

L&D Capability Pulse Check

Is your learning building *real* capability—or just checking a box?

3 minutes

20 ratings

Spot your biggest gap

Rate each statement (1–5):

1 = Not in place
2 = Limited
3 = Some areas

4 = Mostly in place
5 = Consistently in place

1

2

3

4

5

Section 1: Clarity and alignment

We are clear on business need
learning supports

We can identify the real
performance gap first

Learning is based on real need—
not urgency

We are clear on what people
should do differently



Watch for this: If training is often the first solution suggested, there is a good chance the real issue has not been clearly defined yet.

1

2

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Section 2: Skills and performance expectations

Do we have a clear picture of
strong performance?

Do we have defined skills and
behaviours for success?

Can we distinguish skill vs
knowledge gaps?

Does learning focus on doing,
not just knowing?



Worth asking: Are we building learning around actual job expectations, or around what we assume people need?



CASTL

Canadian Alliance for Skills and
Training in Life Sciences
adMore Academy Partner

L'alliance canadienne pour la
formation et le développement de
compétences en sciences de la vie
Partenaire de l'Académie adMore

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Section 3: Onboarding and role readiness

Our onboarding builds confidence—not just information

New hires understand expectations clearly

Managers actively support onboarding

Support continues beyond onboarding



A common trap: Someone can complete every part of onboarding and still not feel confident in the role.

1

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Section 4: Manager support and application

Managers help identify development needs

Managers understand learning purpose

People apply learning in day-to-day work

Managers reinforce through coaching/feedback



Worth remembering: If learning begins and ends with attendance, it is probably not getting much chance to stick.

Section 5: Measuring Impact

1

2

3

4

5

Do we measure beyond attendance or completion?

Do we track improvement in capability/performance?

Do we gather useful feedback to improve learning?

Do we check if learning is applied after delivery?

Section 6: Your Score (20-100)

Add up your scores across all statements.

20–39 → Reactive

Learning is likely happening in response to immediate needs, requests, or pressure points, but not always with enough clarity around the real issue or the outcome it is meant to support. The opportunity here is not to do more learning—it is to get clearer about what learning is meant to solve.

40–59 → Emerging

There are some good building blocks in place, but they may not be consistent across teams, roles, or learning initiatives. This is often the stage where a few focused improvements can make a noticeable difference.

60–79 → Intentional

There is a stronger foundation here. Learning is more likely being shaped by real needs, clearer expectations, and better follow-through. The next step is usually less about adding more about strengthening consistency, manager support, and measurement over time.

80–100 → Capability-driven

Learning appears to be well connected to performance, readiness, and development. At this stage, the work is often about refining what is already in place, scaling it where needed, and staying focused on what matters.

Section 7: Pause and Reflect

Whatever your score, the most useful part of this pulse check is what it helps you notice.

Use the questions below to reflect on what may need attention next.

Reflection questions

- What is the actual problem we are trying to solve?
- What do people need to be able to do more effectively?
- Are we clear on what good performance looks like?
- Where are people getting stuck right now?
- Are managers involved in reinforcing learning once it is delivered?
- Is onboarding building readiness, or just covering information?
- How do we know if learning is making a difference?
- Where are we investing effort without enough clarity?



What to look for: Pay attention to the areas where scores were lower, but also to areas where responses varied a lot. Inconsistency is often a sign that something is working in pockets, but is not yet well embedded.

Not sure what your score is telling you?

Most teams don't need more training—they need more clarity on what's actually driving performance gaps.

CASTL helps organizations:

- Identify real capability gaps
- Strengthen onboarding and role readiness
- Equip managers to support learning
- Build learning tied to performance

Next Step: Book a 30-minute working session

We'll help you interpret your results and identify your biggest opportunity.

About CASTL L&D Support Services:

CASTL's Learning and Development (L&D) Support Services help life sciences employers build practical, effective workforce development systems that improve role readiness, support employee growth, and strengthen long-term organizational capability.



Click or scan the
QR code to book a
session

Flexible support based on where your organization is today:

CASTL's support can be adapted to your needs, priorities, and internal capacity.

We can:

- support internal HR, operations, or L&D teams with added expertise and capacity
- provide targeted support for a specific initiative or challenge
- offer fractional L&D support for organizations that do not have in-house learning and development resources

Meet who you'll work with: Lee McKinley, Director of Learning & Development

Lee brings 15+ years of experience in learning and development, partnering with organizations to solve complex training and workforce challenges. She takes a collaborative, practical approach to designing scalable programs that strengthen learning systems and support employee growth.

She holds a bachelor's degree in Social Science from University College Dublin and a postgraduate diploma in Psychoanalysis from Dublin Business School.

Passionate about helping people and organizations reach their potential, Lee is committed to making learning meaningful, accessible, and impactful.

