

# IMPACT

....for Life



A Facilitator Guide

## How We Support and Check the Impact of Our Work

MissionPREP and its volunteers are committed to help equip people for ministry in the world. Bob Morris' words at the front of the course binder speak well to this:

*IMPACT will change your life, and foster skills and attitudes you will draw on for a lifetime.*

So how do we do this?

We believe there are four main ways (see the *Principles to Practice Framework* image in the *Methodology* section of this binder): 1) in-depth learning needs and resources assessment; 2) strong design; 3) effective facilitation; and, 4) *intentional evaluation*. We feel confident in #1-3. Below is an explanation of how we will ensure #4 is accomplished. Since sustainable change is a process, we will intentionally collect evidence of learning, transfer and (finally) impact. It is in the supporting and checking of each of these “stages”, as well as effective learning needs and resources assessment, course design and facilitation, that we can be sure of the real impact of our work.

### Evaluating Learning

*Achievement-based objectives (ABOs)*. By using evidenced-based objectives, learning is constantly being checked and validated. Learners learn the course content by interacting with it; the learning is in the doing. Since the methodology used in this course is rooted in this belief, learning is evaluated throughout the course, making the ABOs important evidence of learning.

See ABOs at the start of each day.

*Charts and other visuals*. Using achievement-based objectives means there is plenty of evidence of learning. Flip charts, Post-it notes, sculptures, notes and other visuals are all valuable for evaluating learning. If the learners produce it, you can assess it.

*Feedback forms*. There are 3 different feedback sheets used: 1) for the learners; 2) for the facilitators; and 3) for the host couple. All three offer rich evidence of learning during the course.

See Facilitator Guide: *Feedback Sheet for Host*.

See Facilitator Guide: *Feedback Sheet for Facilitators*.

See Facilitator Guide: *Feedback Sheet for Learners*.

Also, informal feedback is collected at random times throughout the course, as a way to “check-in” and see how the learners and learning is going.

See Facilitator Guide: *Tips for Getting Some Feedback*.

*Journal entries.* Throughout IMPACT learners are invited to journal about their learning. Sometimes they are shared with a partner, sometimes with an organizer, and sometimes with someone outside the course. These journal entries are also evidence of their learning.

*Prayer.* Each day starts and ends in prayer. As well, throughout the course learners are invited to stop at meaningful places in their learning to pray: for themselves, each other, their ministry, and various groups and individuals outside the room. In these prayers, evidence of the learning may be found.

*Informal conversations.* Each course has a “host couple”. Among their roles and responsibilities is to check in with learners throughout the course: during breaks and lunch, before and after the course, as well as in the evening. Although these conversations can range in seriousness, content, and scope, they also offer evidence of learning.

See Facilitator Guide: *Tips for the Host Couple.*

### **Evaluating Transfer of the Learning**

*Departure Plan and Maximizing Impact Plan.* These tools are seen as two of the main tools for supporting and assessing transfer. They not only name what will be done but also by what date and with whom. An in-depth planning meeting occurs with each individual/couple and one of the organizers, in which these two plans are shared, revised and prayed over. Learners are also encouraged to share these with an individual within their supporting/sending organization/church.

*Journal entries.* As learners journal throughout the course, they are often ask to name 1-2 things they want to do or use in their ministry. Some of this planning may end up in their *Departure Plan* and some will be part of their *Maximizing Impact Plan*.

*Email correspondence.* One week after the course, 2 emails are sent: 1) to learners and 2) to organizations/partners. Among other things, learners will be asked about what they are going to do first now that they are back.

See Facilitator Guide: *Follow-up Email to Learners.*

See Facilitator Guide: *Follow-up Email to Supporting Organizations/Churches.*

### **Evaluating Impact!**

*January check-in.* Every January an email is sent out to all IMPACT graduates, who have consented to receiving this. This email will be to encourage them in their work and also to check impact. Some of what is learned in these conversations will be shared with the Board, on the website and in other meaningful ways.

See Facilitator Guide: *January Email to Learners.*

See Facilitator Guide: *January Email to Supporting Organizations/Churches.*



*January focus groups.* Every January 3-4 individual learners from past courses will meet with a MissionPREP leader to check how they are doing and to ask how IMPACT has been especially beneficial in their ministry. Some of what is learned in these conversations will be shared with the Board, on the website and in other meaningful ways. When a program or organizational anniversary is planned, extra focus groups and data collecting may be desirable for marketing or special communications and celebrations.

See Facilitator Guide: *January Focus Group*.

*Newsletters and Letters.* Since these are regularly sent out by missionaries, personal newsletters and prayer letters are natural places to check for evidence of real impact. MissionPREP will be reading these, with this in mind, asking for consent to share any quotes.

## Follow-up Email to Learners

To help support the transfer of the learning and maximize the possibility of real change as a result of IMPACT, MissionPREP will send an email to all learners one week after the course, including the following:

1. **A thank you note** thanking them for actively participating in IMPACT and so intentionally working to strengthen their ministry.
2. **A participant list**, only sharing information that participants gave consent to share.
3. **A group photo** taken during the course. **NOTE:** this photo only includes those who have signed the “photo release form”.
4. **Links** to all the course resources and other course photos.
5. **Survey Monkey** asking for feedback.
6. **1 question:**
  - *What 2 things will you do first from your “Departure Plan” OR “Maximizing Impact Plan” When will you do them? And, with whom?*
7. **1 new resource:**
  - *10 tips for writing an effective news/prayer letter, or*
  - *10 tips for email communication with friends and family, or something else.*

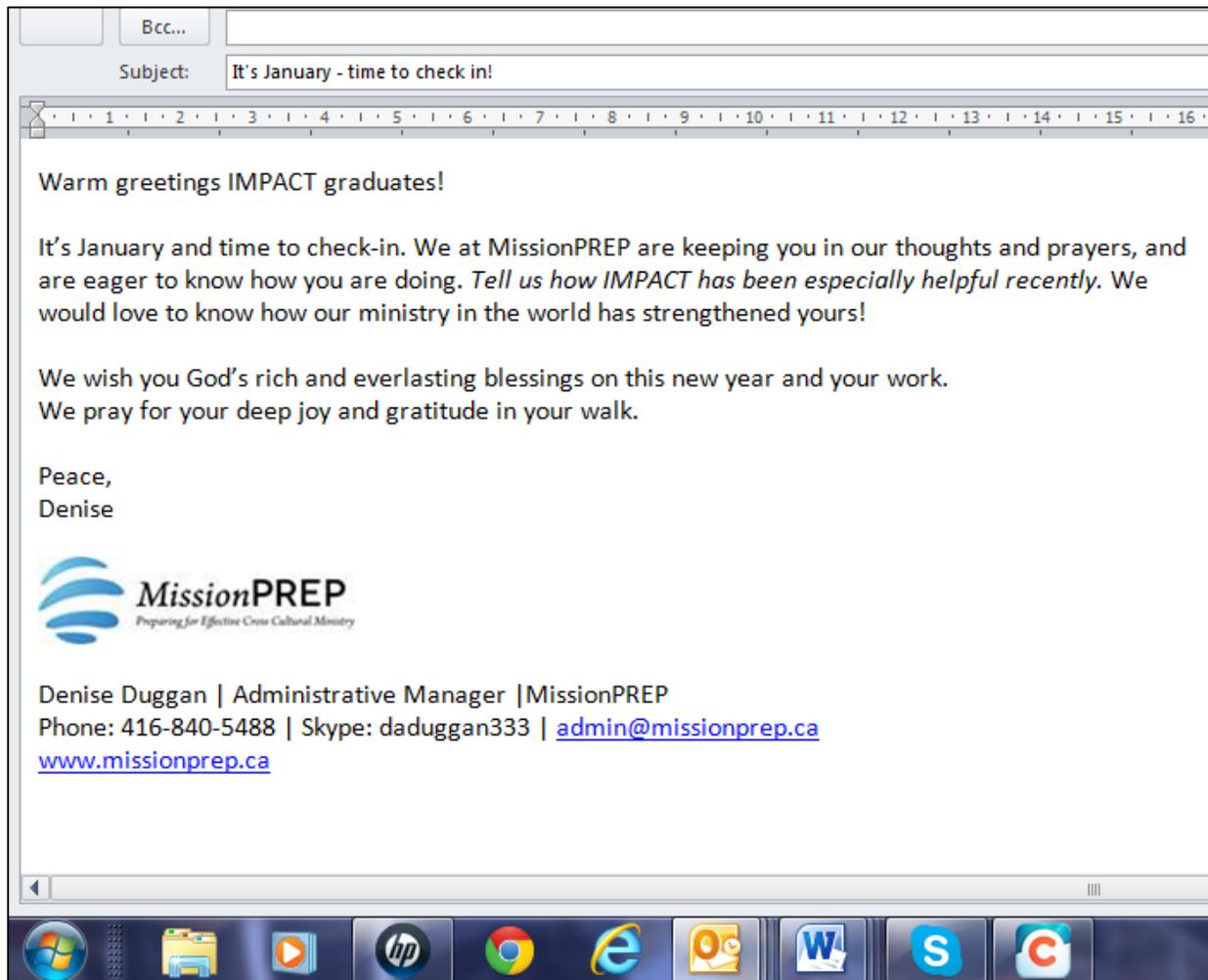
## Follow-up Email to Supporting Organizations/Churches

To help sending organizations and churches support their missionaries, MissionPREP will send an email to them one week after the course, including the following:

1. **A thank you note** thanking them for entrusting MissionPREP with this important investment in the capacity-building of their missionary.
2. **A group photo** taken during the course with a nudge to find ways to celebrate this learning and the work of their missionary. **NOTE:** this photo only includes those who have signed the “photo release form”.
3. **2 questions:**
  - *When do you plan to meet with your missionary to hear about their “Departure Plan” and “Maximizing Impact Plan” (a plan to ensure attentiveness to immediate action items and issues in their missionary journey)?*
  - *How might you support this plan?*
4. **1 helpful resource:**
  - *Tips for supporting your missionary while they are on the field.*
  - A MissioNexus resource.

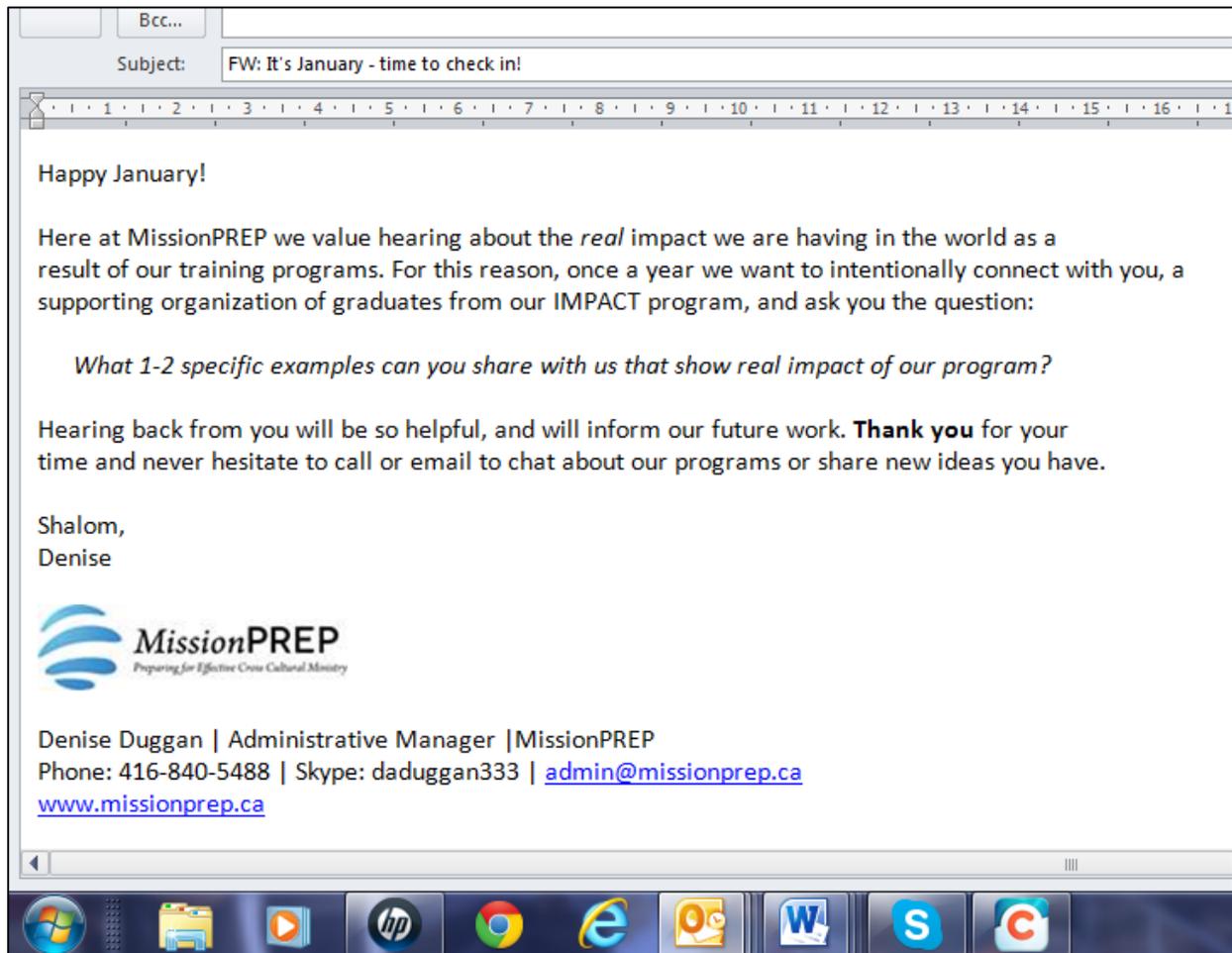
## JANUARY Email to Learners

It is critical that MissionPREP learns what *real* impact it is having in the world as a result of its work. For this reason, once a year it intentionally attempts to connect with past graduates of IMPACT. Here is an example of such an email, keeping in mind this is meant to be a positive, easy tool for collecting evidence of impact.



## JANUARY Email to Supporting Organizations and Churches

It is critical that MissionPREP learns what *real* impact it is having in the world as a result of its work. For this reason, once a year it intentionally attempts to connect with supporting/sending organizations and churches of the IMPACT graduates. Here is an example of such an email, keeping in mind this is meant to be a positive, easy tool for collecting evidence of impact.



## January Focus Groups

In order to truly hear what impact the MissionPREP training programs are having, we need to talk to the graduates themselves. To do this, every January a meeting will be arranged with 3-4 individuals. Whether by phone, Skype, face-to-face, or some other conferencing tools, a 30-60 minute conversation will be organized. Below are some of the recommended questions to direct this dialogue, to maximize hearing stories of impact.

### General:

1. How is your ministry going at this time?
2. What 1 thing are you feeling especially grateful to God for at this time?

### Learning about the *impact* of the training:

1. What 1 part of the *Departure Plan* or *Maximizing Impact Plan* you wrote during the IMPACT course was especially important in helping you successfully enter the ministry work you are doing and/or make a new home?
  - a. What do you wish you had done more of?
2. What 1 piece of content or learning from the IMPACT course has been especially helpful for you, either personally or in your ministry?
  - a. Now that you have been in the mission field for a while, what suggestion do you have for the IMPACT course that you could have benefited from (had it been part of the course)?
3. What is still your fondest memory of IMPACT? Why?