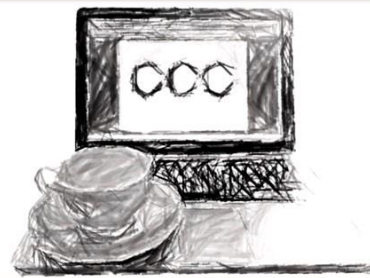




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Please save the date for our upcoming CCC Breaks. All dates are online [here](#).

CCC-Break 7: 13.03.2020. Burning Question: What creative methods could we use to analyse the learners' training needs to have long lasting results?

Why this topic?

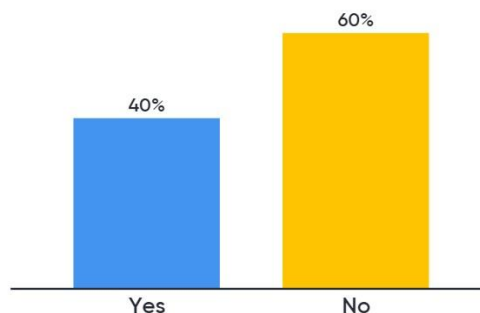
Gabriela Weglowska, who proposed this topic, works as a Learning & Development Consultant in an Intercultural Training Company. In her role, she designs training solutions for clients but before the design, comes the training needs analysis (TNA). However, she finds that often there isn't enough time dedicated to a throughout TNA. Her TNA task is being squeezed into a 15 or 20-min slot, on a call with a salesperson who also does their sales bits. She thinks this is not the best way to really explore the client's true objective, challenges and outcomes. She wondered if other training professionals have similar struggles, or maybe even different ones. This session focused on brainstorming TNA challenges, tools, methods and ways forward.

Interactive questions and answers part of the session was conducted on www.mentimeter.com.

Do you conduct Training Needs Analysis (TNA) when you work with clients?

40% of the session participants said 'yes'.

We then defined TNA a process which helps you review the state of your client's organisational training. With it, you can identify the knowledge-gaps your client needs to fill. Once you know what's missing, you can outline the priorities and shape your training outline which you will design and deliver for your client.



However, we also concluded that TNA is not as simple as it may sound. George Simons offered a thought-provoking metaphor that a TNA is sometimes like taking a skeleton out of a closet. It reveals problems the company may not realise they have or may not want to acknowledge.

In addition, clients often don't know what they want or don't know what they actually need. Sometimes L&D practitioners must be able to listen to what the clients want and provide them with what they need. This requires time to really investigate the clients' wishes.

Let's put it into a perspective with a story of an orange juice:

"Imagine a scenario where someone comes to you and asks for a glass of orange juice. After a little investigation, you discover that they actually need their thirst quenching. Having discovered the real need, you can then prescribe any alternate solutions:

- a glass of water
- a glass of squash
- a cup of tea
- a pint of lager
- a slice of orange

Some of the alternatives are less expensive. Some provide thirst quenching and other benefits that go beyond what the person wanted. By asking the right questions, you may design a better, cheaper or less time-consuming offer."

(Source: 'How not to Waste Money on Training', by Krystyna Gadd from [How to Accelerate Learning](#))

What TNA challenges do you face?

Trying to understand what the clients need is only one challenge! Other challenges include:

- Companies are cutting down on training budget
- Trainers often have no contact with the participants before the training day
- Managers aren't always doing what you asked them to do – e.g. gather internal information on skills gaps in their teams
- Lack of time on client side for a TNA
- Requests for a simple, short, off-the-shelf training (and you know it won't be effective)

You can read more about TNA challenges on [eLearning Industry blog](#).

The participants shared that sometimes what the business wants is different to what the learners wants. This sparked a discussion on the 3 levels of TNA, which you can learn more about from McGhee and Thayer's book 'Training in Business and Industry'.

Three-Level Analysis

- Organisational needs
 - *Strategic objectives and outcomes*
- Operational needs
 - *Role and task capabilities*
- Individual needs
 - *Personal workplace effectiveness*

Then, the discussion oved to analysing the difference between TNA and LNA (learning needs analysis). Here is an interesting analogy: If I conduct a TNA, the solutions are always going to be training. It is a little like having only a hammer in your toolbox and so everything looks like a nail. A LNA will be broader in its outlook – the equivalent of having a hammer, a wrench and a screwdriver, along with some Allen keys in your toolbox. The outcome, however, will always be a learning solution, which could be, for example, a book to read, coaching, a webinar, a qualification or any number of learning interventions.

For those who do TNA/LNA, what methods or tools do you use?



What are some of the creative TNA/LNA methods/tools used in L&D, and what would work best for intercultural training?

- Do a TNA at the beginning of each training
- Follow ups
- Get in touch with the participants beforehand
- One-to-one Skype/phone session/interviews with the learner before starting the process
- Interviews with key stakeholders
- Activity check-in to develop learning goals (i.e. output from SWOT analysis)
- Pre-training questionnaires or other assessments (i.e. psychometric tests)
- Observing people on the job
- Focus group discussions
- Job description / Role profile analysis
- 'Difficulty analysis' (i.e. case studies, real-life scenarios)
- Performance appraisals analysis

Thanks for this summary of our CCC Break discussion to:



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Thanks for the intriguing discussions to our participants:

