Designing Training Needs Analysis Procedures and Instruments for Banco Santander Chile

Track: Human Resource Management

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Abstract

Training Needs Analysis process (TNA) is essential for identifying problems with organizational performance and possible causes. Despite the fact that the banking sector is important for economic growth, its implementation in the industry has lacked research. This investigation takes a case study approach, seeking to identify how this procedure is applied in Banco Santander Chile. An improved TNA is suggested, taking the proposals of authors such as Stone (2009), and adjusting them to the banking industry. Specifically, a new TNA is offered combining resource optimization and data intelligence, improving connections between training needs and business priorities with optimal organizational performance.

1. Introduction

Organizations around the world are increasingly facing highly competitive, globalized and uncertain environments (Kotter and Schlesinger, 2008; Van de Ven and Poole, 2005). In the banking sector, current challenges are fundamentally rooted in growing demands made by the public and the regulatory environment (Pérez, 2014; Sutton & Jenkins, 2007). This is in addition to the rise in competitors that are not part of the banking industry, yet offer financial services that banks usually provide (Langley, 2016; Sutton & Jenkins, 2007). The ability of banking entities to successfully deal with these challenges has become essential, especially considering the high impact these institutions have on economic development (Aldrich, Dietz, Clark & Hamilton, 2015; Álvarez & Jara, 2016; Monnin & Jokipii, 2010; Petkovski & Kjosevski, 2014). In response to these challenges, banking entities must combine substantial financial capital with human capital highly qualified in both knowledge and abilities (Aldrich et al., 2015).

Therefore, the decisions and policies taken in human resource departments (HR) with regards to managing human capital contributes to an organization's viability and the creation of competitive advantages (Aldrich et al., 2015; Ubeda, Sabater & García, 2013). Specifically, training processes play a central role in carrying out organizational objectives through improvements in individual and organizational performance (Salas & Stagl, 2009; Spitzer & Conway, 2002; Rothwell & Kazanas, 2008). They improve the knowledge, abilities and dispositions required of employees in order to bring a company's strategy to life (Ubeda et al., 2013) and increase productivity, work quality, motivation and workplace satisfaction (Niazi, 2011). This is why upper management expects investments in training to translate into improved performance and company results (Ubeda et al., 2013).

However, many organizations have a difficult time ensuring that their HR practices are effective. These practices tend to be short-term or may not even exist in some companies (Adbullah, 2009). A large part of training programs are not backed up by empirical evidence that affirms the results will be effectively linked to the organizational goals (Briner & Rousseau, 2011; Rousseau & Barends, 2011). This calls into the doubt the way in which training processes are studied, designed, executed and assessed as well as the value they provide to the organization (Kirkpatrick & Kirkpatrick, 2010). This means that the investment is often done blindly and is therefore likely to be a waste of resources (McArdle, 2010; Stone, 2009).

In order to prevent this, the Training Needs Analysis (TNA) process is essential for identifying performance problems and recognizing their causes (Rothwell & Kazanas, 2008), determining if there is a gap in performance, who and how is affected and what results are meant to be achieved through training activities (McArdle, 2010; Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012). Therefore, the efficacy of subsequent stages (design, implementation and assessment) of all training programs depend on these activities (Rothwell & Kazanas, 2008; Salas et al., 2012), and requires the collaboration of various stakeholders to ensure that they result in an effective learning solution (Salas & Stagl, 2009). Research has shown the positive impact of implementing this stage in factors such as productivity and financial performance (Ubeda et al., 2013) and strategic positioning of organizational change efforts (Reed & Vakola, 2006).

However, the TNA is not exempt from difficulties. Systematic reviews such as those done by Salas et al. (2012) give evidence that organizations generally do not execute sufficiently robust TNA processes or that they replace this type of data collection with employee surveys about what type of training they want or need, assuming that they will assist the completion of organizational objectives. Furthermore, the models tend to offer one-size-fits-all recommendations, formulating a set of general practices that will not be practical for all organizations (Ripamonti & Scaratti, 2011; Ubeda et al., 2013).

The above problems are also found in the financial sector, meaning many HR departments are perceived as out of step with the current challenges facing the sector and may result in being underestimated or disregarded from strategic decision-making processes altogether (Aldrich et al., 2015). These difficulties are magnified when it comes to training. There is scant evidence showing how a

TNA is carried out in the financial industry at a global or local level. While there are some approximations in the Asian financial context (Ferdous & Razzak, 2012; Sultana, Mohaimen & Ferdous, 2011), no specific tools utilized by the banks in their individual situations are described that can uncover training needs that will support the accomplishment of the strategic goals.

In light of the foregoing, this research encompasses two objectives:

- To identify the practices, procedures and data employed by training professionals at Banco Santander Chile when carrying out the TNA process with internal clients.
- To formulate an appropriate, contextualized TNA proposal for Banco Santander Chile using a strategic alignment approach that describes the relevant actors, inputs, analysis and outputs to consider that can be obtained by the training professionals to facilitate a logical and rational investment of the training budget.

2. The Banco Santander Chile Context

Banco Santander Chile is a Spanish banking institution that manages 49,992 millions of USD in assets with a return on equity that is higher than the average of its competitors (Banco Santander Chile, 2015). Recognized as the top bank in Chile in 2015 (op. cit.), it is the best in terms of capital and market participation, with 17.7% in total investments, 29.9% of credit card lending, 21.9% and 20.7% in consumer credit and mortgage lending respectively (Feller Rate, 2016). It has 11,723 employees (Banco Santander Chile, 2015).

The company's training division is tasked with handling the training needs of all of its banking departments, and is run by one assistant manager and four training specialists. Its stated goal is: "*to improve the performance of employees by strengthening their competencies (skills, attitudes and knowledge) in order to increase productivity and development*". Based on this goal, 646 courses (600 in person and 46 e-learning) were held in 2014. This results in an average of 46 training hours per employee with a total investment for the year of 5,538,833 USD. This sum increased to 5,940,516 USD in 2015.

However, there are no standardized procedures that align training with organizational goals. This means that the specialists make needs assessments without having a standardized methodology that considers the key actors, inputs and outputs that are relevant to the process. This result in the TNA quality being subject to a high degree of variability in the criteria and practices preferred by each specialist when it comes to assessing the training needs of their clients.

This impacts the optimal performance of individuals, teams and the organization overall.

3. Literature review

3.1. Organizational strategy and strategic initiatives

High performing organizations are governed by strategic goals that are also connected to critical processes, technology, personnel, and the organizational climate and culture needed to carry out the strategy (Kaplan & Norton, 2000). Hence, the organizational practices will be strategic when aligned with one or more stated objectives and are designed to close a performance gap (Kaplan & Norton, 2008). This also applies to HR initiatives. Authors such as Rainieri (2001) point out "high impact HR tools", interventions "*designed to improve efficiency, productivity and employee flexibility upon implementation*" (p.7). Similarly, Boxall (2003) stresses that HR has a lot to offer as a source of competitive advantages as the nexus between the corporate strategy and work systems. This means that training activities can be considered as strategic initiatives, given that their primary goal is to close performance gaps that affect the execution of stated goals (Barbazette, 2006; McArdle, 2010; Rothwell & Kazanas, 2008; Stone, 2009; Salas & Stagl, 2009).

3.2. Training Needs Analysis Models

The TNA is the first phase of the training models. It is the process that seeks to determine if there is a performance problem, who is affected by the gap, how they are affected and which goals of the training initiative are intended to deal with it (Lawson, 2006; McArdle, 2010; Rothwell & Kazanas, 2008). It also addresses the scope and content, the involvement of the Line Managers and the relevant indicators for the assessment phase of the training program (Lawson, 2006).

For the stages of this process, Barbazette (2006) suggests an information-gathering phase followed by an analysis that includes relevant stakeholders and the creation of a training plan that seeks to close the performance gap. Lee, Altschuld and White (2007) suggest that the process include: defining the ideal status of the situation (standard), identifying the current status, quantifying the discrepancies between these two states, analyzing the cause of said discrepancies and establishing priorities.

A large part of the TNA models involve the aforementioned stages, even if some are designed in more detail than others. In light of this, various TNA concepts are integrated below, specifically the theories of Barbazette (2006), McArdle (2010), Rothwell & Kazanas (2008), Salas & Stagl (2009) and Stone (2009).

3.2.1. Planning a preliminary data collection phase

An initial meeting with the respective management is needed in order to ensure their participation and support, as well as to arrive at an agreement concerning the detected performance gap (McArdle, 2010; Rothwell & Kazanas, 2008). The type of data to collect should be established beforehand, ensuring that the request is pertinent to any performance gaps (McArdle, 2010). Rothwell and Kazanas (2008) suggest the creation of a TNA plan that responds to seven factors: objectives, target audience, participant survey procedures, data collection methods, specifications for instruments and protocol, data analysis methods and decisions to make based upon the gathered information. Additionally, the TNA process must respond to five basic questions: Why (what is the performance gap and what business need is it linked to); Who (which employees are affected); How (what is the best way to handle the gap); What (what is the standard to be reached or the impact level on the business indicators); When (when would it be best to launch the training program) (Barbazette, 2006).

3.2.2. Analyze collected data

Using the collected data, it is fundamental to ensure that there truly is an organizational need and whether or not it can be handled with training. From there, the expectations and concrete goals of the intervention are established (Salas & Stagl, 2009). Data analysis is done using three subprocesses (McArdle, 2010): analysis of goals (identify the organizational goals and performance indicators), organizational analysis (identifying information on organizational strategy, productivity, etc.) and job analysis (identify data on a specific job and associated duties to verify if the performance gap stems from its execution).

3.2.3. Developing a data collection results and training plan presentation

Once the information is gathered and analyzed, the preliminary results must be validated with all stakeholders, explaining that three indicators were used to measure individual or organizational performance: fundamental competencies required by the company, characteristics of the individuals, team or area and the gap to be closed (McArdle, 2010). Stone's (2009) proposal called a situational needs assessment, broken down in five steps is also relevant:

i. Establish the scope of the project and use six signs to select the assessment strategy: make first contact with the counterparty and identify the reason for the request (deficiencies in business results or in performance, new skills or knowledge required, changes to policies, processes, products, strategy, technology or services, business opportunities to strengthen with training, new regulations or certifications).

ii. Conduct a detailed study and analysis, and recognize alternative solutions, which helps identify the desired performance level and verifies the reason for the gap.
iii. Carry out a situational risk analysis, examining what the likelihood is that participants will apply what they've learned to their jobs.
iv. Propose a training plan and negotiate a performance alignment contract and link it to the organizational needs.
v. Decide to implement the initiative or to undertake the process once more.

4. Methodology

This study is a descriptive exploration. Based on the described theoretical proposals, it analyzes the rarely researched phenomenon of TNA practices used by banking institutions while it also seeks to uncover key elements that may affect the institutions (Martínez, 2006). A case study approach was used to collect, analyze and present the data, and is understood as "*an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident*" (Yin, 2003, p.13). This method was chosen for three reasons. Firstly, in order to identify the practices and data used by the training specialists, it is fundamental to consider the conditions that have an impact on these activities and those that may enable or restrict their implementation, and this factor is part of the technique (Yin, 2003). Secondly, it permits multiple sources of information, intermingling quantitative and qualitative data that gives greater depth to the study's conclusions (Woodside, 2010; Yin, 2003). Thirdly, the case study can lead the research using a theoretical framework analyzed beforehand, thus guiding the data collection and analytical processes (Woodside, 2010; Yin, 2003). In keeping with this, the primary information sources include:

- Eight semi-structured interviews with keys actors in the TNA process. Interviews were conducted with three training specialists and the assistant training manager, the organizational development (OD) analyst in charge of human resource management assessments (Performance, Bottom-up, Engagement), a business partner (BP), the training and OD manager and the HR manager.
- Observation as a participant and member of the training team.

The secondary data sources that were used include:

- Databases with evaluation results of human resource management for 2015 (Performance, Bottom-up, Engagement) in order to identify how this data could be integrated into the TNA proposal as a relevant input for human resource management.

- TNA process documents supplied by area specialists.

The interviews were analyzed using a thematic content analysis technique, dissecting the text into units and grouping them according to their similarities in function of the research goals (Vásquez, 1994). The files were examined using the organizational document analysis proposed by Anderson (2013). It involves comparing them, defining categories concerning the relevant themes of the study and producing a content chart. Table 1 describes the documents of the training department that were analyzed along with their primary contents.

Document	Primary contents
TNA 2007	TNA stages and training plan contents.
TNA 2008	TNA definition and goals, inputs prior to data collection with the client, contents and format of the training plan, date to conduct the TNA, subject matter to treat, follow-up activities.
TNA 2015: How does it work?	TNA stages and outcome data to collect in meetings with management (tools, knowledge and/or skills to develop).
TNA for the insurance department 2015	Synthesis of 2014 training, results of performance evaluations, TNA stages, available corporate training programs.
TNA mail 2015	Mail that informs various managers of the start of the TNA process. The document "TNA 2015: How does it work?" is attached, requesting that certain points be analyzed prior to the meeting that will be held.
Informational guide and TNA questions	Questions and items to collect in the interview with the line manager in the TNA meeting. Some of the information to be presented includes: a summary of the previous year's training, assessment indicators for human resource management, discrepancies per segment, HR indicators, (turnover, principal reasons for leaving), demographic team data.

Table 1. Analyzed documents and principal contents

Accessing the aforementioned documents is a key added value for this study. The author also serves as a training specialist at Banco Santander, facilitating access to files that are exclusively handled by professionals in this area specifically and in HR more generally.

5. Presenting the case

5.1. Thematic content analysis

Various categories and sub-categories were established based on information provided by the interviewees. The primary categories are presented below.

5.1.1. TNA process Inputs

Assessment of human resource management

The interviewees concur that the Performance, Bottom-up and Engagement Assessments are key inputs for the TNA. In accordance with the OD analyst, this area would provide the training professionals with the analysis resulting from these instruments, as well as a skills gap report. However, these reports are not systematically provided.

The training professionals point out that these assessments would enable a systematic analysis, improved resource optimization and improved validation with the line manager using core training concepts in each department. This is done along with detecting supervisory skills gaps of department heads using the Bottom-up Assessment, and general skills gaps using the Performance Assessment. These evaluations would facilitate the systematic analysis of performance gaps, identifying a performance standard (Barbazette, 2006; Rothwell & Kazanas, 2008). Nevertheless, since they are two dissimilar instruments, it is challenging to move from an analytical assessment to a systematic process.

Indicators and strategic focus for the client area

In order to guide the training plan proposal, all of the specialists, the assistant manager and the BP point out that it is important and strategic to prioritize management indicators that pertain to the client area, as long as adjustments are made to improve the performance gap detected by human resource management assessments. The specialists and assistant manager agree that the indicators that need attention are much clearer in certain departments (commercial areas), whereas in others there would be no clearly evident management metrics (support areas). This suggests a development approach focused on goal-based management.

The plan must be realistic in relation to its short and medium-term impact as well as consider other development tools in which training is not the most effective tool for improving performance.

Training budget

The training budgets for each department are set prior to the TNA process so that the HR professionals are clear about the realistic possibilities when designing the training plans. Budget assignment is done using the budget that each area has had in the past and modifying them when a given department should need more resources to reach the bank's goals. This allows the training professionals to pass the responsibility for prioritizing over to the division's management so that in the budget they can determine all of the issues and their appropriate valuation. They will also have to choose which interventions will not be done in order to comply with the budget.

In comparison with the industry in Chile overall, Banco Santander's training investment per employee is lower than the average (431 USD versus 611 USD) (Banco Santander Chile, 2016) despite having a competitive total budget with respect to its counterparts. However, generally speaking the total number of trained staff and the number of training hours per employee is greater equivalent[1].

Training activities conducted in the previous period

Two of the specialists list the entire set of training activities carried out in the client area throughout the previous year as a relevant input. This would help identify the areas that were invested in and imbue it with a medium-term training perspective. The impact and efficacy of training activities in the human resource management assessments and business indicators could be reviewed.

Organizational secondary data analysis

Using the analyzed documents (Table 1), it can be concluded that the TNA has been growing more complex and robust over time. It has gone from a vision focused on implementation without questioning the internal client requirements to one that specifies relevant inputs and outputs as well as the questions to pose to departmental management. It is important to emphasize that these are documents designed by some of the specialists, meaning their use is not interdepartmental. Therefore it is necessary to analyze which elements agree with and/or complement the information gathered in the interviews. At least in the most recent documents, it is possible to see that they are consistent in large part with the inputs and information found in the content analysis, especially the strategic goals and indicators, the budget, the assessment results and the training plan summary from the prior year.

Concerning additional factors that were not clarified in the interviews, the TNA process and training plan should focus on improving knowledge, skills and/or technical tools. One factor to consider in the TNA instrument proposal is that the above point be included in the suggested activities, thus defining beforehand which type of measures can be included in the training budgets and which can be left out (social events or recreational activities, etc.).

[1] Information asked to training managers from four large national and multinational banks

5.1.2. Comparison of analysis and collected information

The interviewees consider the validation of the HR professionals' recommendations by department managers to be important so that they can align themselves with the projects of the department and bank. In keeping with McArdle (2010), it is important to clearly explain that three indicators were used in formulating the recommendations for validations: (1) The skills required by the organization, whose gaps can be found using the assessments; (2) The characteristics of the participants, teams, positions, job families and the area in general; and (3) The gap or strategic focus to work on.

The specialists agree that another relevant actor to include in the TNA process is the business partner. The BP can provide important information with respect to the other organizational development factors to consider, thus clarifying the plan proposal. This concurs with what is formulated by Barbazette (2006) and Rothwell and Kazanas (2008) when proposing the importance of validation and consensus building between the various stakeholders in terms of the gaps to work on.

5.1.3. TNA process Outputs

Recommendations

Concerning the suggestions stemming from the data collection, one of the specialists and the departmental assistant manager point out that a number of training activity proposals can be laid out. Nevertheless, the TNA activity will be useful for the HR professionals to collect information on other organizational challenges such as workload share, remuneration, etc. This information will be shared with the manager or the business partner. It is essential for HR professionals to distinguish between these aspects and ensure that the proposal is more comprehensive and of greater utility as a result of encompassing not only the activities to encourage performance, but also those connected to other human resource management processes.

The outcomes that can be addressed through training should initially be preliminary as it is likely they will need modifications based on the validators (business partner and department manager) observations. In keeping with what is put forth by the assistant training manager and after merging the various inputs, the conclusions must be analyzed together with the internal client so they can determine which skills or knowledge sets should be improved to support the strategic challenges of the client's department.

Training plan

In accordance with the perspective of all of the specialists, the assistant training manager, the BP, the training manager, the OD and the HR manager, the training plan should be adjusted to the budget created for the management/division. They must rationally comingle the various inputs and work with the manager to prioritize the activities to implement. Again, the strategic goals and relevant indicators are central. They will be used to analyze the other data in order to strengthen the analysis. The assistant manager states that the plan should indicate the items to be addressed, the corresponding methodology (classroom courses, e-learning, internships, etc.), tentative dates for the recommended activities and the performance and learning goals. Incorporating all of the above may help the internal client understand which corrective measures to implement or dissuade them from holding a workshop or training course without first providing adequate reasoning for doing so. A model that includes these aspects must be made attractive to the managers by directly connecting the activities to the strategic goals.

The specialists and assistant manager agree that it is necessary to validate the proposed plan with the department manager who will help them decide if a given activity should be continued or not in accordance with the situation in their department or the new goals that may have arisen after the data collection. It may be useful to utilize some of the alignment factors devised by Stone (2009) for this validation for the purpose of working with the manager to demonstrate that the proposal responds to uncovered needs and goals. It may also serve to boost understanding and commitment concerning the true possibilities and limits of the plan. It would be important to validate with the division manager that: 1. The area results were identified and are the guiding aspects of the plan; 2. The proposed measures respond to the performance gap and the desired results for that area; 3. The format of these measures is effectively connected to their design, being the most appropriate for dealing with the uncovered gaps in performance and indicators (Stone, 2009).

6. TNA instrument proposal for Banco Santander Chile

Using the analyzed interviews, documents, databases with the assessment results for 2015 and the reviewed theoretical background information, a new TNA process is proposed that fits the current situation at Banco Santander and the objectives that this procedure should meet. Pertinent HR managers and assistant managers duly validated this process (Appendix 1). The principal elements of the tool are presented below. It includes the appropriate stages and sub-stages, specifically the data collection of inputs and presentation/validation of the training plan.

6.1. Input collection stage

Human resource management assessment results

According to the agreed upon assessment process, it is suggested that the OD assistant manager provide the training department with a comprehensive report for each one of its client departments. This report should have the perspective/profile outlined in Figure 1.

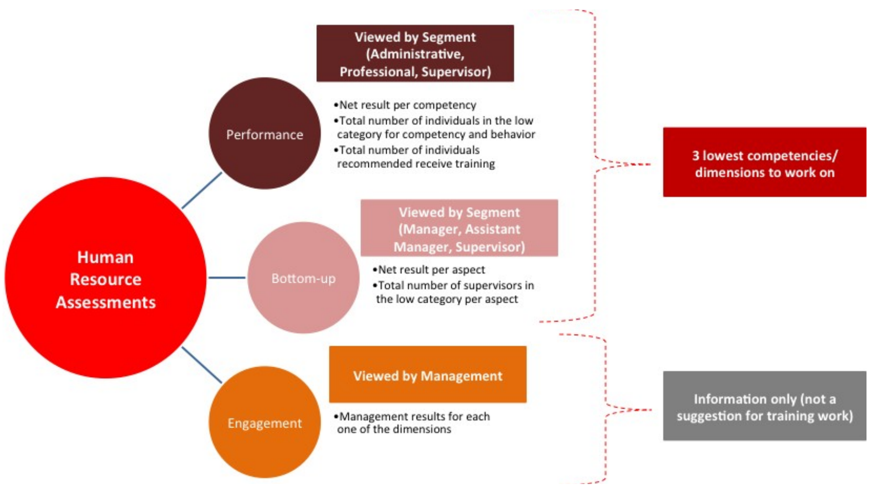

Figure 1. Explanatory framework of the collected data recorded in the TNA instrument on human resource management assessments

The HR professionals will have clear, standardized information on the results obtained in various bank departments. They will be able to easily visualize the net result and gaps for each competency/aspect looked at in the Performance and Bottom-up Assessments made by employees as well as in the aggregate according to hierarchy and functional area. This information is presented to the line manager who then includes additional people known to be in need of training. Lastly, the results of the Engagement Assessment are added to the report, although this information does not evaluate items that can be dealt with through training which means it will not form part of the training goals.

A group comprised of pertinent HR managers and assistant managers was established to determine which results should be focused on and what the training stage should address in terms of the lowest three competencies uncovered in the Performance and/or the Bottom-up Assessment. It is also important to systematically analyze whether or not all staff members identified as presenting gaps were important for determining if the training activities would have an impact on human resource management metrics, and to what degree the results in the following year would be improved for the selected competencies or aspects.

Guideline for data collection with key actors

In accordance with the TNA process proposal, once the assessment information and the report on the training plan from the previous year have been analyzed, it is important to hold a data collection meeting with the BP or personnel manager of the department. Guidelines have been drawn up to help align each actor with their discourse and knowledge about the present situation of each functional area of the bank. It also provides them with important information for predicting potential issues that the line manager may point out and to prepare possible responses in the event that the budget is constrained, the guidelines indicate that the issues cannot be handled through training or they do not respond to HR policies. The guidelines contain questions for advance investigation of the strategic goals and whether or not any training needs have been discovered over the course of the year along with the information source, or if there is any pertinent background information to consider prior to meeting with the line managers.

Once this information has been analyzed, the proposed training areas shall be validated together with the line manager. A guide for this purpose is proposed in Figure 2.

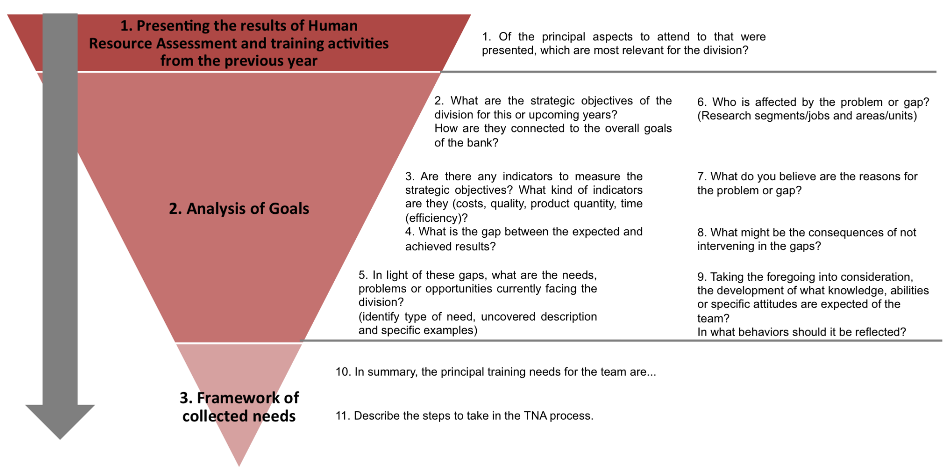

Figure 2. Data collection guide to use with the line manager

The proposed guide is broken down into three categories. Each one contains a series of questions that have to be answered in order, moving from general to specific. The questions included in this section have been adapted by following the approach taken by McArdle (2010) for conducting an analysis of goals and organizational aspects (expected performance indicators), as well as the job analysis (performance gap identification). The guide also seeks to recognize knowledge, skills and/or attitudes that should be developed in personnel in order to support the client area goals (McArdle, 2010). This is the input used to establish the performance goals to be proposed in the training plan. It also follows Stone's (2009) proposal in terms of identifying the causes for performance gaps.

6.2. Presenting and validating the training plan

Once all of the required information is gathered, it is merged in order to create an annual training plan proposal. The five basic questions that Barbazette (2006) states that the TNA should respond to as the final goal were taken as the central foundation to provide a logical structure to the factors for consideration during the design phase. For each of these questions, a series of data variables were included, which are a combination of the findings from the content analysis of the interviews as well as suggestions from Barbazette (2006). Figure 3 summarizes the information to include in the training plan.

1. WHY?	2. WHO?	3. WHAT?	4. HOW?	5. WHEN?
a. Division objective/focus b. Indicator/indicator gap in the client area c. Indicator type d. Problem/need/opportunity e. Evidence gathered with division and/or first line management f. Human Resource Management instrument the problem is based on (if applicable) g. Specific dimension of the instrument (if applicable) h. Specific competency for the instrument (if applicable)	a. Segment/jobs b. Area/unit c. Number of impacted individuals	a. Aspect of the intervention (attitudes, knowlege, ability) b. Total number of courses required (repetitions) c. Performance goal	a. Program to be applied (if applicable) b. Proposed intervention c. Priority d. Modality e. Assessment level f. Reinforcement technique g. Provider (internal/external) h. Possible provider i. Estimated consultant cost (if applicable) j. Estimated travel expenses (if applicable) k. Total cost	a. Estimated execution date b. Comments (if applicable)

Figure 3. Chart summarizing the training plan fields divided according to the questions proposed by Barbazette (2006).

The idea of these fields is that the HR professional has a way to show that the plan's formulation includes the three indicators: 1. The competencies required by the organization; 2. The partner and team characteristics to be influenced; 3. The gaps to attend to (McArdle, 2010).

After it is designed, the line manager and the team must verify the training plan in order to receive feedback on three of the five performance alignment factors devised by Stone (2009), evaluating the following statements on a Likert scale: (1) The business result is identified and positioned as the focus; (2) The design (performance goals) is guided by the causes of the performance gaps and the indicators to influence; (3) The development and format of the interventions are clarified and connected to the design that has been elaborated (performance goals). In the event one of the factors is evaluated poorly, the HR professional must investigate the causes the result in such an assessment level to pursue the corresponding modifications. All of this is done with the aim of ensuring consensus among the various stakeholders concerning the training needs, as this is one of the central goals of the entire TNA process (Rothwell & Kazanas, 2008).

6.3. HR needs chart

Lastly, an HR needs chart is proposed based on the data collected with the individuals involved. The purpose is to distinguish between the items that can be handled through training and those that pertain to other HR processes. This chart is intended to assist with the poor practices of many organizations that seek solutions to various organizational performance shortcomings through training, without a proper consideration of other tools, that through an informed and realistic scope, aid towards deciding what type of intervention applies best (Tziner y Birati, 2015). The chart breaks down two types of factors and identifies which level they belong to (divisions/areas or individuals), categories encompassed by each factor, and lastly, possible contents for each category, as is shown in Figure 4:

Human Resources Needs Chart			
Type of factor	**Level**	**Category**	**Possible contents**
Contextual factors	Division/Areas	Organizational development	Tools, materials, technology, equipment
		Structure/processes	Logical report structure, managerial support, quality inputs, logical steps to take, realistic policies, important statements on mission, vision, strategy, etc.
		Information	Performance feedback, clear standards, client feedback, reliable data, reference or query materials
		Wellbeing	Health systems improvements, entertainment activities, etc.
Preparation factors for performance	Individual	Motivation	Recognition, performance-based remuneration, bonuses, benefits, employment stability, career advancement
		Compatibility	Mental or physical capacity of the employee to complete a task or duty (is this person suitable for the postion and/or task?)
		Trust	Personnel comfort level for putting in practice knowledge, abilities or disposition in the job post
		Disposition	Mind-set of the staff members concerning learning and adopting new knowledge and abilities, abandoning ineffective habits and applying new information to the job post
		Reinforcing active management	Support offered by direct supervisors in applying learning to the job post
		Directives	Clear directives about what is expected of eacch area, unit and/or staff member

Figure 4. HR needs chart

The performance preparation factors were incorporated using Stone's (2009) proposal, whereas Sanders (2001; in Franklin, 2006) formulated the contextual factors for the hygienic elements that must be present at the individual level to ensure effective training. The goal is the same, but with a management perspective in which human resources plays a principal role.

The HR professionals are responsible for creating a brief report of the needs uncovered in the TNA process so that it can be provided to the HR staff tasked with working on these gaps. The information is pertinent background data for effective management of the value proposition of human resources. This also feeds into other human resource management processes such as well-being, organizational development, recruitment and selection, compensation and more.

7. Conclusions

The TNA proposal can be constituted as a process that adds value to the organization generally and to human resource management specifically. This is due to the needs diagnostics improvements and standardizations when the organizational strategic and management goals are formulated as the centerpiece of gap detection. The proposal also seeks to respond to potentials and limits put forth by the interviewees. It should avoid being a burden to the professionals in charge of the process or being isolated from the specific needs and realities of the company. The methodological utility of the proposal is noteworthy, as it uses aspects of business analytics to systematize the available information and rationally optimize the resources.

Applying the referenced authors' theoretical and methodological approaches to a concrete process and tool underscores the relevance of the proposal. They help to clearly identify the inputs required by the process, the participant actors and validators, and the outputs necessary to make an optimal execution of the phases of design, implementation and assessment of the training programs and initiatives more feasible. Specifically, the inclusion of the factors proposed by Barbazette (2006) stand out with respect to the questions the TNA should respond to by following a clear logic that helps link data collection to the corresponding answers. Furthermore, the proposal uses the three levels of data analysis of McArdle (2010). It also translates the five sub-stages of Stone (2009) into concrete measures to be taken by HR professionals, not only in identifying training needs, but also identifying hygienic factors that must be present and those collected aspects that pertain to other HR areas.

Lastly, some possible lines of research include implementation of the formulated proposal, analyzing its effective impact on resource optimization, manager satisfaction with the TNA process and improvements in human resource management assessment results.

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Appendix

Appendix 1. TNA process flowchart model validated by the assistant training manager, the training and organizational development manager and the HR manager.