitz, the authors lay out a grant

administration procedure that categorizes the whole grant-making process into four parts;

beginning from the application stage to the monitoring and evaluation stage. The monitoring and

evaluation stage, involves self-evaluation by the grantee, monitoring by the grant-making

organization, as well as internal evaluation of the organization itself to determine if it is actually

delivering value.

One of the ways the non-profit can evaluate itself and measure performance is through

the Balanced Scorecard (BSC) approach (Kaplan, 2001). The Balanced Scorecard is a

multidimensional approach to measuring the effectiveness of an organization(ibid). It goes

beyond simple financial measures, like profitability or returns to shareholders, to taking a more

holistic view of the organization. It is also a strategy implementing tool for re-aligning the

organization with its strategic goals and mission through specific initiatives and accompanying

measures for gauging performance. According to Robert Kaplan, one of the originators of the

Balanced Scorecard, initially, the BSC was developed for the private (for-profit) sector "to

overcome deficiencies in the financial accounting model, which fails to signal changes in the

company's economic value as an organization makes substantial investments (or depletes past

investments) in intangible assets, such as the skills, motivation, and capabilities of its employees,

customer acquisition and retention, innovative products and services, and information

technology". The BSC evaluates the organization from different perspectives, namely, the

financial perspective, the customer/stakeholder perspective, the internal processes perspective,

and the learning and growth perspective. For the for-profit, the customer perspective measures

the entity's performance with targeted customer and market segments through measures which

concentrate on external indicators such as market share, customer retention, new customer

acquisition, and customer profitability. This perspective should also measure the *value

proposition*—how the organization creates value for its targeted customers. For the non-profit,

measuring the value proposition is paramount, because customers and stakeholders are going to

assess the effectiveness of the organization by how well it delivers the value it promises. The

internal process perspective includes measures of operating performance (cost, quality, and cycle

times) of critical processes that deliver value to customers and reduce operating expenses.

Typical measures for the learning and growth perspective include employee motivation,

retention, capabilities, and alignment, as well as information system capabilities (Kaplan, 2001).

CHAPTER 4; SOLUTION/TOOL

4.1 Chapter Overview

In this chapter the solution/tool that remedies the problems identified is introduced. The chapter

describes the tool, why it was chosen and how it will be implemented. The particular ways it will

benefit the Office is also elaborated.

4.2 Solution

The Balanced Scorecard (BSC) is the tool chosen to resolve the issues faced in operating

the fund presently. And more importantly, moving forward, it is the tool which assists the Office

with re-aligning its strategic objectives and goals, with tasks, measures and initiatives for

guaranteeing greater efficiency. The BSC takes a more 'balanced' view of the organization. It

takes into account all of the various features of the organization's behavior, shifting away from

the traditional concentration on just financial performance, but instead establishes key

performance indicators and then measures external activities and internal procedures against

these pre-established indicators (Hartnett & Matan, 2011). This measurement and strategy

planning tool combines information from multiple areas across the organization, connecting

financial data, business processes, and customer (donor and client) feedback, to obtain a balance

between internal and external measures, between objective measures and subjective measures,

and between performance results and the drivers of future results (ibid). This data is obtained by

observing the cause-and-effect links fundamental in these relationships, and then using this

knowledge to find ways of increasing the growth and sustainability of the organization and its

mission. The interesting thing about this tool is that it is a continuous planning and evaluation

tool that demands that the organization continues to re-evaluate itself as targets are achieved and

the organization progresses. So, for a growing department like the Office of Civic Engagement,

it is a tool that allows it to chart its growth and then evaluate itself to see if it is growing the way

it wants to, perpetually.

The Balanced Scorecard(BSC) approach takes into account all the various aspects of the

organizations behavior and activities (Jackson, 2015). These aspects are usually called

'perspectives', and the company's operations are categorized into FOUR distinct perspectives,

which are:

The Financial perspective; which is concerned with how we define success (and impact in this

case). The simple question the office needs to ask itself is, "if we succeed, what will it look like

to our stakeholders?"

The customer/stakeholder perspective: Here, the office is concerned with how they deliver

maximum value to customers and other stakeholders they are accountable to. The question to

ask in defining this perspective is, "what do our customers/stakeholders expect from us?"

Internal Process perspective; This is the stage where the office looks internally and asks itself

at what processes it needs to excel at to satisfy its customers/stakeholders.

People and Culture perspective; Like the process perspective, the people and culture

perspective of operations focuses on the growth and improvement of the people who run the

office. Here the question to ask is, "to be successful, how must the office learn and improve".

For each of these perspectives, the office has to go through a number of stage to create the

balanced scorecard. These are;

- **The purpose statement**, which sets out the core purpose of the organization. At this

    stage the office needs to define its grand purpose, what exactly they hold as their mission.

In this particular case, the purpose state is related to the office's role as a source of

financial support for student-initiated civic engagement projects.

- **The change agenda**, which details how the office hopes to evolve to succeed. Here, we

    identify the things that need change or improvement and how we hope these things will

    look like in the future. For this stage, the current state of affairs is outlined, and the way

    the organization wants things to be in the future is also stated.

- **The Strategy map**, which maps out the goals the office sets for itself to guarantee

    achievement of its purpose. It also shows the cause and effect relationships between these

    goals and how they all come together to facilitate the grand purpose of the organization.

- All of these finally come together to form the **Balanced Scorecard**, which elaborates on

    how the office will reach its goals and track success. Here performance measures and

    targets, as well as the initiatives that would be set out to attain the goals in question for

    the different aspects of the office are laid out in a simple map.

The Balanced Scorecard is more than just a framework for evaluating the performance of the

organization. It can be used to transform the organization's strategy, set measureable goals and

design a timetable for execution. Through the BSC, focus can be directed at measuring and

observing the cause and effect relationships between the key objectives of the office, and have an

accurate report on leading and lagging initiatives. The Balanced Scorecard can help determine

how the office is adding value to the community because it measures the impact between the

organization's stated objectives, activities offered (initiatives) and results (Hartnett & Matan,

2011). When there is alignment between all these components, value is added.

4.3 Balanced Scorecard for The Office of Civic Engagement, Ashesi University College

The Office of Civic Engagement, as already stated the office performs a number of roles in executing the school's mission of citizenship and community engagement. The office's service is executed in two capacities. The first is its service in an institutional capacity, which is, Ashesi as an organization's communal obligation to its host community. The second is its service to the Ashesi community itself, through its facilitation of civic engagement projects and endeavors. One of the ways it is doing this recently, is through the provision of funds acquired through grants to students and other Ashesi community members who need funding for civic engagement activities.

Purpose Statement

The statement that properly encapsulates the purpose of the organization entirely, or in a certain regard, is what is described as the purpose statement. The Office of Civic Engagement in its role of fundraising expresses that its purpose/mission is *to raise funds for civic engagement projects started by students and other members of the Ashesi community, by leveraging the impact Ashesi students have already created, and the brand Ashesi as an institution has built.*

Change Agenda

From the results of the needs analysis, some of the problems identified and areas in need of improvement were;

- Incomprehensive/ineffective monitoring/evaluation systems
- Scheduling/Just-In-Time problem with delivering funds, coordinating meetings/workshops and field visits.

- Lack of published reports/stories on already funded projects.

In the future we hope to have;

- A better system for tracking project expenditure and money disbursement, as well as a more comprehensive monitoring & evaluation system that yields useful information about the funded projects.

- A regularly updated publication of funded projects and the impact they are achieving.

- Smooth operations where project heads get the funds on time and meetings and workshops actually happen.

Strategy Map

Fundraising as a function of the office, can be properly executed if donors trust the efficiency and integrity of Ashesi as an institution, and the Office of Civic Engagement as a grant management body. Therefore, the office, as the first step to guaranteeing this trust, needs to plot out its strategic objectives. The strategy map illustrates, for the different perspectives of the organization, the strategic objectives that allow the office to attain its grand purpose and the cause and effect relationships that connect all the different parts.
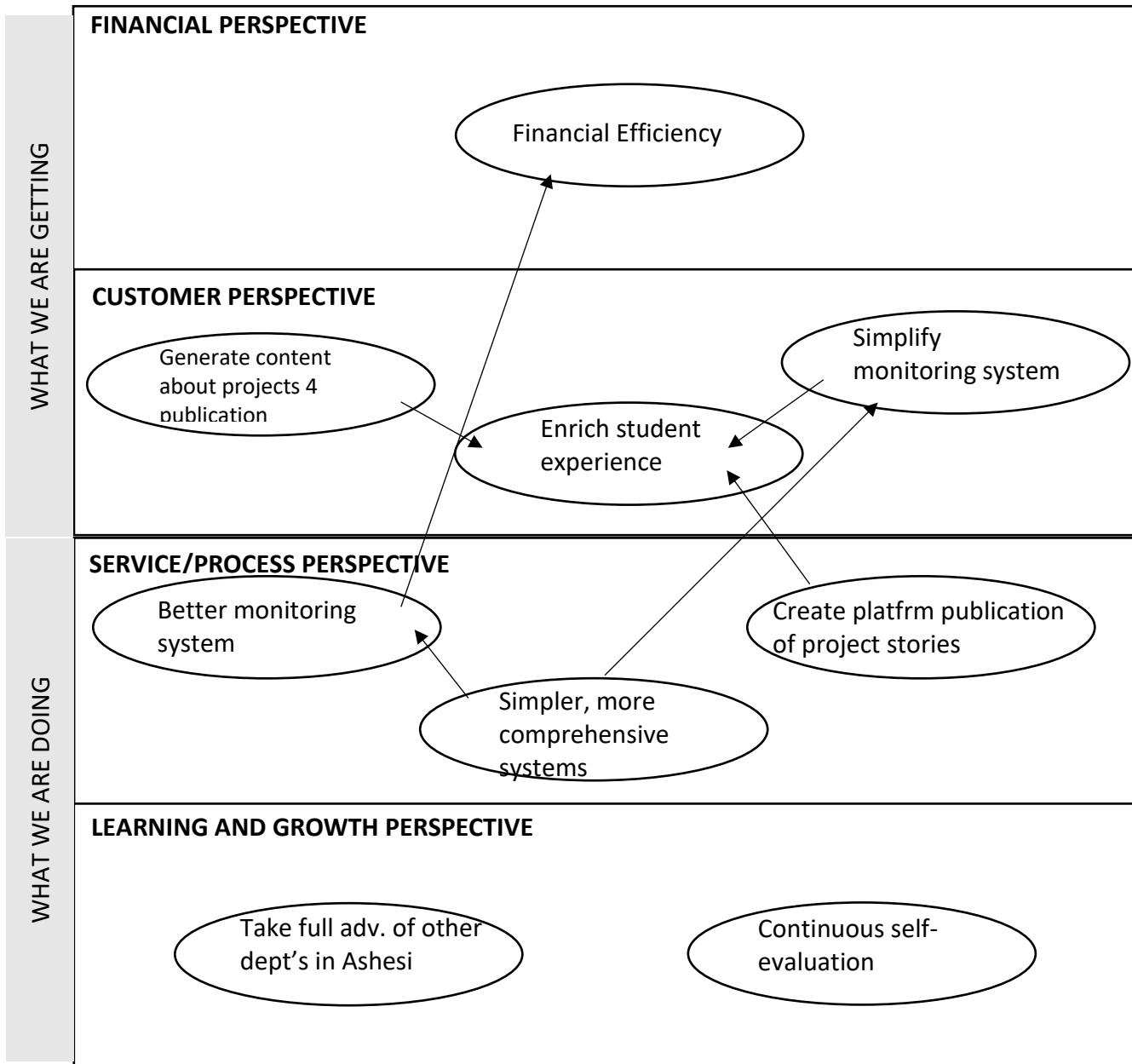
Table 3 *Strategy Map*

Table 4

Balanced Scorecard for the Office of Civic Engagement

Perspectives	Present	Future	Objectives	Measures	Initiatives
Financial perspective	Poor tracking of disbursements	Better tracking of disbursements	Create a better tracking system for monitoring project expenditures	Better financial discipline and accountability	Partner with the Ashesi Design Lab to design a better e-monitoring/evaluation system
Client/Stakeholder perspective	Incomprehensive monitoring/evaluation system	Simple comprehensive monitoring/evaluation system	Create a better tracking system for monitoring and evaluation	Student benefactors survey to determine whether the system is simpler	Partner with the Ashesi Design Lab to design a better e-monitoring/evaluation system
Service/Process Perspective	Scheduling/Just-in-time problem with disbursing funds and coordinating meetings/workshops	Close to seamless coordination of activities	Plan and coordinate activities carefully and precisely	Scheduled meetings actually happen, and monies get to project heads on time	
Learning/Growth perspective	Fund management is still a new business activity for the office	Constant evaluation of operations for quality assurance	Evaluate the office's operations and strategy yearly	A better functioning, always improving operations model	Get a final year Ashesi student to evaluate the office's operations every year

4.4 Implementation Plan

The effectiveness of the Balanced Scorecard in an organization greatly depends on all the internal actors reaching a consensus on the mission and strategic purpose of the organization, as well as agreement on how to recognize when objectives have been attained (Hartnett & Matan, 2011). This is not as easy as it sounds. This is because, success can be measured differently by different people. Success is seen through the lens of the stakeholders, including donors, students (present and future), staff and clients, and even the general public, all who may apply different standards to achieving success. The Balanced Scorecard will help the organization determine when and how it is adding value to the community because it measures the impact between the organization's stated objectives, the initiatives it embarks on, and results. When all these components align, value is added. Too frequently though, especially as the organization grows, the activities offered do not meet the organization's objectives, or may not have the desired impact on the community it serves. In these situations, with the Balanced Scorecard discrepancies can be identified, and will help the leaders to readjust their plans to accomplish newer and better objectives.
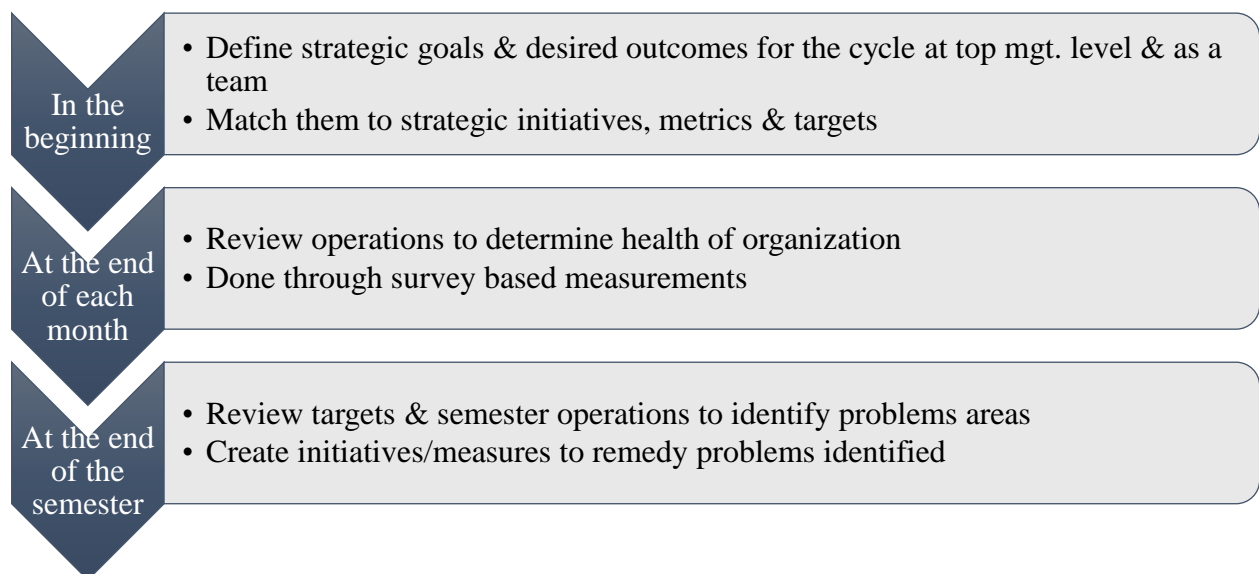
The full extent of the duties of the Office of Civic engagement go beyond just grant-making. And with the balanced scorecard, the OCE can strategize and evaluate all of its affairs. This said, in creating the BSC for its grant-making operations, it needs to properly define its grand purpose and its value proposition as an agency, and then come and define its purpose statement in the regard of grant-making and show how that works to fulfill its value proposition.

At the beginning of the grant cycle, the heads of the grant staff (the Dean of Student Affairs & the head of the OCE) should properly define the strategic goals of the Office for that grant cycle, and some strategic initiatives to reach these goals & their accompanying measures.

And then with the rest of the grant staff, for each perspective of the organization the team should define goals, desired outcomes, consequent initiatives metrics, targets & schedules that are aligned with those specified in the top-level strategic plan.

At the end of each month, the Office should conduct an evaluation of its operations. This is done by assessing initiatives against the pre-established metrics for success defined at the beginning of the cycle, and measuring performance to see if targets have been met. This allows the organization to be able to gauge performance and assess the health of the organization.

At the end of the semester, a complete evaluation of the BSC and the office's operations that semester should be conducted. The strategic objectives of the firm should be reviewed and the problems/challenges and areas of improvement identified that semester should be listed and initiatives to remedy them should be instituted.

In the beginning	• Define strategic goals & desired outcomes for the cycle at top mgt. level & as a team • Match them to strategic initiatives, metrics & targets
At the end of each month	• Review operations to determine health of organization • Done through survey based measurements
At the end of the semester	• Review targets & semester operations to identify problems areas • Create initiatives/measures to remedy problems identified

CHAPTER 5; CONCLUSION AND RECOMMENDATIONS

An evaluation of the Ford Foundation Fund for Children and Youth, a grant partnership between the Ford Foundation and Ashesi University, set up to provide students, staff and faculty with financial support in the execution of civic engagement projects, revealed a number of challenges and areas of improvement that this paper proposes to remedy with the Balanced Scorecard. Pivoting off the Ford partnership, the Office intends to enter into many more of such partnerships with donor organizations, to be able to raise funds to financially support civic engagement projects originating from the Ashesi community. Issues that came up in the administration of the Ford fund can be eliminated through initiatives and measures that connect to strategic objectives, which the Balanced Scorecard elaborates. The BSC also allows the office to chart a particular path of growth, and match their strategy to quantifiable objectives, targets and initiatives to guarantee progress.

In conclusion, to guarantee the better administration and operational management of a grant by the Office of Civic Engagement of Ashesi University, they need first and foremost to become a learning organization. One that through constant self-evaluation, reinvents itself to be better than it previously was. Evaluating the office and its operations should not be something that happens only when problems come up, instead, consistent evaluation should be a permanent part of the office as a means of quality assurance. This can be done by making the evaluation of the Office and the BSC a yearly exercise conducted by a final year student of Ashesi University College as an applied capstone project. Also, a qualified licensed Balanced Scorecard expert should be recruited to assist the fund staff design and implement it.

The BSC is a great tool, but it is just that, a tool, therefore it needs to be used. Its benefits to the firm greatly depends on a number of measures that increases information flow within the

organization, and translates the strategic objectives to all fund staff (Hartnett & Matan, 2011).

Getting the right performance information to the right people in the organization at the right time

will greatly increase the ability of the group to reach or even exceed its goals. This can be done

by:

- **Clarifying strategies**. This means rendering the objectives of the office into quantifiable

  measures. Ambiguous, redundant aspirations are removed and the objectives are defined

  in a style and manner that everyone is comprehensible and achievable for everyone

  (Hartnett & Matan, 2011).

- **Communicating strategic objectives**. This means relating high level objectives in

  practical, operational terms. Leadership must communicate throughout the organization

  exactly how these objectives will be accomplished (ibid).

- **Planning strategies**. Here, achievable goals for every initiative within the organization

  should be the focus, as well as selecting long-term goals. This concept is integral to the

  success of the BSC because if tasks are not accomplished, objectives and goals will not

  be met (ibid).

- **Feedback strategies**. This means establishing a process for continued feedback so that

  learning takes place at all levels, and the insights gained through the Balanced Scorecard

  reports can permeate and define the organization (ibid).

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APPENDIX

TEAM MEMBER	ROLE	FUNCTIONS
Dean of Students	Manager	• Supervises entire fund • Sits-in on interviews for tier 1 projects • Final reporting to the Ford Foundation
Head of Office of Civic Engagement	Administrator	• Resource person for responding to enquiries & providing expert assistance • Conducting interviews to vet tier 1 projects • Vetting and approving tier 2 projects • Conducting monitoring/evaluation workshops • Monitoring and evaluation
O.C.E Officer	Field Supervisor & Technical assistant	• Field evaluation and support • Design of E-Systems • Resource person for responding to enquiries and providing expert assistance • Publishing newsletters to inform general community about Ford funded projects past & present • Conducting interviews to vet tier 1 projects • Conducting workshops

Head of Humanities and Social Sciences Department	Team Member	• Conducting interviews to vet tier 1 projects • Design of blueprint for operating fund • Final report to Ford Foundation
Finance officer	Finance officer	• Preparing budget and recording finances • Disbursement of funds

INTERVIEW QUESTIONS FOR FUND STAFF

Q1: What are your particular roles and functions as a staff member of the Ford Foundation Fund

for Children and Youth?

Q2: Did you observe or encounter any problems in the execution of your duties?

Q3: Do you have any suggestions for improvement in the administration of the fund?

INTERVIEW QUESTIONS FOR STUDENT & FACULTY GRANTEES

Q1: How did you find out about the fund?

Q2: What processes/actions did you have to go through in applying and obtaining funding?

Q3: What requirements did/do you have to fulfill per the funding agreement?

Q4: Did you experience or observe any problems or challenges at any of these stages?