Introduction

This chapter provides background information that makes the needs assessment cases in this book easier to understand and more useful. Here, you will find the following topics:

- Need: An important concept

- Overview of needs assessment

- Connections between needs assessment and program evaluation

- How to use the book

- Our favorite needs assessment resources

Need: An Important Concept

Needs assessment is a catchphrase with almost as many flavors as ice cream. This situation stems in part from the many definitions for the term *need*. Interestingly, *Merriam-Webster's* online dictionary (n.d.) defines *need* as "a lack of something requisite, desirable, or useful." Did you notice that the definition lacks information about what the *something* is, who might have the *something*, and how the *something* was determined?

To better understand the term need, consider the following examples:

- A teenager explains to her parents that she *will need* a new car.

- An individual addicted to meth *needs* drugs.

- The poor *need* food and clothing.

- The Finance Team *needs* a common procedure for auditing documents.

- This school *needs* a better science, technology, engineering, and mathematics (STEM) curriculum so its students are competitive.

- The community *needs* a neighborhood safety program.

Which example above focuses on an individual? A team? An organization? A community? Which example conveys a desire or a want? Something desirable? Something useful? A biopsychological state? A norm? A requirement? An obligation? A gap between the current condition and a goal? As the examples show, the term need can be interpreted in different ways.

1

Needs are seldom universally agreed upon, and their desirability, usefulness, and requirements can change quickly. For example, some community leaders may view a neighborhood program as desirable; others may view it as useless. Those views could change quickly if the community experiences a flood or obtains a grant. As Rossi, Lipsey, and Freeman (2004) pointed out in discussing social programs, "The resources, priorities, and relative influence of the various sponsors and stakeholders of social programs are dynamic and frequently change with shifts in political context and social trends" (p. 33). The same can be said of other types of decisions. A *need* reflects who the decision makers were, when they were asked, and how those who have a stake in addressing the *need* viewed the larger systemic, political, and cultural environment.

Each need must be precisely defined so that effective solutions or programs can be developed that address the decision makers' need. Needs assessment is an instrument for figuring out the important needs in a specific situation and how to address them.

Kettner, Moroney, and Martin (2017) stated that "Sometimes the need is obvious. . . . At other times the need is more subtle." Furthermore, they suggested four different perspectives on need: *normative need* (as defined by experts in the field), *perceived need* (as seen by those experiencing the need), *expressed need* (from those who seek out services), and *relative need* (needs and resources in one geographic area compared with needs and resources in another).

This section described how the term need contributes to the use of *needs assessment* as a catchphrase. The next section describes how the various applications of needs assessment as an instrument contribute to the confusion.
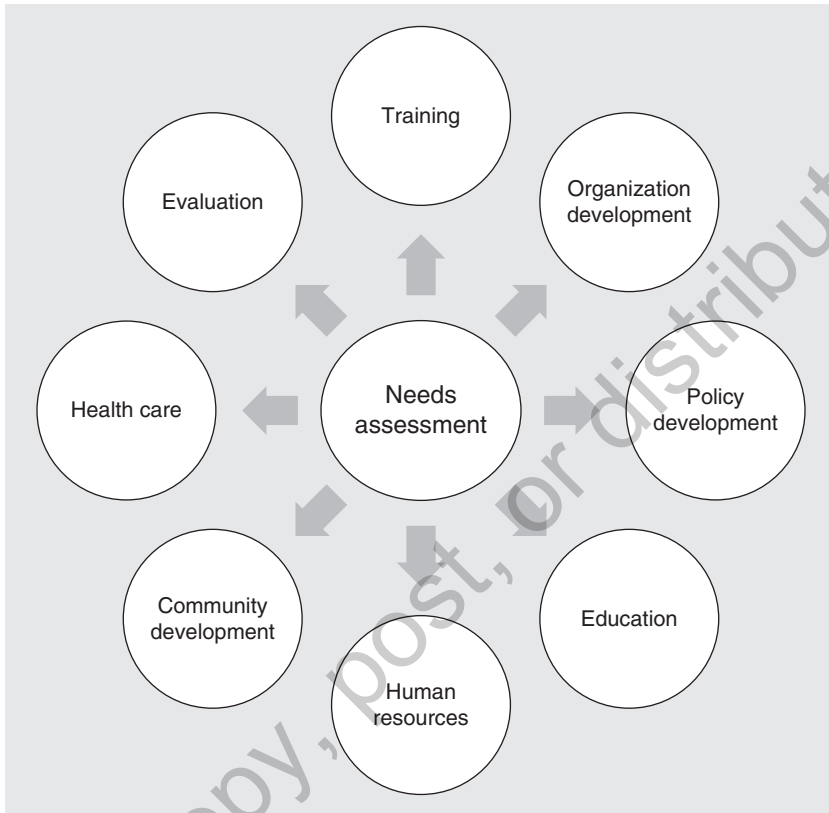
Overview of Needs Assessment

Assessing needs before implementing solutions is a foundation for such professions as training, education, human resource development, organization development, evaluation, health care, community development, and policy and program development (see Figure 1.1). Why? Needs assessments save time, resources, and frustrations—and, they increase the likelihood of success. Moreover, they distinguish true professionals from snake oil distributors who hawk their desired solutions regardless of the problem.

The use of *needs assessment* as a foundation for so many professions has led to various understandings of the term. Christensen (2016) offered advice for anyone who wants to find the definition of the terms needs assessment and training needs assessment: ". . . be prepared for an arduous search through the Internet and many texts and journal articles where authors have put their own spin, tweak, massage, and a coat of Rust-Oleum paint on the meanings. I say *the* because there is no single definitive explanation" (Para. 9). Watkins, West Meiers, and Visser (2012) stated that "the term needs assessment has taken on several definitions and has led to a number of related process models or approaches" (p. 15). They also identified some terms that are used as synonyms for needs

Figure 1.1 Some Professions That Rely on Needs Assessments

assessment: *gap analysis, performance analysis,* and *needs analysis*. Those are just a few flavors of needs assessment.

Consider the following example: Laura, the president of a mid-sized manufacturing firm, attended a party and overheard part of a conversation between a recently hired intern and the city's mayor. To Laura's surprise, the intern divulged that many of the firm's safety requirements were not met. Laura immediately determined that she would have a frank discussion with the intern.

Later, while driving home from the party, Laura again considered the intern's comment, and she realized that

- A gap between her firm's current safety practices and the city's mandated practices could have serious consequences for both her and the firm.

- The intern's comment to the mayor was Laura's first hint of a potential safety problem.

Laura then weighed three options for immediate action:

1. The risky option: Ignore the potential safety gap.

2. The expensive option: Mandate that all employees attend all the firm's safety training courses.

3. The smart option: Authorize a needs assessment to figure out if and where a safety gap exists, the behaviors and mechanisms that contribute to the gap, and potential future actions to close the gap.

Which of the three options would you advise Laura to take? We choose Option 3.

Most initiatives that involve human learning, training, performance improvement, or policy, community, or organization development begin with a needs assessment, which is "a diagnostic process that relies on data collection, collaboration, and negotiation to identify and understand gaps in learning and performance and to determine future actions" (Sleezer, Russ-Eft, & Gupta, 2014, p. 310). Watkins et al. (2012) pointed out that "the results of your needs assessment will then guide your subsequent decisions—including the design, implementation, and evaluation of projects and programs that will lead to achieving the desired results" (p. 6).

An *organization* is a group of people who work together to accomplish something. Examples include businesses, health care organizations, government agencies, foundations, nonprofit organizations, colleges and universities, communities, and military groups. Many large organizations have divisions that are responsible for specific areas of activity. These also can be called organizations. Examples include a federal or state government agency, a company's Human Resource Department, a community's Maintenance Operation, and a university's College of Education.

A *needs assessment* is influenced by the organization's politics, internal and external norms and cultures, specific language, unique interactions among people, financial and physical resources, and much more. A needs assessment is also influenced by the environment in which the organization exists. Do you think Laura should consider that her firm is in a city that recently experienced several toxic spills? We do!

An organization is composed of individuals and subgroups that interact to achieve organizational goals. The individuals and subgroups in Laura's firm who could play an important role in the needs assessment include

- The members of the senior management team

- The Safety Department that develops and monitors the firm's safety policies and practices

- The Finance Department that must fund any future action to address the need

- The Operations Department that must adjust employees' schedules to implement the needs assessment solution(s) while, simultaneously, maintaining the firm's production schedule

- The Human Resource Department that hires and fires employees and monitors adherence to the firm's policies

- The Communication Manager who creates and disseminates messages about adherence to safety rules

The individuals and subgroups—which each have a stake in the needs assessment process and outcomes—are called *stakeholders*. The stakeholders' characteristics and interactions can affect the needs assessment process and its outcomes.

The *needs assessor,* or *analyst,* is the professional who conducts the needs assessment. The analyst could be an external consultant or an employee of the organization. Analysts, through their diagnostic skill levels and their information gathering preferences, influence the process and the results of a needs assessment (Sleezer, 1990).

Decision maker(s) are responsible for choosing to allocate resources to determine and/or address the needs. The decision makers affect the needs assessment process and results (e.g., their preferences for data sources, the type of data collected and more) (Sleezer, 1990).

Sleezer et al. (2014) stated that a needs assessment can diagnose the learning and performance issues of

- Individuals

- Teams

- Functional units (e.g., finance, operations)

- One or more organizations

- Interorganizational groups

- Communities

- Countries

- International efforts

Given its diagnostic role and ability to build consensus and buy-in, it is not surprising that needs assessment is the first step in the initiatives of so many professions. A needs assessment can specify the gaps (i.e., needs) that have the greatest priority in the current real-world environment and how each should be addressed. Usually, needs assessments identify more needs than there are resources available to address them. Therefore, the needs assessment process involves the analyst in interacting with people in social situations to understand and articulate the priority needs for a particular situation and to specify realistic solution strategies. The process involves

- Comparing the current and desired conditions

- Defining the problems or opportunities

- Figuring out the behaviors and mechanisms that contribute to the current conditions

- Determining what behaviors and mechanisms can be changed to produce the desired conditions

- Developing solution strategies

- Building support for action (Sleezer et al., 2014)

We have introduced "needs" as a concept, and then we discussed the various types of and contexts for needs assessments. This next section describes the connections between needs assessment and program evaluation.

Connections Between Needs Assessment and Program Evaluation

Some experts consider needs assessment to be the larger concept that subsumes program evaluation, while others see needs assessment as a segment within program evaluation. Certainly, if we consider professional organizations, the American Evaluation Association hosts a Topical Interest Group in needs assessment.

Regardless of one's perspective, we should acknowledge that the two processes are directly connected or linked. From the standpoint of training and the ADDIE model (Branson et al., 1975; Watson, 1981) that is used in Instructional Systems Design, for example, the two concepts are linked, as shown in Figure 1.2.

According to the model, assessment informs the design and development of a program or process. Then, following implementation, an evaluation can yield information as to whether more assessment and design and development should be undertaken.

Design thinking is a process that has gained recent popularity. It is an iterative innovation or problem-solving process. Linke (2017) stated that

At a high level, the steps involved in the design thinking process are simple: first, fully understand the problem; second, explore a wide range of possible solutions; third, iterate extensively through prototyping and testing; and finally, implement through the customary deployment mechanisms. (Para. 4)

Did you notice the similarities between design thinking and the ADDIE model? Both processes are similar, except for the lack of an evaluation step in the design thinking process.

Figure 1.2 Depiction of the ADDIE Model

Assessment

Design

Development

Implementation
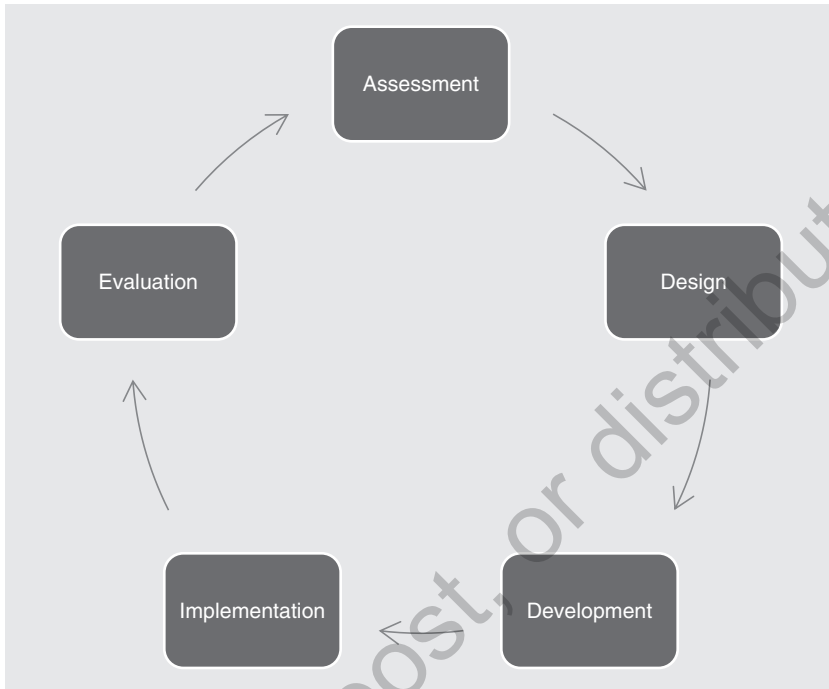
Evaluation

Both needs assessment and program evaluation use similar tools, techniques, and methods. These include the design of the effort, the methods for data collection, the approaches to ensuring reliability and validity, and the methods for analyzing the data. Also, whether using the ADDIE model or not, an evaluation determines whether the needs identified in the needs assessment have been addressed.

One important approach that can be used in both needs assessment and program evaluation involves the development of logic models. This approach was originally conceptualized by Wholey (1979) as a method to determine whether a program could be evaluated and which components would be appropriate to evaluate. According to Russ-Eft and Preskill (2009), the following questions can aid in developing a logic model:

- What are the assumptions underlying this program?

- What resources (human, financial, organizational) will be used to accomplish this program or process?

- What activities will be undertaken with the resources to produce the products and outcomes?

- What direct products (or outputs) will provide evidence that the program or process was actually implemented?

- What immediate outcomes do you expect from this program or process?

- What long-term outcomes do you expect? (p. 158)

A logic model can be used as part of a needs assessment, for example, to identify what might be added to ensure that the outputs and the outcomes can be achieved. As part of an evaluation effort, the logic model can help to focus that effort and determine the key questions to be answered. More details on logic models can be found in the following works: Jung and Schubert (1983); Kettner et al. (2017); McLaughlin and Jordan (1999, 2015); Rossi et al. (2004); and Strosberg and Wholey (1983).

How to Use the Book

The cases in this book offer insights about the practice of needs assessment in dynamic, real-world organizations and communities. The speed of change, the intense competition for organization and community resources, and the increased number of highly educated decision makers who are knowledgeable about social and performance processes in the workplace and in communities have affected expectations for professional-level needs assessments. In the past, students, program evaluators, and consultants, human resource professionals, and other professionals armed themselves with the jargon of needs assessment before meeting with decision makers (e.g., gap analysis, needs analysis versus needs assessment, performance improvement potential). They expected decision makers to learn the special language of needs assessment.

Today, decision makers expect those who conduct needs assessments to quickly understand the larger context for the needs assessment and to contribute their specialized knowledge—with bulls-eye accuracy—to organizational or community success. Few decision makers seek a one-size-fits-all needs assessment. Instead, they want a needs assessment that is custom-fit to their situation. Moreover, many decision makers expect those who lead needs assessment initiatives to know what they are doing—even when the analysts are conducting their first needs assessment project. Such expectations can challenge novices who may

- Have little experience in transferring needs assessment concepts that were learned in the classroom to the real-world, dynamic situations

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
					with 44 out of 96 online graduate students, a review of the literature on online education, and a document review of four peer institutions' IT programs	results (findings and recommendations) for the improvement of online core courses for student learning
Cumberland	A Needs Assessment for a Professional Association's Certificate Program	International professional association	Consultant experienced in franchising and in conducting needs assessments	Identified what would encourage a specific target population of long-standing credential holders to continue recertifying	Archival survey data, interviews conducted over the telephone	Archival data from the graduate satisfaction surveys were cross-tabulated; closed-ended data responses from long-standing credential holders were reviewed; Likert-style questions were analyzed with descriptive statistics; open-ended survey responses and interview transcripts analyzed using structural coding technique

(*Continued*)

Table 1.1 (Continued)

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Geary	A Public Legal Education and Information Strategy: Advancing Cybersecurity and Counterterrorism Processes	Over 50 locations in Australia, Canada, and the United States	Staff of the Trident, Mediation, Counseling, Arts and Supports Foundation	Collected and shared materials from Public Legal Education and Information (PLEI) to enable public to understand impacts of cybersecurity breaches and counterterrorism and to learn ways to protect themselves	Researcher was a participant-observer: collecting archival data, observing the public and their interactions, participating in public activities, and speaking with selected individuals. PLEI collected from various sources such as case law, legislation, international law, the general literature, and direct observations	Qualitative analysis and triangulation; development of corporate, theoretical, affiliations, program features, and location codes used to develop themes
Star	Paws-A-Tive Pals: Assessing the Needs of a Therapy Dog Organization	Grassroots organization in rural community on west coast of the United States	External consultant	Focused on developing clear definitions of work roles of governing body; transitioning newly elected officers and board; developing training for evaluators of new-member dog teams	Survey of officers and board members; personal interviews of selected officers and board members; literature review; review of extant documents (organizational guide, past newsletters, team evaluation forms, the membership list, the picture albums/scrapbooks, and the promotional flyer)	Quantitative data analyzed using descriptive statistics; qualitative data analyzed for thematic content; used constant-comparative method and content analysis to compare data to literature

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Star	Small Business Enrichment Training Needs Assessment	Small business organizations (about 200 organizations) in rural community on the west coast of United States	Small Business Enrichment Program (SBEP) engaged an external evaluator	Focused on determining entrepreneur's needs and desires for training	Explored available training programs; examined historical data; two surveys of small business organization clients and SBEP statewide directors and staff; interviews of 15 small business owners	Descriptive statistics reported for quantitative data; content analysis of qualitative data identifying themes
Job and Task (1 case)						
McGonigle	Enterprise-wide Job Task Analysis in a Large Organization	U.S. government agency that had dispersed sites	A consulting company	Constructed and validated over 600 role profiles that each included data for up to five career levels; provided career development information for roles filled by over 90% of organization's workforce	Background information on each role (e.g., position descriptions, vacancy announcements, and official titling and job grading standards), information from a Department of Labor database, feedback from subject matter experts (SMEs)	Content analyzed documents; created draft profiles for SME review and feedback

(Continued)

Table 1.1 (Continued)

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Competency (1 Case)						
Sritan-yarat	Assessing Needs for a PhD Study Program in Human Resource Development and Organization Development: A Case Study Focused on Quality Development in an Outcome-Based Education Approach	Human Resource and Organization Development PhD Program for the National Institute for Development Administration in Bangkok, Thailand	Steering team, comprised of the PhD program director, deputy dean for planning and development, and program coordinator	Focused on identifying expected learning outcomes for the human resource and organization development (HROD) program (doctoral degree) that were suitable for the labor market and related stakeholders, such as potential students, current students, alumni, and so on	Qualitative and quantitative data: a workshop among teaching staff, review by external experts, a workshop with alumni and employers, an open-ended survey of the program's visiting scholars, an online Likert survey of current students, alumni, and prospective students	HROD teaching staff workshop data were analyzed using content analysis, coding, and analyzing data; Likert survey analyzed using descriptive statistics

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Strategic (8 cases)						
Altschuld & Engle	Comprehensive Needs Assessment and Asset/Capacity Building: The Case of the Westington Schools	Middle-class suburban school district and community	External consultants in conjunction with internal district staff	Planning the future direction of the schools in the Westinghouse Schools, a rapidly growing community	Architectural study; demographic analysis; literature review; benchmarking; facilitated group meetings	Descriptive statistics; thematic analysis of group meetings
Chandrasekar & Champion	A Strategic Multiyear Needs Assessment: Leadership Development for a Global Firm	Leading textile manufacturing group in a South Asian country	Staff of a nonprofit organization focused on leadership education and research	Focused on identifying business challenges, culture of the company, leadership skills for success, and skill gaps of leaders	Combination of surveys, interviews, and focus groups	1st Year: Qualitative analysis of interviews and focus groups. 2nd Year: Survey data were organized into profiles on success, leadership, leadership gap, leadership attention index, and potential challenges. Qualitative data were analyzed into categories of challenges faced; profile of effective leader; sustaining the learning; indicators of impact. 3rd Year: Incidents around collaboration and change were reported.

(Continued)

Table 1.1 (Continued)

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Einsprusch	Needs Assessment in Rural Communities	Six communities on a large, remote U.S. island	External consultant	Identified most important behavioral health problem in each community to provide a focus for future work	Surveys (collected via interviews)	Quantitative survey data: descriptive statistics (i.e., frequency distributions); qualitative data were summarized
Gugiu	Assessing Needs of a Community College: A Mixed Methods Case Study	Community college in Latin America and the Caribbean	Two external consultants who were doctoral students	Focused on determining major factors (i.e., student needs) influenced by college's actions, facilities, policies, or resources, that affected student life	Surveys completed by 49 staff and 291 students; only 200 respondents provided responses to the open-ended inquiries	Thematically analyzed open-ended responses; eight categories identified: (a) safety and security, (b) student behavior and policy, (c) quality of life, (d) health and sanitation, (e) management, (f) factors that impact student learning, (g) staff job performance, and (h) resources. Likert-type items were analyzed using descriptive statistics and analysis of variance to compare student and staff responses.

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
McLean	Needs Assessment for Employee Empowerment in a Large Multinational: A Case Study	Large multinational R&D	External consultant	Determining the needs and content for a workshop on employee empowerment	A literature review; a review of existing survey results, interviews, and focus groups	Reliability using Cronbach alphas; checked for multicollinearity; ran experimental factor analysis on half of data to determine if there were subfactors; ran confirmatory factor analysis on the second half; t-tests; chi-square analysis
Pitcher	Diverse Students' Needs Assessment Case Study	University in northwestern United States	Faculty member	Focused on determining how well students' needs were met by current programs and services of three cultural centers	Interviews conducted with center directors; archival data (enrollment trends); a survey of students for each center	Descriptive statistics for closed-ended questions; thematic analysis for open-ended questions; reports combined text, infographics, and data tables to convey findings; organized data around strengths and areas for growth
Silverstein	Spending Other People's Money Responsibly and Strategically: Using Needs Assessment in Philanthropy	New Jersey	The philanthropic organization	Focused on understanding community's needs in five impact areas	Survey instruments administered to all executive directors and lead staff of grantee organizations; face-to-face inquiry meetings held with all executive directors of grantee organizations	Data placemat created for each impact area. (A data placemat is a visual document [the size of a placemat] that displays themes from the collected data, typically in the form of charts and graphs.)

(*Continued*)

Table 1.1 (Continued)

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Strack	Case Study of a Total Rewards Association's Needs Assessment	Global professional association	Staff of the professional association	Focused on determining current challenges faced by association members and identifying what members needed and how they preferred to be served	Reviewed previous member satisfaction surveys; information gathering interviews with association staff; survey questionnaire to 125,000 individuals—all known current and previous members, customers, and friends of association	Descriptive statistics for surveys; content analysis for interviews
Complex (4 cases)						
Chan	Needs Assessment at FMP Consulting	U.S. federal government	FMP Consulting (consulting firm)	Conducted job analysis and competency modeling for a federal client to improve the selection process for numerous occupations within the organization	Identified key tasks from existing client documentations, drafted competencies and assessment items; conducted workshop with subject matter experts to review and validate drafted competencies and assessment items, job analysis survey	Descriptive statistics; used cut-off scores to eliminate tasks and competencies; linked tasks to competencies; developed assessment items; compiled information for each occupation into a master workbook

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Domlyn, Kenworthy, Scaccia, & Scott	Readiness for Integrating Behavioral Health and Primary Care: Application of the R = MC² Framework	One outpatient care organization within a metropolitan area in the southeastern United States	An evaluation team was led by two community psychology professors and assisted by three graduate students from two universities. No one on the team was affiliated with the organization undergoing the needs assessment.	Assessed journey of integrating behavioral health and primary care by investigating changes in organizational readiness	(a) The Readiness for Integrated Care Questionnaire (RICQ), (b) readiness score reports, (c) follow-up phone calls, and (d) qualitative interviews	Average RICQ scores and changes in scores over time; interview transcriptions analyzed by two independent coders using grounded theory and reconciliation of differences in themes

(*Continued*)

Table 1.1 (Continued)

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Simpson, Cockerill, Word, & Koehl	Faculty and Student Perceptions of University Course Evaluations	Mid-sized, undergraduate, higher research activity institution located in the southern United States	Internal staff and faculty with staff and faculty from a neutral office for the focus groups	Focused on the course evaluation process to identify and address barriers to stakeholder engagement, to guide departmental and institutional support for instructional practice	Results from course evaluations for six semesters (Spring 2015 through Fall 2017) with both quantitative responses (Likert 4- and 5-point scales) and qualitative comments; focus groups with students and with faculty; an environmental scan of initiatives and procedures currently informing support of teaching across the institution; a review of the steps in the current evaluation process	Statistical analysis of the numeric ratings and a text analysis of the comments on student–instructor evaluations; review and analysis of focus group data

Author	Case Title	Where Needs Assessment Was Conducted	Who Conducted the Needs Assessment	Focus of Needs Assessment	How Data Were Collected	How Data Were Analyzed
Williams & McGreevey	Orchid Candy Company	Privately owned business in the United States	Human resource development (HRD) consultant advised two teams of graduate HRD students	Focused on issues of succession planning, strategic planning, leadership development, and employee engagement	Initial conference meeting, observational site visits, and review of archival data (such as quantitative data included financial numbers, and personnel numbers of turnover, hiring, workplace attendance, training attendance, production numbers); public data research; employee interviews; questionnaire survey of selected employees	Quantitative data analyzed using descriptive statistics; qualitative data analyzed by identifying themes, then coding and categorizing the themes; data cross-case analyzed for similarity and issue identification

Table 1.2 Chapters, Authors, and Selected Interesting Information

Data Collection

Chapter	Author Names	Interesting Information
2	Clark	Focus group protocol and analysis
4	Cumberland	Interview questions
5	Geary	Public observations as unobtrusive data collection
7	Star—small business	Identification of primary, secondary, and tertiary stakeholders
8	McGonigle	Engaging of subject matter experts in data collection for a job-task analysis
9	Sritanyarat	Results in terms of expected learning outcomes
12	Einspruch	Open- and closed-ended survey questions
13	Gugiu	Mixed-method survey design
18	Chan	Use of subject matter experts in data collection for competency model development

Data Analysis

Chapter	Author Names	Interesting Information
3	Cho, Zhu, Techawitthayachinda, & Qian	Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis
6	Star—dog therapy	Use of triangulation
21	Williams & McGreevey	SWOT analysis

Presentation of Results

Chapter	Author Names	Interesting Information
16	Silverstein	Reporting formats, for example, data placemats
17	Strack	Table 17.1 Key Findings
20	Simpson, Cockerill, Word, & Koehl	Table 20.3 Areas for Improvement and Action Plans

Overall Process		
Chapter	Author Names	Interesting Information
10	Altschuld & Engle	Table 10.1 Beginning Key Activities, Table 10.2 Interim Undertakings, and Table 10.3 Concluding Events
11	Chandrasekar & Champion	Table 11.1 Depicting Process Over a 3-Year Period
14	McLean	Issues and challenges in the needs assessment
15	Pitcher	Influences on the work; issues that had to be addressed
19	Domlyn, Kenworthy, Scaccia, & Scott	Table 19.1 Definition of Components and Subcomponents Defining Readiness for Innovation

Our Favorite Needs Assessment Resources

Throughout this chapter, we referred to *A Practical Guide to Needs Assessment*, by Sleezer et al. (2014). However, we devoted little space in this book to explaining the many other needs assessment models, theories, and jargon. Below are some of our favorite resources:

- *The Needs Assessment Kit* (Altschuld, 2010)

- *Bridging the Gap Between Asset/Capacity Building and Needs Assessment: Concepts and Practical Applications* (Altschuld, 2014)

- *Training Needs Assessment: Methods, Tools and Techniques* (Barbazette, 2005)

- *Human Competence: Engineering Worthy Performance* (Gilbert, 1978, 2007)

- *Needs Assessment for Organizational Success* (Guerra-Lopez & Kaufman, 2013)

- *An Ounce of Analysis Is Worth a Pound of Objectives* (Harless, 1970)

- *Strategic Planning Plus* (Kaufman, 1992).

- *Analyzing Performance Problems* (Mager & Pipe, 1984)

- *Needs Assessment Basics* (2nd ed.) (McGoldrick & Tobey, 2016)

- *First Things Fast: A Handbook for Performance Analysis (Essential Knowledge Resource)* (Rossett, 2009)

- *Evaluation: A Systematic Approach* (7th ed.) (Rossi, Lipsey, & Freeman, 2004)

- *Improving Performance: How to Manage the White Space on the Organization Chart* (Rummler & Brache, 1995)

- *Evaluation in Organizations: An Approach to Enhancing Learning, Performance, and Change* (2nd ed.) (Russ-Eft & Preskill, 2009)

- *The Development and Validation of the Performance Analysis for Training Model* (Sleezer, 1990, 1991)

- *Needs Assessment: Perspectives From the Literature* (Sleezer, 1992)

- *Performance at Work: A Systematic Program for Analyzing Work Behavior* (Swanson, 1998)

- *Analysis for Improving Performance: Tools for Diagnosing Organizations & Documenting Workplace Expertise* (Swanson, 2007)

- *A Guide to Assessing Needs* (Watkins et al., 2012)

- *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis* (Zemke & Kramlinger, 1982)

We recommend that you examine all or some of these resources, since each one provides some important insights.

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