

Practice & Preparation for IDE 712 LIT Review

For my **Project Title** and **Authors and Contributors**, I authored the paper titled "Literature Review: Needs Assessment In Practices". As the sole author, I completed this project for my IDE 712: Analysis for Human Performance Technology course under the instruction of Dr. Rob Pusch. Additionally, I included an AI disclosure noting that an AI language model was utilized as a tool for drafting, formatting, and organization support during the development process.

In the **Context of the project work**, this literature review explores the foundational role of Front-End Analysis (FEA) and needs assessment within the fields of Human Performance Technology (HPT) and instructional design. The project examines how a "need" is strictly defined as the measurable discrepancy between current results and desired outcomes. I evaluated the application of needs assessments across various complex challenges, from addressing systemic inefficiencies using a Lean Government Model to tackling college attrition and student-athlete time management. By drawing upon foundational frameworks established by Harless, Mager and Pipe, and Kaufman, the paper details how rigorous needs assessments use extant data and task analysis to separate actual performance barriers from perceived symptoms.

Regarding the **Description of which phase(s) of IDD&E this product represents**, this work directly represents the **Analysis** phase of instructional systems design, with a specific focus on Front-End Analysis. This project highlights the critical, investigative evaluation that must occur to accurately identify performance gaps before any instructional or organizational intervention is developed.

In my **Short reflection and self-assessment of the product**, writing this literature review reinforced my conviction that jumping straight to a solution is a costly organizational reflex. I highlighted that stakeholders too often default to training as a universal cure for any organizational shortfall; however, a thorough front-end analysis forces a critical pause to ask if an instructional intervention is actually warranted. Synthesizing these foundational HPT concepts deepened my ability to identify root causes rather than treating superficial symptoms, ultimately strengthening my capacity to design strategic, evidence-based performance interventions.