What you do matters!
Demonstrate your Community Impact
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This publication is the result of a collaboration between UTS and the City of Sydney through its Community Services Grants Program. The core UTS:CCS team consists of Melissa Edwards, Nina Burridge and Hilary Yerbury. Allison Heller, Principal, Urban Affect, was a researcher on this project.

This kit was designed by Sai Designs | www.saidesigns.com.au.

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What you do matters!
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1. Introduction

This tool kit will help you to demonstrate the impact of your work in a way of being accountable for this work. It will enable you to showcase the work you do to funding bodies, potential donors and supporters.

By working through this tool kit, people in your organisation will gain skills in demonstrating the social impact of your organisation. This will help you to understand how your programme impacts on people in your community. Sydney is a great city, Sydney is becoming the model city for social impact and the wider picture social impact vision.

This tool kit helps you to make the connection between the evaluation of your programme and the bigger picture social impact vision.

The City of Sydney in partnership with the Cosmopolitan Civil Societies Research Centre at the University of Technology, Sydney is offering you and your community organisation an opportunity to get ahead in demonstrating your social impact.

By working through this toolkit, you will gain skills in understanding how your programme impacts on people in your community, such as improving community wellbeing and facilitating community engagement. You can help to understand how your programme impacts on people in your community, such as improving community wellbeing and facilitating community engagement.

This tool kit will help you to demonstrate the impact of your work through the process of programme evaluation. By working through this tool kit, you will gain skills in understanding how your programme impacts on people in your community, such as improving community wellbeing and facilitating community engagement.

The City of Sydney in partnership with the Cosmopolitan Civil Societies Research Centre at the University of Technology, Sydney is offering you and your community organisation an opportunity to get ahead in demonstrating your social impact.
In this tool kit, you will be introduced to the method of Appreciative Inquiry, just one of the many ways you could identify the impact you have in your community. This tool kit takes you through the process of identifying and reporting on your social impact.

There are a number of worksheets to complete. They provide a structured way to record the outcome of your discussions, in the way that you might need for funding applications and reporting. They will give you a clear and logical plan to follow.

1. Discover Your Strengths
2. Plan and Align your Vision
3. Design Your Change Plan
4. Map Your Stakeholders
5. Communicate with Different Stakeholders
6. Document Your Impact

Links to Follow
- Other materials and websites if you want to learn more about social impact, measurement and innovation. The site of Appreciative Inquiry takes you through the links to follow
- Other materials and websites if you want to learn more about social impact, measurement and innovation. The site of Appreciative Inquiry

In the process of identifying and reporting on your social impact, you will complete the following worksheets which you will print and complete:

- Ideas to Read
- Material for Structured Discussion
- Worksheets to Complete
- Links to Follow

What you do matters!
The process of Appreciative Inquiry can provide a creative way of recording your discussions. Pinned to your noticeboard, your worksheets can be used as a reminder of the passion you have for documenting the social impact of your work. You will find an example of such a recording below.
We know that evaluation is a common part of assessing whether the programs we deliver are meeting their desired objectives and outcomes. But how do you know if project outcomes are having any impact on the social issues you seek to address? Social impact planning offers a way of showing your broader impact. Social impact planning enables you to understand the effects (positive and negative; intended and unintended) of your programs. It may also help you to understand and show how those social outcomes affect social change.

2. What is social impact?

Social impact reporting can help you show your communities and your funders that the programs you deliver have lasting impacts. You hope that your good work contributes to a better society. Social impact reporting can help you demonstrate that impact.

Not all funding bodies require social impact assessments. But if you are interested in reading more about social impact assessment visit this site for a comprehensive reading list:

www.socialimpactassessment.net/resources-references.asp

Why do we do it?

Do we need it?

Not all funding bodies require social impact assessments. But if you are interested in reading more about social impact assessment visit this site for a comprehensive reading list:

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Why do we do it?

Do we need it?
If you want to see a more comprehensive framework, have a look at the New Economics Foundation’s Prove and Improve model: www.proveandimprove.org/ or try using this workbook prepared by the demonstrating value organisation: www.demonstratingvalue.org/what-we-offer/solutions/tools-and-resources/

If you want to find out more information about a variety of popular techniques, have a look at the spectrum of some of the most commonly used techniques in Appendix 1: www.proveandimprove.org/app/7

This kit does not promote any one way of collecting evidence of your actions or programs. Depending on your organisation’s capacity and resources you may choose a complex method or you simply develop your own measurement techniques. This kit has been designed to assist organisations with limited resources to develop their own simple and systematic social impact planning, monitoring and measurement techniques. What you do matters!
3. Setting your agenda through identifying what you do well

Appreciative Inquiry (AI) is an approach used by groups for analysing ‘what works well’ in an organisation, and setting an agenda for the future on this basis. It allows organisations who participate to hear individual voices as well as listen to the collective messages of the group. In doing this, it is able to document its social impact as a community group. This process provides evidence of the social impact of the organisation and its community. Through this documentation of what the group or organisation has done (Inquiry phase), what it wants to do (Imagination), and how it will do it (Innovation and Implementation), the organisation is able to identify and plan for the pathways for future development. To work through effective ways to tackle challenges ahead and design groups, open discussion provides participants with opportunities to share individual voices as well as listen to the collective messages of the group. On this basis, it allows organisations who participate to hear what works well in an organisation, and setting an agenda for the future on this basis. It can highlight the true worth of an organisation, the organisation’s, and how it will implement to do (Imagination), what it wants to do (Innovation), and how it will do it (Implementation).
In the Innovation phase you consider how you would put the outcomes of your Imagine phase into practice. You think about how things might work in practice and document some of the possibilities, keeping the focus on creative methods and strategies that you are good at. Useful questions here could include:

- What could be achieved through new partnerships among members?
- What are you most proud of? What might they be?

In the Implementation phase, you use your innovative and creative ideas, your past successes and experiences, and your new approaches to collaboration to work towards the outcomes you identified in your Imagine phase. Useful questions here could include:

- How will we keep our focus on the change we are working towards?
- What evidence will help us to show that we have been successful in putting into practice our vision for change?

In the Inquiry phase you pose questions to explore the core of what you do and what you are most proud of. This phase allows you to identify what you are good at and what works well. Starter questions here could include:

- What is the most important thing for us about our individual involvement?
- What were we known for three years ago and what do we want to be known for in the future?
Imagination
Imagine the possibilities

Innovation
Creative ways to build the future

Inquiry
Discuss what works well

Implementation
Realise the vision by implementing change

Appreciative Inquiry Cycle

What you do matters!
The following links will help you to understand aspects of the Appreciative Inquiry process and how it may be applied in your organisation.

+ Appreciative Inquiry Commons
  + A Positive Revolution in Change:
  + A subsite of the above with good case studies and other resources
  + http://appreciativeinquiry.case.edu/
  + Appreciative Inquiry Australia

+ Mellish and Associates:
  + A good site with local examples and case studies

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In the next section of this tool kit, you will work through each of these stages, using a series of worksheets and activities designed to guide you through each of these stages. Begin by downloading your worksheets. Read the questions of the four phases. You can record your answers and reactions in words, pictures, symbols: use any method that inspires you.

Worksheet 1: Discover your Strengths

Worksheet 2: Plan and Align your Vision

Now use this information to complete your Action Plan and Vision:

In the first column record your ‘imagination,’ in the second column record your ‘innovation’ (that is, the program/activities you are planning), in the third column record your ‘implementation,’ in the fourth column record your ‘imagination.’
Communicating your plans for social change

Have you documented community perceptions of your plans? Complete the questions in Worksheet 3: Innovate. The answers to these questions will give you an insight into how your community might value the programs you offer.

Now it is time to identify those people in the community who may be affected by your social change plans. These are your stakeholders.

Plans for social change are usually based on previous work and experience. The answers to the questions in the previous section can highlight your successes and failures. In your discussions, other questions may arise, and considering these community views of your plans will help you to set your agenda. This internal agenda must be shared and made public when you seek support from others.

When you clarify your objectives and document your activities, it's important to be aware that you will often use the language you are comfortable with. However, this may cause difficulties for your stakeholders, in particular the community and granting bodies.

What you do matters!
Now you are going to consider your stakeholders. Have you identified the stakeholders for your project? Use Worksheet 4: Map your Stakeholders to identify and prioritise your stakeholders.

• On page W4a list all of the groups, people and organisations that have some direct effect or who are directly affected by your organisation in terms of the social impacts you are trying to achieve.
  – In the inner circle map all stakeholders inside your organisation.
  – In the middle circle map those that you have frequent contact with (that is about one a week or at least once a fortnight).
  – In the outer circle list those who you have least frequent contact with (this may be only once a month or once every few months, biannually or annually).

• Once completed, think about a specific current project, or a project you would like to work on in the near future.

• Now in relation to that project think about which of the stakeholders you would like to work with in the near future.

• Next, number the most important stakeholders from 1-10.

• On page W4b. draw a stakeholder map of those ten stakeholders with your organisation situated in the middle.

You may find that some funding bodies were listed in your top ten stakeholders, although these are usually not the same stakeholders who will be most important in terms of your organisation's long-term benefits. Your organisation's stakeholders will be those you can work with to help you achieve your goals.

• On page W4c list all of the groups, people and organisations that you have identified as stakeholders. The stakeholders for your project. Use Worksheet 4: Map your Stakeholders to identify and prioritise your stakeholders.

What you do matters!
Can you use their language?

Grant writers in effective community groups are tri-cultural. Can you:

• Communicate in the language of your community and understand their motivations and behaviors?

• Communicate in the language of your organization and explain its members’ motivations and behaviors?

• Communicate in the language of external bodies (e.g., Council) and understand their motivations and behaviors?

For the City of Sydney, you can find the big picture in the 2030 strategy planning document. Checking if your project fits with one of the ten strategic directions listed on page 23 of the planning document is a good place to start if you are looking at the City of Sydney as a potential funding source.


Identifying indicators of social impact

Being able to measure social impact means that you need to be able to identify changes, express them in ways that others understand, and present evidence for these changes. To do this, you need to develop simple indicators or measures. Then you can refer back to over time.

Social impact indicators help you demonstrate your social contributions over time because they are not tied specifically to program outputs. Social impact indicators are tied to your impact. To understand your impact, you need to develop indicators that help you to identify changes, express them in ways that others understand, and present evidence for these changes. To do this, you need to develop simple indicators or measures.

A key purpose of community consultation and of applying guidelines from funding bodies is to empower members of the community to speak the language of planning.

The next stage is about translating your imagination into language that can help you to secure funding and to demonstrate the impact of your programs. To do this, you need a ‘tri-focal’ approach to communicating your impact, which helps you to think about your impact from the perspective of: 1) your participants, 2) your organization, and 3) the broader community.

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Can you complete the matrix in Worksheet 5: Communicate with Different Stakeholders for the participants in your proposed activity? Then for your organisation? Then for the wider community?

When you state your intended outcomes, you also need to use tri-focal lenses, which allows you to better understand current practices, the end of the project, and the effect of the project in the longer term.

Matrix showing the tri-focal lenses looks like the table below. A matrix showing the tri-focal lenses looks like the table below.

<table>
<thead>
<tr>
<th>What happens to, or for, participants through the project</th>
<th>What happens to, or for, the wider community</th>
<th>What happens to, or for, the organisation</th>
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<tbody>
<tr>
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When you state your intended outcomes, you also need to use tri-focal lenses, which allows you to better understand current practices, the end of the project, and the effect of the project in the longer term.
Examples from the project reports produced by other people may help you to document some indicators for your project. Here are two simple examples:

**Aim:**
A better quality of life for youth in Glebe

**Indicator:**
Youth in the program that their life is better

**Evidence:**
Health reports indicating an improvement in wellbeing

**Aim:**
Increased recognition of local diversity

**Indicator:**
Attitudes in local community regarding social diversity

**Evidence:**
Health reports indicating an improvement in wellbeing

The first step is to turn the statements of intended outcomes on the lines ‘At the end of the project’ and ‘In the longer term’ into something that can be tested and measured. This will help you to demonstrate the impact of your program.

The next step is to record the indicators for social impact you imagine. You can also start to think about the type of social impact you are trying to achieve.

We can think about our programs in terms of:
- **Activities** – what you actually do
- **Outputs** – what was immediately achieved as a result of your activities
- **Outcomes** – what was immediately achieved as a result of your activities
- **Social impact** – big picture changes, links with vision, ‘What are you contributing?’

In Worksheet 5: Communicate with Different Stakeholders, you identified the type of social impact you are trying to achieve. The next step is to record the indicators for the social impact you imagine. You can also start to think about the evidence you will need to demonstrate the impact of your program.

The responses in your grid for Worksheet 5: Communicate with Different Stakeholders, are the basis to determine your indicators of social impact.

When you are deciding what to measure, you need first to think about the social impact you hope to see. Ask yourself: Why is this important? What are you contributing? When can we expect a change? How will we know if the change has happened?

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For more examples, refer to the New Economics Foundation’s Indicators bank, which provides sample indicators for:

**Individuals:**
http://www.proveandimprove.org/meaim/individuals.php

**Communities:**
http://www.proveandimprove.org/meaim/SocialIndicators-Communities.php

**The environment:**
http://www.proveandimprove.org/meaim/environmentalindicators.php

**Economic indicators:**
http://www.proveandimprove.org/meaim/economicindicators.php

Once you have developed indicators, check:

- **Action-focused?** Does knowing about this issue help your organisation or its key stakeholders to do things better or more effectively? Is it within your organisation’s power to influence it?

- **Important?** Are they relevant to your organisation? Are they a priority for a core stakeholder or group of stakeholders?

- **Measurable?** Can you get information that tells you something about the effects of your organisation’s actions on the issue?

- **Simple?** Is it clear and direct enough to get information without expert assistance? Is it easy enough to be understood by all stakeholders? Is it clear and direct enough to be understood by all stakeholders?


Record your social impact indicators in column 1 of Worksheet 6: Document your Impact. Ensure that each indicator is connected with a specific program activity and desired big picture change (columns 2 and 3).

Examine whether your social impact is measurable.

Next we consider how you might measure these indicators and some simple steps you can put in place to gather this data.

It is important to revisit your indicators every six months to see if they need to be updated or swapped in or out. This helps you to continually assess the impact of your programmes and activities.

If you have developed indicators, check:

- Are your indicators "action-focused"?
- Are your indicators "important"?
- Are your indicators "measurable"?
- Are your indicators "simple"?

For more examples, refer to the New Economics Foundation’s Indicators bank, which provides sample indicators for:

http://www.proveandimprove.org/meaim/individuals.php

http://www.proveandimprove.org/meaim/SocialIndicators-Communities.php

http://www.proveandimprove.org/meaim/environmentalindicators.php

http://www.proveandimprove.org/meaim/economicindicators.php

"What you do matters!"
Documenting your social impact

To document your impact, you will need to gather information. It might be:

- Narrative information that describes clearly what has been done, backed up by stories from participants, pictures, audio.
- Quantitative data, which give the countable facts and figures about what has been done - the statistics and video recordings.
- Qualitative information, which tells us what stakeholders think about the changes brought about by your program.

Good social impact plans use different methods or tools to gather evidence:

- What you do matters!
When you have finished your brainstorming, it is time to turn those creative ideas into a plan which will help you to support your claims for change. If you haven’t already done so, fill in columns 4 and 5 of Worksheet 6: Document your Impact. Now complete column 6 in Worksheet 6 to commit to a timeframe for data collection and to assign responsibility.

- Be imaginative about the evidence you may be able to collect to show your social impact.
- Be creative about where the evidence should come from. Some may only be available from participants, but other evidence can come from other sources.
- Your social impact: Document your impact. Now complete column 6 in Worksheet 6 to commit to a timeframe for data collection and to assign responsibility.

Brainstorm ideas for the kinds of data you might want to collect. You can record ideas in many ways, on butcher’s paper, on the computer, in words or pictures, in colour or black and white. Remember to take into account the expectations of your different stakeholders about what your organisation should be doing or achieving.

For each of the top ten stakeholders you identified in Worksheet 4, fill out column 4 in Worksheet 6, ensuring you have identified impacts for your top ten stakeholders at minimum. Think about how you would communicate your social impact to this stakeholder.

- How would you consult this group?
- Why would you consult this group?
- What information can they provide you to help you establish the social impact of your activities?

When you think about how to consult the stakeholders (column 5), ask yourself: When information can this stakeholder provide to our organisation to help us demonstrate that we are working towards achieving our dreams? You can use this information to generate the evidence you need to demonstrate your social impact.

Some funding bodies may expect you to have quantitative data, whereas some community members may prefer to read the stories of participants (qualitative data), and the media may want to use photos or audio or video recordings. The important thing is to use a range of data-gathering tools between time periods, so that you can consistently gather evidence to support your claims. Consulting with each of these stakeholders regularly ensures you are delivering the social impact you hope to achieve.

For each of the top ten stakeholders you identified in Worksheet 6, think about how you would consult this group.

- How would you consult this group?
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You can use this information to generate the evidence you need to demonstrate your social impact.

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You can use this information to generate the evidence you need to demonstrate your social impact.
Focusing on the big picture

7. Summing up....

When you ask the question, “Do we really feel we are fulfilling these dreams if all we ever focus on are our current activities?” When you ask the question this way, social impact becomes most important. Lining up your activities, outputs, outcomes, and impacts is bringing you full circle to implement what you imagined.

Now that you have a clear picture of your social impact, it is time to think about how this needs to be set out in the form required by a funding body.

You will be able to see how over time your reporting aligns with these outcomes. How does your program align with the City of Sydney Community Grants? Appendix 2 has provided suggestions for measurements you could use for if you are applying for the City of Sydney Community Grants.

Now that you have completed the social impact planning process, you will be able to see how over time your reporting aligns with these outcomes. How does your program align with the City of Sydney Community Grants? Appendix 2 has provided suggestions for measurements you could use for if you are applying for the City of Sydney Community Grants.

What you do matters!
## Appendix 1
### Evaluation Spectrum

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<th>Technique Examples</th>
<th>Focus of evaluation</th>
<th>Degree of participant engagement</th>
<th>Efficiency of program</th>
<th>Effectiveness of outcome</th>
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<td>Descriptive – Qualitative &amp; Quantitative Models</td>
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<td>Participant models</td>
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### Appendix 1
### Evaluation Spectrum
## Examples of what to measure for reporting - the City of Sydney Community Grants form

### Activity & Outcomes

**Reporting & Evaluation - how will you report progress on your outcomes?**

**Activity**
- What specific things will you be doing through the project?

**Outcomes**
- What will happen as a result of these specific things?

### Participants

- **No. of participants in program**
- **Improved health and fitness (lost weight, learned to cook nutritious meals, fewer days off school because of illness, etc.)**
- **Cultural event or activity held**
- **Satisfaction with program / Perception of learning**
- **Involvement in other council programs**

### Community

- **No. of new volunteers in community projects**
- **New skills developed**
- **Increased knowledge of healthy living**
- **Improved health and fitness**
- **Strengthened aboriginal community**
- **Increased community participation for people with disabilities**
- **Learning outcomes in school improved / Rates of absence from school decreased**
- **Better environmental outcomes**
- **Better environmental perceptions of community**
- **Respect the rights of others / Role models for youth promoted / Appropriate role models for peer participation for people with disabilities**
- **Increased community satisfaction / Activity held / Cultural event or because of illness, etc.**
- **Fewer days off school / Learned to cook nutritious meals / Increased knowledge of healthy living**
- **New skills developed in program**
- **No. of participants in program**

### Evidence

- **Counting number of participants**
- **Evaluation survey for participants**
- **Interview data**
- **Letters of support**
- **Data from other stakeholders in community, e.g. schools, health clinics, community centres, etc.**
- **Artefacts made**
- **Photos / videos / audio**
- **Newspaper reports**
- **Publication / graveyards / reports**
- **Counting number of participants**

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**Questions**

What will happen as a result of these specific things?

What specific things will you be doing through the project?
1. **What do individuals in the community value most about the work of our organisation?**

2. **What do (unknown) others think we do well and why?**

3. **What is the most important thing for each of us about our individual involvement?**

4. **What are we proud of and why?**

**Worksheet 1: Discover your Strengths**

**Documenting what you do well: Inquiry**

5. **What do we say we do well? How do we know? Who do we tell?**

6. **Are there parts of our dream we do not have the resources to achieve?**

7. **Who can we collaborate with to achieve these dreams?**

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<th>Promotions:</th>
<th>Project management/governance:</th>
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**Who can we collaborate with to achieve these dreams?**

8. **Are there parts of this dream we do not have the resources to achieve?**

9. **Who can we collaborate with to achieve these dreams?**
Imagine
e.g. Increased number of youth receiving employment training
Innovate
e.g. Program to teach job interview skills and resume writing
Implement
e.g. Improved quality of life

Worksheet 2: Plan and Align your Vision
Imagine, innovate and implement
1. What is new?
1a. Is this a new venture for one organisation? If so, what is new or different?
1b. Are we trying new strategies? What are they?
1c. Are we working with new partners?
1d. How will participants react to our plan for change?
1e. How will we feel about the plan for change? Are we excited? Daunted?

2. How do we plan to pass on what we learned from our Change Plan?

Worksheet 3: Innovate
Design your Change Plan
1. Identifying stakeholders

1st Circle – Organisational stakeholders
2nd Circle – Primary stakeholders
3rd Circle – Secondary stakeholders
Outside – Any others?

Worksheet 4: Map your Stakeholders
1. Identifying stakeholders

Draw your stakeholder map in the space below
<table>
<thead>
<tr>
<th>Participants</th>
<th>Organisation</th>
<th>Wider community</th>
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<tbody>
<tr>
<td>Current practices</td>
<td>At the end of the project</td>
<td>In the longer term</td>
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Worksheet 5: Communicate with Different Stakeholders

Trifocal Reporting Language
Worksheet 6: Document your Impact

Documenting your social impact and measurement

1. Indicator of social impact
2. Activity
3. Big picture changes
4. Stakeholder to be consulted
5. Information required
6. Collecting and recording information

Design:
Destiny:

Collecting and recording information