
**Human resource management —
Learning and development**

*Management des ressources humaines — Développement des
compétences*

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see www.iso.org/patents).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT), see www.iso.org/iso/foreword.html.

This document was prepared by Technical Committee ISO/TC 260, *Human resource management*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

0.1 General

Learning and development comprises planned activities undertaken in the workplace to increase the performance of people at individual, team or organizational levels. This document provides guidance on effective processes to manage and evaluate learning and development.

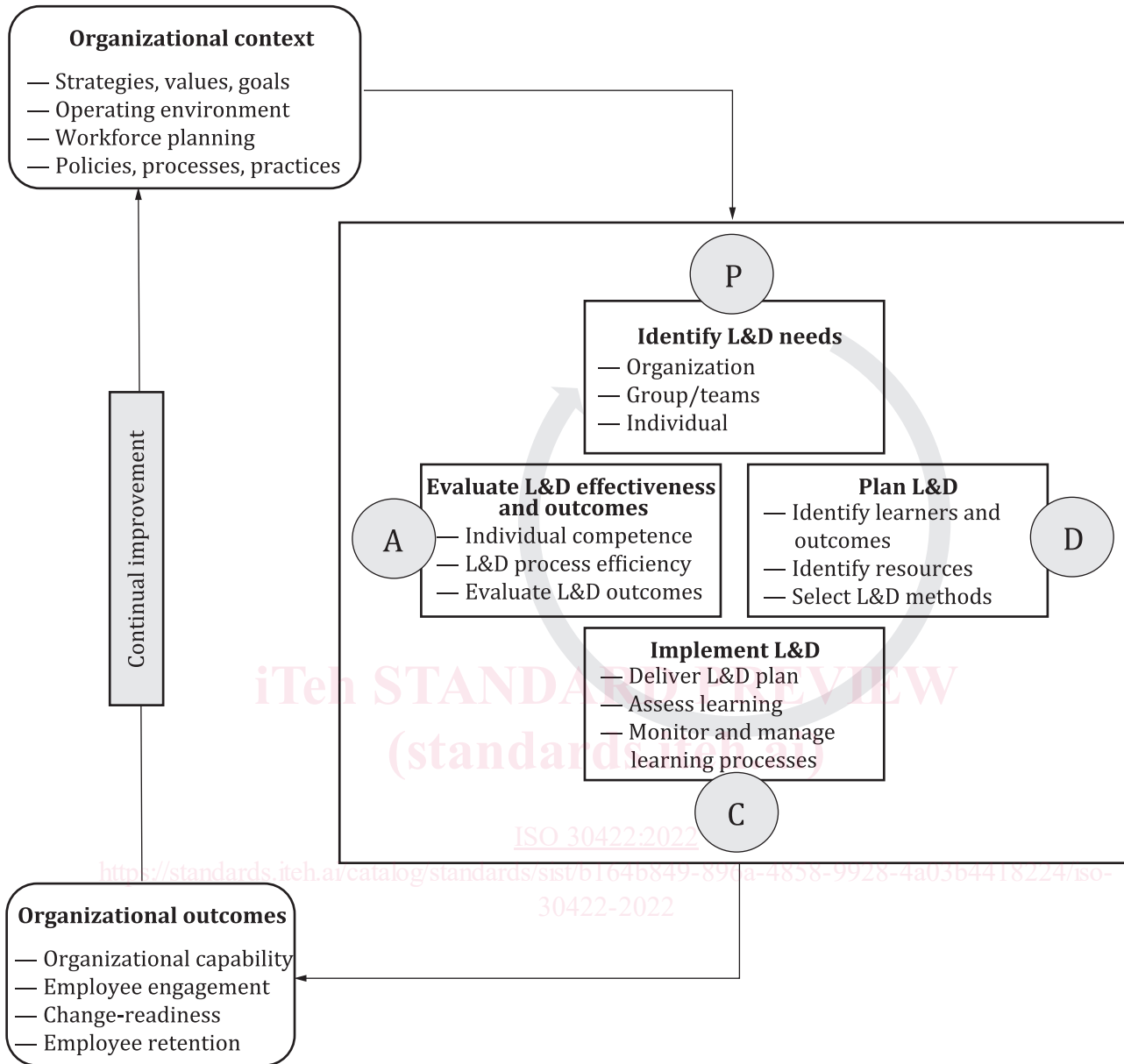
0.2 Learning and development in the organizational context

Learning in the workplace is influenced by organizational context, priorities, opportunities, regulatory frameworks, and available resources, including technological resources. [Figure 1](#) indicates how effective organizational learning and development involves a process of 'plan' (P), 'do' (D), 'check' (C) and 'act' (A) through identifying and meeting learning objectives at individual, group and organizational levels that will equip employees with knowledge, skills and capabilities to contribute to reaching organizational goals. This can contribute to organizational outcomes such as improved organizational capability, employee engagement, change-readiness and employee retention. [Figure 1](#) illustrates the learning and development process.

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Key
L&D learning and development

Figure 1 — Learning and development process

0.3 Using this document

This document provides guidance on a systematic process model for learning and development. This guidance will help managers and those with responsibility for learning and development in all types and sizes of organization to ensure that learning and development occurs in the most efficient and effective way. The guidance in this document focuses on planned learning and development in an organizational context. It will enable those with responsibility for learning and development to:

- a) analyse learning needs in alignment with organizational strategy and priorities;
- b) identify areas where skills shortages must be addressed to fulfil organizational goals;
- c) plan effective learning and development processes to meet identified needs at organizational and individual levels;

- d) facilitate and/or deliver learning processes in a consistent way;
- e) undertake assessment and evaluation of learning processes as a basis for continuous improvement;
- f) identify the impact of investment in learning and development through the use of appropriate measures and metrics relating to learning and development processes and outcomes.

The guidance in this document focuses on planned learning and development in an organizational context. [Clause 5](#) describes processes and procedures to identify learning and development needs that align to the individual, team and organizational context. [Clause 6](#) provides guidelines for planning effective learning and development activities. [Clause 7](#) sets out processes to deliver, assess and monitor learning processes in an effective way. [Clause 8](#) provides advice on measuring the effectiveness of learning and development processes. [Clause 8](#) identifies procedures to evaluate the contribution of learning and development to financial and non-financial outcomes that ultimately affect the organization's performance.

0.4 External relevance of this document

Increasing skills, knowledge and capability is important for the continual improvement of sustainable organizational effectiveness and performance. In addition, increased skills and knowledge enable individuals to participate more fully in every aspect of their lives and their community. The guidance in this document focuses on planned learning and development in an organizational context. This document is also relevant to the following United Nations Sustainable Development Goals:

- Goal 4, Quality education;
- Goal 8, Decent work and economic growth;
- Goal 9, Industry, innovation and infrastructure;
- Goal 10, Reduced inequalities.

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Human resource management — Learning and development

1 Scope

This document gives guidance for the organization of learning and development in the workplace. This guidance is concerned with formal and informal learning that addresses short-term operational needs and the long-term skills needs of an organization as well as the career-related and life-long learning needs of individual workers as these align with organizational context and strategy. The administrative operations connected with the organization of learning and development are outside the scope of this document.

In this document, where any process involving one-to-one or group interaction is referred to, such interaction can be either face-to-face or through some form of online technology.

Organizations include both commercial and non-profit employers of all sizes which directly employ individuals. The guidance principles set out in this document apply to all workers who have a relationship with the organization, such as contractors, subcontractors, trainees, interns and volunteers when they work on behalf of the organization in some contractual or non-contractual capacity.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminology databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at <https://www.iso.org/obp>
- IEC Electropedia: available at <https://www.electropedia.org/>

3.1

ability

human attribute of being able

EXAMPLE To walk, to speak, to understand.

3.2

assessment

systematic method and procedure for ascertaining work-related knowledge, skills, abilities or other characteristics of people or a group of people, or the performance of people or a group of people

EXAMPLE Tests, assessment centres, instruments or tools used to assess people in workplace contexts.

Note 1 to entry: May include diagnostic assessment to identify what the learner already knows or the nature of difficulties the learner might have.

Note 2 to entry: May include formative assessment that is designed and used as part of an iterative process to develop and encourage further learning.

Note 3 to entry: May include summative assessment that occurs at the end of training or learning activities to measure an individual's learning against a benchmark standard.

[SOURCE: ISO 10667-1:2020, 3.2, modified — Examples added and notes to entry replaced.]

3.3 behaviour

interaction among people and other elements of the organization

EXAMPLE Work collaboratively, share information.

[SOURCE: ISO/IEC 38500:2015, 2.11, modified — Examples added and notes to entry removed.]

3.4 capability

ability to achieve a desired result

[SOURCE: ISO/TS 18667:2018, 3.1.3, modified — definition revised.]

3.5 career

work-related experiences that span a person's working life

Note 1 to entry: Generally, experiences are work-related but non-work interests can also feature.

[SOURCE: ISO 30400:2016, 5.9, modified — definition revised and Note 1 to entry added.]

3.6 coaching

specialist training or support to improve performance of an individual or specified group

Note 1 to entry: Coaching can be directive or non-directive.

[SOURCE: ISO 34101-1:2019, 3.6, modified — definition revised and Note 1 to entry added.]

3.7 competence

ability to apply knowledge and skills to achieve a desired result

Note 1 to entry: In the context of assessment:

- it is the possession of adequate *knowledge* (3.12) and *skills* (3.18) by *education* (3.9) or *training* (3.19) to use, interpret and deliver *assessments* (3.2) to a level of *performance* (3.17) defined by professional guidelines
- it refers to the assessor as well as to all those working under the assessor's supervision, where appropriate, and not to the assessment participant
- it does not necessarily imply eligibility to practise in all countries.

Note 2 to entry: This constitutes one of the common terms and core definitions for ISO management system standards given in Annex SL of the Consolidated ISO Supplement to the ISO/IEC Directives, Part 1.

[SOURCE: ISO/IEC Directives, Part 1:2020, Annex SL, Appendix 2, 3.10, modified — Notes to entry added.]

3.8 development

<learning and development> set of *learning* (3.14) activities to raise the threshold of *performance* (3.17) of a person, group of people or organisation

Note 1 to entry: This development often includes both formal and informal methods or processes.

Note 2 to entry: Formal *learning* (3.14) is when the *learner outcomes* (3.13) are defined and structured by the curriculum, learning and instructional design and by the organizing body or individual.

Note 3 to entry: Can include reflective learning, which is a formal or informal process that deliberately draws on experience to think about events, relationships and learning activities to identify what has been learned and to generate and consider ideas.

Note 4 to entry: Can include team learning, which is a social and relational process that occurs from collaboration between individuals leading to coordination of *knowledge* (3.12) and *behaviours* (3.3) as a feature of their work processes.

Note 5 to entry: Workplace learning is the acquisition of work-related knowledge and *skills* (3.18) that is the result of *training* (3.19) that takes place at work.

Note 6 to entry: Can include learning through the means of communication technology, sometimes referred to as e-learning.

[SOURCE: ISO/TS 30428:2021, 3.2, modified — Notes 2 to 6 to entry added.]

3.9 education

process by which an individual or group of people conveys, transfers or obtains *knowledge* (3.12) about a subject or concept

Note 1 to entry: Education generally refers to an academic form of *learning* (3.14) that is distinct from *training* (3.19), which generally refers to work-related learning processes.

3.10 evaluation

<learning and development> systematic process of determining the quality, effectiveness and impact of organizational *learning* (3.14) and *development* (3.8) provision

Note 1 to entry: Evaluation can be based on formal or informal *assessment* (3.2) against predetermined benchmarks.

Note 2 to entry: Evaluation can occur at individual, group and organizational levels.

[SOURCE: ISO 10795:2019, 3.97, modified — definition revised and notes to entry added.]

3.11 facilitator

person who supports the *learning* (3.14) process

Note 1 to entry: A facilitator may fulfil the role of a teacher, a trainer, a tutor, an instructor, a coach or a mentor.

Note 2 to entry: Can include leading and delivering training or demonstrating skills and communicating good practice in a specified field of practice.

3.12 knowledge

human or organizational asset enabling effective decisions and action in context

EXAMPLE Insights, know-how and codified knowledge

Note 1 to entry: Knowledge can be individual or collective.

Note 2 to entry: The many types and forms of knowledge are relevant for different purposes and in different contexts.

Note 3 to entry: Knowledge is acquired through *learning* (3.14) or experience.

[SOURCE: ISO 30401:2018/Amd1:2022, 3.25]

3.13 learner outcome

specified expectation of what a person is expected to know, understand or be able to do by the end of a *learning* (3.14) activity