

TRAINING NEEDS ANALYSIS TRAINING IN THE PHILIPPINES

Diagnosing Performance and Competency Gaps and Identifying the Right Training and Non-Training Interventions

A Identifying the Right Training and Non-Training Interventions

A Practical and Customizable Corporate Training Program by Making Strong Success Corporation

TRAINING OVERVIEW

Organizations invest considerable time, money, and effort in employee training. However, training does not automatically improve performance simply because employees attended a seminar, completed an online course, or received a certificate.

Training creates value only when it addresses a verified knowledge, skill, competency, or behavior gap that employees must overcome to perform their work more effectively.

Many organizations still select training programs based on:

- Requests from managers without supporting evidence
- Popular or trending seminar topics
- Repeated programs from previous years
- Available training budgets
- Employee preferences
- Supplier recommendations
- Generic competency lists
- Annual training calendars
- Problems that management assumes training can solve
- Urgent requests made after performance has already declined

This approach may produce high training attendance but limited workplace improvement.

A performance problem may appear to be a training need even when its actual causes include:

- Unclear job expectations
- Inadequate tools or technology
- Inefficient processes
- Insufficient staffing or resources
- Conflicting policies
- Weak supervision
- Lack of feedback or coaching
- Misaligned incentives
- Poor work design
- Communication failures
- Inappropriate job placement
- Low accountability

- Organizational culture
- Employee motivation or willingness
- External operating conditions

When the root cause is not a lack of knowledge, skill, or capability, training alone may not correct the problem. A credible Training Needs Analysis therefore begins not by asking, "What training should we conduct?" but by asking:

- What results must the organization achieve?
- What performance is expected?
- What is currently happening?
- What evidence confirms the gap?
- Why does the gap exist?
- Which gaps can training address?
- Which concerns require non-training interventions?
- Who needs development?
- What should participants be able to do differently after the intervention?
- How will performance improvement be measured?

This **Training Needs Analysis Training in the Philippines** equips participants with practical methods for identifying organizational, departmental, occupational, team, and individual learning requirements.

Participants learn how to gather reliable information, analyze performance and competency gaps, identify root causes, distinguish training needs from non-training concerns, prioritize development requirements, formulate learning objectives, recommend appropriate interventions, and prepare a defensible Training Needs Analysis report and training plan.

The program is ideal for organizations searching for:

- **Training Needs Analysis Training in the Philippines**
- **TNA Training in the Philippines**
- **Analyzing Training Needs Training in the Philippines**
- **Training on Training Needs Analysis in the Philippines**
- **Training on TNA in the Philippines**
- **Training on Analyzing Training Needs in the Philippines**
- Training Needs Assessment Training in the Philippines
- Learning Needs Analysis Training in the Philippines
- Competency Gap Analysis Training
- Training Needs Identification Workshop
- Learning and Development Planning Training
- Competency-Based Training Needs Analysis
- Organizational Training Needs Assessment

Following the MSS **EnterTRAINment®** methodology, participants will not merely listen to lectures. They will evaluate performance cases, develop data-gathering tools, analyze competency gaps, distinguish training from

non-training needs, prioritize interventions, formulate learning objectives, and complete a practical Training Needs Analysis report.

TRAINING GOAL

To strengthen participants' ability to conduct an evidence-based Training Needs Analysis that identifies genuine performance and competency gaps, determines their root causes, distinguishes training from non-training solutions, prioritizes development needs, and supports the design of relevant learning interventions.

TRAINING OBJECTIVES

By the end of the program, participants will be able to:

1. Explain the purpose and strategic importance of Training Needs Analysis.
2. Differentiate training needs, learning needs, competency gaps, and performance problems.
3. Explain the relationship among organizational goals, job requirements, competencies, and training priorities.
4. Conduct organizational, task or role, and individual-level needs analysis.
5. Identify present and future learning requirements.
6. Translate expected performance into observable and measurable standards.
7. Compare desired and actual performance.
8. Identify relevant data sources for Training Needs Analysis.
9. Develop practical questionnaires, interview guides, observation tools, and document-review checklists.
10. Use quantitative and qualitative information appropriately.
11. Validate needs using multiple sources of evidence.
12. Conduct root-cause analysis before recommending training.
13. Distinguish training solutions from non-training interventions.
14. Prioritize training needs using business impact, urgency, population affected, risk, and feasibility.
15. Identify the appropriate target participants for an intervention.
16. Translate identified gaps into learning outcomes and program recommendations.
17. Prepare a Training Needs Analysis matrix and report.
18. Develop an evidence-based organizational training plan.
19. Establish preliminary measures for evaluating training effectiveness.
20. Apply the D.I.A.G.N.O.S.E. Training Needs Analysis Framework.

FROM POINT A TO POINT B

Point A: Common TNA Challenges	Point B: Desired TNA Capability
Training topics are selected based on preference or popularity	Training priorities are based on verified organizational and performance needs
Managers submit broad requests such as leadership or communication training	Requests are translated into specific and measurable competency or performance gaps
Every performance problem is treated as a training need	Root causes are analyzed before an intervention is selected
The organization relies on one survey	Findings are validated using multiple quantitative and qualitative sources
TNA focuses only on employee preferences	Organizational, role, task, team, and individual requirements are considered
Training needs are written as broad topics	Needs are defined as gaps between desired and actual performance
All identified needs receive equal priority	Needs are ranked according to impact, urgency, risk, reach, and feasibility
Participants are nominated without clear criteria	Target learners are selected based on verified development requirements
Generic courses are purchased immediately	Learning solutions are designed around specific outcomes and workplace application
Training calendars repeat previous programs	Annual plans respond to current strategy, performance, capability, and compliance needs
Training success is measured mainly through attendance	Evaluation begins with the performance outcomes the intervention must influence
TNA reports end with a list of courses	Reports include findings, causes, priorities, recommendations, measures, and next steps

ORGANIZATIONAL BENEFITS

This **TNA Training in the Philippines** can help organizations:

- Align learning and development investments with organizational priorities
- Identify the capabilities required to execute strategy
- Reduce unnecessary or low-impact training expenses
- Improve the relevance of training programs
- Distinguish learning gaps from operational and management problems
- Identify the correct employees or groups requiring development
- Improve competency-based learning and development planning
- Strengthen coordination among HR, L&D, managers, and department heads

- Build stronger justification for training budgets
- Improve annual and multiyear training plans
- Support succession, career development, and workforce planning
- Identify compliance and mandatory learning requirements
- Prepare employees for technological, process, and organizational changes
- Improve the quality of learning objectives and program design
- Strengthen training evaluation and workplace application
- Promote evidence-based decisions about employee development
- Increase the likelihood that training will improve job performance

ONE-DAY TRAINING NEEDS ANALYSIS TRAINING PROGRAM OUTLINE

Recommended Schedule: 8:00 AM–5:00 PM

Time	Modules, Topics, and Subtopics	Supporting Activities and Outputs
8:00–10:00 AM	MODULE 1: FOUNDATIONS AND STRATEGIC CONTEXT OF TRAINING NEEDS ANALYSIS Understanding Training Needs Analysis • Definition, purpose, and value of TNA • Training Needs Analysis versus Training Needs Assessment • Relationship among TNA, learning needs analysis, competency assessment, and performance diagnosis • TNA within the training and development cycle Starting with Organizational Results • Strategic direction, priorities, goals, and performance requirements • Changes in technology, processes, regulations, products, services, and customer expectations • Present capability needs versus future capability needs The Three Major Levels of TNA • Organizational analysis	Training Need or Not? Challenge Participants examine workplace situations and determine whether each one represents a genuine training need, a possible training need requiring further analysis, or a non-training concern. Performance Gap Definition Workshop Participants rewrite vague requests such as “communication training,” “leadership training,” or “customer-service training” into more specific performance-gap statements. Outputs: • TNA Readiness Self-Assessment • Performance Gap Definition Worksheet

Time	Modules, Topics, and Subtopics	Supporting Activities and Outputs
	• Task, job, role, or occupational analysis • Person or individual analysis • Team and cross-functional needs as additional perspectives Understanding the Performance Gap • Expected versus actual performance • Knowledge, skill, attitude, behavior, and competency gaps • Performance standards and evidence Training Need or Performance Problem? • When training is appropriate • When training is insufficient • The danger of treating every organizational problem as a learning issue	
10:00–10:15 AM	Morning Break	
10:15 AM–12:00 NN	MODULE 2: GATHERING AND VALIDATING TRAINING-NEEDS INFORMATION Identifying TNA Data Requirements • Organizational goals and performance results • Job descriptions, competency standards, and performance expectations • Quality, productivity, customer, financial, safety, and compliance information • Employee performance and development records • Future workforce and capability requirements TNA Data-Gathering Methods • Surveys and questionnaires	TNA Tool Design Laboratory Participants develop selected questions for a TNA survey, interview guide, focus-group discussion, observation checklist, or document-review tool. Evidence Validation Challenge Teams compare findings from managers, employees, records, customers, and observations to determine which conclusions are adequately supported. Outputs: • TNA Data-Source Map • Draft TNA Data-Gathering Tool • Evidence Validation Checklist

Time	Modules, Topics, and Subtopics	Supporting Activities and Outputs
	• Interviews • Focus-group discussions • Direct observation • Tests and assessments • Performance-record review • Document and process analysis • Customer or stakeholder feedback • Manager and employee consultation Selecting the Appropriate Method • Purpose, population, time, cost, access, and confidentiality • Advantages and limitations of each method • Quantitative versus qualitative evidence Designing Effective TNA Questions • Questions about desired and actual performance • Avoiding vague, leading, biased, and preference-based questions • Rating scales and open-ended questions • Gathering examples and supporting evidence Triangulating and Validating Findings • Comparing information from multiple sources • Distinguishing evidence from opinion • Resolving conflicting findings • Protecting confidentiality and responsible data handling	
12:00–1:00 PM	Lunch Break	
1:00–3:00 PM	MODULE 3: ANALYZING GAPS, ROOT CAUSES, AND PRIORITIES Analyzing Desired and Actual Performance • Performance and competency	Root-Cause Analysis Workshop Participants analyze a performance case and distinguish symptoms, performance gaps, root causes, and appropriate responses.

Time	Modules, Topics, and Subtopics	Supporting Activities and Outputs
	standards • Required proficiency versus present proficiency • Frequency, severity, and consistency of the gap • Affected roles, teams, or employee groups Competency-Based Training Needs Analysis • Knowledge, skills, behaviors, and proficiency levels • Core, leadership, functional, technical, and compliance competencies • Current-role and future-role requirements Root-Cause Analysis • Capability or “cannot do” concerns • Motivation or “will not do” concerns • Process, policy, resource, technology, workload, supervision, and work-environment concerns • Separating symptoms, consequences, and root causes Training versus Non-Training Interventions • Training, coaching, mentoring, job aids, and guided practice • Process redesign, policy clarification, resource provision, technology improvement, feedback, accountability, and role clarification • Combining interventions when multiple causes exist Prioritizing Training Needs • Strategic importance • Performance impact • Urgency and risk	Training-versus-Non-Training Decision Challenge Teams decide which concerns require training, non-training interventions, or a combined solution. TNA Prioritization Exercise Participants rank identified needs using agreed organizational criteria. Outputs: • Performance and Competency Gap Matrix • Root-Cause Analysis Worksheet • Training and Non-Training Intervention Matrix • Prioritized Training Needs Register

Time	Modules, Topics, and Subtopics	Supporting Activities and Outputs
	• Number of employees affected • Compliance requirements • Readiness and feasibility • Cost of the gap and cost of intervention	
3:00–3:15 PM	Afternoon Break	
3:15–5:00 PM	MODULE 4: CONVERTING TNA FINDINGS INTO LEARNING AND DEVELOPMENT ACTION Translating Gaps into Learning Requirements • Target participants • Required competencies and proficiency levels • Observable workplace behaviors • Learning priorities and sequencing Formulating Learning Outcomes • Knowledge, skill, behavior, and application outcomes • Observable and measurable statements • Aligning learning outcomes with the verified gap Selecting Appropriate Learning Interventions • Instructor-led training • Online or blended learning • Coaching and mentoring • On-the-job learning • Simulations and guided practice • Job rotation, action learning, and project assignments • Job aids, reference tools, and reinforcement activities Developing the TNA Report • Background and objectives • Scope and methodology	Learning Outcome Formulation Workshop Participants convert identified competency gaps into observable and measurable learning outcomes. TNA Report and Training Plan Workshop Teams consolidate their findings into a practical recommendation matrix and implementation plan. Final Outputs: • Learning Requirements Matrix • Draft Learning Outcomes • TNA Findings and Recommendations Matrix • Organizational Training Plan • Personal TNA Application Plan

Time	Modules, Topics, and Subtopics	Supporting Activities and Outputs
	- Findings and supporting evidence - Root causes - Priority needs - Recommended interventions - Risks, limitations, and implementation considerations Building the Training Plan - Program priorities - Target population - Delivery approach - Timing, sequencing, responsibility, and resources - Preliminary evaluation measures Applying the D.I.A.G.N.O.S.E. Framework - Integrating organizational alignment, evidence gathering, root-cause analysis, prioritization, and intervention planning	

THE D.I.A.G.N.O.S.E. TRAINING NEEDS ANALYSIS FRAMEWORK

D – Define the Desired Performance

Clarify the organizational result, job standard, competency, or behavior that must be achieved.

- Identify the expected result
- Define the required performance
- Establish the relevant standard
- Identify the employees or groups involved
- Clarify why the result matters

I – Identify Strategic and Role Requirements

Connect capability requirements to organizational direction and work responsibilities.

- Review strategic priorities
- Examine current and future role requirements
- Identify critical competencies
- Consider regulatory, technological, and operational changes
- Determine stakeholder expectations

A – Assess Actual Performance and Capability

Determine what employees are presently doing and what they can currently demonstrate.

- Gather performance information
- Assess current proficiency
- Examine behavior and work outputs
- Identify patterns and inconsistencies
- Compare actual results with expectations

G – Gather and Validate Evidence

Use credible sources and appropriate methods to support the analysis.

- Conduct surveys, interviews, observations, and assessments
- Review documents and performance records
- Gather manager, employee, customer, and stakeholder perspectives
- Compare quantitative and qualitative findings
- Validate conclusions through multiple sources

N – Name the Root Causes

Determine why the performance or competency gap exists.

- Separate symptoms from causes
- Identify knowledge and skill deficiencies
- Examine motivation, supervision, resources, systems, processes, and work conditions
- Determine which factors are within organizational control
- Avoid recommending training prematurely

O – Organize and Prioritize the Needs

Rank verified needs according to organizational importance.

- Evaluate business and performance impact
- Determine urgency and risk
- Consider the number of employees affected
- Identify compliance and strategic priorities
- Assess feasibility and available resources

S – Select the Right Solutions

Match each root cause with an appropriate intervention.

- Recommend training when learning is required
- Recommend coaching, mentoring, or guided practice when reinforcement is needed
- Recommend job aids when recall or consistency is the concern
- Recommend policy, process, resource, technology, or management interventions when training is insufficient
- Combine solutions when several causes exist

E – Establish the Plan and Evaluation Measures

Convert the analysis into an actionable and measurable development plan.

- Define learning outcomes
- Identify target participants
- Select delivery methods
- Establish timing, responsibility, and resources
- Determine how learning and performance improvement will be evaluated

TRAINING NEEDS ANALYSIS TOPICS COVERED

The program may cover the following topics depending on the client's requirements:

1. Training Needs Analysis fundamentals
2. TNA within the learning and development cycle
3. Organizational analysis
4. Task, job, and role analysis
5. Person or individual analysis
6. Team and cross-functional needs
7. Strategic capability requirements
8. Current and future learning needs
9. Performance-gap analysis
10. Competency-gap analysis
11. Proficiency levels
12. Training-needs surveys
13. Interviews and focus groups
14. Observation and document review
15. Performance-data analysis
16. Evidence triangulation
17. Root-cause analysis
18. Training versus non-training solutions
19. Training-needs prioritization
20. Target-participant identification
21. Learning-outcome formulation
22. Learning-method selection
23. TNA report preparation
24. Organizational training planning
25. Preliminary training-evaluation measures

COMMON TRAINING NEEDS ANALYSIS MISTAKES COVERED

Participants learn how to avoid:

1. Starting with a preferred training topic
2. Asking employees only what training they want

3. Treating employee interest as proof of organizational need
4. Depending on only one survey
5. Using vague or leading questions
6. Collecting data without a clear analysis plan
7. Confusing low performance with a lack of skill
8. Treating symptoms as root causes
9. Assuming that all problems can be solved through training
10. Ignoring operational, process, policy, resource, and management issues
11. Focusing only on present job requirements
12. Ignoring future capability requirements
13. Using outdated job descriptions
14. Assessing competencies without defined proficiency standards
15. Accepting manager opinions without supporting evidence
16. Ignoring employee and customer perspectives
17. Identifying broad topics instead of specific gaps
18. Recommending one program for employees with different needs
19. Giving equal priority to every identified concern
20. Failing to identify the correct target population
21. Selecting a learning method before defining the outcome
22. Writing objectives that cannot be observed or measured
23. Producing a TNA report without clear recommendations
24. Developing a training calendar without implementation responsibility
25. Measuring success only through attendance or participant satisfaction

SAMPLE TRAINING NEEDS ANALYSIS SITUATIONS

Activities may involve analyzing:

- Declining customer satisfaction
- Repeated quality errors
- Low productivity
- Missed deadlines
- Weak supervisory performance
- Poor communication and coordination
- High employee turnover
- Customer complaints
- Safety incidents
- Compliance failures
- Low adoption of a new system
- Inconsistent implementation of procedures
- Weak selling or service performance
- Leadership-pipeline concerns
- New-employee performance
- Process inefficiencies

- Changes in technology or work methods
- Succession and career-development requirements
- Strategic capability gaps
- Post-training performance concerns

Cases may be customized according to the client's industry, strategy, workforce, operating environment, competency framework, and existing learning and development practices.

TRAINING METHODS

Consistent with the MSS **EnterTRAINment®** methodology, this **Analyzing Training Needs Training in the Philippines** minimizes lengthy lectures and emphasizes evidence gathering, diagnosis, analysis, decision-making, tool development, and application.

Training methods include:

- Interactive facilitator-led discussions
- Training-need diagnostic exercises
- Performance-gap analysis
- Competency-gap workshops
- TNA questionnaire development
- Interview and focus-group question design
- Data-source mapping
- Evidence-validation activities
- Root-cause analysis
- Training-versus-non-training decision exercises
- Needs-prioritization workshops
- Learning-outcome formulation
- TNA report development
- Peer review and facilitator coaching
- Workplace action planning

TARGET PARTICIPANTS

This **Training Needs Analysis Training in the Philippines** is suitable for:

- Human Resources professionals
- Learning and Development professionals
- Training officers and specialists
- Organizational Development practitioners
- Talent Management professionals
- Competency Management personnel
- Performance Management professionals
- Department heads

- Managers
- Supervisors
- Team leaders
- Business owners
- Internal trainers
- Training coordinators
- Quality and process-improvement personnel
- Strategic planning personnel
- Employees involved in identifying, approving, designing, procuring, or evaluating learning interventions

The program may be customized for HR and L&D teams, department heads, managers, internal trainers, cross-functional TNA committees, or mixed groups.

EXPECTED PARTICIPANT OUTPUTS

Participants will complete:

1. TNA Readiness Self-Assessment

Evaluating the organization's current practices involving:

- Strategic alignment
- Data sources
- Stakeholder participation
- Competency standards
- Root-cause analysis
- Prioritization
- Training planning
- Evaluation

2. Performance Gap Definition Worksheet

Containing:

- Desired performance
- Actual performance
- Evidence of the gap
- Employees or groups affected
- Organizational impact
- Questions requiring further analysis

3. TNA Data-Source Map

Identifying:

- Required information
- Available source
- Data-gathering method
- Responsible person

- Target respondents
- Validation requirement

4. TNA Data-Gathering Tool

This may take the form of a:

- Survey questionnaire
- Interview guide
- Focus-group guide
- Observation checklist
- Document-review checklist
- Competency-assessment tool

5. Performance and Competency Gap Matrix

Showing:

- Required competency
- Required proficiency
- Current proficiency
- Verified gap
- Evidence
- Priority population
- Business impact

6. Training and Non-Training Intervention Matrix

Identifying:

- Performance concern
- Root cause
- Training requirement
- Non-training requirement
- Recommended intervention
- Responsible party

7. Prioritized Training Needs Register

Containing:

- Verified need
- Target participants
- Strategic importance
- Urgency
- Risk
- Population affected
- Priority ranking
- Recommended timing

8. TNA Findings and Recommendations Matrix

Summarizing:

- Finding
- Supporting evidence
- Root cause
- Priority level
- Recommended intervention
- Expected outcome
- Proposed measure

9. Organizational Training Plan

Showing:

- Priority program or intervention
- Target participants
- Learning outcomes
- Delivery method
- Proposed schedule
- Responsible person
- Required resources
- Evaluation measure

DELIVERY OPTIONS

The program may be delivered as:

- Onsite or face-to-face in-house training
- Live instructor-led online training
- Hybrid training
- Half-day TNA awareness session
- One-day Training Needs Analysis workshop
- Two-day comprehensive TNA practitioner program
- Competency-Based Training Needs Analysis workshop
- TNA Training for Managers and Department Heads
- TNA Training for HR and Learning and Development professionals
- Organizational Training Plan Development workshop
- End-to-end Training Needs Analysis consultancy
- TNA facilitation and report-development intervention

A two-day program is recommended when participants must develop actual organizational TNA tools, analyze existing company data, conduct detailed competency-gap assessments, and prepare a complete training plan during the workshop.

RECOMMENDED CUSTOMIZATION INPUTS

The client may provide nonconfidential information regarding:

- Organizational strategy and priorities
- Workforce profile
- Organizational structure
- Job descriptions
- Competency frameworks
- Performance standards
- Existing training plans
- Previous TNA reports
- Employee survey results
- Customer or stakeholder feedback
- Quality and productivity concerns
- Compliance requirements
- Planned organizational or technological changes
- Current learning and development processes
- Recurring performance challenges

Personally identifiable employee ratings, confidential disciplinary records, protected medical information, and sensitive business data are not required unless the client specifically authorizes their controlled use.

FREQUENTLY ASKED QUESTIONS

What is Training Needs Analysis?

Training Needs Analysis is a structured process for identifying the gap between required and actual employee performance or capability, determining the causes of that gap, and deciding whether training or another intervention is needed.

What is TNA Training?

TNA Training in the Philippines teaches participants how to gather and analyze performance information, identify competency gaps, determine root causes, prioritize development requirements, and recommend appropriate training and non-training solutions.

What are the three levels of Training Needs Analysis?

The three commonly used levels are:

1. Organizational analysis
2. Task, job, or role analysis
3. Person or individual analysis

Team, process, and cross-functional requirements may also be examined when relevant.

Is every performance problem a training need?

No. Training is appropriate when employees lack the required knowledge, skill, capability, or practiced behavior. Problems caused by unclear expectations, inadequate resources, weak systems, conflicting policies, poor supervision, or low accountability may require other interventions.

Does the program teach participants how to create TNA surveys?

Yes. Participants learn how to develop relevant questions, select appropriate rating scales, avoid leading questions, and combine surveys with interviews, observations, records, and other sources.

Does the training cover competency-gap analysis?

Yes. Participants compare required and actual proficiency levels and use the findings to identify learning priorities.

Does the training include root-cause analysis?

Yes. Root-cause analysis is a major component because it prevents organizations from recommending training when the actual problem requires a different solution.

Does the training help develop an annual training plan?

Yes. Participants learn how to convert prioritized findings into programs, target participants, learning outcomes, schedules, responsibilities, and preliminary evaluation measures.

Can participants use their actual organizational information?

Yes. The program may incorporate nonconfidential organizational goals, competency standards, job requirements, training requests, and performance concerns provided by the client.

Can this program be delivered online?

Yes. The program may be delivered through live online training using digital worksheets, breakout-room exercises, shared TNA tools, case analysis, collaborative prioritization, and facilitator coaching.

RELATED TRAINING PROGRAMS

Organizations may also consider:

- Training Program Design Training
- Competency-Based Training Design
- Learning and Development Planning
- Instructional Design Training
- Train-the-Trainer Program
- Competency Mapping Training
- Performance Management Training
- KPI Design Training
- Job Analysis and Job Description Writing
- Talent Management Training
- Succession Planning Training

**MSS SUCCESS SPACES**

Units 2K-2L, 2nd Floor E.C. Valle Commercial Center M.L.
Quezon Avenue Brgy. San Isidro, Angono, Rizal



(02) 7255 5568



0995 846 2495 | 0917 123 1017



info@mssccorporation.com.ph



www.MSSCorporation.com.ph

- Learning Evaluation Training
- HR Analytics Training
- Strategic Human Resource Management Training

WHY CHOOSE MSS CORPORATION?

Making Strong Success Corporation delivers practical and customizable corporate training programs based on actual organizational, performance, competency, human-resource, and learning-and-development challenges.

Our approach combines:

- Strategic and performance-based TNA principles
- Organizational, role, and individual analysis
- Practical data-gathering tools
- Competency-gap assessment
- Root-cause analysis
- Training-versus-non-training diagnosis
- Needs-prioritization exercises
- Learning-outcome formulation
- TNA report and training-plan development
- Workplace-based cases and simulations
- Facilitator coaching and peer feedback
- MSS EnterTRAINment® learning methods
- Action planning for immediate workplace application

This **Training Needs Analysis Training in the Philippines** is designed not merely to help participants produce a list of requested seminars. It enables them to diagnose what the organization and its employees genuinely need, determine why performance gaps exist, select the right intervention, and connect learning investments to measurable workplace results.

REQUEST A CUSTOMIZED PROGRAM

Organizations searching for **Training Needs Analysis Training in the Philippines, TNA Training in the Philippines, Analyzing Training Needs Training in the Philippines, Training on Training Needs Analysis in the Philippines, Training on TNA in the Philippines, or Training on Analyzing Training Needs in the Philippines** may request a customized program based on their strategy, competency framework, workforce, performance data, learning and development processes, and organizational priorities.

Diagnose before designing. Verify the gap. Identify the cause. Prioritize what matters. Invest in interventions that improve performance.