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# **Training Needs Analysis: A Quick, Performance-Based, Consultative Approach**

## **INTRODUCTION**

Invite clients, past participants, or managers to lunch on a regular basis. Let them discuss their problems and frustrations guided by your questions, and don't even mention training. Your job is to guide, listen and interpret in a natural and conversational manner. Once the information is gathered, go back to your office, think about things and call back with either more questions or possibly a solution.

Managers do have time for short encounters, and they actually like the opportunity to discuss their issues. They don't, however, have time or resources to tackle the massive Training Needs Analysis project.

The Quick, Performance-Based, Consultative Approach addresses performance problems in small digestible chunks. Conduct short meetings that take place on a regular basis. If you and a couple of colleagues take on this task, over time you will reach a great deal of the organization and certainly heighten your profile. You will become the company problem solvers: a prestigious position. Your organization will achieve excellence through gradual improvement.

The following checklists will guide your performance during and after meetings.

## **PERFORMANCE ANALYSIS SUMMARY**

1. Define the problem.
  2. Describe required performance.
  3. Identify potential causes.
  4. Test each potential cause.
  5. Confirm the cause(s).
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**NOTES:**

1. *Most problems are caused by change that occurred previously. By listing factors that changed, causes can often be uncovered.*
2. *Try to identify both good and poor performers. By examining their similarities and differences, causes can be revealed.*
3. *Problems should be real rather than imaginary. We seek to specify the tangible differences between “required” and “actual” performance.*

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## TRAINING NEEDS ANALYSIS

### A Quick, Performance-Based, Consultative Approach

<b>A</b>	<b>PLANNING</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1.	Schedule informal meeting	?	?	
2.	Review questions	?	?	
3.	Conduct informal interview	?	?	
<b>B</b>	<b>PERFORMANCE ANALYSIS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1.	Identify Problem			
1.1	What task needs improvement?	?	?	
1.2	What is required performance?	?	?	
1.3	Who is responsible for this task?	?	?	
1.4	Where does this problem appear?	?	?	
1.5	When does this problem appear?	?	?	
1.6	When did this problem first appear?	?	?	
1.7	What impact does it have?	?	?	
1.8	What relevant changes have occurred?	?	?	
1.9	What is the difference between good and poor performance?	?	?	
1.10	What has been done to solve the problem?	?	?	
1.11	Should I speak to anyone else?	?	?	

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## CAUSE ANALYSIS

CAUSE	SOLUTIONS
1. Knowledge and Skill	<ul style="list-style-type: none"><li>• Provide training</li><li>• Improve current training</li><li>• Provide refresher training</li><li>• Provide practice/simulation</li><li>• Provide job aids</li><li>• Provide coaching on the job</li></ul>
2. Capacity	<ul style="list-style-type: none"><li>• Change personnel</li></ul>
3. Standards	<ul style="list-style-type: none"><li>• Develop standards</li><li>• Publicize the standards</li></ul>
4. Measurement	<ul style="list-style-type: none"><li>• Develop measurements</li><li>• Revise old measurements</li></ul>
5. Feedback	<ul style="list-style-type: none"><li>• Provide feedback</li><li>• Improve use of feedback</li></ul>
6. Conditions	<ul style="list-style-type: none"><li>• Re-organize workplace</li><li>• Upgrade materials, information</li><li>• Redesign job</li><li>• Remove interference</li></ul>
7. Incentives	<ul style="list-style-type: none"><li>• Provide/strengthen positive consequences</li><li>• Remove/weaken negative consequences</li><li>• Remove/weaken positive consequences for poor performance</li></ul>

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## CAUSE ANALYSIS CHECKLIST

<b>C CAUSE ANALYSIS</b>				
<b>KNOWLEDGE AND SKILL</b>		<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1.	Did they ever perform the task properly?	?	?	
2.	Is the task performed often enough to ensure retention?	?	?	
3.	Do they know the task is still expected of them?	?	?	
4.	Is training provided?	?	?	
5.	Is the training effective?	?	?	
6.	Is enough practice done during training?	?	?	
7.	Could they perform properly immediately after training?	?	?	
8.	Are job aids available?	?	?	
9.	Are job aids effective?	?	?	
10.	Does performance fail to improve with experience?	?	?	
11.	Is the task procedure stable?	?	?	
12.	Could they do it if their lives depended on it (without further training?)	?	?	
<b>CAPACITY</b>		<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1.	Do they have the mental capacity?	?	?	
2.	Do they have the physical capacity?	?	?	
3.	Do they have the prerequisites for training?	?	?	
<b>STANDARDS</b>		<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1.	Do they know <b>what</b> to do?	?	?	
2.	Do they know <b>when</b> to do it?	?	?	
3.	Do their supervisors agree on what and when?	?	?	
4.	Are there written standards?	?	?	
5.	Do they know how they'll be evaluated?	?	?	

<b>MEASUREMENT</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is performance measured?	?	?	
2. Are measurements based on <b>task</b> performance?	?	?	
3. Are measurements based on results rather than activities?	?	?	
4. Are the outcomes of the task measured?	?	?	
5. Are the measurements objective?	?	?	
6. Are the designers of the measurements qualified?	?	?	
<b>FEEDBACK</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Are they informed about how they're doing?	?	?	
2. Is feedback given soon enough?	?	?	
3. Is feedback given often enough?	?	?	
4. Is feedback understandable?	?	?	
5. Is feedback tied to "controllable" performance?	?	?	
6. Is feedback specific?	?	?	
7. Is feedback accurate?	?	?	
8. Is feedback given by someone who matters?	?	?	
9. Is feedback given in a way they accept?	?	?	
<b>CONDITIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Are task procedures clear and workable?	?	?	
2. Is the workplace physically organized?	?	?	
3. Is enough time available?	?	?	
4. Are tools and equipment available?	?	?	
5. Are tools and equipment operative?	?	?	
6. Is necessary information available?	?	?	
7. Is information accurate?	?	?	
8. Are distractions and interruptions minimized?	?	?	
9. Are policies and procedures flexible enough?	?	?	
10. Do they have enough authority?	?	?	
11. Can the job be done by one person?	?	?	
12. Is support available for peak periods?	?	?	

<b>INCENTIVES</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Is the task seen to be worthwhile?	?	?	
2. Do they believe they can perform the task?	?	?	
3. Is there incentive for performing well?	?	?	
4. Do the incentives really matter to them?	?	?	
5. Is the incentive contingent upon good performance?	?	?	
6. Do they know the link between incentive and performance?	?	?	
7. Are incentives scheduled to prevent discouragement?	?	?	
8. Are all available incentives being used?	?	?	
9. Do they find the work interesting?	?	?	
10. Are there inner satisfactions for good performance?	?	?	
11. If incentives are mixed, is the balance positive?	?	?	
12. Is "punishment for good performance" prevented?	?	?	
13. Is "reward for poor performance" prevented?	?	?	
14. Is there peer pressure for good performance?	?	?	
15. Is task unpleasantness or stress within acceptable levels?	?	?	
16. Does poor performance draw attention?	?	?	
<b>D DETERMINE TRAINING SOLUTIONS</b>			<b>COMMENTS</b>
<b>E DETERMINE NON-TRAINING SOLUTIONS</b>			<b>COMMENTS</b>