

MAKING A DIFFERENCE

Corporate Community Investment: a whole programme approach to measuring results



Corporate
Citizenship



The front cover contains images from the community programmes of companies participating in the outputs and impacts project.

From top to bottom the images represent:

Shell UK: Shell Education Service visits 50,000 children each year in schools across the UK and also runs family days such as this one in Glasgow, to encourage parents to learn with their children

Prudential: In 2008, more than 2,200 Prudential employees worldwide gave their time to 50 charitable projects for the 2008 Chairman's Award programme. Many of these employees devoted their time to projects that focus on the needs of elderly people or children. First place was awarded to the Foundation for Older Persons' Development, Thailand for its project improving the living conditions of deprived older people

L'Oréal: Women in Science
The goal of the L'Oréal-UNESCO partnership is to promote women in science through a programme of fellowships for promising research projects and awards for scientific excellence. To date, the program has recognised the contributions of over 700 women researchers in 87 countries

Zurich Community Trust: The Trust is a registered charity funded by Zurich in the UK and its employees, which delivers a range of solutions to address key areas of social need and help disadvantaged people to lead more independent lives. The employee programme 'Zurich Cares' delivers an extensive volunteering programme enabling Zurich employees to share their skills with the voluntary sector. This includes 180 Team Challenge events each year.

npower: npower Urban Cricket is a grassroots sport project run in conjunction with the England and Wales Cricket Board. Launched in 2006 it has one clear goal – to get more children playing cricket

HSBC: Through the HSBC Climate Partnership, HSBC and Earthwatch are working together to support important research into the effects of climate change on forests. Over 2,000 HSBC Climate Champions are being created in the process, helping to embed sustainability into the business. (Photograph by Abilash Mandappa.)

National Grid: 50 employees from the North West Operations Team took part in the Heaton Park 5km Fun Run on 8th June 2008. They raised £10 000 for the Special Olympics

Barclays: Barclays is investing £1.5m in a partnership with AMREF in Katine, Uganda to promote financial education and the provision of basic savings and loans services to 5,000 people through village banks

PricewaterhouseCoopers LLP (PwC): PwC has developed an employee volunteering programme with the Mall Galleries. PwC volunteers, called 'Art Buddies' work with children at St Matthew's CE Primary School in Westminster, London on a one-to-one basis, exploring various art techniques and themes. An introductory workshop was held at the Mall Galleries

Making a difference

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Management report

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Foreword

In October 2008, eight companies and the Zurich Community Trust convened with Corporate Citizenship in a working group. Its objective was to develop a consistent way of measuring the outputs and impacts of community investment projects in such a way that would enable them to add up and communicate the results of their whole community programme. The participants were:

Barclays
HSBC
L'Oréal
National Grid
npower
PricewaterhouseCoopers LLP
Prudential plc
Shell UK
Zurich Community Trust

The working group was set up as a six-month project to complement the work of LBG (London Benchmarking Group), with the objective of disseminating any learnings through the LBG network and incorporating them into LBG methodology and practice where applicable. It was facilitated by Corporate Citizenship.

This management report provides a summary of the work of the group, detailing the challenges it set out to address, the approach adopted and the solutions it devised as a result.

The core outcome of the project has been the development of a simple, consistent two-stage approach to assessing the achievements (outputs and impacts) of individual community projects and so allowing the compilation of whole-programme data. The first stage enables programme-wide results to be mapped, to understand where and how the company investment is benefiting the community. The second provides a process whereby the depth of these benefits can be assessed to establish the extent to which people's lives and/or the environment and/or the business are better off as a result of the company's contribution.

We also found that the mapping process can be as useful in the planning of a project, in identifying expected outcomes, as at the evaluation stage. It can help companies and their community partners to identify and agree project goals at the outset and to monitor future progress.

As we worked through the challenges and developed the solutions, the working group quickly appreciated the scale of the task that we had undertaken. We realise that the outcomes of this project represent a first phase in whole-programme assessment and that the tools and processes we have developed need to be tried, tested, adapted and improved through wider use. This report, the accompanying practical guidance document and the Excel toolkit (currently available to LBG member companies through the LBG website www.lbg-online.net) represent the first stage in that wider testing.

We hope you find this report and the tools useful and we welcome any feedback you have on their practical application and how they might be improved.

We at Corporate Citizenship would also like to take this opportunity to thank the participating organisations and their representatives for their consistently positive attitude to an often demanding task, for setting realistic objectives, helping to keep our feet firmly on the ground and steering the work in a consistent direction. We also thank them for their generosity in enabling the sharing of the findings and their commitment to furthering output and impact assessment.

Jon Lloyd

Project Manager
Corporate Citizenship

May 2009

Introduction

The Outputs and Impacts Working Group stemmed from an honest assessment, by Corporate Citizenship along with LBG members, of the status of output and impact assessment of corporate community investment (CCI) in 2008.

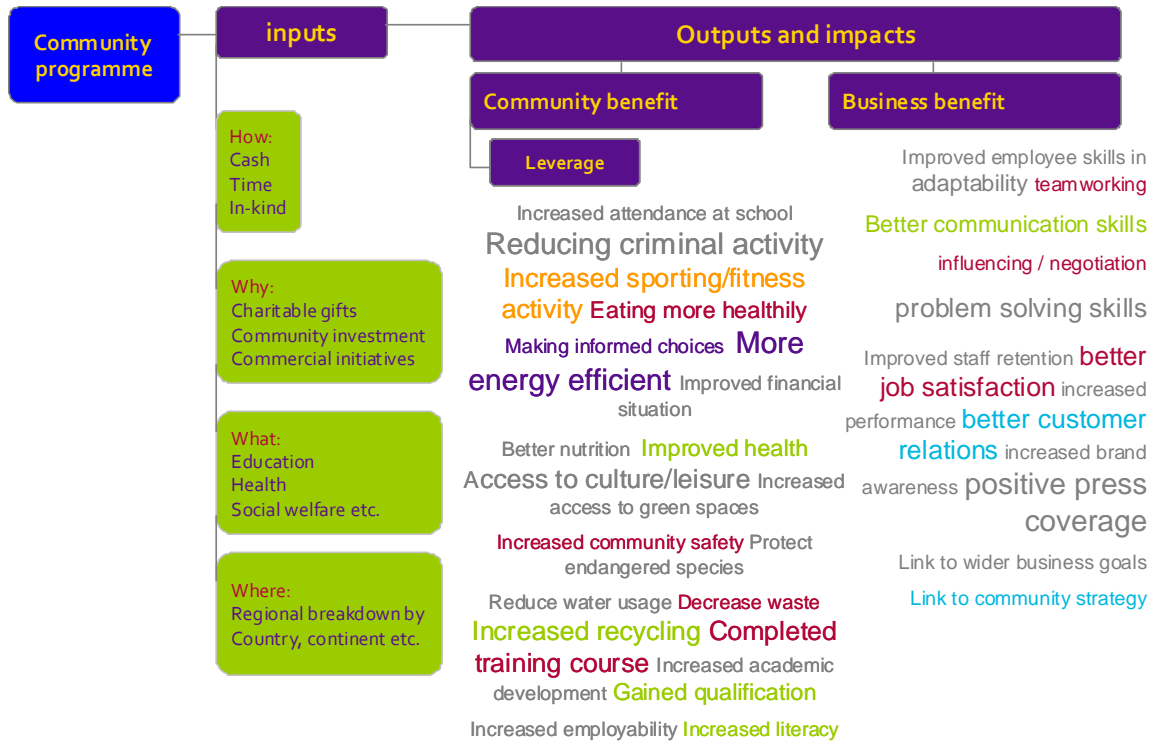
It was clear that models such as LBG, standards like the CommunityMark, leading-edge work by individual companies such as HSBC and Vodafone and prevailing economic circumstances have been instrumental in shifting the debate from what companies invest **into** the community to focus on what that investment **achieves**.

The shift in the debate is an important one. Assessment can help demonstrate the value of the community programme to the business and to external stakeholders. It can help charities to understand the impact they make and to identify which activities work well, and which not so well. It also helps society generally by contributing to a culture of evaluation to help ensure that funds contributed are effectively spent. However, it was felt that while the debate had shifted, assessment itself had not, in reality, kept pace.

For example, LBG and its members have largely cracked the inputs side of community investment and developed a clear road-map for calculating and demonstrating what a company as a whole invests **into** the community. So they can articulate how, why, where and what they support (see chart 1, p5, under inputs). However, on the outputs and impacts side, measurement has largely focussed on the results of individual projects, which provide important indicators of individual project results but do not enable assessment of what the company's community programme as a whole is achieving (see chart 1, p5, under outputs and impacts).

The prize is to be able to move from individual project assessment to whole-programme assessment and so be able to talk about both what the company as a whole puts into the community and what that achieves for the business and the community. A step change was necessary to enable companies to really begin to meet this challenge.

Chart 1. Prevailing status of whole-programme measurement



The challenge

Until now, community investment practitioners attempting to assess and evaluate the overall achievements of their programmes have faced three major challenges:

1. **Scope:** As noted in the introduction, almost all evaluation and assessment has assessed individual projects in isolation. So, while it's been possible to demonstrate and communicate the achievements of one or more individual activities, assessment of the achievements of the **whole programme** isn't currently made. This is exacerbated by a lack of consistency in measures meaning that similar activities are often assessed using different criteria making achievements across them difficult to compare (see chart 1, p5).
2. **Resources:** It's possible to spend as much time, money and energy assessing the achievements of an activity as is expended in running the activity itself. Such resources may be available and appropriate in the case of long-term flagship projects but for smaller, less involved activities there is a need for a cut-down approach, particularly for those managed outside the central community function.
3. **Knowledge:** Assessment can, or can appear to be, quite complex and requires people to be trained in the processes involved. Again, there is a need for a simpler process and guidance to enable more widespread assessment.

This report presents a summary of the approach we adopted with the participants to meet these challenges.

The approach

Aims and objectives

To establish a shared approach to the work, along with common goals and objectives that the participant companies could work together to meet, Corporate Citizenship liaised with each participant to understand what they wanted the success of the project to look like. We found that their aspirations largely fell into one of three areas, from which we identified the following project aims and objectives:

To work as a group to:

- Identify a number of key benchmarkable indicators in core impact areas
- Develop and share methodologies for assessing and comparing the achievements of the community programme
- Produce guidance and tools to enable colleagues to report their achievements

Workplan

From these objectives we developed a workplan based around a series of four workshops. These were supported by one-to-one work between each one to test and trial approaches, tools and methodologies as they were developed. The four key stages in the process were:

- **Plan:** Agree the project objectives, workplan and approach. Review members community programmes
- **Do:** Identify core indicators and develop assessment methodologies and tools
- **Check:** Test the indicators and assessment tools
- **Act:** Review the findings from testing and enhance tools and guidance accordingly ahead of wider dissemination

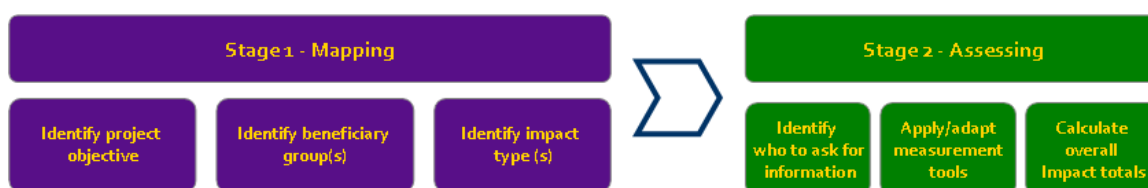
We were also aware of the need to liaise with, and incorporate the views of, the charity sector. As well as advising it of the work we were doing, we needed to make sure we weren't cutting across any existing evaluation methodologies or systems. So, as part of the work programme we identified key organisations in the sector specialising in monitoring and evaluation. These included **Big Lottery Fund**, **Business in the Community** and **Charities Evaluation Service**. We thank all the organisations for their participation, their advice and their encouragement of this work.

The solution

The work of the group involved a degree of trial and error as we explored different approaches to whole-programme assessment and indicator identification. However, the solutions that the group developed are relatively simple and stem from a review of each company's community programme undertaken in the initial planning stages of the project.

They provide a clear two-stage process to whole-programme output and impact assessment:

1. **Programme mapping (indicators)**: Collating information on objectives, beneficiaries and impact areas across individual projects to identify programme-wide areas of actual or possible impact
2. **Programme assessment (measures)**: Using a set of standard tools across different projects so that consistent and comparable information on the overall difference made by the whole community programme can be compiled



Each stage is covered in more detail below¹.

Programme mapping – the indicators

Before we begin to measure the extent of the achievements of the community programme it is extremely helpful to understand the sorts of outputs or impacts that it is, or is expected to be making. As well as to understand on who, or what, it is making them. By systematically reviewing the programmes of the participants we

¹ Note: It may be enough, initially, to just focus on stage 1 as this will provide companies with the ability to understand and articulate where they are making a difference and how. However it is only by going further and applying stage 2 that they can begin to establish the extent of the difference that is being made.

identified a number of patterns and common threads running across different projects that helped us identify a small number of core impact types. This enabled us to develop a methodology for mapping community projects and compiling a picture of programme-wide achievements.

We found that projects that can at first seem quite different can be grouped by the type of difference that they make.

For example, the achievements of the following projects might at first appear quite unrelated:

- A well drilling project providing 1,000 people with access to cleaner water;
- A fuel efficiency programme providing 100 families with cost-savings as a result of implementing measures such as insulation;
- Refurbished sports facilities providing a local community with increased access to recreational opportunities

However, when you look beyond the specific indicator and consider the **type** of impact that is, or could be measured, areas of commonality emerge. Each of the above examples, whether by providing access to cleaner water or delivering cash savings through fuel efficiency, ultimately demonstrates a direct impact on the *quality of life* of the people that they benefit. So if you could develop a consistent methodology for assessing the difference that each project makes, you could look across all three projects and compile an assessment of the overall impact made on people's quality of life by supporting those projects.

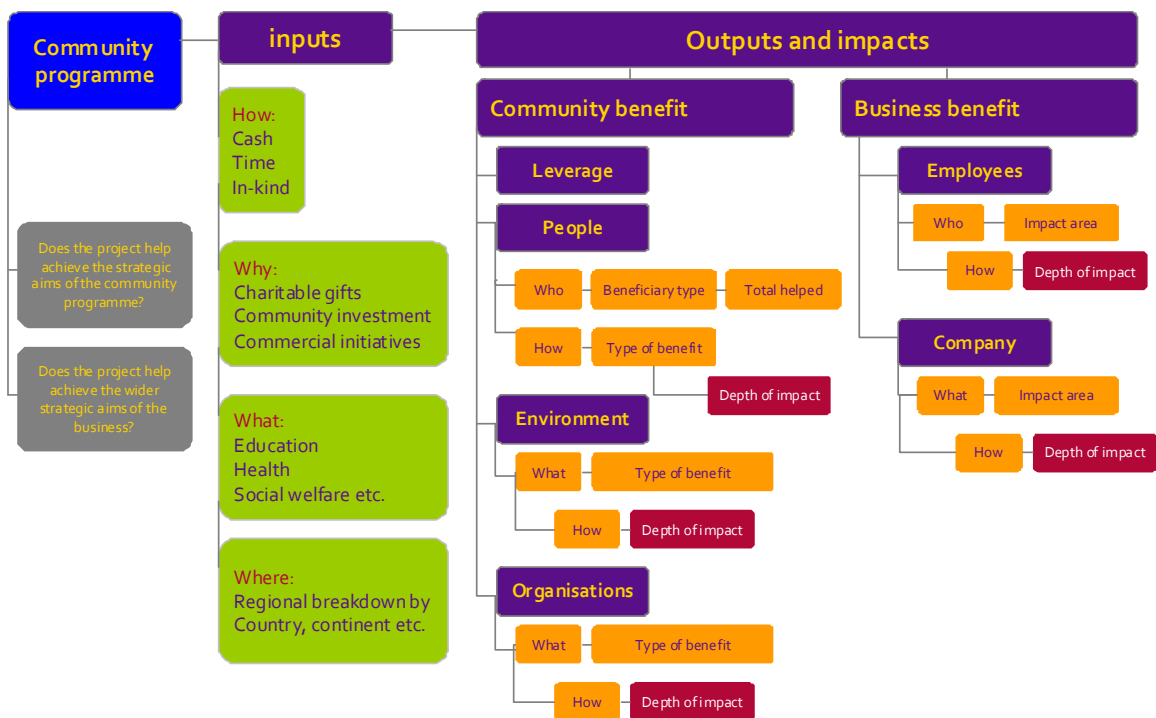
This prompted us to explore whether there were other impact types under which different indicators could be grouped. As the companies reviewed the objectives of individual projects a number of terms began to crop up again and again, including results for **people** such as *behaviour change* or *skills/personal development* or for supported **organisations** such as *capacity building*.

As these common themes emerged we found that we were able to group the specific achievements of different community projects under a small number of common headings or core *output and impact areas*:

- People
- Organisations
- Environment
- Employee volunteers
- The company

These provided a coherent map for the outputs and impacts side of the model (see chart 2, p11). The map enables individual project results to be grouped under a small number of broad headings to understand the pattern of the results being achieved. It also suggests some key questions to ask of any community project regarding its relevance to the community programme and/or the wider aims of the business. If a project doesn't link back to these areas it raises questions about why it is being supported and what impact it can be expected to achieve that is of relevance to the business.

Chart 2. Whole programme mapping



Beneath each of the broad headings is a slightly larger number of *output and impact types*, these are detailed in table 1, on page 11.

Table 1. Output and impact indicator groupings

Area of output/impact	output/impact type	Example indicator(s)
People	Quality of life	Improved health and wellbeing Increased confidence/self-esteem
	Behaviour / attitude change	Reduced anti-social behaviour Improved attitude to and engagement in school
	Skills and personal development	Gaining formal qualifications Improved softer skills e.g. negotiation or empathy
Organisations	Capacity building	Ability to provide new services, or sustain existing ones Able to employ more staff
	Leverage	Additional funds obtained from other sources
Environment	Ecology	Trees planted Species protected
	Human behaviour	Reduced water or energy use Increased recycling
Employee volunteers	Skills	Teamworking Leadership Decision making
	Personal impact	Self-confidence, pride in the company, motivation
	Behaviour	Do more volunteering Be an advocate for the company
Business	Impact of volunteering	Better skilled workforce Improved retention Improved morale
	Reputation	Positive press coverage Improved relations with Government
	Customers/ brand awareness	Increased brand awareness Meeting customer expectations

Having mapped the broad output and impact areas and types, we began to develop a detailed **Indicator Checklist** (Appendix 1) based around them. The checklist groups a wide range of indicators under each heading and was initially seen as a way of establishing that the groupings we had identified were comprehensive and could apply across all types of project. Very quickly, however, we realised that using the checklist itself could be a simple way for the manager of a community project and/or their community partner to identify which type of output or impact they are, or are likely, to be having.

More pertinently we found that if applied across a number of different projects, or the whole community programme, the results can be consolidated to provide a map showing their combined achievements. So a company can understand how it is making a difference in different areas and begin to articulate this.

Therefore, we took time to develop the indicator checklist into a practical tool adding in the capacity to map the type of individual beneficiary (e.g. whether school children or disabled people or people from an ethnic minority group etc.) as well as the organisational beneficiaries (e.g. registered charities, schools, start-up businesses etc.).

The checklist also includes the capacity to note the number of (actual or anticipated) beneficiaries against different indicators to assess the numbers of people or organisations or employees etc. that have benefited against each output and impact type. So a broad estimate of total beneficiaries across each output and impact type can be compiled.

The checklist is a living tool that we expect to improve and enhance over time and that different companies will adapt to meet the specific needs of their programme. For now we hope it provides a means to compile a very simple, but powerful, picture of the actual, and anticipated, outcomes and impacts of the community programme.

Members of the working group were also quick to see that the indicator checklist can be as useful in the planning of a project, in identifying expected outcomes, as at the evaluation stage. By going through it with a community partner at the beginning of a project it can be used to map out and agree expected results and then referred to during and after the project to assess the degree to which these have been achieved.

Programme assessment – the measures

While programme mapping will provide a company with a good indication of the type(s) of difference it is making, it won't demonstrate the depth of that difference; i.e. how people's lives, or the world, have changed for the better as a result. The biggest challenge for the working group was, having identified some core impact types, to explore whether a consistent measure, or set of measures, could be developed for each impact type to enable assessment across different projects.

A review of best practice amongst charity and community investment evaluation methodology, alongside members existing assessment processes, led the group to explore whether an overarching assessment of the difference made to, or 'distance travelled' by, a beneficiary as a result of a particular type of project could be achieved.

If a consistent measure could be used across different projects of a similar type, over-and-above specific indicators of project success, then the results could be compiled to produce an assessment of programme-wide achievements for particular output or impact types.

To develop standard measures we need standard definitions of success, so our first task was to clearly define each output and impact **type** (e.g. behaviour change etc). The group worked together to develop definitions along with an accompanying statement of what would need to be measured to determine success for each type.

All the definitions and measures are detailed in appendix 2, but as an example, for **behaviour/attitude change** we developed the following definition:

- The **effect** of interventions to make a positive, measurable change in behaviour or attitude

We also established that to assess the success of projects that aim to make such a difference we would need to measure:

- The **degree** to which behaviour or attitude has changed and the **extent** to which positive changes can be reported as a result

Agreeing what we are setting out to assess established the need for a measure that sets out the range of possible outcomes that might result from interventions of this type; from making no measurable difference right through to sustained long-term changes in an individual's life and life-chances as a result. It has to enable a simple assessment, or self-assessment, of the degree of change achieved.

This resulted in a 5 step measure, where, depending on the type and scale of an intervention or involvement the extent that someone has moved forward as a direct result can be plotted. The five steps and the indicators of the degree of change experienced at each one are:

Static >>	Aware >>	Making changes >>	Seeing results >>	Sustained change
No movement, following the activity the person feels no need or want to change	As a result of the activity the person recognises the need or opportunity to change and feels empowered as to how to go about it	As a result of the activity, the person has or will take concrete steps to change behaviour/ attitude	Able to report / demonstrate positive benefits as a result of changes made	Can report that long-term impacts have been achieved as a direct result of the activity

For example, a company might support a project that helps a school to engage with persistent truants through sport, and thereby try to improve their attendance levels. The school might be able to report the following results for those participating:

Static >>	Aware >>	Making changes >>	Seeing results >>	Sustained change
<i>25 experience no change. They participated in activity but no effect on attendance or attitude</i>	<i>50 experience raised awareness: Taken part, recognised opportunities of fuller engagement with school, though yet to do anything more about it</i>	<i>75 make a change: Attending school more regularly</i>	<i>25 are seeing personal benefits through increased learning</i>	<i>25 experience a sustained change: One year on attendance has consistently improved, academic performance improved as a result</i>

It may be that a project is fairly light touch (e.g. providing information about an issue) so may only be designed to move a person on one step (i.e. from a **static** situation to being **aware** of how to change or move forward). A longer-term, more involved project, such as a six-month work placement for ex-offenders to reduce the likelihood of re-offending, might be expected to move the beneficiary along further steps, perhaps to the stage where they are able to **see results** and report demonstrative positive benefits as a result of the changes they have made.

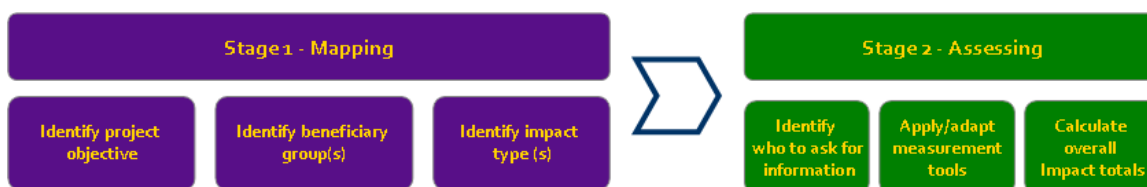
Results can be very dependent on the type and scale of involvement in an individual project. So the working group deliberately avoided developing a numeric scale (e.g. 1 – 5) that would suggest one outcome (e.g. moving along three steps) is necessarily ‘better’ than another (e.g. moving one step). Rather, the five-step measure was developed to provide an overall understanding of the extent to which people’s attitudes and behaviours have changed across the range of relevant projects.

It is important to recognise that some projects are not intended to achieve major sustained change and we felt that this approach recognises the distinction.

A similar process was undertaken, and measures devised, for the other output and impact types. These are available in appendix 2. Once the measures had been devised, members tested them on a sample of their projects to establish that they could be applied in practice. Having established that, theoretically at least, they could apply across different projects the next challenge was to develop a practical approach for collecting and consolidating the performance data.

Assessing impact - collecting the data

The approach used to collecting and collating information to achieve an understanding of the depth of impact will be dependent on a number of factors (e.g. the extent to which individual beneficiaries can be tracked/contacted, the ability of individual beneficiaries to assess their progress, and/or the ability of the partner/beneficiary to compile data on its achievements). However, the working group developed a suggested approach and accompanying tools that could be tailored to their own and their community partners' specific needs for each of the output and impact types. The approach for each individual project is to follow the two-stage process as laid out previously, i.e:



To summarise the process in terms of data collection:

Stage 1. Map the project – use the indicator checklist to identify the project output and impact areas and to plot beneficiary totals i.e:

- Project objectives
- Beneficiary group(s)
- Expected output and impact types

This will help compile an estimate of beneficiaries by impact type as well as identify the areas for assessment.

Stage 2. Assess project impact – Use relevant tools to assess depth of outputs and impacts

- Identify who to approach for information (e.g. individual beneficiary or partner organisation)
- Apply/adapt relevant assessment tools as appropriate – use the Excel assessment toolkit to identify relevant tools for each indicator and tailor them for the specific needs of the data provider (beneficiary, organisation etc.)
- Consolidate information into overall project output/impact assessment

Once data is available for more than one project the next step is to consolidate the data across those projects to arrive at a programme-wide (or multi-project) assessment of overall achievements that can put some totals on what the whole programme is achieving.

A practical guide to help people in the field through the assessment process, along with Excel based tool templates that can be adapted as necessary, have been developed alongside this report and are available to LBG members from the LBG website: (www.lbg-online.net).

As the tools are tried and tested we expect to provide best practice guidance on their application at a later date.

Next steps

As noted in the introduction it was quickly established that the work of this group represents a first-phase in the development of whole-programme assessment and that the tools and processes we have developed need to be tried, tested, adapted and improved through wider use.

So, to this end we have developed this report to be circulated within and beyond the LBG membership along with tools and guidance for member companies to download. In the short-to-medium term we will:

- Incorporate questions based on the outcomes of this project into the 2009 and subsequent LBG data returns
- Run workshops for LBG member companies to take them through this process and these questions
- Support companies and corporate foundations in applying the methodology to develop a picture of their whole-programme results
- Re-convene with the working group companies later in 2009 to understand what has worked well, and what not so well, in their application of the tools
- Expect to provide updated guidance in 2010

One area that we know needs further development is in measuring the returns to the business. The working group focussed on the impact on employee volunteers but was not able to develop measures for other areas such as reputation or brand awareness within the scope of the current project. We are aware that developing consistent measures in these areas will provide a real boost in making the business case for community investment. Corporate Citizenship will be exploring how we can help companies in this area in the near future.

Appendix 1. Indicator checklist

Indicator checklist

Project objectives: Note the broad aims of the project?				
Output/ impact indicators by area and type	Tick if indicator applies to your activity	Note the measure used, e.g people, cash, trees, number of organisations etc.	Target	Result
Wider relevance of the activity				
Link to CCI programme objectives	<input type="checkbox"/>			
Links to wider business impact	<input type="checkbox"/>			
Type of people benefiting				
Children & young people:				
Children aged up to 11	<input type="checkbox"/>			
Children aged 11 to 16	<input type="checkbox"/>			
Students	<input type="checkbox"/>			
16-24 not in education, employment or training	<input type="checkbox"/>			
Street children	<input type="checkbox"/>			
Social groups:				
Ex-offenders	<input type="checkbox"/>			
Homeless people	<input type="checkbox"/>			
People with learning difficulties	<input type="checkbox"/>			
Refugees	<input type="checkbox"/>			
Unemployed people	<input type="checkbox"/>			
People on low incomes	<input type="checkbox"/>			
People with health/mental health issues	<input type="checkbox"/>			
Substance misusers	<input type="checkbox"/>			
People from ethnic minority groups	<input type="checkbox"/>			
Women	<input type="checkbox"/>			
Men	<input type="checkbox"/>			
Lesbian/Gay/Bisexual/ Transgender	<input type="checkbox"/>			
Older people	<input type="checkbox"/>			
People with disabilities	<input type="checkbox"/>			
Other:				
Developing country communities	<input type="checkbox"/>			
Other general disadvantaged	<input type="checkbox"/>			
Benefits to people				
Making a positive change in people's attitude or behaviour e.g:				
Addressing substance misuse	<input type="checkbox"/>			
Reduction in anti-social behaviour	<input type="checkbox"/>			
Increased attendance at school	<input type="checkbox"/>			
Increased sporting/fitness activity	<input type="checkbox"/>			
Eating more healthily	<input type="checkbox"/>			
Making informed choices	<input type="checkbox"/>			
Stopping criminal activity	<input type="checkbox"/>			
More energy efficient	<input type="checkbox"/>			
Positive attitude to authority (e.g. school/police etc)	<input type="checkbox"/>			
Positive attitude to school/ higher education	<input type="checkbox"/>			
Positive attitude to subjects (e.g. science)	<input type="checkbox"/>			
Positive attitude to career progression	<input type="checkbox"/>			
Skills and personal development e.g.				
Access to training course	<input type="checkbox"/>			
Completed training course	<input type="checkbox"/>			
Increased academic development	<input type="checkbox"/>			
Gained qualification(s)	<input type="checkbox"/>			
Increased awareness (e.g. of environment)	<input type="checkbox"/>			
Increased employability	<input type="checkbox"/>			
Increased literacy	<input type="checkbox"/>			
Increased numeracy	<input type="checkbox"/>			
Ability to manage finances	<input type="checkbox"/>			
Business skills	<input type="checkbox"/>			
Better parenting skills	<input type="checkbox"/>			
Interpersonal communication skills	<input type="checkbox"/>			
Negotiation/ refusal skills	<input type="checkbox"/>			
Empathy skills	<input type="checkbox"/>			
Cooperation and teamwork	<input type="checkbox"/>			
Advocacy skills	<input type="checkbox"/>			
Decision making/ problem solving skills	<input type="checkbox"/>			
Critical thinking skills	<input type="checkbox"/>			
Stress management skills (e.g time management)	<input type="checkbox"/>			
Making a direct impact on people's quality of life e.g:				
Able to access information/ public services	<input type="checkbox"/>			
Improved access to shelter/ housing	<input type="checkbox"/>			
Improved financial situation	<input type="checkbox"/>			
Improved physical health	<input type="checkbox"/>			
Increased independence	<input type="checkbox"/>			
Increased confidence / self esteem	<input type="checkbox"/>			
Increased community safety	<input type="checkbox"/>			
Reduced isolation	<input type="checkbox"/>			
Dignity (at end of life)	<input type="checkbox"/>			
Enabled engagement in the community	<input type="checkbox"/>			
Increased access to culture/ leisure	<input type="checkbox"/>			
Increased access to green spaces	<input type="checkbox"/>			
Access to clean water	<input type="checkbox"/>			
Access to health facilities	<input type="checkbox"/>			
Access to educational facilities	<input type="checkbox"/>			
Increased life expectancy	<input type="checkbox"/>			
Access to medicine	<input type="checkbox"/>			
Improved nutrition	<input type="checkbox"/>			
Access to justice/legal services	<input type="checkbox"/>			
Access to basic services (heat, light etc.)	<input type="checkbox"/>			
Access to finance / microfinance	<input type="checkbox"/>			
Access to state benefits	<input type="checkbox"/>			
Opportunity for employment	<input type="checkbox"/>			
Access to positive role models	<input type="checkbox"/>			

Indicator checklist continued

Benefits to organisations				
Capacity building e.g.:				
Provide new services/products	<input type="checkbox"/>			
Improved management systems (e.g. IT, HR, finance)	<input type="checkbox"/>			
Able to spend more time with or reach more clients	<input type="checkbox"/>			
Employ more staff / take on more volunteers	<input type="checkbox"/>			
Train staff / volunteers	<input type="checkbox"/>			
Make cash savings/improve financial situation	<input type="checkbox"/>			
Helped to lobby for legislative change	<input type="checkbox"/>			
Increased/improved public profile	<input type="checkbox"/>			
Access to other sources of funds/resources (Leverage)	<input type="checkbox"/>			
Environmental benefits				
Direct environmental impact e.g.:				
Protect and/or replant tree stocks	<input type="checkbox"/>			
Protect endangered species	<input type="checkbox"/>			
Improve/conservate waterways	<input type="checkbox"/>			
Conserve protected land/sites	<input type="checkbox"/>			
Decrease waste to landfill	<input type="checkbox"/>			
Reduce greenhouse gas emissions	<input type="checkbox"/>			
Impact on human activities e.g.:				
People engaged on environmental issues/activity	<input type="checkbox"/>			
Increased levels of recycling	<input type="checkbox"/>			
Improved energy efficiency	<input type="checkbox"/>			
Reduced water usage	<input type="checkbox"/>			
Business benefits				
Benefits of volunteering for employees				
SKILLS				
Personal effectiveness				
... adaptability	<input type="checkbox"/>			
... teamworking skills	<input type="checkbox"/>			
... communication skills	<input type="checkbox"/>			
... influencing / negotiation skills	<input type="checkbox"/>			
... problem solving skills	<input type="checkbox"/>			
Management effectiveness				
... leadership skills	<input type="checkbox"/>			
... planning & organisation skills	<input type="checkbox"/>			
... decision making	<input type="checkbox"/>			
... maximising performance of others	<input type="checkbox"/>			
Business effectiveness				
... customer focus	<input type="checkbox"/>			
... excellence and continuous improvement	<input type="checkbox"/>			
... business awareness	<input type="checkbox"/>			
... technical / professional skills	<input type="checkbox"/>			
PERSONAL IMPACT				
a. Personal				
... self-confidence	<input type="checkbox"/>			
... sense of well-being / happiness	<input type="checkbox"/>			
... understanding of & empathy with colleagues	<input type="checkbox"/>			
... awareness of wider social issues	<input type="checkbox"/>			
b. Outlook on company/job				
... job satisfaction	<input type="checkbox"/>			
... pride in the company/my job	<input type="checkbox"/>			
... commitment to the company	<input type="checkbox"/>			
... motivation	<input type="checkbox"/>			
c. Toward the community				
... understanding of the issues	<input type="checkbox"/>			
... empathy with other people	<input type="checkbox"/>			
BEHAVIOUR				
... undertake more volunteering	<input type="checkbox"/>			
... recommend volunteering to a colleague	<input type="checkbox"/>			
... talk positively about the company	<input type="checkbox"/>			
... do job better	<input type="checkbox"/>			
Impact of volunteering on the business				
Retention	<input type="checkbox"/>			
Recruitment	<input type="checkbox"/>			
Morale	<input type="checkbox"/>			
Team building	<input type="checkbox"/>			
Pride in the company	<input type="checkbox"/>			
Improved employee 'proposition'	<input type="checkbox"/>			
Transfer of skills to business	<input type="checkbox"/>			
Reputation				
Value/impact of press coverage	<input type="checkbox"/>			
Improved relationship with Gov't/regulators	<input type="checkbox"/>			
Building stakeholder trust	<input type="checkbox"/>			
Improved relationship with the community	<input type="checkbox"/>			
Known as employer of choice	<input type="checkbox"/>			
Brand building/profile	<input type="checkbox"/>			
Customers				
Raised customer awareness	<input type="checkbox"/>			
Meeting customer expectations	<input type="checkbox"/>			

Appendix 2: The measures

The output and impact working group defined and identified measures to assess the depth of impact in each of the core output and impact areas, and for each output and impact type.

Each of these and the thinking behind them are detailed on the following pages. For more information about how they might be assessed in practice we advise referring to the Excel based **output and impact toolkit**, which is available for LBG members to download from the LBG website (www.lbg-online.net).

1. People – Behaviour/attitude change

Definition: *The effect of interventions to make a positive, measurable change in behaviour or attitude*

To measure: *The degree to which behaviour/attitude has changed and the extent to which positive changes can be reported as a result*

The impact of many community activities can be seen in the positive changes they make in people's behaviour or attitudes. This may be to address certain behavioural traits (e.g. substance misuse, truancy from school) that if addressed could have a positive impact on the person's life. They may also be about challenging people's preconceptions and enabling them to make wider, different or more informed choices (e.g. attitudes to authority or to academic subjects e.g. science).

The level of change that can be achieved could range from a fairly immediate short-term intervention that makes the individual aware of an opportunity (or need) to change, to more long-term involvement that leads to demonstrable sustained change in someone's circumstances.

The following five steps can help identify and assess the difference made in someone's behaviour or attitude, and the subsequent results, following an activity:

Static:	Aware:	Making changes:	Seeing results:	Sustained change:
No movement, following the activity the person feels no need or want to change	As a result of the activity the person recognises the need or opportunity to change and feels empowered as to how to go about it	As a result of the activity, the person has or will take concrete steps to change behaviour/ attitude	Able to report / demonstrate positive benefits as a result of changes made	Can report that long-term impacts have been achieved as a direct result of the activity
Example: 200 schoolchildren participate in a sports activity whose objective is to engage with persistent truants and improve their school attendance				
<i>25 experience no change. They participated in activity but no effect on attendance or attitude</i>	<i>50 experience raised awareness: Taken part, recognised opportunities of fuller engagement with school, though yet to do anything more about it</i>	<i>75 make a change: Attending school more regularly</i>	<i>25 are seeing personal benefits through increased learning</i>	<i>25 experience a sustained change: One year on attendance has consistently improved, academic performance improved as a result</i>

2. People - Quality of life

Definition: *the effect of interventions to increase the degree of well-being felt by an individual or group of people*

To measure: *The extent of improvement to well-being where possible (in quite tangible areas such as improved health or slightly 'softer' areas such as engagement in community life).*

Many community activities improve the quality of life of individuals or the broader community. This can be seen through emotional wellbeing programmes (e.g. building confidence through skills development), social wellbeing (e.g. reintroducing and engaging sections of the community back into society, like young offenders) and physical wellbeing (e.g. programmes targeting obesity through sports and recreation).

The following five steps can help identify and assess the difference made to someone's quality of life, and the subsequent results, following an activity:

Opportunity	Engagement	Short-term benefit	Long-term minor gain	Long-term significant gain
An individual or group has the opportunity to participate in an activity or scheme	Individual or group engages in / takes advantage of the opportunity	Individual or group can identify specific improvements in their sense of well-being as a result of the activity	Individual or group can report limited, sustained uplift in their sense of well-being as a result of the activity	Individual or group can report significant sustained improvements in their sense of well-being as a result of the activity
Example: A six-month programme to renovate a communal garden in a housing project to improve social cohesion in the area				
<i>100 residents are provided with the opportunity to participate in the community programme</i>	<i>60 residents volunteer to help with the renovation</i>	<i>40 report improvements in emotional and physical well-being while participating in the activity</i>	<i>100 (all residents) experience an uplift in social cohesion as the garden becomes a focal point for residents</i>	<i>10 participants report significant, long-lasting improvement in their confidence and sense of engagement in the community as a direct result of their participation</i>

3. People – Skills and personal development

Definition: *The effect of interventions to develop an individual in new and existing skills to enable them to develop academically, in the work place and/or socially.*

To measure: *The improvement made to skills and learning and the subsequent benefits to the individual.*

Many community activities demonstrate the benefits delivered to an individual through educational and vocational training opportunities. The results for these types of projects that deliver formal learning tend to be concrete, with skills being learnt, or qualifications being achieved that might increase the chance of employment and other opportunities.

As well as formal educational or training opportunities, community projects can also develop people's 'softer' skills in areas like decision making, teamwork, problem solving etc.

The following five steps can help identify and assess the difference made in someone's skills and personal development, and the subsequent results, following an activity:

Static	Addressing needs	Developed	Using	Seeing results
No movement, despite the offer of an opportunity the person has not identified a route towards development	The person identifies a development need and actively takes steps to address it	As a result of, or through, the activity the person is actively developing specific skills in an identified area	Has developed demonstrable skills that can apply in everyday life	Can report long-term changes in circumstances as a direct result of the skills developed / qualifications gained
Example: 200 unemployed people offered to take part in a one week vocational training programme to develop gardening skills				
<i>25 people made aware of the training opportunity decline to take it up</i>	<i>175 enrol onto the course</i>	<i>160 complete the course and gain relevant qualification/ skills</i>	<i>100 expect to go on to further training</i>	<i>25 gain employment in gardening/ related area</i>

4. Organisations – Capacity building

Definition: *the discernible difference(s) in the ability to provide products and services experienced by beneficiary organisations as a result of company contributions*

To measure: *The areas in, and the degree to, which organisations have built their capacity as a result of corporate contributions*

In some cases the best assessment of impact can be made by working with community partners (beneficiary organisations) to assess the degree to which they have benefited as a result of corporate contribution(s).

- Sometimes referred to as ‘capacity building’, the objective is to assess whether, and to what degree, the contribution has enabled the beneficiary organisation to either develop new competences or services and/ or upgrade existing ones in key areas

The working group identified the following core indicators for how a company’s contribution might increase an organisation’s capacity:

- Enabled us to provide new services/products
- Improved our management systems (e.g. IT, HR, finance)
- Allowed us to reach more or spend more time with clients
- Enabled us to employ more staff / take on more volunteers
- Enabled us to train staff / volunteers
- Delivered cash savings to the organisation
- Unlocked other sources of funding (leverage)

A simple scale of perceived impact was developed to assess the difference made in each area:

Indicator not relevant to this activity	No difference	A little development: i.e. a negligible short-term change in our ability in this area	Some development: i.e. some demonstrable longer-term improvement in our capacity in this area	Significant development: i.e. significant sustained improvement in our capacity in this area
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5. Environment – Ecology and human behaviour

Definition: *The effect of activities to improve, or conserve, biological, ecological and natural habitats*

To measure: *The extent of improvement to the environment through direct intervention and the impact and extent of positive changes in people's behaviour around environmental issues*

The working group identified that the environment stands as a distinct area of impact due to the way in which projects in this area can have direct ecological benefits rather than necessarily benefiting people or organisations. However, we also recognised the human element within environmental activities as many centre on making environmental improvements by promoting changes in human behaviour such as reducing water use.

The indicators identified under environment are:

1. Direct environmental impact:

- Protect and/or replant tree stocks
- Protect endangered species
- Improve/conserves waterways
- Conserve protected land/sites
- Decrease waste to landfill
- Reduce greenhouse gas emissions

2. Impact on human activity/behaviour:

- People engaged on environmental issues/activity
- Increased levels of recycling
- Improved energy efficiency
- Reduced water usage

Again a simple scale of perceived impact was developed to assess the difference made:

For direct environmental impact

Indicator not relevant to this activity	No difference	A little development: i.e. limited, short-term change in this area	Some development: i.e. i.e. some demonstrable longer-term improvement in this area	Significant development: i.e. i.e. significant sustained improvement in this area
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For impact on human activity/ behaviour

Indicator not relevant to this activity	No difference	A little development: i.e. increased awareness of the issue(s)	Some development: i.e. active engagement in activity(ies)	Significant development: i.e. sustained change in behaviour around the issue
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6. Volunteers - Skills, personal impact and behaviour

Definition: *The effect of any voluntary activity by employees that is led or supported by the company for community benefit.*

To measure: *The discernable change in employee's attitudes, behaviour and/or skills and the resulting benefit to the company both immediate and long-term.*

Many companies measure the impact that volunteering opportunities have on their employees to some degree. However, no consistent or comparable methodology has so far been developed.

The working group addressed this gap and devised a consistent set of core criteria against which volunteer assignments can be assessed. It identified that volunteering can impact on employees in three key areas:

- Skills
- Personal impact (confidence, well-being etc.)
- Behaviours

Taking each of these in turn:

Skills – volunteering assignments can help employees to develop their skills in a number of ways. Some can address core, job-related competencies such as communications, teamwork or leadership skills etc.

A set of 13 core skill areas were identified and a five point scale was developed, where employees can self-assess, or be assessed as to whether a volunteering opportunity has had an effect on their core job skills:

Indicator not relevant to this activity	No difference	A little development: i.e. a negligible short-term change in our ability in this area	Some development: i.e. some demonstrable longer-term improvement in our capacity in this area	Significant development: i.e. significant sustained improvement in our capacity in this area
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Personal impact – Just as community projects can change the attitudes and behaviour of the people they benefit, they can also have a personal impact, which can manifest itself in areas like self-confidence, job satisfaction and pride in the company.

Behaviours – Similarly, volunteering can affect behaviour. It might inspire people to volunteer again or make them more likely to stay with the company.

In the case of personal impact and behaviour a simple scale of impact based on the extent to which an employee agrees whether a voluntary opportunity has contributed to a development or change across a set of 14 indicators was adopted.

Appendix 3. Defining terms

A number of terms: Input; Output; Outcome, and; Impact are used, all-too-often interchangeably, when assessing the results of community activities. The differences between these are as follows:

- **Inputs** – The resources you put into the project. Whether in cash, staff time or in-kind
- **Outputs** – The immediate products or services that the project, or your charity partner, delivers as a result of your inputs
- **Outcomes** – The changes, benefits, learnings or other results that happen as a result of the project. Outcomes describe an effect of the project (e.g. improved literacy skills) on an individual or group, they don't describe how those changes have benefited society as a result
- **Impacts** – The wider long-term effects of a project. They are often assessed by looking beyond the original beneficiaries and measuring the benefits to society, or groups within society, as a result (e.g. the impact of improved literacy skills may be to reduce reliance on state benefits)

While it is important to understand the differences, and the relationships, between these different terms, it is also important not to get too hung up on whether the achievement you are able to observe is an output, an outcome, or an impact. The key is to be able to begin to map, assess and demonstrate your programme's results. It may be that over time you move from reporting outputs then outcomes and on to impacts. Whatever the level of assessment, provided you are transparent about the scope, you are helping your stakeholders, internal or external, to understand the results of your programme.

An excellent resource for understanding the relationship between inputs, outputs etc. is *Your Project and its Outcomes* a Charities Evaluation Service publication.

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