

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.

Competency sets:

- Instructor
- Instructional Designer
- Evaluator
- Online Learner





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INTERNATIONAL BOARD OF STANDARDS FOR
TRAINING, PERFORMANCE, AND INSTRUCTION

Competencies
Webinar
Series



Defining Dispositions: A Key to Promoting Competencies

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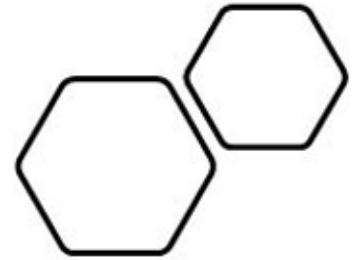
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Monthly Webinar Series Topics:

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



Introduction

S

In chat:

- Where you are from
- What field you work in

Icebreaker: The Case of the Reluctant Faculty Member



Dr. Carter, a tenured professor at a large university, has been asked to integrate more active learning strategies into their courses. The university is shifting toward more student-centered learning, and faculty are encouraged to adopt new teaching methods.

Dr. Carter, however, is resistant to change. In faculty meetings, they express skepticism about whether active learning truly benefits students. When instructional designers offer support, Dr. Carter politely declines, stating that their traditional lecture-based approach has always worked.

At the same time, student feedback suggests that engagement levels are low, and some students struggle to retain the material. Colleagues worry that Dr. Carter's reluctance is affecting the department's reputation for innovation.

Which traits would support Dr. Carter in adapting to the university's shift toward student-centered learning?

- A Being Adaptable
- B Being Open-minded
- C Being Collaborative
- D Being Empathetic
- E Being Growth-oriented
- F Being Reflective
- G Other? (type into chat after you vote)

**Unmute your mic to
speak or type in chat!**



**Can Dr. Carter change his
ways?**

Why or why not?

If yes, what would it take?

Agenda



- Definitions
- Critical Dispositions As You See Them! (exercise)
- Fostering dispositions (discussion, examples, and exercise)
- Take-aways
- Wrap-up and challenge from facilitators

Competencies: Overview

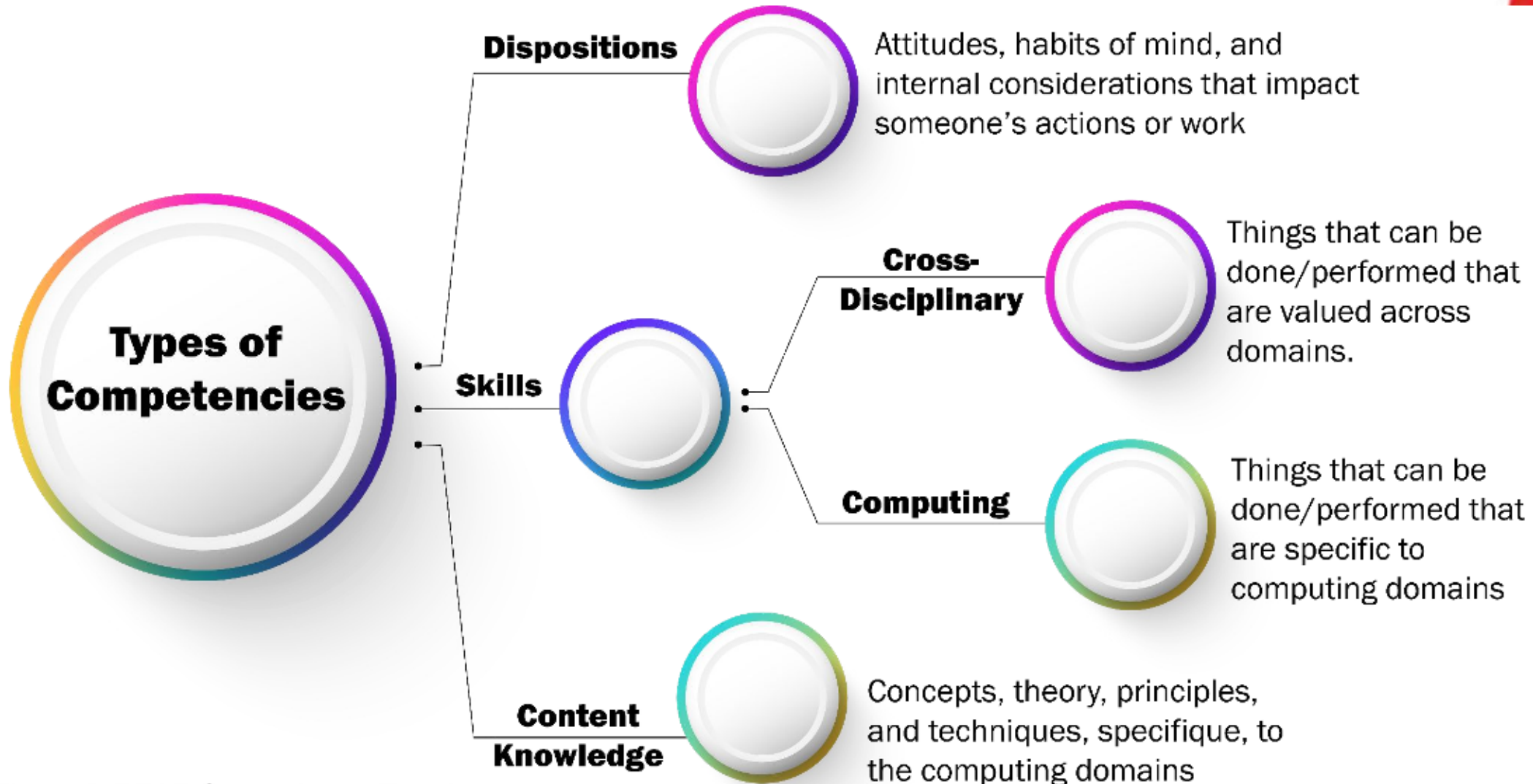


Figure 1: DEAP Competency Typology

Defining Competencies



- Definitions vary (depending on the author, organization, or context):
 - Knowledge, Skills, and Attitudes
 - **Knowledge, Skills, and Dispositions**
 - Knowledge, Skills, and Abilities
- **NO** 100% consensus on **what** or **how** competencies should be expressed and documented.
- Often, articulated as “**observable**” **behaviors** that can be assessed according to some performance standard.
- **Sometimes expressed in "...in a context" or "in a task"**

Knowledge - "know what"

- Concepts, theory, principles, and techniques

A professional knows ***the structure of a business letter*** and ***when it should be used***.

An instructional designer knows ***guidelines for writing a good learning objective***.

A computing professional is able to understand ***what a data structure*** is and ***what data structures are used for***.



Skills - "know how"

The capability to do/perform in order to carry out tasks

- A professional is able to ***present to an audience, taking into account the audience's interests and prior knowledge.***
- An instructional designer is able to ***create an assessment aligned with a set of learning objectives and instructional strategies.***
- A computing professional is able to ***write a program based on a set of requirements.***



Dispositions - "know when"

- Attitudes, beliefs, or values, that determine whether/when an individual uses their skill and knowledge.

A professional is ***open to feedback & failure*** and ***perseverant in the face of setbacks***.

A professional is ***willing to learn*** new technologies or tools as needed on the job.



Importance of Context & Observability



Dispositions are not directly measurable, but **actions triggered by dispositions are observable**



While disposition sets are similar across disciplines and domains, the manifestation of them **may appear different based on context and task**



Sometimes the **"priority" of dispositions** depends on the **context**

e.g., More important to be perseverant, or willing to ask questions?

“Dispositions in Demand” Debate



“Which disposition do you think is most overlooked in your field?”

Fostering Dispositions



- Modeling and Demonstration
 - "Lead by example" culture
 - Use storytelling or real-life examples to show how attitudes shape outcomes
- Intentional practice
 - Offer repeated opportunities to practice dispositions (e.g., structured group discussions, leadership roles).
- Coaching and mentoring
- Values and vision mapping
 - e.g., personal disposition map
- Reflective practices and self-assessment tools
 - Discussions during class or team meetings, e.g., "What went well this week in terms of collaboration or adaptability?" or "What would you do differently next time?"
- Case studies, role-playing & scenario-based learning,
- Constructive, disposition-focused feedback
- Culture of psychological safety
- Alignment of dispositions with school / organizational values

Fostering Dispositions: Real-Life Challenges and Successes



- Example: Steve – Undergraduate CS/SE (mostly) Technical Courses
 - **Language** – Connect dispositional terms to the skill & knowledge development they are working on in their class
 - **Reflection** – Challenge students to speak about their experience of disposition
 - **Goals** – Engage with the goals of learning – not just to learning to be good with good tech, but the value-add of a good attitude.

The Case of an Overwhelmed New Faculty Member



- **Scenario:** A new professor is struggling to balance research, teaching, and service but refuses to ask for help.
- **Key Disposition(s):**
 - **Being resilient** – Managing stress and workload
 - **Being growth-oriented** – Embracing feedback and improvement
 - **Being Self-Aware** – Recognizing when to seek help
- **Challenge:** Discuss **one practical strategy** this person could use to develop these dispositions.

The Case of a Developer Who Will Not Share



- **Scenario:** A lead developer has created a powerful new internal tool but refuses to document it or train others, believing they are “too busy” and that others will not use it properly anyway. Other team members feel frustrated and excluded.
- **Key Disposition(s):**
 - **Being collaborative**– Willingness to share and build team capacity
 - **Valuing Humility**– Recognizing others’ abilities and the value of shared knowledge
 - **Being Responsible – Supporting the organization’s long-term success, not just** personal productivity
- **Challenge:** Discuss **one practical strategy** this person could use to develop these dispositions.

The Case of a The Safety Shortcut



- **Scenario:** During a construction project deadline crunch, one supervisor suggests skipping a non-mandatory safety check to stay on schedule. A junior team member feels uncomfortable but is unsure if she should say anything.
- **Key Disposition(s):**
 - **Valuing integrity** – Doing what is right even when inconvenient
 - **Being courageous**– Speaking up about concerns
 - **Being ethical** – Understanding the long-term consequences of shortcuts
- **Challenge:** Discuss **one practical strategy** this person could use to develop these dispositions.

The Case of a Demoralized Team



- **Scenario:** Samantha, a mid-level manager, insists on reviewing every task completed by her team, often redoing work without explanation. Her team feels demoralized and underappreciated. Productivity is slowing, and top talent is beginning to disengage.
- **Key Disposition(s):**
 - **Valuing trust** – Believing in others' competence and intentions
 - **Valuing empowerment** – Supporting autonomy and decision-making
 - **Being self-aware** – Recognizing how personal behavior impacts team culture
- **Challenge:** Discuss **one practical strategy** this person could use to develop these dispositions.

Wrap-Up & Takeaways

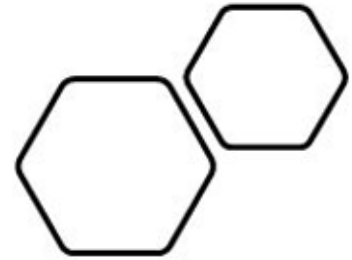


- What is one key takeaway from the workshop? – *in chat*
- Challenges from Your Facilitator:
 - This week, pay attention to how dispositions shape your workplace interactions.
 - Identify one disposition you could work (focus on what motivates you).



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3. **Dispositions – Part 2: Dispositions & Competency Models**
APRIL 15 @ 8:30 PM or APRIL 17 @ 11:30 AM
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