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.

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)				
a) Write and edit messages that are clear, concise, and grammatically correct (E)		2		Undergraduate communication course, Schooling- however, not a native speaker
b) Deliver presentations that effectively engage audiences and communicate clear messages (E)			3	Undergraduate communication course, Schooling, Practice
c) Use active listening skills (E)			3	Undergraduate communication course, Schooling, Practice
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)			3	Undergraduate communication course, Schooling, Practice
e) Facilitate meetings effectively (A)			3	Took care of logistical and administrative tasks relating to this during my previous job
f) Use effective collaboration and consensus-building skills (A)		2		Worked in teams/ dealt with various stakeholders in the past
g) Use effective negotiation and conflict resolution skills (A)	1			
h) Use effective questioning techniques (A)		2		Conducting needs analysis in various projects
i) Solicit, accept, and provide constructive feedback (E)	1			
j) Disseminate status, summary, or action-oriented reports (A)	1			
2. Apply research and theory to the discipline of instructional design.(A)				
a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A)		2		The IDD&E program has developed this competency through the theories, models and their application
b) Explain key concepts and principles related to instructional design (E)			3	IDD&E program have given us a strong theoretical and application based background into this
c) Apply results of instructional design research, theory, and practice (A)	1			
d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A)		2		Applying past professional experience/ academic experience in projects and other works combined with the IDD&E program learning's
e) Apply systems thinking to instructional design and performance improvement projects (E)		2		The IDDE 632 course helped us bring up to this line of thought

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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)				
a) Participate in professional development activities (E)		2		Have attended in the past
b) Establish and maintain contacts with other professionals (E)			3	Have done this in the past
c) Acquire and apply new technology skills in instructional design practice (E)			3	The IDD&E courses, especially IDDE 552, IDDE and IDDE 772
d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (D)		2		
4. Apply data collection and analysis skills in instructional design projects. (A)				
a) Identify the data to be collected (A)		2		Worked in M&E/Research, Front End Analysis techniques from the IDDE course
b) Use a variety of data collection tools and procedures (E)			3	Worked in M&E/Research
c) Apply appropriate data collection methodologies to needs assessment and evaluation (A)			3	Worked in M&E/Research
d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A)		2		Worked in M&E/Research
5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E)				
a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A)		2		
b) Plan for and respond to ethical, legal, and political consequences of design decisions (A)		2		
c) Recognize and respect the intellectual property rights of others (E)		2		
d) Adhere to regulatory guidelines and organizational policies (E)		2		
e) Comply with organizational and professional codes of ethics (E)		2		

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PLANNING AND ANALYSIS				
6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies (A)				
a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A)		2		Worked in M&E/Research/ Needs analysis in courses, especially IDE 712
b) Describe the nature of a learning or performance problem (E)		2		IDDE courses
c) Determine the root causes of identified discrepancies (A)		2		Worked in M&E/Research; SUPA research; IDDE courses
d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A)		2		Worked in M&E/Research; IDDE courses
e) Estimate costs and benefits of possible solutions (A)		2		Have an MBA, IDDE courses
f) Prepare and disseminate a needs assessment report (A)		2		Worked in M&E/Research, SUPA courses, especially IDE 712
7. Identify and describe target population and environmental characteristics. (E)				
a) Determine characteristics of the target population that may impact the design and delivery of instruction (E)	1			
b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A)		2		Worked in M&E/Research
c) Identify the infrastructure that is available to support the design and delivery of instruction (A)		2		IDDE courses
d) Determine the extent to which organizational mission, philosophy, and values may impact the design and delivery of instruction (A)		2		IDDE courses
e) Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction (E)		2		IDDE courses; Worked in M&E/Research
8. Select and use analysis techniques for determining instructional content. (E)				
a) Identify the scope of required content in accordance with needs assessment findings (E)		2		Worked in M&E/Research; IDDE courses, especially IDE 712
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)		2		IDDE courses, especially IDE 737
d) Determine the breadth and depth of intended content coverage given instructional constraints (E)	1			
e) Determine subordinate and prerequisite skills and knowledge (E)	1			
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)				
a) Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction (E)		2		IDDE courses
b) Evaluate the capacity of given instructional and learning environments to support selected technologies (A)		2		IDDE courses, especially IDE 772
c) Assess the benefits and limitations of existing and emerging technologies (A)		2		IDDE courses, especially IDE 772

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DESIGN AND DEVELOPMENT				
10. Use an instructional design and development process appropriate for a given project. (E)				
a) Select or create an instructional design process based the nature of the project (E)		2		IDDE courses
b) Modify the instructional design process as project parameters change (A)		2		IDDE courses, group work
c) Describe a rationale for the selected, created or modified instructional design process (A)		2		IDDE course, especially IDE 632 & IDE 712
11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E)				
a) Determine the overall scope of instructional programs and/or products (A)	1			
b) Identify and sequence instructional goals (E)		2		IDDE courses, especially IDE 737
c) Specify and sequence the anticipated learning and performance outcomes (E)		2		IDDE courses
12. Design instructional interventions. (E)				
a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E)		2		Worked in M&E/Research/ IDDE courses, especially IDE 632 & 712/ Group work
b) Apply appropriate interaction design and interactive learning principles (E)	1			
c) Use appropriate message and visual design principles (E)		2		Worked in M&E/Research/ IDE 552 & 712
d) Apply appropriate motivational design principles (E)		2		IDDE courses
e) Accommodate social, cultural, political, and other individual factors that may influence learning (E)	1			IDE 772 course
f) Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors (E)	1			IDDE courses like IDE 631, 632, 712
13. Plan non-instructional interventions. (A)				
a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A)		2		Previous research skills, IDE 712 course
b) Justify why non-instructional interventions are appropriate (A)		2		Previous research skills
c) Create design specifications for non-instructional interventions (A)	1			
14. Select or modify existing instructional materials. (E)				
a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E)		2		IDDE courses, especially IDE 737
b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A)		2		Have an MBA, IDDE courses
c) Validate selection or modification of existing instruction (A)		2		IDDE courses like IDE 631& IDE 737
d) Integrate existing instructional materials into the design (E)		2		IDDE courses

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DESIGN AND DEVELOPMENT (Continued)				
15. Develop instructional materials. (E)				
a) Develop specifications that serve as the basis for media production (E)		2		IDDE courses like IDE 552, 621, 631& 737
b) Produce instructional materials in a variety of delivery formats (E)		2		IDDE courses like IDE 632 & 737
c) Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies (E)		2		IDE 631, 737 & 772
d) Collaborate with production specialists (E)		2		IDDE courses like IDE 552, 621, 631 & 632
16. Design learning assessment (A).				
a) Identify the learning processes and outcomes to be measured (E)		2		IDDE courses like IDE 552, 621, 631, 632 & 737
b) Construct reliable and valid methods of assessing learning and performance (A)		2		IDDE courses like IDE 552, 621, 631, 632 & 737
c) Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies (E)			3	IDDE courses like IDE 552, 621, 631, 632 & 737
EVALUATION AND IMPLEMENTATION				
17. Evaluate instructional and non-instructional interventions. (A)				
a) Design evaluation plans (A)			3	Worked in M&E in the past, IDE 641 course project
b) Implement formative evaluation plans (E)			3	Worked in M&E in the past
c) Implement summative evaluation plans (E)		2		Worked in M&E in the past
d) Prepare and disseminate evaluation report (A)		2		Worked in M&E in the past
18. Revise instructional and non-instructional solutions based on data. (E)				
a) Identify product and program revisions based on review of evaluation data (A)		2		Worked in M&E in the past
b) Revise the delivery process based on evaluation data (E)		2		Worked in M&E in the past
c) Revise products and programs based on evaluation data (E)		2		Worked in M&E in the past
19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A)				
a) Create a vision of change that aligns learning and performance goals with organizational goals (M)		2		Worked in M&E in the past, Theory of change and Impact Pathways
b) Plan for the implementation of the interventions (A)			3	Worked in M&E in the past
c) Plan for the dissemination of the interventions (M)		2		Worked in M&E in the past
d) Plan for the diffusion of the interventions (M)		2		Worked in M&E in the past
e) Disseminate the interventions (A)		2		Worked in M&E in the past
f) Monitor implementation, dissemination, and diffusion progress (M)		2		Worked in M&E in the past- baseline, midline, end line and impact evaluation efforts
g) Identify required modifications to implementation, dissemination, and diffusion processes (A)		2		Worked in M&E in the past- baseline, midline, end line and impact evaluation efforts

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MANAGEMENT				
20. Apply business skills to managing the instructional design function. (M)				
a) Align instructional design efforts with organization's strategic plans and tactics (M)		2		Have an MBA & BBA; Worked in M&E; Concepts of theory of change and impact pathways
b) Establish standards of excellence for the instructional design function (M)	1			
c) Develop a business case to promote the critical role of the instructional design function (M)		2		Worked in M&E in the past, IDDE; Have an MBA
d) Recruit, retain, and develop instructional design personnel (M)	1			
e) Develop financial plans and controls for the instructional design function (M)		2		Worked in M&E in the past; Have an MBA
f) Obtain and maintain management and stakeholder support for the design function (f)	1			
g) Market instructional design services and manage customer relations (M)	1			
21. Manage partnerships and collaborative relationships. (M)				
a) Identify stakeholders and the nature of their involvement (A)		2		Worked in M&E in the past, IDDE courses and their projects
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)			3	Worked in M&E in the past
22. Plan and manage instructional design projects. (A)				
a) Establish project scope and goals (A)		2		Have taken PM courses; IDD&E courses like IDE 631, IDE 632, IDE 712 & IDE 737
b) Write proposals for instructional design projects (A)		2		Have taken PM courses; Worked in M&E; IDD&E courses like IDE 631, IDE 632, IDE, 641, IDE 712 & IDE 737
c) Use a variety of planning and management tools for instructional design projects (A)		2		IDE 631 group work; IDD&E courses IDE 632 & IDE 712
d) Allocate resources to support the project plan (M)	1			
e) Manage multiple priorities to maintain project time line (M)		2		Have taken PM courses; IDD&E course IDE 641
f) Identify and resolve project issues (M)	1			

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