



# Sample Needs Analysis Summary Report: Leadership Development for New Supervisors

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**Purpose:** To assess the developmental needs of newly promoted and potential supervisors to design a targeted, competency-based leadership program.

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## 1. Background and Context

As the organization continues to grow and promote from within, newly appointed supervisors often transition from individual contributor roles without formal training in people leadership. A consistent and structured approach to developing core supervisory skills is crucial for operational success, employee engagement, and retention.

## 2. Data Collection Methods

To identify gaps and inform program design, the following methods were used:

- **Stakeholder Interviews:** Conducted with HR, department heads, and senior supervisors to gain an understanding of performance challenges and expectations.
- **Surveys:** Sent to current supervisors and their direct reports to identify knowledge, skills, and confidence gaps.
- **Competency Gap Analysis:** Compared required supervisory competencies (based on the existing competency model) to the current capabilities of new supervisors.
- **Review of Exit Interviews:** Analyzed feedback indicating lack of leadership support as a reason for attrition.
- **LMS Data Review:** Examined participation and completion rates of existing training content.

### 3. Key Findings

| AREA                              | FINDINGS   |
|-----------------------------------|--|
| <b>Onboarding into leadership</b> | Many new supervisors lacked a formal onboarding process to guide them into their new leadership roles.               |
| <b>Skills gaps</b>                | Common deficiencies in feedback delivery, conflict resolution, performance management, and time prioritization.      |
| <b>Confidence levels</b>          | Low confidence in handling employee relations issues and team dynamics.  |
| <b>Learning preferences</b>       | A strong preference for flexible, blended learning formats, especially among staff without a college degree.         |
| <b>Peer learning</b>              | Supervisors valued hearing from peers in similar roles, particularly those in the same department or function.       |
| <b>Engagement barriers</b>        | Lack of relevance in generic off-the-shelf training and need for examples that reflect their specific job realities. |

### 4. Identified Needs

- Structured development path tailored to new supervisors, integrating core leadership competencies.
- Blended learning delivery for accessibility and engagement.
- Role-specific customization to reflect differences in functions.
- On-the-job application opportunities through coaching, social learning, and action learning.
- Support systems (e.g., coaching, peer discussions, LMS resources).

### 5. Recommendation Summary

The needs analysis supports the development of a Leadership Development Program for New Supervisors that includes:

- A pre-program orientation: “What’s It Like to Be a Supervisor?”
- Two pilot cohorts for different audiences, allowing for iterative design.
- Competency-based content is mapped to existing organizational frameworks.
- A blended learning model with online, in-person, and social components.
- Integration of internal supervisors as speakers or coaches to build trust and credibility.
- Ongoing monitoring and support for continuous improvement.