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COURSE BROCHURE

L&D Problem Diagnosis and Corrective Action Planning Training Course

16 – 20 November 2026
Dar es Salaam

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Registered in the United Kingdom and Saudi Arabia

L&D Problem Diagnosis and Corrective Action Planning Training Course

Ref: 1119_42152 **Date:** 16 – 20 November 2026 **Location:** Dar es Salaam **Fees:** 5300 GBP

L&D Problem Diagnosis and Corrective Action Planning is a 1-week training course for L&D managers, training coordinators and HR business partners who must find out why learning is not changing performance and build an L&D remediation action plan that leaders will fund. Low transfer, thin engagement and shifting priorities now cost organisations credibility as well as budget. Jupiter Prime Training runs this course for practitioners who want evidence before fixes.

Why L&D Problem Diagnosis Matters Now

Three pressures shape learning functions today: line managers expect faster capability gains, employees compare corporate courses with polished digital content, and finance teams question every training line. A function that misreads symptoms keeps redesigning courses while the real blocker sits in the workplace, such as absent manager support or missing practice time. One that diagnoses well spends less and earns a seat in workforce decisions. The course draws on ISO 30422 for learning and development processes, ISO 10015 for competence management and the Kirkpatrick four-level model for locating where a failure appears.

Who Gains Most from L&D Problem Diagnosis

- Specialists who own the training calendar and see attendance and completion slipping
- Coordinators who handle complaints from learners and line managers about course relevance
- HR business partners who translate business unit pain points into development requests
- Instructional designers who are asked to rebuild content without knowing why it failed
- Evaluation leads who hold feedback and assessment records but lack a method to interpret them

A learning function that sends a coordinator, a designer and a business partner together gains most, because each sees a different part of the same failure and can agree remedies on the spot.

L&D Problem Diagnosis Capabilities

Participants leave able to separate symptoms from causes in learning failures and to argue for the fix with evidence rather than opinion.

- Classify a learning complaint as a design, delivery, transfer or environment fault — line managers asking why skills fade
- Apply root cause tools such as the five whys and fishbone diagrams to training failures — the L&D head choosing what to fix first
- Assess transfer climate using learner, manager and peer evidence — business unit leaders who control practice time
- Weigh corrective options by cost, speed and expected behaviour change — budget holders approving remedies
- Build stakeholder agreement on owners and milestones for each remedy — sponsors who must release people and time
- Design follow-up measures that show whether a fix worked — executives deciding whether to keep funding a course

Key L&D Problem Diagnosis Terms

- Learning transfer — the extent to which skills gained in training are applied and sustained on the job.
- Transfer climate — workplace conditions, such as manager support and chances to practise, that help or block the use of new skills.
- Root cause analysis — a structured search for the underlying reason a problem occurs rather than its visible symptoms.
- Scrap learning — training that is delivered but never applied, representing wasted time and spend.
- Performance gap — the difference between current and required performance, which may or may not have a training cause.
- Corrective action — a specific change, with an owner and deadline, that removes the cause of a learning failure.

L&D Problem Diagnosis Day by Day

Day 1: Reading the Symptoms of a Struggling Learning Function

- Symptom Inventory Across Courses — Where Complaints and Drop-Offs Cluster
- ISO 30422 Process Map — Which L&D Stage Is Breaking Down
- Stakeholder Pain Point Interviews — Whose Expectations Are Unmet
- Engagement and Completion Records — Separating Apathy From Access Barriers
- Problem Statement Canvas — Framing the Issue Before Proposing Fixes

Day 2: Tracing Causes Behind Weak Transfer

- Kirkpatrick Four Levels as a Diagnostic Lens — Locating the Failure Point
- Five Whys and Fishbone Diagrams — Moving From Symptom to Cause
- Transfer Climate Survey — Gauging Manager Support and Practice Opportunity
- Learner Readiness Check — Prerequisites, Motivation and Workload Pressure
- Non-Training Causes Screen — Tools, Incentives and Process Faults

Day 3: Confronting Priority and Alignment Failures

- Demand Intake Triage — Rejecting Requests Without a Performance Link
- ISO 10015 Competence Review — Matching Offerings to Role Requirements
- Portfolio Audit of Scrap Learning — Which Courses to Retire or Rebuild
- Sponsor Expectation Matrix — Clarifying What Business Units Actually Need
- Capacity and Resource Constraint Mapping — Realistic Scope for Remedies

Day 4: Selecting and Selling Corrective Actions

- Remedy Option Grid — Comparing Redesign, Coaching, Job Aids and Policy Change
- Cost, Speed and Impact Scoring — Ranking Fixes for Approval
- Manager Involvement Plans — Pre-Course Briefs and Post-Course Check-Ins
- Stakeholder Influence Map — Securing Release of Time and Budget
- Business Case One-Pager — Presenting Remedies to Senior Sponsors

Day 5: Practising the L&D Remediation Action Plan

- Case Diagnosis Drill — Applying Root Cause Tools to a Live Scenario
- Transfer Barrier Fixes — Turning Climate Findings Into Workplace Actions
- Follow-Up Measure Design — Evidence That Shows a Fix Has Worked
- Peer Challenge Panel — Testing Remedies Against Sponsor Objections
- L&D Remediation Action Plan — Owners, Milestones and Review Points

Applying L&D Problem Diagnosis After the Course

- Run a fishbone session with one business unit on a course whose skills are not being used, and agree two corrective actions with its manager.
- Send a transfer climate survey to recent participants and their managers, then retire or rebuild the lowest-scoring course in the portfolio.

L&D Problem Diagnosis Questions FAQ

What is L&D problem diagnosis and why does it matter now?

L&D problem diagnosis is the structured search for why training fails to change performance. It matters now because sponsors question learning spend, and a function that fixes causes rather than symptoms protects its budget and credibility.

Which roles gain most from L&D problem diagnosis training?

Training specialists, coordinators, HR business partners, instructional designers and evaluation leads gain most. You benefit if you field complaints about course relevance or see skills fade after training and need a method to decide what to change.

How does L&D problem diagnosis differ from a training needs analysis course?

L&D problem diagnosis looks backwards at existing learning that is underperforming, while needs analysis looks forward at gaps before training is designed. You learn to repair current offerings, examine the workplace and screen out non-training causes.

What do you bring back from L&D problem diagnosis and corrective action planning?

You bring back a remediation plan for a real learning problem in your organisation, with causes evidenced, remedies ranked, owners named and follow-up measures set, ready to present to a sponsor.

L&D Problem Diagnosis: The Way Forward

The L&D remediation action plan first informs which underperforming course to fix, retire or support with manager action. Learning heads, business partners and sponsoring managers use it to agree owners and timing. After the first remedies run, revisit the transfer climate findings, because workplace conditions often shift faster than course content and may point to a new priority for the next cycle.