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Human resource management — Vocabulary

Management des ressources humaines — Vocabulaire

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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).

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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*.

This second edition cancels and replaces the first edition (ISO 30400:2016), which has been technically revised.

The main changes are as follows:

— inclusion of new terms and definitions;

— removal of a small number of terms and definitions that have been replaced or are no longer current;

— relocation of a small number of terms and definitions to appropriate subclauses.

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.

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Introduction

This document has been developed to help facilitate a common understanding of and maintain consistency in fundamental vocabulary in human resource management standards.

This document is intended to be used by:

— human resource practitioners;

— academic professionals and students;

— developers of related standards;

— stakeholders in organizations, regardless of organizational size and type;

— labour unions, work councils, other employee and employer representatives;

— others interested in the human resource management profession.

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Human resource management — Vocabulary

1 Scope

This document defines terms used in human resource management standards.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

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 Terms related to the organization

3.1.1
organization
person or group of people that has its own functions with responsibilities, authorities and relationships to achieve its *objectives* (3.1.22)

Note 1 to entry: The concept of organization includes, but is not limited to, sole-trader, company, corporation, firm, enterprise, authority, partnership, charity or institution, or part or combination thereof, whether incorporated or not, public or private.

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, 3.1, modified — Note 2 to entry added.]

3.1.2
organizational governance
system by which an *organization* (3.1.1) makes and implements decisions in pursuit of its *objectives* (3.1.22)

Note 1 to entry: This concerns the way a whole organization is led, directed, controlled and held accountable.

[SOURCE: ISO 26000:2010, 2.13 – modified by addition of Note 1 to entry]

3.1.3
organizational culture
values, beliefs and practices that influence the conduct and *behaviour* (3.14.2) of people and *organizations* (3.1.1)

3.1.4
organization structure
arrangement of authority, responsibility and *accountability* (3.7.8) in an *organization* (3.1.1)

3.1.5
business model
organization's (3.1.1) approach to operating in its environment

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3.1.6
strategy
approach to achieving *objectives* (3.1.22)

Note 1 to entry: A strategy generally includes a coordinated set of activities and the allocation of resources necessary to achieve the objectives.

Note 2 to entry: A strategy can be applied at different levels and functions in or across *organizations* (3.1.1). An overall strategy can be supported by a set of lower-level functional strategies.

Note 3 to entry: A strategy is generally planned but can evolve or emerge over time as a result of continual adaptations and adjustments.

[SOURCE: ISO 9000:2015, 3.5.12, modified — Definition revised and notes to entry added.]

3.1.7
business continuity planning
BCP
documented information (3.1.23) that guides an *organization* (3.1.1) to respond to disruption and resume, recover and restore the delivery of products and services consistent with its business continuity *objective* (3.1.22)

Note 1 to entry: Examples of how business continuity planning is used can include objectives to plan, establish, implement, operate, monitor, review, maintain and *continually improve* (3.1.31) a documented *management system* (3.1.20) to protect against and mitigate the effects of disruptive incidents, and prepare for and respond to the same.

[SOURCE: ISO 22300:2021, 3.1.22, modified — Note 1 to entry added.]

3.1.8
planning
part of *management* (3.1.11) focused on setting *objectives* (3.1.22) and specifying necessary operational *processes* (3.1.24) and related resources to fulfil the objectives

[SOURCE: ISO 22300:2021, 3.1.180]

3.1.9
strategic planning
planning (3.1.8) involving the formulation, implementation, *evaluation* (3.14.7) and *continual improvement* (3.1.31) of factors that are relevant to an *organization's* (3.1.1) interests over a defined period, and the means of achieving its *objectives* (3.1.22)

3.1.10
social responsibility
responsibility of an *organization* (3.1.1) for the impacts of its decisions and activities on society and the environment, through transparent and ethical *behaviour* (3.14.2) that:

— contributes to sustainable development, including health, safety and the welfare of society;

— takes into account the expectations of *stakeholders* (3.3.1);

— is in compliance with applicable law and consistent with international *norms* (3.15.15) of *behaviour* (3.14.2);

— is integrated throughout the organization and practised in its relationships

Note 1 to entry: Activities include products, services and *processes* (3.1.24).

Note 2 to entry: Relationships refers to an organization's activities within its sphere of influence.

[SOURCE: ISO 26000:2010, 2.18]

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3.1.11
management
coordinated activities to direct and control an *organization* (3.1.1)

Note 1 to entry: Management can include establishing *policies* (3.1.15) and *objectives* (3.1.22) and *processes* (3.1.24) to achieve these objectives.

Note 2 to entry: Management includes the processes of *planning* (3.1.8), organizing, directing and controlling the outcomes of people, groups or organizations.

[SOURCE: ISO 9000:2015, 3.3.3, modified — Note 2 to entry replaced.]

3.1.12
top management
person or group of people who directs and controls an *organization* (3.1.1) at the highest level

Note 1 to entry: Top management has the power to delegate authority and provide resources within the organization.

Note 2 to entry: If the scope of the *management system* (3.1.20) covers only part of an organization, then top management refers to those who direct and control that part of the organization.

Note 3 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, 3.5, modified — Note 3 to entry added.]

3.1.13
performance management
management (3.1.11) of the *performance* (3.2.12) of people, groups and *organizations* (3.1.1)

Note 1 to entry: Performance management can include *feedback* (3.1.17), *coaching* (3.14.4), *mentoring* (3.14.11), reviewing and *evaluation* (3.14.7) activities with the aim of *continual improvement* (3.1.31).

3.1.14
risk
effect of uncertainty

Note 1 to entry: An effect is a deviation from the expected – positive or negative.

Note 2 to entry: Uncertainty is the state, even partial, of deficiency of *information* (3.1.32) related to, understanding or *knowledge* (3.12.1) of, an event, its consequence or likelihood.

Note 3 to entry: Risk is often characterized by reference to potential "events" (as defined in ISO Guide 73:2009, 3.5.1.3) and "consequences" (as defined in ISO Guide 73:2009, 3.6.1.3), or a combination of these.

Note 4 to entry: Risk is often expressed in terms of a combination of the consequences of an event (including changes in circumstances) and the associated "likelihood" (as defined in ISO Guide 73:2009, 3.6.1.1) of occurrence.

Note 5 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, 3.9, modified — Note 5 to entry added.]

3.1.15
policy
intentions and direction of an *organization* (3.1.1), as formally expressed by its *top management* (3.1.12)

Note 1 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, 3.7, modified — Note 1 to entry added.]

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3.1.16
materiality
measure of the significance of an element to organizational results

3.1.17
feedback
information (3.1.32) provided to people, groups or *organizations* (3.1.1) regarding *performance* (3.2.12) or activities

Note 1 to entry: Feedback obtained during a *process* (3.1.24) can be used to confirm or modify subsequent actions.

Note 2 to entry: Feedback can be provided in different forms, formats and channels, including, but not limited to, oral or written.

Note 3 to entry: In the context of *assessment* (3.15.3), it is information provided to the *assessment participant* (3.15.5) about his or her assessment results.

Note 4 to entry: In the context of relationships with customers and customer satisfaction, it includes opinions, comments and expressions of interest in a product, a service or a complaints-handling process (see ISO 9000:2015, 3.9.1).

3.1.18
benchmarking
activity of *measurement* (3.1.26) and analysis that an *organization* (3.1.1) can use to search for and compare practices inside and outside the organization, with the aim of improving its *performance* (3.2.12)

Note 1 to entry: Benchmarking can be applied to *policies* (3.1.15), *strategies* (3.1.6) and *objectives* (3.1.22), *processes* (3.1.24) and their operation, products, services and an organization's structures.

Note 2 to entry: Benchmarking can be used to compare attributes or performance between organizations.

[SOURCE: ISO 10014:2021, 3.8, modified — Note 2 to entry added.]

3.1.19
requirement
need or expectation that is stated, generally implied or obligatory

Note 1 to entry: "Generally implied" means that it is custom or common practice for the *organization* (3.1.1) and *interested parties* (3.3.1) that the need or expectation under consideration is implied.

Note 2 to entry: A specified requirement is one that is stated, for example in *documented information* (3.1.23).

Note 3 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, 3.3, modified — Note 3 to entry added.]

3.1.20
management system
set of interrelated or interacting elements of an *organization* (3.1.1) to establish *policies* (3.1.15) and *objectives* (3.1.22) and *processes* (3.1.24) to achieve those objectives

Note 1 to entry: A management system can address a single discipline or several disciplines.

Note 2 to entry: The system elements include the organization's structure, roles and responsibilities, *planning* (3.1.8) and operation.

Note 3 to entry: The scope of a management system can include the whole of the organization, specific and identified functions of the organization, specific and identified sections of the organization, or one or more functions across a group of organizations.

Note 4 to entry: A management system can include human and group dynamics and *behaviours* (3.14.2).

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Note 5 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, 3.4, modified — Notes 4 and 5 to entry added.]

3.1.21
effectiveness
extent to which planned activities are realized and planned results achieved

Note 1 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, 3.6, modified — Note 1 to entry added.]

3.1.22
objective
result to be achieved

Note 1 to entry: An objective can be strategic, tactical or operational.

Note 2 to entry: Objectives can relate to different disciplines [e.g. financial, health and safety, *knowledge management* (3.12.2) and environmental goals] and can apply at different levels [e.g. strategic, organization-wide, project, product and *process* (3.1.24)].

Note 3 to entry: An objective can be expressed in other ways, e.g. as an intended outcome, a purpose, an operational criterion or by the use of other words with similar meaning (e.g. aim, goal or target).

Note 4 to entry: In the context of *human resource management* (3.2.6), objectives are set by the *organization* (3.1.1), consistent with the human resource *policies* (3.1.15), to achieve specific results.

Note 5 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, 3.8, modified — Note 5 to entry added.]

3.1.23
documented information
information (3.1.32) required to be controlled and maintained by an *organization* (3.1.1) and the medium on which it is contained

Note 1 to entry: Documented information can be in any format and media, and from any source.

Note 2 to entry: Documented information can refer to:

— the *management system* (3.1.20), including related *processes* (3.1.24);

— information created in order for the organization to operate (documentation);

— evidence of results achieved (records).

Note 3 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, 3.11, modified — Note 3 to entry added.]

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3.1.24
process
set of interrelated or interacting activities which transforms inputs into outputs

Note 1 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, 3.12, modified — Note 1 to entry added.]

3.1.25
monitoring
determining the status of a system, a *process* (3.1.24) or an activity

Note 1 to entry: To determine the status, there can be a need to check, supervise or critically observe.

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, 3.15, modified — Note 2 to entry added.]

3.1.26
measurement
process (3.1.24) to determine a value

Note 1 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, 3.16, modified — Note 1 to entry added.]

3.1.27
conformity
fulfilment of a *requirement* (3.1.19)

Note 1 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, 3.18, modified — Note 1 to entry added.]

3.1.28
nonconformity
non-fulfilment of a *requirement* (3.1.19)

Note 1 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, 3.19, modified — Note 1 to entry added.]

3.1.29
correction
action to eliminate a detected *nonconformity* (3.1.28)

Note 1 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, modified — Note 1 to entry added.]

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3.1.30
corrective action
action to eliminate the cause of a *nonconformity* (3.1.28) and to prevent recurrence

Note 1 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, 3.20, modified — Note 1 to entry added.]

3.1.31
continual improvement
recurring activity to enhance *performance* (3.2.12)

Note 1 to entry: *Organizations* (3.1.1) can apply existing *performance* (3.2.12) *evaluation* (3.14.7) and improvement frameworks to support continual improvement. Example frameworks include maturity models, *objectives* (3.1.22) and key results (OKR) and Six Sigma.

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, 3.21, modified — Note 1 to entry added.]

3.1.32
information
data that are processed, organized and correlated to produce meaning

Note 1 to entry: Information can also refer to *codified knowledge* (3.12.6).

[SOURCE: ISO 5127:2017, 3.1.1.16, modified — Note to entry replaced.]

3.1.33
collective bargaining
negotiations between employer *organizations* (3.1.1) and *workers'* (3.13.4) organizations aiming at agreement on mutually relevant issues

Note 1 to entry: Collective bargaining can be used to determine working conditions and terms of employment and to regulate the relationship between the organization and the *workforce* (3.8.1).

3.2 Terms related to human resources and planning

3.2.1
human capital
value of the collective *knowledge* (3.12.1), *skills* (3.14.12) and *abilities* (3.14.1) of an *organization's* (3.1.1) people

3.2.2
human resources
HR
people working within or contributing to the *organization* (3.1.1)

3.2.3
capacity management
process (3.1.24) used to manage the *human capital* (3.2.1) necessary to execute organizational commitments and delivery excellence

Note 1 to entry: The primary goal is to ensure that capacity meets current and near-term future organizational *requirements* (3.1.19) in a cost-effective manner. It ties together location, *strategy* (3.1.6), organizational commitments, labour demand signal, financial constraints and total *workforce* (3.8.1) (contingent and direct labour). It is the mechanism necessary for effective resource *management* (3.1.11).

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3.2.4
capacity plan
view of resource *requirements* (3.1.19) over a defined period that reflects planned numbers of resources by roles and *skills* (3.14.12)

Note 1 to entry: This capacity plan can include consideration of skills *development* (3.14.5), retraining, redeployment, *recruitment* (3.9.1) and use of organizational partners and third-party subcontractors.

3.2.5
human resource strategy
approach to implementing *policies* (3.1.15), *processes* (3.1.24) and practices which are aligned with organizational *strategy* (3.1.6)

EXAMPLE Global integration and local responsiveness, global standardization and local response such as in *workforce mobility* (3.10.1), local hiring versus transferring preference, incentive processes.

3.2.6
human resource management
HRM
management (3.1.11) of people in *organizations* (3.1.1)

Note 1 to entry: Human resource management can include *talent management* (3.11.5), *employee* (3.13.1) relations and industrial relations, separation, *training* (3.14.13) and *development* (3.14.5), reward, *compensation* (3.17.1) and other benefits, *performance management* (3.1.13), grievance management, *strategies* (3.1.6), metrics, principles, *policies* (3.1.15) decisions, operations, practices and methods.

Note 2 to entry: Human resource management optimizes the contribution of people to support organizational and *stakeholder* (3.3.1) success.

3.2.7
organizational values
aspirational or articulated standards, *behaviour* (3.14.2), principles or concepts that an *organization* (3.1.1) considers important

3.2.8
human resource planning
HRP
process (3.1.24) of anticipating, assessing, forecasting, articulating and meeting the *organization's* (3.1.1) need for people

Note 1 to entry: Human resource planning can ensure that a sufficient number of people possessing the required *competence* (3.3.3) will be available to meet organizational needs.

3.2.9
human resource information system
HRIS
information (3.1.32) that supports *human resource management* (3.2.6)

Note 1 to entry: The human resource information system can integrate, for example, *compensation* (3.17.1) and benefits, payroll, recruiting, *learning* (3.14.9) and *development* (3.14.5), *workforce planning* (3.8.2), analytics and *performance management* (3.1.13).

Note 2 to entry: *Organizations* (3.1.1) adopt a human resource information system according to their needs and the systems are typically technology enabled.

3.2.10
people risk
risk (3.1.14) related to negative outcomes that arise as a consequence of the *behaviour* (3.14.2) and activities of people

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3.2.11
succession planning
process (3.1.24) for identifying and developing current *employees* (3.13.1) with the potential to fill key positions in the *organization* (3.1.1)

3.2.12
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* (3.1.11) of activities, *processes* (3.1.24), products (including services), systems or *organizations* (3.1.1).

Note 3 to entry: In the context of *human resources* (3.2.2), performance relates to the execution or accomplishment of work by people, groups or organizations.

Note 4 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, 3.13, modified — Notes 3 and 4 to entry added.]

3.2.13
key performance indicator
KPI
qualitative and quantitative measure that demonstrates critical success factors of the people in an *organization* (3.1.1)

EXAMPLE Revenue; profitability.

Note 1 to entry: Key performance indicators differ depending on organizational goals and are often used as determinants for evaluating *performance* (3.2.12).

3.3 Terms related to people and organizations

3.3.1
interested party
stakeholder
person or *organization* (3.1.1) that can affect, be affected by, or perceive itself to be affected by a decision or activity

EXAMPLE Customers, owners, people in an organization, suppliers, bankers, unions, work councils, partners or societies, including competitive or pressure groups.

Note 1 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, 3.2, modified — Examples and Note 1 to entry added.]

3.3.2
collaboration
two or more people working together with an agreed common purpose

Note 1 to entry: Collaboration often takes place across functional, organizational, geographic or other boundaries.

Note 2 to entry: Collaboration involves trust, social interaction and the sharing of *knowledge* (3.12.1).

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3.3.3
competence
ability (3.14.1) to apply *knowledge* (3.12.1) and *skills* (3.14.12) to achieve intended results

Note 1 to entry: In the context of *assessment* (3.15.3):

— it is the possession of adequate knowledge and skills by *education* (3.14.6) or *training* (3.14.13) to use, interpret and deliver assessments to a level of *performance* (3.2.12) defined by professional guidelines;

— it refers to the *assessor* (3.15.6) as well as to all those working under the assessor's supervision, where appropriate, and not to the *assessment participant* (3.15.5);

— it does not necessarily imply eligibility to practice 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.]

3.3.4
core competences
competences (3.3.3) that are essential for an *organization's* (3.1.1) success

3.3.5
competence model
process (3.1.24) of analysing and describing *knowledge* (3.12.1), *skill* (3.14.12) and *ability* (3.14.1) of people

3.3.6
competence framework
structure that defines the *competence* (3.3.3) of people within an *organization* (3.1.1)

3.3.7
leadership competences
required set of *competences* (3.3.3) for leaders in *workplace* (3.3.8) contexts

Note 1 to entry: This can include leadership *skills* (3.14.12), *abilities* (3.14.1), characteristics and *behaviour* (3.14.2).

3.3.8
workplace
place under the control of the *organization* (3.1.1) where a person needs to be or to go to for work purposes

Note 1 to entry: The organization's responsibilities for the workplace depend on the degree of control over the workplace.

Note 2 to entry: Workplaces can include the *worker's* (3.13.4) own home, other people's homes, personal vehicles, vehicles provided by the organization, another organization's facilities and public spaces.

[SOURCE: ISO/PAS 45005:2020, 3.3]

3.3.9
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.

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3.3.10
career stage
distinct phase of a person's *career* (3.3.9)

Note 1 to entry: Career stages can include entry, establishment, advancement, maintenance, transition and maturity.

3.3.11
employee referral
potential *employee* (3.13.1) recommended by current employee(s) of the *organization* (3.1.1)

Note 1 to entry: These recommendations can be compensated.

3.3.12
employee representative
person elected or appointed to act on behalf of the *workforce* (3.8.1) in interactions with the *organization* (3.1.1)

EXAMPLE An employee representative can be:

a) an individual elected by the workforce;

b) an individual appointed by a trade union.

b) a member of a works council.

Note 1 to entry: *Policies* (3.1.15), *processes* (3.1.24) and practices vary between jurisdictions.

3.4 Terms related to human resource metrics

3.4.1
cost-per-hire internal
CPHI
organization-specific costs associated with *recruitment* (3.9.1)

3.4.2
cost-per-hire comparable
CPHC
measure to identify costs associated with *recruitment* (3.9.1) among *organizations* (3.1.1)

3.4.3
cost-per-hire
CPH
measure to identify costs associated with *recruitment* (3.9.1)

Note 1 to entry: Cost-per-hire is calculated by taking the average of total recruitment costs divided by the number of hires.

Note 2 to entry: *Cost-per-hire internal* (3.4.1) and *cost-per-hire comparable* (3.4.2) are subsets of cost-per-hire.

3.4.4
hire-cost-ratio
HCR
formula and methodology comparing the *cost-per-hire* (3.4.3) against the *total compensation* (3.17.2) of the newly hired people

Note 1 to entry: This formula varies from *cost-per-hire internal* (3.4.1) or *cost-per-hire comparable* (3.4.2) only in the denominator; whereas cost-per-hire internal or cost-per-hire comparable are ratios of costs to the number of hires, the hire-cost-ratio is a ratio of costs to total first-year annual *compensation* (3.17.1) of the new hires.

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3.4.5
quality of hire
measurement (3.1.26) of the *performance* (3.2.12) of the *employee* (3.13.1) after hire compared to *pre-hire expectations* (3.4.15) during a defined period

3.4.6
impact of hire
measurement (3.1.26) of the new hire's contribution to the success of the *organization* (3.1.1) during a defined period

3.4.7
retention rate
ratio of the total *workforce* (3.8.1) that is retained over a defined period

3.4.8
turnover rate
ratio of separations against total *workforce* (3.8.1) during a defined period

Note 1 to entry: Separations can be voluntary or involuntary.

3.4.9
audit
systematic, independent and documented *process* (3.1.24) for obtaining audit evidence and evaluating it objectively to determine the extent to which the audit *criteria* (3.15.9) are fulfilled

Note 1 to entry: An audit can be an internal audit (first party) or an external audit (second party or third party), and it can be a combined audit (combining two or more disciplines).

Note 2 to entry: An internal audit is conducted by the *organization* (3.1.1) itself or by an external party on its behalf.

Note 3 to entry: "Audit evidence" and "audit criteria" are defined in ISO 19011.

Note 4 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, 3.17, modified — Note 4 to entry added.]

3.4.10
data audit
examination of data for quality and accuracy during the development of a *cost-per-hire* (3.4.3) metric

3.4.11
external cost factor
external cost
expense incurred to external vendors or individuals during the course of recruiting

3.4.12
internal cost factor
internal cost
expense related to the internal staff, capital and organizational costs of the *recruitment* (3.9.1)

3.4.13
system of record
information (3.1.32) system considered to be the source for a specific piece of information to be used in a *cost-per-hire* (3.4.3) metric

3.4.14
compiler
individual responsible for the creation of a *cost-per-hire* (3.4.3) metric

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3.4.15
pre-hire expectations
minimum acceptable *performance* (3.2.12) *criteria* (3.15.9) set before hiring to determine success of new hires

3.4.16
full-time equivalent
FTE
number of full-time *employees* (3.13.1) needed to complete the equivalent of the total hours worked by all employees in a defined period

3.4.17
critical position
job role that has a direct and significant impact on organizational outcomes

Note 1 to entry: Critical positions are identified by *organizations* (3.1.1) as part of their organizational *strategy* (3.1.6), including critical aspects such as security, safety, growth, sustainability and other factors. Critical positions will vary by industry, sector and organizational type, such as for-profit or not-for-profit, and are not always high-level positions.

Note 2 to entry: The impact of the critical position relates to organizational *performance* (3.2.12) that can be affected positively or negatively by the performance of individuals occupying such positions, depending upon whether job performance is effective or ineffective, and also whether the role is left unfilled for a defined period.

Note 3 to entry: If a critical role requires specialized *knowledge* (3.12.1), *skills* (3.14.12), *abilities* (3.14.1) and other factors, and the same are in short supply, organizations need to develop a *talent* (3.11.1) pipeline internally instead of relying on finding talent externally.

3.4.18
business value
measurement (3.1.26) of value generated by the *organization* (3.1.1), subgroup or business unit

Note 1 to entry: Includes for financial and non-financial organizational aspects.

3.5 Terms related to human governance

3.5.1
human governance
system by which an *organization* (3.1.1) is directed and controlled, taking into account the organization's *stakeholders* (3.3.1) as well as human and social factors, at the highest and every level of decision making

3.6 Terms related to sustainable employability

3.6.1
sustainable employability
long-term *capability* (3.14.3) to acquire or create and maintain work

Note 1 to entry: Sustainable employability can be the responsibility of people, *organizations* (3.1.1) or governments.

3.6.2
sustainable employability for the individual
long-term *capability* (3.14.3) to acquire, create and maintain employment, through adaptation to changing employment, economic and personal conditions throughout different life stages

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3.6.3
sustainable employability for employing organizations
long-term and agile approach to acquiring, creating, developing and *training* (3.14.13), retaining, redeploying and supporting *workforce* (3.8.1) members to meet changing economic, legislative and market *requirements* (3.1.19) and conditions

Note 1 to entry: This definition applies to *organizations* (3.1.1) in all sectors, both private and public.

3.6.4
sustainable employability for public sectors
long-term approaches and initiatives to encourage, promote and support value-driven employment benefitting constituents, employing *organizations* (3.1.1), economic development and all relevant *stakeholders* (3.3.1)

Note 1 to entry: Approaches can include, but are not limited to, frameworks, funding and legislation to support anti-discrimination and anti-exploitation in the *workplace* (3.3.8); flexible working; pathways to return to work (parents with children, carers, long-term sick or unemployed); career-advisory programmes; *knowledge* (3.12.1) and *skills* (3.14.12) *development* (3.14.5) and *training* (3.14.13); incentives for foreign direct investment; business and tax incentives for organizations that invest long-term in their *workforce* (3.8.1).

3.7 Terms related to diversity and inclusion

3.7.1
diversity
characteristics of differences and similarities between people

Note 1 to entry: Diversity includes factors that influence the identities and perspectives that people bring when interacting at work.

Note 2 to entry: Diversity can support the development of *workplace* (3.3.8) environments and practices that foster *learning* (3.14.9) from others to gain diverse perspectives on *inclusiveness* (3.7.3).

Note 3 to entry: Diversity dimensions include the demographic and other personal characteristics of the *workforce* (3.8.1), for example age, disability, sex, sexual orientation, gender, gender identity, race, colour, nationality, ethnic or national origin, religion or belief, as well as characteristics related to the socio-economic context. These are often identified and agreed-upon dimensions, which can be associated with legal *requirements* (3.1.19) in different jurisdictions.

3.7.2
bias
tendency, inclination or opinion that hinders impartial judgement

Note 1 to entry: Bias can be both explicit and implicit.

Note 2 to entry: Bias can be unconscious, conscious or systematic.

Note 3 to entry: Bias can lead to differences in treatment between people or groups in comparison with others.

3.7.3
inclusion
inclusiveness
practice of including *stakeholders* (3.3.1)

Note 1 to entry: Organizational *policies* (3.1.15), *processes* (3.1.24) and practices that are fair and impartially applied can support an inclusive *workplace* (3.3.8).

Note 2 to entry: Inclusion involves the entire *workforce* (3.8.1) having access to opportunities and resources to enable their contribution to the *organization* (3.1.1).

Note 3 to entry: Inclusion involves stakeholders from different groups being accepted, welcomed and enabled to have a *voice* (3.7.17) and develop a sense of belonging.

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3.7.4
inclusive culture
values, beliefs and practices that influence the conduct and *behaviour* (3.14.2) of people and *organizations* (3.1.1) by including and valuing the perspectives and contributions of the broadest range of *stakeholders* (3.3.1)

3.7.5
inclusive behaviour
conduct that promotes *inclusion* (3.7.3)

Note 1 to entry: *Organizations* (3.1.1) can enable conditions that encourage inclusive behaviour.

Note 2 to entry: Individuals within an organization demonstrate inclusive behaviour when they enable everyone to have a *voice* (3.7.17) and accept and value the perspectives and contributions of every *stakeholder* (3.3.1).

3.7.6
accessibility
extent to which *workplace* (3.3.8) environments, systems and organizational products and services are accessible and can be used by the broadest range of people

3.7.7
accommodate
adapt to or adjust to

Note 1 to entry: The aim of accommodating specific needs is to enable people with differing abilities to gain access to work and contribute to the *organization* (3.1.1).

Note 2 to entry: Adjustments can vary according to differing abilities, specific individual needs and circumstances. For example, having organizational *policies* (3.1.15) that cover making adjustments to premises, working hours, job responsibilities and equipment, and providing accessible *information* (3.1.32) and assistive technologies, as well as time for treatment and rehabilitation, when applicable.

3.7.8
accountability
obligation to another for the fulfilment of a responsibility

Note 1 to entry: The obligation includes the duty to inform and to explain the manner in which the responsibility was fulfilled.

Note 2 to entry: The non-fulfilment of a responsibility has consequences that can be enforced on the accountable party.

[SOURCE: ISO 37000:2021, 3.2.2]

3.7.9
adverse impact
outcome that is disadvantageous and potentially discriminatory for individuals and groups of people

3.7.10
decent work
work performed in conditions of freedom, *equity* (3.7.13), security and human dignity

[SOURCE: ISO 26000:2010, 6.4.1.1, Box 8, modified]

3.7.11
employee resource group
ERG
people with shared demographic and other *diversity* (3.7.1) dimensions and their allies

Note 1 to entry: An ERG generally consists of people who join together in a network to share experiences and beliefs, and to promote diversity and *inclusion* (3.7.3) in the *workplace* (3.3.8).

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Note 2 to entry: ERGs can contribute to an *organization's* (3.1.1) approach to D&I, and promote, lead and provide support for D&I *objectives* (3.1.22).

Note 3 to entry: Organizations can support the role and contribution of an ERG by allocating a budget and identifying a leadership sponsor.

3.7.12
equality
state of being equal, especially in status, rights, opportunities or outcomes

3.7.13
equity
principle that *policies* (3.1.15), *processes* (3.1.24) and practices should be fairly applied and individual needs recognized

3.7.14
fairness
principle that everyone should be subject to *policies* (3.1.15), *processes* (3.1.24) and practices that are equitable and, as far as possible, free from systematic *bias* (3.7.2)

Note 1 to entry: In the context of *assessment* (3.15.3), every *assessment participant* (3.15.5) should be assessed using procedures that are equitable and, as far as possible, free from systematic bias.

3.7.15
intersectionality
combination of one or more *diversity* (3.7.1) dimensions and other personal characteristics that are part of a person's identity

Note 1 to entry: These diversity dimensions and personal characteristics intersect, such that each is linked to the other, and influence a person's life and work experiences.

3.7.16
outreach
activities undertaken by an *organization* (3.1.1) to engage with a broader group of *stakeholders* (3.3.1)

3.7.17
voice
way people communicate their views and influence matters that affect them

Note 1 to entry: Voice can include *workforce* (3.8.1) views on employment and organizational issues, which can enable participation and involvement of people in influencing organizational decision-making.

Note 2 to entry: Voice can be evident through formal and informal mechanisms, including engagement surveys, *employee resource groups* (3.7.11), and consultations and negotiations that involve workforce representatives, labour unions or work councils where they exist.

Note 3 to entry: Voice can include communications from customers, people in the supply chain and other external *stakeholders* (3.3.1), expressing expectations and concerns.

3.8 Terms related to workforce planning and allocation

3.8.1
workforce
people who provide a service or labour to contribute to business or organizational outcomes

3.8.2
workforce planning
systematic identification, analysis and *planning* (3.1.8) of organizational needs in terms of people

Note 1 to entry: It is a *process* (3.1.24) used to generate business intelligence to inform business of the current and future impact of the external and internal environment on the business, enabling the business to be resilient to structural and cultural changes to better position itself for the future.

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3.8.3
strategic workforce planning
workforce planning (3.8.2) which usually covers a defined period of time, aligned to organizational *strategy* (3.1.6)

Note 1 to entry: The scope of *planning* (3.1.8) can include identifying the *workforce* (3.8.1) *assessments* (3.15.3) and *benchmarking* (3.1.18), human resource *policy* (3.1.15) frameworks and associated *processes* (3.1.24) on current and future organizational strategic *objectives* (3.1.22).

3.8.4
operational workforce planning
workforce planning (3.8.2) which covers a defined period of time, aligned with the *organization's* (3.1.1) *planning* (3.1.8) cycle, and which focuses on gathering, analysing and reporting on workforce planning *strategy* (3.1.6)

Note 1 to entry: The shorter-term planning activities of scheduling can be excluded.

3.8.5
workforce allocation
process (3.1.24) of preparing, assigning and informing *allocation decisions* (3.8.6), collecting the *worker* (3.13.4) response and adjusting the allocation

3.8.6
allocation decision
determination as to which *worker(s)* (3.13.4) will be assigned to what work

3.8.7
allocation horizon
period prior to the commencement of work where an *allocation decision* (3.8.6) is made and *workers* (3.13.4) and other *stakeholders* (3.3.1) should be informed of the allocation decision

3.8.8
allocation stage
series of preparation, assignment, inform and respond steps that are taken once or repeatedly around *allocation decisions* (3.8.6) related to a specific *allocation horizon* (3.8.7)

3.9 Terms related to recruitment

3.9.1
recruitment
process (3.1.24) of *sourcing* (3.9.3), *attracting* (3.9.4), *assessing* (3.15.2) and *employing* (3.9.12) *talent* (3.11.1) for an existing or new position within the *organization* (3.1.1)

3.9.2
requisition
formalized request to recruit for a position or positions

3.9.3
source
identify and develop supply channels of potential *applicants* (3.9.6)

3.9.4
attract
generate interest from, and appeal to, the potential targeted *applicants* (3.9.6) or *candidates* (3.9.7)

3.9.5
applicant pool
people who have formally applied for a specific job

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3.9.6
applicant
person who is interested in and who has applied for a job

3.9.7
candidate
person who is being considered for a job

3.9.8
person specification
knowledge (3.12.1), *skills* (3.14.12), *abilities* (3.14.1) and other characteristics needed by a person to perform the job

3.9.9
job description
list of specific or general tasks or functions and goals or responsibilities of a position, as well as organizational conditions under which these tasks and functions are to be performed

Note 1 to entry: A job description can include the *organizational structure* (3.1.4).

3.9.10
pre-boarding
activities necessary to move a *candidate* (3.9.7) from accepting an offer to the first day of employment

3.9.11
onboarding
process (3.1.24) of welcoming people into the *organization* (3.1.1), its culture, expectations, *policies* (3.1.15), people and their roles

Note 1 to entry: Onboarding also helps the *workforce* (3.8.1) and the organization to adjust to its new members.

Note 2 to entry: Onboarding can also be referred to as induction or orientation.

3.9.12
employ
engage the services of a person or put a person to work

3.9.13
employer brand
organization's (3.1.1) reputation and differentiating characteristics as an employer internally and externally

3.9.14
candidate experience
perceptions about the *organization* (3.1.1) that develop from the *processes* (3.1.24), practices and interactions with organizational representatives encountered during any or all stages of the *recruitment* (3.9.1) process

Note 1 to entry: This includes the experiences of all those who are interested in, apply for or are considered for a vacancy throughout the process.

Note 2 to entry: Processes and practices include the use of any sort of artificial intelligence (AI) and algorithms.

3.10 Terms related to workforce mobility

3.10.1
workforce mobility
relocation of people and/or work

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3.10.2
outsource
make an arrangement where an external *organization* (3.1.1) performs part of an organization's function or *process* (3.1.24)

Note 1 to entry: An external organization is outside the scope of the *management system* (3.1.20), although the outsourced function or process is within the scope.

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, 3.14, modified — Note 2 to entry added.]

3.10.3
job evaluation
process (3.1.24) used to determine the external and internal value of a position within an *organization* (3.1.1)

Note 1 to entry: Factors considered when evaluating a job position include: scope of responsibility; complexity of position; degree of impact; amount of supervision or managerial control and leadership; required *knowledge* (3.12.1), i.e. *education* (3.14.6), experience, *skills* (3.14.12) and *competences* (3.3.3); and autonomy (freedom to act and make decisions).

3.11 Terms related to talent management

3.11.1
talent
person who has or can develop the *knowledge* (3.12.1), *skills* (3.14.12), *abilities* (3.14.1) and other characteristics to perform a function, job or role as required

3.11.2
talent mapping
representing the *knowledge* (3.12.1), *skills* (3.14.12) and *abilities* (3.14.1) of individuals or teams in relevant positions in other *organizations* (3.1.1)

Note 1 to entry: The representation is often in the form of a diagram.

3.11.3
talent pipeline
candidates (3.9.7) who are qualified, assessed and could be considered when a future opportunity arises

3.11.4
talent pool
broad group of people who possess the *knowledge* (3.12.1), *skills* (3.14.12), *abilities* (3.14.1) and other characteristics of value for the *organization* (3.1.1)

3.11.5
talent management
implementation of integrated strategies to develop improved *processes* (3.1.24) for *attracting* (3.9.4), *developing* (3.14.5), retaining and utilizing people with special *skills* (3.14.12) and aptitudes to meet current and future organizational needs

3.11.6
high potentials
potentials
people identified as having a propensity for exceptional *performance* (3.2.12)

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3.12 Terms related to knowledge management

3.12.1
knowledge
human or organizational asset enabling effective decisions and action in context

EXAMPLE Insights, know-how and *codified knowledge* (3.12.6).

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* (3.14.9) or experience.

3.12.2
knowledge management
holistic, cross-functional discipline and set of practices focused on *knowledge* (3.12.1) that improve organizational *performance* (3.2.12)

Note 1 to entry: Knowledge management includes, but is not limited to, the creation, acquisition, application, maintenance, sharing and protection of knowledge to create organizational value.

3.12.3
knowledge management culture
elements of the *organizational culture* (3.1.3), supportive of the values, *behaviour* (3.14.2) and activities associated with *knowledge management systems* (3.12.4)

3.12.4
knowledge management system
part of a *management system* (3.1.20) with regard to *knowledge* (3.12.1)

Note 1 to entry: The system elements include the *organization's* (3.1.1) *knowledge management culture* (3.12.3).

3.12.5
before action review
BAR
method for identifying and addressing *risks* (3.1.14) and opportunities before a task or activity starts

Note 1 to entry: Before action review usually includes identifying relevant *lessons learned* (3.12.12) and dialogue with people who have relevant *knowledge* (3.12.1).

3.12.6
codified knowledge
knowledge (3.12.1) represented using words, number, images or other symbols

Note 1 to entry: Codification of knowledge is a common *process* (3.1.24) in *knowledge management* (3.12.2) because codified knowledge is easy to share.

Note 2 to entry: 'Codified' often means 'documented' or 'written down' but can also include other representations such as spoken words, musical scores and machine-readable code.

Note 3 to entry: Codified knowledge is always a partial representation of knowledge.

3.12.7
community of practice
network of people who share and create *knowledge* (3.12.1) relating to a specific field of practice

Note 1 to entry: Communities of practice are widely used in *knowledge management* (3.12.2) as stewards of knowledge in their field of practice.

Note 2 to entry: Communities of practice often span internal and external organizational boundaries. They can be formal or informal and self-organizing or structured.

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Note 3 to entry: Communities of practice are distinguished from other types of community and network by three characteristics: they focus on a specific domain, their members are active practitioners in that domain and there is regular interaction between members.

3.12.8
critical knowledge
knowledge (3.12.1) that has a highly significant impact on organizational *performance* (3.2.12)

Note 1 to entry: Identifying critical knowledge helps *organizations* (3.1.1) develop and prioritize *knowledge management system* (3.12.4) *requirements* (3.1.19).

Note 2 to entry: Critical knowledge varies between industries, sectors and organizational types.

Note 3 to entry: Critical knowledge can be in any form, including but not limited to individual insights, know-how and *codified knowledge* (3.12.6).

3.12.9
knowledge café
method of structured social interaction that generates insights into a common issue or interest

Note 1 to entry: Successful *knowledge* (3.12.1) cafes are informal, relaxed and non-confrontational to foster open dialogue and generate deeper and wider understanding and insights.

3.12.10
knowledge creation
generation of *knowledge* (3.12.1) previously unavailable to the *organization* (3.1.1)

Note 1 to entry: Knowledge can be created within or outside the organization or co-created between organizations.

Note 2 to entry: Knowledge can be created in many ways, including but not limited to research, innovation *processes* (3.1.24), discussion, practice and individual or group reflection.

3.12.11
knowledge work
task or activity in which *knowledge* (3.12.1) is significant

Note 1 to entry: Knowledge is often an input to and result of knowledge work.

Note 2 to entry: Most knowledge work is carried out by people with relevant domain knowledge and expertise.

3.12.12
lessons learned
changes in *behaviour* (3.14.2) as a result of *learning* (3.14.9) or of recommendations from experience

Note 1 to entry: Learning from experience often takes place in debriefing or review sessions. Lessons (recommendations) are often captured so they can be widely shared.

3.13 Terms related to human capital reporting

3.13.1
employee
individual who is, according to national law or practices, employed by the *organization* (3.1.1)

Note 1 to entry: Employees are often reported as *full-time equivalents* (3.4.16) or headcount.

Note 2 to entry: An employment contract as recognized under national law or practice is a written, verbal or implicit (i.e. when all the characteristics of employment are present but without a written or witnessed verbal contract) *agreement* (3.15.1).

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3.13.2
supervised worker
individual who performs regular work on-site for, or on behalf of, the *organization* (3.1.1) but is not recognized as an *employee* (3.13.1) under national law or practice

EXAMPLE Temporary or *contingent workers* (3.13.5).

3.13.3
independent contractors
persons or organizations working for an *organization* (3.1.1), a contractor or a sub-contractor, with a relationship determined by an *agreement* (3.15.1)

EXAMPLE Consultants, suppliers and gig-*workers* (3.13.4).

3.13.4
worker
person or individual who performs work, whether an *employee* (3.13.1) or someone who is self-employed or who conducts activities on behalf of the *organization* (3.1.1) in some form of contractual or non-contractual capacity

Note 1 to entry: Examples of a person or individual who performs regular work for, or on behalf of, the organization but is not recognized as an employee under national law or practice can include temporary worker, intern and volunteer.

[SOURCE: ISO 26000:2010, 2.27, modified — Definition revised and note to entry added.]

3.13.5
contingent worker
individual engaged as a casual labourer, flexible labourer, *independent contractor* (3.13.3), independent professional or consultant

Note 1 to entry: Contingent work is intended to meet changing organizational circumstances or demands.

3.14 Terms related to learning and development

3.14.1
ability
human attribute of being able

EXAMPLE The ability to speak to communicate or to understand.

3.14.2
behaviour
interaction among people and other elements of the *organization* (3.1.1)

EXAMPLE Working collaboratively, sharing *information* (3.1.32).

[SOURCE: ISO/IEC 38500:2015, 2.11, modified — Term and definition revised, examples added and notes to entry deleted.]

3.14.3
capability
ability (3.14.1) to achieve a desired result

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

3.14.4
coaching
specialist *training* (3.14.13) or support to improve *performance* (3.2.12) of an individual or specified group

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

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

3.14.5
development
<learning and development> set of *learning* (3.14.9) activities to raise the threshold of *performance* (3.2.12) of a person, group of people or *organization* (3.1.1)

Note 1 to entry: This development often includes both formal and informal methods or *processes* (3.1.24).

Note 2 to entry: Formal learning is when the *learner outcomes* (3.14.10) are defined and structured by the curriculum, learning and instructional design and 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 when 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* (3.3.2) between individuals leading to coordination of *knowledge* (3.12.1) and *behaviours* (3.14.2) as a feature of their work processes.

Note 5 to entry: *Workplace* (3.3.8) learning is the acquisition of work-related knowledge and *skills* (3.14.12) that is the result of *training* (3.14.13) that takes place at work.

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

3.14.6
education
process (3.1.24) by which an individual or group of people conveys, transfers or obtains *knowledge* (3.12.1) about a subject or concept

Note 1 to entry: Education generally refers to an academic form of *learning* (3.14.9) that is distinct from *training* (3.14.13), which generally refers to work-related learning processes.

3.14.7
evaluation
<learning and development> systematic *process* (3.1.24) to determine the quality, *effectiveness* (3.1.21) and impact of organizational *learning* (3.14.9) and *development* (3.14.5) provision

Note 1 to entry: Evaluation can be based on formal or informal *assessment* (3.15.3) 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.]

3.14.8
facilitator
person who supports the *learning* (3.14.9) *process* (3.1.24)

Note 1 to entry: A facilitator can 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* (3.14.13) or demonstrating *skills* (3.14.12) and communicating good practice in a specified field of practice.

3.14.9
learning
<learning and development> broad, multifaceted set of activities focused on improving the *performance* (3.2.12) of individuals and *organizations* (3.1.1) through the *knowledge* (3.12.1), *skills* (3.14.12) and *abilities* (3.14.1) 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* (3.14.6), *training* (3.14.13) and instruction, practice or study on the individual.

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Note 2 to entry: Formal learning is when the *learner outcomes* (3.14.10) 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* (3.1.24) that deliberately draws on experience when 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* (3.3.2) between individuals leading to coordination of knowledge and *behaviours* (3.14.2) as a feature of their work processes.

Note 5 to entry: *Workplace* (3.3.8) 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* (3.7.1) and *inclusion* (3.7.3) principles and strategic *objectives* (3.1.22).

Note 8 to entry: Blended learning involves combining different modes of learning to achieve desired *learner outcomes* (3.14.10).

3.14.10
learner outcome
specified expectation of what a person is expected to know, understand or be able to do by the end of a *learning* (3.14.9) activity

3.14.11
mentoring
activity whereby an experienced person acts as a role model and supports the *development* (3.14.5) of others by sharing their *knowledge* (3.12.1) and expertise in a series of one-to-one and future-focused two-way discussions

Note 1 to entry: A mentor can be a *workplace* (3.3.8) colleague with extensive experience within the *organization* (3.1.1) or specific area of work.

3.14.12
skill
learned capacity to perform a task to a specified expectation

3.14.13
training
process (3.1.24) by which an individual or a group of people can obtain *knowledge* (3.12.1), *skills* (3.14.12) and *abilities* (3.14.1)

3.14.14
learning environment
physical or virtual environment in support of a learner

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

3.15 Terms related to assessment

3.15.1
agreement
specification of the terms and conditions of the engagement between the *client* (3.15.7) and the *service provider* (3.15.23)

EXAMPLE Details of the service or products to be delivered, duration, scope, ownership and appropriate use of intellectual property and costs.

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3.15.2
assess
ascertain or measure work-related *knowledge* (3.12.1), *skills* (3.14.12), *abilities* (3.14.1) or other characteristics of an individual or group of individuals

3.15.3
assessment
systematic method and procedure for ascertaining or measuring work-related *knowledge* (3.12.1), *skills* (3.14.12), *abilities* (3.14.1) or other characteristics of an individual or group of individuals, or the *performance* (3.2.12) of an individual or group of individuals

Note 1 to entry: An assessment has outcomes and consequences that can be appraised and used to evaluate its *utility* (3.15.25). Forms of assessment can include, but are not limited to, structured application forms; biographical data inventories; tests of general and specific abilities; self-*report* (3.15.20) inventories and other instruments relating to competencies, personality, motivation, attitudes, values, beliefs and interests; structured interviews; individual problem-solving tasks; group exercises; simulations and work samples; group- and organizational-level measures; *employee* (3.13.1) surveys; multi-rater *feedback* (3.1.17); and performance *evaluations* (3.14.7) [e.g. *assessor* (3.15.6) interpretations, supervisor performance ratings].

Note 2 to entry: Assessment tools, approaches and solutions are promoted and marketed under other labels, when in fact they are assessments that relate to people decisions such as screening, pre-screening, search and *evaluation* (3.14.7) of personal or social media data, CV parsing, natural language processing, voice and video analysis, algorithm-based decisions or artificial intelligence technology. In order to provide *clients* (3.15.7) with suitable *information* (3.1.32) on any type of instrument, regardless of the traditional definitions or the marketing label, any tool that is used, marketed or promoted for direct or indirect assessment purposes is covered by the ISO 10667 series.

Note 3 to entry: In the context of *learning* (3.14.9) and *development* (3.14.5) it can include:

— diagnostic assessment to identify what the learner already knows or the nature of difficulties the learner has;

— formative assessment that is designed and used as part of an iterative *process* (3.1.24) to develop and encourage further learning;

— summative assessment that occurs at the end of *training* (3.14.13) or learning activities to measure an individual's learning against a benchmark standard.

3.15.4
assessment administrator
person or *organization* (3.1.1) having operational responsibility for the administration of *assessments* (3.15.3)

Note 1 to entry: Tasks of the assessment administrator include, but are not limited to, face-to-face test administration; setting up online assessments; remote *monitoring* (3.1.25); *management* (3.1.11) of activities within an assessment centre; and other administrative tasks. In some countries, assessment administrators are referred to as "test proctors", "test assistants" or "monitors". An assessment administrator can be an *employee* (3.13.1) of the *service provider* (3.15.23) or the *client* (3.15.7), or a third party contracted for the purposes of the assessment.

3.15.5
assessment participant
individual being assessed, whether for personal purposes or for an *organization* (3.1.1), either individually or as part of a group

Note 1 to entry: Assessment participants include, but are not limited to:

— job *applicants* (3.9.6) or *candidates* (3.9.7);

— *employees* (3.13.1) being assessed for promotion or other internal organizational purposes;

— members of a team being assessed as a group;

— members of an organization being assessed as a system;

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— individuals seeking counselling or *career* (3.3.9) guidance.

3.15.6
assessor
person or *organization* (3.1.1) responsible for evaluating and interpreting an *assessment participant's* (3.15.5) *performance* (3.2.12) on the *assessment* (3.15.3) tasks and providing appropriate *reporting* (3.15.20) and *feedback* (3.1.17) to assessment participants and the *client* (3.15.7)

Note 1 to entry: An assessor is competent to make decisions about the use and interpretation of assessment procedures. In relation to psychological testing, in some countries they are referred to as "test users" to distinguish them from "test proctors", "test administrators" or "monitors". An assessor can be an *employee* (3.13.1) of the *service provider* (3.15.23) or the client, or a third party contracted by either for the purposes of the assessment.

3.15.7
client
individual or *organization* (3.1.1) who arranges with a *service provider* (3.15.23) to deliver the *assessment* (3.15.3) and related components of the assessment service provision

EXAMPLE A client can be:

a) an individual, for personal benefit [e.g. career-related decisions informed by *assessment* (3.15.3) results, including *coaching* (3.14.4), guidance, vocational rehabilitation and counselling] or for others (e.g. licensure and certification bodies);

b) an organization, for *assessments* (3.15.3) of the organization itself (e.g. engagement surveys, assessment of working conditions, work satisfaction surveys) or of individuals, groups or both within the organization [e.g. making employment-related decisions such as *recruitment* (3.9.1), selection, *development* (3.14.5), promotion, outplacement, *succession planning* (3.2.11) and reassignment].

Note 1 to entry: Sometimes the *assessment participant* (3.15.5) is also the client. In this document, when the client is the individual being assessed, that person is referred to as the assessment participant.

3.15.8
credential
licence, registration, certification or diploma that indicates a level of *competence* (3.3.3) for specific practice

3.15.9
criteria
work-related measures or outcomes that are used to judge the meaningfulness, predictive value or *utility* (3.15.25) of the *assessment* (3.15.3) results

3.15.10
data controller
person or *organization* (3.1.1) who determines the purposes for which and the manner in which any *personal data* (3.15.16) are to be collected, processed and stored

3.15.11
data processor
person [other than an *employee* (3.13.1) of the *data controller* (3.15.10)] or *organization* (3.1.1) that collects, processes and stores *personal data* (3.15.16) on behalf of the data controller

3.15.12
end user
person or *organization* (3.1.1) that uses the *assessment* (3.15.3) results to guide a decision or further action

Note 1 to entry: This can be the *client* (3.15.7) or an intermediary person in the assessment *process* (3.1.24), such as a line manager. In other instances, the end user can be the *assessment participant* (3.15.5).

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