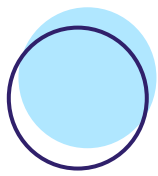


Playbook

Training Needs Analysis





The TNA Process

Definition

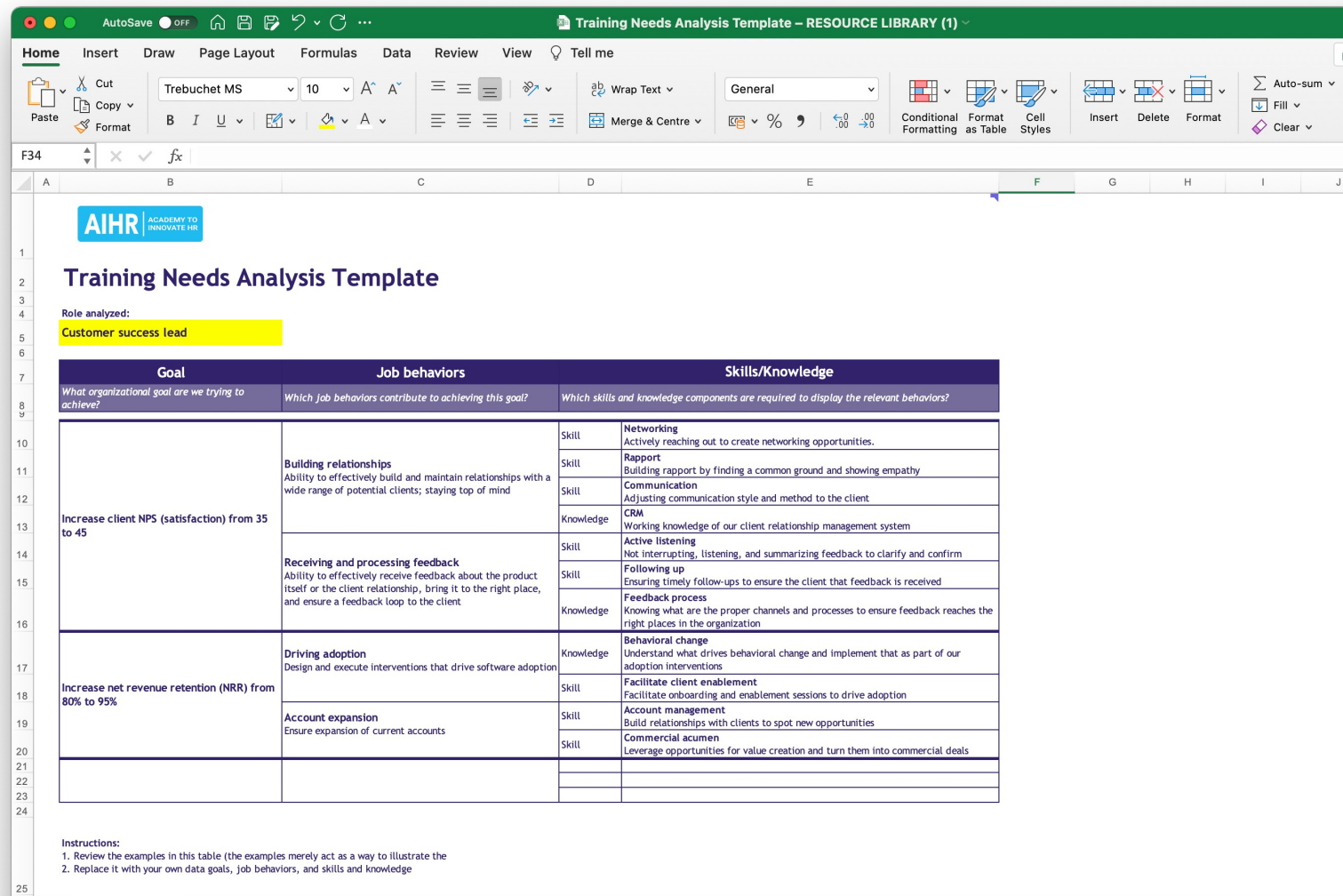
A training needs analysis (TNA) is a process in which the gaps between the actual and the desired knowledge, skills, and attitudes (KSAs) in a job are identified.



Throughout this Playbook you will familiarize yourself with the Training Needs Analysis process.

We've created a template (including examples) for you to use alongside this Playbook and conduct your own TNA.

[Download template](#)



AIHR ACADEMY TO INNOVATE HR

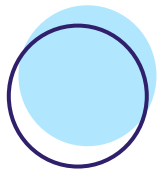
Training Needs Analysis Template

Role analyzed:
Customer success lead

Goal	Job behaviors	Skills/Knowledge
<i>What organizational goal are we trying to achieve?</i>	<i>Which Job behaviors contribute to achieving this goal?</i>	<i>Which skills and knowledge components are required to display the relevant behaviors?</i>
Increase client NPS (satisfaction) from 35 to 45	Building relationships Ability to effectively build and maintain relationships with a wide range of potential clients; staying top of mind	Skill: Networking Actively reaching out to create networking opportunities.
		Skill: Rapport Building rapport by finding a common ground and showing empathy
		Skill: Communication Adjusting communication style and method to the client
		Knowledge: CRM Working knowledge of our client relationship management system
Increase net revenue retention (NRR) from 80% to 95%	Receiving and processing feedback Ability to effectively receive feedback about the product itself or the client relationship, bring it to the right place, and ensure a feedback loop to the client	Skill: Active listening Not interrupting, listening, and summarizing feedback to clarify and confirm
		Skill: Following up Ensuring timely follow-ups to ensure the client that feedback is received
		Knowledge: Feedback process Knowing what are the proper channels and processes to ensure feedback reaches the right places in the organization
		Knowledge: Behavioral change Understand what drives behavioral change and implement that as part of our adoption interventions
	Driving adoption Design and execute interventions that drive software adoption	Skill: Facilitate client enablement Facilitate onboarding and enablement sessions to drive adoption
		Skill: Account management Build relationships with clients to spot new opportunities
		Skill: Commercial acumen Leverage opportunities for value creation and turn them into commercial deals
	Account expansion Ensure expansion of current accounts	

Instructions:

- Review the examples in this table (the examples merely act as a way to illustrate the
- Replace it with your own data goals, job behaviors, and skills and knowledge



1. Organizational Goals

Organizational goals are typically the reason for initiating a training needs analysis.

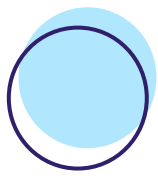
In case the organizational goal is not yet defined, try asking these questions:

- What problems are occurring in the organization?
- What are our targets and KPIs?
- Which organizational goals require the biggest change in employee behaviors?
- Which departmental goals are lagging?



TIP

Organizational goals and outcomes are hard to influence as the entire organization contributes to them and are thus hard to improve through training. Break the organizational goal down to a **departmental or team goal.**



2. Job Behaviors

Job behaviors are the activities employees need to perform to achieve the set goals.

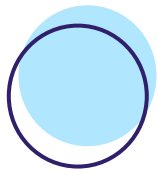
To identify relevant job behaviors, you can ask the following questions:

- What tasks or activities have the biggest influence on the set goals?
- Does changing this behavior in itself bring us closer to the defined goals?
- Does the desired job behavior align with our organizational core values?



TIP

Examine whether the defined goal(s) can be reached through relevant **job behaviors alone**, or whether this is also impacted through **nonbehavioral variables**. If there are nonbehavioral influences that impact these goals, they should ideally be addressed at the same time as the skills gap.



3. Skills & Knowledge

Break the defined behaviors down into the required skills and knowledge to effectively show the desired behavior.

Some relevant questions to ask:

- Which skills and knowledge are required to display the desired behavior?

- Once the listed skills and knowledge components are taught, will the relevant job behaviors always be displayed?

- What is hindering the display of relevant job behaviors once the listed skills and knowledge components are taught?

[Download template](#)

TIP

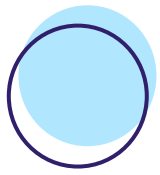
Try getting input from people in the organization who already have the skills and knowledge to demonstrate the desired behaviors. Confirm the outcome with the internal project sponsor to ensure alignment.

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4. Skills Assessment

With the TNA process completed you have an overview of the required skills and knowledge to perform the respective job.

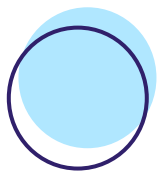
Next, it's time to assess the current skill level in the organization. This can be done in various ways:

- **Manager rating:** This is the lowest-effort way to do it.
- **Skill surveys:** This involves surveying the workforce on the relevant skills.
- **Interviews:** By interviewing a random sample of employees, a skills profile can be created.
- **Data mining on HRIS data:** This may involve text mining CVs, analyzing personal development plans, or reviewing current (functional) job descriptions.

Next steps:

After assessing the current skill level, a skills gap analysis can be performed to map the gap between the status quo and desired skill levels.

Depending on the skills gaps that arise, learning interventions can be designed using the skills and knowledge components defined in step 3.



At this point, you have gone through the four steps of a training needs analysis, which will help you solve organizational problems caused by a lack of knowledge, skills, or attitudes.

To optimize the process, make sure to consider the following best practices:

- 1. Training effectiveness is difficult to assess:** It is therefore recommended to start with defining the desired outcome and then work backward to determine which activities lead to those organizational outcomes before identifying training activities.
- 2. Managing expectations:** It's crucial for a training's success that it satisfies all stakeholders (e.g., employees, service users, educational providers, sponsors, managers, etc.). It is thus important to manage expectations in the first place. For example, if a manager expects a communication training session to solve all internal problems, you need to manage their expectations.
- 3. Integrated approach:** Research shows that training programs that place new skills in a broader job or organizational perspective, and thus integrate with other organizational processes and activities, are more successful. Always make sure to place what people learn into an organizational perspective.

A FINAL NOTE

A training doesn't solve every kind of organizational problem. In fact, many problems require a more (holistic) organizational intervention rather than a training.