



# HR DELIVERY

*Making Sure HR Delivers*

HR DELIVERY WORKSHOP SERIES

# Training Needs Analysis

## Training Needs Analysis: From Performance Gap to Learning Priority

Learn to investigate a training request before choosing a course. Use the 7A framework to connect required work, capability evidence and root causes, then draft a focused development response with workplace support.



### 01 DAY

Introductory taster

### IN-HOUSE

Your people. Your context.

### PRACTICAL

Explore, discuss and apply

## A PRACTICAL STARTING POINT

# Understand the topic. Try it in practice.

A training request can express a genuine learning need, an operational frustration or both. Course preferences alone cannot establish what will improve performance. This workshop introduces a practical way to connect future work and observable standards with current evidence, so learning priorities address a specific gap and the conditions needed for application.

Participants use the HR Delivery 7A Framework to examine a service performance case. They practise writing a need statement, distinguishing skill gaps from process barriers and selecting a proportionate response, with a draft plan for workplace support and evidence of application.

**WHO IS IT FOR?**

Learning and development practitioners, HR business partners, functional managers and subject specialists who gather training requests or help prioritise capability development across a team or function.

**BY THE END OF THE DAY, PARTICIPANTS CAN:**

- |                                                                                                                                                                                                   |                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>01</b> <b>Connect need to work</b><br>Translate a business or service priority into a specific task and an observable standard that training could help people meet.                           | <b>02</b> <b>Examine future demand</b><br>Identify a plausible change in work and describe how it could alter the capability needed within the selected population.                                                |
| <b>03</b> <b>Choose useful evidence</b><br>Select proportionate work examples, observation and stakeholder input to explore current proficiency, explaining the limitations of self-report alone. | <b>04</b> <b>Distinguish causes</b><br>Separate a capability gap from unclear expectations, workflow constraints or missing resources using evidence from the workshop service case.                               |
| <b>05</b> <b>Prioritise a response</b><br>Compare candidate learning and workplace responses against impact, urgency, feasibility and the support needed to apply improved capability.            | <b>06</b> <b>Plan application evidence</b><br>Draft measures and review questions that distinguish learning, workplace use and relevant results without claiming certainty about training's isolated contribution. |

**A useful first application**

An introduction to analysing one bounded training need. The day provides practice records and questions, rather than a complete organisational TNA, funded learning portfolio or validated assessment of individual capability.

## THE FRAMEWORK / WORKSHOP FOCUS

# HR Delivery 7A Training Needs Analysis Framework

The seven stages are Align, Anticipate, Assess, Analyse, Agree, Activate and Assure. They connect strategic need and future work with capability evidence, response choices, supported practice and review of workplace impact.

## 7A Training Needs Analysis

From strategic need to workplace impact



### SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

#### 01 Outcome and future work

What current or future work needs a stronger capability?

#### 03 Current evidence

What relevant evidence shows present capability and its important limitations?

#### 05 Response and support

Which learning and workplace changes could address the diagnosed need?

#### 02 Required performance

What observable standard should the selected population be able to meet?

#### 04 Causes and constraints

What explains the gap besides missing knowledge or practical skill?

#### 06 Application and review

What evidence will show useful application and inform the next decision?

These six workshop focus questions select decisions from the complete seven-stage framework. Enterprise, function and process, role and team, and individual lenses remain relevant where they affect the specific learning need being examined.

[Explore the full model >](#)



LEARN BY DOING

# Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

## 01 Course request detectives

Teams receive a request for customer service training alongside complaint samples. They classify evidence, assumptions and unanswered questions, then rewrite the request as a provisional performance need.

## 02 Define a visible standard

Pairs turn vague skill labels into an observable task standard. A second pair tests whether a work example could demonstrate it and whether the expectation fits the role.

## 03 Training or another response?

Groups sort case barriers into learning, process, resource and clarity issues. They propose connected responses and identify the owner whose action makes training worthwhile in practice.

## 04 The portfolio challenge

Participants allocate limited development time between competing needs. They explain priority choices, mandatory requirements and transfer support, then revise the ranking when evidence quality differs between requests.

### DIAGNOSE BEFORE YOU ACT

## Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

### ONE CASE, DEVELOPED THROUGH THE DAY

A customer support team receives more complaints after its service rules change. Managers request communication training, while case reviews reveal inconsistent explanations, outdated guidance and slow approvals. Some employees handle conversations well but cannot obtain timely decisions. The learning team must recommend what to develop and what operations must repair.

Groups define the required task, examine the evidence and draft a need statement that separates learning from operational barriers, then propose a proportionate response and application review.

### THE FACILITATOR WILL

**Invite different perspectives.**

**Make assumptions visible.**

**Welcome constructive debate.**

**Capture practical learning.**



SAMPLE WORKSHOP AGENDA

# A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

|             |                                                                                                                                                                                                                     |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09:00-09:20 | <b>Welcome and the training request</b><br>Compare familiar course requests and identify the performance question that would need answering before choosing a suitable development response.                        |
| 09:20-10:15 | <b>Explore 7A and future work</b><br>Connect the complete framework to the case outcome, affected population and changes in work that may alter future capability requirements.                                     |
| 10:15-10:30 | Break                                                                                                                                                                                                               |
| 10:30-11:30 | <b>Define standards and examine evidence</b><br>Write an observable task standard and choose work examples, observation and stakeholder perspectives that could reveal current proficiency and missing evidence.    |
| 11:30-12:30 | <b>Analyse causes before solutions</b><br>Test whether the case gap reflects capability, expectations, process or resources, and draft a specific need statement with confidence limitations.                       |
| 12:30-13:30 | Lunch                                                                                                                                                                                                               |
| 13:30-14:30 | <b>Agree priorities and responses</b><br>Compare possible learning and operational actions using value, urgency, feasibility and the conditions needed for people to apply improved capability.                     |
| 14:30-14:45 | Break                                                                                                                                                                                                               |
| 14:45-15:30 | <b>Design transfer and assurance</b><br>Specify practice opportunities, manager support and review evidence that distinguish attendance, learning, workplace application and changes in service outcomes over time. |
| 15:30-16:10 | <b>Present and challenge the need</b><br>Review a draft need statement and response with peers, correcting broad assumptions and identifying the operational owner whose support is essential.                      |
| 16:10-16:30 | <b>Plan a focused needs inquiry</b><br>Select one current training request, record the first evidence questions and agree the stakeholder conversation needed to validate a proportionate next step.                |

Start with required work, test the cause of the gap and connect learning to supported application.

FROM THE SESSION TO YOUR DESK

# Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

## 01 Seven-stage reference

A concise reference to Align, Anticipate, Assess, Analyse, Agree, Activate and Assure, with prompts connecting strategic need to practical evidence, action and review of workplace application.

Use it to structure a focused conversation about a training request.

## 02 Observable standard worksheet

A worked task description naming the required action, quality expectation and context, with questions for checking the standard with role holders and relevant technical specialists.

Use it to replace vague skill requests with assessable expectations.

## 03 Need statement draft

A case-based statement of required work, affected population, gap evidence, likely cause and confidence, separating development needs from process, clarity and resource issues requiring other owners.

Use it to explain what training may help and why.

## 04 Response comparison record

A simple comparison of learning, practice, guidance and operational changes against priority, feasibility and expected contribution, with mandatory requirements explicitly identified in the discussion before funding decisions.

Use it to support a traceable recommendation for development investment.

## 05 Transfer and evidence plan

A draft showing where participants could practise, who would provide feedback and which evidence could demonstrate application, with contextual factors and attribution limits kept visible throughout review.

Use it to connect learning delivery with real workplace use.

## 06 Thirty-day inquiry plan

A focused set of evidence requests, stakeholder conversations and decision points for one training need, including the manager support required before a response can be responsibly commissioned.

Use it to move one request towards a justified response.

### CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

## MAKE THE LEARNING COUNT

# A better conversation. A practical next step.

Choose one active training request and investigate a specific task before recommending provision. Confirm the required standard, compare evidence of current performance and involve the operational owner in addressing non-learning barriers and supporting a small amount of observed practice.

## YOUR FIRST 30 DAYS

01

Days 1-7

**Clarify required work**

Meet the requesting manager and identify the outcome, population and task standard behind the course request. Record future changes and assumptions that could materially affect the capability requirement.

02

Days 8-21

**Test the gap and cause**

Review a small set of work examples with appropriate colleagues. Compare current performance with the standard, check process and resource constraints and draft a need statement with evidence limitations.

03

Days 22-30

**Agree a bounded response**

Discuss the need statement, response options and workplace support with the owner. Agree a modest next step and evidence review, or redirect the request when training cannot address the cause.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

## AVAILABLE IN-HOUSE

## Shaped around your organisation

The client identifies one common training request and provides a sanitised performance example. Participants bring a role or task description, available evidence of the issue and questions about the conditions that help or prevent learning being applied.

## PLAN YOUR IN-HOUSE WORKSHOP

## Talk to Dr Phillip Welsh

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Discuss your workshop

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