



BSI Standards Publication

## Human resource management — Skills and capabilities metrics cluster

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## National foreword

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A list of organizations represented on this committee can be obtained on request to its committee manager.

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**Human resource management —  
Skills and capabilities metrics cluster**

*Management des ressources humaines — Indicateurs de mesure pour  
les compétences et aptitudes*



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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](http://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](http://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](http://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](http://www.iso.org/members.html).

## Introduction

ISO 30414 highlights guidelines on the following core human capital reporting (HCR) clusters or areas:

- compliance and ethics;
- costs;
- diversity;
- leadership;
- organizational culture;
- organizational health, safety and well-being;
- productivity;
- recruitment, mobility and turnover;
- skills and capabilities;
- succession planning;
- workforce availability.

This document deals specifically with the cluster of metrics in the skills and capabilities area of ISO 30414. Future documents will address other learning and development metrics, including measures for informal or unstructured learning.

Organizations invest significant sums to increase the skills and capabilities of their employees. The expectation is that this investment will help the organization accomplish its mission, achieve its goals and address its critical needs at lower cost or in less time. Research has shown that organizations which invest more in their employees tend to perform better. Furthermore, investing in employee skills and capabilities is often critical to attracting and retaining the most desirable employees. Finally, in many organizations, investing in the skills and capabilities of employees leads to higher employee engagement, which is associated with higher motivation and productivity in addition to higher retention.

For all these reasons, investors, analysts and employees will benefit from greater transparency about the investment in skills and capabilities. Investors and analysts can value an organization more highly if it invests in its employees. Existing employees can find greater opportunities to grow and develop if the organization invests more heavily in their skills and capabilities. And job seekers can be more attracted to an organization that invests in its people.

Given the significant investment organizations make in their human capital, it is important to be able to accurately and consistently measure the cost of this investment. It is also important to understand how many employees participate in formal training, how much training they receive and what type of training is provided. Senior leaders, as well as learning and development professionals, will also be interested in the competency levels of the workforce, both as a guide to the need for training and as a reflection of the impact of the investment in skills and capabilities. In other words, investment in human capital should produce a more competent workforce which in turn will help the organization succeed.

The metrics within the skills and capabilities cluster as documented in ISO 30414 are as follows:

- a) Total development and training cost: this metric is defined as the sum of all spending on training and development within an organization.
- b) Percentage of employees who participate in training compared with total number of employees per year: this metric is defined as the number of employees who participate in at least one formal training experience divided by the total number of employees.

- c) Average formalized training hours per employee: this metric is defined as total formal training hours for all employees divided by the number of full-time equivalent (FTE) employees.
- d) Percentage of employees who participate in formalized training in different categories: this metric is defined as the number of employees who participate in at least one formal training experience divided by the total number of employees shown by category (e.g. leadership).
- e) Workforce competency rate: this metric is defined as the average competency ratings assigned to employees.

This document describes the following components for each of the above metrics:

- general;
- description;
- purpose;
- formula;
- how to use.

# Human resource management — Skills and capabilities metrics cluster

## 1 Scope

This document describes and defines the five metrics of skills and capabilities. This document also provides the formula for each metric and describes the common metrics which employ the five metrics.

This document also highlights issues that need to be considered when interpreting the skills and capabilities data, especially when deciding on the appropriate intervention internally and when reporting these to external stakeholders (e.g. regulators, investors).

## 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 30400, *Human resource management — Vocabulary*

ISO 30414, *Human resource management — Guidelines for internal and external human capital reporting*

## 3 Terms and definitions

For the purposes of this document, the terms and definitions given in ISO 30400 and ISO 30414 and the following 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

#### 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 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 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.