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Gap Analysis of Workplace Needs

Note: The organizing principal of this particular template is the Foundation Skills Framework used in Pennsylvania. You may use this tool to meet your own objectives by putting in any workplace skill or knowledge requirements that are appropriate to the work-based learning projects on which you are working, and appropriate for the particular clients with whom you are working. This tool will help you identify key skill and knowledge gaps that must addressed.

Data can be collected by observing the workplace, interviewing key stakeholders (e.g. employees, managers, supervisors, customers, etc.), and studying key documents (e.g. job descriptions, policy manuals, performance appraisals, trouble reports, specification documents, etc.).

Gaps are identified by comparing the existing state with the desired state. Working with stakeholders, you can then assign priorities to these gaps and then design an approach to address them (see Work-based Learning Plan template). This process can be done by individual worker, by position, or collectively for the entire organization.

Skill / Knowledge Area	**Data Collection**			**Analysis**		
	Observation	**Interview**	**Documentation**	**Current State**	**Desired State**	**Gap**
Basic Workplace Skills						
Locates and Uses Resources						
Applies Mathematical Concepts and Operations						
Reads with Understanding						
Writes Clearly and Concisely						
Speaks Clearly and Concisely						
Listens with Understanding						
Observes Critically						
Uses Technology						
Basic Workplace Knowledge						
Applies Health and Safety Concepts						
Understands Processes and Product						

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Demonstrates Quality Consciousness Understands Finances Works Within Organizational Structure and Culture **Basic Employability Skills** Demonstrates Effective Interpersonal Relations Demonstrates Self-Management Strategies Works in Teams Solves Problems Makes Decisions **Lifelong Learning Skills** Knows How to Learn Manages Change Applies Skill and Knowledge in New Contexts						