



OUTPUT IMPACT ASSESMENT



Measuring the results of community investment

A users guide

Developed for LBG members by LBG Australia / New Zealand
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Introduction



Recently there has been a shift in the focus of corporate community investment (CCI) moving from what companies invest into the community to focus on what the investment achieves for the community and also for the business.

This shift is important. Assessing the results (outputs and impacts) of our community contributions can help demonstrate the value of the community programme to the business and to the groups and stakeholders to which it is accountable. 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 invested are effectively spent.

This guide along with the accompanying Excel based output and impact toolkit provides an overview of the process for understanding the sort of results you do, or might, achieve through a community project and assessing the difference you make.

1. What is output and impact assessment?



Output and impact assessment entails looking at the projects we support in the community, identifying who and what we benefit and establishing how they and the community are better off as a result. It helps to provide a complete picture of community activity looking beyond the input costs to provide an understanding of how our investment has benefited society.

Until recently a lot of output and impact assessment has considered community activities in isolation. This has meant that while companies have been able to calculate and articulate their overall investment into the community they have struggled to articulate the overall difference that they make. A recent project has attempted to address this challenge by developing a consistent set of measures and processes for assessing the results of corporate community investment. They are summarised in this document.

2. How can it help me?



Output and impact assessment helps us to understand and then articulate the difference that our contributions make to the people, organisations and communities that we benefit. Assessing the results of your contributions can help you and the wider business to demonstrate and communicate the difference that the company is making in the local community.

Assessment also helps with forward planning. Thinking about the outcomes of your community projects in this way will also help you in selecting, managing and directing your future partnerships. This will help to make sure that the business, partners, and the community are making the most of the relationship.

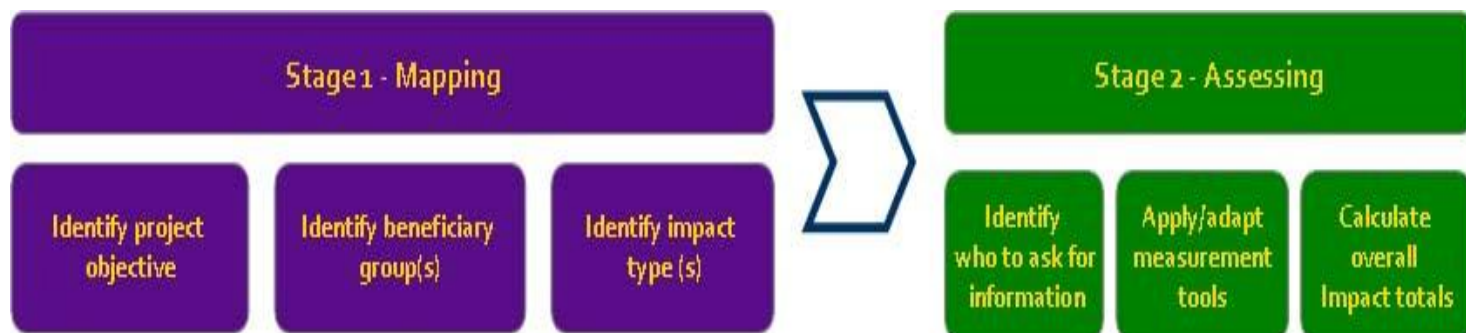
How do I measure the outputs and impacts of my projects?

A simple two-stage approach to output and impact assessment has been developed, which provides a clear process for assessing output and impacts of community projects or contributions:

Mapping (indicators): Collating information on objectives, beneficiaries and impact areas across individual projects to identify areas of actual or possible impact

Assessment (measures): Using a set of standard tools to gather consistent and comparable information on the overall difference made by a community project

Initially, it may be enough to just focus on stage 1 as this will help you to understand and articulate where you are making a difference and how. However it is only by going further and applying stage 2 that you can begin to establish the extent of the difference that is being made. Each step is covered in more detail below.



Step 1: Mapping

The first stage in assessing the outputs and impacts of a project is to identify and map the actual or anticipated benefits that it brings. It may be best to do this with the beneficiary organisation to benefit from its understanding of the likely results.

An 'Indicator checklist' is available to assist in this process. It will help you and your community partners to identify and begin to assess your achievements.

For any community activity you support or contribution you make simply go through the checklist to identify the areas in which you are, or are likely to be, achieving benefits for the community or the company.

If you go through the checklist before you make a contribution or support an activity you can work with your community partner to estimate the number of people helped, or the number of trees planted (depending on the nature of the project) and put this in the target column.

This can then be reviewed after the event to assess the actual result.

There is a three-step process to using the indicator checklist to map your project.

1.1. Identifying project objectives and what you want to achieve

Before completing the checklist it is worth thinking about what the community organisation is trying to achieve through the project that you are supporting. This will help you to begin thinking about the outputs and impacts you might identify.

Key questions to ask at this stage are;

- Does the project address a particular issue?
- Does it focus on a certain group in society?
- What will success look like for both the company and the business?
- Does it relate to wider community or business objectives?

It is worth noting the objective at the top of the checklist for reference.

1.2. Who and what am I benefiting?

Having identified the project objectives the next step is to identify who or what the activity is benefiting. The following have been identified as core output and impact areas where community activities are likely to benefit. A few activities might produce benefits in all areas, though most will feature just one or two.

People

Organisations

The environment

Volunteers

The business

This grouping of indicators under broad heading means that results across different projects can be compiled to produce a picture of where the company as a whole is making a difference.

1.3. What kind of difference am I making?

The third step is to identify the difference you are making through your project and in what way. The indicator checklist groups a wide range of possible outputs and impacts under each heading to help you identify the area where your project is making a difference.

It first enables you to identify the type of people you are benefiting (if relevant) and goes on to detail the types of benefits that they might experience as a result. It then provides the opportunity to identify results for each of the other broad headings.

Once the checklist has been completed you will have a solid understanding of the different ways in which the project benefits the community and the business along with a clear indication of the type of information you would need to compile to establish the difference it has made in these areas.

Step 2: Assessment

The second stage is to assess the extent of the change you make to the people, organisations or issues that you benefit.

A number of tool templates have been developed that can be used, or adapted as necessary, to gather information from beneficiaries and/or community organisations. These are all available from the Excel outputs and impacts toolkit.

To give an example of how you might use these: Using the indicator checklist you and your community partner may identify that one area where your project impacts is on people by helping them to make a positive change in their attitude or behaviour (e.g. it may address drug misuse, or encourage people to eat more healthily or take more exercise).

To assess the degree of impact in this area, it is then a matter of taking the following steps:

2.1 Identify who to ask for information

Who you can ask for information on depth of impact will vary from project-to-project. In some cases, if individual beneficiaries can be tracked and relied on for information you could ask them (or a

sample of them) to provide a self-assessment of the difference the project has made to them. In other cases it may be that the community organisation can provide a good indication of the number of people your contribution has helped and how.

You may find from discussions with your community partner that data on impacts on individual beneficiaries is not possible to obtain. In such cases it is worth identifying whether another area of impact can be assessed (e.g. the impact on the community organisation itself, or the impact experienced by employee volunteers).

If we continue with the behaviour change example, let us assume that you agree with your community partner that it can provide the assessment you need. The next step is to apply, or adapt as necessary, the relevant measurement tool.

2.2 Apply/adapt measurement tool

In the case of behaviour change you can use the people tool from the outputs and impacts toolkit to gather information from the community partner on the extent to which your contribution has benefited people through positive changes in behaviour. The tool provides a simple five-step measure which will enable your community partner to provide an overall understanding of the extent to which people's attitudes and behaviours have changed as a result of the project, as follows:

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

It may be that your 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 coming from the changes they have made.

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

2.3 Calculate overall impact totals

Once your community partner has provided an estimate of the number of beneficiaries reaching each stage as a result of your support, it can be fed into the central data collection alongside comparable data from other community projects to build up a picture of the overall impact of the company's community activities.

The above guidance has been worked through using an example of impacts on people. The outputs and impacts toolkit contains templates for each of the other broad impact areas and the types of indicator that sit under each one.

As each community project is different the toolkit cannot provide a 'one-size fits all' assessment tool for every possible kind of project assessment. Instead it provides templates that can be adapted/customised for use depending on the project and the beneficiary.

If you need help or advice on amending a tool in any way, do liaise with your community affairs manager.

Hints and tips



- Do work with your community partners – you can both use this assessment process before, during and after an activity to identify and assess results.
- Do base your assessments on data/information that is readily available rather than asking for new information or imposing new measurement regimes.
- Do be flexible. If it looks like information about a particular indicator is going to be difficult to obtain, then it may not be the right indicator, so consider looking for something else.
- Don't only communicate positive results – your measurement needs to be objective to ensure your credibility.
- Don't over complicate the process – the tools are here to help you in your evaluation journey.
- Do use the support of your community affairs team and the advice available from LBG.

Appendix 1



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"/>			
Elder 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 financial microfinance	<input type="checkbox"/>			
Access to state benefits	<input type="checkbox"/>			
Opportunity for employment	<input type="checkbox"/>			

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.

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

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				
100 residents are provided with the opportunity to participate in the community programme	60 residents volunteer to help with the renovation	40 report improvements in emotional and physical well-being while participating in the activity	100 (all residents) experience an uplift in social cohesion as the garden becomes a focal point for residents	10 participants report significant, long-lasting improvement in their confidence and sense of engagement in the community as a direct result of their participation

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				
25 people made aware of the training opportunity decline to take it up	175 enrol onto the course	160 complete the course and gain relevant qualification/ skills	100 expect to go on to further training	25 gain employment in gardening/ related area

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
- 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/conservate waterways
 - Conservate 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. 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 while others can address 'softer' skill areas such as communications, teamwork, 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.