

## **Needs Assessment**

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## **Needs Assessment**

### **Project Title**

#### ***People Managers Leadership Development***

### **Project Description**

The purpose of this needs assessment is to identify specific leadership development needs of school supervisors within Educational Academy (pseudonym has been used to keep the identity of the client confidential). The needs assessment will provide valuable insights to guide the design and development of an effective instructional program for leadership development.

### **Needs Assessment**

The needs assessment was conducted at the request of a client. The client is the Executive Director of the educational organization who wanted to assess the performance gap of her leadership staff to determine the areas of development to provide targeted training to address their skills gap. The data collected for the needs assessment included surveys and interviews to gather both qualitative and quantitative data. I interviewed both supervisors and their direct reports to identify the gaps in leadership.

Based on the data collected from leaders, the leadership challenges faced by people managers at Educational Academy are a lack of visionary leadership, effective communication, data-driven decision making, and emotional intelligence. The leaders struggle with articulating how their day-to-day tasks accomplish larger school goals aligned to the vision. The leaders and their direct reports lack effective communication and collaboration. The leaders cited the need for training that drives school improvement based on available data. Lastly, the leaders struggle with leadership style and require the need for balanced supervision that builds positive relationships and manages conflict effectively.

## **Goal Analysis**

The goal analysis uses the data obtained from the needs assessment to set the priorities (Morrison et al., 2013). The goals for the leadership development training tackle four key areas: vision and strategic planning, effective communication, data-driven decision making, and conflict resolution. By the end of the training program, school supervisors will be able to (1) develop and articulate a clear vision with strategic plans, (2) enhance their communication skills to engage in improved stakeholder management, (3) develop the skills to analyze data and make informed decisions, and (4) engage in conflict resolution management.

## **Learner Analysis and Context Analysis**

A learner analysis and context analysis are important to understand to inform the decisions during the instructional design process such as a curriculum that accommodates different learning styles and culturally diverse learners, adult learning principles, and embedding instruction in a familiar context to facilitate learning (Morrison et al., 2013). Instructional design of a leadership development training for people managers can benefit from applying a design thinking framework because it requires fundamental understanding of the three major contexts: orienting, delivery, and application (Stefaniak, 2020). The orienting context focuses on the learner, the delivery context focuses on the learning environment and factors impacting instruction, and the application context focuses on the transfer of knowledge and skills to new situations (Morrison et al., 2013; Stefaniak, 2020).

The learners participating in the people managers leadership development are school leaders of diverse backgrounds and experiences. The learners' demographics include supervisors of different areas of the learning center including program director, administrator, after-school, family services, and early childhood. The experience of learners varies from newly hired leaders

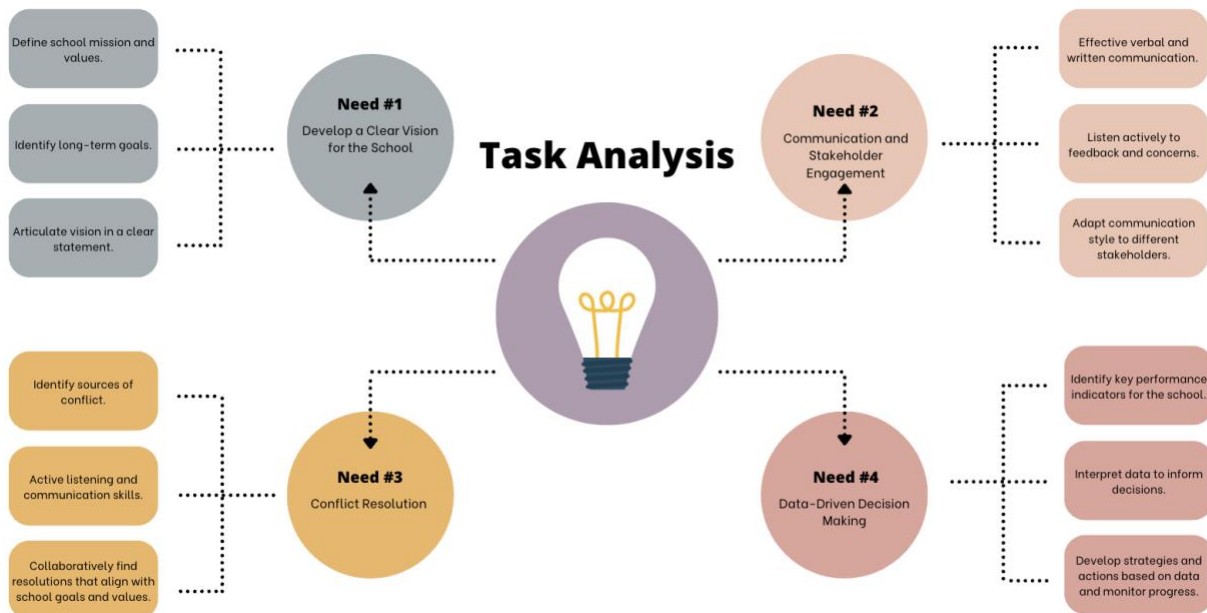
(less than a year in leadership role) to over 20 years. Participants also have diverse educational backgrounds in fields including mathematics, education and degrees ranging from bachelor's to doctorate degrees. English is not the first language of all learners and therefore, technology that allows for translated materials to Spanish will also be necessary. All learners are motivated to enhance their leadership skills because they recognize the importance of their role to the performance of the school and educational outcomes of student and families. The learners have various learning styles, busy schedules, and flexibility in training will be necessary. However, providing a blended learning training with in-person and online components will accommodate the needs of leaders and provide the optimal experience to develop the training goals outlined. The learners have emphasized that they value learning experiences that allows them to collaborate with one another, role-play, and model expected behaviors in practical scenarios. Finally, the learners require regular feedback and monitoring to ensure gradual skill development.

Ultimately, the learners want to see a training that is human centric and prepares them to fulfill their mission which is to help families of low socioeconomic status obtain the social services and educational outcomes their child needs. The organization is prioritizing professional development for their leaders and is committed to supporting leadership development initiatives. The organization serves a diverse student population including students of various minority backgrounds and primarily, low-income, and underprivileged families. The organization values community involvement and is well-known in the community for being a haven for students in their educational process. The training program will require learners to be comfortable with technology and access to computers and the internet, and the training materials, resources, and

tools will be provided to assist in skill development and application of contexts. Based on the learner analysis, training materials will be translated to Spanish as well.

## Task Analysis

The task analysis is a crucial step in the instructional design process because it defines the content to be included in the instruction (Morrison et al., 2013). The design of instruction depends on this initial step which is informed by the needs assessment. In other words, the needs assessment, learner analysis, and contextual analysis all culminate in the task analysis to document the content required in the instructional material in order to precede the development of instructional objectives (Morrison et al., 2013). I have identified the four key training needs and the high-level and sub tasks required.



## References

- Morrison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2013). *Designing effective instruction* (8th ed.). John Wiley & Sons, Inc.
- Stefaniak, J. (2020). The utility of design thinking to promote systemic instructional design practices in the workplace. *TechTrends*, 64(2), 202–210. <https://doi.org/10.1007/s11528-019-00453-8>