

Supplementary material for paper

Evaluating the potential business benefits of ecodesign implementation: a logic model approach

Vinicius P. Rodrigues^{a,b*}, Daniela C. A. Pigosso^a, Jakob W. Andersen^a, Tim C. McAloone^a

^a Technical University of Denmark, Department of Mechanical Engineering, Building 426, Produktionstorvet, 2800 Kgs. Lyngby, Denmark

^b Insper, Rua Quatá 300, Vila Olímpia, 04546-042, São Paulo, Brazil

*Corresponding author

E-mail addresses: vipiro@dtu.dk, danpi@dtu.dk, jawan@dtu.dk, tmca@dtu.dk

Full database of categorized logic models with the description of their structural elements and the main topic they are addressing

| # | Reference | Logic Model Structure | Theme |
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| 1 | (Adamson and Prion, 2016) | Inputs, Outputs, Outcomes | Generic |
| 2 | (Addor et al., 2005) | Situation, inputs, outputs, outcomes and impacts | Model for the Natural Resources Leadership Institute |
| 3 | (Afifi et al., 2011) | Assumptions, inputs, activities, output, intermediate outcome, impact | Youth mental health |
| 4 | (Allen et al., 2017) | Activities, outputs, outcomes | Decision support systems |
| 5 | (Aragón et al., 2010) | Internal conditions for change, social conditions for change | Purposeful organizational capacity development |
| 6 | (Armstrong and Barsion, 2006) | Inputs, activities, outputs, outcomes | Faculty development programs |
| 7 | (Baxter et al., 2010) | Wider influences, causes/intervention points, outcomes | Public health reviews |
| 8 | (Baxter et al., 2014) | Intervention types, short term outcomes, moderating and mediating factors, demand management outcomes, impact | Referral of patients for specialist care |
| 9 | (Biggs et al., 2016) | Enabling actions, actions, outputs, outcomes, impact | Illegal wildlife trade |
| 10 | (Breuer et al., 2014) | Outcome, intervention, long-term outcome, impact | Mental healthcare |
| 11 | (Brown, 2012) | Inputs, Activities, Outputs, Outcomes, Impact | Graduate internship programs |
| 12 | (Bucher, 2010) | Inputs, activities, outputs, priority audience, short-term outcomes, intermediate-term outcomes, long-term outcomes | Tobacco control |
| 13 | (Campbell et al., 2015) | Inputs, Outputs (Activities), Outputs (Participants), Outcomes - immediate, intermediate and impact | Fellowship education program |
| 14 | (Carman, 2010) | Inputs, activities, outputs, outcomes | Nonprofit funding and performance measurement |

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| 15 | (Cato, 2001) | Assumptions (Theoretical Premises), Activities (Program Activities), Immediate Outcomes (Evaluate Activities), Intermediate Outcomes (Objectives), Long Term Outcomes (goals) | Prevention of drug and alcohol abuse |
| 16 | (Chaskin, 2009) | Goals, Inputs, Outcomes short-term, Outcomes mid-term, Outcomes long-term | Community-based youth development |
| 17 | (Clarke et al., 2014) | Intervention components, mediator, proximal outcome, distal outcome | Student evaluation activities |
| 18 | (Cooksy et al., 2001) | Staff activities, participant activities, initial outcomes, intermediate outcomes, longer-term outcomes | School curriculum delivery program |
| 19 | (Copper, 2011) | Inputs (resources), work-steps (activities), deliverable product (output), goals (outcomes), results (impact) | Role of informationists in healthcare |
| 20 | (Csiernik et al., 2015) | Program Components, Activities, Target Population, Outputs, Short-term outcomes, long-term outcomes | Employee assistance programs |
| 21 | (Cullen et al., 2016) | Inputs, Outputs (Objectives), Outputs (implementation), Short-term Outcomes, Long-term outcomes | Driver licensing program |
| 22 | (Das et al., 2014) | Resources, activities, outputs, short-term outcomes, long-term outcomes | Employee wellness programs |
| 23 | (De-Regil et al., 2017) | Inputs, activities, outputs, outcomes | Vitamin and mineral interventions in public health programs |
| 24 | (Dorsey et al., 2014) | Inputs, Outputs (Activities), Outputs (Participants), Outcomes/Impact - short, medium, long | Cross-disciplinary collaboration |
| 25 | (Dubeau et al., 2015) | Problems, Needs, Resources and influential factors, Action Hypotheses, Strategies, Outputs, Results, Impacts | Father support program (family intervention) |
| 26 | (Dykeman et al., 2003) | Faculty roles, Process, Outcomes, Accountability, Integrated Outcome Evaluation / Goals (Current Resources, Target Population), Components, Process, short-term outcomes, mid-term outcomes, long-term outcomes | Community health clinic management |
| 27 | (Dyson and Todd, 2017) | Situation, main strands of action, outcomes | Evaluation of extended schools' initiatives |
| 28 | (Fielden et al., 2007) | Inputs, program activities, immediate outputs, outcomes, long-term impacts | Development of community-based research partnerships |
| 29 | (Francesconi and Ruben, 2017) | Practices and (income) impact | Cooperativism (Fairtrade certification) |
| 30 | (Freedman et al., 2014) | Activities, Outputs, Short-term goals, intermediate goals, long-term goals | Evaluation of a public health training center |
| 31 | (Goeschel et al., 2017) | Inputs, activities, outputs, objectives, results, goal | Quality and patient safety evaluation |
| 32 | (Goldman and Schmalz, 2006) | Situation, Priorities, Inputs, Outputs (activities), outputs (participation), outcomes- impact (short-term, medium-term, long-term) / Inputs, activities, short-term and mid-term outcomes, long-term outcomes | Generic |

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| 33 | (Hailemariam et al., 2015) | Baseline context, pre-conditions (short-term outcome), long-term outcomes, impact | Development of mental healthcare plan in low-resource setting |
| 34 | (Hayes et al., 2011) | Target population, underlying assumptions, resources/challenges, activities, outputs, outcomes / Target population, assumptions, inputs, activities, outputs, outcomes, outcome indicators | Primary care practice-based research network |
| 35 | (Helitzer et al., 2010) | Risk & Protective Factors, Resources (Inputs), Activities (outputs), Immediate Impact (Mediating Factors), Short-term outcome, Outcomes | Evaluation of community-based programs |
| 36 | (Helitzer et al., 2009) | Risk & Protective Factors, Resources (Inputs), Activities (outputs), Short-term outcomes, Long-Term Outcomes | Agricultural injury prevention |
| 37 | (Hense et al., 2009) | Input, Process, short-term outcomes, long-term outcomes | Evaluation of business games for secondary school |
| 38 | (Hernandez and Hodges, 2006) | Populations, Values/principles, strategies, outcomes | Interagency planning in child mental health |
| 39 | (Herranz, 2017) | Resources, activities, outputs, intermediate outcomes, end outcomes | Network performance measurement system |
| 40 | (Holliday, 2014) | Inputs, Outputs (Activities), Outcomes (short-term) / Outputs (activities), themes (challenges and needs), outcomes (short-term) | Program fidelity evaluation in schools |
| 41 | (Hornik et al., 2016) | Processes and long-term (sustainability-related) outcomes | Justice in community-based sustainability interventions |
| 42 | (Huhman et al., 2004) | Inputs, activities, short- and mid-term outcomes, long-term outcomes | Evaluation of a healthcare campaign |
| 43 | (Hutchings, 2017) | Intervention, outputs, outcomes, impact | Global nonprofit performance |
| 44 | (Hyvärinen, 2017) | Input, activities, output, impact | Funding of public research, development and innovation |
| 45 | (Isaacs et al., 2009) | Activities, Target Groups, Short-term outcomes, Intermediate outcomes, long-term outcomes | Quality of life evaluation |
| 46 | (Jaegers et al., 2014) | Recruitment, Designed Activities, Activity outputs, short-term impacts, intermediate impacts, long term outcomes | Participatory ergonomics intervention |
| 47 | (Jordan, 2017) | Needs/opportunities, activities, end outcomes, system effects | Innovation policy and evaluation |
| 48 | (Julian, 1997) | Conditions, activities, outcomes, impacts | Generic |
| 49 | (Julian et al., 1995) | Conditions/problem statement, activities, outcomes, impacts | Generic |
| 50 | (Klugman, 2011) | Strategies and outcomes | Social justice advocacy |
| 51 | (Lee and Kang, 2014) | Resource, activity, output, outcome | Multicultural mentoring |
| 52 | (Loiseau et al., 2016) | Problem, community needs/assets, desired outputs, influential factors, assumptions, strategies | International volunteering |
| 53 | (Mackenzie and Blamey, 2005) | Problems, work themes (activities and outcomes), 3-year outputs/outcomes, 10-15 year outcomes, goals | Complex community interventions |

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| 54 | (MacPhee, 2009) | Inputs, activities, outputs, outcomes | Practice-academic partnerships |
| 55 | (Mayne, 2016) | Assumptions, external influences, unanticipated results, activities, outputs, reach & reaction, capacity changes (knowledge, attitudes, aspirations, skills & opportunities), behavior changes, direct benefits, well-being benefits | Generic |
| 56 | (McLaughlin and Jordan, 1999) | Resources (inputs), activities, outputs, short-term outcomes, intermediate outcomes, long-term outcomes & problem solution, external influences and related programs | Generic |
| 57 | (Medeiros et al., 2005) | Inputs, outputs (activities/participants), outcomes (short, medium and long) | Nutrition education |
| 58 | (Millar et al., 2001) | Inputs, activities, outputs, initial outcomes, intermediate outcomes, long-term outcomes | Generic |
| 59 | (Monroe et al., 2012) | Theories, inputs, activities, outputs (actual implementation vs. desired), outcomes | Undergraduate instruction |
| 60 | (Newton et al., 2013) | Program principles, program components, program outcomes | Teacher education programs |
| 61 | (O'Keefe and Head, 2011) | Need, investment/capability, science/performance, output, adoption, impact | Scientific research programs |
| 62 | (Ohkubo et al., 2015) | Inputs, processes, outputs, initial outcomes, intermediate outcomes, long-term outcome | Knowledge management for global health |
| 63 | (Park, 2015) | Inputs, activities, outputs (short-term, mid-term) and impacts (socioeconomic, long-term) | R&D programs |
| 64 | (Ratcliffe, 2012) | Inputs, activities, outputs, outcomes (short-term), outcomes (intermediate & long-term) | Farm to School programs |
| 65 | (Renger and Hurley, 2006) | Chain of antecedent conditions and objectives | Generic |
| 66 | (Ribeiro et al., 2013) | Inputs, outputs, outcomes/impact (short-term, medium-term, long-term) | Sustainability assessment of electricity production |
| 67 | (Richards et al., 2017) | Drivers for change (preconditions), enabling factors (preconditions), process, intended outcomes, indicators of success, long-term impact, long-term indicators of success | Academic integrity |
| 68 | (Saltmarshe et al., 2003) | Goals, performance assessment, performance management | Overseas development assistance |
| 69 | (Savaya and Waysman, 2017) | Situation, inputs, activities, outputs, initial outcomes, intermediate outcomes, long-term outcomes | Social program development and evaluation |
| 70 | (Seidman, 2017) | Inputs, outputs/outcomes, impact | Sustainable development |
| 71 | (Serowoky and George, 2015) | Resources/inputs, activities, outputs, outcomes, impact | Sexual health program |
| 72 | (Shao et al., 2012) | Performance drivers, strategic supply performance outcomes, corporate performance outcomes | Supply chain performance |
| 73 | (Silva et al., 2014) | Resources, identification, treatment, long-term outcomes, impact | Complex medical interventions |
| 74 | (Sitaker et al., 2008) | Inputs, activities, goals, outcomes (short-term, medium-term, long-term) | Heart disease and stroke prevention |
| 75 | (Stewart et al., 2004) | Implementation objectives, outputs, short-term outcome objectives, long-term outcome objectives | Children's rehabilitation |

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| 76 | (Strycker, 2016) | Context, activities, inputs, outputs, outcomes, impacts | Online education |
| 77 | (Thomson and Thomas, 2015) | Improvement, outcomes and impact | Housing investment and health |
| 78 | (Torghele et al., 2007) | Inputs, activities, outputs, outcomes | Emergency preparedness |
| 79 | (Tremblay et al., 2017) | Resources, activities, outputs, outcomes (short-term, intermediate and long-term) | Mental health |
| 80 | (Unrau, 2001) | Activities, intermediate outcomes, end outcomes (short-term and long-term) | Family literacy program |
| 81 | (Usher and Strange, 2011) | Situation, priorities, inputs/resources, outputs (activities and participation), outcomes/impact (short-term, medium-term, long-term) | Public art |
| 82 | (Vallejo et al., 2017) | Problem need, activities, results, effects, impacts and benefits | Manufacturing management |
| 83 | (Walker, 2015) | Intervention/program elements, provider factors, process outcomes, knowledge & skills | Mental health |
| 84 | (Watkins et al., 2011) | Leadership program activities, processes, emerging program outcomes | Executive leadership |
| 85 | (West, 2014) | Action-oriented inputs, activities, reach, short-term outcome, intermediate outcome, long-term outcome | Diabetes management and prevention |
| 86 | (Williams, 2017) | Input, process, output, individual outcome, immediate outcome, intermediate outcome, long-term outcome, (societal) impact | Generic |
| 87 | (Yampolskaya et al., 2004) | Target population and conditions, categories of service, activities, strategies, short-term outcomes, long-term outcomes | Mental health public policy |

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