How To Create a Logic Model Today If You Follow This Simple Plan

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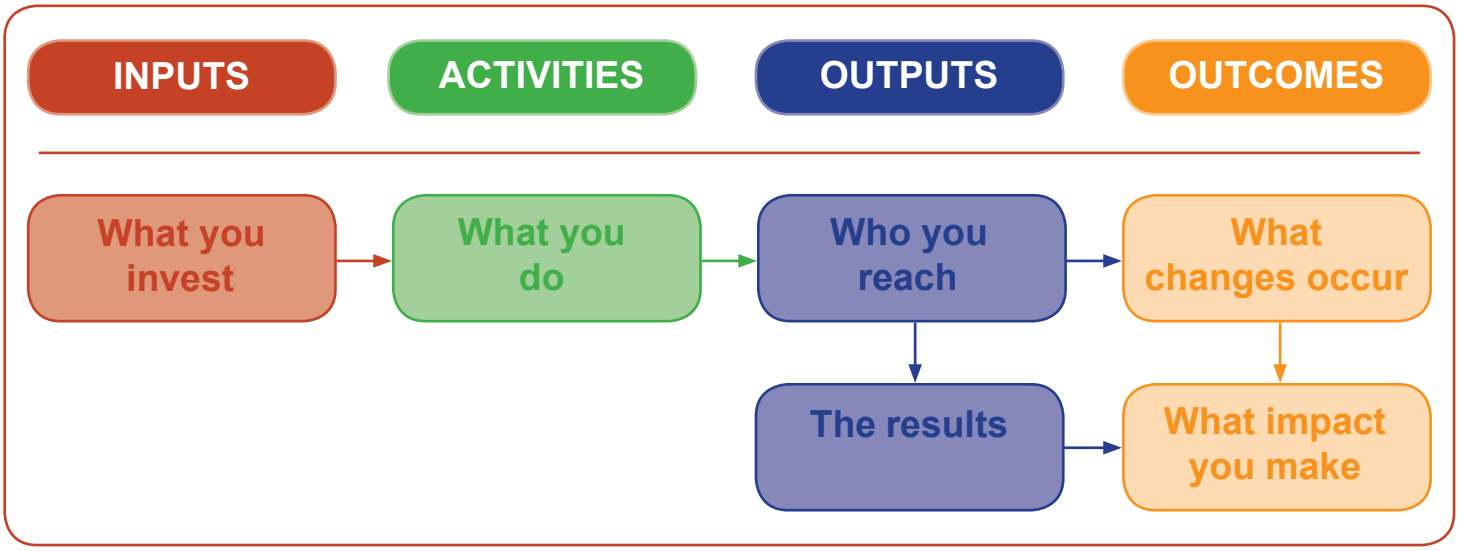
Updated and Expanded Edition 2016



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1. HOW TO CREATE A LOGIC MODEL IF YOU FOLLOW THIS SIMPLE PLAN

CONTENTS

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If someone you know wishes to own a copy of this e-book, please ask them to contact me for their own copy.

If you have any suggestions that would improve this e-book, please contact me, I am always updating the book and would love to hear your suggestions and feedback.

Thank you ☺

2. INTRODUCING DR RUTH KNIGHT

I am a researcher and educator making oncomes measurement easy and exciting for you. I believe that using outcomes-based thinking and practice to engage stakeholders and continuously improve your social impact is an imperative today.

My background in health, counselling, youth work and management has fuelled my motivation to assist organisations, both big and small, to become healthy workplaces and achieve excellence in all that they do.

I am optimistic that you can gain clarity and confidence to create change for the better within your organisation, and within your community. For this reason I work with organisations, funders, philanthropists, sponsors and businesses to help organisations understand and measure their social value.

I am a Master of Business and PhD graduate from The Australian Centre for Philanthropy and Nonprofit Studies at Queensland University of Technology (QUT), and a recipient of the Centenary Medal "For distinguished services to the community".

I provide workshops and webinars, author blogs and Practice Guides and provide a number of services in the areas of outcomes measurement, research, evaluation, team and leadership development.

You can download more free resources at www.ruthknightphd.com

Feel free to link with me on LinkedIn, Twitter or Facebook.

3. CONGRATULATIONS!

If you want to learn about designing a logic model, then congratulations on purchasing this e-book! Before you begin working through this workbook please:

1. Download ALL the bonus resources that were sent to you
2. Watch my short webinar that provides you with an overview of how to design a logic model.

In the next few pages I am going to reveal the essential things you need to know about why you should use logic models, how to design them and why a logic model is the first step in planning your program evaluation. I am also going to provide some simple activities for you, to guide you through the process of designing your own logic model.

Reading this workbook you may already be running a program, or you might be designing a new program. This workbook has been primarily written for those people who have an EXISTING program, my second book that will be released soon will concentrate on how to use logic models when you are designing a NEW program. There is a different emphasis so that is why this book is aimed at programs and services you already have been running, and you wish to communicate what is does and why.

I have written the steps outlined in this workbook to make designing a logic model simple and effective for you. Enjoy the process and please send me some feedback or ideas on how I can keep supporting you and improving this guide.

You may have heard of the terms 'logic model', 'program logic', 'logical framework', logframe','outcomes chain', 'program theory' or 'theory of change'. These terms are often used interchangeably because a logic model aims to describe a program's theory or logic. However, there can be differences between these terms and, due to the lack of consistency in the way they are used, it is important to look at the definitions and make sure you understand the purpose and function of each term.

To keep things simple here, I have chosen to use the term logic model throughout this guide.

I have chosen to use the word 'program' as the word that often describes a service, intervention, project, venture or event. But logic models can equally be used to describe a business or organisation. So please keep that in mind when you work through the book, and insert whichever word makes sense to you whenever I write 'program'.

I have used the word 'client', but this could also mean service user, customer, target group, stakeholders or participants.

I recommend that when working with your team you agree on the definitions you are going to use and then use these consistently throughout your organisation. I have provided you with a glossary in this e-book to help you get started.

4. ABOUT LOGIC MODELS

Theories of change can be traced back to the late 1950's. The challenges of evaluating complex social or community change programs meant that people were looking for ways to explain and communicate how and why change occurs. In the 1970's visual displays that have evolved into the logic models we know today were being used by organisations not just for evaluation purposes, but when designing and managing programs too.

Logic models have been popularised since the 1990's because many organisations have come to realise that they are an important tool for many different reasons - they help you plan, design, implement, manage, evaluate and communicate information about your program and develop a learning and continuous improvement culture throughout your organisation.

Logic models are used as a tool in the process of:

1. Understanding a social problem/issue/situation
2. Mapping the outcomes desired by key stakeholders
3. Developing and designing activities and interventions that will achieve those outcomes
4. Resourcing, managing and monitoring those activities
5. Measuring the process and outcomes
6. Using outcomes measurement to review, report, adapt, refine and make strategic decisions.

Logic models have been so successful that all around the world many funders and grant makers are requiring the use of logic models in planning proposals and reporting of how grants are used. Perhaps you have purchased this e-book because you've been asked to write a funding submission or grant application, or you have been successful in receiving a grant and now need to report on what outcomes you achieve?

Logic models are particularly helpful when you are planning or conducting an evaluation. Logic models provide you with a framework for your evaluation, which is a process of gathering evidence so key stakeholders can make strategic decisions about the program.

The great thing about logic models is that they can be designed at any stage of your program, whether you're just in the early stages of planning, or you've been implementing a program for a long while. And it doesn't matter what type of organisation you are, or what program you are running, logic models can benefit you because you can design one uniquely for your program. Whatever you're doing in your

community you can use a logic model to explain what the problem is that you're addressing, what the activities are that you're doing to address the problem, and then what changes are taking place.

Logic models are designed by using a series of IF (and) THEN questions. IF the activity is provided, (and you have…..), THEN what will be the result?

For example, a school-based bullying prevention program could have the following theory: IF, you teach students in Year 9 about conflict resolution, AND you have the right trainers/facilitators and curriculum, THEN students in Year 9 will have increased knowledge about how to resolve conflict peacefully.

Of course this is a hypothesis, and whether or not this change in participant's knowledge takes place, should be tested and evaluated.

Outcome and Impact Evaluations involve measuring who changes, what changes and how much changes as a result of your program.

LOGIC MODEL – SOME DEFINITIONS	
A logic model creates a diagrammatic representation of the key components of a programme and the way that actions are intended to lead to outcomes.	The Better Care Fund (2015)
A visual description of the relationship between your activities and the result of those activities.	Knight (2012)
Graphic representation of a program showing the intended relationships between investments and results.	Taylor-Powell & Henert (2008)
A systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.	W.K. Kellogg Foundation Logic Model Development Guide (2004)
The model describes logical linkages among program resources, activities, outputs, audiences, and short-, intermediate-, and long-term outcomes related to a specific problem or situation.	McCawley (n.d.)
Word or pictorial depictions of real-life events/processes that depict graphically the underlying assumptions or bases upon which the undertaking of one activity is expected to lead to the occurrence of another activity or event.	Millar, Simeone, & Carnevale. (2001)
The basis for a convincing story of the programs expected performance.	McLaughlin & Jordan (1999)

ACTIVITY 1: YOUR LOGIC MODEL DEFINITION

Describe what a logic model means to you.

A logic model is _____

_____

_____

_____

Tip 1:

Many people argue that a Theory of Change is essentially the same thing as a Logic Model as they both describe what changes a program is thought to create. There can be some differences in how they are used however. Logic models aim to summarise a complex theory into basic categories to make it easier to communicate what your program is doing and what changes are expected to occur. A Theory of Change can be used to focus more on how and why the desired change is expected to come about. Both are used to design, monitor and evaluate programs and interventions.

Tip 2:

Seek agreement within your team on the best definition and use this consistently throughout your organisation.

5. THE BENEFITS OF USING LOGIC MODELS

The importance of good program design and evaluation cannot be underestimated. Most organisations do not have the time and money to waste on programs and services that don't work. This is particularly true if you are addressing or preventing a social problem. If you want to get better results and be accountable to your funders and stakeholders, then developing a logic model will help you be more explicit about what intervention you have chosen to achieve your goals. It doesn't matter what type or size your organisation is, being thoughtful and strategic about your planning and evaluation process will foster a creative and innovative organisation with engaged staff and satisfied clients/service users.

Logic models are a framework and way of thinking to help you understand the change experienced by individuals, groups, organisations and communities. They help you foster a learning and continuous improvement culture within your team and organisation.

They are a wonderful tool used by many different organisations as a visual description of the relationship between your activities and the result of those activities. They can be used to assist with:

- Governance
- Strategic planning
- Designing new programs, services, policies and interventions
- Monitoring and evaluation
- Communications and marketing
- Fundraising and funding applications
- Reporting to stakeholders including funders and investors
- Policy development

Because many organisations and programs are multifaceted, logic models are a great way to present large amounts of complex and overlapping information with maximum efficiency and effectiveness. This helps you communicate with your internal and external stakeholders in more compelling and influential ways.

I believe that if you can understand how useful logic models are, and what an essential tool they are, you will start using them throughout your whole organisation.

In summary logic models help you:

- Understand your program and what you are trying to achieve
- Implement your client-centred service delivery approach
- Effectively communicate to others what your program does and why
- Identify the outcomes your program aims to achieve
- Build consensus and a common understanding about your theory and assumptions
- Make management and strategic decisions about the program
- Plan your program evaluation and measure the effectiveness of your program
- Demonstrate to funders that you have strategically identified what resources and activities you need to achieve your goals.

Management team

You can use a logic model to:

- Engage and consult with your clients/service users and design programs with them
- Engage and motivate your workforce and volunteers
- Develop operational plans
- Use within supervision and performance management processes
- Practice client-centred work
- Conduct strategic planning and make strategic decisions
- Clarify and agree on what your program hopes to achieve
- Discuss your assumptions, social and cognitive biases
- Identify the underlying theory and discuss current research to understand the problems and opportunities concerning the issue you wish to address
- Plan your program activities
- Plan your program budget
- Orientate and engage your team of staff and volunteers
- Assign responsibility for activities and outcomes
- Foster a learning workplace and culture
- Continually improve your program
- Build consensus and foster collaboration between stakeholders
- Be more accountable to your funders, donors and supporters.

Evaluation team

You can use a logic model to:

- Plan your evaluation process
- Monitor your program's activities
- Compare what a program intended to do and what it is actually doing
- Strengthen your program's design by clarifying underlying assumptions
- Document your outcomes and impact
- Report transparently
- Refine your program and improve your outcomes
- Verify to funders and supporters what your program is achieving.

Fundraising team

You can use a logic model to:

- Enhance funding applications
- Develop a pro-active fundraising campaign
- Communicate to funders why you are implementing a program
- Confirm to funders you have good planning skills
- Gain more supporters and donors
- Identify what resources you need to fundraise for
- Set performance targets.

Communications and Marketing team

You can use a logic model to:

- Communicate the problem or issue you are focusing on
- Communicate the fundamental purpose of your program
- Effectively communicate your goals
- Explain a program's expected results
- Communicate the relationship between your investments, activities and outcomes
- Enhance your communication to internal and external stakeholders
- Develop your website and other communication strategies
- Develop a professional, accountable and transparent brand
- Communicate why a program is important to an organisation and/or its community.

Essentially, you can use your logic model in all stages of your program life cycle.

Why Health, Community and Human Services are using logic models

The Centre For Social Impact states that "our social progress and impact has arguably been stymied because we haven't concentrated enough on outcomes. Together we've created a social purpose system that has good intentions, but more often focuses, counts and funds what and how much we do, rather than whether we are making a difference. We need to know whether people are really any better off."[1] (Muir & Bennett, 2014).

This is particularly true in the Third Sector where there is a growing interest in collecting evidence that services are indeed making a difference. There is increasing pressure from funders, clients and the community to become more client-centred and be more accountable for the way we manage and deliver services.

For example, National Disability Services explains that in Australia, the National Disability Insurance Scheme (NDIS) is having a big impact on the way organisations think about their work and how they deliver services. They believe NDIS is transforming the way disability service providers think about how they measure and report on their performance. This shift is encouraging organisations to use logic models as a tool to change their focus from measuring and managing inputs, activities and outputs for government funders; to prioritising the measurement and management of client outcomes and their social impact. Increasingly organisations in the Third (social) sector are using theories of change and logic models to establish sustainable, ongoing strategic planning and evaluation processes by introducing a simple and effective tool throughout the organisation. They are using logic models to communicate what they do and why, monitor and evaluate their performance.

Measuring outcomes does not mean you omit monitoring your planning and processes. Reporting on outcomes without analysing how they were achieved may mean you miss vital information about how to improve your program's results. Your program can easily fail to achieve outcomes because you didn't have the right participants, staff, leadership, resources, processes, partnerships, engagement, cultural competency, venue, marketing, content, etc. These factors should be regularly reviewed to ensure quality outcomes are achievable.

[1] Muir, K. & Bennett, S. (2014).The Compass: Your Guide to Social Impact Measurement. Sydney, Australia: The Centre for Social Impact

ACTIVITY 2: THE BENEFITS OF A LOGIC MODEL

Write down at least three key reasons to develop a logic model and how it will benefit your team and organisation. If you can think of more, add these too.

1. _____

_____

2. _____

_____

3. _____

_____

Tip 1:

Ideally, a logic model should be designed before your program even starts, but even if you've been running the program a long time just create one as soon as you can.

Tip 2:

Don't forget to think about the benefits for not just your clients and organisation, but your sector in your community and around the world. Are you sharing your logic and learnings with other organisations, funders and policy makers? We have a collective responsibility to become innovative and effective with our time and resources to achieve the best social outcomes possible.

6. DESIGNING A LOGIC MODEL

Personally, I really love designing logic models as they help me stay focused on the importance of mapping social change, then monitoring and measuring the process of change, and using this information to continue getting better results and achieving the outcomes that matter most for individuals, groups, organisations and the community.

As there is no definitive way to design a logic model feel free to be creative and adaptive, but my recommendation is that you follow this systematic approach carefully until you become a confident and skilled logic modeller.

As mentioned previously, this book has been primarily written for those people who are already running a program, so you will probably have a program in mind when working through the activities. My next book will explain how to use logic models to design new programs.

7. PLANNING AND PARTICIPATION

The first thing that you need to do is decide who is going to help you design your logic model.

Putting a team together to design the logic model is important because you should never leave it up to one person alone to design it. It should be a consultative and collaborative process that considers many different stakeholder's perspectives and ideas.

You will need to work out who is going to be on your team, who you are going to consult with, and when you are going to complete the process by. Timelines are important because a logic model process could go on, and on, and on, if you try to consult with everyone. Identify the key people who know your program like your staff, volunteers and clients. You should also consider involving your funder, researchers and other experts or professionals that understand the problem you wish to address or the outcomes you are hoping to influence.

Engaging a wide range of stakeholders in the planning and design process will promote a client-centred approach, and ensure you have captured different perspectives - most importantly your clients and key beneficiaries. Involving other stakeholders will promote a sense of commitment and shared vision as well as a high level of accountability and understanding about why and how change might occur.

Using a client-centred approach means that you make listening to your clients carefully and without prejudice. It involves understanding what outcomes you need to achieve, long before you think about what activities will create or achieve those outcomes. This approach is important because we can often make bad decisions when we assume activities will create the outcomes that our clients or community want and need. If you want to develop and demonstrate a truly client-centred approach then it is much wiser to start by doing a Problem Tree with your stakeholders (see page 56) and agreeing on the outcomes your client's desire, *then* work out what the best activities and inputs will achieve those outcomes. I will explain more about that in my next book that will help you design new programs.

Learn more about the 'Client-Centred Approach' on page 58.

After choosing who you will consult with, decide how and when you are going to gather their ideas and opinions. Surveys, interviews and workshops are great ways of engaging people and valuing their input.

If intend to involve people in your planning or evaluation process please read the section on 'Core Principles For Research and Evaluation' on page 59. It is very important to know your ethical responsibilities when engaging people in this process.

If you are inviting stakeholders to an interview or focus group, you will need to write an "Invitation to Participate". See an example on page 65.

It is wise to begin your survey or focus group by explaining the scope of the consultation and asking people to consent to being involved. I have written an example consent form for you to see on page 66.

Despite the fact I've just said that you don't want your process of designing the logic model to go on for too long, remember that once you have agreed on your final version, you can always tweak and amend it as required later (especially after you have conducted some monitoring or evaluation). Stay flexible enough to change it when needed, or when you believe you need to update and improve it in the future.

> The process of logic model development in partnership with your workforce, clients and community can strengthen your relationship with stakeholders, build trust and your reputation.

ACTIVITY 3: DEFINE YOUR STAKEHOLDERS

Tick who will be important for you to consult with

☐ Potential or existing clients/customers/service users

☐ Managers

☐ Staff

☐ Volunteers

☐ Board members

☐ Potential or existing funders

☐ Community stakeholders

☐ Experts or consultants

☐ Researchers

☐ Other organisations

☐ Other _____

Tip 1:

People may need options regarding how they participate. For example some people enjoy focus groups, other people prefer anonymous online surveys. Online, printed surveys or individual interviews are all ways people can give their views.

Tip 2:

There are ethical principles and guidelines about how to involve people in consultation, research and evaluation. Always make sure that any research involving people is framed and conducted in a way that respects the human rights of the individuals concerned. Conduct an internet search for specific advice and recommendations.

ACTIVITY 4: PLANNING A PARTICIPATORY PROCESS

Once you have decided who you are going to consult with, complete the rest of this table.

Who will be consulted	How we will consult with them	How will this be achieved	What we are consulting with them about	Who is responsible for collating their feedback and ideas

8. THE PROBLEM OR ISSUE

Many logic models include a statement (or two) that talks about the problem or issue that you're addressing. Not everybody does this, but I think it's important because it helps to validate why your program is important.

It is difficult to develop a logic model without gaining a clear understanding of the problem and concisely defining the related needs and changes most important to the people the problem affects. So, spending time on articulating the problem provides you with an opportunity to communicate the relevance of the project and gives your program some context. Doing your homework in this way demonstrates that you've thought critically and strategically about the problem and the people it involves. It also demonstrates how much your program is needed in order to address it.

So, begin by asking:

1. What is the problem we're trying to tackle?
2. What are the issues that we are most concerned about?
3. What is the current reality of people that may be affected by the problem?
4. What outcomes matter most to people that may be affected by the problem?

It could be that you're looking at homelessness, health or environmental issues for example. I expect there are many problems in your community and you know your organisation best, why you've been funded or why you are implementing a program.

If you have already been funded for a program, then make sure that you think about the funding guidelines. What was the issue that the funder wanted addressed? Do you have any limitations or parameters that you need to take into consideration?

So what is this problem in your community or for a certain group of people in your community? Remember to do some research into the problem and avoid assuming that you know what causes the problem. What are the statistics? What does it mean for people? Why is this problem important to address and tackle?

If you are going to be applying for funding for the program, you might also want to think about what this problem costs (socially or economically) for individual, families or the community. If you are able to demonstrate this cost, then you will be able to show how important it is to invest in a solution to the problem.

When you have defined the problem, then you will be able to write a succinct problem or issue statement. This statement should clearly (but briefly) explain what the problem is and why it is significant to you and/or your community.

Ask yourself these questions to arrive at your problem statement:

1. Who is affected by the problem?
2. What are the causes of the problem?
3. What are the social, economic, and/or environmental symptoms of the problem?
4. What are the current social and financial costs for individual, families or the community?
5. What is the research or statistics concerning the problem?
6. What does existing theory and research tell us about this problem?
7. What do our clients/service users tell us about the problem?
8. What outcomes matter most to our clients/service users?
9. What are the likely consequences if nothing is done to resolve the problem?
10. How important is this problem?

A really simple (and quite fun) way of understanding problems is using "The Problem Tree Approach". It is one tool that can help your team map out the main problem, along with the causes and effects of the problem. Problem trees help you to talk about why the problem is occurring, and what effect it is having on individuals, groups and communities. You can use this tool to create a visual diagram that can then help you discuss your assumptions and what the research says about the problem, its causes and effects.

Learn about The Problem Tree on page 56.

At this stage, and to help answer some of these questions it is important to review the latest research and other evaluations that have been conducted. Without an evidence-based approach you might, without even knowing, be using poor outdated practices and interventions. If you do not review published research you could find that you jump to conclusions or rely too much on assumptions or biases. This includes optimism bias which is the tendency to believe so passionately in what you are doing it can influence your prediction of the changes your program is going to make. Be wary of this bias which can influence your decision making. Always make sure you can defend your program and the rationale behind your choices and decisions.

Please read about evidence-based practice on page 57.

If you find the answers to your research are too much for a few short paragraphs, then refine your statement by thinking from your intended audience's point of view. What is it that they most need to know about the problem? What is going to make most sense when you have completed the logic model? What is going to make the biggest impact on potential funders?

When you have written your problem statement, the underlying rationale of the problem should be explicit to a reader who knows nothing about your program. When you've understood the problem, then you can move on to think about what you are going to do to address it and the outcomes you want to achieve.

Here is a bad example:

There is bullying at Brecon High School, parents are unhappy and students are truanting.

Here is a good example:

A Brecon High School survey has found that 35% of students have experienced bullying at school in the past 12 months. This has resulted in students feeling unsafe which research shows may affect their ability to engage at school and perform well in their studies. A response is considered a priority to ensure our High School is a safe, supportive and quality learning environment.

Another good example:

Research shows about half of Australian school students have experienced some form of bullying behaviour with bullying behaviour increasing by the time students commence high school. The Australian covert bullying prevalence study (Cross et al., 2009), has reported frequent school bullying was highest among Year 5 (32%) and Year 8 (29%) students. The effects of bullying behaviour on children have been reported as including a psychological effect on the student's mental health as well as affecting the student's physical health with an increase in stress, anxiety, depression, illness and an increased tendency to suicide. The National Crime Prevention Branch of the Attorney General's Department has identified bullying as a risk factor leading to antisocial and criminal behaviour. It can also decrease their level of engagement and performance at school.

ACTIVITY 5: PROBLEM STATEMENT

Write down your problem statement

_____

_____

_____

_____

_____

_____

_____

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Tip 1:

Keep your problem statement between 50 - 250 words. If you have more than 250 words in the first draft, keep refining your statement till you reach less than 250 words.

Tip 2:

Once you have a final draft, ask someone (external to your planning process) to review the statement to assess if it clearly explains the problem.

Tip 3:

Problems don't have to be written in negative language that implies people or a community lack something, are to blame or are inferior to you (because you know the solutions). Try rewriting your statement using a strengths-based approach to assess if that is a more positive and empowering way of defining the problem.

Tip 4:

If you don't know enough about the problem or issue you are addressing, take the time to go and do more research or more consultation with people directly affected by it.

9. YOUR GOAL

Your goal (aim) is the solution to your problem statement. It's the final result or outcome that you are trying to achieve.

The goal is not a summary of the activities you are going to provide, it is a synopsis of the change you want to achieve by the end of your program.

The goal should:

- State the broad result or change that you are expecting as a result of conducting your program.
- Specify the target group you will be working with.
- Be simple to understand.

While not always necessary, it's worth trying to make the goal as specific as possible, indicating what you are going to measure in your evaluation process.

Your goal or aim should be a clear solution to your problem statement.

I need to mention, that some people do not write their goal until they have finished completing all the other parts of a logic model. It might sound strange but sometimes that's the best way of doing it, because when you have discussed all your activities and outcomes the goal seems to be much easier to write! So, if you get stuck writing it at the beginning, just leave it alone and come back to it at the end. And don't forget, if you write the goal at the beginning, make sure you revisit it at the end to make sure it still makes sense and is written clearly.

Here is a bad example:

To run a program about bullying.

Here is a good example:

To increase respect, safety, student attendance and school engagement of Year 8 students, use a peer education approach to provide a program that increases student's communication and conflict resolution skills, and reduces the incidence of bullying.

ACTIVITY 6: PROGRAM GOAL

Write down the goal of your program

_____

_____

_____

_____

Tip 1:

Try to make your goal SMARTI. Specific, Measurable, Achievable, Relevant, Timely and Important

Important means you are communicating why an investment of time and funds is needed to address the problem.

Tip 2:

Your goal statement should focus on a specific expected effect/change that will occur because of your program.

10. INPUTS

If you've clearly understood the problem and change you need to achieve; you have researched best practice approaches to the problem and discussed what you are doing, or what you are going to do to create that change, then you should be ready to document what resources you need to run your chosen program.

Inputs are all the resources and people that you need to run your program. There are probably many things that you need to make your program viable so a good brainstorm will usually help you come up with all of the different resources, products, people, time and funds that you need to invest in your activities.

Inputs can include real tangible funds, in-kind services or things that people donate to you. It should include all your stakeholders, anybody that's involved in investing their time or their services to you. It could include things like materials and resources. It will probably include equipment and technology. It might include things like transport or venues.

Write it all down and see how many you come up with. If you think of too many, then you probably need to categorise those things as you won't have room for line-by-line items. You're not trying to do a budget in the logic model so it's fine to categorise things. For instance, under 'resources' you could include stationery and equipment.

Your logic model isn't a budget but you can use your inputs list to help you develop a program budget.

Here is a bad example:

$3,000 per term to run the program

Here is a good example:

- *Program coordination*
- *Funding for resources*
- *Teacher training and support*
- *Peer educators*
- *Student participants*
- *Program evaluation*

ACTIVITY 7: PROGRAM INPUTS

Check off what inputs you need for your program and insert them in your logic model. You may have other inputs that are specific to your program.

- Staff
- Volunteers
- Resources
- Venues
- Office
- Food and catering
- Administration
- Training
- Professional development
- Computers
- Website
- Marketing materials
- Vehicles/Transport
- Video
- Social media
- Equipment
- Fundraising
- Partners
- Parents
- Target group
- Experts
- Consultant
- Surveys
- Tools
- Research
- Instructors
- Evaluation process
- Steering/advisory committee

Tip 1:

If you have too many inputs work out a way to categorise them to make your list manageable and readable.

Tip 2:

Sometimes, providing some details about what the inputs are, rather than just making a list can help you tell your story better.

Tip 3:

Time can be an input. If staff, volunteers or partners are donating or giving time, what would this be worth?

11. OUTPUTS

Outputs are:

1. What you do - your activities.
2. Who you reach - your beneficiaries, participants and/or stakeholders who experience change.

Some people get outputs and outcomes a little confused, so let me explain what outputs are to try and avoid any confusion.

Here is an example of the difference between an output and an outcome:

Output	A workshop for young people.
Outcome	Number of young people with increased communication skills who attend the workshop.

Your activities

Outputs also succinctly describe the program or activities that create change for your beneficiaries.

Activities include things like workshops, counselling, meetings, services, training, events, fundraising, marketing, campaigns and networking. Depending on the size of your program, there could be a lot of different things that you do in regard to addressing the problem or achieving your goal.

You can be as detailed or as broad as you like, as long as it isn't overwhelming but clearly explains what these activities are. It needs to be clear to the person who's reading your logic model what those activities involve.

If you need to categorise, that's okay (if there are too many activities), as long as you capture the key elements, because you don't really want to miss out anything.

A logic model is not meant to be complex. It's meant to be very simple. So work on making it really easy for people to read and understand what activities you expect are creating change in people's lives.

I recommend that you avoid getting stuck on the exact numbers to put in your output column. The logic model is aimed at describing your program, when you develop your evaluation plan you can start thinking about numbers and how you are going to collect information about how much you do.

Personally I always like to include 'Evaluation' as an activity. It is critically important that you communicate clearly that you are using an evaluation process to measure your outputs and using this as a continuous improvement process. So while at face value it doesn't look like it is creating change, of course it will do as you continually monitor, evaluate and improve your activities.

Your beneficiaries, participants or stakeholders

Your beneficiaries are the people who are contributing and/or receiving some benefit from your activities. Also called clients or service users, customers or target group.

- Young people who have been unemployed for 12 months or more.
- Homeless single mothers with children under 10 years old.
- People with a disability.
- Families in the local community at risk of homelessness.
- Newly arrived refugees.
- Children living in out of home care.

Who are YOUR beneficiaries?

Remember the people that you reach and people that you involve in your program might not just be clients or customers. There might be other people that really benefit from your activities as well. They must be people who experience some change. So answer the question: "Who experiences change because of our program?" That should help you decide who you need to include.

Your stakeholders might include:

- Teachers
- Peer educators
- Volunteers
- Competitors
- Employers

Who are YOUR key stakeholders?

The logic model is meant to be a snapshot. You don't need to write down every detail or person, but you do want to give a clear picture of whom you've been working with and who experiences change.

Satisfaction

Outputs can also include your stakeholders satisfaction with the program/activity. Satisfaction is an output, not an outcome, because it doesn't actually explain any change. But it does give you a sense of whether they enjoyed participating and how many participated.

The next step is to think about activities - what you do with your inputs in order to achieve your program outcomes and, ultimately, your goal.

Outputs are usually quantifiable things which you can measure – they are WHAT you are doing and WHO is experiencing change.

Here is a bad example:

- *Training*
- *Workshops*
- *Surveys*

Here is a good example:

KEY PARTICIPANTS - Teachers, peer educators & Year 8 students.

THE PROGRAM - Teachers are trained over two days, Year 11 and 12 students are selected, trained and supervised to be peer educators and Year 8 students attend 20 peer-led workshops.

EVALUATION - An evaluation involving students, teachers and parents is conducted.

ACTIVITY 8: PROGRAM ACTIVITIES

Describe the specific program activities that you are going to undertake to address the problem. (You may have more or less than five activities depending on your program).

Activity 1

_____

_____

Activity 2

_____

_____

Activity 3

_____

_____

Activity 4

_____

_____

Activity 5

_____

_____

Tip 1:

If you have more than five activities you may need to categorise your activities into themes or under headings that show who those activities are for or involve.

Tip 2:

You should always discuss what assumptions you are making when deciding on your activities and what critical success factors are required to ensure the activities take place as planned. (Activity 11)

ACTIVITY 9: PROGRAM PARTICIPANTS/BENEFICIARIES

List the people, groups or populations that are involved and are going to experience some change as a result of your activities.

	Individual, Group, Population
1	
2	
3	
4	
5	

Tip 1:

Consider at what level you are wishing to create change (more than one is okay). Are you creating change for individuals, groups, a sector, a population/community or society?

12. OUTCOMES

The last column is outcomes. I tend to split this column into three, which are labeled short, medium-term and long-term, but it really is up to you and how you want to do it. There is no "right number" of outcomes. You can select as many outcomes as you need to describe the changes that happen as a result of your program. The number will depend on the nature, resources, size of your program and the number of partners and stakeholders involved.

So what are outcomes then, and what are these things that we're looking for in six months, three years, and five or ten years? They are the changes that are occurring because of your program.

Short-term outcomes are typically the immediate changes that take place because of your program. I usually recommend they are the outcomes achieved during the program, or within the first 6-12 months of the program ending or a person participating.

Short outcomes are the changes you expect to see. They could be changes in awareness, knowledge, attitude, skills, opinions, aspirations, motivations, and behavioural intent.

The medium-term outcomes might be things between one - three years. Not as immediate, but fairly shortly after the program and about 12 months onwards.

Medium outcomes are the changes you want to see. These include changes in behaviour, decision making, policies, social action and practices. It could be a whole range of things that you're likely to see six months to three years after the program. Real changes evident in people's attitudes and behaviours.

Then your long-term outcomes might be three - five years later. So those are the embedded changes that you'll be able to see. Long-term outcomes are the long term impact, so I often label that last column 'impact' rather than outcomes.

Long term outcomes, the impact of your program, include things like social conditions, health, economic environment, and environmental health. Those are the harder things to measure, which is why a lot of people don't evaluate these long term impacts or if they do they have to really make a commitment for at least three to five years to measure these changes. I believe it's very important but not possible for everyone with minimal program funding or resources. Whether you expect to measure them or not, you still include them in your logic model.

When you are thinking about what changes occur due to your activities, you will also need to think about who these changes occur for (Activity 9).

You may also find that the changes initially take place on a small scale with an individual or group, but over time the change occurs for a group, community or sector.

Remember – your assumptions and beliefs about why your program causes these changes has to make sense or be backed up by evidence and research if you haven't yet evaluated the program yourself.

If you find evidence that a program has been successful elsewhere before, ask yourself if implementing the program would have the same results in your community, with your target group. Never simply cut-and-paste a program without giving thought to whether the same outcomes could (or should) be achieved in your community and context.

The table below may give you some ideas about what changes you should be looking for and describing.

Outcomes and Impact describe the changes in:		
Short (expect to see)	**Medium (want to see)**	**Long (hope to see)**
Knowledge	Decision-making	Social conditions
Skills	Policies	Health
Attitudes	Practices	Economic environment
Opinions	Behaviour	Civic health and participation
Aspirations	Social action	Environment
Motivation		Social capital
Behavioural intent		

Keep in mind these are changes you want to be able to measure and report on.

Here is another way of exploring the outcomes of your program:

1. What changes occur either immediately or soon after the program? (short-term outcomes)
2. What changes occur after that? (medium-term outcomes)
3. What changes do you hope will occur after that - over time? (long-term outcomes)

If you don't think you're going to be able to evaluate the longer term impacts, you still include them in your logic model. They are things that are going to be harder to measure but they definitely still need to be included in your logic model because it's your hypothesis (theory of change) and you still believe that these are the changes your program is creating long term.

Remember all your outcomes should have a clear link back to your problem, the reason why you deliver your program.

Here is a bad example:

- *There is less bullying in the school*
- *The Principal is happy*

Here is a good example:

Short term outcomes:

- *Increased communication and social skills*
- *Increased understanding how to show respect and help others*
- *Increased confidence and skills to reduce and manage bullying*
- *Increased peer and teacher support*

Medium term outcomes:

- *Students feel more supported and safe*
- *Increased pro-social attitudes and behaviours*
- *Reduced bullying*
- *Increased school attendance and engagement*

Long term outcomes/Impact:

- *A safe and supportive school culture*
- *Student health and wellbeing*
- *School engagement*

ACTIVITY 10: PROGRAM OUTCOMES

Describe the outcomes (changes) that occur related to each of your activities. (Use this as a template, but you may need less columns or more rows as required).

	Short Term Outcomes	**Medium Term Outcomes**	**Long Term Outcomes**
Activity 1			
Activity 2			
Activity 3			
Activity 4			
Activity 5			

Tip 1:

You do not have to include every little change that occurs – you need to communicate the major and key changes that people experience.

Tip 2:

If you are unsure about which outcomes to document, ask yourself "What changes are most important to my participants and stakeholders?"

13. ASSUMPTIONS

At every stage throughout your process you should discuss and document the assumptions that are guiding your plans and decisions. We are always making assumptions – so it is best to have explore these as early as possible and test to see if they are valid.

Assumptions are the beliefs you have about your program, the participants, and the way you expect the program to operate; the changes you expect will occur; the principles that guide your work.

Faulty assumptions may be the reason you don't achieve the expected outcomes so it's worth spending some time thinking about what is driving you to implement your activities and why you think they will successfully create the outcomes you desire.

Ask yourself…what assumptions are being made about:

- The problem/issue
- The program stakeholders
- What changes are most important for stakeholders
- The cultural context
- What theory and research has already discovered
- The way the program will operate
- What is needed to create the change
- What we expect will happen as a result of the program
- How and when change will occur
- How people learn and behave
- The resources we need
- Staff and their engagement, skills and knowledge
- External factors that might impact on the program such as political, economic, environmental, demographic, technological, legal etc.

It is very important to remember that without explicitly naming assumptions, you may miss some critical deeply held view and belief about what should/could work and why. While these may be correct, they might also be the reason why the program fails or the outcomes were not achieved.

ACTIVITY 11: ASSUMPTIONS

Your assumptions should be discussed at each stage of designing your logic model. At the end you can put all your assumptions together to make sure you haven't missed anything. It is very important to document your assumptions, sometimes on the logic model itself, other times in a report that accompanies your logic model.

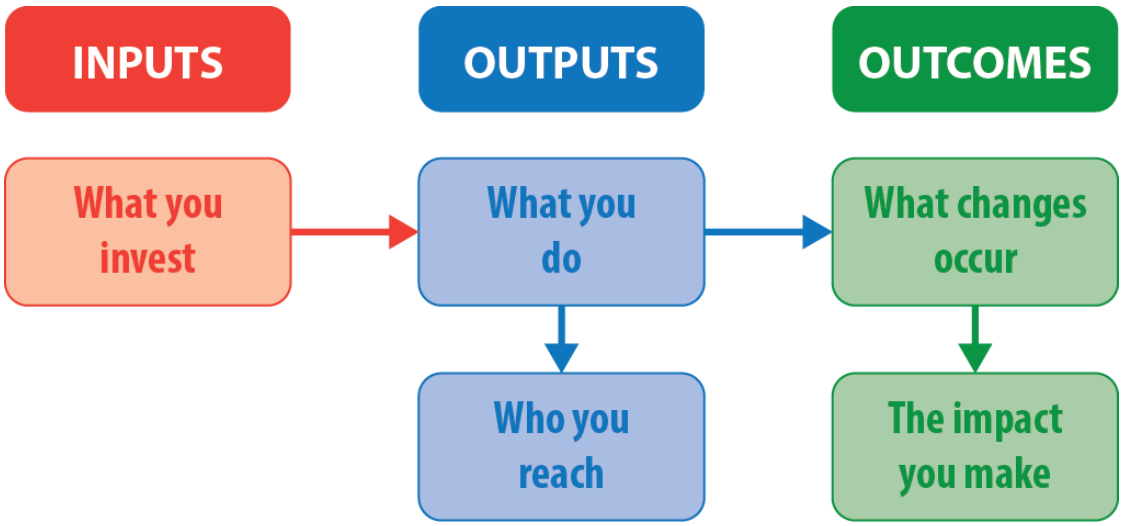
1. What are our beliefs and assumptions about…

The Problem/Issue	
Why change is needed	
What changes are important	
Our Stakeholders	
The Conditions and Risks	
Our Strategy (e.g. choice of activities and approach)	
Why and how outcomes will occur	
When outcomes will occur	

2. What other assumptions are we making? Do they need to be tested or do we have evidence these assumptions are valid?
3. What are the preconditions (or Critical Success Factors) that need to be fulfilled so we can implement the program successfully?

14. THE LOGIC MODEL

Now you can put all of these different boxes or columns together! You'll see below that if you use a column process you can see what you invest on the left hand side of the paper. Then moving along to what you do, who you reach, the results, what outcomes occur, and what impacts you make. It should look like a visual diagram.



REVIEW YOUR LOGIC MODEL

- Is the need for the program clear? Has the problem been stated clearly?
- Is the model simple to understand to everyone and make sense, even those who aren't involved?
- Is the model written using language that anyone would understand?
- Is it clear who your program is working with and who will benefit?
- Is the difference between outputs and outcomes clear?
- Are the outcomes truly important to the key stakeholders?
- Are the outcomes within the scope of influence of the program? (even if an evaluation hasn't proved this yet)
- How valid are our assumptions? Are they based on experience, research and/or guesswork?

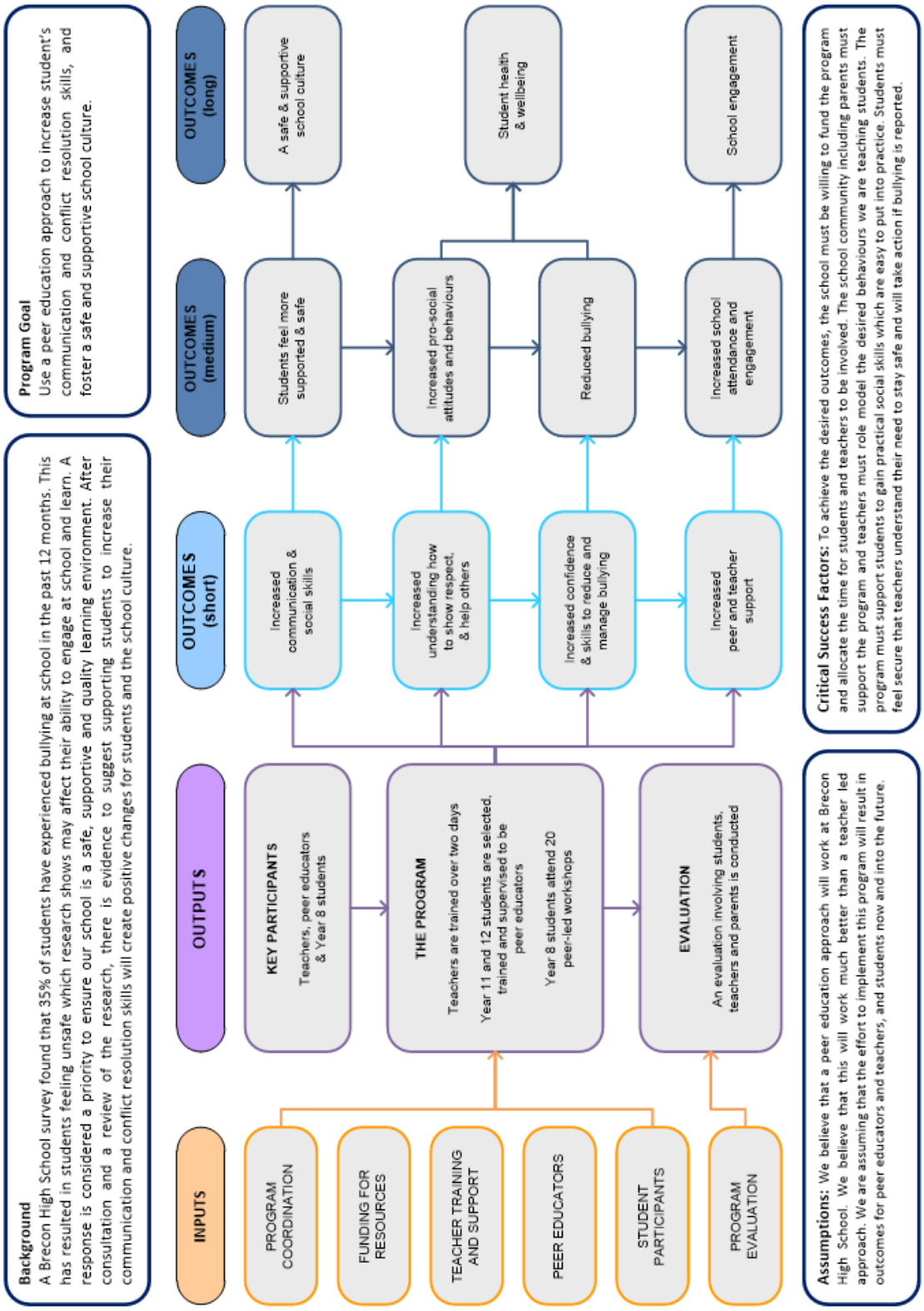
BE AWARE

Any tool has limitations so you should be aware of some limitations and challenges that people face when developing a logic model.

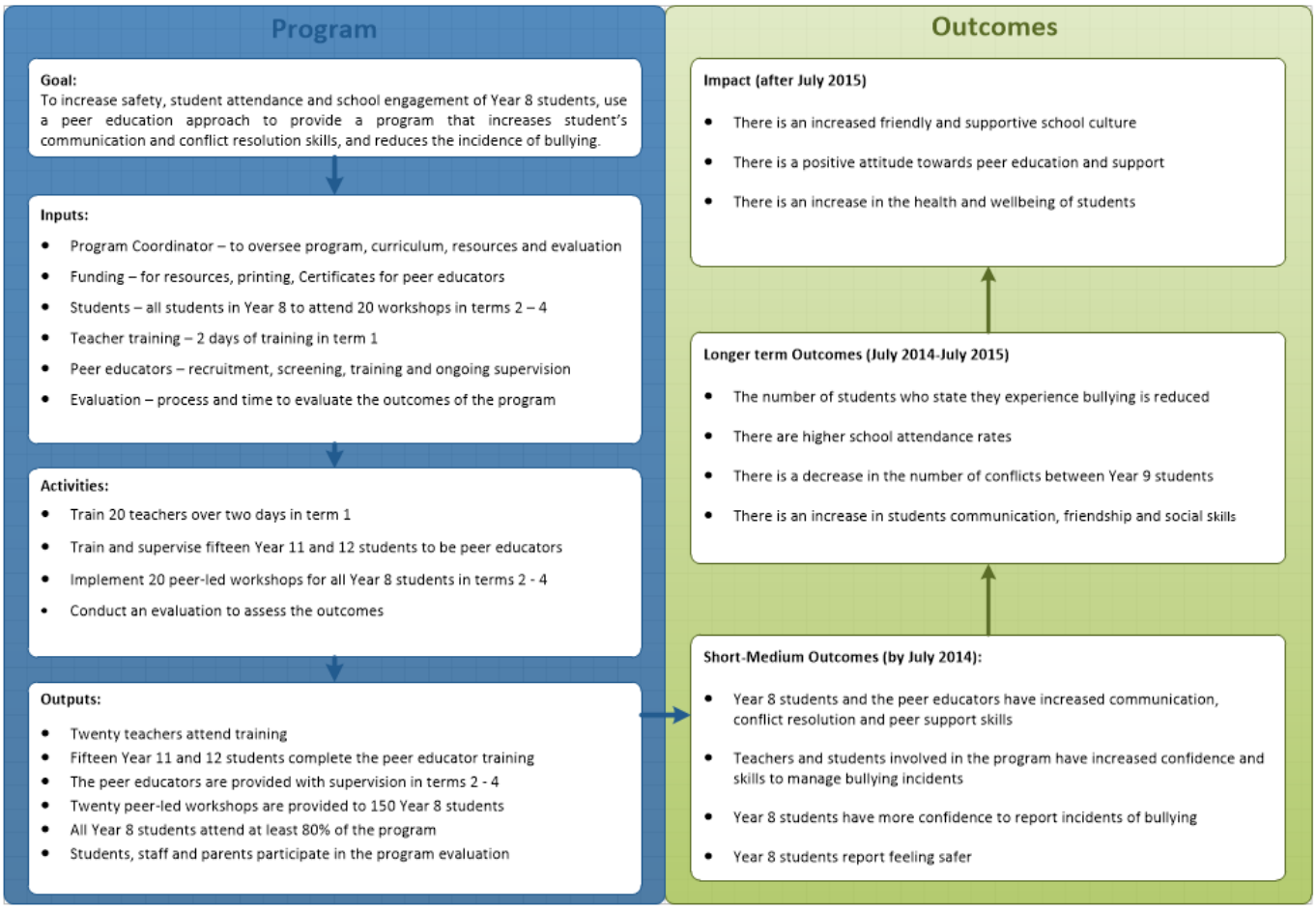
1. A logic model should be logical, however life doesn't always work that way. Therefore a logic model isn't trying to represent reality, it's trying to broadly represent what you are doing and what changes you hope to achieve. Avoid becoming too specific and pedantic about the model otherwise you will find the process frustrating and counterintuitive. Rather, it is best to use the logic model to tell a story that engages your stakeholders and communicates what you predict is going to occur. Use the logic model to test out your assumptions and beliefs about the problem and solution.
2. Your model is heavily influenced by external factors. These factors can include for example, your budget, the quality of the program, engagement of participants, your leadership and workers abilities and competencies. These factors influence the program's results. Therefore, it is wise to remember that a program is greatly affected by the context, culture, environment and external factors. For this reason I always document what the 'Critical Success Factors' are, that can ensure the program achieves the desired outcomes.
3. While most logic models only focus on intended outcomes the unintended results can be important too. In fact they can be critical especially if they are negative and could have serious consequences for your stakeholders or organisation. Outcomes that are negative or have unintended negative consequences should be given careful attention and never ignored.

Don't forget to also read my "**10 Tips You Should Know Before You Design A Logic Model"** guide which gives you more information about how to overcome some of the challenges people face when designing a logic model.

15. EXAMPLES

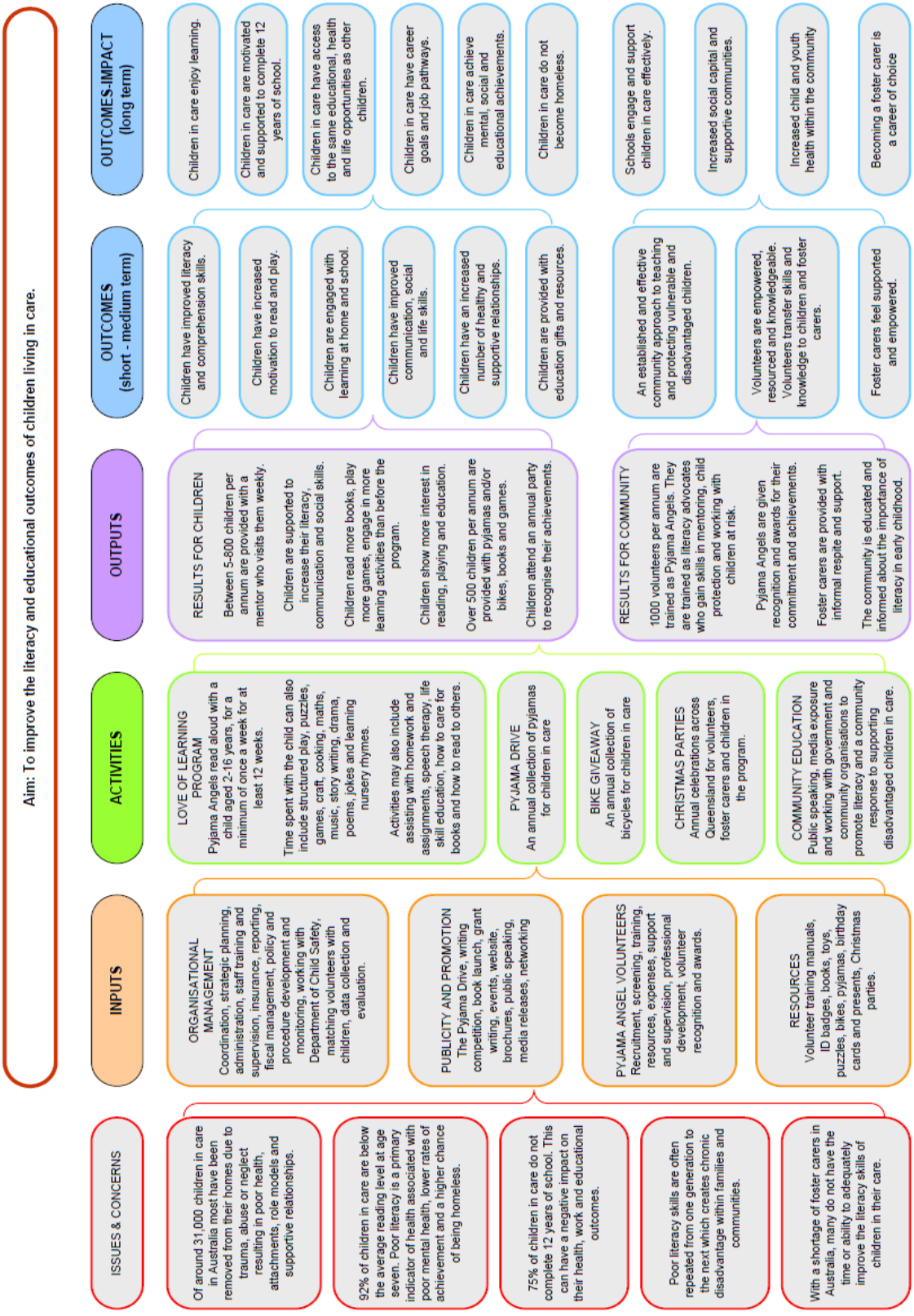

Program Goal
Use a peer education approach to increase student's communication and conflict resolution skills, and foster a safe and supportive school culture.
Background
A Brecon High School survey found that 35% of students have experienced bullying at school in the past 12 months. This has resulted in students feeling unsafe which research shows may affect their ability to engage at school and learn. A response is considered a priority to ensure our school is a safe, supportive and quality learning environment. After consultation and a review of the research, there is evidence to suggest supporting students to increase their communication and conflict resolution skills will create positive changes for students and the school culture.
INPUTS
OUTPUTS
OUTCOMES (short)
OUTCOMES (medium)
OUTCOMES (long)
PROGRAM COORDINATION
FUNDING FOR RESOURCES
TEACHER TRAINING AND SUPPORT
PEER EDUCATORS
STUDENT PARTICIPANTS
PROGRAM EVALUATION
KEY PARTICIPANTS
Teachers, peer educators & Year 8 students
THE PROGRAM
Teachers are trained over two days
Year 11 and 12 students are selected, trained and supervised to be peer educators
Year 8 students attend 20 peer-led workshops
EVALUATION
An evaluation involving students, teachers and parents is conducted
Increased communication & social skills
Increased understanding how to show respect, & help others
Increased confidence & skills to reduce and manage bullying
Increased peer and teacher support
Students feel more supported & safe
Increased pro-social attitudes and behaviours
Reduced bullying
Increased school attendance and engagement
A safe & supportive school culture
Student health & wellbeing
School engagement
Critical Success Factors: To achieve the desired outcomes, the school must be willing to fund the program and allocate the time for students and teachers to be involved. The school community including parents must support the program and teachers must role model the desired behaviours we are teaching students. The program must support students to gain practical social skills which are easy to put into practice. Students must feel secure that teachers understand their need to stay safe and will take action if bullying is reported.
Assumptions: We believe that a peer education approach will work at Brecon High School. We believe that this will work much better than a teacher led approach. We are assuming that the effort to implement this program will result in outcomes for peer educators and teachers, and students now and into the future.

Or alternatively, you could draw the logic model like this:

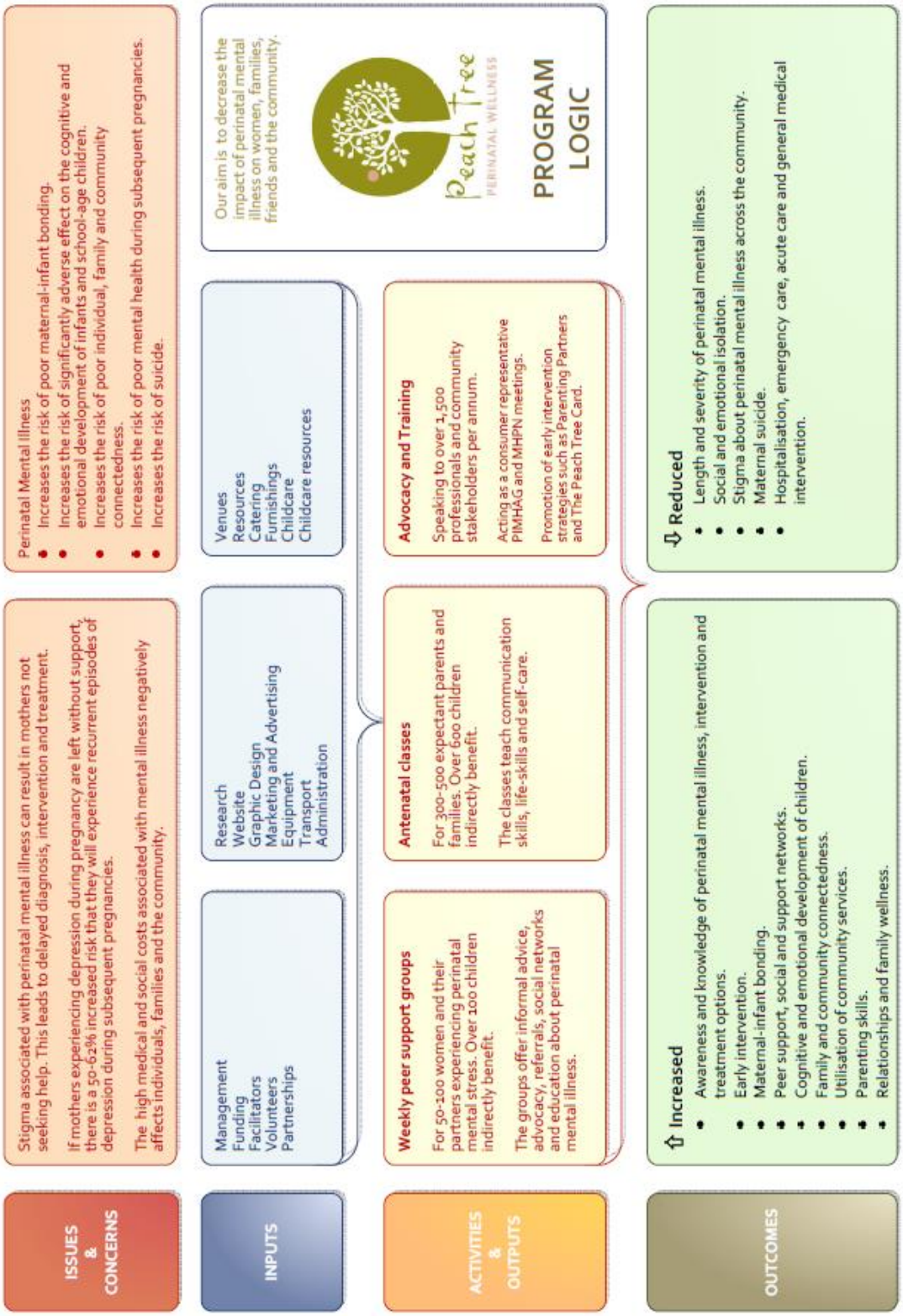


Here are a few different examples of different logic models:

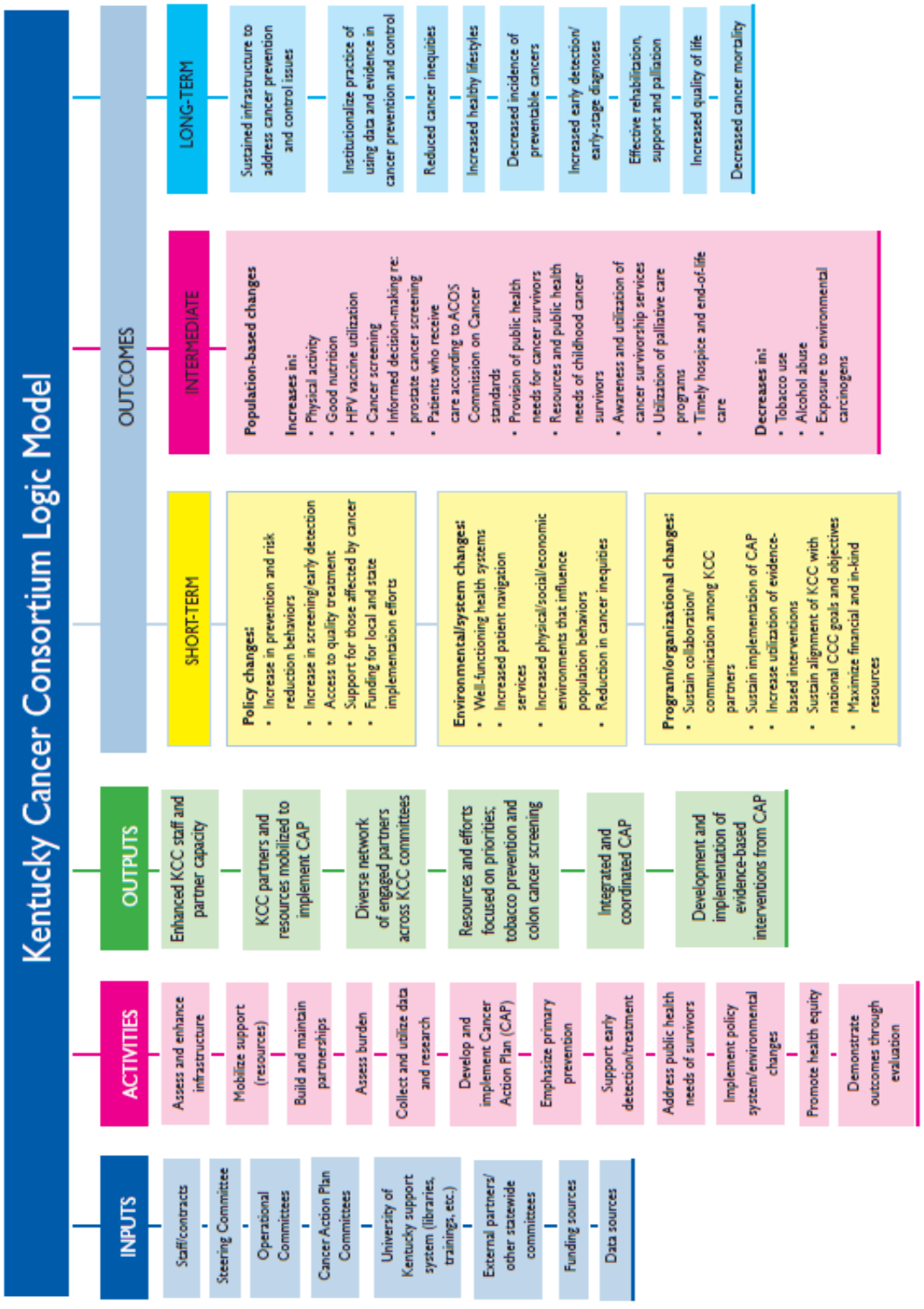
1. The Pyjama Foundation (www.thepyjamafoundation.com)



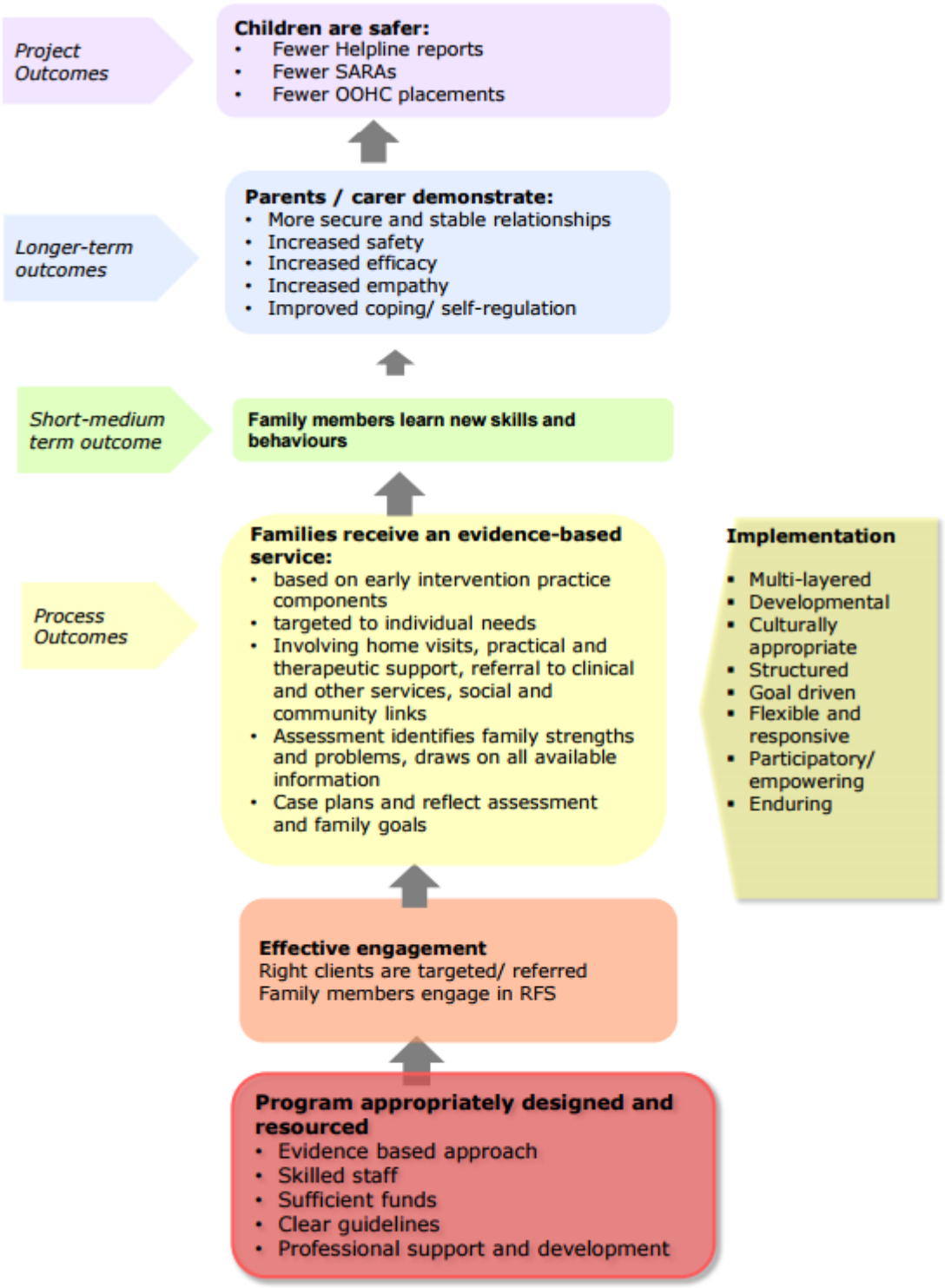
2. Peachtree Perinatal Wellness (www.peachtree.org.au)



3. Kentucky Cancer Consortium (www.kycancerc.org)



4. The Benevolent Society Resilient Families Program Logic (ARTD Consultants, 2014)



At scale, on an A4 page these logic models are easy to read and show what the problem is that the organisation is trying to address, what activities the organisation undertakes and what the outcomes are. Using the logic model, they've been able to explain simple why they've developed their services/programs, why are they in existence. In just 1 page!

These examples are different because there are no set standards concerning how a logic model should look. However, there are a few issues and principles that you need to know.

1. Use a participative process. Try and involve key people in the process because one person alone won't be able to remember or capture all the change that is happening (or should happen). But, remember to keep the process, and the logic model simple. Don't try to over complicate this!

2. Don't let perfection be the enemy of progress. Logic models can, and should be, a work in progress. Don't get stuck trying to make it 'perfect' when you are first designing it because your evaluation process will help to refine and verify it.

3. Remember that the logic model is all about telling the story of how your program achieves change. Simply and clearly.

4. Use arrows in your logic model as they show the linkages between the different elements of your logic model, especially if you have a lot of different activities or there are different people involved in your activities.

5. Categorize if necessary. Don't have too many boxes and arrows because if you have too many, your model's going to look overwhelming and complex - not simple.

6. Ensure your model is a way of thinking, not just a graphic. The logic model can be used in so many ways but it should be something that helps keep your program staff, your managers and your board focused on what you're doing, on what you're trying to achieve and ultimately what you're being accountable for when evaluating your program.

7. Remember that your logic model will be unique. You can look at other logic models and get some ideas from them, but ultimately your logic model will be about your program and what you're trying to achieve.

8. Be creative. There are many different ways to design logic models as long as it makes sense to you and to other people. I've seen lots of different shapes and sizes of logic models. They can be from top to bottom, from bottom to top, it can even go around in circles.

9. Your logic model should always remain a work in progress because it has been designed with what you know at a certain point in time. It may be necessary to adjust the model over time as conditions change, you test your assumption, and as you continuously improve your activities and evaluate the outcomes.

10. Remember that a logic model only represents reality. It's not reality until you start evaluating and proving that your program has caused or contributed towards the desired outcomes. With that in mind, put down everything in your logic model that you feel that you're trying to change or that is changing and then use that as the catalyst towards your evaluation planning.

11. If you don't have a software program that helps you design flow charts, ask a graphic designer to help you design the final logic model. They will be able to lay it out nicely on the page and will even find space to include your logo and website address!

16. USING YOUR LOGIC MODEL TO PLAN YOUR EVALUATION

You should now have a diagram that depicts clearly and simply what problem or issue your program addresses, what activities you undertake, what you expect to achieve and what you hope to achieve.

The next step is to collect evidence to verify your model and assumptions. This is the beginning of your evaluation process.

Because you have simplified your program's complexity, you can now think about "What element of the change taking place can we realistically measure, and then report to our stakeholders?" and "What's going to be the most valuable outcome to spend time and resources measuring?"

These questions will help you use the logic model to analyse what outputs and outcomes you want to focus on and collect evidence about. Over time, your logic model will become less theoretical the more evidence–based as you prove your hypothesis is correct and those changes are really taking place as a result of your program!

Your logic model must be meaningful and make sense, and your story of the changes that occur must be explicit.

12. GLOSSARY

Activities: What your project does with the inputs/resources. Your strategies to address the identified problem.

Assumptions: The beliefs and principles we have about the problem, the solution, the program, the participants and the way we expect the program to operate and change to occur.

Benchmark: A standard or point of reference against which things can be compared.

Baseline: A benchmark used to measure or compare past, current and future values. Historical baselines show what is happening before a program, and a forecast baseline shows what might or should happen if change occurs.

Continuous improvement: A process of using feedback and data to inform and drive decision making and positive change, so the program is continually becoming more effective and/or efficient.

Client-centred (or person-centred) practice: Asking clients what outcomes they would like to experience as a result of your program (outcomes), and what success would look like for them (indicators). Listening to their answers and using them as the cornerstone of the program's design, measurement and communication about progress.

Evidence-based practice: The integration of client goals and choices, professional expertise and established research into the decision making process when designing programs and service delivery.

Goal: The ultimate purpose or mission of your program.

Impacts: The long term effects, results, consequences and change that occurs as a result of your program.

Indicators: Signs (or evidence) that demonstrates you have achieved an outcome.

Inputs: The human, financial, organizational, community, or systems resources that you need to implement your program.

Logic model: A visual description of the relationship between your activities and the result of those activities.

Long term outcomes: The change and benefit that has occurred due to your program activities (this could be the change for individuals, families, community or environment). 'Long term' usually infers after 3-5 years of the program being implemented.

Medium term outcomes: The change and benefit that has occurred due to your program activities (this could be the change for individuals, families, community or environment). 'Medium term' usually infers within 1-3 years of the program being implemented.

Outputs: The direct results of your program's activities. They are concrete, quantified indicators that result from your activities.

Problem statement: A description of a problem that your program hopes to address. It may be based on research, anecdotal evidence, interviews or consultation.

Short term (or immediate) outcomes: The change and benefit that has occurred due to your program activities (this could be the change for individuals, families, community or environment). 'Immediate' usually infers within 6-12 months.

Social Return on Investment: SROI is an approach that assigns a monetary value to the outcomes created by an activity or an organisation. It is based on a set of principles that are applied within a social accounting framework.

Stakeholders: Any person or group that are involved in your program, or is affected by an organisation or its activities.

Target Population: The group or persons to whom the problem effects, and who will participate or benefit from the program.

Theory of Change: A description and illustration of how and why a desired change is expected to happen in a particular context.

13. LOGIC MODELS – OVERVIEW FOR MANAGERS AND BOARDS

Do you need to put forward a case to your manager or board of management that Logic Models are worth investing in?

Use the overview on the following two pages to provide them with information about the benefits and process. You can print out these pages to hand out, or use the text to design your own information sheet for managers.

I have also designed a Practice Guide that you can use within team meetings and supervision – just download the Practice Guide from my website and print out!

Logic Models – Overview for Managers and Boards

Who uses logic models?

Logic models have been used over the past 20 years because they can effectively communicate why and how a program's activities achieve the desired outcomes or goal. They can be used to assist with:

- Governance
- The design of programs and services
- Strategic planning
- Monitoring and evaluation
- Communications and marketing
- Reporting to stakeholders including funders and investors
- Policy development

In this era of accountability, best practice and continuous improvement, organisations are using logic models throughout their whole organisation as they are simple to develop, design and use.

What is a logic model?

A logic model is a graphic that often looks like a flow chart or table. There is no standard method of drawing a logic model but it usually has some key components that explain:

- The inputs or resources needed to implement a program.
- The outputs or activities delivered
- The outcomes (change) that occurs
- The long term impact of a program on program participants or community.

Describing these elements simplifies who changes and what changes as a result of an organisations activities.

Why should we use logic models at our organisation?

Logic modelling will enable our organisation to have a professional and rigorous approach to designing programs and mapping the outcomes for individuals, groups and the community. Developing logic models will allow us to examine our assumptions, values and beliefs about our services, programs, interventions, change processes and program results.

The process is client-centred, strengths based, visually creative, rigorous, flexible and fun. It is a suitable planning and management tool for everyone in the organisation and will help us measure our performance and communicate the importance of our work to stakeholders.

Measuring Outcomes

While there are many reasons why we should use logic models, importantly they are a tool used to measure and evaluate the changes our program creates. Measuring outcomes helps us to be accountable to stakeholders, understand our social impact and make better decisions about what programs we deliver.

How do you develop a logic model?

Logic models can be designed at any stage of a program's life cycle. Ideally they should be developed at the program design phase, however should also be developed for established programs.

Logic models are very simple to develop and can easily be designed in-house if required. They can take anything from a few minutes to a few weeks to develop, depending on the number of people involved in planning the logic model, the size of the program and number of activities.

Developing a logic model involves defining the problem our service or program will address; consulting with key stakeholders; ascertaining the resources needed to implement the program; clarifying the activities being undertaken and then describing the results and change that occurs for program participants and/or community.

The final outcome of the development process is a diagram that communicates a logical argument, or story, for a program. This story can be shared with funders, supporters, staff, evaluators and volunteers to ensure a clear and shared expectation about performance measurement and success.

14. THE PROBLEM-OUT TREE

"The Problem Out Tree" is an approach to help you discuss and investigate the issues concerning the problem you wish to address or change. It is a very useful tool for people designing programs as it helps you to analyse a problem, establish the root causes, and consider the effects of the problem. It can help you to build a shared sense of understanding amongst your team, but can also help you establish whether further information or evidence is required to make a strong case about why you need to take action and create change. It can also help you map your outcomes and be realistic about what you can achieve.

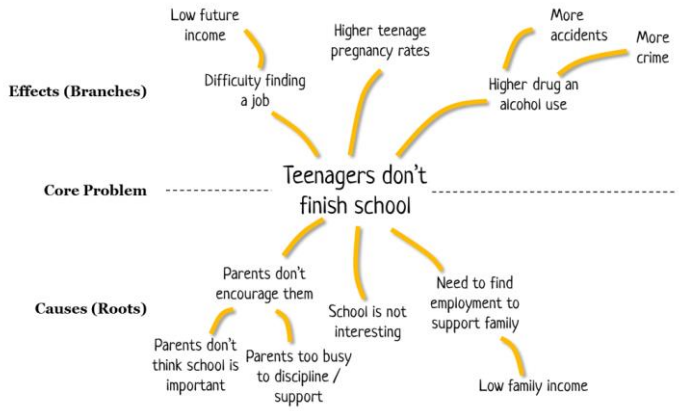
The tool ensures you take every aspect of the problem into consideration, irrespective of its relative importance. It helps you examine the problem in manageable pieces and establish links between the causes and effects. Ultimately it provides you with a strong basis and understanding to begin strategising and designing activities that will address the problem and create change.

The tree should be designed with your planning team or key stakeholders in a focus group. Try and make it a fun exercise by using post it notes or coloured card and pens for example.

Step 1: Identify what "the problem" is, then ask your group to brainstorm what is causing the problem.

Step 2: Ask your group to brainstorm what the effects of the problem seem to be – either due to personal experience, observed or established through research. Don't forget to look for positive as well as negative causes and effects.

Step 3: Once you have exhausted your brainstorming and discussion, you can draw or map the problem clearly showing key links between issues. Diagrammatically, the tree might look something like this:



You can also design the diagram like a real tree. The tree has a trunk that represents the core problem, roots that represent the causes of the problem, and branches that represent the effects.

Credit to tools4dev.org

15. EVIDENCE BASED PRACTICE

If you are aiming to develop and evaluate an evidence-based program, then it is important you spend time during your planning stage to understand what evidence-based means and what research underpins your program.

Evidence-Based Practice (EBP) is the conscientious and explicit use of current best evidence when implementing programs and interventions. Instead of just developing a program that you *think* might be successful, you use feedback from clients and existing research and evidence about what has worked in the past.

EBP is a person-centered approach that places significant importance on what your client or service user wants the outcomes of the program to be. It also takes into consideration their environment, culture, and values regarding the problem or issue you are trying to change.

Here is an analogy. If I was feeling sick and went to the doctor, I would want the doctor to ask me how I was feeling, why I might be sick, and what I was allergic to, before the doctor prescribed some treatment. It would be very important for the doctor to take into account my age, health history and other factors that might impact on whether a certain treatment was successful or not. Without a thorough consultation with me, he/she would not have the information necessary to then look at what treatment would be most suitable and get the best results. After the consultation, I would then expect the doctor to consult with the published research about how other similar patients had responded to this treatment. I would want the doctor to confidently tell me that this was the treatment that had shown the most success in the past, that there was lots of evidence that this was the best treatment for me.

The analogy describes how important it is for you to understand your target group or population, consider what the research already says about the issue you are addressing and reviewing all the existing evaluations that have already been conducted. This will inform your decisions and help you deliver the best possible program.

Where might you find research about your problem or issue?

- Published Journals
- Peak Bodies and Associations
- The library – books and reports
- Evaluations from other organisations

16. CLIENT-CENTRED PRACTICE

Many organisations who map their outcomes take a client-centred (or person-centred) approach. This is a term referring to an approach of helping clients (service users or customers) articulate the outcomes most important to them.

The approach means that you will design and implement your program by understanding a problem or issue from a client's perspective. It requires listening to clients and keeping them at the heart of all decision-making. This means putting your clients at the center of the planning process so that you genuinely and carefully listen to what outcomes are most important to them.

If you are committed to being client-centred in your organisation you will need to develop appropriate organisational structures and processes that are flexible and collaborative. You will need to regularly reviewed your program design and delivery and make sure your clients are able to provide feedback about what outcomes *they* believe have been have been achieved, and what yet has to be achieved.

If you believe in the voice and empowerment of clients you will need to ensure that when you develop a logic model, the voices of your clients are 'heard' and considered central to the planning process. It may mean you need to shift your focus to what really matters to people who use your services, rather than what you think is 'right' or 'necessary'.

Additionally, being person-centred means you must be able to develop culturally appropriate responses and ensure *everyone* you work with has opportunities for social inclusion, safety, valued roles, strong supportive relationships and community participation.

What does this mean for you and your organisation? It means:

- Clients are important stakeholders in your planning and program design processes.
- You may need to design individualised logic models for each client or group of clients (not a one size fits all model).
- Collecting client feedback is a central part of understanding if outcomes have been achieved for your clients, why and how.
- Your monitoring and evaluation process may be more complex as you have to report on a wide range of outcomes.

17. CORE PRINCIPLES FOR RESEARCH AND EVALUATION

There are ethical principles you should be aware of if you wish to consult with people or involve them in your data collection methods, research and evaluation.

When you engage people in your work you always must:

- do no harm;
- gain informed consent; and
- protect confidentiality and anonymity.

Information from the report 'Toward A World Free From Violence: Global Survey On Violence Against Children' (2013) available from www.srsg.violenceagainstchildren.org suggests a number of additional principles you should adhere to when consulting with children. They include:

- child protection;
- legal obligations and policy commitments in relation to children; and
- a child-centred, inclusive approach to research.

Parental/guardian consent is required for a child to participate in research, but good practice also requires the child's agreement.

Your organisation should have a child protection policy in place, and this policy should include how you protect children during research and consultation.

You have a duty to respect children's rights and wishes, this includes allowing them to withdraw or refrain from answering questions or taking part in consultation when they do not feel safe or comfortable.

Every effort should be made to involve children as active participants in the research process, this will ensure that you gain the most accurate and helpful information from the process while adhering to your ethical responsibilities.

18. CASE STUDIES

Case Study 1: Engaging a large number of stakeholders to design a logic model

The Queensland Chamber of Agricultural Societies (QCAS) (www.queenslandshows.com.au) were planning an Impact Study of Australian Agricultural Shows. They began by developing a logic model in consultation with 128 shows to gain common agreement about the aim and desired outcomes of shows. Developing the logic model in partnership with all QCAS members ensured everyone felt part of an engaging and transparent process. Once finalised, the logic model was used to develop an evaluation plan and guide a research team as they established the economic and social benefits of Agricultural Shows for individuals and communities. This led to a significant piece of work which raised the profile of the organisation. The logic model was then used as a management and communication tool to help the QCAS Board promote the work of agricultural shows.

Case Study 2: Using a logic model to design a brand new program

A Queensland based training organisation was designing a new program for young offenders. They wanted to design a program that was effective and had the ability to engage young people so they would be more interested in employment than 'at risk' behaviours. In order to design the program they used a logic model approach and consulted with young people, schools, other community organisations, the police and the juvenile justice system to thoroughly understand the issues involved. They also researched overseas programs and the published research about programs that demonstrated best practice. They spent considerable time collecting evidence about why their target group were disengaged from school and what would make their program client-centred and outcomes-focused. Their logic model was used to communicate with stakeholders and plan an evaluation to document the results of the program.

Case Study 3: Using a logic model approach to identify the value of a community program

CentacareCQ (www.centacare.net) was conducting an evaluation to measure the social impact of a community flood recovery program. They interviewed many clients of the program to establish what the most significant outcomes had been achieved and used a logic model approach to communicate the inputs, activities, outputs and outcomes of the program. The logic model was a key planning and communication tool which helped the organisation place a monetary value on the outcomes identified. The process has helped the organisation continuously improve their programs and make more informed decisions for better social responses.

Case Study 4: Using logic modelling to plan and conduct a Social Return on Investment

Walk On is an intensive activity-based community rehabilitation program implemented by Spinal Cord Injuries Australia (SCIA) (scia.org.au) and designed to assist a person with a spinal cord injury to improve and maximise their functional ability and lead a more independent life. In early 2013 SCIA commissioned a Social Return on Investment (SROI) evaluative analysis. This process used a consultative process to map, measure and value the outcomes for stakeholders of the Walk On program. The changes for each stakeholder group was documented using a logic model approach. Once the outcomes were identified, they were valued, and then an SROI value was calculated to provide an indication of the social and economic value that is created by the Walk On program. The SROI analysis has been useful in shifting to an outcomes-based approach to service delivery, and in building the capacity of staff members to undertake outcomes measurement.

Case Study 5: Using a logic model to gain increased funding and support and staff engagement

YWAM Gold Coast (www.ywamgoldcoast.com.au) needed to increase their appeal to corporate sponsors and donors but realised they were struggling to communicate clearly why their activities were important. They decided to undertake a logic model approach and as a team discuss the outcomes of their work. The team found the process exciting and validating, they arrived at a common agreement about why they exist, not just what they do. They have used the logic model approach to now communicate with confidence and clarity to funders and sponsors. They have used the approach to review their activities and become more effective when allocating time and resources. Their logic model has helped them think about what feedback and data they collect from the young people they work with. They also use the model to orientate new staff and to help their team plan new projects.

Case Study 6: Using a logic model to communicate expected and unexpected outcomes

A youth organisation on the Gold Coast developed a peer education program. The program trained young parents to provide sexual health workshops for teenagers in local high schools. The organisation found it easy to collect information about their outputs (how many students attended the workshops and how many schools participated etc.) However, when they conducted an evaluation about the outcomes, they found some interesting and unexpected results. The information they collected about outcomes found that changes had occurred not just for the school students that had participated in the workshop, but there had also been significant changes for the peer educators and their children. By examining the outcomes, the organisation found that the program had provided opportunities for the young parents to develop skills and knowledge about public speaking, team work, parenting, sexual health and life skills and it had increased their personal confidence, self-esteem and positive decision-making. Being involved in the program had encouraged the young parents to enrol in further study due to their new confidence and interest in education. The organisation found that while outputs showed some of the program's success, an emphasis on evaluating the outcomes meant they could communicate how young people were making better decisions about their sexual health, but also what positive changes were being achieved for the young parents/peer educators and their children.

Case Study 7: Funders and social investors are making better decisions using logic models

The desire to do as much good as possible has always driven funders, social investors and philanthropists to look for ways of making better grant making decisions. How do you choose which organisations you should invest in when you are unsure of what changes they are creating, and the value of those changes? The Hewlett Foundation's Global Development program is one organisation which has systematised their grant-making process by using logic models to understand more about the expected return of their social investments. They create a theory of change/logic model for each category of investment under consideration. Then, often based on previous research, the benefits are estimated by identifying and quantifying the links between an investment and the desired outcome. The organisation's decision making is systemised by assessing the 'Strategic accuracy' (likelihood that the hypothesis linking the strategy to the expected outcome is correct), the 'Grantee success' (likelihood that grantees will have sufficient internal capacity and influence to succeed) and 'External conditions' (likelihood that the political and economic conditions necessary for success will be in place). Read more at www.hewlett.org

Case Study 8: Using program logic to drive and manage workplace change

The report 'The Australian Allied Health Workforce - An Overview of Workforce Planning Issues' recommended an investigation into ways that the allied health workforce could be reformed to promote sustainable allied health services and viable models for service delivery. So a project was undertaken by Queensland Health to implement a large scale 5-year workforce redesign project across more than 13 health-care disciplines. The project used logic models as the primary tool to develop theories of change. These theories of change were able to illustrate how the 'workforce drivers' required a context of existing workforce support and mechanisms that promoted engagement to produce better 'workforce outcomes'. They also provided the project management context that is essential for the success of any workforce change project. The final result was an empirically tested set of propositions and principles to inform workforce change, and a Workforce Change Checklist to guide workforce change projects.
See reference: Nancarrow et al. (2013).

Case Study 9: Using a logic model to evaluate workforce training and development

Staff training and leadership development strategies can require a significant cost to an organisation, so it is important to evaluate the outcomes of people development approaches. Using a Theory of Change and logic model approach helped one global health care company understand more about if and how their leadership development program for leaders located throughout the world managing a diverse and dispersed workforce, had created any change. The evaluation conducted a series of surveys and interviews with leaders which involved asking them to reflect back on their learning in the program and articulate the impact of those learnings on themselves as individuals and on the organisation itself. The evaluation determined how the program activities had caused the outcomes and used it to articulate the assumptions about change and challenges that occurred. The findings of the evaluation were able to articulate why change had occurred and what has significant implications on whether or not they will actually affect leadership behaviours and the workplace culture.
See reference: Watkins, Lysø, and deMarrais (2011)

Case Study 10: Using program logic to understand and communicate social impact

NSW Treasury commissioned an evaluation of The Benevolent Society's Resilient Families (RF) service. The service is an intensive family preservation intervention using evidence-based practices for building resilience within families where there are concerns about the safety and well-being of children. The service is funded through the Benevolent Society Social Benefit Bond pilot. A Social Benefit Bond (SBB) is a financial instrument through which private investors provide up-front funding to service providers to deliver improved social outcomes. If outcomes are delivered, the cost saving to government can be used to pay back the investor's principal and provide a return on investment. The return on the investment is dependent on the degree of improvement in social outcomes and the precise structure of the SBB. The Benevolent Society's evaluation therefore was an important piece of work to understand and communicate the social impact achieved by RF. The project used a program logic as a framework to visually represent the key causal relations that are understood to be operating within an intervention. The program logic was able to show (and provide evidence) that outcomes were being achieved for parents, children and the statutory child protection system.

See the program logic on page 43 and reference: ARTD Consultants (2014)

19. EXAMPLE INVITATION TO PARTICIPATE: EXISTING PROGRAM

This Invitation to Participate is designed to engage parents in a discussion about the change experienced by students in a program. While parents are not primary participants in this particular anti-bullying program, they are reliable observers of change experienced by their children. This is often the case when working with children and young people, or people with a disability for example. You should still talk directly to the people who are your target group and are your primary stakeholders.

Dear Mrs Smith

I would like to invite you to take part in a group discussion on 7th February at Becon High School, at 9am.

The discussion concerns the anti-bullying program we have been running in school this year. I would like to invite you to be part of this discussion because you are a parent of a student in Year 9 so will have valuable insight and ideas about if and how students have experienced any change.

We have asked Ruth Knight who is an experienced facilitator and researcher to lead the discussion which will last 90 minutes. Morning tea is provided.

The discussion will aim to identify if the program has successfully achieved the desired goals of improving student's social skills and created a safer and more supportive school environment. We are also keen to hear ideas about how we can improve these goals next year.

If you would like to take part in the group discussion with six other parents on 7th February please let us know by contacting Joan Jones at joan@brecon.edu.com before Monday 1st February.

If you cannot attend the discussion group, or would prefer to complete an online survey to contribute your views, please enter this URL into your internet browser: xxxyyy

Yours sincerely

School Principal

Tip 1:

Many stakeholders will not understand acronyms and terms such as logic models so keep your language simple and jargon free.

Tip 2:

Many researchers hold the view that focus groups should consist of 8 to10 people and that you should conduct 2-4 focus groups depending on what you are researching, your time and budget.

Tip 3:

Focus groups are group discussions and must be facilitated by someone who is experienced at managing group dynamics and guiding the discussion to collect information important to the process.

Tip 4:

Ensure you have the right people in the room, stakeholders who are going to understand the important similarities and differences between them. The right group profile will ensure you get more robust insight.

Tip 5:

A facilitator should never assume they understand what people are saying, or what they mean. Facilitators should be curious and avoid misinterpreting what someone means. They use active listening and keep asking more open ended questions until the meaning is clearly understood.

Tip 6:

If conducted well focus groups are a wonderful way of gaining information about change, who has changed and what has contributed towards the change. It is critically important to thank participants, tell them what will happen next and how the information from the discussion will be used. You should also offer to keep in touch with them and so they be kept informed after the focus group.

17. SAMPLE FOCUS GROUP CONSENT FORM: FOR ADULT PARTICIPATION

Thank you for attending today
You have been invited to take part in a discussion about making Becon High School a safe and supportive learning environment for students.

We have invited a small group of parents together to have a creative and positive discussion and put forward their ideas and opinions so the school can identify if we are improving student's social skills and creating a safer and more supportive school environment.

Why have I been asked to take part?
You have been invited because you are a parent with student at our school. We believe that parents are able to give us valuable insights and ideas.

Voluntary Participation
This discussion is *voluntary*—you do not have to take part if you do not want to. If you do not want to answer any questions, you do not have to answer them. You may leave the group at any time without having to provide a reason.

Privacy
Notes will be taken during the discussion but your privacy will be protected and the discussion will be kept *confidential*. Your name will not be used in any report that is published. The other parents in the group will be asked to keep what we talk about private, but this cannot be assured.

If however, during the discussion we learn that bullying is occurring in the school, we may need to take action in accordance with our school policies and procedures.

Payment
There is no payment of any kind for participating today, however snacks are provided and we would like to thank you for your time and willingness to provide your views and ideas.

After today
The notes and ideas that arise from the discussion today will help the school staff responsible for the anti- bullying program determine if students are experiencing any change. You will be informed and updated with our progress and how we intend to continue developing the program and measuring the outcomes.

Once again, thank you for taking the time to attend today.

Please write your name below and sign your name to agree to voluntarily participate today.

_____

NAME SIGNATURE DATE

18. MORE HELPFUL RESOURCES

Thank you for reading this e-book. You now have the information you need to develop a logic model.

Need more resources or support?

There is a 30 minute webinar, practice guides, templates and checklists available from my website, or simply do you own internet search for great examples and templates.

19. FREE SELF-ASSESSMENT

Are you measuring your social outcomes? Please complete this FREE diagnostics survey suitable for both beginners and those experienced at outcome measurement. Mapping and measuring outcomes is a critical skill and activity for organisations. It helps you manage your organisation and team and helps you to be more effective and efficient with resources. It helps you positively influence your funders to retain funding or gain new funding and support.

By measuring outcomes, philanthropists, grantmakers, businesses and sponsors can make better funding decisions and ensure their social investment makes a bigger difference.

This assessment has been designed for you to identify the critical actions your team and organisation need to take in order to successfully introduce outcomes measurement into your organisation. If you plan your strategy well, create buy-in at every level of the organisation and support people to gain skills and knowledge, you will be able to use outcomes measurement to:

- monitor and evaluate your activities and outcomes
- manage your resources and activities better to improve your results
- demonstrate and communicate your results and social impact
- increase employee engagement and productivity
- increase stakeholder support and funding

Complete The Outcomes Measurement Assessment at www.ruthknightphd.com

20. TRAINING PROGRAMS AND WORKSHOPS

There are a range of workshops that can support your team to design and develop a logic model. Please contact me to learn more about these workshops.

21. NEED HELP DESIGNING YOUR LOGIC MODEL?

If you need assistance, please contact me directly by emailing me.

I look forward to hearing from you.

22. REFERENCES

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