# 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.

## Yuri Pavlov—October 2016

| Competency / Performance Statement<br>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)** | | 2 | | Teaching experience, IDD&E courses at SU |
| a) Write and edit messages that are clear, concise, and grammatically correct (E) | | 2 | | Writing 3 theses as part of my previous academic degrees (1 in English, 2 in Russian) |
| b) Deliver presentations that effectively engage audiences and communicate clear messages (E) | | 2 | | Teaching, presenting in classroom environments |
| c) Use active listening skills (E) | | | 3 | Teaching (2 years), student (20 years) |
| 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) | | 2 | | Two years of teaching at Belarusian State University |
| e) Facilitate meetings effectively (A) | | | | N/A |
| f) Use effective collaboration and consensus-building skills (A) | | 2 | | Group projects in IDE611, IDE631, IDE641, IDE761 |
| g) Use effective negotiation and conflict resolution skills (A) | | 2 | | IDE761 Project Management |
| h) Use effective questioning techniques (A) | | 2 | | A year experience of interviewing in my past job |
| i) Solicit, accept, and provide constructive feedback (E) | | 2 | | I view feedback as a tool for improvement |
| j) Disseminate status, summary, or action-oriented reports (A) | | 2 | | IDE761 Project Management |
| **2. Apply research and theory to the discipline of instructional design. (A)** | | 2 | | Practice through projects in IDD&E courses at SU |
| a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A) | | 2 | | IDE631, IDE632, IDE641, IDE737, IDE772 |
| b) Explain key concepts and principles related to instructional design (E) | | | 3 | IDE621, IDE631, IDE632, IDE737, Master Class in Belarus in June 2016, Spanish lesson Sept 19, 2016 |
| c) Apply results of instructional design research, theory, and practice (A) | | 2 | | Constant reading of IDD&E literature, practicing in the internship, practicum, and individual projects |
| d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A) | 1 | | | IDE712 Front-end Analysis |
| e) Apply systems thinking to instructional design and performance improvement projects (E) | | 2 | | IDE632 Instructional Design II, IDE712 Front-end Analysis |

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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)** | | 2 | | Personal connections, general attitude to life |
| a) Participate in professional development activities (E) | | 2 | | Master class on I.D. in Belarus in June 2016 |
| b) Establish and maintain contacts with other professionals (E) | | 2 | | 11 PhD students in IDD&E Department at Syracuse University, communicate with some professors |
| c) Acquire and apply new technology skills in instructional design practice (E) | 1 | | | Have knowledge of Camtasia, Adobe Captivate—yet still have to learn how to use them |
| d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (A) | 1 | | | Only informational understanding as to how exactly it should be done |
| **4. Apply data collection and analysis skills in instructional design projects. (A)** | 1 | | | Information awareness through IDD&E courses at SU |
| a) Identify the data to be collected (A) | | 2 | | Projects in IDE712, IDE631, IDE632, IDE761 |
| b) Use a variety of data collection tools and procedures (E) | 1 | | | IDE712—have an idea (Jonassen's 1999 book) |
| c) Apply appropriate data collection methodologies to needs assessment and evaluation (A) | 1 | | | IDE712, IDE632 |
| d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A) | | | | N/A |
| **5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E)** | 1 | | | Overall, I have only information awareness of those things |
| a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A) | 1 | | | |
| b) Plan for and respond to ethical, legal, and political consequences of design decisions (A) | 1 | | | |
| c) Recognize and respect the intellectual property rights of others (E) | | | 3 | Nine years of higher education studies taught and conditioned to respect copyright |
| d) Adhere to regulatory guidelines and organizational policies (E) | 1 | | | |
| e) Comply with organizational and professional codes of ethics (E) | 1 | | | |

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| **PLANNING AND ANALYSIS** | | | | |
| **6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies. (A)** | 1 | | | Information awareness through IDD&E courses at SU |
| a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A) | 1 | | | IDE712 Front-end Analysis |
| b) Describe the nature of a learning or performance problem (E) | | 2 | | IDE712, IDE631, IDE632, IDE641, IDE737 |
| c) Determine the root causes of identified discrepancies (A) | 1 | | | IDE712 |
| d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A) | 1 | | | IDE712, IDE632 |
| e) Estimate costs and benefits of possible solutions (A) | 1 | | | IDE631, IDE641 |
| f) Prepare and disseminate a needs assessment report (A) | | | | N/A |
| **7. Identify and describe target population and environmental characteristics. (E)** | 1 | | | Information awareness through IDD&E courses at SU |
| a) Determine characteristics of the target population that may impact the design and delivery of instruction (E) | | 2 | | IDE631, IDE712, IDE737, IDE641, IDE632 |
| b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A) | 1 | | | |
| c) Identify the infrastructure that is available to support the design and delivery of instruction (A) | 1 | | | |
| d) Determine the extent to which organizational mission, philosophy, and values may impact the design and delivery of instruction (A) | 1 | | | |
| e) Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction (E) | 1 | | | |
| **8. Select and use analysis techniques for determining instructional content. (E)** | | | | Mostly IDE712 Jonassen's book (1999) |
| a) Identify the scope of required content in accordance with needs assessment findings (E) | 1 | | | |
| b) Elicit, synthesize, and validate content from subject matter experts (E) | 1 | | | |
| c) Analyze existing instructional products to determine adequacy or inadequacy of content, instruction, and learning (E) | 1 | | | |
| d) Determine the breadth and depth of intended content coverage given instructional constraints (E) | | | | N/A |
| e) Determine subordinate and prerequisite skills and knowledge (E) | 1 | | | IDE712 research paper on hierarchy analysis |
| f) Use appropriate techniques to analyze various types and sources of content (E) | 1 | | | |
| **9. Analyze the characteristics of existing and emerging technologies and their potential use. (E)** | 1 | | | Information awareness through IDD&E courses at SU |
| a) Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction (E) | 1 | | | IDE772 Technology in International Settings |
| b) Evaluate the capacity of given instructional and learning environments to support selected technologies (A) | 1 | | | IDE611, IDE712, IDE772 |
| c) Assess the benefits and limitations of existing and emerging technologies (A) | | | | N/A |

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| **DESIGN AND DEVELOPMENT** | | | | |
| **10. Use an instructional design and development process appropriate for a given project. (E)** | 1 | | | ADDIE model / problem-solving tool used only |
| a) Select or create an instructional design process based the nature of the project (E) | 1 | | | |
| b) Modify the instructional design process as project parameters change (A) | 1 | | | |
| c) Describe a rationale for the selected, created or modified instructional design process (A) | 1 | | | |
| **11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E)** | 1 | | | Information awareness through IDD&E courses at SU |
| a) Determine the overall scope of instructional programs and/or products (A) | 1 | | | |
| b) Identify and sequence instructional goals (E) | 1 | | | |
| c) Specify and sequence the anticipated learning and performance outcomes (E) | 1 | | | |
| **12. Design instructional interventions. (E)** | 1 | | | Information awareness through IDD&E courses at SU |
| a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E) | 1 | | | IDE631, IDE632, IDE737 |
| b) Apply appropriate interaction design and interactive learning principles (E) | | 2 | | Teaching Translation at Belarusian State University |
| c) Use appropriate message and visual design principles (E) | 1 | | | Reading "Instructional message deign" (1993) |
| d) Apply appropriate motivational design principles (E) | | | | N/A |
| e) Accommodate social, cultural, political, and other individual factors that may influence learning (E) | | | | N/A |
| f) Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors (E) | 1 | | | |
| **13. Plan non-instructional interventions. (A)** | 1 | | | IDE712 was eye-opening for these purposes |
| a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A) | 1 | | | IDE712 |
| b) Justify why non-instructional interventions are appropriate (A) | 1 | | | IDE712 |
| c) Create design specifications for non-instructional interventions (A) | 1 | | | IDE712 Romiszowski's book, IDE632 |
| **14. Select or modify existing instructional materials. (E)** | 1 | | | IDE632 Instructional Design II is key here |
| a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E) | 1 | | | IDE632 project |
| b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A) | 1 | | | IDE631, IDE641 |
| c) Validate selection or modification of existing instruction (A) | | | | N/A |
| d) Integrate existing instructional materials into the design (E) | 1 | | | IDE632 |

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| **DESIGN AND DEVELOPMENT (Continued)** | | | | |
| **15. Develop instructional materials. (E)** | | 2 | | Teaching, working in a marketing department |
| a) Develop specifications that serve as the basis for media production (E) | | 2 | | Teaching experience |
| b) Produce instructional materials in a variety of delivery formats (E) | | 2 | | Teaching experience |
| c) Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies (E) | | 2 | | Master class on I.D. in June 2016 in Belarus |
| d) Collaborate with production specialists (E) | 1 | | | Only information awareness |
| **16. Design learning assessment. (A)** | 1 | | | Information awareness through projects at SU |
| a) Identify the learning processes and outcomes to be measured (E) | | 2 | | IDE631, IDE632, IDE737, master class in Belarus |
| b) Construct reliable and valid methods of assessing learning and performance (A) | 1 | | | |
| c) Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies (E) | 1 | | | Most IDD&E courses at SU |
| **EVALUATION AND IMPLEMENTATION** | | | | |
| **17. Evaluate instructional and non-instructional interventions. (A)** | 1 | | | IDE641 Evaluation class with Nick Smith |
| a) Design evaluation plans (A) | 1 | | | |
| b) Implement formative evaluation plans (E) | 1 | | | |
| c) Implement summative evaluation plans (E) | 1 | | | |
| d) Prepare and disseminate evaluation report (A) | 1 | | | |
| **18. Revise instructional and non-instructional solutions based on data. (E)** | 1 | | | IDE641 Evaluation class with Nick Smith |
| a) Identify product and program revisions based on review of evaluation data (A) | 1 | | | |
| b) Revise the delivery process based on evaluation data (E) | 1 | | | |
| c) Revise products and programs based on evaluation data (E) | 1 | | | |
| **19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A)** | 1 | | | IDE631: Smith&Ragan chapter on Implementation |
| a) Create a vision of change that aligns learning and performance goals with organizational goals (M) | 1 | | | |
| b) Plan for the implementation of the interventions (A) | 1 | | | |
| c) Plan for the dissemination of the interventions (M) | 1 | | | |
| d) Plan for the diffusion of the interventions (M) | 1 | | | |
| e) Disseminate the interventions (A) | | | | N/A |
| f) Monitor implementation, dissemination, and diffusion progress (M) | | | | N/A |
| g) Identify required modifications to implementation, dissemination, and diffusion processes (A) | | | | N/A |

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| **MANAGEMENT** | | | | |
| **20. Apply business skills to managing the instructional design function. (M)** | | | | This section is N/A as of yet |
| a) Align instructional design efforts with organization's strategic plans and tactics (M) | | | | N/A |
| b) Establish standards of excellence for the instructional design function (M) | | | | N/A |
| c) Develop a business case to promote the critical role of the instructional design function (M) | | | | N/A |
| d) Recruit, retain, and develop instructional design personnel (M) | | | | N/A |
| e) Develop financial plans and controls for the instructional design function (M) | | | | N/A |
| f) Obtain and maintain management and stakeholder support for the design function (f) | | | | N/A |
| g) Market instructional design services and manage customer relations (M) | | | | N/A |
| **21. Manage partnerships and collaborative relationships. (M)** | 1 | | | Overall, I gained knowledge from IDE761 Project Management class and Weiss's book (1992) |
| a) Identify stakeholders and the nature of their involvement (A) | 1 | | | |
| b) Build and promote effective relationships between the design team and stakeholders (M) | 1 | | | |
| c) Manage cross functional teams (M) | 1 | | | |
| d) Conduct project reviews with design team members and stakeholders (M) | 1 | | | |
| **22. Plan and manage instructional design projects. (A)** | 1 | | | Overall, I gained knowledge from IDE761 Project Management class and Weiss's book (1992) |
| a) Establish project scope and goals (A) | 1 | | | |
| b) Write proposals for instructional design projects (A) | 1 | | | |
| c) Use a variety of planning and management tools for instructional design projects (A) | 1 | | | |
| d) Allocate resources to support the project plan (M) | 1 | | | |
| e) Manage multiple priorities to maintain project time line (M) | 1 | | | |
| f) Identify and resolve project issues (M) | 1 | | | |

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