

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

DIRECTIONS: Self-Assess your level of competence by marking whether you have developed: (1) informational knowledge [Info], (2) practice experience [Prac], (3) or full competency [Comp] for each of the Instructional Designer competencies and performance statements below. Provide a brief description of why you feel you are at this level and where you have developed this level of competences (e.g., specific course, work experience outside of IDD&E, etc). If you have no knowledge of the statement, then leave it blank for now. Be honest. It is very rare that any one person will be competent in ALL of these areas.

This document will eventually become part of your Master's Portfolio.

| Competency / Performance Statement E=essential, A=Advanced, M=Managerial | Low Info 1 | Med Prac 2 | High Comp 3 | Why this rating and where did you develop this level of competence? |
|---|------------------|------------------|-------------------|---|
| PROFESSIONAL FOUNDATIONS | | | | |
| 1. Communicate effectively in visual, oral and written form. (E) | | X | | Much experience in this competency, practice daily in my current career. |
| a) Write and edit messages that are clear, concise, and grammatically correct (E) | | X | | Completed BA and MA, Continuous practice with daily job. |
| b) Deliver presentations that effectively engage audiences and communicate clear messages (E) | X | | | Some experience with instructing, but not my full-time job description |
| c) Use active listening skills (E) | | X | | Practice daily personally & professionally. Served in a leadership/management position for the last 18 yrs |
| d) Present written and oral messages that take into account the type of information being delivered and the diverse backgrounds, roles, and varied responsibilities of the audience (A) | | X | | Received training and education in this area, practice daily when communicating with coworkers, employees, and superiors. |
| e) Facilitate meetings effectively (A) | | X | | Have much practice in career, practice 2-3 times a week |
| f) Use effective collaboration and consensus-building skills (A) | X | | | Experience in collaborating and negotiating with other members of the team |
| g) Use effective negotiation and conflict resolution skills (A) | | X | | In past positions, needed to negotiate effectively and practice conflict resolution skills as a manager/leader |
| h) Use effective questioning techniques (A) | X | | | Knowledge on using questioning techniques to communicate effectively |
| i) Solicit, accept, and provide constructive feedback (E) | | | X | 18 years of experience counseling/mentoring employees |
| j) Disseminate status, summary, or action-oriented reports (A) | | | X | Experience with providing detailed reports/progress to leadership for 100 plus personnel. Managed administrative data |
| 2. Apply research and theory to the discipline of instructional design.(A) | X | | | Have no prior education, training or experience in the research and theories of instructional design |
| a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Explain key concepts and principles related to instructional design (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Apply results of instructional design research, theory, and practice (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| e) Apply systems thinking to instructional design and performance improvement projects (E) | X | | | New to the ID field/some knowledge but not enough and no experience |

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| PROFESSIONAL FOUNDATIONS (Continued) | | | | |
| 3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. (E) | X | | | Although I do invest time in updating and improving my KSA, currently do not pertain to instructional design |
| a) Participate in professional development activities (E) | | X | | Experience in making professional develop part of my daily profession |
| b) Establish and maintain contacts with other professionals (E) | | X | | Experience in establishing professional contacts in my field and the importance of establishing these relationships |
| c) Acquire and apply new technology skills in instructional design practice (E) | X | | | Have a lot of experience with technology, but not in implementing/using in ID practice |
| d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (D) | X | | | No experience with documenting and disseminating ID work |
| 4. Apply data collection and analysis skills in instructional design projects. (A) | X | | | This competency is new for me. |
| a) Identify the data to be collected (A) | X | | | Understand the importance of collecting data to conduct an accurate analysis |
| b) Use a variety of data collection tools and procedures (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Apply appropriate data collection methodologies to needs assessment and evaluation (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| 5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E) | | X | | Experience with following organizational regulations, policies and ethical conduct. |
| a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A) | X | | | Have some knowledge of the ethical, legal, and political dimensions if ID |
| b) Plan for and respond to ethical, legal, and political consequences of design decisions (A) | X | | | No experience with planning for the consequences of design decision |
| c) Recognize and respect the intellectual property rights of others (E) | | X | | Experience with understanding the laws of copying and using other individuals work. |
| d) Adhere to regulatory guidelines and organizational policies (E) | | | X | Required to follow regulatory guidelines and organizational policies in my field. |
| e) Comply with organizational and professional codes of ethics (E) | | | X | Required and able to follow organizational and professional codes of ethics |

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| PLANNING AND ANALYSIS | | | | |
| 6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Describe the nature of a learning or performance problem (E) | X | | | Some experience with communicating learning and performance problem as a manager and instructor |
| c) Determine the root causes of identified discrepancies (A) | | X | | Experience in using models to determine root cause of problems. |
| d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| e) Estimate costs and benefits of possible solutions (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| f) Prepare and disseminate a needs assessment report (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| 7. Identify and describe target population and environmental characteristics. (E) | | X | | Much experience with knowing and understanding the environment and the audience |
| a) Determine characteristics of the target population that may impact the design and delivery of instruction (E) | | X | | Experience understanding the targeted population, the material or strategy may change due to the audience |
| b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A) | | X | | Experience in being placed in different environments and demographics, able to adapt and understand the importance of surroundings and characteristics of others |
| c) Identify the infrastructure that is available to support the design and delivery of instruction (A) | | X | | Experience with researching and knowing the resources that are available for a specific project or instruction |
| d) Determine the extent to which organizational mission, philosophy, and values may impact the design and delivery of instruction (A) | | X | | Career experience with developing and communicating organizational mission, values and philosophy and how it impacts the environment and audience. |
| e) Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction (E) | X | | | Experience with observing and evaluating others and the environment but no experience in using data to design instruction |
| 8. Select and use analysis techniques for determining instructional content. (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| a) Identify the scope of required content in accordance with needs assessment findings (E) | X | | | Experience using and apply other need assessment tools used in management but not in ID |
| b) Elicit, synthesize, and validate content from subject matter experts (E) | | X | | Very proficient in using the talents of other to accomplish the required task or objectives |
| c) Analyze existing instructional products to determine adequacy or inadequacy of content, instruction, and learning (E) | | X | | Experience with analyzing if current instructional products are meeting the organizational goal |
| d) Determine the breadth and depth of intended content coverage given instructional constraints (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| e) Determine subordinate and prerequisite skills and knowledge (E) | | X | | Experience with determining the current level of knowledge and skills of personnel and identifying the gap to achieve the desired outcome |
| f) Use appropriate techniques to analyze various types and sources of content (E) | X | | | No experience with these techniques |
| 9. Analyze the characteristics of existing and emerging technologies and their potential use. (E) | X | | | Have experience with existing and emerging technologies but know dealing with instructional design |
| a) Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Evaluate the capacity of given instructional and learning | X | | | New to the ID field/some knowledge but not enough |

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| environments to support selected technologies (A) | | | | and no experience |
| c) Assess the benefits and limitations of existing and emerging technologies (A) | X | | | New to the ID field/some knowledge but not enough and no experience |

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| DESIGN AND DEVELOPMENT | | | | |
| 10. Use an instructional design and development process appropriate for a given project. (E) | X | | | Have experience in managing projects and serving as the project manager |
| a) Select or create an instructional design process based the nature of the project (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Modify the instructional design process as project parameters change (A) | | X | | Experience with adapting to change and redirecting teams to focus on the change or direction of the project |
| c) Describe a rationale for the selected, created or modified instructional design process (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| 11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E) | X | | | Completed the Army's Facilitator and Developer Course, but no practice experience. |
| a) Determine the overall scope of instructional programs and/or products (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Identify and sequence instructional goals (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Specify and sequence the anticipated learning and performance outcomes (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| 12. Design instructional interventions. (E) | X | | | Completed the Army's Facilitator and Developer Course, but no practice experience. |
| a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Apply appropriate interaction design and interactive learning principles (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Use appropriate message and visual design principles (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| d) Apply appropriate motivational design principles (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| e) Accommodate social, cultural, political, and other individual factors that may influence learning (E) | | X | | Experience with accommodating individuals to improve or influence learning. |
| f) Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| 13. Plan non-instructional interventions. (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A) | | X | | Much experience in identifying noninstructional interventions, 18 years of experience managing and identifying problems to improve performance. |
| b) Justify why non-instructional interventions are appropriate (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Create design specifications for non-instructional interventions (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| 14. Select or modify existing instructional materials. (E) | X | | | Completed the Army's Facilitator and Developer Course, but no practice experience. |
| a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Validate selection or modification of existing | X | | | New to the ID field/some knowledge but not enough and no experience |

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| instruction (A) | | | | |
| d)Integrate existing instructional materials into the design (E) | X | | | New to the ID field/some knowledge but not enough and no experience |

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| DESIGN AND DEVELOPMENT (Continued) | | | | |
| 15. Develop instructional materials. (E) | X | | | Completed the Army's Developer Course, but no practice experience in developing instruction |
| a) Develop specifications that serve as the basis for media production (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Produce instructional materials in a variety of delivery formats (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| d) Collaborate with production specialists (E) | X | | | Some experience working with SMEs |
| 16. Design learning assessment (A). | X | | | Completed the Army's Developer Course, but no practice experience in designing assessments |
| a) Identify the learning processes and outcomes to be measured (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Construct reliable and valid methods of assessing learning and performance (A) | | X | | Experience with providing techniques and ways to assess the learning outcome of employees. |
| c) Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| EVALUATION AND IMPLEMENTATION | | | | |
| 17. Evaluate instructional and non-instructional interventions. (A) | | X | | Much experience with conducting evaluation reports on employee's performance, from both the instructional and non-instructional interventions |
| a) Design evaluation plans (A) | X | | | No experience in designing an evaluation plan |
| b) Implement formative evaluation plans (E) | | X | | Experience with conducting rehearsals and pilot programs to test the plan before implementing |
| c) Implement summative evaluation plans (E) | | X | | Experience with conducting evaluation at the end of the plan to ensure it satisfied the requirement |
| d) Prepare and disseminate evaluation report (A) | | X | | Experience with preparing and sharing the results of an evaluation with all stakeholders |
| 18. Revise instructional and non-instructional solutions based on data. (E) | X | | | Experience with evaluation but no experience with revising or redesigning instructional solutions |
| a) Identify product and program revisions based on review of evaluation data (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Revise the delivery process based on evaluation data (E) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Revise products and programs based on evaluation data (E) | | X | | Experience with implanting changes and revising products but not instructional design products |
| 19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A) | X | | | |
| a) Create a vision of change that aligns learning and performance goals with organizational goals (M) | | X | | Experience with creating vision and aligning with the organization. Completed several leadership courses in this topic. |
| b) Plan for the implementation of the interventions (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Plan for the dissemination of the interventions (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| d) Plan for the diffusion of the interventions (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| e) Disseminate the interventions (A) | X | | | New to the ID field/some knowledge but not enough and no experience |

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| f) Monitor implementation, dissemination, and diffusion progress (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| g) Identify required modifications to implementation, dissemination, and diffusion processes (A) | X | | | New to the ID field/some knowledge but not enough and no experience |

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| MANAGEMENT | | | | |
| 20. Apply business skills to managing the instructional design function. (M) | | X | | Completed MA degree in General Management, 18 years of management/leadership experience |
| a) Align instructional design efforts with organization's strategic plans and tactics (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| b) Establish standards of excellence for the instructional design function (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Develop a business case to promote the critical role of the instructional design function (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| d) Recruit, retain, and develop instructional design personnel (M) | | X | | Experience with managing talent and personnel, using personnel for their craft and were they fit best |
| e) Develop financial plans and controls for the instructional design function (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| f) Obtain and maintain management and stakeholder support for the design function (f) | | X | | 18 years of management experience and MA in management |
| g) Market instructional design services and manage customer relations (M) | | X | | 18 years of management experience and MA in management |
| 21. Manage partnerships and collaborative relationships. (M) | | X | | Completed MA degree in General Management, 18 years of management/leadership experience |
| a) Identify stakeholders and the nature of their involvement (A) | | X | | Experience with understanding the dynamics of a team and the role each member serves along with outside sources. |
| b) Build and promote effective relationships between the design team and stakeholders (M) | | X | | Experience with building and maintaining effective working teams and using outside resources to meet the required objectives |
| c) Manage cross functional teams (M) | | X | | Experience with managing different type of teams and consolidating data to complete the overall objective |
| d) Conduct project reviews with design team members and stakeholders (M) | | X | | Experience with conduct continuous and ongoing in progress reviews about projects with all critical members of the team. |
| 22. Plan and manage instructional design projects. (A) | | X | | Completed MA degree in General Management, 18 years of management/leadership experience |
| a) Establish project scope and goals (A) | | X | | Experience with developing, understanding and communicating project goals and scope |
| b) Write proposals for instructional design projects (A) | X | | | New to the ID field/some knowledge but not enough and no experience |
| c) Use a variety of planning and management tools for instructional design projects (A) | | X | | Have experience of using techniques and tools in planning and managing teams |
| d) Allocate resources to support the project plan (M) | X | | | New to the ID field/some knowledge but not enough and no experience |
| e) Manage multiple priorities to maintain project time line (M) | | X | | Experience with working on multiple task/projects and creating timelines/tracking systems to meet the overall goal/objective |
| f) Identify and resolve project issues (M) | | X | | Experience with conducting analysis to identify and resolve project issues with both personnel and resources |