

What Is Your Theory of Change?

An Introduction to Logic Mapping

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Performance Objective:

The objective of this session is to introduce you to a powerful tool—logic mapping—that will help you design, deliver, and evaluate more effective training programs.

Learning Objectives:

As a result of attending this session you will be able to:

1. Create a Logic Map to illustrate and communicate a program's Theory of Change.
2. Differentiate between learning outputs and learning outcomes.
3. Use the Logic Map to identify the key metrics to measure and report.

Scenario:

Your company is committed to environmental responsibility. Even so, 50% of the recyclable bottles and cans in the cafeteria still end up in the trash. You have been appointed to a task force to address the issue. Your goal is to increase the percent of recycling to 75% or more.

Common excuses for not recycling include: “Didn’t think throwing away one can would make that big a difference.” “I was in hurry and the recycle bins aren’t convenient.” “I didn’t know that was recyclable.”

The company has given you a modest budget to support your efforts, since reducing the waste stream will save money and because it is part of their green public relations campaign.

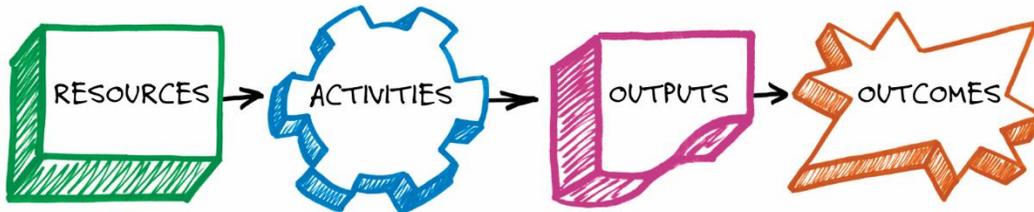
Your Task:

Talk to the people seated next to you. Brainstorm things you can do to increase the percent recycling. Be prepared to share your ideas.

Our ideas for improving the percent of bottles and cans that are recycled include:

Logic Mapping:

Logic mapping is a commonly used approach to identify the key assumptions and the “theory of change” behind change initiatives. At a high level, it looks like this:



Resources are invested in activities (communications, training, reminders, etc.). Those activities generate outputs, such as the number of communications, training sessions, e-learning programs completed, and so forth) with the ultimate goal of producing the desired outcomes (reduced waste, higher quality, cost savings, improved performance, etc.). The outcomes are often divided into short-term and long-term outcomes (results).

While the time sequence flows from left to right, planning occurs from right to left. That is, you start with the outcomes and work back to the activities and resources needed to achieve them.

Map your ideas for the scenario to the categories below.

Resources	Activities	Outputs	Outcomes	
			Short-Term	Long-Term

1. How could you be sure the program was executed as planned?
2. How would you know if you had achieved the outcomes the business was looking for?

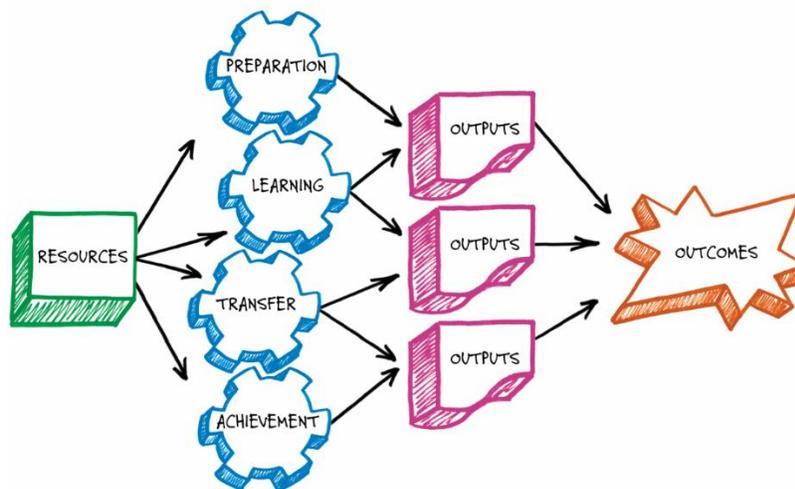
Application to Training and Development

Learning and development programs are, fundamentally, change initiatives. The goal is to teach people new skills that will enable them to perform better and achieve relevant business outcomes.

“One definition of insanity is to continue to do the same thing and expect a different result”

–Albert Einstein

Logic mapping can be applied to training and development initiatives. The advantage of doing so is to make explicit *all* the activities that need to occur as well as what needs to be measured to assess execution as well as success.

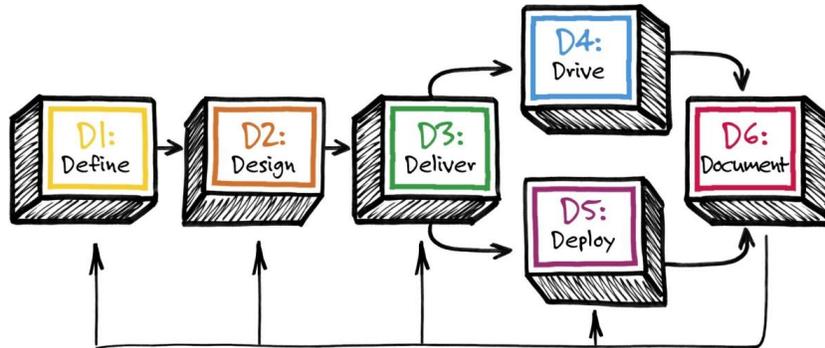


Building a Logic Map for Training and Development:

1. Start with the end in mind: what are the desired business outcomes for which the training is being created?
 - Examples include: _____
2. Identify the behaviors and actions required to achieve the business outcomes. These are the short term outcomes (leading indicators).
 - Examples include: _____
3. Design the learning experiences necessary to produce the desired skills and actions. Be sure to include pre- and post-training activities as well as performance support.
 - Examples include: _____
4. Determine how you will measure the outcomes in ways that are relevant, credible, and compelling to the stakeholders.
 - Examples include: _____
5. Decide which outputs you need to track to be sure the entire program is being executed as planned. Otherwise, you will not know where any breakdowns occurred or where you have opportunities for improvement.
 - Examples include: _____

The Six Disciplines and Logic Mapping:

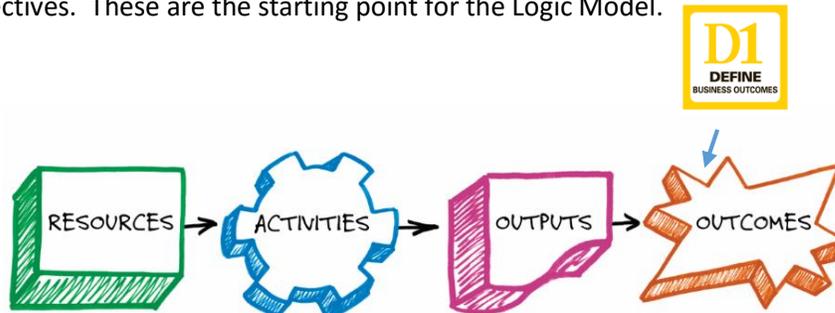
The LTEN 6Ds Workshop presents the six disciplines that characterize high-impact / high-value learning organizations and programs:



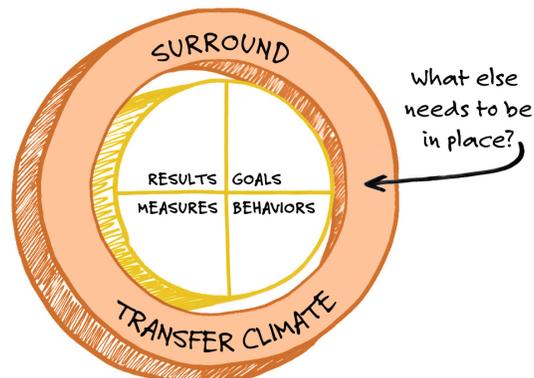
These six disciplines and logic modelling work together to that training delivers business results.

D1: Define Business Outcomes:

The first discipline (D1) is to define the *business* outcomes, not just the learning objectives. These are the starting point for the Logic Model.



An important tool of D1 is the Outcomes Planning Wheel, which helps the business and learning leaders think through the short-term outcomes (behaviors) as well as the long-term goals of the training. It also includes the elements of the transfer climate necessary to achieve them.



D2: Design the Complete Experience:

The second discipline is to design the *complete experience*, not just what happens during the instruction. Key concepts include:

- Learning is a process—not an event
- What happens *before* and *after* class is as important as the instruction itself
- The real work starts when the class ends.

D2 informs which activities should be included in the logic model.

D3: Deliver for Application:

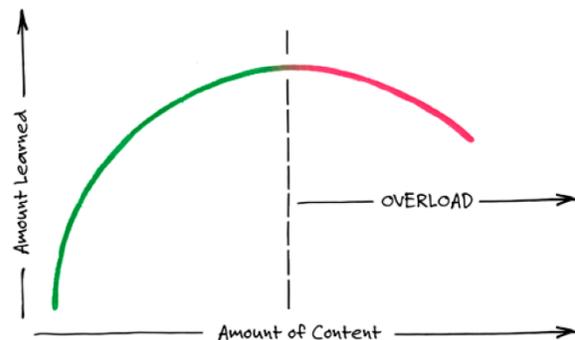
The third discipline practiced by the most effective programs is to deliver for application. That means selecting instructional strategies that maximize the probability of learning transfer to the job.

In particular, it includes limiting the amount of content to avoid cognitive overload and to ensure there is enough practice and active learning. As Ruth Clark put it succinctly: “Content covered is not content learned!”

Too much content, without sufficient time to process and encode it, leads to cognitive overload.

Cognitive overload interferes with grasping core concepts.

Just because you went over it in class, does not mean people learned it!



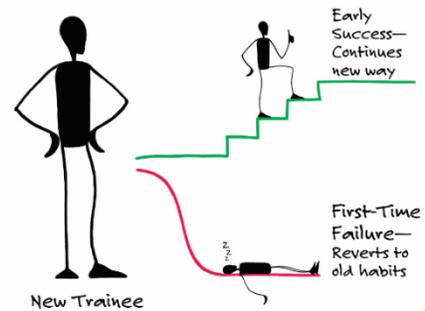
D4: Drive Learning Transfer

The fourth discipline is to drive learning transfer. That means to put in place the structure, support, and accountability necessary to ensure that learning gets applied to the work of the individual and company. Key concepts include:

- If transfer fails, then the training failed
- Transfer must be part of every training plan
- The transfer climate makes or breaks your success
- Hope is not a strategy!

D5: Deploy Performance Support

The fifth discipline practiced by the most effective learning organizations is to deploy performance support. That means providing job aids, coaching, apps, and other forms of support to help people perform on the job. D5 is vital because if learners experience success the first few times they try something new, they are more likely to continue to use it. If they get stuck or fail, they will revert to old habits.



The key concepts of D5 include:

- Effective learning designs include performance support
- Introduce job aids *during* instruction
- Manager support is a critical component of D5

D6: Document Results

The sixth discipline—to document results—is where the “rubber meets the road.” Documenting the results of training is essential in order to:

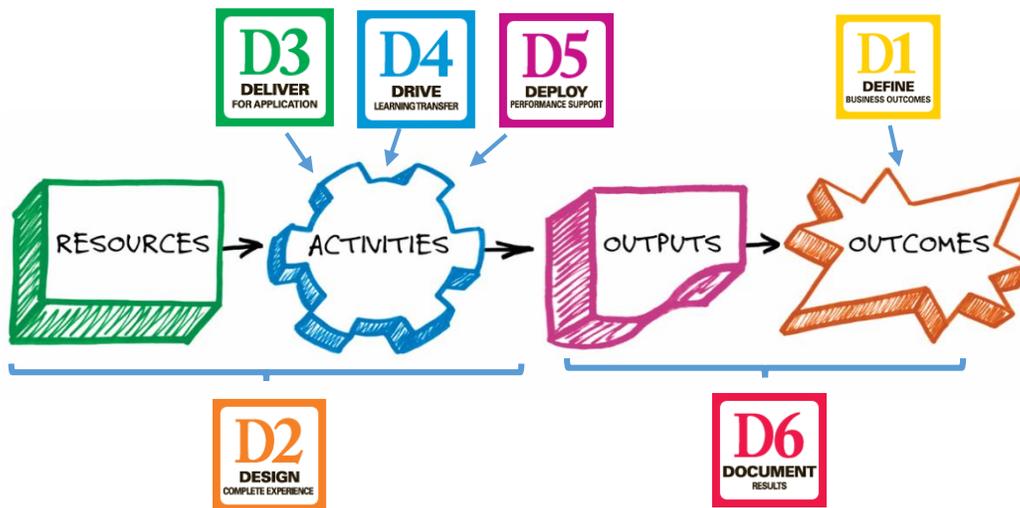
- **Prove** training’s value
- **Improve** future programs

To do that, you must measure both **outcomes** to show relevant business impact and **outputs** to be sure the process was executed as planned and to identify opportunities for continuous improvement. *How* you measure the outputs and outcomes is important. To serve its purpose of guiding decision making, evaluations must meet the following criteria:

Criterion	Notes
Relevant	
Credible	
Compelling	
Efficient	

Putting it All Together

Combining the concepts of Logic Mapping and the 6Ds, you get the following picture:



- Start with D1—Defining the Business Outcomes.
- Then design the activities that comprise the Complete Experience (D2) which includes the instructional design (D3) the transfer strategies (D4) and the performance support (D5).
- Lastly, decide which outputs and outcomes need to be measured (D6) to prove value creation and improve subsequent programs.

Your Turn

Map your training program below.

Resources	Activities	Outputs	Outcomes	
			Short-Term	Long-Term

Summary

Logic mapping is a widely used approach to illustrate the “theory of change” of a learning and development program. It is useful in communicating the plan to key stakeholders and for identifying metrics required to assess both the value of training and the opportunities for continuous improvement.

References and Recommended Reading

Frechtling, J. A. (2007). *Logic Modeling Methods in Program Evaluation*. San Francisco: Jossey-Bass.

Parskey, P. (2014). How We Guide Our Clients to Design with the End in Mind. In *The Field Guide to the 6Ds* (pp. 495–502). San Francisco: John Wiley & Sons.

Pollock, R., Jefferson, A., & Wick, C. (2015). *The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results*. Hoboken, NJ: John Wiley & Sons.

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Learn More

LTEN 6Ds Workshop. <http://www.l-ten.org/?page=6d>

