**TELLING YOUR STORY WITH IMPACT:  WORKSHOP RESOURCES**

Here are some links and further reading to take forward your exploration of storytelling and evaluation in the workshop.   We’d love to know what you find most useful in this list.

1. **EVALUATION**

These are some resources that we’ve found useful in our own organizational and project evaluation work and examples as reference points.

1. **THEORY OF CHANGE MODEL**

Theory of change models are used by charities and funders to identify what impact they want to have and tracking their progress against their impact criteria.  [New Philanthropy Capital (NPC)](https://www.thinknpc.org/resource-hub/ten-steps/) has useful resources for creating your own theory of change model. You can find their free guidebook as a download here <https://www.thinknpc.org/resource-hub/ten-steps>. NESTA.also guidance on theory of change as well as [free toolkit](https://www.nesta.org.uk/toolkit/)s of other resources covering many other aspects of organizational and project planning.  At Ministry of Stories, (MoS) we used NPC’s toolkit to help us manage, deliver and evaluate a three-year Lottery funded programme. We also used them to write stories of change for individual programmes and the whole organisation. The 826 National Theory of Change Model for its school and place-based programmes can be found [here](http://dl.icdst.org/pdfs/files3/1536af2d8540b8bf8efe474e34e5b01a.pdf).

1. **IMPACT STUDY 1  (ORGANISATION)**

This is an example of [an impact study](https://www.ministryofstories.org/media-centre/ministry-of-stories-boosts-creativity-motivation-and-communication-in-children-says-report/) carried out by UCL/Institute of Education on the work on MoS in 2012-15 which we talked about in the session.   This was based on the first theory of change model MoS created after our first two years of start up and this research really help us to understand and refine our organizational mission.  Our theory of change identified the 4 key criteria we wanted the study to look at: impact on confidence, creativity, communication skills and attainment and kept the evaluation on track over the 3 years. It has an executive summary, so you don’t need to read all 84 pages!

1. **USER SURVEYS**

[Public Profit](https://www.publicprofit.net/) is an American evaluation organisation that Gerald worked with during his time at [826 National](http://www.826national.org). We’ve sent you some examples related to user surveys: *3 Steps to Go From Survey Hell to Survey Heaven, Creative Ways to Solicit Youth Input* and *Dabbling in the Data*.  The first two of these relate to work with young people, but you should find approaches here that read across to your own organisations.  You can find more resources on their website.

**d)   IMPACT STUDY 2   (PROJECT)**

We’ve sent you a published impact study for a programme conducted by the 826 centres in the US. It combines qualitative and quantitative data to tell the story of impact of one of the book project young people work on.

**e) PRE AND POST SURVEY EXAMPLES**

We’ve included examples of the pre and post qualitative surveys used by the [Super Power Agency](https://superpoweragency.com/) to explore changes in pupils’ attitudes towards their writing, pride in their work and their self confidence.

**2.  THE POWER OF STORYTELLING**

**a)**  This is an example of how good storytelling can really help to build your mission against the odds.  It’s taken from **The Secret Language of Leadership** by Stephen Denning.

In the 1990s, Denning was redeployed at The World Bank to tackle knowledge management. Denning says that at the time this was the career equivalent of being “sent to Siberia”.  He realized that if a giant institution like The World Bank could share the information from its multitude of global projects more effectively, its impact could be hugely amplified. But he also realized it would have to convince a range of risk-averse managers above him if he was going to get them to adopt this idea and change anything.

*“A month after accepting his assignment, (he) had lunch with a colleague who had returned from Zambia. This colleague was working on a project to improve health care, particularly for mothers and children. While (the colleague) was in Zambia, he met a health-care worker in Kamana - a small town 360 miles from Zambia’s capital - who was struggling to fight malaria in the community and was trying to find information on how to combat the disease. The worker had found a way to log on to the Internet and had discovered the answers he needed on the website of the Centres for Disease Control (CDC) in Atlanta*.

Denning did not give the story much thought at the time. It was only later that it dawned on him that this was a perfect example of the potential power of knowledge management.  So he …

*“... began to incorporate the story into conversations with colleagues, stressing why the Bank ought to make knowledge management a serious priority. Weeks later,(he) had an opportunity to speak to a committee of senior management. He’d only have ten minutes on the agenda. In that time, he’d have to introduce a new organisational strategy and win the group’s endorsement - a tall order. First, (he) set up the problem ... then, rather than doing what most people would have done ie. rehashing the discipline of knowledge management and quoting some authorities about its importance for the twenty-first century, (he) did something different and told the Zambia story.”*

Immediately afterwards, two executives raced up to him and began to bombard him with all the things he should be doing to get the programme off the ground. *“This is a very strange conversation,”* he thought. *“Up till ten minutes ago, these people weren’t willing to give me the time of day and now I’m not doing enough to implement their ideas. This is horrible! They’ve stolen my idea!”* And then he had a happier thought. *“How wonderful! ... It’s become* ***their*** *idea! ...*

**IF YOU WANT TO DELVE FURTHER**

**b)** Denning’s story is retold in a book that we refer to in part 2 of the workshop which we particularly like for its wide practical applications of storytelling to making an impact. The authors of *Made to Stick: (why some ideas survive and others die),* brothers, Chip and Dan Heath, were interested in what made often apparently good or quite similar ideas thrive in some cases and not in others. They developed a checklist in which good ideas need a sufficient combination of the following elements to achieve **S U C C E S (S):**

● **S for SIMPLE** - it’s a simple, accessible concept

● **U for UNEXPECTED** it disrupts expectations and grabs your attention

● **C for CONCRETE** the idea feels real and tangible, not abstract

● **C for CREDIBLE** there is strong evidence that it works

● **E for EMOTIONAL** it makes an emotional connection

● **S for STORY** ... and you may not be surprised that the Heaths found that a good storywas one of the most important factors – if not *the* most important factor – in communicating all of the other elements.

The Heaths also researched *the kinds of* stories that frequently have the most impact on audiences. In Part 2 of the workshop, you experimented with the three “plots” that they found to most regularly occur:-

**THE CHALLENGE PLOT** (“David and Goliath”)

**THE CONNECTION PLOT** (“The Good Samaritan’)

**THE CREATIVITY PLOT (“**The Whodunnit?)

… and remember the basic elements of the 1 minute pitch that we explored in the first workshop

1. Where are you as an individual or as an organisation in the story?  Why is

your organisation’s mission important to you?

2. What’s the problem it seeks to address?

3. What’s your solution?   (Remember to keep it specific and concrete)

4. How do you know it works? What data/ evidence backs this up?.

5.  What’s the impact that you could have, the wider change you could bring about?

6. And then, finally how do you want your audience to respond to your story? What’s your call to action?

Good luck with your stories!

**Ben Payne & Gerald Richards,**

**B&G Partners LLP**

**www.bandgpartners.com**