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Human Resource Management – Learning and development

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ISO copyright office
CP 401 • Ch. de Blandonnet 8
CH-1214 Vernier, Geneva
Phone: +41 22 749 01 11
Email: copyright@iso.org
Website: www.iso.org

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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).

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A list of all parts in the ISO 260 series can be found on the ISO website.

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.

0 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. Effective organizational learning and development occurs through focus on 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 contributes to organizational outcomes such as improved organizational capability, employee engagement, change-readiness and employee retention. [Figure 1](#) illustrates the learning and development process.

Learning and Development (L&D) Process

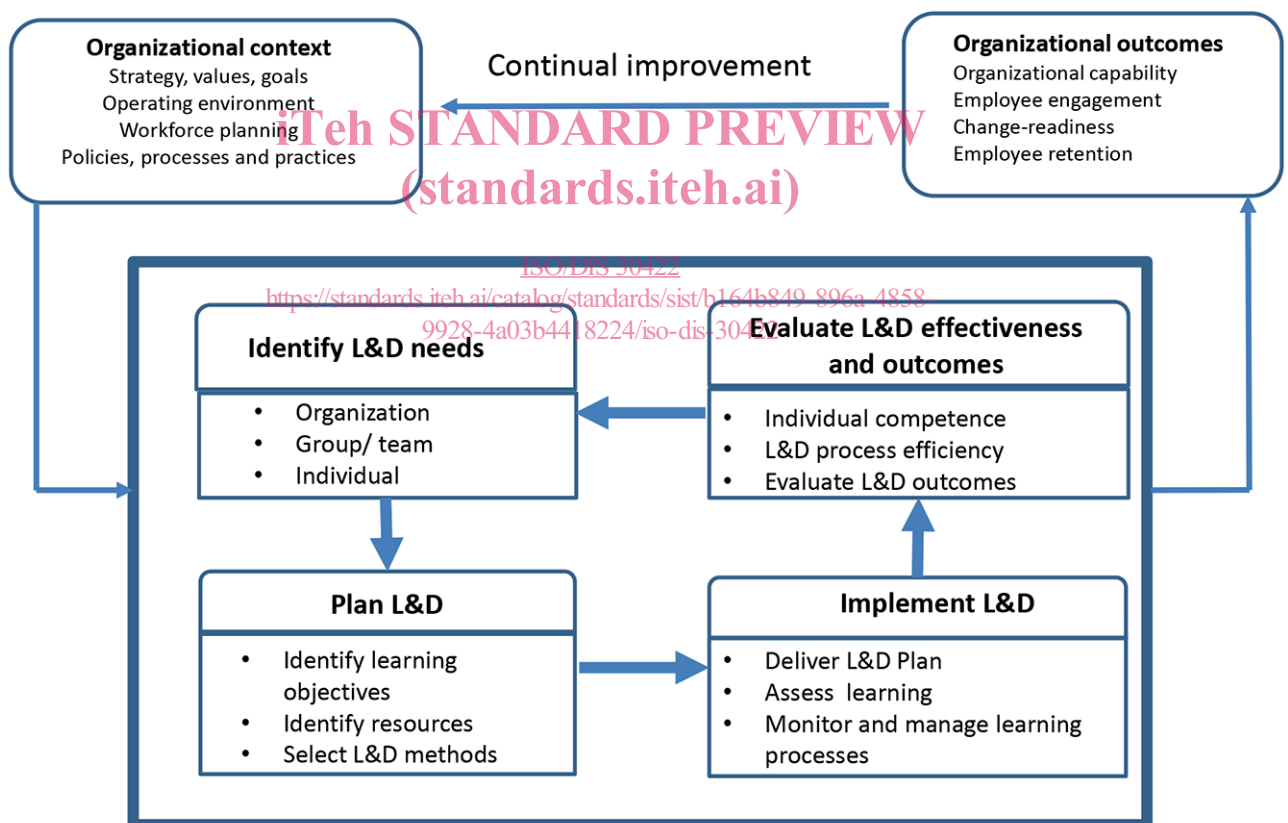


Figure 1

0.3 Using the standard

This standard 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 standard 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.

[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 the standard

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 standard focuses on planned learning and development in an organizational context. The standard is also relevant to the following United Nations Sustainable Development Goals [1]:

- No 4 Quality education
- No 8 Decent work and economic growth
- No 9 Industry, innovation and infrastructure
- No 11 Reduced inequality

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 address 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 may take place 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

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

ISO 10667-1, *Assessment service delivery — Procedures and methods to assess people in work and organizational settings — Part 1: Requirements for the client*

ISO 10667-2, *Assessment service delivery — Procedures and methods to assess people in work and organizational settings — Part 2: Requirements for service providers*

ISO 30400, *Human resource management — Vocabulary*

3 Terms and definitions

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

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

- ISO Online browsing platform: available at <https://www.iso.org/obp>
- IEC Electropedia: available at <http://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* [11.11] people in *workplace* [5.8] contexts.

[SOURCE: ISO 10667-1:2011, 2.2, modified]

Note 1 to entry: May include diagnostic assessment to identify what the learner already knows or the nature of difficulties the learner might have [Source: ISO 29992:2018(en), 3.4].

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.

**3.3
behaviour**

interaction among people and other elements of the organization

EXAMPLE Work collaboratively, share information.

[SOURCE: ISO/IEC 38500:2015(en), 2.11: modified]

**3.4
capability**

ability to achieve a desired result

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[SOURCE: ISO/TS 18667:2018(en), 3.1.3 modified] [ISO/DIS 30422](#)

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**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(en), 5.9 modified]

**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(en), 3.6 modified]

**3.7
competence**

ability to apply knowledge and skills to achieve a desired result

Note 1 to entry: Specification of the required competence of the organization's people is essential.

[SOURCE: ISO 30400:2016(en), 5.3 modified]

**3.8
development**

<learning and development> set of learning activities that affect the performance of a person, group of people or organisation

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

3.9 education

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

Note 1 to entry: Education generally refers to an academic form of learning that is distinct from training which generally refers to work related learning processes.

3.10 evaluation

<learning and development> systematic process to determine the quality, effectiveness and impact of organizational learning and development provision

Note 1 to entry: The evaluation can be based on formal or informal assessment against pre-determined benchmarks.

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

[SOURCE: ISO 10795:2019(en), 3.97 modified]

3.11 facilitator

person who assists the learning 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.

[SOURCE: ISO 29990:2010, 2.8 modified]

3.12 knowledge

human or organizational asset enabling effective decisions and action in context

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

Note 2 to entry: There are diverse views on the scope covered within knowledge, based on context and purpose. The definition above is general as to the various perspectives. Examples of knowledge include insights and know-how.

Note 3 to entry: Knowledge is acquired through learning or experience.

Note 4 to entry: In learning and development contexts, knowledge comprises information or understanding enabling effective decisions or actions.

[SOURCE: ISO 30401:2018 modified]

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 activity

[SOURCE: ISO/IEC TS 17027:2014(en), 2.57 modified]

3.14 learning

<learning and development> broad, multifaceted set of activities focused on improving the performance of individuals and organizations through the knowledge, skills and abilities of people

Note 1 to entry: Learning is the act of obtaining or acquiring new knowledge, skills and abilities and occurs through the impact of education, training and instruction, practice or study on the individual.

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

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Note 3 to entry: Can include reflective learning, which is a formal or informal process that deliberately draws on experience to thinking 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 and behaviours as a feature of their work processes.

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

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

Note 7 to entry: People also learn from others, which can raise awareness of the organization's diversity and inclusion principles and strategic objectives.

Note 8 to entry: Blended learning involves combining different modes of learning to achieve desired learner outcomes.

[SOURCE: ISO/IEC 2382:2015(en), 2178045 modified]

3.15 learning environment

physical or virtual environment in support of a learner

[SOURCE: ISO/IEC 2382-36:2019(en), 3.3.5]

3.16 mentoring

activity whereby an experienced person acts as a role model and supports the learning and development of others by sharing their knowledge and expertise in a series of one to one and future focussed two-way discussions

Note 1 to entry: A mentor can be a workplace colleague with extensive experience within the organization or specific area of work.

3.17 performance

measurable result

Note 1 to entry: Performance can relate either to quantitative or qualitative findings.

Note 2 to entry: Performance can relate to the *management* of activities, processes, products (including services), systems or organizations.

Note 3 to entry: In the context of human resources, performance relates to the execution or accomplishment of work by people, groups or organizations.

[SOURCE: ISO 30400:2016]

3.18 skill

learned capacity to perform a task to a specified expectation

[SOURCE: ISO 30401:2018(en), 3.30]

3.19 training

process by which an individual or a group of people obtain knowledge, skills and abilities

[SOURCE: ISO 22398:2013(en), 3.23 Modified]

3.20**vocational training**

training (3.17) preparing people for a specific job, trade or profession

4 Organizational context for learning and development

Learning in the workplace is influenced by organizational context *e.g.* organizational priorities, regulatory frameworks, and available resources.

Value is contributed by learning and development activities when they help the organization achieve its goals and realise sustainable competitive advantage. In order to align learning and development needs to organizational goals, senior managers, and those with responsibility for decision making about learning and development, should ensure clarity about the long-term goals of the organization and the learning and development needs of all workers required to reach those goals.

To ensure effective learning and development at the organizational level senior managers should:

- a) Identify where learning and development is most relevant to the priorities and goals of the organization and which areas of the business would benefit most, taking into account the expectations of organizational stakeholders *e.g.* direct employees, contractors; worker representatives.
- b) Support collaborative and consultative processes that encourage learning across the workforce
- c) Ensure consistency between the values and priorities that are communicated and employees' workplace experiences.
- d) Encourage knowledge sharing within the organization;
- e) Expect supervisors to support individuals in their learning, including providing constructive feedback opportunities and ensure learning opportunities are accessible to all individuals;
- f) Encourage supervisors to ensure that learners apply their learning in the workplace;
- g) Ensure that formal learning processes are delivered or facilitated by competent learning providers (these may be internal or external).

5 Identify learning and development needs

Learning needs often occur when people or teams need to carry out new tasks; solve problems; and adapt to changes.

Gaps between present capabilities and job-role requirements are most effectively identified when individuals and supervisors engage in dialogue reflecting on past experiences and achievements; to identify areas of performance improvement; and discuss learning resources or opportunities that may help individuals to achieve their learning priorities relevant to their role in the organization.

Regular management and appraisal processes provide opportunities to reflect on skills and learning for individual and organizational benefit. Organizations fostering life-long learning and development among workers while encouraging workers to reflect on their learning and development outside work further advance long-term individual and organizational benefits.

Identification of learning and development needs involves a consultative approach between workers and their supervisors. It includes:

- a) Determine the extent to which competencies, skills and knowledge required to achieve organizational goals currently exist within the workforce;
- b) Determine whether learning and development is an appropriate solution for a problem that has been identified;