

Logic model worksheet: Depicting a *theory of change*

One key value of a logic model is that it displays the chain of connections showing how a program is expected to work to achieve desired results. When you use a table or chart and list items in the input, output, and outcome columns you may lose the opportunity to show connections among and between items. This worksheet uses boxes that you connect by arrows to show the sequence of events. You may call this your *theory of change*, your *program theory* or *theory of action*. When finished, such a logic model will explicitly show the assumed connections linking inputs to outcomes.

This worksheet only provides a start. It is likely that you will have more or less boxes and arrange them differently on your sheet. Put a unique, separate item in each box. Then, show how the boxes relate to each other by drawing connecting lines and arrows. Sometime feedback loops and double directional arrows are necessary. In this way, you can display both the sequence and the interaction of effects.

Remember, the model does not have to be linear or read from left to right. You might draw a vertical logic model that reads from top to bottom or bottom to top. A circle may better express your program or components within a program.

In the early stages of developing a logic model, give yourself plenty of space. Later, you can transfer your work to a one-page, neat copy. It is often helpful to color code chains of connections or specific sections of your logic model.

A logic model conveys the *story* of your program. It does not show all the detail and it is not an exact representation. However, it should depict those aspects that stakeholders feel are important and essential for showing how the effort works. If a logic model becomes too complex, consider creating “nested” models where each separate model captures a different level of detail or scope.

There is a space on the worksheet to list assumptions. It may be less complicated to list these on a separate sheet. However, don’t forget to carefully think about and list the beliefs and ideas you and others have about how and why you think the program will work. Often, inaccurate or overlooked assumptions are the reason for unsatisfactory results.

Also there is a space on the worksheet for external factors. Again, it may be less complicated to list these on a separate sheet. These are part of the environment in which the program exists that often influence how well the program succeeds and over which we may have little control.

For additional help creating your logic model, go to www.uwex.edu/ces/lmcourse
Section 5 provides help with drawing a logic model
Section 4 includes information about “nested” logic models