**Performance Needs Assessment**

**Onboarding Process for New Hires at the YMCA**

**Part 1. Background of the Project**

* 1. **Introduction**

This section outlines background information of the project. It also describes the sponsor, performers, the context in which the performance problem was defined, and how data was collected to investigate it.

* 1. **Problem**

Marianna is the Pedagogical Director of the YMCA, an international language school in downtown Montreal known for its personal and dynamic approach. The school offers both online and in-person classes on eight different languages for learners of all ages.

In recent years, student enrollment has grown, leading to an increase in new hires. As part of her role, Marianna interviews new teachers and holds 2-3 meetings per week to guide them through training on the LMS, running classes on Google Meet, and managing attendance, feedback, and grades using Excel sheets.

Balancing these additional responsibilities with her regular duties is challenging. New teachers frequently reach out with questions via email or phone, leading to delays, back-and-forth communication, and frustration on both sides. Many struggle with Google Meet’s features in online classes, causing wasted time and confusion. This has led to complaints from students and parents, as teachers’ lack of proficiency with Google Meet and Google Classroom results in delays in grade reporting and communication with students.

* 1. **Data Collected**
     1. **Questionnaires**

A questionnaire was designed and emailed to 10 long-term teachers, 10 administrative staff, and 10 new teachers. the questionnaire contains questions on how they felt during their hiring process and what areas of improvement they identify in onboarding.

* + 1. **Organization’s website**

I checked the Canada YMCA and Quebec YMCA websites but found no statistics on teachers' demographics. I was unable to obtain relevant information on the proportion of male and female teachers or their age range from the websites and annual reports. To gather additional data, I consulted other sources such as Indeed.com to find the average salary and related information.

**Part 2. Report the Needs Assessment**

**2.1. About the problem**

This section provides more details about the problem. It will identify the business need that initiated the request from the sponsor and provide a detailed description about the performance problem and its impacted performers.

**2.2. Restate the Request**

The Pedagogical Director of the YMCA has requested the development of a performance improvement campaign to “**optimize the onboarding process, reduce its duration, enhance teachers' proficiency, and ultimately minimize complaints from students and parents**.” (Source: Sponsor, the YMCA).

**2.3. Business need**

The business need for this project is to generate revenue for the YMCA by improving the onboarding process and enhancing new teachers' proficiency. This, in turn, leads to better student academic performance, reduced teacher turnover, and lower overtime costs.

Improving the onboarding process enhances teacher proficiency, leading to better student experiences, higher retention, and increased enrollment—directly boosting revenue. A smoother process also reduces administrative costs, minimizes complaints and refund requests, and strengthens the YMCA’s reputation, attracting more students and funding. Faster teacher productivity ensures high-quality instruction from day one, making the program more competitive and financially sustainable.

**3. Organizational Context**

**3.1. Performance**

This section will provide an understanding of the performance gap by first presenting detailed scenarios of both current and ideal performance, and then breaking them down into hierarchical list of tasks. Job one, the targeted end result to satisfy the business need, will be identified and further explained in terms of inputs, tasks, and outputs.

**3.2. Scenarios of Current and Ideal Performance**

**3.2.1. Current Performance**

The YMCA’s onboarding process for new teachers faces several challenges:

* New hires are struggling to adapt to online teaching tools like Google Meet and Google Classroom, leading to inefficiencies in class management and instructional delivery. Teachers often rely heavily on lectures and limit interactive activities due to unfamiliarity with technology. Technical difficulties, such as connectivity issues and disruptions during activities, further hinder engagement and lesson flow.
* New teachers frequently require clarification on administrative tasks, such as tracking attendance and entering grades in Excel. This results in repeated emails and calls to the pedagogical director, consuming significant time and delaying responses. The lack of immediate feedback and structured guidance during onboarding mirrors.
* These onboarding gaps contribute to teacher frustration, student disengagement, and increased complaints from parents—ultimately affecting the YMCA’s reputation and efficiency. A more streamlined onboarding approach, with clearer guidance on technology use and classroom management, is needed to improve teacher readiness and enhance student learning experiences.

**3.2.2. Ideal Performance**

* **Efficient and Structured Onboarding Process**

Currently, new hires at the YMCA struggle with onboarding due to a lack of structured training, resulting in frequent follow-ups and delays. Ideally, onboarding should be a well-organized process with interactive, self-paced training modules covering essential tools such as Google Meet, Google Classroom, LMS, and Excel for attendance and grading. Teachers should complete this training within a set timeframe before starting their first class, using clear documentation, step-by-step tutorials, and video demonstrations. This structured approach would ensure that new teachers feel confident and prepared from day one, reducing the need for constant clarification.

* **Proficient and Confident Teachers**

New teachers often face difficulties using digital tools, leading to technical disruptions and ineffective lesson delivery. In an ideal scenario, they would receive hands-on practice with Google Meet, Google Classroom, and other platforms during onboarding. They would be trained to use breakout rooms, screen sharing, audio playback, and attendance tracking efficiently. Additionally, they would learn student engagement strategies specific to online learning, ensuring interactive and effective classes. By mastering these tools before teaching, they can run smoother lessons, minimize disruptions, and enhance student learning experiences.

* **Reduced Administrative Burden & Back-and-Forth Communication**

A major issue in the current onboarding process is the overwhelming number of emails and calls from new teachers seeking clarification. This creates delays and adds to the workload of the pedagogical director. Ideally, a centralized FAQ or knowledge base should be available to provide instant answers to common questions, while dedicated mentor support or scheduled office hours can offer guidance without excessive back-and-forth communication. Automating certain onboarding tasks and establishing a structured weekly check-in process would ensure teachers feel supported while significantly reducing administrative inefficiencies.

* **Improved Student Experience & Reduced Complaints**

Currently, students face delays in receiving feedback and grades due to teachers’ struggles with Google Classroom and Meet. This, along with frequent technical disruptions, results in complaints from both students and parents. In an ideal situation, teachers would be fully trained to use these platforms before their first class, ensuring seamless lesson delivery and timely grading. Classes would be structured and engaging, with smooth transitions between activities, minimizing student frustration. A well-prepared teaching staff would create a more professional and organized learning environment, leading to greater student satisfaction and fewer complaints from parents.

* **Increased Efficiency and Revenue for the YMCA**

The inefficiencies in the current onboarding process lead to delays in teacher productivity, high turnover rates, and complaints that can harm the YMCA’s reputation. By optimizing onboarding, teachers would become proficient more quickly, reducing training time and allowing them to focus on teaching. Improved teacher retention and student satisfaction would result in higher enrollment and retention rates, directly increasing revenue. Additionally, by streamlining training and minimizing administrative burden, the YMCA could reduce operational costs while enhancing the overall quality of its language programs.

**Job One**

Job one: The pedagogical director will provide new teachers with asynchronous LMS training to help them become familiar with administrative processes and the tools needed to run online classes.

**Input**

* Knowledge and skills in Google Met and Google Classroom
* Knowledge and skills in attendance tracking and grading (Excel, LMS, Google Classroom)
* Structured onboarding program with clear training modules
* Support system for new teachers
* Well-structured lesson plans that integrate digital tools
* Clear communication with parents and students
* Reliable technology and internet access

**Tasks**

* Train teachers to navigate Google Meet (screen sharing, breakout rooms, audio/video settings)
* Train teachers to use Google Classroom for assignments, grading, and feedback
* Provide hands-on practice with real scenarios before their first class
* Train teachers to efficiently track attendance in Excel
* Demonstrate how to enter grades and provide feedback in Google Classroom
* Ensure teachers practice using these tools with sample data
* Develop an interactive onboarding module covering all essential tools
* Set a defined timeframe for onboarding (e.g., one week)
* Assign mentors or conduct weekly Q&A sessions
* Provide a centralized platform for onboarding resources
* Set up office hours for real-time support
* Provide an FAQ section and troubleshooting guide
* Provide templates and best practices for lesson planning in virtual classes
* Train teachers on interactive engagement strategies (polls, quizzes, whiteboard)
* Offer examples of effective virtual activities
* Train teachers on how to set expectations with students and parents
* Provide guidelines on effective parent communication
* Ensure teachers know how to handle complaints professionally
* Ensure teachers have access to necessary hardware/software
* Provide troubleshooting resources for common tech issues
* Encourage teachers to test their setup before class

**Output**

* More confident and prepared teachers
* Fewer technical issues in virtual classes
* Reduced complaints from students and parents
* Improved efficiency in class administration
* Fewer delays in grade reporting
* Reduced administrative workload for the pedagogical director
* Faster onboarding and teacher readiness
* New teachers can start teaching sooner with confidence
* Fewer emails and calls for clarification
* Reduced stress and frustration for new teachers
* Less reliance on the pedagogical director foe repetitive questions
* Improve teacher retention
* More engaging and interactive virtual classes
* Increased student participation and satisfaction
* Fewer classroom management issues
* Improved parent satisfaction and fewer complaints
* Stronger trust in the YMCA’s educational quality
* Fewer technical disruptions in class
* Less wasted time due to connection issues

Figure 1: Ideal performance flowchart

**Hierarchical List of Current and Ideal Performance Tasks**

The hierarchical lists of current and ideal performance tasks are derived from the current and ideal scenarios respectively.

**List of Current Performance Tasks**

**End Result:** Teachers are struggling to effectively use Google Meet and Google Classroom for managing lessons, grading, and student engagement in virtual classrooms

1. New Teacher Onboarding & Training
   1. Attending introductory meetings (2-3 per week) with the pedagogical director.
   2. Learning how to use Google Meet and Google Classroom with limited hands-on practice.
   3. Figuring out attendance tracking, grading, and feedback entry through Excel with minimal guidance.
2. Managing Online and In-Person Classes
   1. Running virtual classes on Google Meet, often with technical difficulties.
   2. Using Google Classroom for assignments and grading, but struggling with navigation.
   3. Relying mostly on lecture-based teaching with limited interactive activities due to lack of training.
3. Handling Technical & Administrative Challenges
   1. Frequently calling or emailing the pedagogical director for clarification on LMS, Google Meet, and grading processes.
   2. Troubleshooting technical issues on Google Meet and Google Classroom with little support.
   3. Dealing with delays in student feedback and grade reporting due to onboarding inefficiencies.
4. Addressing Student & Parent Concerns
   1. Managing student disengagement due to lack of interactive teaching strategies.
   2. Handling complaints from students and parents about delayed grades, technical issues, and class disruptions.
   3. Attempting to communicate with parents about expectations but lacking a structured approach.
5. Administrative Overload on the Pedagogical Director
   1. Spending excessive time answering repetitive onboarding questions from new teachers.
   2. Managing back-and-forth emails regarding onboarding, grading, and classroom management.
   3. Struggling to balance onboarding responsibilities with regular administrative tasks.

**List of ideal Performance Tasks**

**Job One**. Teachers confidently and efficiently use Google Meet and Google Classroom to manage lessons, track attendance, provide timely feedback, and engage students, leading to a smoother learning experience, fewer technical issues, and a significant reduction in complaints from students and parents.

1. Structured & Streamlined Onboarding Process
2. New teachers complete a step-by-step training program on Google Meet, Google Classroom, LMS, and Excel before their first class.
3. Hands-on practice sessions allow teachers to simulate real classroom scenarios before teaching.
4. A centralized FAQ and resource hub provides immediate answers to common questions, reducing unnecessary emails and calls.
5. Effective Use of Digital Tools for Teaching
6. Teachers confidently navigate Google Meet’s breakout rooms, screen sharing, and engagement features (polls, whiteboard, chat).
7. Google Classroom is used efficiently for assignments, grading, and feedback, ensuring timely student progress tracking.
8. Interactive lesson planning includes student-centered activities rather than just lecture-based instruction.
9. Reduced Administrative Burden & Efficient Communication
10. A mentor or support team assists new hires with onboarding, reducing the pedagogical director’s workload.
11. Regular office hours or check-ins provide structured support, eliminating unnecessary back-and-forth emails.
12. Attendance tracking, feedback, and grading are streamlined with clear templates and automation where possible.
13. Proactive Student & Parent Engagement
14. Teachers set clear expectations for students and parents about classroom participation, grading, and communication.
15. Common technical issues are proactively addressed with troubleshooting guides and pre-class technology checks.
16. Timely feedback and grading ensure fewer complaints and higher student satisfaction.
17. A More Engaging & Professional Learning Environment
18. Teachers use interactive teaching strategies that increase student participation and reduce distractions.
19. Virtual classes run smoothly with minimal technical disruptions, making learning more effective.
20. Students receive timely updates on grades and feedback, ensuring transparency and engagement.

**Description of Performers**

This section will provide additional information about the key performers of this performance improvement campaign. It will provide demographic information about teachers and character sketches based on three teacher personality types.

|  |  |
| --- | --- |
| **Demographics** | **Information** |
| Age | The age of teachers ranges between 20-55 (*Downtown YMCA*, 2023) |
| Gender | 60% of YMCA employees are women. |
| Education | Undergraduate and Masters’ degree (preferably in education) |
| Years of work experience | 2-25 years |
| Salary range | $33,266 - $56,921 |

Table 2: Demographics of the YMCA language teachers (*YMCA Salaries: How Much Does YMCA Pay in Montréal, QC, QC? | Indeed.Com*, 2024)

**Character Sketches**

The following narratives are based on teacher personality, three key types of teachers: liked, disliked, and neutral.

|  |  |
| --- | --- |
| **Teacher Type** | **Description** |
| **Liked Teacher** | A liked teacher is energetic, engaging, and genuinely invested in their students' learning. They communicate openly, maintain a positive attitude, and create a warm classroom environment. Their lessons are interactive and structured, ensuring that even complex subjects are simplified for better understanding. They are fair and just, treating all students with respect and kindness. Beyond academics, they guide students in their personal growth and show interest in their well-being. Their approachable nature makes students feel valued, leading to high levels of engagement and satisfaction in class. |
| **Disliked Teacher** | A disliked teacher is often rigid, impatient, and unapproachable, making students feel uncomfortable in the classroom. They may rely on ineffective teaching methods, such as lecturing without engaging students or failing to connect lessons to prior knowledge. Their tone can be harsh, and they may favor certain students over others, leading to feelings of unfairness. Instead of fostering a supportive learning environment, they create a tense atmosphere where students hesitate to ask questions. Their lack of classroom management skills results in disruptions, making learning difficult and increasing student frustration. |
| **Neutral Teacher** | A neutral teacher is neither particularly liked nor disliked; they are adequate but uninspiring. They deliver lessons competently but lack enthusiasm and strong engagement strategies. Their approach is often predictable, and while they do not mistreat students, they do not go out of their way to form strong connections either. They may follow a strict curriculum without much flexibility or creativity, making lessons feel monotonous. While they ensure the basics of teaching are covered, they do not create an environment that excites or deeply motivates students, leading to a learning experience that is functional but unmemorable. |

Table 3: Personality types of teachers (Adapted from Eryılmaz, 2014, "Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-being and Academic Achievements of Adolescents," Educational Sciences: Theory & Practice, [www.edam.com.tr/estp](http://www.edam.com.tr/estp)).

**Personas Based on Teacher Type**

1. Valentina is a passionate and energetic Spanish teacher with 10 years of experience in language instruction. She is warm, approachable, and engaging. She genuinely cares about her students and creates a welcoming classroom atmosphere. She incorporates interactive activities, storytelling, and humor into her lessons. She provides constructive feedback and tailors her approach to different learning styles. Her students feel motivated, supported, and excited to learn. They actively participate and seek her guidance, even outside class. Parents appreciate her commitment to their children’s education.
2. William is astrict and traditional French teacher with 15 years of experience.  
   He isrigid, impatient, and distant. He values discipline but struggles to connect with students. He relies heavily on textbook instruction and long lectures, rarely engaging students in discussions or interactive learning. He is quick to criticize mistakes and does not provide much positive reinforcement. Students feel anxious and discouraged in his class. Many struggle to understand the material but hesitate to ask for help due to his unwelcoming behavior. Complaints from students and parents are common.
3. Suzan is an Englishteacher with 19 years of experience. She is calm, professional, but somewhat indifferent. She is knowledgeable but does not go out of her way to engage students beyond the standard curriculum. She delivers lessons methodically, sticking closely to the syllabus. While she is organized and structured, her classes lack energy and interaction. Students learn the material but are not particularly inspired. Some appreciate her structured approach, while others find her lessons monotonous. She is neither widely liked nor disliked.

**Context of the Performers**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Information | Instrumentation | Motivation |
| Environment | Data | Instruments | Incentives |
|  | New teachers at the YMCA, especially recent hires, are often unaware of the full scope of expectations due to the lack of a comprehensive training session and onboarding process. As a result, they need to act based on guesses or seek guidance from colleagues on tasks such as entering grades and sending results to students. This uncertainty frequently leads them to go over their responsibilities, and spend excessive time on grading and lesson preparation, and sometimes miss the deadlines. | The teachers are well provided with all the tools and the facilities to achieve the desired performance. Although Google Meet is not suitable for online classes and there are better options in the market the YMCA has decided to go with Google Apps because they are free. | There are no incentives for teachers either verbal or financial. |
| Behavior | Knowledge | Capacity | Motives |
|  | In terms of teaching matters, most teachers are knowledgeable enough some of them need to upgrade their knowledge in terms of using online tools and websites and modern teaching methods. | The bulk of teachers have the physical ability – their age range 22-60 – and aptitude to perform their tasks. | Although they are not provided with any specific incentives, they are willing to perform their tasks. |

Table 4: The YMCA context according to Gilber’s Behavior Engineering Model adapted from <https://www.thinkingkaplearning.com/blog/behavior-engineering-model/>

**Constraints**

This section outlines the constraints on the product, including the limitations influencing the design of the performance improvement campaign, as well as the constraints on the project, which impact the resources available for developing the solution.

**Project**

Drop-dead deadline: Feb. 18, 2025

Not-to-exceed budget: Not provided.

Must include staff: Seasoned and new teachers, and administrative staff

**Part 3. Requirements**

This section outlines the requirements for a successful performance improvement campaign. It begins by defining the business objective the campaign must fulfill, and the performance objectives necessary to accomplish Job One (End Result). It then explores a cause analysis to identify potential barriers to achieving these objectives and concludes with the summative evaluation tools used to assess the campaign's effectiveness.

**Business Objective**

The business objective of this performance improvement campaign is to **generate revenue** by increasing enrollment and retention rates. According to the YMCA Quebec website, student registration and retention have increased by 17% (*Downtown YMCA*, 2023)

**Performance Objective**

Job One: Teachers will be able to use Google Classroom and Google Meet efficiently to run online classes.

**Performance Objectives for Teachers**

**1. Instructional Effectiveness**

* Design and deliver interactive ESL lessons using Google Meet features (breakout rooms, screen sharing, polls).
* Utilize Google Classroom to organize lesson materials, assignments, and resources efficiently.
* Integrate multimedia (videos, audio files, interactive exercises) to enhance language learning.
* Provide differentiated instruction by using digital tools to cater to various proficiency levels. (Mills et al., 2014)

**2. Classroom Management in Virtual Settings**

* Establish clear virtual classroom norms and expectations for student engagement.
* Use Google Meet controls to manage class participation effectively (muting/unmuting, chat activation and deactivation for different age ranges).
* Monitor student progress using Google Classroom's grading and feedback tools.

**3. Student Learning Outcomes**

* Ensure students demonstrate measurable improvement in speaking, listening, reading, and writing skills.
* Support students in setting personal learning goals and tracking their progress using Google Classroom’s assignment tracker.

**4. Communication & Collaboration**

* Maintain clear and professional communication with students through Google Classroom announcements and emails.
* Provide timely and constructive feedback using Google Classroom’s comment and grading features.
* Use Google Docs to collaborate with fellow teachers to share best practices, lesson plans, and troubleshooting strategies for digital tools.

**5. Assessment & Evaluation**

* Develop and implement formative and summative assessments using Google Forms, Quizzes, and Assignments.
* Use Google Classroom’s grading tools and rubrics to assess student progress fairly and efficiently.
* Analyze student performance data to identify learning gaps and tailor instruction accordingly.

**Cause Analysis**

This section will illustrate the current performance through a concept map and apply the contextual constraints identified using Gilbert’s Behavior Engineering Model to identify obstacles that may hinder performers from successfully achieving Job One.

Issue One: Knowledge & Skill Gaps

* Lack of proficiency in Google Classroom & Google Meet: Teachers may struggle with essential features such as screen sharing, breakout rooms, and assignment grading.
* Issues in the transfer of knowledge: Teachers receive training from people who are not proficient themselves or don’t have enough time to transfer their knowledge. (Prabhakaran, 2023)

Issue Two: Poorly Structured Onboarding & Support

* Lack of clear guidelines: If expectations and procedures are not well-defined, teachers may struggle to adapt.
* Lack of a clear checklist for training courses on LMS: Without a defined list of required courses, teachers and the pedagogical advisor must exchange multiple emails for clarification regarding the courses that teachers need to complete on LMS.

Issue Three: Ineffective Communication & Coordination

* Unclear expectations from teachers: If teachers are not given clear instructions on how to run classes, how to send exam results to students, how to prepare lesson plans, and how to contact students and parents, it leads to confusion and overwork for teachers.
* Lack of a clear scope of responsibilities and how to tackle behavioral issues: If teachers are not provided with an exhaustive list of their responsibilities and strategies to resolve behavioral problems, it will cause frustration and ambiguity.
* Delayed responses to teacher concerns: If issues are not addressed promptly, frustration and inefficiencies increase.

Issue Four. Assessment & Feedback Challenges

* Difficulty in monitoring student engagement: In virtual settings, tracking participation and engagement can be more challenging.
* Inconsistent grading and feedback mechanisms: If teachers are not well-trained in Google Classroom’s grading system, students may not receive timely feedback.

**Summative Evaluation Instruments**

The summative evaluations will focus on the overall effectiveness of the performance improvement campaign, using an adapted version of Kirckpatrick’s four levels of evaluation (Ketkin, 2023).

**Engagement**

According to the Kirkpatrick model, Level 1 assesses learners' satisfaction with the training, while Level 2 measures what they have learned. To evaluate engagement, an anonymous survey will be conducted, including questions such as “How satisfied are you with the campaign?” and “Provide examples of how you changed your assessment strategy.”

**Individual Performance**

According to Kirkpatick mode, at Level 3, “you need to understand whether their behaviors have changed in the long-term. Does it translate into real-world effectiveness? Did your educational efforts arrive at a meaningful destination?” (Ketkin, 2023). To measure individual performance Level 2 and Level 3 evaluations will be used. The following instruments will be employed:

**Classroom Observations** – Supervisor (the pedagogical advisor) can observe teachers during live online classes to assess their use of Google Classroom and Google Meet.

**Self-Assessment Surveys** – Teachers can reflect on their own implementation of training concepts and identify areas for improvement.

**Student / Parent Feedback Surveys** – Students can evaluate how effectively teachers use digital tools to enhance learning.

**Organizational Performance**

Based on Kirkpatrick model, “Level 4 is at the top of the pyramid. At this stage, we need to evaluate the ultimate impact of the training program on organizational goals and bottom-line metrics” (Ketkin, 2023). This level evaluates whether the training program achieved its intended outcomes, considering the role of organizational support and accountability (Groh, 2022). The following actions will be taken to determine whether the YMCA Language School has achieved their business objectives to retain and increase revenues through increase in enrollment and retain current students.

* Student Performance & Satisfaction Data – Measure improvements in student engagement, participation, and feedback from students and parents.
* Operational & Financial Reports – Track teacher retention, reduction in technical issues, and cost savings from improved efficiency.

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