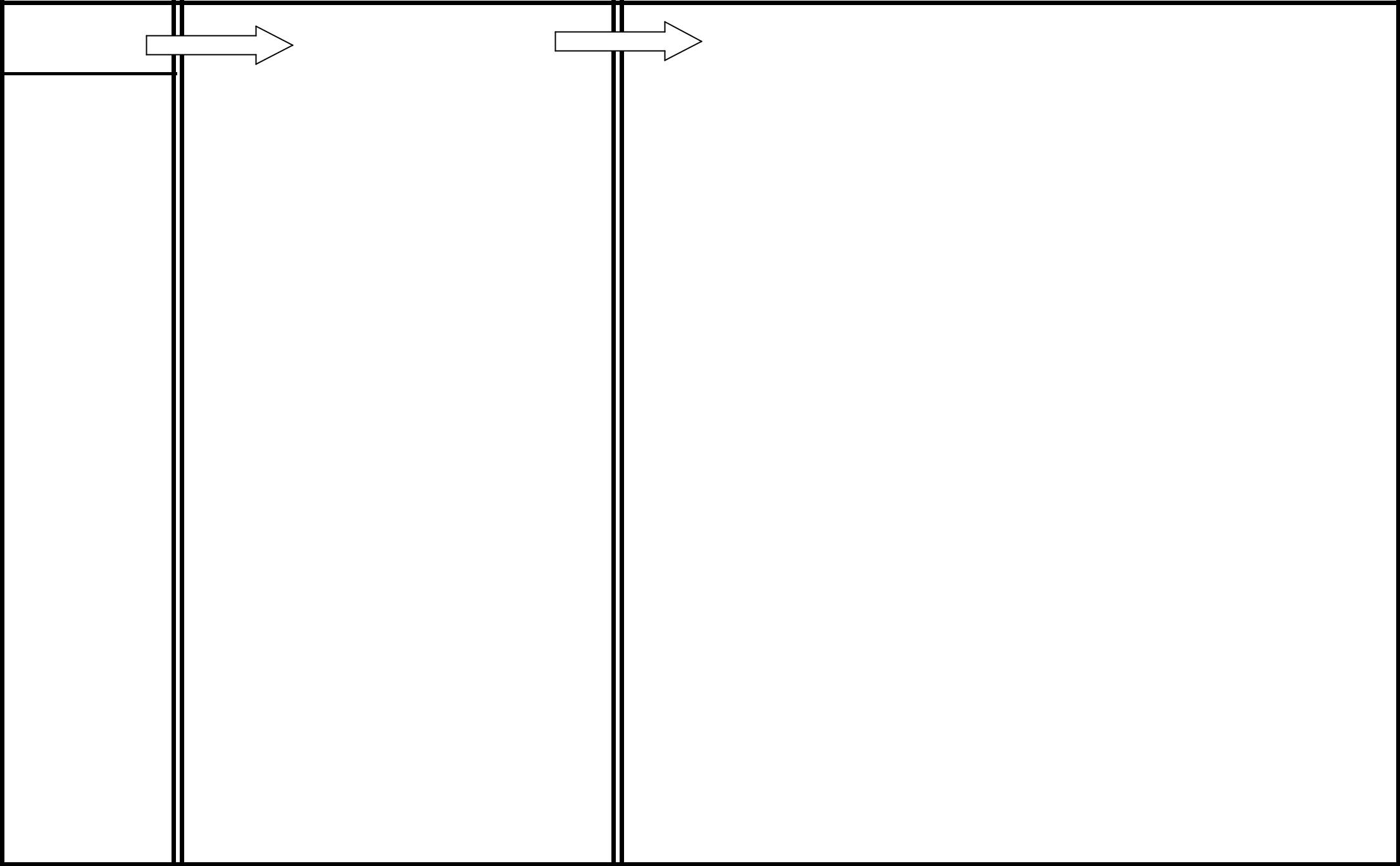
**GLA Catapult 20XX Leadership Development Task Force Logic Model**

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**INPUTS**

1. GLA staff
2. GLA consultants
3. GLA technical assistance tools
4. Curriculum,

literature, program, best-practices information available for research

1. Technology and web-based resources available for communications with task force
2. Consultants (in training and professional development)
3. Partnerships with
   * Colleges and universities
   * Professional organizations

**OUTPUTS**

|  |  |
| --- | --- |
| **ACTIVITIES** | **PARTICIPANTS** |
|  |  |
| Provide appropriate | Local Associations |
| professional | (LAs) at different points |
| development training | in the organizational life |
| opportunities that focus | cycle: |
| on the following topics: | ƒ Start-up |
| ƒ Hallmark immersion | ƒ Growing |
| ƒ YWCA culture and | ƒ Mature |
| values |  |
| ƒ Leadership | Staff at different levels |
| succession planning | in the organization: |
| (Creating a | ƒ Management |
| successful | (ED/CEO, |
| leadership pipeline) | Department |
| ƒ Governance | Managers, Directors) |
| ƒ Creating/Improving | ƒ Board Members |
| Infrastructure | ƒ Middle Managers |
| ƒ Decision-making | ƒ Point of Contact |
| ƒ Creating strategic | Staff/Direct Service |
| alliances | Staff |
| ƒ Partnerships in | ƒ Support Staff |
| advocacy | ƒ Other volunteers |
| GLALDP opportunities |  |
| will be presented in a |  |
| training format that is |  |
| appropriate and |  |
| conducive to learning. |  |
| Formats that will be |  |
| considered: |  |
| teleconferences, |  |
| webinars, face-to-face. |  |
|  |  |

**OUTCOMES**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHORT TERM RESULTS** | **GLA Logic Model** | | **GLA 15-Year Vision** |
| **Training Outcome** | **5-Year Outcomes (20XX)** | | **Statement (20XX)** |
|  |  | |  |
| ƒ Understand the concept of leadership and | LAs are equipped to | |  |
| YWCA leadership | provide hallmark impact- | | YWCAs are known |
| ƒ Identify effective supervisory / leadership | related services | | within their |
| characteristics | • | Leadership | communities for |
| ƒ Identify [their own] work and leadership | • | Programming | strong, diverse, |
| • | Advocacy | leadership; skillful |
| style [and how that style impacts their work |
| • | Operations | governance; |
| with others] |
|  |  | exemplary |
| ƒ Gain self-awareness around leadership and | Hallmark integration is | | operations practices; |
| identify how they can impact their work, | evident throughout GLA | | and mission- and |
| their “team”, their organization, and the | YWCAs and | | values-based work. |
| women they serve through positive | communities. | |  |
| leadership | LAs engage in local & | | YWCAs marshal the |
| ƒ Know the YWCA and GLA vision, mission | strength of their |
| statewide advocacy on | | collective energy in |
| and how to translate them into real life |
| priority issues that are | | advocating for |
| applications |
| ƒ Increase their network of professional | mission-driven, strategic, | | policies and |
| and coordinated. | | programs that |
| resources |
|  |  | eliminate racism and |
| ƒ Gain basic skills and knowledge in creating | YWCA Leadership | | empower women. |
| and delivering a persuasive presentation | Culture is evident | |  |
| ƒ Explore how to be a positive influence and | throughout GLA YWCAs | |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  |
| presence on their organizational |  |
| Staff can demonstrate | |  |
| management team |  |
| and express the GLA | |  |
| ƒ Start an action plan outlining ways they plan |  |
| vision and mission in | |  |
| to use the competencies addressed to in | internal and external | |  |
| move toward organizational goals | communications | |  |
| ƒ Create a personal professional |  |
| YWCA Pipeline or | |  |
| development plan to work towards gaining |  |
| or enhancing information and skills in self- | succession planning is an | |  |
| identified areas |  | |  |
|  |  | |  |
|  |  |  |  |