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

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Direct products of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major resources needed</td>
<td>Activities associated with the resources</td>
<td>Immediate</td>
</tr>
<tr>
<td>Level 1</td>
<td>Short-term</td>
<td>Changes/impacts that occur because of activities</td>
</tr>
<tr>
<td>Level 2</td>
<td>Intermediate</td>
<td>Critical &amp; Sustained Behaviors</td>
</tr>
<tr>
<td>Level 3</td>
<td>Long-term</td>
<td>Return on Expectations</td>
</tr>
</tbody>
</table>

### 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
- Staff resources
- Office supplies
- Technology

### 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)

### Baseline Data
- Baseline data is necessary for each evaluation method

### Evaluation Methods (p. 20, 33-46)
- 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?)
- L3/L4 surveys

### Evaluation Tools (p. 33 – 46)
- Checklist/L3 Survey
- Team meeting reports
- 360-degree evaluations

### Baseline Data
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### Logic Model Template for Federal Supervisory and Managerial Development

### Goal 1: Create leadership pipeline for sustained organizational success

**Business Objective:**
- Develop a marketing strategy
- Assess quality of managerial curriculum (delivery strategy)
- Develop a marketing strategy

**Business Objective:**
- Implement managerial training curriculum (delivery strategy)
- Assess quality of managerial curriculum and identify training gaps
- Develop a marketing strategy

**Logic Model Template for Federal Supervisory and Managerial Development**

### Goals
- Business Objective: Create leadership pipeline for sustained organizational success
- Program Office Goal: To develop an effective managerial curriculum and evaluation methodology that meets government-wide requirements.

### Activities associated with the resources
- Design and develop a curriculum
- Implement managerial training curriculum (delivery strategy)
- Assess quality of managerial curriculum and identify training gaps
- Develop a marketing strategy

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### Return on Expectations
- Employee Impact
  - Promotion
  - Improved job satisfaction
  - Improved job performance
  - Increased retention
  - Increased productivity
  - Increased employee performance

### Work Culture
- Better team performance leading to better products
- Improved employee performance
- Increased employee advocacy
- Increased collaboration/sharing of best practices within and across agencies
- Increased employee productivity
- Increased employee performance

### Organization Impact
- Improved communication
- Improved organizational culture
- Improved employee performance
- Improved organizational culture
- Improved employee performance
- Increased collaboration/sharing of best practices within and across agencies

### Succession Planning Measures
- Organization’s ability to fill key jobs
- Increased employee performance
- Increased employee advocacy
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