

TRAINING NEEDS ANALYSIS

Work out what your people actually need before you book a course.

Most training plans start with a wish list. This worksheet starts with the business, works down to the role, and ends with a shortlist you can defend in a budget meeting.

How to use it. Print it, or fill it in on screen. Work through the three levels in order — organisation, role, person. Each level narrows the list. What survives all three is what you train first.

What you will have at the end

- The capability each business goal depends on
- The roles that carry that capability today
- A priority shortlist, ranked by importance against current capability
- A written record of how you decided — useful when someone asks why this course and not another

Start with the business, not the course catalogue

Write down what the organisation is trying to do in the next twelve months. Then, for each goal, name the capability it depends on. If a goal does not depend on a capability your people are missing, training is not the answer to it — and that is a useful thing to find out early.

BUSINESS GOAL (NEXT 12 MONTHS)	CAPABILITY IT DEPENDS ON	WHO OWNS IT TODAY
<i>e.g. Cut delivery errors in the KL branch</i>		

The question that saves you money: is this a skills gap, or a process problem wearing a skills-gap costume? If the same mistake happens with experienced people, training will not fix it.

Evidence you already have

Tick what you will use, and note where it lives. A needs analysis built on one manager's opinion is a conversation; built on three sources, it is a decision.

- Performance reviews and appraisal notes
- Customer complaints, rework, error or safety logs
- Exit interviews and retention data
- Audit or compliance findings
- Assessment results, where you have them

Then the role: what does the job actually require?

Take each capability from Level 1 and break it into what the role has to do with it. Be concrete. "Better communication" is not a training need. "Handles an unhappy customer on the phone without escalating to a manager" is.

ROLE	WHAT THE ROLE MUST BE ABLE TO DO	HOW YOU WOULD KNOW IT IS HAPPENING
	<i>Observable, not adjectives</i>	<i>The signal you would see</i>

Watch for the role that has quietly changed. Job descriptions age. If the work has moved on and the description has not, you will train people for the job they were hired to do rather than the one they are doing.

Finally the person: how far is the gap?

For each person in a role that matters, rate two things separately: how important the capability is to their job, and how strong they are at it today. Rating them together is how everyone ends up on the same course.

1 · Not required	2 · Occasional	3 · Regular	4 · Core	5 · Critical
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PERSON	CAPABILITY	IMPORTANCE 1-5	CURRENT 1-5	GAP

Where self-rating breaks down. People judge their own capability against the job they can see. The ones furthest from a standard often rate themselves closest to it. Where the decision is expensive, bring in evidence that does not depend on the person's own view of themselves.

Put the gaps on the map, then pick

Plot each gap from Level 3. High importance with low current capability is where the money goes first. Everything else waits, and now you can say why.

↑ Importance to the job · → Current capability

TRAIN FIRST High importance · low capability	PROTECT High importance · strong already
WATCH Lower importance · low capability	LEAVE IT Lower importance · strong already

Your shortlist

#	GAP TO CLOSE	WHO IT COVERS	WHEN, AND HOW YOU WILL CHECK
1			
2			
3			

Keep this page. It is the record of how the decision was made, and it is what you will compare against when you review the training later. If you are claiming through HRD Corp, keep it alongside your training plan.

If you would rather not do this alone

AZEO runs the same analysis with assessment data rather than opinion — measuring the person and the role first, then setting the priorities by role. If you want to talk it through, the team is at azeo.com.my/contact.

One row per gap. This is the document.

Everything you worked out on the previous pages lands here, one line at a time.
The sixth column is the one people leave out, and it is the one that saves the money.

BUSINESS GOAL	ROLE OR TEAM	REQUIRED STANDARD	CURRENT STANDARD	THE GAP	TRAINING GAP?	PRIORITY	INTERVENTION	HOW WE WILL KNOW
<i>In one line</i>	<i>Be specific</i>	<i>Observable</i>	<i>With evidence</i>	<i>Plainly</i>	<i>Yes / no — if no, what is it?</i>	<i>H / M / L</i>	<i>Programme, coaching, process, hire</i>	<i>Measure + when</i>

"Training gap?" is a real question, not a formality. If the answer is no, write what it actually is — an unclear priority, a process that breaks, the wrong person in the seat, a conversation nobody is having. A course moves none of those.