Logic Model Template for Creating Federal Supervisory and Managerial Training

Purpose
The logic model provides a systematic and visual aid to identify the managerial curriculum components: inputs, outputs, outcomes and evaluation methodology, and illustrates the relationship among each of them. The logic model provides agency stakeholders with a roadmap that describes the sequence of related events, and a clear understanding of the curriculum goals and evaluation.

Reading a Basic Logic Model
The logic model reads from left to right and describes the curriculum basics from planning through results. It follows the chain of reasoning or "*If...then*..." statements that connect the curriculum's components. You begin with the outputs and move to outcomes asking "If this, then that?"

Building a Logic Model by Basic Curriculum Components
The logic model is developed during the planning phase and used in conjunction with OPM's Training Evaluation Field Guide and the Training Evaluation Field Guide Supplement. As you conceptualize your managerial curriculum, begin by describing your basic assumptions and assessing the needs of your organization. The following logic model template has been prepopulated with Federal managerial curriculum-specific examples to assist you in creating your agency's managerial logic model. You should reference the template when determining the factors to include for each of the logic model components. Keep in mind that the template is not an exhaustive list of factors; you should consult with your agency stakeholders to determine which factors to include.

1. **Inputs** are the major resources you will invest in the curriculum which potentially enable or limit curriculum effectiveness.
   - Protective factors are enabling resources which may include the agency's strategic plan, strategic learning plan, EVS results, training needs assessment, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies.
   - Limiting *risk factors* might include such things as assumptions, the political environment, lack of resources, policies, laws, and regulations.
2. **Outputs** are composed of activities and their direct products.
   - **Activities** are the processes, techniques, tools, events, technology, and actions of the planned curriculum. The things you will do with your resources.
   - **Direct Products** are the *results* of the activities, and describe the *size and/or scope of the services and products delivered or produced*. For example, the *number* of classes taught, meetings held, or materials produced and distributed.
3. **Outcomes** are specific changes in attitudes, behaviors, knowledge, skills, or conditions expected to result from the activities. The logic model template includes examples of organizational and curriculum metrics for each outcome level.
   - **Short-Term Outcomes (Level 2) -** To what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment based on their participation in a training event
   - **Intermediate Outcomes (Level 3) -** To what degree participants apply what they learned during training when they are back on the job
   - **Long-Term Outcome (Level 4) -** To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement with a focus on Return on Expectations (ROE) and impact.
4. **Baseline Data** is the initial collection of data which will serve as a basis for comparison with the subsequently acquired data. This section was included to assist you in formulating your evaluation plan, tools and questions. The template includes examples of evaluation methods and tools to use when evaluating the effectiveness of your curriculum.

Logic Model Template for Federal Supervisory and Managerial Development

Program Office Goal: To develop an effective managerial curriculum and evaluation methodology that meets government-wide requirements.

Business Objective: Create leadership pipeline for sustained organizational success **Target Population:** Federal Managers

Inputs	Outputs		Outcomes				Baseline Data	
Major resources needed	Activities associated with the resources	Direct products of activities	Changes/impacts that occur because of activities				Baseline data is necessary for each evaluation method	
		Immediate Level 1	Short-term Level 2	Intermediate Level 3	Long-term Level 4		Evaluation Methods (p. 20, 33-46)	Evaluation Tools (p. 33 – 46)
			Changes in Learning (p. 31-32, 50)	**Critical & Sustained Behaviors**	**Return on Expectations**			
Organization Factors Agency's Strategic Plan and Goals Strategic Learning Plan EVS results Agency's training needs-assessment **Risk Factors** Laws/Regulations Political environment Organizational culture Assumptions (facts or conditions you assume to be true) **Protective Factors** Program budget Facilities Staff resources Office supplies Technology	Design and develop a curriculum Implement managerial training curriculum (delivery strategy) Assess quality of managerial curriculum and identify training gaps Develop a marketing strategy	**Specific to Curriculum** Goals & objectives Courses offered Curriculum design Learning delivery systems Instructor training # of training hours **Specific to Implementation** # of supervisors and managers trained # of supervisors and managers/course # of courses delivered # of new certifications (if applicable) # of managers completing multiple training **Specific to Quality Assessment of Courses** % participant satisfaction **Specific to Marketing Strategy** # of fliers & brochures # of social media sites and threads # of Webcasts/Podcasts # of web posts # of website hits/responses # of hits/responses to promotional messages posted to a Listserv # of News releases # of posters (signage in general)	Change in knowledge, attitudes and skills specific to the courses delivered Closed competency gaps Increased awareness Increased commitment Increased confidence Changed motivation or aspiration Broader perspectives	Increased collaboration/sharing of best practices within and across agencies Increased transparency Increased manager-employee interaction Increased employee advocacy Increased use of rewards Increased use of just-in-time training/job aides Ability to successfully address challenges Changed policies, practices or decisions Increased agility when responding to and leading change **Drivers of Learning Transfer** Opportunity to apply new knowledge Reinforcement(mentoring, discussion groups, practice) Encouragement (OTJ observation, feedback, coaching) Reward (acknowledgement of changed behavior) Monitor (dashboard, surveys)	**Employee Impact** Promotion Increased satisfaction and engagement Increased retention Reduction in # of grievances filed Reduction in % of successful grievances Employee Turnover (Involuntary vs. Voluntary) **Work Culture** Better team performance leading to better work products More innovative ideas More creative solutions Compliance with laws Improved communication **Organization Impact** Decreased training costs Increased efficiency Team Learning Shared Vision **Succession Planning Measures** Organization's ability to fill key jobs with internal candidates Ethnic & gender diversity in promotions Positive performance evaluations following promotion Leadership effectiveness High potential retention & attrition		Interviews with senior leaders/employees (3, 6, and 12 months after the program) Track developmental activities in the daily operational context (how did the supervisor/manager follow up or offer feedback to the employee?)	Checklist/L3 Survey Team meeting reports 360-degree evaluations L3/L4 surveys
							Track $ spent on training	Accounting records
							Track # of monetary & non-monetary rewards/recognition	Tracking sheet
							On-the-job observations of progress	Checklist
							Monitor employee engagement scores	Employee Viewpoint Survey/Agency survey
							Track customer satisfaction scores	Customer survey
							Monitor quality of work products	Supervisor and Manager survey/customer survey
							Track employee retention rates	HR system
								Other: Organizational climate survey Labor & Employee Relations Office