HR DELIVERY
Making Sure HR Delivers

STANDALONE DIAGNOSTIC MANUAL / TNAF

Training Needs Analysis Diagnostics

Find the real capability need before choosing a learning response.

Exact questions. Clear evidence. Useful next steps.



01
Interview

02
Focus group

03
Survey

04
Large-group intervention

PRACTITIONER EDITION / OCTOBER 2026

7 dimensions / 28 survey items / Retained instrument DIR-2.0

ABOUT THIS EDITION

A manual you can use independently

What this manual contains

This standalone training needs analysis manual brings together the framework, four diagnostic formats, working pages and practical guidance. It is designed for a practitioner who needs the actual words, not only a description of a method.

The retained DIR-2.0 materials contain 7 dimensions, 35 interview questions, 28 focus-group questions and 28 survey items across the printed route(s). Three complete large-group methods and 21 dimension-level station questions are included.

> **One manual, two kinds of judgement**
>
> The survey produces numerical signals. A confirmed organisational practice level comes from the separate behaviour criteria and checked evidence.

How to use the working pages

Print the relevant participant pages or use the wording in an authorised portal. Keep the item identifiers, route, response labels and version. Do not give the structured and mixed-order form to the same person.

What has been added

The expanded framework explanation, fictional worked case, completed decision record, implementation guidance and reusable forms are new practitioner support. They do not amend the retained diagnostic questions, indicators or scoring rules.

Development status

These are framework-aligned practitioner instruments. The four levels, case counts and numerical boundaries are transparent operating conventions, not established norms, validated maturity cut-offs or evidence of a causal relationship.

This diagnoses how learning needs are established and addressed. It does not infer competence from course preference or turn every performance problem into a training need.

Foreword and publication control

The foreword is drafted for Dr Phillip Welsh's approval before external publication. It is not a previously published statement or a claim that he has reviewed this edition.

> **Version control**
>
> TNAF-M1.0 / October 2026; diagnostic item version DIR-2.0; language en-plain-2.0. Record any local wording change as a new version and review comparability.

Framework Directory, p. 25; linked HR Delivery framework page.

FOREWORD / DRAFT FOR APPROVAL

A practical way to make progress



FOREWORD

Dr Phillip Welsh

Draft for approval before publication

A request for training is an invitation to investigate, not a complete diagnosis. A colleague may need practice and feedback, but may instead be working with unclear expectations, missing information or a process that makes good performance difficult.

This diagnostic helps managers and learning professionals make that distinction supportively. It starts with important work, examines the evidence of proficiency and identifies the conditions required to apply learning. The desired result is a justified response with workplace support, not simply a well-filled course calendar.

Start with the organisational question and the experience of the people involved. You do not need to use every tool at once. Choose a proportionate route and be clear about what the review can and cannot establish.

This manual is designed to help you take that first step with confidence. It provides exact questions, complete participant forms and clear rules for considering evidence. Use the words carefully, allow people time to think and remain curious when an answer differs from your expectation.

Treat the four levels as a constructive description of practice, not a judgement about people. A low result is useful when it leads to the right support, a manageable action and a visible review. Where evidence is missing, say so rather than filling the gap with a confident label.

Most importantly, return to those who contributed. Explain what you heard, what will change and what remains unresolved. The value of the diagnostic lies in what becomes clearer and what improves afterwards.

CLICKABLE CONTENTS

Find what you need

START HERE

About this edition 2
Foreword 3
Quick start and method choice 5

UNDERSTAND THE FRAMEWORK

Model and framework explanation 6
Dimension-by-dimension teaching 8
Architecture and boundaries 12
Completed and blank decision records 13
Practical outputs 15

PREPARE THE REVIEW

Commission, people and safeguards 16
Four levels and evidence rules 19
Evidence decision worksheet 21

TOOL 01 / INTERVIEW

Opening, exact questions and summary 22

TOOL 02 / FOCUS GROUP

Facilitation, questions and private views 31

TOOL 03 / SURVEY

Administration and participant forms 39
Scoring, point boundaries and example 52
Portal implementation 55

TOOL 04 / LARGE GROUP

Three worked methods and timetables 56
Station questions and capture sheets 66

INTERPRET AND IMPROVE

Behaviour guides and next-level moves 71
Supplementary model checks 83
Results and worked interpretation 85
Action planning and review 89
Glossary, sources and release checks 91

Participant print route: Full framework: participant introduction p. 40; mixed-order questionnaire pp. 41-45. Keep scoring keys and practitioner pages separate.

QUICK START

Start with a useful question

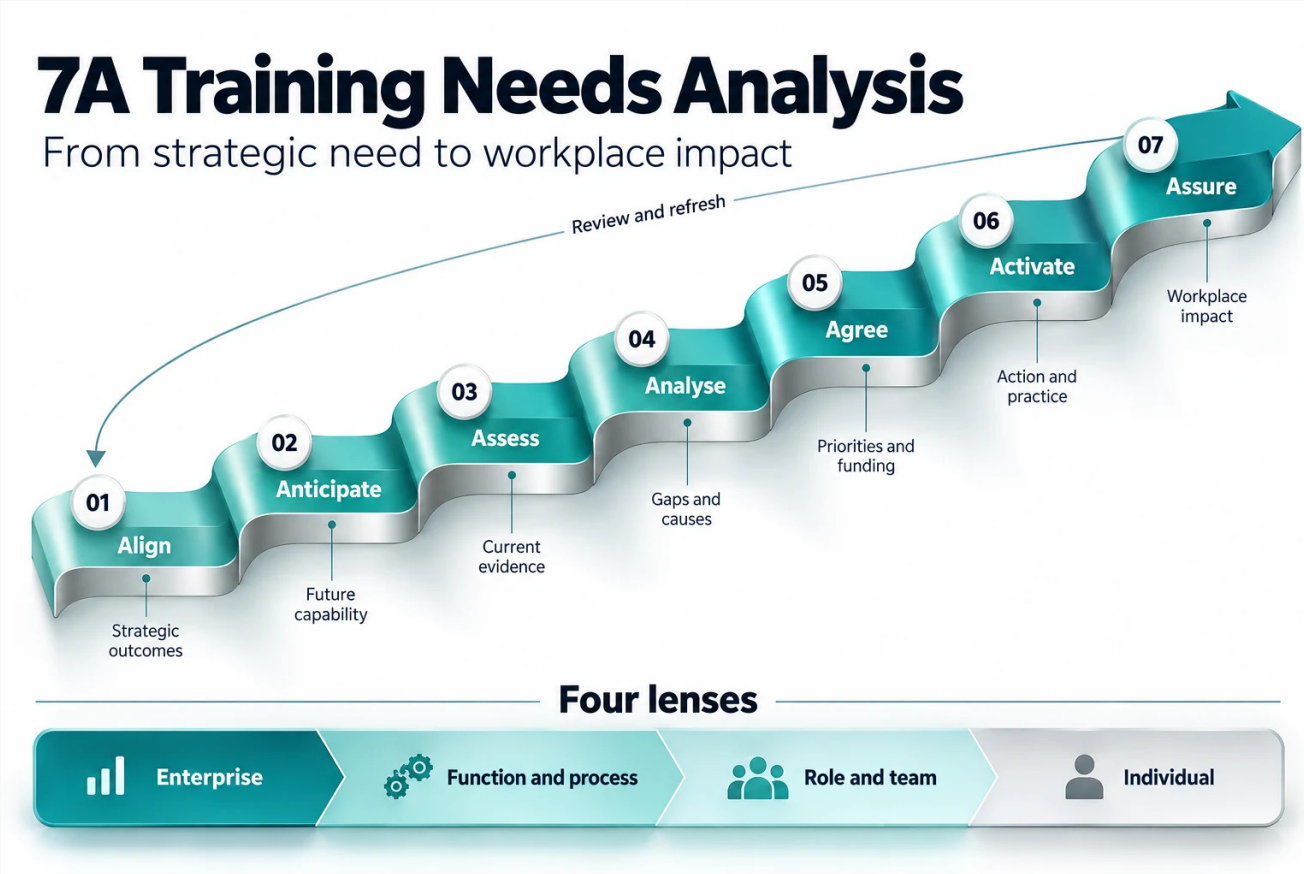
Choose the method around the decision, the people who can answer and the evidence you need. You do not have to run every method on every assignment.

Your need	Use	What the tool gives you
Understand one person's experience	Diagnostic interview	A structured account, relevant examples and a provisional evidence judgement.
Compare experiences safely	Diagnostic focus group	Different perspectives, concrete episodes and evidence gaps without forcing consensus.
Collect a wider pattern	Diagnostic survey	A controlled dimension profile and explicit numerical survey signals.
Bring a system into the conversation	Large-group intervention	Shared inquiry, practical options and owned experiments, with evidence reviewed separately.
Decide the next level of practice	Behaviour guide	Observable criteria, confirmation rules and a specific next-level action.

First commission: agree the scope and period, select the complete relevant route, arrange a protected route for concerns, and decide how findings will be shared. A smaller, properly scoped review is more useful than a rushed full portfolio.

UNDERSTAND THE FRAMEWORK

The framework in one view



Read it as a connected model

The 7A Training Needs Analysis Framework connects Align, Anticipate, Assess, Analyse, Agree, Activate and Assure. It moves from strategic demand and future work to current evidence, gap explanation, agreed investment, supported application and review. Training is one possible response within that chain.

Keep the structures distinct

Four lenses locate the need at Enterprise, Function and process, Role and team, and Individual levels. The seven As form the DIR-2.0 diagnostic profile. The website also describes a separate five-level TNA maturity map; its labels are not converted into the four companion organisational levels used here.

Framework Directory, p. 25; linked HR Delivery framework page.

SOURCE FRAMEWORK / PRACTITIONER ORIENTATION

Purpose, use and practical value

The framework in brief

Learning investment should address important capability needs and the conditions required to apply new skills. This framework connects strategy and future work with current proficiency, gap diagnosis and a prioritised response. It helps leaders distinguish learning needs from wider performance barriers and review evidence of workplace application.

When the framework helps

- Learning plans contain course requests without clear capability investment priorities. - Future strategy or services require skills that are not available. - Performance difficulties may reflect workflow, resources or expectations alongside skills.

Applying it in practice

Take a course request and identify the work it should improve. Check required standards and capability evidence alongside tools, workflow and expectations. If learning fits, agree practice, manager support and work evidence that will demonstrate application.

Framework approach

The 7A Training Needs Analysis Framework connects strategic demand, future work, current proficiency and gap diagnosis with investment and assurance. Four lenses locate needs from enterprise to individual. Decision gates support a prioritised portfolio with practice, workplace support and application evidence.

Organisation and people value

- Provides a clear capability reason for each proposed learning investment. - Builds manager support and practice opportunities into the response. - Reviews workplace application and changed capability alongside learning delivery.

Keep the decision visible

Is learning the appropriate response to this work gap, and what application support must accompany it?

> **Use boundary**
>
> This diagnoses how learning needs are established and addressed. It does not infer competence from course preference or turn every performance problem into a training need.

Framework Directory, p. 25; linked HR Delivery framework page.

EXPANDED FRAMEWORK EXPLANATION

The dimensions / 01-02

D01 / Align

Linking learning needs to important work.

Align connects a learning inquiry with an important organisational outcome and work requirement. A popular course or a budget allocation is not a sufficient purpose. Examine what contribution should change and who owns that outcome. A clear alignment decision helps the practitioner judge whether learning is relevant and what evidence would make an investment worthwhile.

What you need to understand

What business or service need should this learning investment support?

Who owns that outcome and what would happen if the request were not funded?

What working practice looks like

Learning priorities connect to agreed business and service needs. Investment decisions use the importance of the capability gap.

> **Useful evidence**
>
> Business outcome; work standard; learning request reason

A practical development direction

Rank learning needs by their link to important work rather than request volume.

D02 / Anticipate

Looking ahead at learning needs.

Anticipate examines future work and the capability it may require. The purpose is to prepare for plausible changes rather than simply repeat last year's catalogue. Keep demand evidence and assumptions visible, especially when timing is uncertain. A future capability need should be connected to actual work and opportunity, not only to an attractive topic or technology label.

What you need to understand

What future work may require different knowledge or skills?

How long will learning, practice and credible skill level take?

What working practice looks like

Planning compares different future needs and learning lead times. Managers prepare development before a critical gap appears.

> **Useful evidence**
>
> Future-work analysis; skill lead times; change and workforce plans

A practical development direction

Add learning lead times to the workforce or business planning discussion.

Dimension names and working criteria: DIR-2.0 TNAF. Practitioner commentary is additional.

EXPANDED FRAMEWORK EXPLANATION

The dimensions / 03-04

D03 / Assess

Understanding the current skill position.

Assess establishes the current capability evidence against a relevant standard. Self-report can be useful but may not show what happens in the task. Examine work examples, observations and the opportunity available to demonstrate proficiency. Missing evidence should be recorded as uncertainty rather than automatically becoming a training need or a negative judgement of the employee.

What you need to understand

How do you know what people can currently do compared with the required standard?

What has the person or team actually demonstrated, and under what conditions?

What working practice looks like

Assessment uses appropriate evidence across important role requirements. Managers distinguish lack of skill from lack of opportunity to demonstrate it.

> **Useful evidence**
>
> Task standards; observations; work products; calibrated judgements

A practical development direction

Use consistent evidence rules across the role group and record uncertainty.

D04 / Analyse

Finding the real reason for a performance gap.

Analyse explains the gap before selecting a response. A difficulty may involve skills or knowledge, but also expectations, workflow, tools, resources or feedback. Compare these possibilities using real work. The diagnostic asks whether the learning and non-learning explanations have been separated sufficiently to avoid prescribing a course for a problem that the workplace itself must resolve.

What you need to understand

How did you decide whether this performance gap needs learning or another kind of action?

Would a capable person succeed with the present tools, workload and authority?

What working practice looks like

Diagnosis considers more than one explanation using work evidence. Learning is chosen only where a skill or knowledge need is supported.

> **Useful evidence**
>
> Cause analysis; workflow and resource checks; employee accounts

A practical development direction

Agree a combined learning and work-improvement response where both are needed.

Dimension names and working criteria: DIR-2.0 TNAF. Practitioner commentary is additional.

EXPANDED FRAMEWORK EXPLANATION

The dimensions / 05-06

D05 / Agree

Agreeing a realistic and valuable learning plan.

Agree turns the diagnosis into a prioritised and supported response. The relevant owner should understand the capability need, the alternative options, resources and intended evidence of application. Agreement is not simply approval of a training budget. Examine whether the people who control time, practice and workplace support have made the commitments needed for learning to become useful.

What you need to understand

How are learning priorities, resources and expected results agreed?

What cost, consequence, timing or fairness consideration influenced the choice?

What working practice looks like

The portfolio balances importance, urgency and ability to apply learning. Decisions to defer or use another response are explained.

> **Useful evidence**
>
> Prioritisation record; resource commitments; response alternatives

A practical development direction

Compare competing needs using business importance and practical readiness to apply learning.

D06 / Activate

Supporting learning and workplace application.

Activate concerns the practical conditions for applying learning. A course, coaching session or assignment needs appropriate opportunity and feedback in the work. Examine what the participant will practise, who will support it and what competing demands could prevent it. Attendance shows that an activity occurred; it does not demonstrate that the intended capability has changed.

What you need to understand

What will help people use what they learn in their everyday work?

Who supplies practice time, feedback and any required equipment or authority?

What working practice looks like

Practice, support and review are built into the learning plan. Work barriers that prevent application are addressed.

> **Useful evidence**
>
> Practice plan; manager commitments; enabling changes

A practical development direction

Give the manager a clear feedback role and remove one barrier to application.

Dimension names and working criteria: DIR-2.0 TNAF. Practitioner commentary is additional.

EXPANDED FRAMEWORK EXPLANATION

The dimensions / 07-07

D07 / Assure

Checking application and useful impact.

Assure reviews application, changed capability and the contribution to the original need. The evidence should fit the investment and decision rather than create an elaborate measurement exercise for its own sake. Distinguish delivery, learning, workplace use and organisational contribution. Use the findings to continue, adapt or stop the response without claiming more causal certainty than the review can support.

What you need to understand

What evidence will show that the learning made a useful difference?

What other changes may explain the result?

What working practice looks like

Reviews use work evidence and manager or learner accounts. They separate learning delivery from changed capability and wider results.

> **Useful evidence**
>
> Baseline and application evidence; outcome review; renewal decisions

A practical development direction

Review the starting position and later work with the learner and manager.

Keep the whole model connected

Connect to HR Strategy for investment purpose, Workforce Planning for future demand, Capability Assessment for evidence quality and Performance Management for barriers and support. Agree how learning will be used before commissioning delivery.

> **Avoid this misunderstanding**
>
> A development need is not always a course need. Check whether the person has a clear standard, time, tools, opportunity and feedback before prescribing learning.

A question to take into the review

Is learning the appropriate response to this work gap, and what application support must accompany it?

Connected dimension and evidence to check

Dimension names and working criteria: DIR-2.0 TNAF. Practitioner commentary is additional.

MODEL ARCHITECTURE AND BOUNDARIES

Read the model without mixing its parts

The main structure

The 7A Training Needs Analysis Framework connects Align, Anticipate, Assess, Analyse, Agree, Activate and Assure. It moves from strategic demand and future work to current evidence, gap explanation, agreed investment, supported application and review. Training is one possible response within that chain.

What is being rated

Four lenses locate the need at Enterprise, Function and process, Role and team, and Individual levels. The seven As form the DIR-2.0 diagnostic profile. The website also describes a separate five-level TNA maturity map; its labels are not converted into the four companion organisational levels used here.

Keep the scope precise

Review one learning-needs review or proposed learning investment. Use the current planning cycle and recent work evidence.

Connect to related work

Connect to HR Strategy for investment purpose, Workforce Planning for future demand, Capability Assessment for evidence quality and Performance Management for barriers and support. Agree how learning will be used before commissioning delivery.

An important distinction

A development need is not always a course need. Check whether the person has a clear standard, time, tools, opportunity and feedback before prescribing learning.

What the additional checks do

The supplementary model checks later in this manual ask whether a related design or approval decision has enough support. Record Ready, Needs work, Not enough evidence or Not relevant. These statuses do not add points to the diagnostic.

> **No automatic conversion**
>
> Stages, pillars, evidence layers, individual capability scales and organisational practice levels answer different questions. Keep their names and purposes separate.

Framework Directory, p. 25; linked HR Delivery framework page.

WORKED EXAMPLE / FICTIONAL

A completed framework decision record

Fictional practitioner example. The fictional Harbour Services asks for a communication course after repeated scheduling errors. Reviewers discover that some errors concern missing task knowledge, while others arise because changes arrive after the daily cut-off. The diagnostic separates a learning need from a workflow issue.

Record field	Worked example
Business outcome and work standard	Business outcome: reduce avoidable scheduling rework while maintaining service reliability.
Enterprise / Process / Team / Individual lens	Use the process lens for late changes, the team lens for handovers and the individual lens only for demonstrated task-learning needs.
Current work evidence and gap	Compare work samples with the required standard and record where evidence is incomplete.
Learning and non-learning explanations	Learning explanation: unfamiliar exception handling. Non-learning explanation: late and incomplete change information.
Practice, manager support and investment owner	Agree supervised practice and manager feedback for the learning need; assign the process change to its operational owner.
Application evidence and renewal decision	Review work application and rework patterns after support has been used; do not count attendance as proof of transfer.

This is a learning example, not a real client record or an approved operational recommendation. It illustrates how to keep a decision, its evidence and its owner connected.

REUSABLE WORKING PAGE

Your framework decision record

Organisation / unit: _____ Period: _____
Decision owner: _____ Reviewer / version: _____

Business outcome and work standard

Enterprise / Process / Team / Individual lens

Current work evidence and gap

Learning and non-learning explanations

Practice, manager support and investment owner

Application evidence and renewal decision

FROM EVIDENCE TO DELIVERY

Turn the review into useful outputs

What this framework should produce

Output 01

Capability-gap diagnosis

Output 02

learning and non-learning response portfolio

Output 03

application and assurance plan

- Capability gap diagnosis distinguishing learning needs from wider performance barriers. - Prioritised learning portfolio with resources, support and workplace application opportunities. - Application review showing changed practice and contribution beyond course attendance.

A practical handover

Every material conclusion needs a named recipient, a clear decision and an acceptance test. Give the receiving owner the evidence, the limits and the unresolved questions, not only a colour-coded result.

Keep four things separate

First, what people reported. Second, what the checked work evidence supports. Third, what remains uncertain. Fourth, the action proposed. This makes challenge possible without dismissing anyone's experience.

Decision to support

Is learning the appropriate response to this work gap, and what application support must accompany it?

Receiving owner and acceptance test

REUSABLE WORKING PAGE

Commission the diagnostic

Complete this brief with the sponsor before asking people for information. Do not collect a wider set of personal data than the agreed decision needs.

Decision the review must support

Unit, population, route and reference period

Sponsor, decision owner and practitioner responsibilities

Evidence access, permitted use and private concern route

Reporting groups, access and retention arrangements

Dates for fieldwork, feedback and action review

PREPARE AND PROTECT PARTICIPANTS

Involve people who can help you understand

The intended audience

Business owners, managers, learning specialists and employees who understand the work. Include the people who can remove non-training barriers.

Choose cases before seeing the results

Start with the latest five distinct relevant work cases within scope. Include the ordinary flow and relevant exceptions. Record the selection rule and why any case is excluded. Do not choose only successful examples.

Where only two to four relevant cases exist, examine all of them and label the limited case base. With fewer than two, a Performing level cannot be confirmed under the retained rule.

Separate access from permission

A participant may know that a record exists without being authorised to share it. Use de-identified material or an agreed observation instead of requesting private case files.

Use complementary perspectives

Invite people who deliver the work and people who experience its consequences. A senior owner may explain intent; a user or work colleague may explain how it operates. Neither perspective is automatically the complete account.

Check the quality of an example

Record the date or period, the relevant task, what happened, the source and a contrary case. Distinguish first-hand observation from a second-hand account. A workshop story is useful but remains an account until checked.

> **Evidence to begin with**
>
> Business outcome; work standard; learning request reason

Missing perspective or record to obtain

PARTICIPANT CARE

Make participation clear, safe and accessible

Use plain words and time to think

Read one question at a time. Offer a pause and repeat the wording without implying a preferred answer. A person may explain in their own words or ask what a term means. Use the glossary and record any ambiguity for the pilot review.

Support language and access

Test the questions with intended users before launch. For another language, use a reviewed translation, independent checking and a small comprehension trial. Do not assume that a translated form is equivalent merely because the words look similar.

Explain information use

State who sees notes or raw responses, who receives group findings, how long information is retained and how a concern can be raised privately. Do not promise anonymity in an interview or a focus group.

Concerns needing a separate response

Training is prescribed while a material non-learning cause remains unexamined.

Critical practice would occur without required supervision or safe conditions.

Protect identity in the report

The default numerical reporting base is ten eligible people per dimension. It is not a guarantee of anonymity. Consider rare roles, intersecting groups and identifying comments. Suppress or combine only where this preserves meaning and protects people.

> **Read aloud**
>
> You may pause, ask for clarification or choose not to answer. Please use the agreed private route for a personal or urgent concern rather than naming people in this discussion.

BEHAVIOURAL RATING MODEL

Four organisational practice levels

These labels help you describe progress constructively. The specific behaviour indicators for each dimension are the decision criteria; this summary is not a substitute for them.

Level	What the label means	The next development task
1 / Foundational	Important practice is absent, unclear or dependent on informal effort. A relevant weak pattern must actually be observed.	Establish one clear, owned way of working and test it in a real case.
2 / Developing	The basic arrangement exists and has at least one real operating example. It is not yet dependable enough to claim consistent delivery.	Use the arrangement across representative cases and correct avoidable variation.
3 / Performing	The Developing requirements and both Performing indicators are supported across the required case base.	Review sustained use and respond to what the evidence shows.
4 / Sustaining	Performing practice is maintained, reviewed and adapted with evidence over time.	Keep it useful as circumstances change and learn from exceptions.

Not yet confirmed is an evidence status, not a fifth level. Do not assign Foundational merely because information is missing.

EXACT EVIDENCE RULES / RETAINED DIR-2.0

Decide the level from evidence, not votes

Start with the observed pattern

Confirm Foundational only when at least one printed Foundational pattern is directly observed and the higher-level rules are not met. An unanswered question is not evidence of a weak practice.

Developing / Level 2

Both Developing indicators must be supported, with at least one recent real operating example. A policy, plan or intention alone is not enough.

Performing / Level 3

Developing must be supported. Both Performing indicators must hold in at least four of the latest five relevant distinct cases. For a larger pre-agreed sample, require at least 80%. If only two to four relevant cases exist, examine all and require both indicators in every case; label the limited case base. Fewer than two cannot confirm Level 3.

Sustaining / Level 4

Performing must be supported. Both Sustaining indicators must hold, with two reviews at least 28 days apart showing continued use and a reasoned decision to continue or change the practice.

Confirm the judgement

A second relevant perspective AND a record or observation are required for confirmation. One interview alone stays provisional. Material unresolved contradictions remain Not yet confirmed. A relevant serious unresolved concern prevents confirmation of Performing or Sustaining.

Keep a profile

Do not add or average ordinal behaviour levels. Where a conservative headline is needed, use the lowest confirmed required dimension in one pre-scoped route. Give no headline when any required dimension is unconfirmed.

> **Operating conventions**
>
> The case counts, 80% rule, 28-day interval and four level labels are explicit DIR-2.0 rules, not validated norms or universal standards.

REUSABLE WORKING PAGE

Record a defensible rating

Use the printed dimension guide. Decide against each indicator, not the general impression of the conversation.

Dimension, required indicators and scope

Cases reviewed, selection rule and observed evidence

Both indicators at the candidate level: supported / not supported

Contrary examples, limitations and any serious unresolved concern

Second perspective and record or observation used for confirmation

Highest complete supported level, status, reviewer and next check

TOOL 01 / INTERVIEW / READ-ALOUD SCRIPT

Run a supportive, structured interview

Read this opening

"Thank you for taking part. We are reviewing training needs analysis. This is about how the work is organised and experienced, not about judging you. I will ask for examples of what works and what is difficult. You may pause, ask for clarification or choose not to answer."

Agree the scope

Review: one learning-needs review or proposed learning investment. Period: the current planning cycle and recent work evidence. Invite: Business owners, managers, learning specialists and employees who understand the work. Include the people who can remove non-training barriers.

Explain information use

"Before we begin, I will explain who can see the notes, how findings will be reported and the limits of confidentiality. Please avoid names or private case details. Is that clear, and are you comfortable to continue?"

Plan the conversation

Allow 10 minutes for opening, about six minutes per dimension, and ten minutes to review and close. For each route, work through its question cards in order. Split any route longer than eight dimensions into two appointments. Do not rush to finish the book.

Use the exact question cards

Ask all five questions on each card, one at a time. The second question is a specific follow-up. The later questions establish a real example, a different experience and evidence. Request the listed record only where the participant can properly share it.

Test the behaviour guide

After each dimension, read the two checks in the most likely level row. Ask: "Which parts of this description match what happens here? What does not match?" Note the evidence against each check. Do not ask the person to defend a number.

Read this closing

"Let me check my understanding. What should we keep? What is the most useful next improvement? Which record or person could help us check anything still uncertain? Is there something important that my questions missed?"

Rating and boundaries

Use the behaviour rules on the shared rating-rules page. One interview is provisional until checked with another relevant perspective and a record or observation. Discuss practices, not named individuals. Remove identifying case details. Use the agreed private route for personal or urgent concerns; do not wait for a workshop score.

Opening and instructions retained from DIR-2.0 TNAF, p. 407.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D01 / Align

Linking learning needs to important work.

01 What business or service need should this learning investment support?

02 Who owns that outcome and what would happen if the request were not funded?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Business outcome; work standard; learning request reason

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D02 / Anticipate

Looking ahead at learning needs.

01 What future work may require different knowledge or skills?

02 How long will learning, practice and credible skill level take?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Future-work analysis; skill lead times; change and workforce plans

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D03 / Assess

Understanding the current skill position.

01 How do you know what people can currently do compared with the required standard?

02 What has the person or team actually demonstrated, and under what conditions?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Task standards; observations; work products; calibrated judgements

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D04 / Analyse

Finding the real reason for a performance gap.

01 How did you decide whether this performance gap needs learning or another kind of action?

02 Would a capable person succeed with the present tools, workload and authority?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Cause analysis; workflow and resource checks; employee accounts

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D05 / Agree

Agreeing a realistic and valuable learning plan.

01 How are learning priorities, resources and expected results agreed?

02 What cost, consequence, timing or fairness consideration influenced the choice?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Prioritisation record; resource commitments; response alternatives

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D06 / Activate

Supporting learning and workplace application.

01 What will help people use what they learn in their everyday work?

02 Who supplies practice time, feedback and any required equipment or authority?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Practice plan; manager commitments; enabling changes

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

TOOL 01 / EXACT INTERVIEW QUESTIONS

D07 / Assure

Checking application and useful impact.

01 What evidence will show that the learning made a useful difference?

02 What other changes may explain the result?

03 Please describe the most recent example. What did people do, and what happened?

04 Where has this worked differently? Please describe a recent exception.

05 What record or example could we look at together to check this?

> **Request only appropriate evidence**
>
> Baseline and application evidence; outcome review; renewal decisions

After the card, ask: "Which parts of this description match what happens here? What does not match?" Use the relevant behaviour guide; one interview remains provisional until checked.

REUSABLE WORKING PAGE

Summarise the interview

Read the summary back to the participant. Correct your understanding without asking them to defend a score.

Scope, participant perspective and period - do not put a name in a shared report

Practices to keep and evidence supporting them

Difficulties, exceptions and who experiences them

Provisional dimension judgements and indicator evidence

Records or other perspectives needed before confirmation

Agreed next step, safe reporting wording and feedback date

TOOL 02 / FOCUS GROUP / FACILITATOR SCRIPT

Listen for different experiences

Read this opening

"Thank you for joining. We are here to understand training needs analysis. Different experiences are useful. We are not trying to reach the same answer. Please speak about work practices without naming people. You may pass on any question."

Who takes part

Use six to eight participants and a facilitator. A separate note-taker is helpful. Group people so they can speak freely. Explain that participants hear one another, so the session is not anonymous. Ask everyone to avoid repeating identifiable comments outside it.

Before the discussion

Use the printed private rating sheet after the question cards. Give the matching behaviour guides first. Say: "Choose the description that best matches what you have seen. Choose Not yet confirmed where you cannot judge. This is your starting view, not a vote about the final result." Keep individual ballots private.

Run each question card

Ask the four printed questions on each card. After the first question, allow a minute of quiet thought. Invite examples around the group, allowing people to pass. Ask the different-experience question even when the first answers agree.

After the discussion

Say: "Has your view changed after hearing the examples? You may keep it or change it. Please note what evidence influenced you." Record the range of experiences. The reviewer uses the behaviour rules; do not average levels or declare the majority correct.

Close supportively

"What is one thing we should keep, and one thing we should make easier? We will explain what we heard, check the gaps and share an update on the agreed date." Discuss practices, not named individuals. Remove identifying case details. Use the agreed private route for personal or urgent concerns; do not wait for a workshop score.

TOOL 02 / COVERAGE AND TIMING

Plan the focus-group sessions

Run one 90-minute session for each batch below. Each has up to four dimensions. Repeat with other relevant groups where needed to compare experiences. session 1: D01, D02, D03, D04; session 2: D05, D06, D07.

Route	Session	Dimension cards
Full framework	1	D01, D02, D03, D04
Full framework	2	D05, D06, D07

Retained running order: 0-10: Welcome, purpose and boundaries. 10-15: Private starting ratings. 15-63: Discuss four cards, about 12 minutes each; divide time equally if fewer. 63-75: Compare patterns and useful actions. 75-85: Private closing ratings and evidence gaps. 85-90: Confirm next steps. Use fewer cards where language support or sensitive evidence needs more time; schedule an additional session rather than omit questions.

TOOL 02 / EXACT QUESTIONS / FULL FRAMEWORK

Focus-group question cards

Full framework

D01 / Align

Linking learning needs to important work.

01 Which capability needs matter most for our current priorities?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What business and capability statement should precede approval?

> **Facilitator evidence check**
>
> Business outcome; work standard; learning request reason

Different experiences / examples

Full framework

D02 / Anticipate

Looking ahead at learning needs.

01 Which coming changes should we prepare people for before they become urgent?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What future-work scenario should reshape the learning priorities?

> **Facilitator evidence check**
>
> Future-work analysis; skill lead times; change and workforce plans

Different experiences / examples

TOOL 02 / EXACT QUESTIONS / FULL FRAMEWORK

Focus-group question cards

Full framework

D03 / Assess

Understanding the current skill position.

01 What evidence gives us a fair view of current capability?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What proportionate work sample would clarify the current capability?

> **Facilitator evidence check**
>
> Task standards; observations; work products; calibrated judgements

Different experiences / examples

Full framework

D04 / Analyse

Finding the real reason for a performance gap.

01 Where is training useful, and where would work design, tools or clearer expectations help more?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What small test could distinguish a learning need from an organisational barrier?

> **Facilitator evidence check**
>
> Cause analysis; workflow and resource checks; employee accounts

Different experiences / examples

TOOL 02 / EXACT QUESTIONS / FULL FRAMEWORK

Focus-group question cards

Full framework

D05 / Agree

Agreeing a realistic and valuable learning plan.

01 How do we choose what to support first when learning resources are limited?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What should be approved, deferred or changed in the response set of activities?

> **Facilitator evidence check**
>
> Prioritisation record; resource commitments; response alternatives

Different experiences / examples

Full framework

D06 / Activate

Supporting learning and workplace application.

01 Which practice opportunities and manager actions make learning useful after the event?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What supported assignment would turn learning into changed practice?

> **Facilitator evidence check**
>
> Practice plan; manager commitments; enabling changes

Different experiences / examples

TOOL 02 / EXACT QUESTIONS / FULL FRAMEWORK

Focus-group question cards

Full framework

D07 / Assure

Checking application and useful impact.

01 How do we distinguish a well-delivered course from improved work?

02 Please think silently of a recent example. What helped, and what got in the way?

03 Who had a different experience? What might explain the difference?

04 What review should decide whether to continue, adapt or stop the investment?

> **Facilitator evidence check**
>
> Baseline and application evidence; outcome review; renewal decisions

Different experiences / examples

Do not force agreement

Invite a different account even when the first responses agree. Check whether people are describing the same work, period and opportunity. Record both accounts and the evidence needed to understand the difference.

> **Private review**
>
> A starting or closing level is a person's view. It is not a vote on the final organisational rating.

Evidence or perspective still missing

PARTICIPANT WORKING SHEET / FOCUS OR WORKSHOP

Private starting and closing views

Full framework. Read the relevant behaviour guide before choosing. Your view may stay the same or change. You may pass. Do not add your name to a shared sheet.

Dimension	Starting view	Closing view	Evidence that influenced your view
D01 / Align	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	
D02 / Anticipate	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	
D03 / Assess	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	
D04 / Analyse	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	
D05 / Agree	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	
D06 / Activate	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	
D07 / Assure	1 2 3 4 Not yet confirmed	1 2 3 4 Not yet confirmed	

1 Foundational / 2 Developing / 3 Performing / 4 Sustaining. These are private views, not numerical votes or a confirmed organisational result.

REUSABLE WORKING PAGE

Capture the group's evidence

Keep the record about work practices. Remove identifying details and do not attribute comments to named individuals in a shared report.

Route, dimensions, work period and group coverage

Examples of practice that participants recognise

Different experiences and possible explanations

What is directly evidenced and what remains an account

Useful action ideas, decisions outside this group and dissent

Evidence checks, owners and date for feedback

TOOL 03 / ADMINISTRATOR GUIDE

Prepare the survey administration

Who should receive this survey

Business owners, managers, learning specialists and employees who understand the work. Include the people who can remove non-training barriers. Discuss practices, not named individuals. Remove identifying case details. Use the agreed private route for personal or urgent concerns; do not wait for a workshop score.

Which form to use

Choose one form for an administration: the complete structured form or the complete mixed-order participant form. Both contain the same wording. Do not give both to the same person. Print the relevant route only.

A simple launch check

Before launch, read the form with a small group of intended users. Ask what they think each item means. Check reading support, access, navigation and translations. Record changes as a new version rather than quietly changing a live questionnaire.

Portal settings

The portal must retain the item ID, route, wording, 1-5 scale and separate missing-answer codes. Do not force an answer or turn a blank into zero. Present one item per screen where this improves accessibility. Preserve the same fixed order for the fieldwork cycle.

The result has two parts

The numerical result is a survey signal. The confirmed organisational practice level comes from the separate behaviour guide and evidence. The actual scoring key and a worked example follow the complete forms.

> **Instrument boundary**
>
> Four lenses locate the need at Enterprise, Function and process, Role and team, and Individual levels. The seven As form the DIR-2.0 diagnostic profile. The website also describes a separate five-level TNA maturity map; its labels are not converted into the four companion organisational levels used here.

Use only the relevant route. Do not merge item banks, change response labels or add reverse scoring to this release.

TOOL 03 / PARTICIPANT INTRODUCTION / FULL FRAMEWORK

Before you begin

Participant introduction - use as written

"We would like to understand training needs analysis so that we can choose useful improvements. Please answer from your own experience. There are no right or wrong answers. Do not answer for other people or describe how you think things should be."

Reference period and response instructions

"Please consider the current planning cycle and recent work evidence. For each item, choose one response using the printed scale. Choose DK when you do not know or cannot judge, NA when the item does not apply or you have no relevant opportunity, or PN when you prefer not to answer. You may leave an item blank."

Your questionnaire

Full framework / 28 statements.

Privacy wording

"Please do not put your name or other people's names in the questionnaire or comments. Before you start, the administrator will explain the purpose, reporting groups, who can access responses, how long they will be retained and the private route for urgent concerns."

You can ask for help

Please tell the administrator if the wording, language, reading format or access makes participation difficult. You may choose not to answer any item.

> **Choose one form**
>
> The mixed-order and structured forms contain the same statements. Complete the form you have been given, not both.

TOOL 03 / FULL FRAMEWORK

Participant survey / mixed order

Full framework / form page 1 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

01 / TNAF-D05-S01

Learning investments are prioritised using clear criteria.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

02 / TNAF-D07-S01

Reviews examine workplace application rather than attendance alone.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

03 / TNAF-D03-S01

Current skill level is examined using relevant work evidence.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

04 / TNAF-D01-S01

Learning priorities connect to a defined organisational outcome.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

05 / TNAF-D06-S01

Learning participants receive opportunities to practise at work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

06 / TNAF-D04-S01

We examine non-learning causes before prescribing training.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

07 / TNAF-D02-S01

Future work requirements inform our learning-needs analysis.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

08 / TNAF-D03-S02

Required standards are clear before gaps are judged.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / FULL FRAMEWORK

Participant survey / mixed order

Full framework / form page 2 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

09 / TNAF-D01-S02

The work that learning should improve is specified.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

10 / TNAF-D06-S02

Managers know how to support application.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

11 / TNAF-D02-S02

We consider the time needed to develop critical skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

12 / TNAF-D04-S02

The analysis distinguishes missing knowledge from missing opportunity to apply it.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

13 / TNAF-D07-S02

We check whether the intended capability has changed.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

14 / TNAF-D05-S02

Resources for workplace application are agreed.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

15 / TNAF-D01-S03

A business owner is accountable for the intended application.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

16 / TNAF-D04-S03

The cause of the gap is tested with people doing the work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / FULL FRAMEWORK

Participant survey / mixed order

Full framework / form page 3 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

17 / TNAF-D07-S03

Review findings influence future learning decisions.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

18 / TNAF-D03-S03

Assessment distinguishes confidence from demonstrated capability.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

19 / TNAF-D02-S03

Emerging capability needs are examined before they become urgent.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

20 / TNAF-D05-S03

Selected responses include a clear definition of useful progress.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

21 / TNAF-D06-S03

Learning actions are coordinated with non-learning improvements.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

22 / TNAF-D03-S04

Development needs are supported by examples of work rather than impressions alone.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

23 / TNAF-D06-S04

My manager supports me in applying relevant learning at work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

24 / TNAF-D07-S04

Learning reviews check what changed in work after the learning activity.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / FULL FRAMEWORK

Participant survey / mixed order

Full framework / form page 4 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

25 / TNAF-D01-S04

Learning priorities are linked to important work the organisation needs to deliver.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

26 / TNAF-D05-S04

Learning plans include the time and support needed to use new skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

27 / TNAF-D02-S04

We consider future work when identifying development needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

28 / TNAF-D04-S04

We record the evidence for the explanation chosen to address a performance gap.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / OPTIONAL PARTICIPANT QUESTIONS

Your comments

Full framework. These questions are optional. Please do not include names, medical details or identifying case information. Use the agreed private route for a personal or urgent concern.

What is one thing about training needs analysis that we should keep?

What is one thing about training needs analysis that would most help you if it improved?

What should we understand before deciding what to change?

TOOL 03 / FULL FRAMEWORK

Structured survey / grouped form

Full framework / form page 1 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

D01 / Align

01 / TNAF-D01-S01

Learning priorities connect to a defined organisational outcome.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

02 / TNAF-D01-S02

The work that learning should improve is specified.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

03 / TNAF-D01-S03

A business owner is accountable for the intended application.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

04 / TNAF-D01-S04

Learning priorities are linked to important work the organisation needs to deliver.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

D02 / Anticipate

05 / TNAF-D02-S01

Future work requirements inform our learning-needs analysis.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

06 / TNAF-D02-S02

We consider the time needed to develop critical skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

07 / TNAF-D02-S03

Emerging capability needs are examined before they become urgent.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / FULL FRAMEWORK

Structured survey / grouped form

Full framework / form page 2 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

D02 / Anticipate

08 / TNAF-D02-S04

We consider future work when identifying development needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

D03 / Assess

09 / TNAF-D03-S01

Current skill level is examined using relevant work evidence.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

10 / TNAF-D03-S02

Required standards are clear before gaps are judged.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

11 / TNAF-D03-S03

Assessment distinguishes confidence from demonstrated capability.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

12 / TNAF-D03-S04

Development needs are supported by examples of work rather than impressions alone.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

D04 / Analyse

13 / TNAF-D04-S01

We examine non-learning causes before prescribing training.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

14 / TNAF-D04-S02

The analysis distinguishes missing knowledge from missing opportunity to apply it.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / FULL FRAMEWORK

Structured survey / grouped form

Full framework / form page 3 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

D04 / Analyse

15 / TNAF-D04-S03

The cause of the gap is tested with people doing the work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

16 / TNAF-D04-S04

We record the evidence for the explanation chosen to address a performance gap.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

D05 / Agree

17 / TNAF-D05-S01

Learning investments are prioritised using clear criteria.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

18 / TNAF-D05-S02

Resources for workplace application are agreed.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

19 / TNAF-D05-S03

Selected responses include a clear definition of useful progress.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

20 / TNAF-D05-S04

Learning plans include the time and support needed to use new skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

D06 / Activate

21 / TNAF-D06-S01

Learning participants receive opportunities to practise at work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / FULL FRAMEWORK

Structured survey / grouped form

Full framework / form page 4 of 4. Choose one response for each statement.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

DK: do not know / cannot judge. NA: not applicable / no opportunity. PN: prefer not to answer. A blank is also allowed.

D06 / Activate

22 / TNAF-D06-S02

Managers know how to support application.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

23 / TNAF-D06-S03

Learning actions are coordinated with non-learning improvements.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

24 / TNAF-D06-S04

My manager supports me in applying relevant learning at work.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

D07 / Assure

25 / TNAF-D07-S01

Reviews examine workplace application rather than attendance alone.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

26 / TNAF-D07-S02

We check whether the intended capability has changed.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

27 / TNAF-D07-S03

Review findings influence future learning decisions.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

28 / TNAF-D07-S04

Learning reviews check what changed in work after the learning activity.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ DK ☐ NA ☐ PN

TOOL 03 / STRUCTURED KEY

Survey item key / Full framework

ADMINISTRATOR ONLY. Every item retains its 1-5 value. DK, NA, PN, blank and NOT_ROUTED remain missing. There are no reverse-keyed items in DIR-2.0.

Dimension	Exact item identifiers	Scoring control
D01 / Align	TNAF-D01-S01 TNAF-D01-S02 TNAF-D01-S03 TNAF-D01-S04	4 expected 3 required AG / direct
D02 / Anticipate	TNAF-D02-S01 TNAF-D02-S02 TNAF-D02-S03 TNAF-D02-S04	4 expected 3 required AG / direct
D03 / Assess	TNAF-D03-S01 TNAF-D03-S02 TNAF-D03-S03 TNAF-D03-S04	4 expected 3 required AG / direct
D04 / Analyse	TNAF-D04-S01 TNAF-D04-S02 TNAF-D04-S03 TNAF-D04-S04	4 expected 3 required AG / direct
D05 / Agree	TNAF-D05-S01 TNAF-D05-S02 TNAF-D05-S03 TNAF-D05-S04	4 expected 3 required AG / direct
D06 / Activate	TNAF-D06-S01 TNAF-D06-S02 TNAF-D06-S03 TNAF-D06-S04	4 expected 3 required AG / direct

Calculate only with the printed minimum valid answers per person-dimension. The two participant forms use exactly the same items. Print the scoring key separately from participant material.

TOOL 03 / STRUCTURED KEY

Survey item key / Full framework / continued

ADMINISTRATOR ONLY. Every item retains its 1-5 value. DK, NA, PN, blank and NOT_ROUTED remain missing. There are no reverse-keyed items in DIR-2.0.

Dimension	Exact item identifiers	Scoring control
D07 / Assure	TNAF-D07-S01 TNAF-D07-S02 TNAF-D07-S03 TNAF-D07-S04	4 expected 3 required AG / direct

Calculate only with the printed minimum valid answers per person-dimension. The two participant forms use exactly the same items. Print the scoring key separately from participant material.

TOOL 03 / EXACT DIR-2.0 SCORING

Calculate and classify the survey signal

1 / Check each response

Accept only whole values 1, 2, 3, 4 or 5 and the explicit missing codes. Reject values outside the scale. Keep the response labels matched to the item scale. All items are directly keyed.

2 / Apply dimension completeness

For each person, require at least 75% of the expected items, rounded up. Use the printed key: for example 3 of 4, all 3 of 3, 5 of 6, 6 of 8 or 8 of 10. Do not replace a missing response with zero or a midpoint.

3 / Calculate the person mean

Add that person's valid answers for the dimension and divide by the number of valid answers. If the completeness requirement is not met, leave the person-dimension result missing.

4 / Calculate the group mean

Average the eligible person-dimension means with equal weight for each person. Do not pool raw answers across people as a substitute for this calculation.

5 / Protect the reporting base

Report a numerical group dimension only with at least ten eligible people. Record the eligible base, total invited or in-scope population where known, valid item responses and missing-answer pattern. Review identity risk even where ten is reached.

6 / Use the unrounded mean

1.00 to below 2.50: Foundational signal.
2.50 to below 3.50: Developing signal.
3.50 to below 4.25: Performing signal.
4.25 to 5.00: Sustaining signal.

For example, 4.249 remains Performing even if a display rounds it to 4.25. Classify first, then round only for display.

Optional favourable percentage

Among eligible people's valid item answers, divide the number of 4 or 5 responses by all valid item responses, then multiply by 100. Show that denominator. It is a descriptive percentage, not a behavioural level.

> **Do not combine unlike results**
>
> Keep dimensions visible, routes separate and survey signals distinct from evidence-confirmed practice. Do not invent a global total or validated benchmark.

TOOL 03 / NUMERICAL BOUNDARIES

Points only when every item is answered

These total-point ranges are a convenience for one completely answered person-dimension. They are not group totals, pass marks or an alternative scoring method.

Items	Minimum valid	Foundational	Developing	Performing	Sustaining
4	3	4-9	10-13	14-16	17-20

For partial but eligible responses, use the mean of valid answers. For a group, average eligible person means. Never apply these complete-response point ranges to a partially completed dimension or to pooled group points.

TOOL 03 / WORKED ARITHMETIC

Work through the calculation

FICTIONAL NUMERICAL EXAMPLE

D01 / Align

A fictional participant answers the 4 statements as follows: 2, 3, 3, 4.

The total is 12. All 4 answers are valid. The mean is 12 / 4 = 3.0000. This is a Developing signal.

Now consider the group

Ten eligible fictional participants with this same response pattern produce the same group mean, 3.0000. The group meets the default numerical reporting base. One person with that pattern would not be a reportable group.

> **What the number does not say**
>
> It does not confirm the behaviour level, explain the cause or establish that an action will work. Use the work evidence and the specific indicator guide.

Partial completion example

The key requires at least 3 valid answers out of 4. With only 2 valid answers, there is no person-dimension score. The person may still contribute eligible results to other dimensions.

Equal weighting matters

If one eligible person has more valid item answers than another, both still have one person-dimension mean in the group calculation. More answered items do not give that person extra weight.

Boundary checks

2.500 belongs to Developing. 3.500 belongs to Performing. 4.250 belongs to Sustaining. Values below those boundaries remain in the lower band, regardless of a rounded display.

Your calculation / eligible n / reviewer

TOOL 03 / ADMINISTRATOR IMPLEMENTATION

Build the survey portal without changing the test

This is an implementation specification, not a deployed portal. The supplied question wording and item key remain the authority for this release.

Field or setting	Required behaviour
Instrument and language	Store DIR-2.0 and en-plain-2.0. Store any reviewed local translation as its own controlled version.
Route and item identity	Store framework code, route, exact item ID, wording version and the presented order.
Responses	Accept 1-5; keep DK, NA, PN, blank and NOT_ROUTED distinct. No forced answers, zero imputation or reverse keys.
Participant form	Use the complete selected route in either the fixed mixed order or the structured order. Show the correct scale on every screen or page.
Reporting	Calculate eligible person means, then group dimension means; suppress small or identifying cells. Do not publish row-level responses.
Access and testing	Agree access, retention and deletion. Test keyboard use, screen layout, reading support and all missing-answer cases before launch.

TOOL 04 / LARGE-GROUP DIAGNOSIS

Choose a method and confirm the scope

Three worked choices are provided. Choose the method that fits the decision, participants and available evidence. Running a workshop does not remove the need for later evidence confirmation.

Option	Working duration	The conversation it supports
01 / Evidence gallery walk	150 minutes	Use when you need many people to examine the same evidence, add context and identify differences. One poster or digital board per dimension, with the exact question, available evidence and space for missing or contradictory evidence. Make seated and remote participation possible.
02 / Parallel Nominal Group Technique	150 minutes	Use when you need clear, balanced contributions and a transparent way to prioritise a small number of issues. Parallel groups of five to seven, each with a facilitator. Ask one focal question at a time. Collect ideas silently before discussion.
03 / Scenario and decision-testing lab	180 minutes	Use when a plan, process or capability needs testing against different future demands or difficult cases. Mixed groups of work experts, users and decision owners. Give all groups the same baseline facts and clearly marked hypothetical scenarios.

For structured methods, use batches of up to four dimensions and repeat or run parallel sessions for wider coverage. For Open Space, participants create the agenda; optional dimension cards must not become an imposed agenda. Keep unexamined dimensions unconfirmed.

TOOL 04 / OPTION 01 / 150 MINUTES

Evidence gallery walk

Set up the room or online space

Use when you need many people to examine the same evidence, add context and identify differences. One poster or digital board per dimension, with the exact question, available evidence and space for missing or contradictory evidence. Make seated and remote participation possible.

Read this opening

"We are here to understand training needs analysis. Different experiences matter. Use real examples without names. You may pass or use the private route."

> **Protect the quality of discussion**
>
> Post comments without identifying details. A poster with more notes is not automatically a more common or more important issue.

Prepare before participants arrive

Use the agreed route and printed dimension cards. Prepare the relevant behaviour guides, private starting and closing sheets, and the method-specific capture page. Check room access, language support and the protected route for concerns.

Use these exact questions

01 What does the evidence at this training needs analysis station actually show?

02 What example, missing information or different experience should be added before we reach a conclusion?

03 Which next-level behaviour should we work on first, and what action would make it visible?

What this method cannot establish

A discussion, imagined response or action ranking is not evidence that the current practice is embedded. Keep current examples, hypothetical tests and proposed improvements in separate records.

Scope / table assignments / evidence to bring

TOOL 04 / FACILITATOR TIMETABLE

Running order / Evidence gallery walk

150 minutes. Use the full questions on the preceding method page.

Minutes	Stage	What to do
00-15	Welcome and private ratings	Read the opening and collect private starting views.
15-30	Explain posters and evidence rules	Explain each poster: dimension, question, current evidence and space for missing evidence.
30-75	Visit and add to the stations	Ask Q1 then Q2. People visit or access stations without being required to walk.
75-100	Station teams summarise	Station teams summarise examples and gaps, preserving different experiences.
100-120	Compare and challenge findings	Ask Q3. Challenge unsupported claims before selecting an action.
120-135	Private closing ratings	People keep or change private ratings and explain the evidence behind them.
135-150	Agree owners and next checks	Assign evidence checks and actions; popularity of a poster is not a maturity score.

Use one workshop for each batch of up to four dimensions: session 1: D01, D02, D03, D04; session 2: D05, D06, D07. Repeat or run parallel workshops for wider coverage; do not assume every attendee knows every dimension. Private starting and closing views are not maturity votes. Confirm levels later against the behaviour guide and checked evidence.

TOOL 04 / METHOD-SPECIFIC WORKING PAGE

Capture sheet / Evidence gallery walk

Use with the corresponding exact questions and running order. Keep current work evidence separate from hypothetical tests, private views and action rankings.

Poster or station title and the evidence being displayed

Observed practice and its period, source and scope

Participants' interpretations and contrary examples

Assumptions or evidence gaps that must remain visible

A bounded improvement to test

Owner and record needed to verify the interpretation

TOOL 04 / OPTION 02 / 150 MINUTES

Parallel Nominal Group Technique

Set up the room or online space

Use when you need clear, balanced contributions and a transparent way to prioritise a small number of issues. Parallel groups of five to seven, each with a facilitator. Ask one focal question at a time. Collect ideas silently before discussion.

Read this opening

"We are here to understand training needs analysis. Different experiences matter. Use real examples without names. You may pass or use the private route."

> **Protect the quality of discussion**
>
> Priority votes choose what to investigate or improve. They do not determine organisational maturity or prove the size of a problem.

Prepare before participants arrive

Use the agreed route and printed dimension cards. Prepare the relevant behaviour guides, private starting and closing sheets, and the method-specific capture page. Check room access, language support and the protected route for concerns.

Use these exact questions

01 What is the single most useful improvement we could make to training needs analysis within our agreed scope?

02 What does each proposed improvement mean in practice, and what evidence supports the need?

03 Which three improvements should be investigated or tested first, and why?

What this method cannot establish

A discussion, imagined response or action ranking is not evidence that the current practice is embedded. Keep current examples, hypothetical tests and proposed improvements in separate records.

Scope / table assignments / evidence to bring

TOOL 04 / FACILITATOR TIMETABLE

Running order / Parallel Nominal Group Technique

150 minutes. Use the full questions on the preceding method page.

Minutes	Stage	What to do
00-15	Welcome and private ratings	Read the opening and collect private starting views.
15-30	Silent individual ideas	Ask Q1. Each person writes ideas silently; do not discuss them yet.
30-55	Round-robin recording	Take one idea per person in turn; allow a pass and record every distinct idea.
55-80	Clarify the ideas	Ask Q2. Clarify meanings and evidence without campaigning for votes.
80-95	Private priority ranking	Ask Q3. Privately give 3, 2 and 1 points to three different proposals, or fewer if needed.
95-115	Compare patterns across groups	Sum proposal points within groups; show participation counts. Do not convert votes into maturity.
115-135	Evidence review and closing ratings	Use actual examples and the behaviour guide to review the evidence separately.
135-150	Agree next actions	Owners choose feasible next steps and explain any decision not to take the top-ranked idea.

Use one workshop for each batch of up to four dimensions: session 1: D01, D02, D03, D04; session 2: D05, D06, D07. Repeat or run parallel workshops for wider coverage; do not assume every attendee knows every dimension. Private starting and closing views are not maturity votes. Confirm levels later against the behaviour guide and checked evidence.

TOOL 04 / METHOD-SPECIFIC WORKING PAGE

Capture sheet / Parallel Nominal Group Technique

Use with the corresponding exact questions and running order. Keep current work evidence separate from hypothetical tests, private views and action rankings.

Dimension and question used for independent idea generation

Distinct ideas recorded before group discussion

Clarifications and overlapping ideas - keep dissent visible

Private ranking of action options, where used: 3 / 2 / 1 points

Ranked action options and feasibility checks - never maturity votes

Action owner, resources and evidence check

TOOL 04 / OPTION 03 / 180 MINUTES

Scenario and decision-testing lab

Set up the room or online space

Use when a plan, process or capability needs testing against different future demands or difficult cases. Mixed groups of work experts, users and decision owners. Give all groups the same baseline facts and clearly marked hypothetical scenarios.

Read this opening

"We are here to understand training needs analysis. Different experiences matter. Use real examples without names. You may pass or use the private route."

> **Protect the quality of discussion**
>
> The scenarios are fictional tests. They do not prove how people actually work now.

Prepare before participants arrive

Use the agreed route and printed dimension cards. Prepare the relevant behaviour guides, private starting and closing sheets, and the method-specific capture page. Check room access, language support and the protected route for concerns.

Use these exact questions

01 Scenario A: A course is requested after repeated service errors. What would our current arrangement actually allow us to do?

02 Scenario B: A future service requires skills that take several months to build. Which assumption, control or capability would be tested most?

03 Which action is useful in both scenarios, and what trigger would tell us to change the plan?

What this method cannot establish

A discussion, imagined response or action ranking is not evidence that the current practice is embedded. Keep current examples, hypothetical tests and proposed improvements in separate records.

Scope / table assignments / evidence to bring

TOOL 04 / FACILITATOR TIMETABLE

Running order / Scenario and decision-testing lab

180 minutes. Use the full questions on the preceding method page.

Minutes	Stage	What to do
00-15	Welcome and private ratings	Read the opening; mark the two cases as fictional and agree the diagnostic scope.
15-40	Agree current facts and assumptions	Separate facts about current practice from planning assumptions. Assign domain cards to tables.
40-75	Test scenario A	Read Q1 in full. Record which real controls and evidence support the proposed response.
75-110	Test scenario B	Read Q2 in full. Test the changed demand or exception without inventing current capability.
110-135	Compare robust choices and weak points	Ask Q3. Compare actions that remain useful and assumptions that require a trigger.
135-160	Review evidence and ratings	Use current work evidence for ratings; keep hypothetical performance separate.
160-180	Agree actions and change triggers	Name owners, resources, trigger measures and dates for checking current evidence.

Use one workshop for each batch of up to four dimensions: session 1: D01, D02, D03, D04; session 2: D05, D06, D07. Repeat or run parallel workshops for wider coverage; do not assume every attendee knows every dimension. Private starting and closing views are not maturity votes. Confirm levels later against the behaviour guide and checked evidence.

TOOL 04 / METHOD-SPECIFIC WORKING PAGE

Capture sheet / Scenario and decision-testing lab

Use with the corresponding exact questions and running order. Keep current work evidence separate from hypothetical tests, private views and action rankings.

Baseline facts and current controls - with evidence references

Scenario A: what the present arrangement would allow and its limits

Scenario B: which assumption, control or capability is tested

Action useful in both scenarios and the trade-off it creates

Trigger, measure and threshold for reopening the decision

Owner, resources and real-work evidence to obtain

TOOL 04 / PRINT OR DISPLAY / FULL FRAMEWORK

Dimension question cards

Full framework

D01 / Align

01 Which capability needs matter most for our current priorities?

02 Which current practice can we support with a real example? What is still an assumption?

03 What business and capability statement should precede approval?

> **Evidence to look for**
>
> Business outcome; work standard; learning request reason

Real example / contrary example

Possible action / evidence owner

Full framework

D02 / Anticipate

01 Which coming changes should we prepare people for before they become urgent?

02 Which current practice can we support with a real example? What is still an assumption?

03 What future-work scenario should reshape the learning priorities?

> **Evidence to look for**
>
> Future-work analysis; skill lead times; change and workforce plans

Real example / contrary example

Possible action / evidence owner

TOOL 04 / PRINT OR DISPLAY / FULL FRAMEWORK

Dimension question cards

Full framework

D03 / Assess

01 What evidence gives us a fair view of current capability?

02 Which current practice can we support with a real example? What is still an assumption?

03 What proportionate work sample would clarify the current capability?

> **Evidence to look for**
>
> Task standards; observations; work products; calibrated judgements

Real example / contrary example

Possible action / evidence owner

Full framework

D04 / Analyse

01 Where is training useful, and where would work design, tools or clearer expectations help more?

02 Which current practice can we support with a real example? What is still an assumption?

03 What small test could distinguish a learning need from an organisational barrier?

> **Evidence to look for**
>
> Cause analysis; workflow and resource checks; employee accounts

Real example / contrary example

Possible action / evidence owner

TOOL 04 / PRINT OR DISPLAY / FULL FRAMEWORK

Dimension question cards

Full framework

D05 / Agree

01 How do we choose what to support first when learning resources are limited?

02 Which current practice can we support with a real example? What is still an assumption?

03 What should be approved, deferred or changed in the response set of activities?

Evidence to look for

Prioritisation record; resource commitments; response alternatives

Real example / contrary example

Possible action / evidence owner

Full framework

D06 / Activate

01 Which practice opportunities and manager actions make learning useful after the event?

02 Which current practice can we support with a real example? What is still an assumption?

03 What supported assignment would turn learning into changed practice?

Evidence to look for

Practice plan; manager commitments; enabling changes

Real example / contrary example

Possible action / evidence owner

TOOL 04 / PRINT OR DISPLAY / FULL FRAMEWORK

Dimension question cards

Full framework

D07 / Assure

01 How do we distinguish a well-delivered course from improved work?

02 Which current practice can we support with a real example? What is still an assumption?

03 What review should decide whether to continue, adapt or stop the investment?

Evidence to look for

Baseline and application evidence; outcome review; renewal decisions

Real example / contrary example

Possible action / evidence owner

The table host's reminder

Capture different experiences, not only the most confident account. Mark what is a fact, an account, an assumption or an idea. Ask for the next evidence check and the person who can obtain it.

Keep private views private

Do not display named starting or closing ratings. A show of hands is not a maturity decision.

Unanswered question and next step

REUSABLE WORKING PAGE

Bring the workshop evidence together

Do not report a workshop majority as the organisational level. Use the behaviour guides and confirmation rules after the event.

Method, route, dimensions and participant coverage

Current practice supported by a real example or record

Different accounts, contradictions and missing perspectives

Hypothetical findings and action ideas - kept separate

Private views received and evidence needed for later confirmation

Owned action, resources, communication and next review

INTERPRETATION / BEHAVIOURAL GUIDES

Interpret the profile constructively

Start with the pattern, not a verdict

Read the dimension results alongside the scope, period, eligible base and differences in experience. A survey signal identifies an area to understand; the behaviour guide provides a separate judgement about demonstrated practice.

Use the exact guide

Each following page contains all eight printed indicators: two at each of the four levels. Apply the full evidence rules, beginning with the lower requirements. Do not select only the most flattering sentence.

Confirm or keep provisional

A single perspective may provide a useful provisional view. Confirmation needs another relevant perspective and a record or observation. Leave material contradictions unresolved until the evidence can explain them.

Respond to a lower level

Choose the next printed move, identify who controls the relevant practice and agree what support is needed. A low result should create a useful development conversation, not a judgement about the worth of the people involved.

Do not hide a serious issue in an average

Deal with a relevant serious unresolved concern through the agreed protected route. It prevents confirmation of Performing or Sustaining in the affected dimension, even where other evidence is positive.

> **Framework-specific caution**
>
> A development need is not always a course need. Check whether the person has a clear standard, time, tools, opportunity and feedback before prescribing learning.

Priority dimension and reason

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D01 / Align

Linking learning needs to important work.

Level	Both printed indicators at this level
1 / Foundational	1. The plan is mainly a list of requested courses. 2. The business need is unclear.
2 / Developing	1. A learning request names the work that should improve. 2. A business owner confirms why that improvement matters.
3 / Performing	1. Learning priorities connect to agreed business and service needs. 2. Investment decisions use the importance of the capability gap.
4 / Sustaining	1. Leaders review whether learning priorities still fit the business. 2. Results from earlier learning inform new investment choices.

NEXT-LEVEL MOVES

1 to 2 / Take one course request and write the work improvement it should support.

2 to 3 / Rank learning needs by their link to important work rather than request volume.

3 to 4 / Review completed learning against the original need and use the lesson in the next plan.

Evidence: Business outcome; work standard; learning request reason.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D02 / Anticipate

Looking ahead at learning needs.

Level	Both printed indicators at this level
1 / Foundational	1. Learning focuses only on current requests. 2. Future skill changes are noticed late.
2 / Developing	1. A team identifies a likely change in future work. 2. It names the skills that change may require.
3 / Performing	1. Planning compares different future needs and learning lead times. 2. Managers prepare development before a critical gap appears.
4 / Sustaining	1. Forecast learning needs are reviewed against actual change. 2. The plan adapts when future work develops differently.

NEXT-LEVEL MOVES

1 to 2 / Identify one likely work change and the skill preparation it will require.

2 to 3 / Add learning lead times to the workforce or business planning discussion.

3 to 4 / Compare earlier forecasts with actual work changes and update the next learning plan.

Evidence: Future-work analysis; skill lead times; change and workforce plans.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D03 / Assess

Understanding the current skill position.

Level	Both printed indicators at this level
1 / Foundational	1. Ratings rely mainly on confidence or reputation. 2. Required standards are unclear.
2 / Developing	1. A task has a clear expected standard. 2. Current capability is checked with a relevant work example.
3 / Performing	1. Assessment uses appropriate evidence across important role requirements. 2. Managers distinguish lack of skill from lack of opportunity to demonstrate it.
4 / Sustaining	1. The organisation reviews the usefulness of capability evidence. 2. It updates standards or methods when the work changes.

NEXT-LEVEL MOVES

1 to 2 / Choose one important task and compare a work sample with an agreed standard.

2 to 3 / Use consistent evidence rules across the role group and record uncertainty.

3 to 4 / Review whether the assessment helped target learning and improve weak evidence methods.

Evidence: Task standards; observations; work products; calibrated judgements.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D04 / Analyse

Finding the real reason for a performance gap.

Level	Both printed indicators at this level
1 / Foundational	1. Training is prescribed before causes are examined. 2. Other work barriers remain unchanged.
2 / Developing	1. The team checks skills alongside tools, time and expectations. 2. It identifies the most plausible reason for a priority gap.
3 / Performing	1. Diagnosis considers more than one explanation using work evidence. 2. Learning is chosen only where a skill or knowledge need is supported.
4 / Sustaining	1. The team checks whether the chosen response addressed the cause. 2. It revises the diagnosis when results do not improve.

NEXT-LEVEL MOVES

1 to 2 / Examine one gap under four headings: skill, expectations, tools and available time.

2 to 3 / Agree a combined learning and work-improvement response where both are needed.

3 to 4 / Review the result and change the diagnosis rather than simply repeating the same course.

Evidence: Cause analysis; workflow and resource checks; employee accounts.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D05 / Agree

Agreeing a realistic and valuable learning plan.

Level	Both printed indicators at this level
1 / Foundational	1. Requests compete without common priorities. 2. Time and support for application are not agreed.
2 / Developing	1. A priority has an owner, resource decision and intended work result. 2. The manager agrees time for participation and practice.
3 / Performing	1. The portfolio balances importance, urgency and ability to apply learning. 2. Decisions to defer or use another response are explained.
4 / Sustaining	1. Leaders review which investments produced useful application. 2. They adjust priorities and resources using that evidence.

NEXT-LEVEL MOVES

1 to 2 / Agree the cost, manager support and work outcome for one priority learning need.

2 to 3 / Compare competing needs using business importance and practical readiness to apply learning.

3 to 4 / Review application results and redirect funding from weak or unsupported activity.

Evidence: Prioritisation record; resource commitments; response alternatives.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D06 / Activate

Supporting learning and workplace application.

Level	Both printed indicators at this level
1 / Foundational	1. Learning ends at attendance. 2. Employees have no planned opportunity or support to practise.
2 / Developing	1. A learner has a relevant practice task. 2. A manager or colleague provides feedback.
3 / Performing	1. Practice, support and review are built into the learning plan. 2. Work barriers that prevent application are addressed.
4 / Sustaining	1. Application is reviewed over time. 2. The organisation improves the learning and support process using what happened.

NEXT-LEVEL MOVES

1 to 2 / Agree a real task where the learner can practise within the next month.

2 to 3 / Give the manager a clear feedback role and remove one barrier to application.

3 to 4 / Review sustained use and strengthen the practice or support that made the difference.

Evidence: Practice plan; manager commitments; enabling changes.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

FOUR-LEVEL BEHAVIOUR GUIDE / FULL FRAMEWORK

D07 / Assure

Checking application and useful impact.

Level	Both printed indicators at this level
1 / Foundational	1. Evaluation stops at attendance or satisfaction. 2. Work application is not reviewed.
2 / Developing	1. A learning activity has a defined application measure. 2. A starting position and review date are recorded.
3 / Performing	1. Reviews use work evidence and manager or learner accounts. 2. They separate learning delivery from changed capability and wider results.
4 / Sustaining	1. Findings guide decisions to continue, adapt or stop provision. 2. Other reasons for changed performance are considered.

NEXT-LEVEL MOVES

1 to 2 / Add one observable work-application measure to the learning plan.

2 to 3 / Review the starting position and later work with the learner and manager.

3 to 4 / Use the review to improve the next intervention and avoid overstating its contribution.

Evidence: Baseline and application evidence; outcome review; renewal decisions.

Apply the shared evidence rules. L2 needs both checks and a real operating example. L3 adds the case-consistency rule. L4 adds sustained reviews. Confirm with a second perspective AND a record or observation. Missing or materially conflicting evidence stays Not yet confirmed.

Level: _____ Confirmed / Provisional / Not yet confirmed Evidence reference: _____

Indicator evidence / contrary example	Next action / owner / review date

NEXT-LEVEL DEVELOPMENT / DIMENSION-SPECIFIC

Help the practice move forward

D01

Align

Foundational to Developing

Take one course request and write the work improvement it should support.

Review against: A learning request names the work that should improve. A business owner confirms why that improvement matters.

Developing to Performing

Rank learning needs by their link to important work rather than request volume.

Review against: Learning priorities connect to agreed business and service needs. Investment decisions use the importance of the capability gap.

Performing to Sustaining

Review completed learning against the original need and use the lesson in the next plan.

Review against: Leaders review whether learning priorities still fit the business. Results from earlier learning inform new investment choices.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

D02

Anticipate

Foundational to Developing

Identify one likely work change and the skill preparation it will require.

Review against: A team identifies a likely change in future work. It names the skills that change may require.

Developing to Performing

Add learning lead times to the workforce or business planning discussion.

Review against: Planning compares different future needs and learning lead times. Managers prepare development before a critical gap appears.

Performing to Sustaining

Compare earlier forecasts with actual work changes and update the next learning plan.

Review against: Forecast learning needs are reviewed against actual change. The plan adapts when future work develops differently.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

NEXT-LEVEL DEVELOPMENT / DIMENSION-SPECIFIC

Help the practice move forward

D03

Assess

Foundational to Developing

Choose one important task and compare a work sample with an agreed standard.

Review against: A task has a clear expected standard. Current capability is checked with a relevant work example.

Developing to Performing

Use consistent evidence rules across the role group and record uncertainty.

Review against: Assessment uses appropriate evidence across important role requirements. Managers distinguish lack of skill from lack of opportunity to demonstrate it.

Performing to Sustaining

Review whether the assessment helped target learning and improve weak evidence methods.

Review against: The organisation reviews the usefulness of capability evidence. It updates standards or methods when the work changes.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

D04

Analyse

Foundational to Developing

Examine one gap under four headings: skill, expectations, tools and available time.

Review against: The team checks skills alongside tools, time and expectations. It identifies the most plausible reason for a priority gap.

Developing to Performing

Agree a combined learning and work-improvement response where both are needed.

Review against: Diagnosis considers more than one explanation using work evidence. Learning is chosen only where a skill or knowledge need is supported.

Performing to Sustaining

Review the result and change the diagnosis rather than simply repeating the same course.

Review against: The team checks whether the chosen response addressed the cause. It revises the diagnosis when results do not improve.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

NEXT-LEVEL DEVELOPMENT / DIMENSION-SPECIFIC

Help the practice move forward

D05

Agree

Foundational to Developing

Agree the cost, manager support and work outcome for one priority learning need.

Review against: A priority has an owner, resource decision and intended work result. The manager agrees time for participation and practice.

Developing to Performing

Compare competing needs using business importance and practical readiness to apply learning.

Review against: The portfolio balances importance, urgency and ability to apply learning. Decisions to defer or use another response are explained.

Performing to Sustaining

Review application results and redirect funding from weak or unsupported activity.

Review against: Leaders review which investments produced useful application. They adjust priorities and resources using that evidence.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

D06

Activate

Foundational to Developing

Agree a real task where the learner can practise within the next month.

Review against: A learner has a relevant practice task. A manager or colleague provides feedback.

Developing to Performing

Give the manager a clear feedback role and remove one barrier to application.

Review against: Practice, support and review are built into the learning plan. Work barriers that prevent application are addressed.

Performing to Sustaining

Review sustained use and strengthen the practice or support that made the difference.

Review against: Application is reviewed over time. The organisation improves the learning and support process using what happened.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

NEXT-LEVEL DEVELOPMENT / DIMENSION-SPECIFIC

Help the practice move forward

D07

Assure

Foundational to Developing

Add one observable work-application measure to the learning plan.

Review against: A learning activity has a defined application measure. A starting position and review date are recorded.

Developing to Performing

Review the starting position and later work with the learner and manager.

Review against: Reviews use work evidence and manager or learner accounts. They separate learning delivery from changed capability and wider results.

Performing to Sustaining

Use the review to improve the next intervention and avoid overstating its contribution.

Review against: Findings guide decisions to continue, adapt or stop provision. Other reasons for changed performance are considered.

> **Make support explicit**
>
> Name the owner, protected time, access or authority needed. Collect a real example and review whether the next row is supported; completion of the action alone does not award a higher level.

Choose a manageable experiment

The fictional Harbour Services asks for a communication course after repeated scheduling errors. Reviewers discover that some errors concern missing task knowledge, while others arise because changes arrive after the daily cut-off. The diagnostic separates a learning need from a workflow issue.

Keep the response within scope

A development need is not always a course need. Check whether the person has a clear standard, time, tools, opportunity and feedback before prescribing learning.

Owner / resources / review date

SUPPLEMENTARY FRAMEWORK CHECKS

Use the additional model checks

Questions for related decisions

The following questions retain the framework depth checks from the master directory. They help you examine the stages, standards, lenses or safeguards associated with this model without turning every feature into a survey scale.

Four response statuses

Ready: the relevant evidence supports proceeding within the agreed scope. Needs work: a specific gap needs an owned action. Not enough evidence: a decision cannot yet be supported. Not relevant: the check is outside scope, with the reason recorded.

> **No extra points**
>
> Do not add these statuses to a dimension mean or ordinal level. A failed safeguard can constrain a decision even where survey results are favourable.

Keep the model relationships clear

Four lenses locate the need at Enterprise, Function and process, Role and team, and Individual levels. The seven As form the DIR-2.0 diagnostic profile. The website also describes a separate five-level TNA maturity map; its labels are not converted into the four companion organisational levels used here.

A practical sequence

Ask the exact question. Record the evidence reference, relevant contradiction and reviewer. Decide the status, then name the next evidence check or action. State who has authority to make the related approval decision.

Decision / applicable checks / reviewer

EXACT SUPPLEMENTARY QUESTIONS / NOT SCORE POINTS

Four diagnostic lenses

Do not average these lenses: they are levels of inquiry, not four scales. Move between them to avoid blaming an individual for a process-level constraint.

Check	Ask exactly	Look for	Record status
Enterprise	Which strategic capability is at risk, and what business outcome depends on it?	Strategy-to-capability requirement.	Ready Needs work Not enough evidence Not relevant
Function and process	Where does an end-to-end workflow reveal capability or enabling-condition gaps?	Process evidence and cross-functional dependencies.	Ready Needs work Not enough evidence Not relevant
Role and team	Which task standards, team contributions or shared skills require improvement?	Role/task standards and team work evidence.	Ready Needs work Not enough evidence Not relevant
Individual	What has this person demonstrated against the relevant standard, with what opportunity and support?	Proportionate private work evidence and development agreement.	Ready Needs work Not enough evidence Not relevant

Evidence reference / reviewer / action owner / due date: _____

RESULTS WORKSHEET

Your results and next-step profile

Full framework. Keep survey and behaviour judgements in separate columns. Mark a missing or unsafe-to-report result rather than inventing a value.

Dimension	Survey signal	Behaviour level / status	Evidence, limitation and next action
D01 / Align	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	
D02 / Anticipate	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	
D03 / Assess	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	
D04 / Analyse	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	
D05 / Agree	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	
D06 / Activate	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	
D07 / Assure	Mean: _____ Eligible n: _____	1 / 2 / 3 / 4 Status: _____	

Do not average behaviour levels. Any optional conservative headline uses the lowest confirmed required dimension in the agreed route.

REPORTING / WORKED EVIDENCE JUDGEMENT

A worked interpretation, not just a score

FICTIONAL PRACTITIONER EXAMPLE

The fictional Harbour Services asks for a communication course after repeated scheduling errors. Reviewers discover that some errors concern missing task knowledge, while others arise because changes arrive after the daily cut-off. The diagnostic separates a learning need from a workflow issue.

Focus dimension

D01 / Align

Evidence available in this illustration

The reviewer has one recent operating example supporting both Developing indicators: A learning request names the work that should improve. A business owner confirms why that improvement matters.

A second relevant perspective and an appropriate record confirm that account. In the latest five relevant cases, both Performing indicators hold in only two. The evidence does not meet the four-of-five rule.

The supported conclusion

Developing / Confirmed is supported for this fictional dimension, assuming no material unresolved contradiction. Performing is not supported. Do not describe the whole framework as Developing when only one dimension has been reviewed.

The next useful action

Rank learning needs by their link to important work rather than request volume.

What to check next

Collect the relevant case evidence against both Performing indicators: Learning priorities connect to agreed business and service needs. Investment decisions use the importance of the capability gap.

> **Why the distinction matters**
>
> An action completed, an enthusiastic workshop or a favourable survey signal does not itself satisfy the behavioural evidence rule.

SENSE-MAKING / ALTERNATIVE EXPLANATIONS

Test the explanation before choosing the response

A plausible alternative

Poor performance may reflect tools, workflow, unclear standards or incentives even when a genuine learning need also exists.

What might change the conclusion?

Look for a recent case that does not fit the main explanation. Check whether the population, task, opportunity or period differs. Record the limitation rather than force all evidence into one story.

Ask the decision owner

Is learning the appropriate response to this work gap, and what application support must accompany it?

Main explanation / rival explanation

Make the interpretation readable

Use a short statement of what was observed, where it was observed and why it matters for the agreed decision. Name the evidence source, a relevant limitation and the next action. Avoid labelling people or claiming a cause the design cannot establish.

> **Framework-specific watchpoint**
>
> A development need is not always a course need. Check whether the person has a clear standard, time, tools, opportunity and feedback before prescribing learning.

A useful report sentence

Within the agreed scope and period, we found [specific practice]. This is supported by [evidence] and limited by [gap or difference]. We recommend [action] with [owner], then review [observable change] by [date].

Evidence needed before a stronger claim

FEEDBACK / READ-ALOUD FACILITATION

Run the feedback conversation

Suggested 75-minute standalone feedback meeting. Extend the discussion when the evidence is contested; do not force a decision to keep to time.

Minutes	Read or ask	Record
00-10	"We are reviewing practices, not judging people. Let us check the scope, the evidence and what remains uncertain."	Scope and limits confirmed.
10-25	"Which parts of this profile match your experience? Where do you see something different?"	Agreement, contrary examples and missing perspectives.
25-40	"What explanation best fits the evidence? What other explanation should we test before deciding?"	Main and rival explanations.
40-55	"Which improvement matters most, and who has the authority and support to deliver it?"	One to three proportionate priorities.
55-65	"What would the next level look like in real work, and what evidence will we review?"	Indicators, cases and practical support.
65-75	"What will we tell participants, when will we review progress, and what remains open?"	Owners, feedback date and unresolved decisions.

REUSABLE WORKING PAGE

Agree an action that can be delivered

Use the next-level action printed for the dimension. Adapt implementation to the organisation, but do not award the next level until the actual evidence rule is met.

Priority dimension, current supported level and reason for acting

Specific next-level move and observable practice to establish

Owner with authority, supporting people and practical resources

First real-work test, relevant cases and safeguards

Evidence, review date and criterion for continuing or adapting

What participants will be told, by whom and when

FOLLOW-THROUGH AND REASSESSMENT

Review progress and keep the learning

Before the first review

Check whether the agreed action has an owner, time, access and authority. Ask what has changed in practice, not only whether a document or event has been completed.

At the review

Use the same dimension definitions and comparable work scope. Review ordinary cases and exceptions. Record both improvement and any condition that has made the original plan less suitable.

If a survey is repeated

Keep the item version, response labels, route and reporting base comparable. Explain changes in population, timing or participation. A different score is not automatically evidence that the action caused the change.

If the result is still low

Ask whether the action addressed the right explanation and whether its operating conditions were provided. Narrow the test or change the response where the evidence supports that decision. A missed target is information to learn from, not a reason to change the scoring boundary.

If the practice has improved

Confirm the next row only when its indicators and evidence rule are supported. Sustaining needs two reviews at least 28 days apart, continued use and a reasoned decision to continue or change.

> **Close the listening loop**
>
> Tell participants what was heard, what was decided, what changed and what remains unresolved. Explain a decision not to act rather than letting silence look like inattention.

REFERENCE / PLAIN LANGUAGE

Plain-language glossary

Term	Meaning in this manual
Proficiency	The demonstrated ability to perform relevant work to the required standard.
Gap diagnosis	An explanation of the difference between required and current performance.
Workplace application	Use of learning in the work it was intended to improve.
Non-learning barrier	A condition that training alone will not resolve.
Survey signal	A descriptive numerical band from the questionnaire, not a confirmed behaviour level.
Provisional	A working view that has not yet met the confirmation requirements.
Not yet confirmed	An evidence status used when a complete level cannot be supported.
Eligible response base	People who meet the required item completeness for the reported dimension.
Contrary example	Relevant evidence that challenges the main interpretation.
Controlled version	A recorded set of wording, response scales, ordering and scoring rules.

SOURCE REGISTER / VERSION CONTROL

Sources, links and instrument control

1 / Approved presentation template

HR Strategy Diagnostic Manual, 85-page standalone edition approved in this conversation. Its sequence, typography, dual-column reading pages and practical working-page approach govern this series.

2 / Retained diagnostic source

HR Delivery Framework Diagnostics Rebuilt Edition 2, 983 pages, DIR-2.0 / en-plain-2.0. Training Needs Analysis Framework: source master pages 406-435. The associated controlled JSON bank supplies exact items, question cards, indicators, moves and mixed orders.

3 / Framework Directory

HR Delivery - Framework Directory, Draft 1 / October 2026, 46 pages. This framework is on page 25. The original artwork is retained without changed labels or proportions.

4 / Live HR Delivery framework

https://hr.delivery/hr-delivery/training-needs-framework

Framework name, main architecture and links checked against the live framework page for this series on 10 October 2026. The supplied directory remains the local artwork and explanatory source; the current downloadable file was not byte-compared.

5 / Branding source

HR Delivery Branding Pack, Version 2.0 / 28 September 2026. Original logo artwork, navy/teal palette, Montserrat headings and Source Sans 3 body type are retained.

What is new in this manual

The foreword draft, expanded teaching commentary, fictional case, completed example, extra capture sheets and implementation explanations are standalone practitioner additions. They are not new assessment validation evidence.

> **Source distinctions**
>
> Four lenses locate the need at Enterprise, Function and process, Role and team, and Individual levels. The seven As form the DIR-2.0 diagnostic profile. The website also describes a separate five-level TNA maturity map; its labels are not converted into the four companion organisational levels used here.

METHOD SOURCES AND LIMITS

Large-group method references

These links identify the method references recorded in the source master. This series expands the working materials; it does not claim a licence, certification or fresh verification of every external method page.

Method	Reference recorded in the master	Use boundary
Evidence gallery walk	https://serc.carleton.edu/introgeo/gallerywalk/what.html	Retained DIR-2.0 practitioner adaptation. Use the exact local questions and timetable; method choice does not validate a maturity score.
Parallel Nominal Group Technique	https://stacks.cdc.gov/view/cdc/24407/cdc_24407_DS1.pdf	Retained DIR-2.0 practitioner adaptation. Use the exact local questions and timetable; method choice does not validate a maturity score.
Scenario and decision-testing lab	https://www.shell.com/news-and-insights/scenarios/what-are-shell-scenarios.html	Retained DIR-2.0 practitioner adaptation. Use the exact local questions and timetable; method choice does not validate a maturity score.

Framework page: https://hr.delivery/hr-delivery/training-needs-framework

LOCAL RELEASE CHECK

Check the manual before local use

This is a reusable practitioner manual, not a certification of a local diagnostic project. The project owner still needs to approve its scope, safeguards and intended use.

Check	What to verify
Framework and scope	Correct framework, dimension names, route, unit and reference period.
Interview and focus group	35 interview questions and 28 distinct focus-group questions retained.
Participant surveys	28 unique items retained across the route(s); both structured and fixed mixed-order forms included.
Behaviour criteria	56 indicators and 21 next-level moves retained; exact evidence rules printed.
Large-group work	All three source method question sets and timetables, plus dimension cards and method-specific capture pages.
Publication status	Foreword draft marked for approval; fictional material and source boundaries explicit.
Practical review	Confirm local suitability, access, language comprehension, privacy and authorised use before fieldwork.

Retained instrument: DIR-2.0 / en-plain-2.0. Standalone edition: TNAF-M1.0 / October 2026.

HR DELIVERY

Making Sure HR Delivers

Understand.
Decide.
Improve.

Find the real capability need before choosing a learning response.

Making Sure HR Delivers

hr.delivery

TNAF-M1.0 / October 2026

For responsible practitioner use / Foreword draft subject to approval