



**NATIONAL STANDARD OF THE
PEOPLE'S REPUBLIC OF CHINA**

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**Quality management - Guidelines for competence management
and people development**

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1 Scope

This document provides organizations with guidelines on establishing, implementing, maintaining and improving competence management and people development systems to positively influence outcomes related to the conformity of products and services and the needs and expectations of relevant interested parties.

This document applies to organizations of any type or size. It does not add to, change or otherwise modify the requirements of the GB/T 19000 family or any other standard.

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 version corresponding to that date is applicable to this document; for undated references, the latest version (including all amendments) is applicable to this document.

GB/T 19000-2016, Quality management systems - Fundamentals and vocabulary (ISO 9000:2015, IDT)

3 Terms and definitions

Terms and definitions determined by GB/T 19000-2016, and the following ones are applicable to this document.

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

3.1 competence Ability to apply knowledge (3.4) and skills (3.3) to achieve intended outcomes.

[Source: GB/T 19000-2016, 3.10.4, modified, notes removed] including any limitations, should be evaluated first, and documented information on specific competence requirements should be maintained where appropriate. The organization should determine its competence needs at planned intervals and based on changes in its context.

The organization may choose to use external providers to perform any activities, including conducting analysis to determine competence needs and assess current competence levels, as described in this document. If the organization uses external providers, it should ensure that activities are appropriately monitored and evaluated.

4.2.1 Organizational competence

Competence is directly affected by the organizational context.

When determining the type and level of competence required, the organization should consider, for example:

- a) external factors (e.g., legal and regulatory requirements, technological progress);
- b) internal factors (e.g., mission, vision, strategic targets, values and culture of the organization, scope of activities or services, resource availability, organizational knowledge);
- c) needs and expectations of relevant interested parties (e.g., regulators, customers, society).

Where appropriate, documented information should be maintained and/or retained to support and demonstrate:

-- competence needs:

- * organizational competence needs relevant to the organization;
- * team competence needs (results of established teams or informal group training);
- * individual competence needs (qualifications, performance/assessment results);

-- development programs and other new activities;

-- evaluation of the impact of competence development and related actions.

4.2.2 Team or group competence

Within an organization, different teams or groups will require different competences depending on the activities they perform and the outcomes expected.

When identifying the needs of different teams or groups, the organization should consider:

- a) leadership;
- b) team or group objectives and intended outcomes;
- c) activities, processes and systems;
- d) structure of the team or group: hierarchy, number of people, roles and responsibilities;
- e) team or group culture and the ability to work together, collaborate and respect.

4.2.3 Individual competence

Individual competence requirements should be identified at all levels of the organization to ensure that each different role or function is effective.

To determine individual competence, the organizations should consider:

- a) external competence requirements;
- b) roles and responsibilities;
- c) activities related to roles or functions;
- d) behaviors (e.g., emotional intelligence; ability to remain calm in a crisis; ability to stay focused during monotonous work; ability to work with a team, and across the organization, or with customers).

4.3 Assessing current competence and development needs

The organization should review its current competence levels against the competence needs identified at the organizational, team, group and individual levels in 4.2 to determine whether or where action needs to be taken to meet the competence needs.

The organization should:

- a) consider existing competence levels;
- b) compare it to the required competence levels;
- c) use risk-based thinking to prioritize actions to address competence gaps.

5.3 Program structure

The competence management and people development program structure should include:

- a) who the target audience is;
- b) when the development objectives will be achieved (e.g., within six months or before a specified date);
- c) how to carry out specific activities;
- d) where specific activities are carried out;
- e) when specific activities are carried out and how long they will last;
- f) how to evaluate development;
- g) how to recognize the achievement of objectives (e.g., awards, certifications).

5.4.1 Teams, groups and individuals should be encouraged to participate in competence

management and people development planning activities to increase engagement and ownership.

5.4.2 Competence management and people development activities at the team or group

level should include:

- a) establishing and implementing team or group training programs;
- b) developing and delivering a range of targeted communications (e.g., newsletters, websites, online learning);
- c) participating in external conferences, professional forums and networking events;
- d) liaising with relevant professional or industry groups;
- e) providing support structures to share knowledge and skills;
- f) recruiting people to address specific gaps;
- g) making structural adjustments to utilize competences within the organization in a more effective and focused manner.

5.4.3 Individual-level development activities may include:

- a) individual learning plan;
- b) coaching, guidance and supervision;