IBSTPI

INTERNATIONAL BOARD OF STANDARDS FOR TRAINING, PERFORMANCE, AND INSTRUCTION

Instructional Design Competencies

2012 IBSTPI®

IBSTPI® INTERNATIONALLY VALIDATED STANDARDS

The training, performance, and instruction standards that IBSTPI shares are based on a rigorous and systematic process that ensures the validity and reliability of each competency and performance statement within this set. Many of the performance standards resources used by practitioners in various fields are "how to" materials largely based on anecdotal data, conventional wisdom, and intuitive judgments regarding what constitutes "best practices" by training, performance and instruction professionals. IBSTPI® has a long history of competency development that involves literature review, primary research, and input from a broad cross-section of professionals who participate in IBSTPI® development and validation studies. Our international validation process can involve 1,000 or more participants from multiple working contexts, regions of the world, and languages. Thus, these competencies and their associated performance statements are developed and validated based on the expertise of the IBSTPI® competency development teams and the knowledge of many other accomplished training, performance, and instruction professionals representing diverse organizations, institutions, and programs from around the world. For further information on the standards or a summary of the validation be sure to purchase a copy of the associated book.

ABOUT THE IBSTPI® INSTRUCTIONAL DESIGN STANDARDS

The settings for, and conditions under which, instructional design work has continually changed over the years provides a backdrop for the emergence of new complex practices. Instructional designers have moved from working as individuals creating training to working in interdisciplinary design teams addressing complex human performance deficiencies in multiple contexts using a variety of methodologies and digital/non-digital tools to create instructional solutions.

These circumstances suggest that designers should be well versed in design sciences, development practices, and the features of a variety of new and emerging media that lend themselves to facilitating different types of learning. Designers must demonstrate systemic thinking practices and choose sound instructional design and development tools to support their own productivity and maintain high levels of effectiveness and quality in instructional solutions. They must be able to communicate effectively with multiple types of people and able to analyze an environment to determine knowledge and skills gaps that may be resolved by instructional (and non-instructional) solutions. They must understand how their audience learns and be able to perform learning assessments, evaluation processes, and basic research. This new set of IBSTPI® Standards provide a list of internationally validated instructional design competencies and performance statements for all of these situations and more.

ABOUT THE 2012 REVISIONS

There are twenty-two (22) updated and re-validated IBSTPI® instructional design competencies in the revised 2012 Standards. These competencies are clustered into five (5) domains and are supported by one hundred and five (105) performance statements. They 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. Thus, each competency and statement has been classified (by experts) into those competencies most appropriate for new instructional designers, experienced instructional designers, and those who manage instructional design functions.

APPLICATIONS OF THE STANDARDS

There are at least four general groups of professionals who use the IBSTPI® Instructional Design Standards in their work:

1. **Instructional design practitioners** - to help plan for individual professional development.

2. **Instructional design (or training) managers and administrators** - to help managing Human Resources Functions, ID projects and teams, benchmarking against best practices in ID, and educating management on the criticality of ID.

3. **Instructional design-oriented academics** - to help develop and update curricula, support accrediting or assessing ID programs, assess student performance and progress, and to establish research agendas.

4. **Associations** that offer instructional design-related professional development and certification.

ANATOMY OF THE STANDARDS

The IBSTPI® competency model consist of three components: domains, competencies, and performance statements.

Domains are a cluster of related competencies (e.g., professional foundations, analysis and planning, etc.).

Competencies are statements that provide a general description of a complex effort (e.g., conduct a needs assessment, describe target population, select, and use analysis techniques, etc.).

Performance statements provide a fuller description of how each competency is demonstrated (e.g., describe capabilities of emerging technologies, assess the benefits and limitations of existing r emerging technologies, etc.).
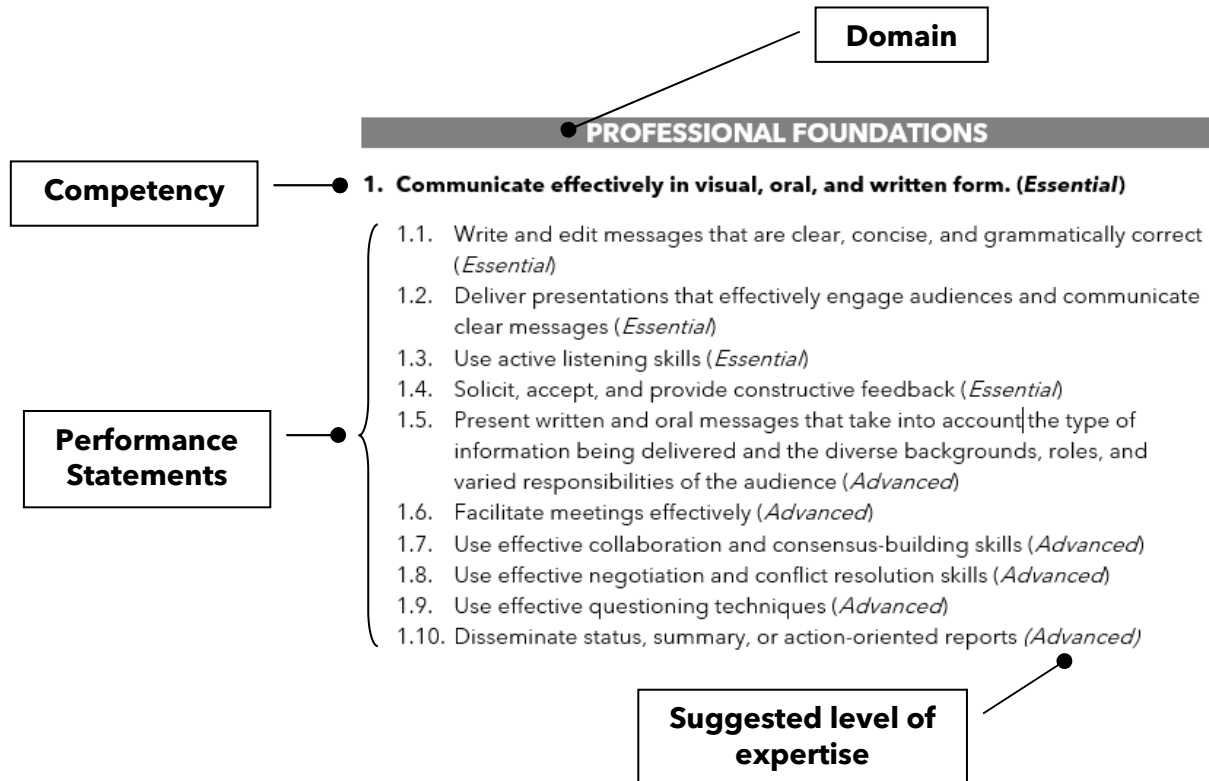
The model suggests an additional classification for three levels of performance based on expertise:

Essential – Considered essential for novice instructional designers.

Advanced – Expected of experienced instructional designers, in addition to the essential competencies and performance statements.

Managerial - Expected of instructional designers functioning as managers, in addition to the essential and advanced competencies and performance statements.

See example below.

Domain

PROFESSIONAL FOUNDATIONS

Competency

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

1.1. Write and edit messages that are clear, concise, and grammatically correct (*Essential*)
1.2. Deliver presentations that effectively engage audiences and communicate clear messages (*Essential*)
1.3. Use active listening skills (*Essential*)
1.4. Solicit, accept, and provide constructive feedback (*Essential*)
1.5. 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*)
1.6. Facilitate meetings effectively (*Advanced*)
1.7. Use effective collaboration and consensus-building skills (*Advanced*)
1.8. Use effective negotiation and conflict resolution skills (*Advanced*)
1.9. Use effective questioning techniques (*Advanced*)
1.10. Disseminate status, summary, or action-oriented reports *(Advanced)*

Performance Statements

Suggested level of expertise

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PROFESSIONAL FOUNDATIONS

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*)

PLANNING AND ANALYSIS

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*)

DESIGN AND DEVELOPMENT

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*)**

EVALUATION AND IMPLEMENTATION

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

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*)**

NOTE FOR AUTHORS AND RESEARCHERS

We welcome authors and researchers to make reference to, or use, IBSTPI® Standards in their work. Several research papers, professional presentations, theses, and dissertations have been written about the IBSTPI® standards, some using, with permission, IBSTPI® competencies and performance statements as instrumentation for research. We acknowledge that ongoing research by other scholars is necessary to continue the discourse that validates as well as challenges the characterization of a professional practice.

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COLLABORATIONS WITH IBSTPI® DIRECTORS

IBSTPI® Directors, Scholars, and Research Associates are located around the world and work in different types of learning environments. We are passionate about our work and our role with IBSTPI®. Contact us to discuss topics related to training, performance, instruction, and competency development.

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