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SEIT 1386

## Measuring the difference: Models, Mission & Skills

Euclid Masterclass  
Knowhow for Impact  
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*25<sup>th</sup> February, 2016*

## Social impact

- What is it?
- What is it not?
- Who cares?
- When should we do it?
- How should we do it?
- What do we need to do it?

## “Social Impact”

- What: **Positive** and negative effects of organisational activity
- On whom: On people and the environment
- By whom: Basically all organisations, more specifically those working for the “common good”
  - Examples: charities, foundations, social enterprises, other NPOs, NGOs, public bodies, firms’ CSR activities...

## What impact is not!

- Operational Efficiency
- Balanced scorecard
- Organisational (social) due diligence
  - Organisational impact potential
- Social reporting (standards)
- Sustainability reporting/indicators

## Main stakeholders

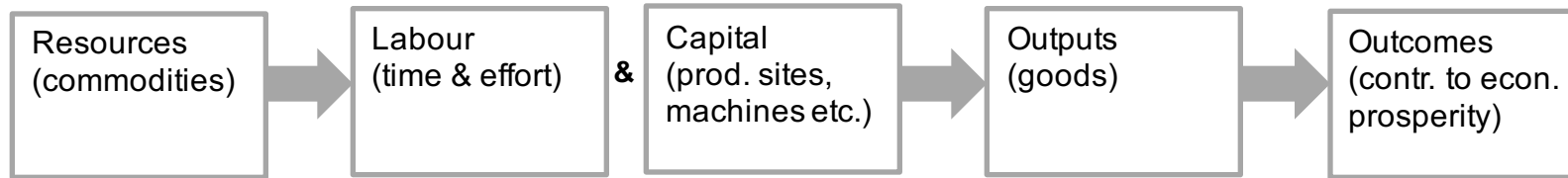
- Funders: The state, venture philanthropists, foundations, other investors
  - NEW: Social impact bonds
- Regulators: The state, other regulative authorities
  - NEW: Social innovation
- YOU: Social purpose organisations

## Scoping Exercise

- Which region are you from?
  - North – South – East – West – centre – outside Europe
- Your organisational type?
  - Nonprofit – foundation – state (EU) – firm – intermediary...
- Your main activity?
  - Funding – operational projects – consulting – information exchange...
- Your main field?
  - Advocacy – culture – education – environment – health–housing – social services...
- Ever measured social impact?
  - Yes – No

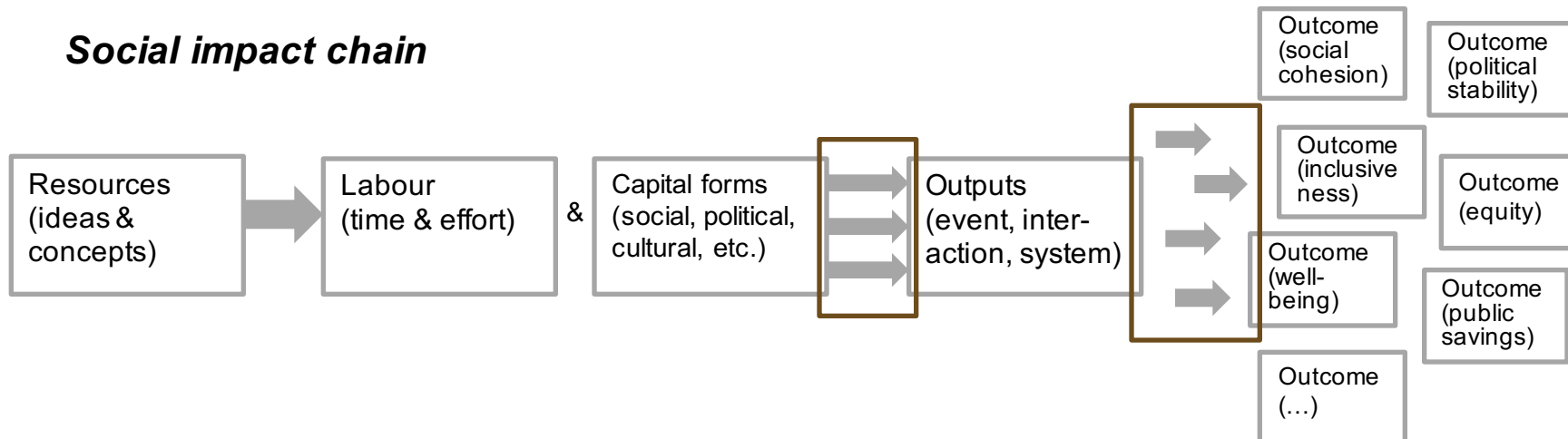
## Why is social impact so challenging?

### Industrial production chain



Perfect information on: Inputs – production factors – outputs – context conditions → outcomes.

### Social impact chain



Blurring of information: Multitude of outputs – fuzzy context conditions → causal connections to final outcomes unclear.

Source: Krlev 2016

## 2 versions of social impact

### A: One link in a causal chain

Input →	Output →	Outcomes →	Impact
activities, steps undertaken, resources invested into a project	direct results brought about by the activities	more general benefits that are created through the activities and their output	social change that the activities try to provoke (in the long run)
e.g. job interview training for unemployed	e.g. a number of X unemployed have received a job interview training	e.g. enhancement of interview skills of the people trained; enhancement of employment chances	e.g. reduction in unemployment rate

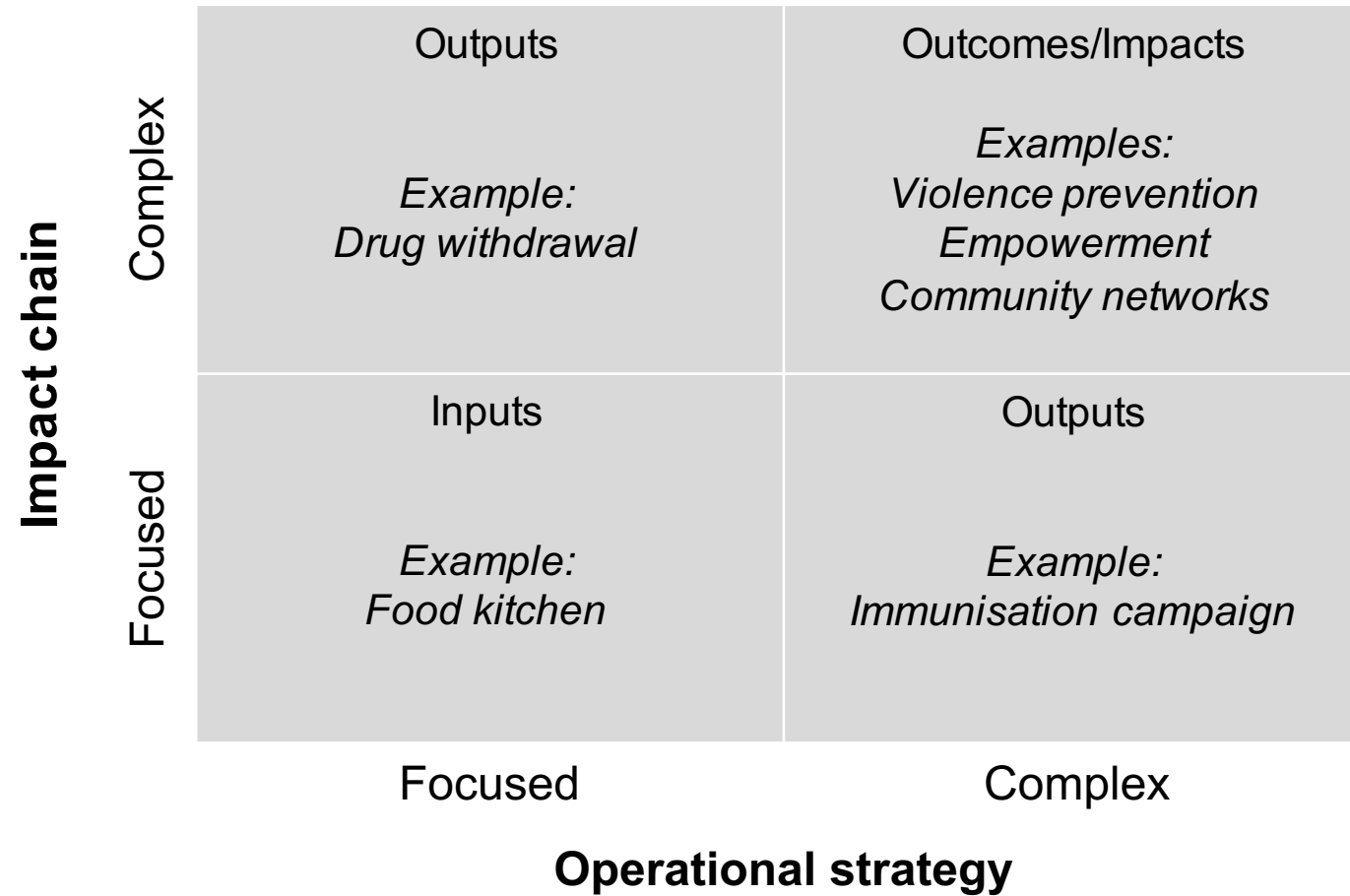
### B: Expression of the attribution challenge

Input →	Output →	Outcomes
activities, steps undertaken, resources invested into a project	direct results brought about by the activities	social change that the activities try to provoke (in the long run)
		<table border="1"> <thead> <tr> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>that part of the change that can be attributed to the activities undertaken: what would not have occurred anyway</td> </tr> </tbody> </table>
Impact		
that part of the change that can be attributed to the activities undertaken: what would not have occurred anyway		

Source: in reference to Clark et al. 2004



## When to care about impact at all?



Source: in reference to Ebrahim & Rangan 2010

Some statements please!

Mission in 1 buzzword:

- A:
- B:
- C:
- D:

Three kinds of „benefit“/outcomes/impacts ...

1. Economic  
e.g. direct revenues
2. Socio-economic  
e.g. reduction in public transfers
3. Social  
e.g. social cohesion, political empowerment, tolerance and inclusiveness, justice, equity etc.

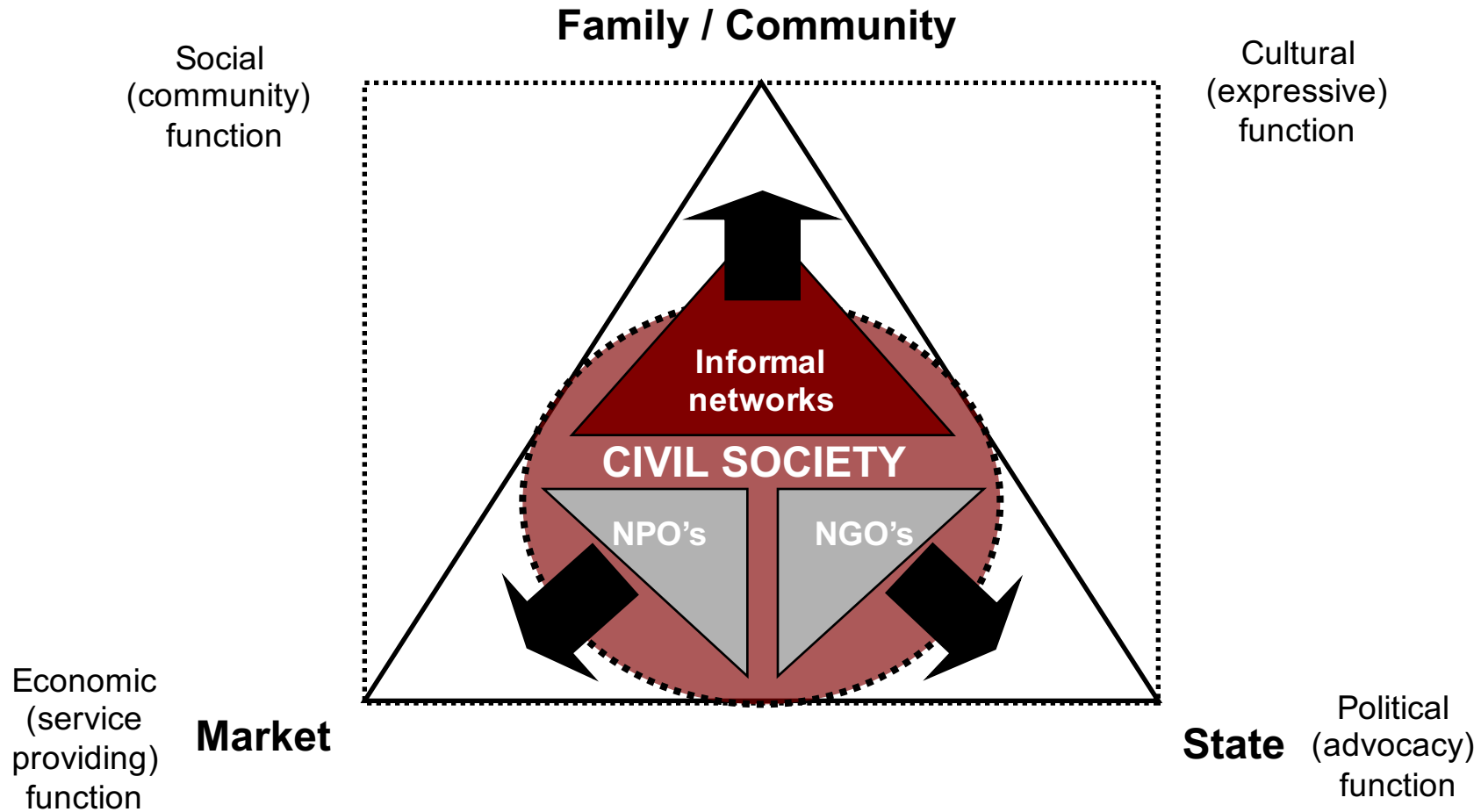
Priority in current practice: 1, 2, 3

How priority **should** be: 3, 2, 1!

**Why?!**

**→ What was your mission again?**

## How do we structure impact dimensions?



Source: Kehl & Then 2012

1. Derive main impact component(s) from organisational mission
2. Compose research design to assess component
  - Randomised (hard); control group; within group comparison over time
3. Choose methods
  - Qualitative or quantitative or combined
4. Tap existing research on measures
5. Adapt, tailor and/or design instruments
6. Execute study
7. Repeat study (if necessary)

## An example?

	Multigenerational housing	Assisted Living
Principles	Activ., engagement, informality	Service
<b>Main impact</b>	<b>Stronger social network</b>	
Design (cohorts)	Programme group	Control group
# of people	~ 100	~ 200
Population	In need of support (> 60 years and/or care level)	
Instrument	Quantitative: Person-assisted survey	
<b>Measures</b>	<ul style="list-style-type: none"> <li>• <b>Social contacts (#, frequency, intensity, importance)</b></li> <li>• <b>Reciprocal support (instrument., emot., companionship)</b></li> <li>• <b>Trust</b></li> <li>• <b>Self-efficacy</b></li> <li>• <b>Participation</b></li> </ul>	

## And another one?

	Violence prevention in school	
Programme components	<ul style="list-style-type: none"> <li>• Boxing (physical and emotional self-esteem)</li> <li>• Video pedagogy (self-image)</li> <li>• Partner and group practices (responsibility, respect)</li> </ul>	
<b>Main impact</b>	<b>Improvement in anti-violent/pro-social behaviour</b>	
Design	Within group comparison (post > 1 month)	
Population	• Pupils (> 14 years)	
Instrument	<b>Qualitative: interviews</b>	Quantitative: survey
#	~ 25 (4 x 5-7 pupils)	~ 60 (4 x 15 pupils)
<b>Measures</b>	<ul style="list-style-type: none"> <li>• <b>‘Thematic framework’ based on quant part</b></li> </ul>	<ul style="list-style-type: none"> <li>• Aggression attitudes</li> <li>• Aggressive behaviour</li> <li>• Self-esteem</li> <li>• Consideration for others</li> <li>• Collective efficacy</li> </ul>



- Knowledge: Impact assessment necessary at all?
- Strategy: What is our mission and how do we achieve it?
- Translation: How do we transform mission into impact dimensions?
- Research: How do we best measure social outcomes?
- Economy: How little and how much effort do we need to put in to have a sound claim?

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