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by Eeew Wsd

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Organizational Needs Assessment

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Organizational Needs Assessment

Agency Overview

Hebrew Educational Society is an accomplished one of the dominant recreational facilities in Southeast Brooklyn. It operates under a macro-level social work focus with a sole purpose of realizing change and social stability in the community. It was founded by a band of enthusiastic philanthropists in the 20th century who shared an idea of introducing a change to the Jewish people living in New York. However, it was through the force-packed thrust of a prolific Jewish humanitarian and banker who mobilized several leaders to establish a federation that would reduce competition and duplication among the existing Jewish charity programs of this era. Their primary objective was to aim at maximizing what they could do together. On Jan 10, 1917, a federation mandated to supporting the Jewish culture in New York was chartered and in 1930, United Jewish agreement was created to provide freedom and safety to Jewish war victims. Thus, in the sophomore phase of 1900, an estimated 1.5 million Jewish settled in New York, spearheading creation of a splendid federation to sustain the snowballing demands.

Subsequently, the organization's mission statement is to build a community, empower individuals to achieve their potential at the same time making their lives better. The organization has an estimated client base of 1200 and 30,000 per day and monthly respectively. The range of services it offers ranges from recreational, sports, educational, fitness to social services programs. These programs accommodate preschoolers, teenagers, children, families as well as special populations such as disabled adults and children whose majority come from Brighton Beach and Coney island Avenue. Additionally, the organization provides childcare besides other recreational services such as after school care, adult programs, youth and daycare program. It

also offers services to the elderly in their homes and within the organization as well as advocacy, referral services to government agencies, legal and financial consultations.

Similarly, under its Sunday Recreation programs, participants are required to be between 18 to 45 years of age, an individual's care manager must present the level of care to the individual (LOC) to the organization (Stodolska & Camarillo, 2018). Also, they are supposed to own notice of decision, individualized service plan and psychological and psycho-social evaluations with proactive member engagement in an intake meeting with the coordinator before admission into the program. Members in the program enjoy services such as movie outs, art and crafts participation, sporting events and shows. Likewise, the reaching academic potential program for folks between 4 to 21 years, with mandatory IEP besides having OPWDD waiver services as well as toilet trained know-how (Friedman & Kornfeld, 2018). Members enjoy assignment completion facilitation, and counselor facilitated after school programs.

Additionally, the organization is captained by one board chair and under him is the board of directors that monitor and delegate responsibilities to departmental directors. Next under the latter are senior employees and other loyal employees respectively. ¹ I am a volunteer in the department of social work. Lastly, Hebrew Educational Society draws its funding from diverse sources hence it's often guaranteed a smooth budget flow for its operations. In particular, the organization has global funding channels and networks. For instance, in the past decades, the agency has been receiving funds from the department of mental health, the board of education, early childhood interventions, office of people with developmental disabilities besides other several Jewish agencies. The precise budget in figures is confidential and nondisclosure to the public domain.

Problem/Need

Despite Hebrew Educational Society accomplishing undisputable success in its operations. There's a single problem that the organization under its department of social work is yet to address and is critical and touching. Hebrew Educational Society lacks a teen program that can better the teens participating in the program. As a volunteer social worker in the organization, we deliver our services with cordial emotive as it was intrinsic convictions that drove us to volunteer. In this career path, I hold the view that the skills I have acquired and those I shall gain from experience of practice, should be effectively utilized to address challenges of today, tackle opportunities of tomorrow as well as leave a positive mark of impact in the world (Homonoff, 2008). Not so long my colleagues testified they have been confronted by several teens who wished to get career development advice and mentorship. Up until when I was approached several on the same issue by more than 100 teens based on my clear record of tallying. It appeared the good rapport we have built with these teens gave them the courage and bravery to consult.

However, imagine living knowing you are a little beat different and you don't compete on the same scale as others. Simply because as a teenager in your current setting and time you have learning as well as thinking variances. Yet you have to work hard in schooling life with your well-off counterparts for same employment opportunities. This is a daunting experience when such a teenager reflects on his or her life after high school. Nevertheless, the government has solved the puzzle halfway by identifying such teens as those with Individualized Education Program (IEP) and OPWDD support.

Again, organizations such as Hebrew Educational Society where I offer my voluntary services have been on the frontline to make such teens feel they belong through programs such as reaching academic potential program. And as statistics have indicated and they don't lie, Hebrew Educational Society accommodates a lot of children in its reaching academic potential program. the organization has done better by ensuring services offered in this program from intake to discharge include enabling children to complete their assignments in a relaxing and soothing room individually or in small groups. After every child completes their assignment, they are directed by a counselor into after school program activities such as arts and crafts, karate, multimedia room projects and dance. But having been confronted by a lot of participants in the program, I feel that for this organization to attain the best mark in its services, there is a need for a program that will benefit the teens such as employment program and mentoring program.

Problem Explanation

As I mentioned earlier, this problem manifested when fellow volunteers shared their stories on the good number of teens in the reaching academic potential program that sought career development advice and mentorship. Eventually, I found myself in the same situation and I made up my mind to break the silence. This calls for introduction of an employment and mentorship program as its complete absence is a substantial problem. I must admit on my behalf and other volunteers that none of these teens who approached us got the necessary help they earnestly sought for. At a critical moment in their high school life and now faced with a phobia of what life has in store for them concerning career choices and development. As they are enabled to work in groups, things seem normal but all reported they dread the fact that out their responsibilities are delegated to an individual and they won't keep up with the pace of others in

the same work environment (deFur, 2003). Had this been a single case, it would have been easily ignored but not in this scenario.

As a volunteer in the social work department, this is a problem because as a social worker, I gauge the success of my efforts to develop community by reflecting on the statistics drawn and accrued from school success such as academic standings; Economic concerns such as unemployment, and family concerns such as preschool participation (Ingram, 2015). Thus, being mandated to strengthen the community, empower individuals and make a positive impact. This profoundly affects service delivery to clients because as they look unto us to see them empowered through provision of services that enhance their lives, they are certain we cannot help them face their fears. Thus, raising reliability worries, creating a strained customer-organization relationship and the reputation of the organization would be at a blink of jeopardy.

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Force Field Analysis

Driving Forces		Restraining forces
1. Advocacy of social work department director	Lack of a teen program	Limited support from permanent social work staff
2. Volunteer social workers workforce		Unexpected budget straining issue
3. Teenagers to receive the services offered.		Lack of volunteer motivation

Driving Forces

In my quest to develop this force field analysis, several circumstances, as well as individuals, were categorically identified to entail my driving and restraining forces. Thus, driving forces are internal and external aspects that will influence my decision to implement program change to help Individualized Education Program teenagers at Hebrew Educational Society while restraining forces are aspects stemming from individuals or conditions with high prospects of slowing me down (Kemelgor & Srinivasan, 2000). First and foremost, in my driving forces, I highly regard social work department director Mr. Gilbert Sunday will cordially approve this change. He has been on the frontline to encouraging all volunteers to directly report any visionary improvements in his department that could bring him in the spotlight of developing organizational policies. He is a social worker and he has often endeavored to empower the community and individuals through provision of services that enhance clients' lives. Mr. Sunday often does in-person checks as well as supervisions and often when he has weekly briefings with volunteers he often reminds us that voluntary spirit is for the big-hearted social workers and we ought to leave an indelible mark in the community.

Likewise, before considering other volunteers as part of my driving forces, it appeared to me everyone was eager for a program that could grant them a chance to mentor these underprivileged youths. They all wished to end turning down teens' requests to go beyond their responsibilities and be at peace when helping them. The number of teens under this organization are numerous and they all share IEP status as an admission requirement. Most came through referrals and as statistics can tell they are increasing annually thus no period shall my proposed program lack ready participants.

Restraining Forces

These are individuals or conditions that are likely to slow down this program implementation (Barger & Holloway, 1993). While social work department is composed of volunteers as the majority staff, the number of permanent staffs is smaller and suppose my colleagues and I were to exit from the department suddenly with high admission on the program, the remaining staff might not be able to handle the teens without new social workers staffing. This is likely to affect schedules and bring inconveniences to the program as if it was an onetime event under probation.

Secondly, although the organization has never faced a financial crisis to run all its operations, an introduction of a novel program with an estimated high number of attendees might strain the budget plan. Suppose the financial department fails to allocate enough coinage or the development kit is wanting, this might defer or halt the program completely. Similarly, approval of this program implies extra efforts are demanded from the social work department to realize its success. Lack of incentive related motivation to volunteer facilitators will be a hitch that might see the program wobble. And suppose volunteers are not considered for much workload, lack of supplementary staffing will be a threat to the program's success.

Organizational Change Goal

One of the sole aims for seeking policy-based organizational changes was to ensure access to youth employment services and programs. This was to help in aligning education, career exploration and work needs as well as personal development for youths. Post deliberating the need for program changes with other volunteers, we all shared similar stories of all the

youths that approached us – all were seeking mentorship as well as advice on how they would face life after school. They needed any formal process within the organization that could help them based on their IEP status, figure out what they would likely do post-high school and how to get there. We then consulted our supervisor on the issue and he proposed developing a weekly schedule could profoundly solve the issue.

Secondly, another goal we deemed was worth achieving was to develop support services for the youths. Based on the agency's policy of empowering the community and individuals through provision of services that enhance clients' lives, this policy aimed at helping children unlock their potential. This is the pride of all social workers. This is what kept all of us at unease for being present for any mentorship program but we were underutilized. The fact that we could play a leading role to change for the better the number of youths that had sought our services, we couldn't keep silent anymore but to seek policy organizational changes.

Facilitating and Critical Actors

In this proposed change, the social department director Mr. Gilbert Sunday will be the facilitating factor. He will be the one who shall table the issue in the next meeting of the board of directors and before the board chair Mr. Lawrence Portnoy. Subsequently, one of the volunteer staff social worker who shall formally present this issue to the director will be another facilitating actor. Unfortunately, I do not deem permanently employed staff to support this change as none of them had encountered this issue and being on my restraining forces side, it all dims the possibility.

Step By Step Plan

To realize this organizational change, the following chronological plan has to be adhered to in the respective order:

1. Since all-volunteer staffs briefly had an impromptu discussion on this issue when we could not bear it, I highly esteem the idea of sending two representatives to the director to show him our minds will hasten the process of a formal meeting with us as he has always given volunteers a listening ear.
2. Then, we will have to notify our supervisor on the same issue though with least expectation of positive impact as he has no close ties with volunteers but has been supportive where necessary.
3. When the director shall call us for a meeting with volunteers as he has been doing in the past (when no permanent staff is involved), we will present our incidences as we experienced them with various IEP teens.
4. Since this meeting will be the determinant of the way forward, it is obvious the director will request to get to here our thought-out solution. Here, we will present the option to introduce a teen program through IEP transition planning to help teens figure out what they would like to be involved in after high school and how they will attain this goal. This will be best realized through an employment and mentoring program.
5. When he inquires of the transitions services that the teens' will prerequisite to meet their goals. We will propose annually reviewed and restructured service for a career as well as college counseling.

6. Post tabling these facts, we will listen to his suggestions and if it happens we get his support, we will implement the organizational change!
7. We will request any incentive motivational aid for volunteers as they advance to argument their routine workload.

Organizational Chart



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