

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



Dispositions – Integral Component or Afterthought?

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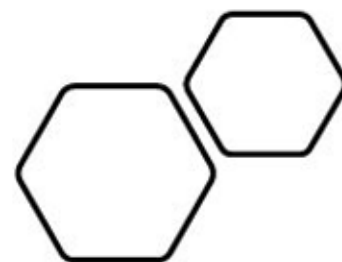
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Monthly Webinar Series Topics:

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

Learning Objectives



1

Define dispositions in diverse contexts.

2

Analyze how computing ed, instructional design, leadership, and performance models support (or overlook) disposition development.

3

Apply strategies to intentionally embed dispositions into learning design, feedback, and workplace culture.

4

Design or adapt instructional or leadership practices that cultivate key dispositions in diverse adult learners or teams.

Let's Get to Know Each Other!



Introduce yourself



Think of a time when someone you coached or taught struggled with a key disposition (e.g., confidence, persistence).

What worked, or didn't, in helping them grow?

Defining Competencies



- **Knowledge, Skills, and Dispositions**
 - *Knowledge* = “know what”
 - *Skills* = “know how”
 - *Dispositions* = “know yourself/know why/know when”
- Sometimes expressed as “...**in a context**” or “**in a task**”

Competencies: Overview of DEAP Framework

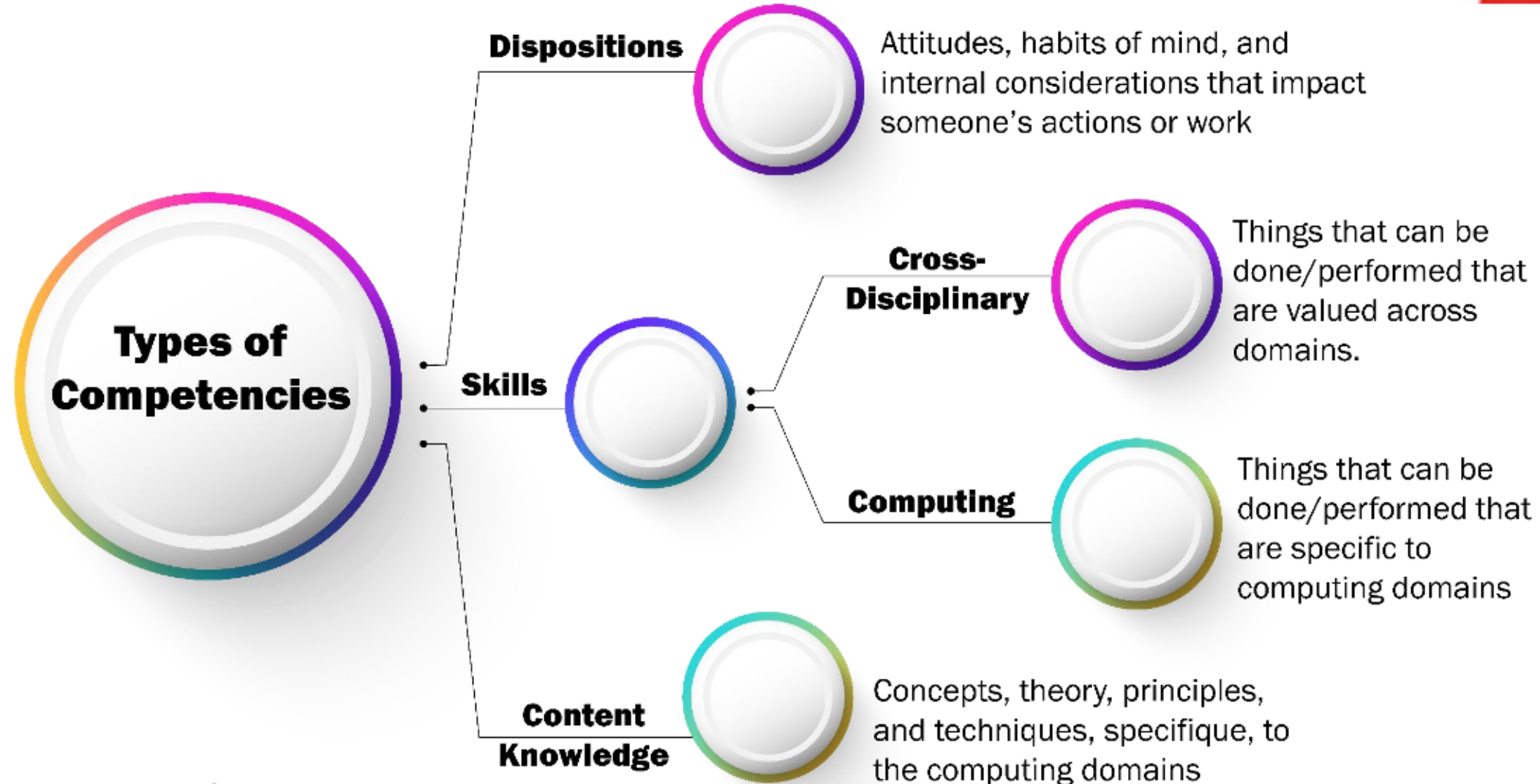


Figure 1: DEAP Competency Typology

Dispositions



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.

Disposition Poll



Measuring Dispositions

- Competencies are often articulated as “**observable**” behaviors that can be assessed according to some performance standard.
- However, dispositions may be different...

Two students may report the same safety hazard, but one is driven by **public welfare**, the other by **fear of liability**. Though the actions match, their motivations shape distinct professional identities and long-term ethical decision-making.



Dispositional Brainstorming



How might those assumptions differ across contexts (e.g., school vs. workplace, one industry vs. another)?

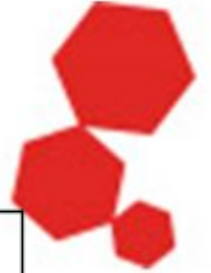
Being perseverant

Being adaptable

Being professional *or* having work ethic

How useful are these as dispositions?

Measuring Dispositions

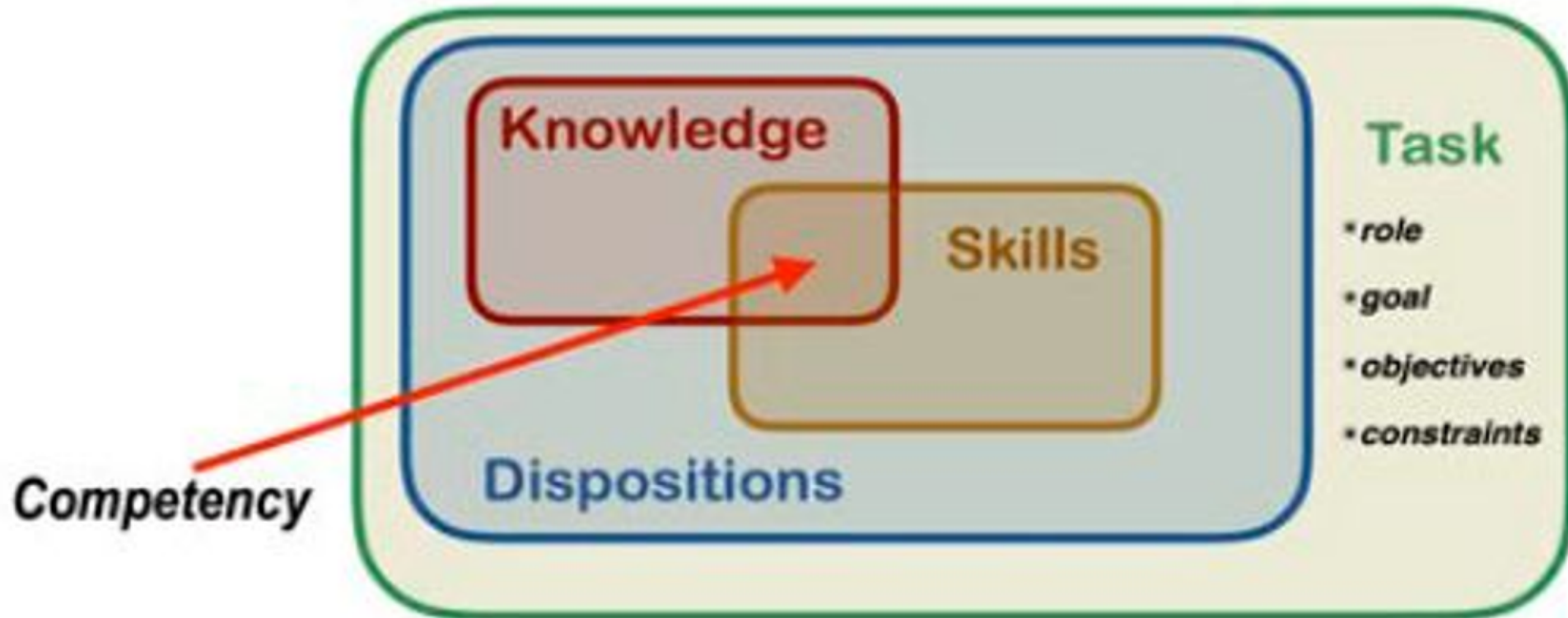


Indicator Type	Behavioral Indicator (BI)	Attitudinal Indicator (AI)
What it Captures	Observable actions over time and across contexts	Motivation, values, and internalized disposition reflected in behavior
Key Features	Objective, measurable, often rubric-based	Subjective orientation behind actions; often inferred or qualitatively assessed
Example	“Listens actively during team meetings”	“Engages actively in team discussions and ensures all voices are heard”

What is a competency?

(ACM/IEEE Computing Curricula 2020)

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



CC2020: Disposition List



Element	Elaboration	Element	Elaboration
Adaptable:	Flexible; agile, adjust in response to change	Professional:	Professionalism, discretion, ethical, astute
Collaborative:	Team player, willing to work with others	Purpose-driven:	Goal driven, achieve goals, business acumen
Inventive:	Exploratory. Look beyond simple solutions	Responsible:	Use judgment, discretion, act appropriately
Meticulous:	Attentive to detail; thoroughness, accurate	Responsive:	Respectful; react quickly and positively
Passionate:	Conviction, strong commitment, compelling	Self-directed:	Self-motivated, determination, independent
Proactive:	With initiative, self-starter, independent		

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

Why Teach Dispositions?



Dispositions build the bridge between competence and character—and they are too important to be left to chance.”



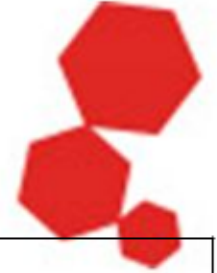
How we learn, lead, and work is shaped by who we are becoming.

Instructional Design Models



Model	Dispositions?	Notes
ADDIE	Add-on	<ul style="list-style-type: none">• Structured for process; no explicit space for values, mindset, or reflection.• Dispositions must be intentionally added through objectives and activities.
Backward Design	Conditional	<ul style="list-style-type: none">• Can embed dispositional outcomes in Stage 1 (desired results) but requires intentionality.• Ideal for values-based learning when used fully.
Competency-Based Education (CBE)	Integral	<ul style="list-style-type: none">• Includes behavioral competencies and performance-based indicators.• Often aligned with professional dispositions (e.g., teamwork, ethics, adaptability).
Successive Approximation Model (SAM)	Conditional	<ul style="list-style-type: none">• Agile and iterative, which can support flexibility, collaboration, and feedback loops.• However, these are not explicitly framed as dispositional outcomes unless planned.

Ways to Embed Dispositions:



Model	Embed Strategy
ADDIE	<ul style="list-style-type: none">• Insert reflection activities in the Development & Evaluation phases• Use scenario-based prompts.
Backward Design	<ul style="list-style-type: none">• Begin with dispositional outcomes alongside knowledge/skills• Embed them into assessments.
Competency-Based Education (CBE)	<ul style="list-style-type: none">• Define behavioral indicators of success that include attitudes (e.g., “perseveres under stress”).
Successive Approximation Model (SAM)	<ul style="list-style-type: none">• Use iterations to test learner mindset along with content• Co-design with feedback.

Performance Models



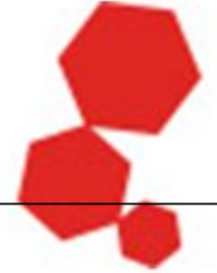
Model	Dispositions?	Notes
Human Performance Technology (HPT)	Add-on	<ul style="list-style-type: none">• Focuses on performance gaps and external factors (e.g., tools, incentives).• Dispositions such as initiative or persistence must be added through mentoring, reflection, or culture-building.
Kirkpatrick's Evaluation Model	Conditional	<ul style="list-style-type: none">• Evaluates behavior at Level 3, which can reflect dispositions (e.g., professionalism, teamwork).• However, the model itself does not prompt training for disposition development.
ATD Capability	Integral	<ul style="list-style-type: none">• Explicitly names emotional intelligence, collaboration, resilience, and self-awareness as trainer capabilities.• Encourages reflection and disposition growth for both facilitators and learners.

Ways to Embed Dispositions



Model	Embed Strategy
HPT	Add dispositional analysis in the gap analysis phase Include behavioral causes.
Kirkpatrick	Add evaluation questions around attitudes/behaviors at Level 3 Use interviews.
ATD Capability	Leverage the “Building Personal Capability” domain in coaching/training.

Leadership Models



Model	Dispositions?	Notes
Transformational Leadership	Integral	<ul style="list-style-type: none">• Built on the leader's ability to inspire, model vision, and create trust.• Requires development of empathy, authenticity, ethical judgment, and courage. Without these, the model fails in practice.
Servant Leadership	Integral	<ul style="list-style-type: none">• Centers on humility, listening, empathy, and stewardship.• Dispositions are foundational. Requires leaders to prioritize others' growth and well-being.
Situational Leadership	Conditional	<ul style="list-style-type: none">• Adapts leadership style to follower readiness.• Requires empathy and flexibility, but these are assumed, not explicitly developed.• Must be embedded through coaching or reflection.
Authentic Leadership	Integral	<ul style="list-style-type: none">• Emphasizes self-awareness, transparency, and consistency between values and actions.• Includes reflection and integrity as necessary dispositions.
Adaptive Leadership	Integral	<ul style="list-style-type: none">• Involves navigating change, ambiguity, and resistance.• Encourages leaders to cultivate resilience, openness to feedback, and emotional regulation.

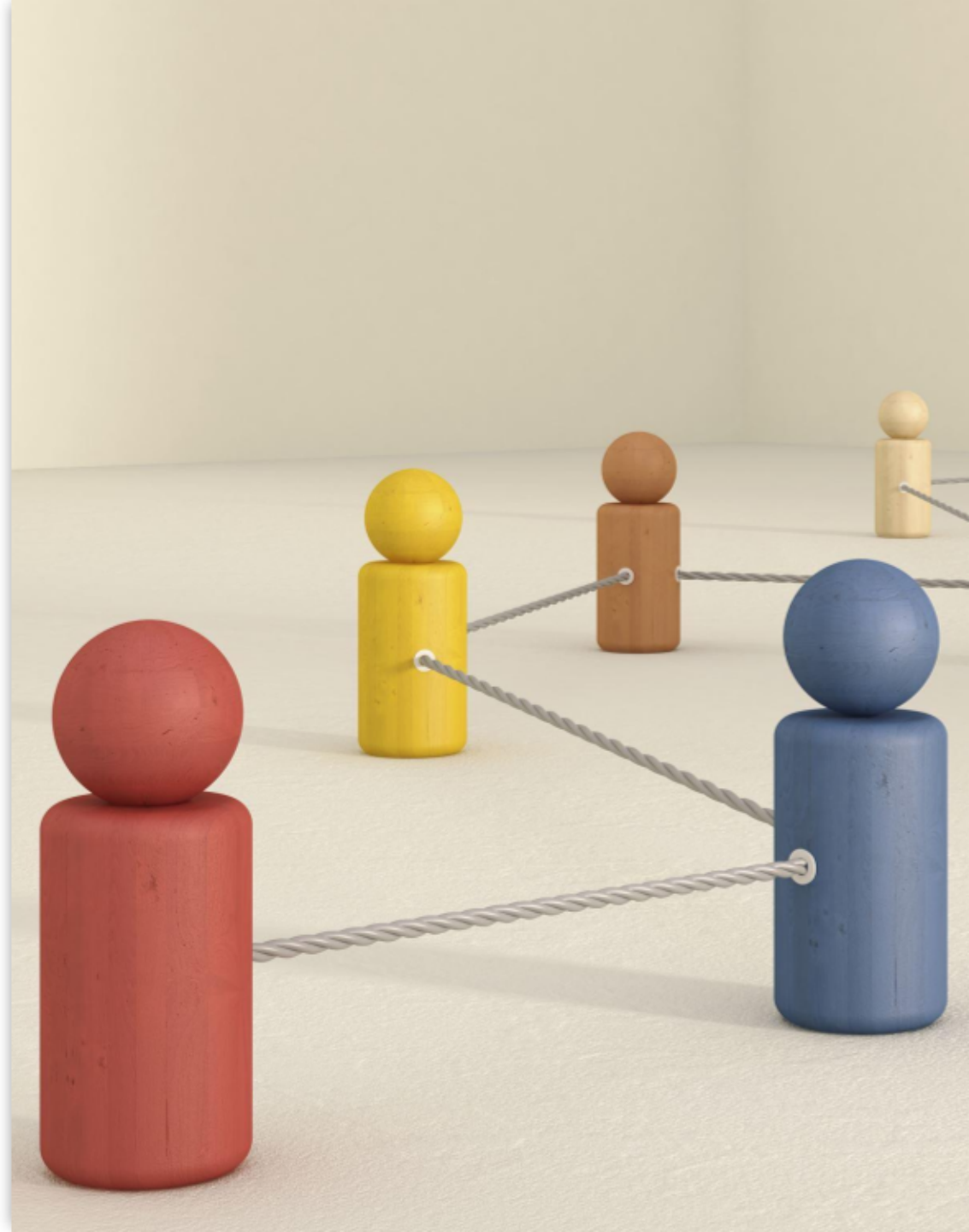
Ways to Embed Dispositions:



Model	Embed Strategy
Transformational	Use storytelling, vision development, and self-assessment tools.
Servant	Include peer observation, 360 feedback, and guided empathy journaling.
Situational	Train for adaptive communication + coach on recognizing follower needs.
Authentic	Embed structured reflection tools (e.g., Values in Action) into leadership labs.
Adaptive	Use conflict simulations with structured debriefs on mindset under pressure.
Transactional	Introduce contrast activities: explore outcomes when only compliance is rewarded.

Scenario Walk

- Identify 2–3 dispositions evident or lacking in the profile
- Share how do you think instruction or training could be redesigned to foster missing dispositions
- Beyond training, what other supports could be employed?





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Jamal – First-Year College Student in Engineering

Background:

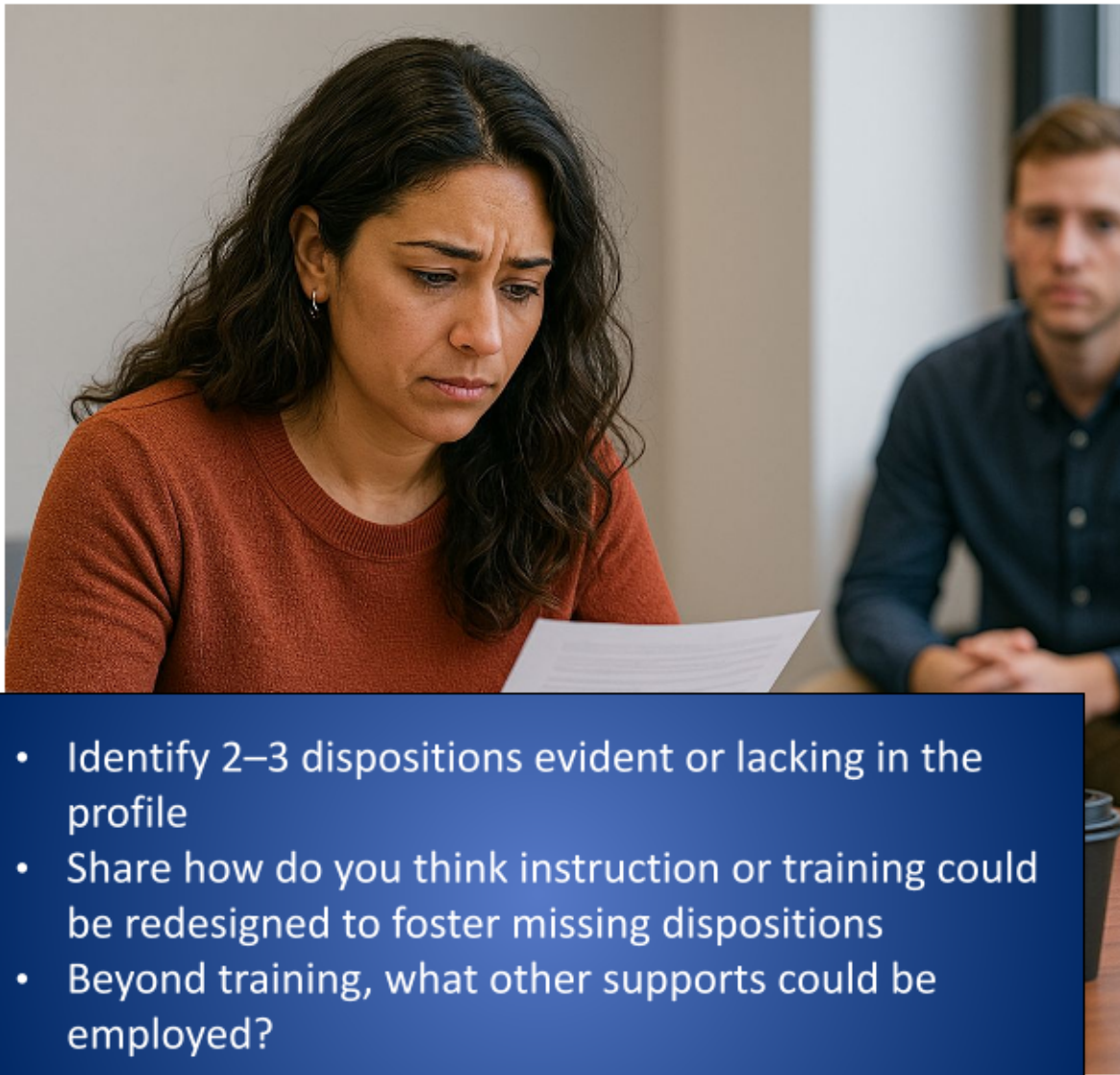
Jamal is a first-generation college student who is deeply motivated to succeed but often works in isolation. He completes assignments on time and scores well on exams, but avoids group projects. During labs, he rarely asks questions or offers suggestions unless prompted by the instructor.

Observed Behaviors:

- Completes tasks independently and efficiently
- Rarely volunteers to lead or collaborate
- Appears disengaged in team-based settings

Challenge:

Jamal has been assigned as the lead for a semester-long team project. He has expressed discomfort with “depending on others” and is unsure how to manage different work styles within the group.



- Identify 2–3 dispositions evident or lacking in the profile
- Share how do you think instruction or training could be redesigned to foster missing dispositions
- Beyond training, what other supports could be employed?

Alondra – New Manager at a Nonprofit Organization

Background:

Alondra was recently promoted to a management role after excelling in her previous position. She brings energy and passion to her team but struggles with giving feedback. She often avoids difficult conversations, fearing they will harm team morale. Her reports note a lack of clarity in expectations and delays in conflict resolution.

Observed Behaviors:

- Shows strong commitment and enthusiasm
- Hesitates to address underperformance
- Avoids difficult interpersonal interactions

Challenge:

Alondra must provide constructive feedback to a team member who has missed several deadlines, but she delays the conversation. Meanwhile, the team's progress is stalled.

Final Challenge

As a designer, trainer, faculty, manager, etc....

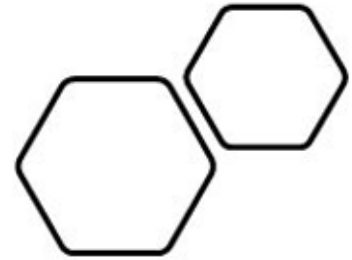
Which one change can you make to change dispositions in your setting?





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3. Dispositions – Part 2: Dispositions & Competency Models
4. **Competencies in the Workplace**
5. Competency-Based Pedagogical Approaches
6. Competency-Based Education Curricular Models
7. Competency-Based Assessment Approaches