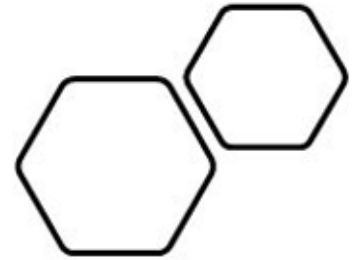




IBSTPI

INTERNATIONAL BOARD OF STANDARDS FOR
TRAINING, PERFORMANCE, AND INSTRUCTION



Webinar Series

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Competencies: How Do We Define "Competency"?

Presented By

Marisa Exter, Ph.D.

Purdue University

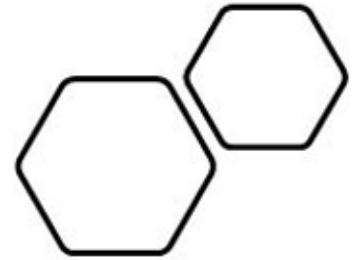
Albert D. Ritzhaupt, Ph.D.

University of Florida



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Monthly Webinar Series Topics:

1. **Competencies: How Do We Define “Competency”?**
2. Dispositions (or Attitudes) – Part 1: Defining & Discussing
3. Dispositions – Part 2: Fit with Competency Sets
4. Competencies in the Workplace
5. Competency-Based Pedagogical Approaches
6. Competency-Based Education Curricular Models
7. Competency-Based Assessment Approaches

IBSTPI promotes high standards of professional practice in training, performance, and instruction for the benefit of individual and organizational consumers through systematic research and development.



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Current IBSTPI Competencies

- Instructor
- Instructional Designer
- Evaluator
- Online Learner



Starting with
Some
Vocabulary

Competent

Competency

Competency
Set



How do *you* define
“competent”?

What is “competent”?

—

An **individual or organization** has the ability to:

- meet a **standard of performance**.
- have **knowledge, skills, dispositions, and qualifications** for a job role.

What would *you* consider evidence of being competent?

-
- A. Knowing the steps of an ID model
 - B. Critically analyzing the assumptions and limitations of different ID models within various learning environments
 - C. Recognizing when an ID model does not align with the needs of a particular instructional challenge and justifying alternative approaches
 - D. Rigorously adhering to a chosen ID model without deviation, ensuring consistency across all learning experiences
 - E. Experimenting with hybrid or adaptive ID models by combining elements of multiple frameworks to meet emerging instructional needs
 - F. Accepting that no ID model is universally applicable and developing a professional judgment framework for model selection and adaptation.
 - G. Predicting potential implementation challenges and proactively designing mitigation strategies based on real-world constraints

* *"ID model" = an instructional design model. You can imagine a process model in your field.*



How do *you* define
“competency”?

Expressing Competencies

- Depending on the author, organization, or context, competencies can be expressed in terms of
 - Knowledge, Skills, and Attitudes
 - Knowledge, Skills, and Dispositions
 - Knowledge, Skills, and Abilities
- There is not 100% consensus on what or how competencies should be expressed and documented.
- Often, competencies are articulated as “observable” behaviors that can be assessed according to some performance standard.

What is a competency?

(National Institute of Health)

-
- Competencies are **the knowledge, skills, abilities, and behaviors** that contribute to **individual and organizational performance**.
 - The **target proficiency level for** each competency **will vary** based on an individual's position and the organization's needs.

Sample
Competency
(NIH):
Collaboration

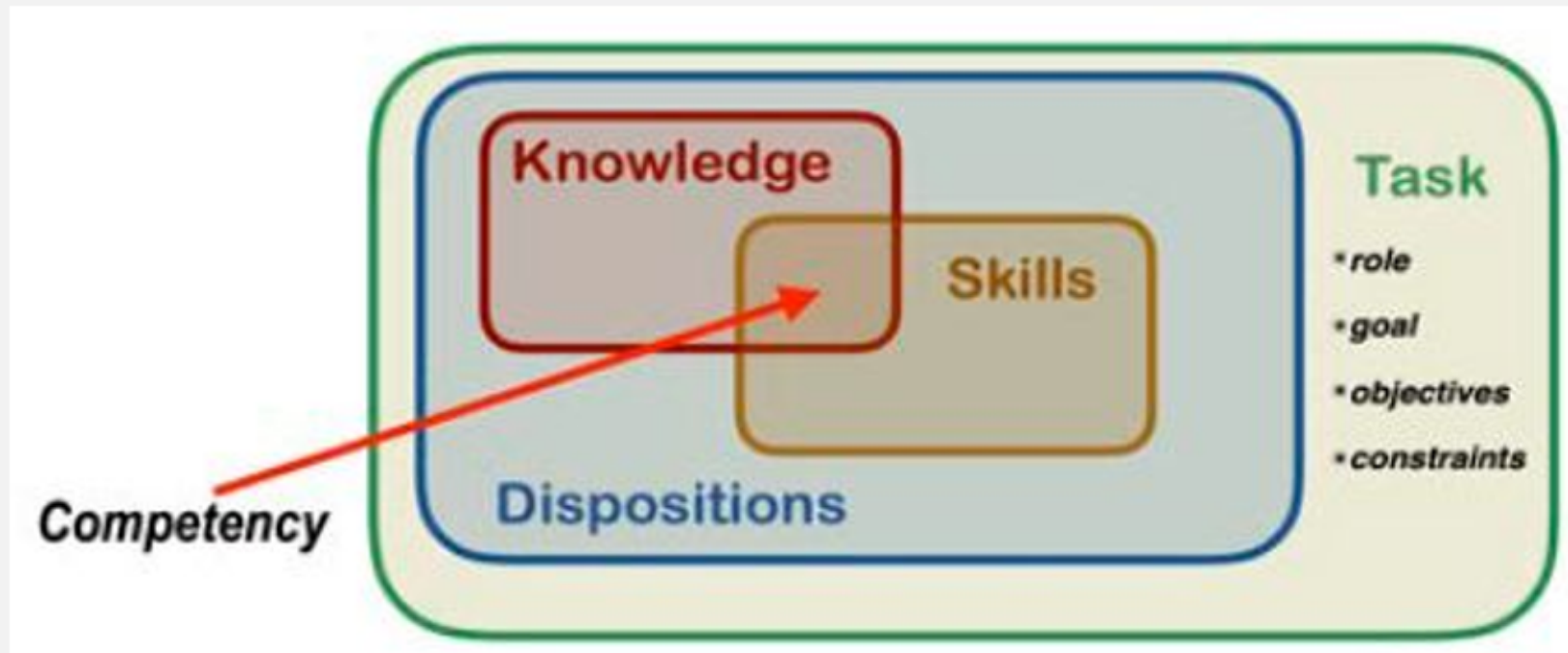
Works cooperatively with others, inside and outside the organization, to accomplish objectives to build and maintain mutually-beneficial partnerships, leverage information, and achieve results.

Key Behaviors

- Maintains positive and productive relationships.
- Serves on committees (e.g., task forces, working groups) to analyze and improve processes and procedures.
- Identifies when to seek additional outside counsel.
- Coordinates efforts with applicable stakeholders to ensure awareness, share information, and provide updates until completion.
- ...

What is a competency? (ACM/IEEE Computing Curricula 2020)

—
Competency = [Knowledge + Skill + Disposition] *in task*



Sample Competency (ACM/IEEE Computing Curricula 2020)

Competency Title: A		
<p>Competency Statement Manage the design of a computer system for a manufacturer using appropriate tools, design digital circuits including the basic building blocks of Boolean algebra, computer numbering systems, data encoding, combinatorial and sequential elements.</p>		
Knowledge Element [Table #]	Skill Level [Table 4.3]	
Architecture and Organization [4.1]	Creating	
Digital Design [4.1]	Creating	
Circuits/Electronics [4.1]	Creating	
Analytical and Critical Thinking [4.2]	Applying	
Mathematics and Statistics [4.2]	Applying	
Problem Solving and Trouble Shooting [4.2]	Applying	
Research and Self-Starter/Learner [4.2]	Applying	
Disposition(s) [Table 4.4]		
Self-directed	Meticulous	Inventive

Which of the following would you consider *competencies*?

-
- A. Written Communication
 - B. Knows principles of visual communication
 - C. Is able to write a technical document
 - D. Is able to write a requirements engineering document for an online banking system
 - E. Being able to consider multiple perspectives when writing a document for a broad audience including management and end customers.
 - F. Using technical writing and visual design skills while creating a requirements document for an online banking system
 - G. Being communicative

What is a competency set?

A **set of integrated knowledge, skills, abilities, and attributes** that translate into behaviors and help define, in greater detail, what is needed to successfully perform the job.

- Often organized into competency frameworks **for a specific type of job or career role**
- A competency set can be **used for several individual and organizational purposes**, such as professional development for personal growth, capability planning, learning and development, licensure and certification, and more.

Each IBSTPI competency model represents a hierarchy of competence, including:

Domain

- Broad areas of competence required for a position

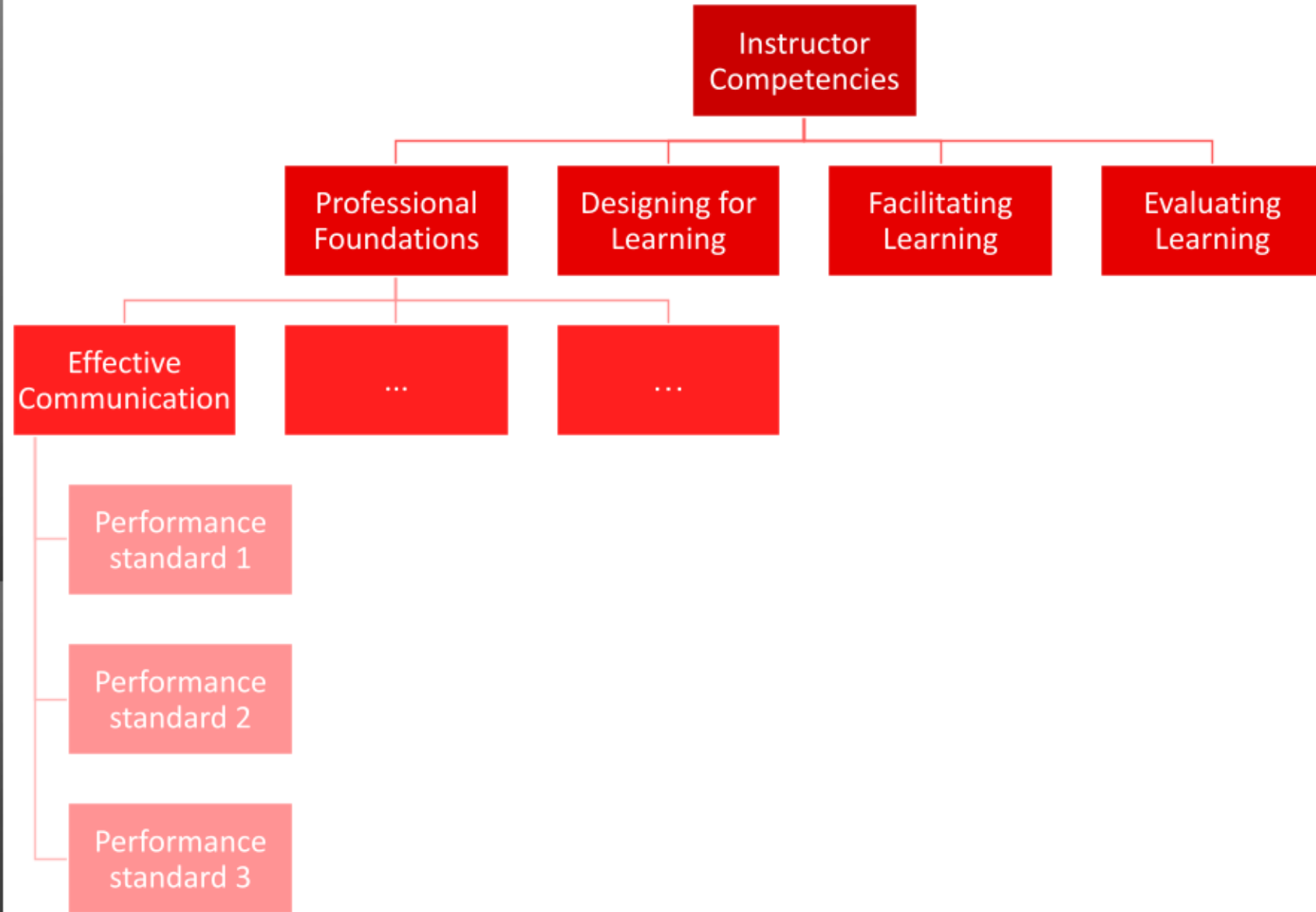
Competencies

- Specific areas of competence within a domain

Performance statements

- Underlying knowledge, skills, and attitudes needed for each competency

Sample
Competency Set:
*IBSTPI Instructor
Competencies*





Potential Discussion Questions

1. How do you define competency?
2. How do you use competencies in your professional contexts? Are there similarities or differences?
3. How does your organization think about knowledge, skill, and attitude/disposition?
4. What challenges have you noticed in using competencies in your field? Are they common across fields?
5. Should competencies be context-specific or context-neutral?
6. Should competencies be role-based or industry-based?
7. Can competencies be interdisciplinary? What challenges would there be in creating interdisciplinary competency sets?

<https://tinyurl.com/IBSTPIcompetencies>



Insights

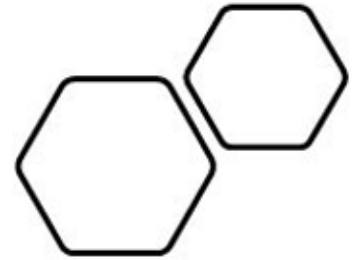
- Share Artifacts
- Ask Questions
- Reflect & Respond





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2. **Dispositions (or Attitudes) – Part 1: Defining & Fostering**
March 24 @ 11:30 AM or 8:30 PM US EST
3. Dispositions – Part 2: Fit with Competency Sets
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