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BUREAU OF INDIAN STANDARDS

Draft Indian Standard

**Human Resource Management —
Learning and Development Metrics**

ICS 03.100.30

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NATIONAL FOREWORD

(Formal clauses to be added later on)

The text of the International Standard has been approved as suitable for publication as an Indian Standard without deviations. Certain conventions are, however, not identical to those used in Indian Standards. Attention is particularly drawn to the following:

- a) Wherever the words 'International Standard' appear referring to this standard, they should be read as 'Indian Standard'.

In the adopted standard, normative reference appears to an International Standard for which Indian Standard also exists. The corresponding Indian Standard, which is to be substituted in its places, is listed below along with their degree of equivalence for the edition indicated:

<i>International Standard</i>	<i>Corresponding Indian Standard</i>	<i>Degree of Equivalence</i>
ISO 30400, Human resource management — Vocabulary	IS/ISO 30400 : 2022, Human resource management - Vocabulary	Identical
ISO 30414, Human resource management — Guidelines for internal and external human capital reporting	IS/ISO 30414 : 2018, Human Resource Management Guidelines for Internal and External Human Capital Reporting	Identical
ISO 30422:2022, Human resource management — Learning and development	MSD/19/23930/ ISO 30422:2022, Human resource management — Learning and development	Identical under adoption

Annexes A and B are for informative only.

Note: The technical content of the document is not available on website. For details, please refer the corresponding ISO/TS 30437 : 2023 or kindly contact:

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Scope

This document provides recommendations on how to measure learning. Since the selection of metrics depends on the reason to measure and the user of the metrics, and since a balanced set of metrics is important to avoid unintended consequences, the document begins with a framework for organizational learning and development (L&D), including five categories of users, four broad reasons to measure and three types of metrics. This framework is then used to recommend 50 metrics organized by user, type of metric and size of organization, and provide a description of each. The document concludes with guidance on reporting metrics, including a description of the different types of reports and guidance on their selection based on the user's reasons for measuring.

Metrics for both formal and informal learning are included. The guidance is intended for all types of organizations, including commercial and nonprofit, as well as for all sizes. No previous knowledge of L&D metrics is required, although those new to L&D measurement can consult the suggested references on matters of frameworks, metrics and programme evaluation to learn more.

Introduction

A well-conceived measurement and reporting strategy is necessary to ensure organizational and individual development processes are managed efficiently and effectively to produce the desired outcomes. This document provides a framework and the concepts, metrics, descriptions and guidance necessary to create a basic measurement and reporting strategy.

ISO 30422 provides guidance on a systematic process model for learning and development (L&D) to help managers and others ensure that L&D occurs in the most efficient and effective way to deliver intended outcomes. While it includes a clause on evaluation, describing the reasons to measure and the benefits expected to accrue from measurement, it does not include recommendations for specific metrics or provide guidance on definitions, purpose or use.

ISO 30422 identifies the need to address both individual and organizational outcomes as well as the efficiency and effectiveness of the L&D programmes (see ISO 30422:2022, Figure 1).

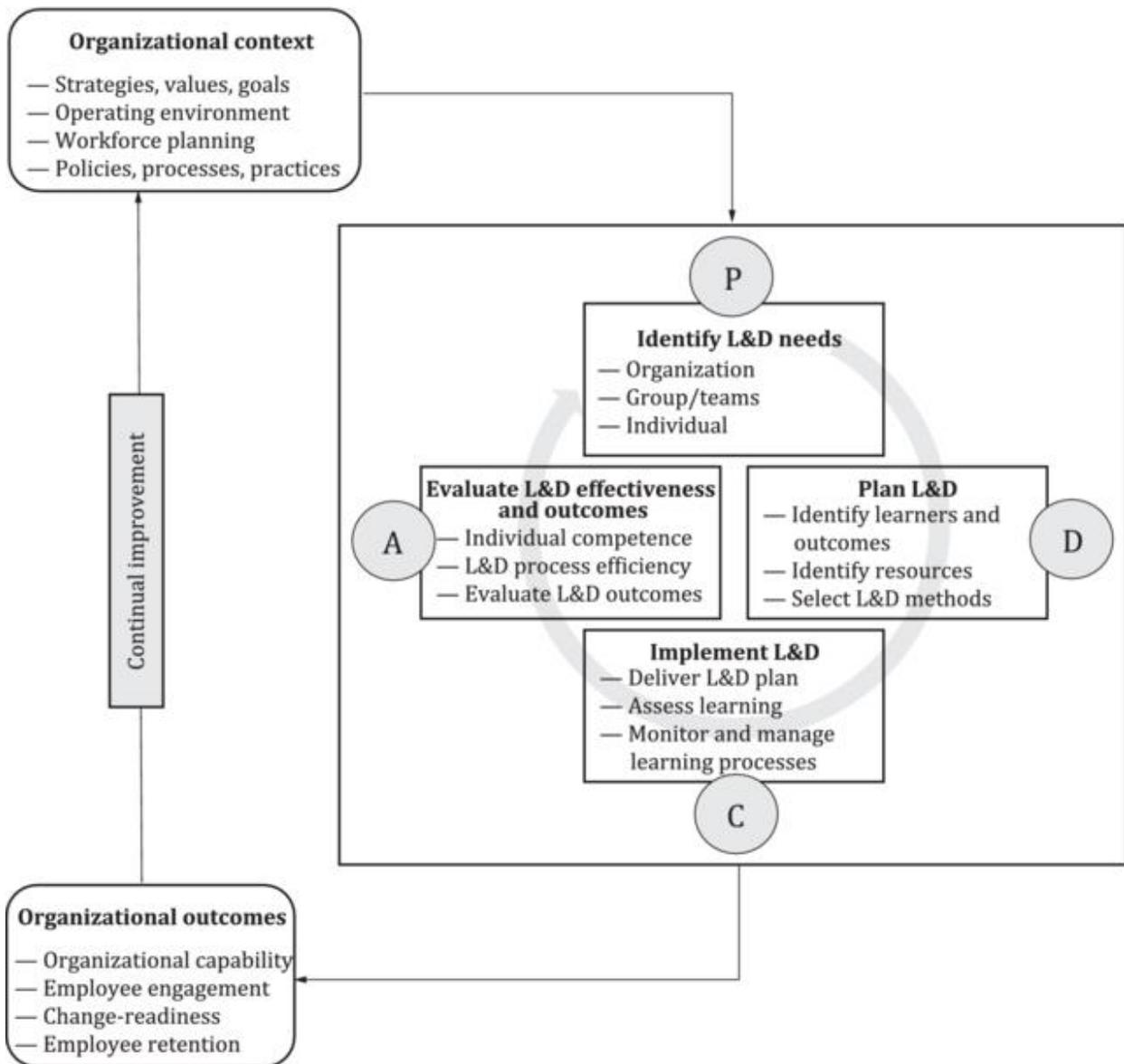


Figure 1 — Learning and development process

This document follows that guidance by focusing on three types of metrics (efficiency, effectiveness and outcome) deployed over five categories of user (senior organization leader, group or team leader, head of learning, programme manager and individual) to measure learning. This framework is used to provide specific guidance on how to measure L&D, including recommended metrics by user and by size of organization. A list of recommended metrics and an example of their use in a scorecard are provided for each user. In total, more than 50 metrics for formal and informal learning are described, including formulae and worked-out examples where appropriate. Guidance is also provided for selecting the most appropriate report to share the metrics. Four types of reports are described and illustrated by example, including scorecards, dashboards, programme evaluation reports and management reports.

NOTE Small-to-medium organizations will possibly not have a dedicated learning department or head of learning. Instead, there could be one or more employees throughout the organization with responsibility for learning.

This document also incorporates guidance from ISO 30414. All eight of the learning-related metrics from ISO 30414 are included.

Detailed guidance on the limited number of learning-related metrics from ISO 30414 can be found in ISO/TS 30428. The L&D metrics described in ISO/TS 30428 are included in this document but greater detail is provided in ISO/TS 30428.