



2012 ibstpi®

# Instructional Design Competencies

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## About the 2012 Revision

There are twenty-two (22) newly updated ibstpi® instructional design competencies in the Revised 2012 Edition. These competencies are clustered into five (5) domains and are supported by one hundred and five (105) performance statements.

These competencies reflect the fact that the field of instructional design has grown in breadth, depth, and complexity such that no one person can be expected to be fully competent in all related skills and knowledge.

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## Instructional Design Competencies

| PROFESSIONAL FOUNDATIONS                                                                                                  | Level of Expertise |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. Communicate effectively in visual, oral and written form.                                                              | Essential          |
| 2. Apply research and theory to the discipline of instructional design.                                                   | Advanced           |
| 3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. | Essential          |
| 4. Apply data collection and analysis skills in instructional design projects.                                            | Advanced           |
| 5. Identify and respond to ethical, legal, and political implications of design in the workplace.                         | Essential          |

(**Essential** for all Instructional Designers; **Advanced** Instructional Designers [E+A]; **Managers** of Instructional Design function [M+A+E])

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| PLANNING AND ANALYSIS                                                                            | Level of Expertise |
|--------------------------------------------------------------------------------------------------|--------------------|
| 6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies. | Advanced           |
| 7. Identify and describe target population and environmental characteristics.                    | Essential          |
| 8. Select and use analysis techniques for determining instructional content.                     | Essential          |
| 9. Analyze the characteristics of existing and emerging technologies and their potential use.    | Essential          |

(**Essential** for all Instructional Designers; **Advanced** Instructional Designers [E+A]; **Managers** of Instructional Design function [M+A+E])

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| DESIGN AND DEVELOPMENT                                                                        | Level of Expertise |
|-----------------------------------------------------------------------------------------------|--------------------|
| 10. Use an instructional design and development process appropriate for a given project.      | Essential          |
| 11. Organize instructional programs and/or products to be designed, developed, and evaluated. | Essential          |
| 12. Design instructional interventions.                                                       | Essential          |
| 13. Plan non-instructional interventions.                                                     | Advanced           |
| 14. Select or modify existing instructional materials.                                        | Essential          |
| 15. Develop instructional materials.                                                          | Essential          |
| 16. Design learning assessment.                                                               | Advanced           |

(**Essential** for all Instructional Designers; **Advanced** Instructional Designers [E+A]; **Managers** of Instructional Design function [M+A+E])

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| EVALUATION AND IMPLEMENTATION                                                              | Level of Expertise |
|--------------------------------------------------------------------------------------------|--------------------|
| 17. Evaluate instructional and non-instructional interventions.                            | Advanced           |
| 18. Revise instructional and non-instructional solutions based on data.                    | Essential          |
| 19. Implement, disseminate, and diffuse instructional and non-instructional interventions. | Advanced           |
| MANAGEMENT                                                                                 | Level of Expertise |
| 20. Apply business skills to managing the instructional design function.                   | Managerial         |
| 21. Manage partnerships and collaborative relationships.                                   | Managerial         |
| 22. Plan and manage instructional design projects.                                         | Advanced           |

(**Essential** for all Instructional Designers; **Advanced** Instructional Designers [E+A]; **Managers** of Instructional Design function [M+A+E])

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## Instructional design Performance Statements

### *Examples*

#### PROFESSIONAL FOUNDATIONS

##### Competencies

1. Communicate effectively in visual, oral and written form. (Essential)

**Competencies** are the core component of the ibstpi® model. They are short statements, each one providing a general description of a complex effort.

Each competency is supported by a list of **performance statements** which provide a fuller description of how the competency is demonstrated.

##### Performance Statements

- a. Write and edit messages that are clear, concise, and grammatically correct (Essential)
- b. Deliver presentations that effectively engage audiences and communicate clear messages (Essential)
- c. Use active listening skills (Essential)
- d. Solicit, accept, and provide constructive feedback (Essential)
- e. 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 (Advanced)
- f. Facilitate meetings effectively (Advanced)
- g. Use effective collaboration and consensus-building skills (Advanced)
- h. Use effective negotiation and conflict resolution skills (Advanced)
- i. Use effective questioning techniques (Advanced)
- j. Disseminate status, summary, or action-oriented reports (Advanced)



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## Download Competencies

Free to download and use as a personal benchmark for your own professional development (requires registration)

## Acquire Performance Statements

Complete set of Competencies and Performance Statements. All competencies are further developed into detailed performance statements, which have been internationally validated by practitioners in the field. (requires registration + online payment.)

## Adopt ibstpi Standards

Adopt the ibstpi® Standards in your organization and use them to define job descriptions, training programs and expectations with vendors. Benefit from the advice of our Directors and qualify to participate in future research and publications.

## Contact us

Let us know how we can be of service. Share your ideas, research projects, publications and experiences applying the ibstpi® Standards.

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