



Impact Development Workshop

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Table 4. An indicative list of activities and related time line.

| | Year1 | | | | Year2 | | | |
|---------------------------------|---|-------------|--|----------|--------------------|-------------|----|-------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| Cluster: | | | | | | | | |
| Activities | | | | | | | | |
| Workshop/training | Impact Development Workshop | | | | Follow-up Workshop | | | |
| Progress monitoring | | Half yearly | | Year End | | Half yearly | | Year End |
| Researchers: | | | | | | | | |
| Activities | | | | | | | | |
| Internal Meeting of Researchers | * | * | * | * | * | * | * | * |
| Impact | Impact Summary, Pathways to Impact | | Plan and carry out your impact activities | | | | | Impact Case Study |
| Stakeholder Engagement | Research User and Stakeholder Characterization Worksheets | | Plan and carry out your engagement activities | | | | | |
| Research Communication | Lay Abstract, Graphical Abstract | | Plan and carry out your communication activities | | | | | |

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Impact related documents

Year 1, Q1-Q2

- Impact Summary
- Pathways to Impact
- Research User Characterization Worksheet
- Stakeholder Characterization Worksheet

Year 1, Q1-Q2

- Lay Abstract
- Graphical Abstract

Year 2, Q4

- Impact Case Study (end of project)

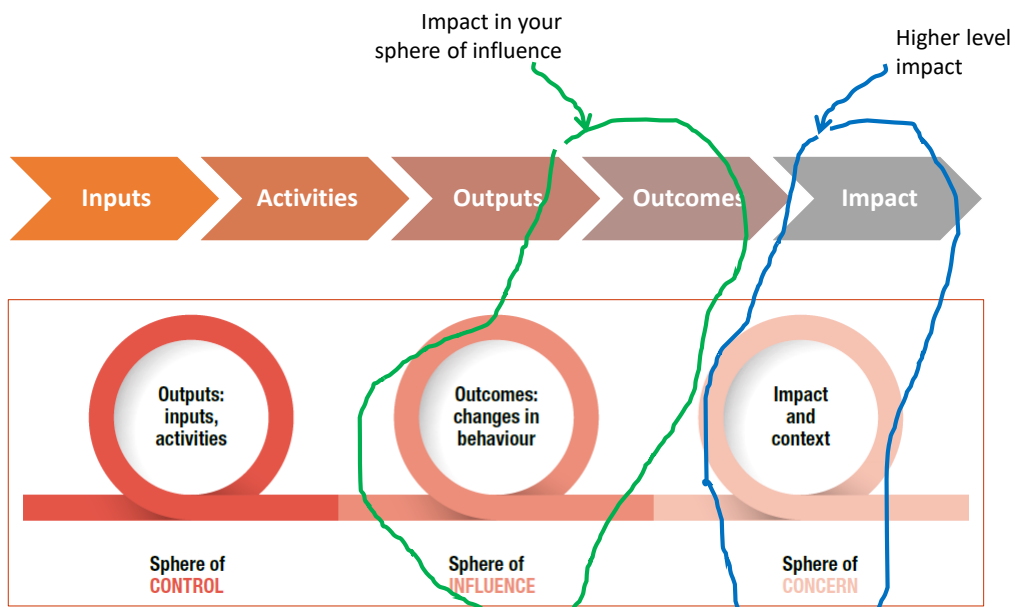
Activities

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Activity 2.1: Identify your impact objective

| | |
|-----------|---|
| Time | 20–40 minutes |
| Resources | 1 x flip chart paper and pen per group |
| Purpose | To develop a clear and concise impact objective |
| Activity | <p>In your research team, answer these seven questions:</p> <p>1. What is your research question and/or hypothesis?</p> <p>See Table 3 for guidance on developing a strong research question.</p> <p>2. What wider policy problem or issue does this feed into?</p> <p>For example, if your research is on youth perceptions on agriculture in eastern Uganda, the wider policy problem may be youth unemployment in the region.</p> <p>3. How can your research contribute to understanding or solving this problem or issue?</p> <p>What information or perspective will your research bring to light? What influence do you expect this to have? Will you engage or encourage participation from local stakeholders?</p> <p>4. Who will benefit from this research? How will they benefit?</p> <p>Rather than just listing stakeholders or making broad statements about how your research will 'provide new insights' or 'increase understanding', the purpose of this exercise is to dig deeper. How will new insights or greater understanding make a difference to people's lives? Will the research achieve this by engaging with local stakeholders? For example, a greater understanding of how young people perceive agriculture in eastern Uganda may help policy-makers create policies that incentivise young people to access available jobs in agriculture – this will help young people build a sustainable livelihood and feed their families.</p> <p>5. What is your high-level impact objective?</p> <p>This is the ultimate impact objective you would like to see the research achieve. This may take place beyond the end of the research and it may be outside your sphere of influence. Critically, think about this and how you may need to adjust it to reflect your responses to questions 1–4. It could be that you have more than one high-level impact objective.</p> <p>6. What are your impact objectives within your sphere of influence?</p> <p>Examples may be to build awareness of the research among a target audience, secure the commitment of a target group of stakeholders to the research aims, influence specific policies or policy-makers on key aspects or encourage participation among researchers or partner bodies (ESRC, 2016).</p> <p>7. What would you point to, to indicate that change has happened and that your research has made a difference?</p> <p>What observable changes among these groups might you see? Is it plausible that your research has contributed to these? Think about this for your impact objectives both within your sphere of influence and for high-level impacts.</p> |



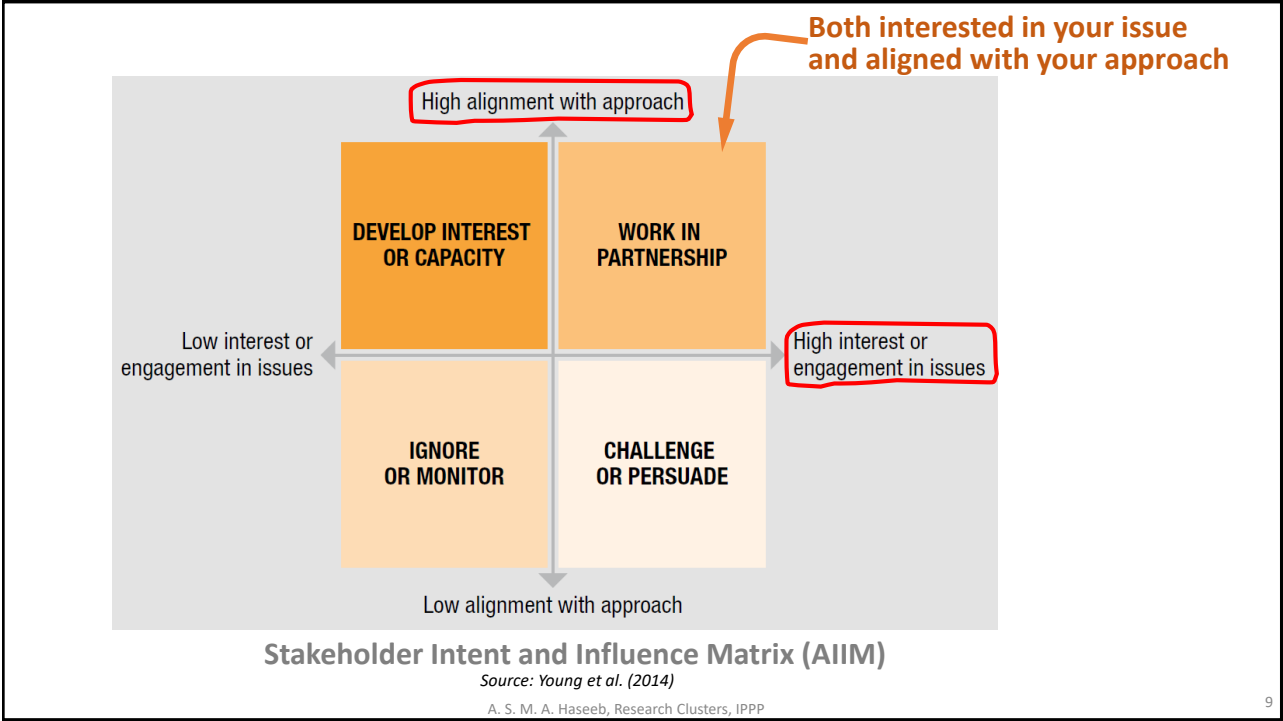
Framework showing spheres of control, influence and concern

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Activity 2.2:
Map your stakeholders

| | |
|-----------|--|
| Time | 60 minutes |
| Resources | 1 x flip chart paper, marker pen, up to 20 sticky notes per group |
| Purpose | <div>To identify:<ul style="list-style-type: none">research users to consult during the research planning stage;opportunities for building strategic partnerships and strengthening relationshipsrelevant users of research and stakeholders.</div> |
| Activity | <div>1. Place the flip chart paper on the wall or in the middle of the table and draw the matrix. Write your policy objective at the top of the page.</div> <div>2. For your policy objective, list all the stakeholders you can think of. Write them down on the sticky notes (one per note). Be specific and refer to different individuals or teams, rather than just saying the Ministry of Agriculture. This is important as different teams may have different positioning.</div> <div>3. Select those stakeholders who have the highest or the lowest interest or alignment.</div> <div>4. Take turns to place the sticky notes on the matrix, placing the notes for the four stakeholders that are at the most extreme points: so most interested/most aligned, least interested/least aligned, most interested/least aligned, etc. This allows an analysis of their relative rather than absolute levels and prevents all stakeholders being concentrated in the top right hand corner of the matrix.</div> <div>5. As you place the sticky notes, explain to the group why you are placing the stakeholder in that position. Discuss whether people agree or not. Remember you can have more than one sticky note per organisation; if an individual or team has a different degree of interest, alignment or influence, separate them out.</div> <div>6. Add dots to the sticky notes to show how influential the stakeholder is to the success of your research. Add three dots if they have a lot of power or influence; two dots for reasonable influence; one dot for minimal influence; and no dots for no influence. This will help you prioritise your efforts and resources later on.</div> <div>7. Once all stakeholders are on the matrix, start to look at the groupings. Refer to Box 5: Alignment, interest, influence matrix – groupings. Look at the individuals and groups that are most influential to you. Are they where you want them to be on the matrix? If not, use the pens to draw arrows to where you would like them to move to.</div> <div>8. Now add a 'tick' to any sticky note you have already had contact with or have access to.</div> <div>9. Think about what strategies you may want to implement to respond to your findings.</div> |



F. RESEARCH IMPACTⁱ

| You can use these columns to help write your 'IMPACT SUMMARY' | | This may be helpful for structuring your 'Impact Summary' and 'Pathways to Impact' sections | You can use these columns to help write your 'PATHWAYS TO IMPACT' | | | | |
|---|---|---|---|---|---|--|--|
| Who will your research benefit? (non-academic beneficiaries) | What will be the benefits to them from your research? | How would you categorise this benefit/beneficiary? (E.g. public, industry, Policy?) | How are you going to share your research with them? (I.e. what is the specific activity?) | When are these activities going to take place? (Be as specific as possible) | Who from your research project is going to arrange and deliver this activity? | What resources/training will you need for this activity? (Include in costs & justification of resources) | How will you know these activities have been successful? |
| | | | | | | | |

ⁱ Source: Guidance on impact in RCUK applications: <https://www.vork.ac.uk/staff/research/research-impact/impact-in-grants/>

You need to do brainstorming in the whole group to come up specific answers to these questions

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- *Be as specific as possible*
- *Divide the work among researchers*
- *Get your postgrad students and postdocs involved – good opportunity for young researcher to get trained*
- *Allocate appropriate budget for impact activities*

Thank you very much indeed !

