

Competencies for the Instructional/Training Development Professional

Task Force on ID Certification

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This "final" list of core competencies for instructional/training development professionals was developed over a three-year period by a special task force appointed by the Board of Directors of the Division of Instructional Development within the Association for Educational Communications and Technology. The list is "final" only to the degree that it will not be modified further until the task force explores ways by which the competencies might be evaluated. The task force feels strongly that the list should never be considered final in the absolute sense, given the evolving nature of the field.

The task force made several assumptions in order to proceed with its work in a systematic way:

1. Only core competencies were included—competencies which reflect the

skills of a professional developer regardless of his/her current job, academic degree, or type of training.

2. The competencies are performance-oriented rather than academic-oriented.

3. While some employment situations may proscribe a developer from using every competency, all professional developers should be able to perform most if not all of the competencies if given the opportunity to do so.

4. The competencies reflect the skills of experienced professional developers as opposed to students, trainees, or entry-level developers.

The task force believes the competency list will be valuable in many ways:

1. It can provide experienced developers with a tool for self-assessment and professional growth.

2. It can provide a common set of concepts and vocabulary which will improve communication among instructional/training developers and between developers and other professional groups.

3. It can provide the academic and professional preparation programs for instructional/training developers with information for program development.

4. It can provide a basis for potential professional certification.

5. It can aid employers in identifying qualified practitioners.

6. It can provide a basis for defining the emerging field of Instructional Development—one mark of a true profession.

The attached list of competencies is the product of much hard work by the special task force over the past three years. The division of Instructional Development Board of Directors appointed the task force to investigate the area in 1978. The first draft list of competencies appeared in February 1979. A second draft was written in February 1980 and a third was created in September 1980. The third draft was

subjected to extensive evaluation. In January 1981 it and an accompanying response questionnaire were mailed nationally to all members of the Division. Over 200 members responded with about 350 specific suggestions for revisions. In March 1981 the draft was presented at a local chapter meeting of the American Society for Training and Development and feedback was gathered from the participants. In May 1981, it was presented at the National Society for Performance and Instruction Convention where participants critically examined each competency and offered ideas for improving the list. All of the feedback data were taken into consideration when the attached list was developed at a meeting of the task force in June 1981. It is "final" in the sense that it will not be revised again until preliminary assessment data are collecting during 1981-1982.

Instructional/Training Development Core Competencies

Note: In the following list, the competencies are not listed in any particular order of importance. Each is an integral part of the core.

A competent instructional/training development specialist is able to:

1. Determine Projects Appropriate for Instructional Development

- Analyze information regarding potential projects and decide if instructional development is appropriate.

- Discriminate situations requiring instructional solutions from those requiring other solutions (e.g., job redesign, organizational development, etc.).

- Judge the appropriateness of project selection decisions and provide a rationale for the judgment.

2. Conduct Needs Assessments

- Develop a needs assessment plan including selection of procedures and

instruments.

- Conduct a needs assessment and interpret results to suggest appropriate actions.
- Judge the appropriateness, completeness, and accuracy of given needs assessment plans and results.

3. Assess Learner/Trainee Characteristics

- Distinguish among entry skills assessment, prerequisite assessment, and aptitude assessment.
- Identify a range of relevant learner/trainee characteristics and determine methods for assessing them.
- Develop and implement a plan for assessing learner/trainee characteristics.
- Judge the appropriateness, comprehensiveness, and adequacy of a given assessment of learner/trainee characteristics.

4. Analyze the Structural Characteristics of Jobs, Tasks, and Content

- Select and use a procedure for analyzing the structural characteristics of a job, task, or content which is appropriate to that job, task, or content and state a rationale for the selection.

5. Write Statements of Learner Outcomes

- Distinguish objectives stated in performance/behavioral terms from instructional goals, organizational goals, learner activities, teacher activities, and objectives written in other styles.
- State an outcome in performance terms which reflects the intent of instruction.
- Judge the accuracy, comprehensiveness, and appropriateness of statements of learner outcomes in terms of the job, task, or content analysis, and/or judgement/opinions of the client (e.g., subject matter expert, faculty, etc.).

6. Analyze the Characteristics of a Setting (Learning Environment)

- Analyze setting characteristics and determine relevant resources and constraints.
- Judge the accuracy, comprehensiveness, and appropriateness of a setting analysis.

7. Sequence Learner Outcomes

- Select a procedure for sequencing learner outcomes appropriate to a given situation, sequence the outcomes and state a rationale for the sequence.
- Judge the accuracy, completeness, and appropriateness of a given sequence of learner outcomes.

8. Specify Instructional Strategies

- Select a strategy which is appropriate to information about the learner characteristics, resources, and constraints, desired learner outcomes, and other pertinent information and state a rationale for the selection.
- Judge the appropriateness of a specified instructional strategy for a given situation.

9. Sequence Learner Activities

- Specify a sequence of learner activities appropriate to the achievement of specified learner outcomes and state a rationale for the sequence.
- Judge the appropriateness and completeness of a given sequence of learner activities.

10. Determine Instructional Resources (Media) Appropriate to Instructional Activities

- Develop specifications for instructional resources required for explicit instructional strategies and learner outcomes.
- Evaluate existing instructional resources to determine appropriateness for specified instructional strategies and learner outcomes.
- Adapt existing instructional resources.
- Prepare specifications for the production of materials where required (e.g., storyboards, lesson plans, script outlines, etc.).

11. Evaluate Instruction/Training

- Plan and conduct a formative evaluation (e.g., trials with subjects, expert review, analysis of implementation considerations, etc.).
- Develop a range of information-gathering techniques (e.g., questionnaires, interviews, tests, simulations, observations, etc.).
- Generate specifications for revision based on evaluation feedback.

- Judge the appropriateness, comprehensiveness, and adequacy of given formative evaluation plans, information-gathering techniques, and revision specifications.

12. Create Course, Training Package, and Workshop Management Systems

- Determine the components of a course/training package/workshop management system and state a rationale for the selection.
- Judge the appropriateness, comprehensiveness, and adequacy of a given management system.

13. Plan and Monitor Instructional Development Projects

- Develop and monitor an instructional development project plan (including timelines, budgets, staffing, etc.) which is appropriate to the nature of the project and the setting.
- Judge the appropriateness and comprehensiveness of a given instructional development project plan.

14. Communicate Effectively in Visual, Oral, and Written Form

15. Demonstrate Appropriate Interpersonal, Group Process, and Consulting Behaviors

- Demonstrate interpersonal behaviors with individuals and groups and state a rationale for using the behaviors in given situations.
- Demonstrate group process behaviors and state a rationale for using the behaviors in given situations.
- Demonstrate consulting behaviors with individuals and groups and state a rationale for the behaviors in given situations.
- Judge the appropriateness of interpersonal, group process, and consulting behaviors in given situations.

16. Promote the Diffusion and Adoption of the Instructional Development Process

- Select strategies appropriate for promoting the diffusion and adoption of the instructional development process in a given setting and state a rationale for the strategies.