Impact - Some Practices.
The Impact Canvas.

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Structure of the presentation.

- Documenting impact is important
- We need a pluralist approach
- Are all actors on the same page
- How to start a productive conversation
Documenting impact is important.
You can’t fatten a pig by weighing it. But if you don’t have some means of weighing it you may find yourself unable to persuade others that it’s as fat as you believe.

(Mulgan, 2011, p. 212)
Objectives for measuring impact.

- Understanding
- Management
- Accountability
- Resource allocation & funding
- Communication & image
We need to take a pluralist approach.
Life’s most persistent and urgent question is ‘What are you doing for others?’

(Martin Luther King Jr.)
Dimensions of plurality.

Clusters of impact
- Education
- Practice & community
- Academic
- Teaching and instructional
- Other impacts

Activities
- Teaching
- Research
- Outreach

Stakeholders
- Internal
- External

Time dimension
- Ex-ante
- Ex-post

Involved actors
- Management
- Faculty
- Teaching
- Research
- Administration

Approaches
- Quantitative
- Qualitative
Are all actors on the same page?
Experience.

- Experience shows that different actors have different ideas. (actors = deans, faculty, stakeholders, administration)
  - What impacts are.
  - Which ones are important.
  - Which ones to focus on.
  - Which ones should be measured.
  - How the impacts can and should be measured.
How to start a productive conversation about impacts?
We used the impact canvas.
Impact canvas.
Impact canvas - Mission.

Impact Cluster
- Mission
  - Which part of the mission does this refer to?
  - How are inputs, activities, outputs, and impact related to the mission?

Communication
- How to communicate the impact?
- How to use the impact assessment?

Input
- Which inputs are allocated to generating impact?

Activity
- What is the activity that eventually leads to impact? Who carries out this activity?

Output
- Which outputs are created by the activity?

Impact
- Which outcomes/impacts are generated by the output?

Target Group
- Who is the target group affected by the impact?

Measurement
- How
  - Approach: Quantitative or qualitative?
  - Timing of the assessment: In post or ex ante?
  - Sampling: Whole population or sampled?
  - Describe the measures used.

Data Source
- Where does the data come from?
  - Methodology?

Who & When?
- Who is responsible for the measurement?
- When and how often?
Impact canvas – Logic model.
Impact canvas – Target group.
Impact canvas – Impact measurement.
Impact canvas - Communication.
Impact canvas – Impact cluster.
Impact canvas - Data.
Impact canvas - Priority.
Impact canvas - Example.

- Impact Cluster: MCI empowers motivated people.
- Input: Time and resources devoted to teaching, coaching, and mentoring.
- Activity: Teaching, coaching, and mentoring.
- Output: Number of graduates, prizes and awards received by students.
- Impact: Positive career development, Meaningful careers.
- Target Group: Students/graduates.
- Measurement: Output: awards and prizes won by students.
- Impact: qualitative: Successful careers (cases).
- Data Source: MCI internal data, Graduate survey, Information supplied by departments (cases).
Impact canvas.

- Can be used in a **workshop** setting
- Facilitates a **meaningful conversation** about measurement of impact in your school
- **Collects** your ideas (~brainstorming)
- Helps you to **prioritize**
- Assigns **responsibility**
- Shows how impacts are related to your **mission**
- Highlights the difference between **inputs**, **outputs** and **impacts**
- Assists you in writing up an **impact report**
- Helps you to specify **what to do** with the impacts (communication)
- Can be included in the **strategy** making of your school (logic model)
Dissemination.

Currently writing a book about impact measurement.

Facilitating workshops.

Contact me when you need support in your impact assessment exercises!

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