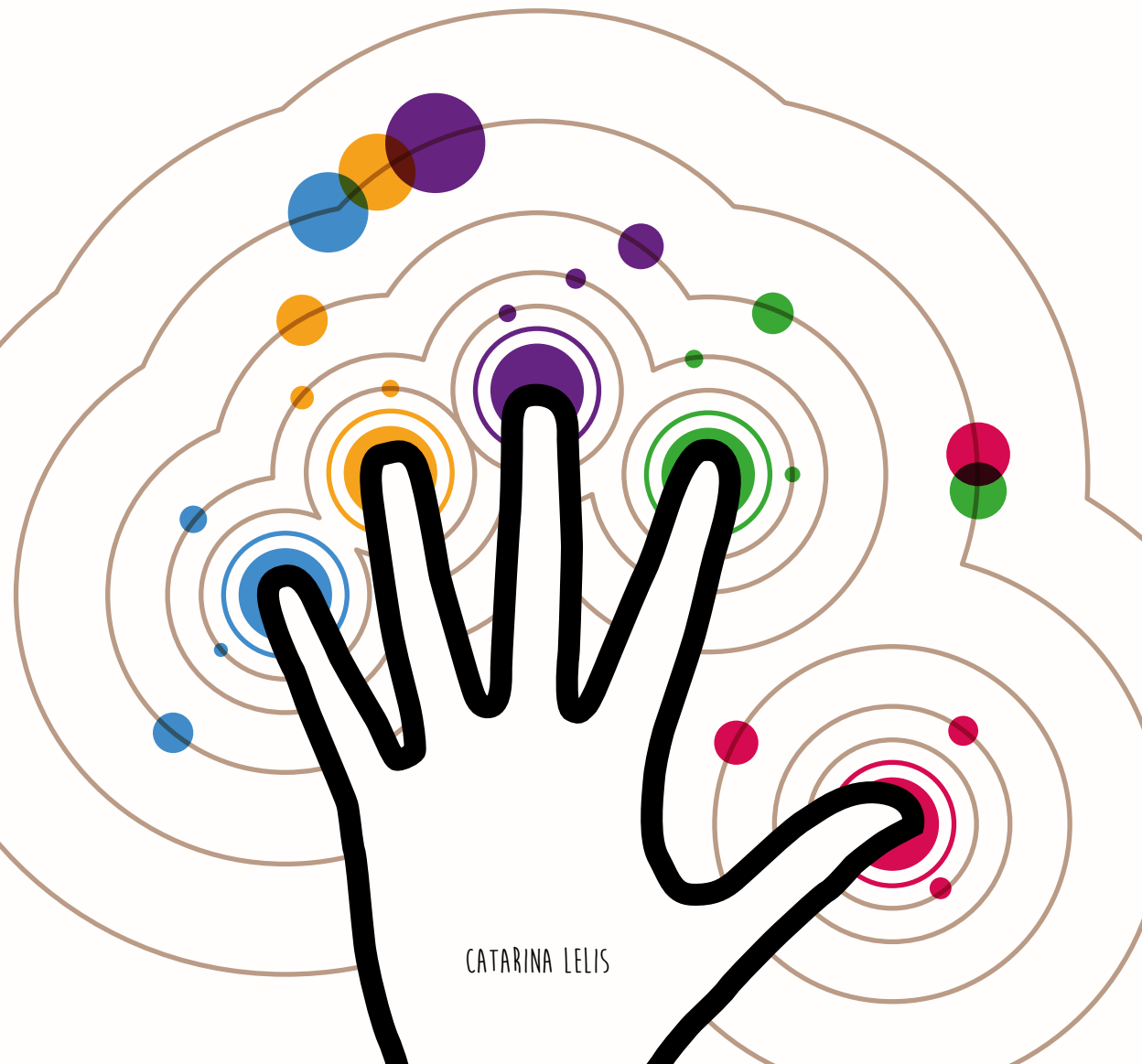


# THE IMPACT PLAN

RETHINKING TODAY, REMAKING TOMORROW,  
DESIGNING A BETTER WORLD



CATARINA LELIS

**Catarina Lelis**



## THE IMPACT PLAN

RETHINKING TODAY,  
REMAKING TOMORROW,  
DESIGNING A BETTER WORLD

**BIS**PUBLISHERS

**BIS Publishers**  
Borneostraat 80-A  
1094 CP Amsterdam  
The Netherlands  
bis@bispublishers.com  
www.bispublishers.com

ISBN 978 90 636 9654 2

Copyright© 2022 Catarina Lelis and BIS Publishers

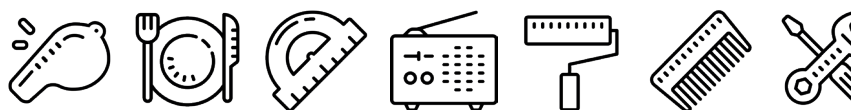
All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any information storage and retrieval system, without permission in writing from the copyright owners.

Every reasonable attempt has been made to identify owners of copyright. Any errors or omissions brought to the publisher's attention will be corrected in subsequent editions.

The Impact Plan™ is a trademark of Catarina Lelis.

As a tool, The Impact Plan™ is protected under a Creative Commons license CC BY-NC-ND 4.0. This means you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. If you remix, transform, or build upon the material, you may not distribute the modified material.

All web references were correct at the time of going to press.



## Contents

Glossary .....	5
How to use this book .....	7
The book's playlist .....	8

INTRODUCING THE HERO... NOW WHAT? .....	9
You, who read this book .....	12
And whose needs does this book meet .....	12
So, thank you! .....	14
How the book is organised .....	14

1 GOING ON THE IMPACT JOURNEY .....	19
<i>Dolce far niente</i> while saving the World .....	22
<i>How super-lazy are you?</i> .....	24
Common-good and humanity-centredness .....	26
<i>Visualising a good life in the future</i> .....	28
Back to purpose — or to something called <i>ikigai</i> .....	30
<i>What's your ikigai?</i> .....	32
<i>Visualising a good life in the future... Remember?</i> ...	34
Being heroes in the world of brands .....	35
<i>Identifying a brand's purpose</i> .....	39
Pleasurable <> Meaningful <> Impactful .....	42

2 DESIGNING FROM ADVERSITY .....	45
Learning from Design .....	49
Determine: the missing D word .....	50



Anticipating future possibilities ..... 55

Form follows purpose ..... 62

*Something in the Future* ..... 64

Speculative (heroic) scenarios ..... 66

*Protopian futures* ..... 68

Forecasting, Backcasting ..... 70

*Back from the Future* ..... 73

3 ASSEMBLE YOUR ALLIES AND ACHIEVE A RESULT..... 75

An ally that looks and feels like a boardgame .... 78

The rules of the ally ..... 87

*The Gauge Board* ..... 90

*The Learning Cards* ..... 93

*The Career Cards* ..... 98

*The Economic Card* ..... 101

*The Environmental Card* ..... 102

*The Social Cards* ..... 103

*Revisiting the future* ..... 106

4 YOU, YOURSELF AND HUMANITY..... 125

The ecosystem and the eternal return ..... 130

And then, what? ..... 131

How common-good is this? ..... 132

Debriefing the journey ..... 134

So, thank you (again) ..... 139

Bibliography ..... 142

## Glossary

**Assumptions** The beliefs and principles that guide our work and that we have about a project, the participants involved, and the way we expect things to evolve.

**Beneficiary(ies)** The entities, whether targeted or not, that benefit, directly or indirectly, from the project. Any person who gains an advantage and/or profits from something.

**Context** The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood. It may include attitudes and expectations by stakeholders, access to documents and sites; it has both a longitudinal (historical, diachronic) and a cross-sectional (concurrent, synchronic) dimension.

**Determine** To ascertain or establish by research, calculation or gut feeling.

**Economic impact** Revenue generation, exports, job creation, GDP contributions and similar results.

**Environmental impact** Changes in biodiversity, pollution levels, water or emissions, etc.

**Goal** The object of a person's (or group of people's) ambition or effort; an aim or desired result.

**Hero** A person who is admired for their courage, outstanding achievements, or noble qualities; in mythology, it is a person of superhuman qualities and often semi-divine origin; in this book, it is someone like you and me.

**Impact** Positive and negative, direct or indirect, intended or unintended, primary and secondary long-term effects produced by and/or attributable to a project. A marked effect or influence.

**Indicator** Quantitative or qualitative factor, expression or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a hero.

**Outcome** The likely or achieved short-term and medium-term effects of a project or intervention's outputs. A result or effect that is caused by or attributable to the project or intervention.

**Persona** A persona profile combines user interviews, desk research, and other valuable feedback into a single visualization, allowing you to collaboratively bring more fidelity to your key personas, develop a comprehensive understanding of your current users/beneficiaries, and see how to best create solutions for each of them.

**Project** An activity, intervention, challenge designed to achieve specific objectives within specified resources and implementation schedules. An individual or collaborative enterprise that is carefully planned to achieve a particular goal.

**Result(s)** A thing that is caused or produced by something else; a consequence. It can range from being the output, outcome or impact (intended or unintended, positive and/or negative) of a project.

**Scenario** Text-based stories that form the foundation of a storyboard, which adds sketches to illustrate the text.

**Social impact** The impact on society, people or communities resulting from actions, activities, policies and programmes.

**Stimulus** A spur or incentive, an interesting and exciting quality. A thing that arouses activity or energy in someone or something.

**Sustainable Development Goals (SDGs)** A universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

**Tool** A thing used to help perform a job; all heroes have their own special tools. A plan can be one of such tools.

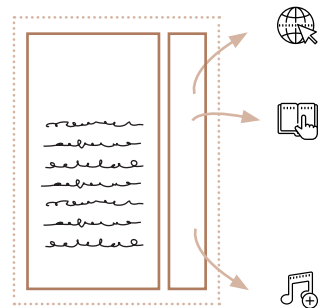
**Value** The importance, worth, or usefulness of something. A valid judgment of merit and significance, the main remit of evaluation.

# How to use this book

## PAGE STRUCTURE

In this book, most of the pages are split into two columns. Let's take an odd page as example:

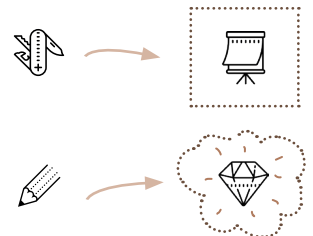
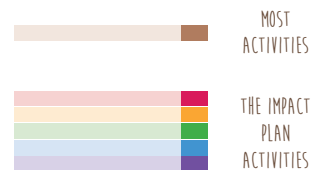
- **Inner column**, the main area of contents, where the story is told.
- **Outer thinner column**, a space reserved for side notes, which aim at complementing whatever is being mentioned on the inner one:
  - 🌐 Links to websites.
  - 📖 Additional readings for further info.
  - 🎵 Music suggestions, supporting the page's mindset, or proposed activities. Check the playlist on the next page.



## VISUAL HINTS FOR HANDS-ON STUFF

Activities are easily identified:

- A colourful background covering most or the entirety of the page means there's some practical activity in there. Colours are either a light brown (for most activities), or the five colours of **The Impact Plan**.
- Icons are used to define the kind of activity:
  - 🔪 The **swiss army knife** stands for an exercise for which you are given a specific brief and indicative required time for completion.
  - ✎ The **pencil** identifies the page(s) that have been left blank for you to note down thoughts, ideas, connections and everything precious that pops in your head as you advance in anticipating and planning your impact.



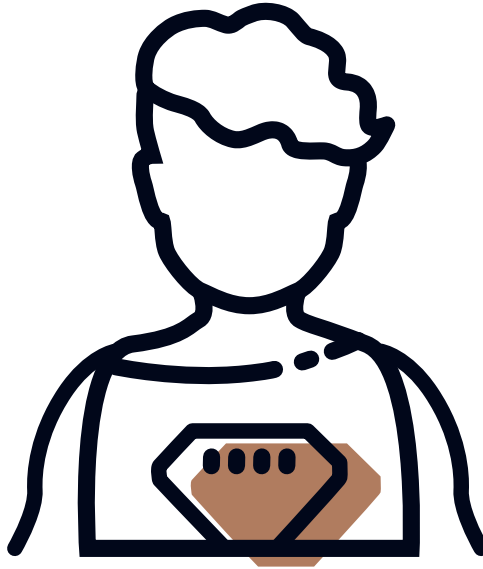




## The book's playlist

Scan the QRcode above to access **The Impact Plan Book's** playlist on YouTube. It has been created as an additional level of meaning. The music's length is only relevant on those longer than 50 min, which are expected to accompany you until completion of the respective activities.

CHAPTER	ARTIST(S)	MUSIC	LENGTH
Intro	David Bowie	<i>Heroes</i>	3:28
	Jamiroquai	<i>Virtual Insanity</i>	3:57
1	Bombay Bicycle Club	<i>Shuffle</i>	3:45
	Meditation Relax Music	<i>Alpha Waves</i>	8:03:20
	Air	<i>Ce matin la</i>	3:39
	Nanae Yoshimura	<i>The Art of Koto Vol. 1</i>	54:50
	Moby	<i>Perfect Life</i>	3:45
	MFSB	<i>Let's Clean Up The Ghetto</i>	8:42
	R.E.M.	<i>Shinny happy people</i>	3:57
2	The Rolling Stones	<i>Fortune Teller</i>	2:20
	The National	<i>About Today</i>	4:10
	Stereophonics	<i>Maybe Tomorrow</i>	6:03
	LTJ Bukem	<i>Horizons</i>	7:57
	Brooklyn Funk Essentials	<i>The Creator has a Master Plan</i>	5:55
3	Morelenbaum <sup>2</sup> & Sakamoto	<i>Casa (full album)</i>	64:22
	Morcheeba	<i>Tape Loop</i>	4:22
4	Kings of Convenience	<i>I don't know what I can save you from</i>	4:37
	The Clash	<i>Should I stay or should I go</i>	3:09
	Max Richter	<i>Spring 1 - Recomposed: Vivaldi's Four Seasons</i>	2:39



## Introducing the hero... Now what?

Now, you're a human being who believes to have crossed the philosophical chasm of repeatedly asking yourself **"What's my purpose on Earth?"**.

Good for you and well done with that! I may have to disappoint you by telling this book is not for you. But please note this crossing is not that easy: after decades of teaching, tutoring, orienting, supervising and hand holding students in higher education settings (the majority of them in postgraduate studies), I have found that only a small portion of these adults has a clear intention in life; in fact, the majority of them is utterly unsure on what they can, may, should or want to do during their advanced studies and, from these, about half is incredibly uncertain about what



## What's your *ikigai*? Can you find it in less than one hour?



### WHAT YOU LOVE

This should include all things that make you feel good, happy and fulfilled.



### WHAT YOU'RE GOOD AT

This will highlight your talents, what you know you can master, both with the skills you currently have and with the skills you may need to develop in the short-term.



### WHAT YOU CAN BE PAID FOR

How can you make a living and make money? Can you use any of your talents or knowledge? Note that what you can be paid for may differ from what you're good at.



### WHAT THE WORLD NEEDS

List the needs of your family, friends, neighbours, colleagues, country or even an external community somewhere remote. The needs you sincerely believe you could engage with.



### WHAT YOU LOVE

Yes, revisit all things that make you feel good and happy, now to overlap with the list above.



**Nanae Yoshimura**  
*The Art of Koto Vol. 1*  
54:50



YOUR PASSION



YOUR PROFESSION



YOUR VOCATION



YOUR MISSION



20 mn



Moby  
*Perfect Life*

Visualising a good life in the future...

## Remember?

Using the data you just assembled, you may now be better equipped to answer WHY. Why would you bother with reaching a good life in the future?

WHY WOULD YOU BOTHER WITH REACHING A GOOD LIFE IN THE FUTURE?		
For your personal life	For your professional life	For society and nature



25 mn



Morelenbaum<sup>2</sup> &  
Sakamoto  
Casa  
64:22

## The Learning Cards

LEARNING > WELLBEING > PERSONAL ACTIVITIES *	1	2	3
- Practicing physical activity .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Dedicating time to hobbies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Cleaning the house .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Volunteering to causes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Following group commitments (religious, scouts, associations) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Reading or solving quizzes/puzzles .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Watching films/series/tv .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Attending events (shows, gigs, exhibitions, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Changing established habits/vices .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____ .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____ .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____ .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* LESS TIME FOR IMPORTANT/MEANINGFUL ACTIVITIES SHOULD BE MARKED WITH LOWER IMPACT SCORES			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

LEARNING > WELLBEING > EXPENSES & RISKS *	1	2	3
- Attending complementary workshops or training .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Travelling to collect data or present results .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Purchasing equipment and/or materials .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Issuing an insurance .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Paying for space allocation (exhibitions, focus groups, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Paying honoraries to third parties involved .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Exposing to geographically unstable regions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Interacting with disturbed/violent individuals .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Obtaining accredited documents or clearance .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____ .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____ .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- _____ .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* HIGHER COSTS AND RISKS SHOULD BE MARKED WITH LOWER IMPACT SCORES			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

