INDEX

A
Absolute needs: vs. relative needs, 25
A/CB. See Asset/capacity building (A/CB)
Adams, A. E., 36
Alice in Wonderland, 27
American Journal of Evaluation, 36
Analyzing Performance Problems, or, You Really Oughta Wanna, 48
Anscombe, G. E. M., 23
Arndt, A., 80
Arnold, M. E., 37
Artazcoz, L., 99
Asset assessment, 36
Asset/capacity building, 89–103; overview, 89–90
Asset/capacity building (A/CB): assets rubric, 96–97; definitions, 91–92; hybrid implementation (case studies), 98–102; hybrid needs assessment and, 92–98; hybrid process framework, 95; methods for determining assets, 97–98; vs. needs assessment, 92–94
Atkins, W. T., 13
Atwood, H. M., 23
Avis, E., 62

B
Ball, T. J., 100
Behavior Engineering Model (BEM), 48
Bell, R. A., 11, 13
Black, J., 80
Boggs, A. 2, 61, 74
Borrell, C., 99
Bourgeault, I. V., 65
Bradshaw, J., 19
Brandt, T., 20
Braverman, M. T., 37
Bremner, R., 21
Brock, G., 23
Burris, M., 83

C
Caldwell, J. A., 41
Caravella, J., 38
Carnevale, A., 62.
Carroll, L., 27
Cauley, K., 65
Chapple, K., 62
Church, Z., 62
CIPP model. See Context, Input, Process, and Product (CIPP) model
Clarke, J., 22
Colombo, F., 65
Context, Input, Process, and Product (CIPP) model, 7
Crane-Ross, D., 63
Cunningham, G., 36
Czech, C., 49

D
DACUM. See Developing A Curriculum (DACUM)
Darcy, J., 79
Deci, E. L., 23
Developing A Curriculum (DACUM), 66–68, 72
Diez, E., 99
Doyal, L., 21

E
Elizalde, A., 23
Ellis, J., 23
Engle, M., 2, 17, 33, 37, 39–41, 45
English, F. W., 13
Ennis, M., 68
Evaluation, 6–9; CIPP model, 7; formative, 6–7; importance of needs in, 20–21; linking needs assessment and, 58–59; properties, 8; summative, 7
Evaluation and Program Planning, 36
Extension Administration, 39
Extension programs, 33–36
Extension services, 34–42; and aging, 40–42; assets and, 43; hybrid approach, questions for evaluator in, 43–44; initiatives, 43; linear logic model, 35; needs assessment and, 37–42; structure of, 37; and survey-based needs assessment, 40–41

F
Fisher, P. A., 100
Fitzpatrick, J. L., 6
Formative evaluation, 6–7
Frankfurt, H., 25
Franz, N. K., 37
Freely, J., 62
Fuertes, C., 99
Fujisawa, R., 65

G
Gayeski, D. M., 49–50
Geographic Information Systems (GIS), 108
Gilbert, T., 11, 13, 48, 50
Gough, I., 21, 23
Greenberry, A., 26, 61–62
Greenwald, H., 24
Needs Assessment: Trends and a View Toward the Future

Guerra-Lopez, I., 14, 16, 20, 78, 106
Gupta, K., 12–13, 23, 66

H
Halpern-Finnerty, J., 62
Hamilton, L. A., 23–24
Hansen, D. J., 10
Harless, J. H., 48
Healthcare navigator, 69
Hierarchy of Needs, 25
Hofmann, C., 79
Hopenhayn, M., 23
HPT. See Human performance technology (HPT)
Hughes, G. H., 41
Human Competence: Engineering Worthy Performance, 48
“human needs,” 21
Human performance technology (HPT), 48–49; organic perspective on, 50
Hung, H.-L., 6, 9–10, 89–91, 103
Hybrid needs assessment, and A/CB framework, 92–98; assets rubric, 96–97; implementation (case studies), 98–102; methods for determining assets, 97–98; process framework, 95

I
Ilvento, T. W., 40
Individual needs: vs. group needs, 25–26; vs. societal needs, 25–26
International needs assessment, 75–86; alternative approaches, 83; awareness of technology opportunities and limitations, 84; bureaucracy and hierarchies, 81; capacity building, 83–86; common understanding in, 77–79; communications plan, 83; cost of insufficient assessments, 80; cultural norms and acceptable behaviors awareness, 82; customary small gifts, 84; define, 80–82; design assessment, 82–83; etiquette for documentation, 84–85; language translation, 83–84; learning, 83; lessons learned from Russia, 84; overview, 75–76; political and economic contexts, understanding of, 82–83; requirements for assessment, 76–77; scope of work and goals, clarification on, 81; strategies for, 80–85
Israel, G. D., 40

J
Jacobson, J. A., 13
James, B., 11, 13
Janoff, S., 106
Job task analysis sequence, 67
Jones, K., 51, 56–57
Journal of Extension, 36

K
Kamis, E., 11, 13, 90, 106
Kaufman, R., 11–14, 16–17, 20, 23, 26, 61, 66, 70, 73, 77, 106
Kavale, J., 2, 6, 19, 31, 77
Kim, K., 80
Knorr, A., 80
Kretzmann, J. P., 9, 12, 90
Kumar, D. D., 6, 14–15, 63, 70, 72, 92

L
Langan, M., 22
Larsen, S., 66
Lauffer, A., 12–13
Lee, Y.-E., 6, 9–10, 89–91, 103
Leigh, D., 61, 106
Lepicki, T., 2, 23, 61, 63, 68, 74
Lester, T. W., 62
Lewin, K., 21, 29
Lister, R., 22

M
Mager, R., 48, 50
Mallmann, C. A., 23
Marcus, S., 23
Marra, R. M., 51, 56–57
Marsh Song, K., 3, 75, 87
Martin, S., 65
Maslow, A. H., 10–11, 22–23, 25, 29
Mathie, A., 36
Max-Neef, M. A., 23
McArthur, J., 109
McCain, R., 22, 24
McClelland, D. C., 68
McKnight, J. L., 9, 12, 96
McLeod, S. K., 25
Mendenhall, M., 80
Meyer, W., 20, 29
Monette, M. L., 11, 13, 19
Moser, J., 66

N
Needs, 77; absolute vs. relative needs, 23; assessment. See Needs assessment; conceptualizing, 24–26; definition, 20; importance in evaluation practice, 20–21; individual vs. group vs. societal needs, 25–26; influence of definition, 26–29; meaning of, 21–24; noun vs. verb, 20; object-focused definitions, 23; overview, 19–20; positive, 22; vs. solutions, 24; vs. type of need, 26; vs. wants, 24–25
Needs assessment: and asset/capacity building, 89–103; big data and real-time data in, 107–108; concerns, 110–113; designing, 26–27; and emergence of hybrids, 9–10; and evaluation, 6–9; evolving methods of, 106–110; Geographic Information Systems, 108; globalization and, 109–110; implementation of, 27–28; international perspectives, 75–86; Kaufman’s OEM, 14, 16; making recommendations based on, 28–29; mobile technologies, 108; opposition to, 9–10; overview, 5–6; perspective from
INDEX

117

INDEX

public sector, 33–44; in private sector, 47–59; properties, 8; simple, systemic, and organic, 49–50; social networking, 108–109; thesis, antithesis, and synthesis, 91; timeline for development of, 10–14; timeline of modern, 11–13; for training requirements, 61–73; Watkin’s three phases of, 14–15

Needs assessment, at work in Ohio, 62–69; activities aligned to, 64; addressing nontraining needs, 65–66; analysis leading to competencies, 66–68; competencies leading to additional analysis, 68; DACUM, 66–68; direct service workforce needs, sampling of, 65; gaps in health and human services, 64–65; getting start, 63; job task analysis sequence, 67; levels of need, 64; shifting perspectives on training, 68–69

Needs assessment counterpoint, 90–91

Needs assessor: in postassessment, 71–72; relationship with sponsor, 69

Neuber, K. A., 12–13

Norton, R. W., 66

Nutt, P., 21

ODI. See Overseas Development Institute (ODI)

OEM. See Organization Elements Model (OEM)

Ohio Direct Service Workforce Initiative, 62, 70

Organizational culture (OC), 51

Organization Elements Model (OEM), 14, 16

O’Shea, E., 65

Overseas Development Institute (ODI), 79–80

P

Pasarin, M. I., 99

Peer support professional, 69

Performance Improvement, 57

Pipe, P., 48

Place, N. T., 36

Platt, W., 61

Positive needs, 22

Private sector, needs assessment in, 47–59; background, 47–49; challenges, 49; common business practices, 49; flip-flops in workplace, 53–55; human systems integration, 56–57; learning in, 55–56; linking needs assessment and evaluation, 58–59; performance problems and solutions, 52–57; pyramid framework in, 52–57; selling needs assessment and performance improvement, 57–58; simple, systemic, and organic needs assessment, 49–50; support system elements, 52; Wedman’s performance pyramid, 51–52

Public sector, needs assessment in, 33–44; background, 34–36; examination of literature, 36–44; extension programs, 35–36; Extension services, 34–42; lessons learned, 44; overview, 33–34

R

Reader, S., 22, 25

Recovery coach, 69

Relative needs: vs. absolute needs, 25

Rennekamp, R. A., 37

Reuterman, N. A., 13

Rosen, R., 6

Rossett, A., 12–13, 26, 49, 61–62

Roth, J., 11–13

Rothmann, S., 79

Russ-Eft, D. E., 13, 23, 66

Ryan, R. M., 23

S

Sachs, J., 109

Sanders, J. R., 6

Schmidt-Traub, G., 109

Schwab, J., 11, 13

Scriven, M., 11–13

Sen, A., 90

Sleezer, C. M., 13, 23, 66

Slocum, J., 80

Smith, A., 23

Smith, N., 62

Spencer, S., 65

Stacey, C. L., 66

Steege, L. B., 51, 56–57

Stockman, R., 20, 29

Strohl, J., 62

Stufflebeam, D. L., 7, 9, 11, 13

Summative evaluation, 7

Surface, E. A., 68–69

Swisher, M. E., 36

T

Total Extension faculty, 40

Townson, L., 37

Tracy, L., 23

Training requirements, needs assessment for, 61–73; assessment at work in Ohio, 62–69; assessment in harmony, 72–73; assessment levels, 70–71; assessment process, 70; assessor’s relationship with sponsor, 69; implications for workforce development, 69; lessons and considerations, 70–72; needs assessor in postassessment, 71–72; organizing assessment, 61–62

Triner, D., 26, 61–62

U

United States Agency for International Aid (US-AID), 85
USAID. See United States Agency for International Aid (USAID)

V
Van der Benk, M., 79
Visser, Y. I., 13, 28, 78–79, 112
von Bertalanffy, L., 24

W
Wang, C., 83
“Wants assessment,” 49
Warheit, G., 11, 13
Wedman, J., 13, 47, 50–52, 57, 59–60
Wedman’s performance pyramid, 51–52
Weisbord, M., 106
West Meiers, M., 3, 13, 28, 75, 78–79, 87, 112
White, J., 106, 110
Wiggins, D., 21, 23, 25
Wilkinson, J. R., 21
Williams, R., 21
Witkin, B. R., 1, 3–5, 11–12, 14–19, 21, 34–35, 37–38, 63–65, 73, 90, 92, 106
Wooten, A., 80
Worthen, B. R., 6
Wright, J., 21

Z
Zabin, C., 62