

# **Human Services Staff Development and Training Roles and Competencies: Instructional Media Specialist**

# **The National Staff Development and Training Association**

(an affiliate of the American Public Human Services Association)

The National Staff Development and Training Association (NSDTA) was founded in 1983 and incorporated as an affiliate of APHSA in 1985 to support persons responsible for human service training and staff development on the local, state, or federal level.

**VISION:** NSDTA has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.

**MISSION:** NSDTA builds professional and organizational capacity in the human services through a national network of membership sharing ideas and resources on organizational development, staff development, and training.

## **OBJECTIVES:**

- To promote a network of contacts to discuss and disseminate best practice methods and strategies.
- To provide a national forum for discussion of staff development and training issues.
- To provide leadership in the development of local, state, and federal programs and procedures which enhance the skills of staff and develop standards and evaluation criteria for training programs nationwide.
- To develop public policy recommendations and advocate for staff development and training issues.
- To create opportunities for continual learning and professional development for itself as an organization and for its members.

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## ACKNOWLEDGEMENTS

This manual is part of a series of guidebooks developed by the Standards Committee of the National Staff Development and Training Association (NSDTA). As such, it continues and develops the work begun in the first manual, *A Key to Success: Guidelines for Effective Staff Development & Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). *A Key to Success* provides basic information about the essential components for effective staff development and training programs. Areas such as the organization of the staff development and training function, staffing, resources, processes, policies, and procedures are examined.

In 1997, as chair of the Standards Committee, I coordinated the production of the first competency model: the Instructor Competency Model. This has proved to be a very useful tool for the field and is being used by many agencies in selection, appraisal and professional development of trainers.

I wish to acknowledge the care and rigorous work of the committee that is researching and developing these guidebooks under the guidance of the committee's chair, Freda Bernotavicz. The Committee has developed a comprehensive matrix of the competencies and functions of staff development and training staff and in 2001 produced competency models for the Administrative Support and Manager role and revised and reissued the Instructor Competency Model. This report is the fifth in a proposed series of nine publications.

Leadership for this effort is provided by Freda Bernotavicz, who is the senior author of this series. Jim McGroarty provided invaluable advice to the group in drawing their attention to the 1982 study of Public Child Welfare Staff Development and reminding them of the importance of continuity in our work. Rose Wentz is responsible for reviewing all reports for consistency. Final editing was done by Freda with the patient assistance of Janice Overlock who formatted and reformatted multiple drafts throughout the process.

Overall oversight continues to be provided by the Standards Committee. Many thanks to the team who provided the expertise to develop the Instructional Media Specialist Model which is an important contribution to the field. It is with great admiration that I acknowledge the teamwork and dedication of all who participated in producing this document.

Mary Urzi, President  
National Staff Development and Training Association

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# INSTRUCTIONAL MEDIA SPECIALIST COMPETENCY MODEL

## BACKGROUND

In 1993, the National Staff Development and Training Association (NSDTA) Standards Committee published *A Key to Success: Guidelines for Effective Staff Development and Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). One of the guidelines addresses staff competencies: “The function is staffed by competent, qualified professional and clerical personnel.” (p. 6).

The NSDTA Standards Committee decided to take this guideline and develop a set of competencies (knowledge, skills, and characteristics) that define the role of instructor. The resulting publication in 1997 was the first in a planned series that at the time was described as not definitive, but as work that can be modified or added to as needs and professional evolution dictate. Since that time, the Standards Committee has further refined the concept of staffing of the field and expanded the roles which need to be performed.

## DEFINITION OF ROLES

The Staff Development and Training field is staffed by people who perform a different mix of roles. Roles are not synonymous with jobs or people. In a large organization, a higher degree of specialization exists and it is possible that individuals may have only one key role. However, in smaller organizations staff often wear multiple hats and may perform multiple roles.

Based upon a review of the literature and several rounds of review and discussion with leaders in the field, the committee identified nine major roles. Two major sources from the literature were utilized in developing this listing: *Models for HRD Practice* (McLagan and Suhadolnik, 1989) which describes the eleven roles in the training and development field and tends to reflect private sector staffing and *Public Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction* (Kinney, Cooke and Fox, 1982) which identifies six roles for staffing in public welfare training programs. Both studies provided invaluable information which was updated to reflect emerging priorities. The following chart shows how the roles are reflected in the proposed NSDTA listing.

ROLES AND COMPETENCIES IN PUBLIC HUMAN SERVICES STAFF DEVELOPMENT AND TRAINING (NSDTA 2000)	PUBLIC WELFARE STAFF DEVELOPMENT: A ROLE AND COMPETENCY FRAMEWORK FOR CURRICULUM DEVELOPMENT AND INSTRUCTION (Kinney, Cooke and Fox, 1982)	MODELS FOR HRD PRACTICE (McLagan and Suhadolnik, 1989)
• Administrative Support	•	• Administrator
• Communications Specialist	•	• Marketer
• Evaluator/Researcher	• Evaluator/Researcher	• Evaluator • Researcher
• Human Resource Planner	• Manpower Planner	
• Instructional Media Specialist	• Instructional Media Designer	• HRD Materials Developer
• Instructor/Trainer	• Instructor/Trainer	• Individual Development Advisor • Instructor or Facilitator
• Manager	• Manager	• HRD Manager
• Organizational Development Specialist	• Assessor/Consultant	• Needs Analyst • Organizational Change Agent
• Training Program and Curriculum Designer	• Curriculum Designer	• Program Designer

## DEFINITIONS OF NSDTA ROLES

**Administrative Support:** The role of providing the administrative support to ensure that the facilities, equipment, materials, participants and other components of a learning event are present and that program and organizational logistics run smoothly.

**Communications Specialist:** The role of designing processes and materials for storage, retrieval and dissemination of information and products within the program and to other target audiences.

**Evaluator/Researcher:** The role of identifying the impact of an intervention and of developing and testing theories of learning, training, development and transfer of learning.

**Human Resource Planner:** The role of planning for the utilization and development of human resources.

**Instructional Media Specialist:** The role of designing systems for and producing written or electronically-mediated instruction.

**Instructor/Trainer:** The role of facilitating individual performance improvement including delivering training, directing structured learning and facilitating groups.



**Manager:** The role of facilitating and leading a group's work including linking training and development with other organizational units and monitoring contract activities.

**Organizational Development Specialist:** The role of facilitating organizational improvement, including assessing training needs, diagnosing organizational problem areas, consulting on OD strategies, and conducting team building sessions.

**Training Program and Curriculum Designer:** The role of developing programs and curriculum including defining the content and outcomes, selecting and sequencing appropriate learning activities, writing modules and developing case studies..

## DISCUSSION OF NSDTA ROLES

**Administrative Support:** This role is similar to the Program Administrator role in the ASTD model (McLagan, 1989). However, in the NSDTA model, this role is conceptualized as the logistical support role most often played by classified staff. The competency model for this role is based on a model developed for secretarial support (Bernotavitz, 1984).

**Communications Specialist:** This role corresponds with the Marketer role in the ASTD study. However, unlike that role which focuses on “selling”, this role also reflects the need within the public arena to develop mechanisms to share information both within the training agency, with the client agencies and with the field as a whole. In addition, this role incorporates the librarian function of storage and retrieval of information and products.

**Evaluator/Researcher:** Two trends in the human services training and development field are making this role more critical. One is the increased demand for accountability and results and the need to demonstrate a relationship between training and improved program outcomes. The other is the need to design training which is most efficient and effective both in terms of learning activities and delivery systems and which builds on theories of learning.

**Human Resource Planner:** In some states, such as New York, this role is a large part of the job of individuals who work for the public agency. Their responsibility is to predict future manpower needs of the agency and assist in planning for the necessary types of training. The name of the role has been updated from Manpower Planner to Human Resource Planner.

**Instructional Media Specialist:** This role draws on instructional media rather than program content expertise. The individual in this role converts and formats materials which have already been designed, selecting the most appropriate media to fit the learning goals.

**Instructor/Trainer:** This role focuses on performance improvement for individuals or groups and includes both preparation of individuals for training (development planning), direct delivery of instruction and follow up activities to promote transfer of learning. A competency model was developed for this role by NSDTA in 1999.

**Manager:** This role reflects both the traditional role of the manager in planning, organizing, and staffing operations or projects and the strategic role of developing long-range plans to accomplish the mission of the training and development program.

**Organizational Development Specialist:** In contrast to the Instructor/Trainer role, this role focuses on organizational performance improvement and includes a number of functions outside the scope of traditional classroom training.

**Training Program and Curriculum Designer:** Unlike the Instructional Media Specialist, this role requires program knowledge and includes both specifying learning goals, the design of interventions and writing content.

## OUTPUTS OF NSDTA ROLES

Outputs are the tangible results or products of the roles. The following list is intended to be illustrative and can act as a guide to clarifying roles and responsibilities within a specific program or agency.

**Administrative Support:** Facility and equipment selections and schedules; inventory and projections of future equipment needs; records of programs and clients (training transcripts, Continuing Education Credits (CEUs), attendance and evaluation documents); logistical support and service to participants; on-site program support and staff management; functioning equipment; contracts and agreements to provide services.

**Communications Specialist:** Positive image for products, services and programs; plans to disseminate products, services and programs; promotional and information material; articles, presentations, catalogs of training materials and curriculum, reports, articles, websites, resource libraries, public service announcements.

**Evaluator/Researcher:** Evaluation and research designs and plans; instruments; evaluation processes; evaluation feedback; concepts, theories or models of development or change; data analysis and interpretation; current evaluation and research findings, conclusions and recommendations; best practices; information on future forces and trends.

**Human Resource Planner:** Predictions of future staffing needs; analysis of retention issues; recruitment strategies; plans for program staffing requirements; skill surveys; data on staff; analysis of legislation and regulations to determine agency staff needs; competency models; task analysis; job descriptions; employee development plans, tools for performance management.

**Instructional Media Specialist:** Graphic, video-based material or live broadcasts; audio or computer-based material; print-based learner material; job aids; instructor and facilitator guides; hardware and software purchasing specifications; advice on media use; recommendations on appropriateness of media-based training.

**Instructor/Trainer:** Learning environment; presentation of materials; facilitation of structured learning events (such as case studies, role plays, games, simulations and tests); facilitation of group discussions; facilitation of media-based learning events (such as videotapes, films, audiotapes, teleconferences, and computer-assisted instruction); test delivery and feedback; group members' awareness of their own group process; feedback to learners; individual action plans for learning transfer; individuals with new knowledge, skills and attitudes.

**Manager:** Staff work direction, plans and performance management; resource acquisition and allocation; linkage to other groups or organizations; budgets and financial management; work environment, strategy, structure and long range plans; policy; negotiating and monitoring of agency and contract training and consultation; project plans and progress reports; priorities; evaluation of process (goals, outcomes and activities); management of training tracking system.

**Organizational Development Specialist:** Teams; resolved conflicts for an organization or groups; diagnosis of organizational problem areas; performance analysis; assessment of training needs; consultation on O.D. strategies; changes in group norms, values or culture; designs for change; client awareness of relationships within and around

the organization; plans to implement organization change; implementation of change strategies; recommendations to management regarding training and development systems; strategies for analyzing individual or organizational behavior; tools to measure individual, workgroup or organizational performance discrepancies; recommendations for needed change in individual, work-group or organizational performance; definitions and descriptions of desired individual or group performance.

**Training Program and Curriculum Designer:** Program or intervention objectives and designs; learning activities; role plays; case studies; training and curriculum modules; learning objectives; competency-based approaches, transfer of learning techniques, adult learning principles.

## DEFINITIONS OF COMPETENCIES

Prior to developing the Instructor model, the committee reviewed a number of definitions of competencies and made a conscious decision not to endorse a single definition or approach, but to develop a set of competencies that embraced multiple approaches. Those definitions that were most useful in guiding the work were the following:

- ◆ “A competency is a grouping of the knowledge and skills necessary for the performance of a job task. Competent workers have the knowledge and skills they need to perform their jobs.” (Hughes and Rycus, 1989, p. 9).
- ◆ “[A competency is] any attribute of a person that underlies effective performance; a job competency is simply an attribute related to doing a job effectively. People carry with them a wide assortment of knowledge, abilities, interests, traits, and motives, but unless these attributes relate demonstrably to doing a job well, they are not job competencies.” (Klemp, 1981, p. 55).
- ◆ “A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation.” (Spencer and Spencer, 1993, p. 9).
- ◆ “[Competencies are] internal capabilities that people bring to their jobs. They may be expressed in a broad, even infinite, array of on-the-job behaviors.” (McLagan, 1989, p. 77).
- ◆ “Skill -- those activities at which one is proficient or capable of being proficient. For example, a tennis player must be proficient at using a racket (a skill); a musician must be proficient at playing an instrument (also a skill).” (Powers, 1992, p. 15).
- ◆ “Knowledge -- the state of knowing about or understanding something, such as knowing about tennis or understanding music.” (Powers, 1992, p. 15,16).
- ◆ “Characteristics -- those traits that constitute a person’s character, such as enthusiasm, honesty, integrity, and so on.” (Powers, 1992, p. 16).

## **ROLE/COMPETENCY MATRIX**

To help organize the data, the committee built upon the competency clusters previously identified: Administration, Communications, Course Design, Evaluation, Group dynamics/Process, Instructional Techniques, Learning Theory, Manpower Planning, Person/Organization Interface, Research and Development, Training Equipment and materials, Training Needs Analysis (Kinney, Coke and Fox, 1982). The following changes were made to the listing:

- Conceptual Knowledge/Skills, Information Management and Self-Management Skills were added;
- Human Resource Management replaced Manpower Planning and Logistics replaced Training Equipment and Materials;
- Evaluation was added to Research and Development.

A matrix showing all of the roles and competencies is available as an addendum to this report.

While each role requires a different mix of competencies, there are also core competencies which are common to all of the roles. These include: Cultural Sensitivity, Conceptual Knowledge/Skills (Problem Analysis, Judgment, Conceptual Thinking) and Self-Management Skills (Self-Responsibility, Self-Control, Flexibility and Professional Standards/Ethics). Recognizing the growing importance of competencies related to Information Management, this function was added and Basic Computer Skills has been included as a core competency.

Comprehensive competency models were developed for two roles (Administrative Support and Manager) and the Instructor/Trainer model has been updated to make it consistent with the role/competency matrix. To promote consistency across all of the roles, the following format was utilized for each of the competencies:

- Competency name,
- brief definition of the competency, and
- behavioral indicators or examples of ways in which the individual demonstrates the competencies stated as action verbs.

Note that while some competencies are common to more than one role, the behavioral indicators may be different reflecting a different level of responsibility.

## USES

A set of competencies translates the functions of a role into the specific skills, knowledge, and characteristics needed to perform on the job. Any agency or organization that has a training and staff development component can take these competency statements and rate their importance (high, moderate, low, none) to that particular agency. Once rated, the remaining competencies can be used in several ways:

- **Human Resource Planning**

The role/competency matrix can be used to look at functions across a staff development program to identify gaps or needs, to reallocate responsibilities and roles to existing staff and to plan for new roles and positions.

- **Developing Job Descriptions**

The role/competency matrix can also be used as the basis for developing job descriptions. The role definitions and outputs can guide defining job responsibilities and the matrix provides a framework for grouping roles into positions.

- **Career Pathing**

The matrix can be used to identify both horizontal and vertical career paths for professional growth and development.

- **Recruiting/Selecting Applicants for a Position**

The competency statements can be used to more clearly frame job descriptions and interview questions, to help both managers responsible for hiring and job candidates better determine if they have the attributes, interest, and experiences suitable to the role(s) in question.

- **Strengths Inventory and Professional Development**

The competency statements can be used as an inventory instrument by a person in the role to determine the degree (high, moderate, low, none) to which s/he possesses the needed knowledge, skills, and characteristics. This in turn can guide an individual's professional development plan to acquire needed competencies or enhance existing ones through courses, workshops, mentoring/coaching, and other methods of professional development. A sample assessment instrument is provided as an appendix in this report.

- **Performance Management/Appraisal**

The competency statements can be used as the basis of the yearly performance appraisal cycle, providing clear articulation of expectations, on-going feedback and coaching, plans for professional development, and other components of the appraisal process.

- **Curriculum Development**

Certain agencies (particularly state agencies or universities which manage training functions) undertake the development of courses or workshops addressing the development of skills for staff development and training staff. Competency statements can usefully drive the development of these curricula.

## **DEVELOPMENT OF THE INSTRUCTIONAL MEDIA SPECIALISTS ROLE**

Instructional Media Specialists use a variety of competencies to produce both print and electronic resources. In the past, this position may have been described as audio-visual specialist or graphic artist.

Today, the outputs of this role range from the simple to the complex, e.g., face to face training, print, videotape, or computer-based training. The complexity of the media output in which the message is delivered determines the media staff role(s) and competencies needed to produce the given output. Technology tools are used extensively in the production of these products. This role requires communication skills, teamwork, and use of technology and design competencies, but generally does not involve subject matter expertise.

It starts by focusing or interpreting client ideas into specifications for the desired output and then recording the information in a needs assessment or project planning computer application. The Instructional Media Specialist is a resource at the onset of a training program design by advising on the appropriateness and cost effectiveness of alternative training delivery modes, which will meet customer needs and goals. Depending on the complexity of the resource, the experience that the organization has to develop, deliver, and support the resource, and the affiliation of stakeholders involved, it may require several staff with a broad set of competencies to produce a product to meet the customer needs.

All staff roles require cultural sensitivity, the ability to manage work, communicate, present information, solve problems, work with teams, and use the appropriate design tools whether for print-based or electronic synchronous or asynchronous training environments.

**Outputs:** Office technology enables Instructional Media Specialists to use technology to produce outputs as well as deliver or support training. Print materials include handouts and flip chart pages; illustrations, photographs or drawings, trainee manuals, trainer/facilitator manuals, printed job aids; and, PowerPoint presentations (color transparencies, slides). More advanced outputs include audio and videotapes or DVDs; graphic, audio, and video material for satellite and cable broadcasts; animation, and streamed audio and video for websites and on-line presentations and chats.

Technology tools are used to make recommendations on the appropriateness of technology-based training and distance learning as well as to support curriculum development. Technology-delivered training includes any of the following:

- interactive cable or satellite teleconferencing;
- net meetings,
- computer-based text and graphic self-instructional training;
- asynchronous or synchronous training,
- multimedia interactive training;
- on-line performance support systems;
- distance learning tools to deliver or support instructor/coach/facilitator follow-
- course Internet and Intranet Web pages; and
- use of Audience Responses Systems to support embedded evaluation.



Persons filling this role may be required to make recommendations on hardware and software purchase specifications.

The person or people who fulfill the role of Instructional Media Specialist may include any of the following:

- Instructional systems designers,
- curriculum designers,
- artists,
- photographers,
- illustrators,
- animators,
- editors,
- printers,
- sound and video production
- recording producers and editors,
- actors,
- T.V. producers and directors,
- programmers,
- web page designers, and
- multimedia and distance learning specialists.

While once a graphic artist might have performed some of these roles, the variety of today's technology-based training options, requires a new and developing specialization or set of competencies to address the multitude of technology advances available in the training field.

## **INSTRUCTIONAL MEDIA SPECIALIST COMPETENCY MODEL OUTLINE**

### **Administration**

1. Organizational Ability
2. Financial Management
3. Project Planning

### **Communication**

4. Written and Verbal Communication Skills
5. Cultural Sensitivity

### **Conceptual Knowledge/Skills**

6. Problem Analysis
7. Judgment
8. Conceptual Thinking

### **Curriculum Design**

9. Print and Electronic Graphic and Materials Design

### **Evaluation and Research**

10. Evaluation Technology Tools

### **Group Dynamics**

11. Interpersonal Skills
12. Group Process
13. Teamwork and Cooperation

### **Information Management**

14. Basic Computer Skills
15. Advanced Computer Skills
16. Information Systems Thinking
17. Information Management

### **Instructional Management**

18. Multimedia Projects
19. Training Systems
20. Assessment and Transfer

## **Learning Theory**

21. Learning and Human Development

## **Person/Organization Interface**

22. Impact and Influence
23. Initiative
24. Information Seeking
25. Decisiveness and Directness

## **Self-Management Skills**

26. Self-Responsibility
27. Self-Control
28. Flexibility
29. Job Commitment
30. Professional Standards/Ethics

# INSTRUCTIONAL MEDIA SPECIALIST COMPETENCY MODEL CHECKLIST

## ADMINISTRATION

### 1.00 Organizational Ability

*Ability to demonstrate organizational skills*

- 1.01 **Work Management:** Demonstrate ability to plan, schedule, and direct the work of self and others.
- 1.02 **Work Assignment:** Balances task requirements and individual abilities (matching people and assignments). Demonstrates ability in supervising staff or leading a team. Is clear about each assignment's product(s).
- 1.03 **Work Organization:** Organizes material or activities to accomplish tasks efficiently, sequentially, and in a timely manner.
- 1.04 **Goal Setting:** Sets challenging yet achievable goals for self, with customers, staff and others.
- 1.05 **Administration:** Demonstrates knowledge of administration skills .
- 1.06 **Planning:** Demonstrates knowledge of the concepts of strategic, operational and long-range planning.
- 1.07 **Organizational Knowledge:** Demonstrates understanding of current issues that affect the organization as well as key policies and operating procedures of the organization.
- 1.08 **Organizational Mission:** Understands the mission of the client organization and promotes its mission and values throughout traditional or distance delivery training.

### 2.00 Financial Management

*Ability to demonstrate understanding of financial management.*

- 2.01 **Budget Issues:** Understands budgeting techniques and procedures for operating within a planned budget.
- 2.02 **Fiscal Responsibility:** Exercises sound accountability procedures and is prudent with the allocation and expenditure of resources.

### 3.00 Project Planning

*Ability to demonstrate understanding of project planning.*

- 3.01 **Project Planning Process:** Understands operational (project) planning; knows its role in a comprehensive agency planning process; and knows the proper role of various levels of agency management in project planning.
- 3.02 **Planning Steps:** Applies the steps common to any planning process, i.e. Gathering and analyzing information, defining the problem(s) or opportunity(ies), determining goals and objectives, evaluating available resources, identifying action steps, managing implementation of the plan, and evaluating success.
- 3.03 **Impact Assessment:** Knowledge of techniques of assessing the potential impact of internal and external barriers on the planning process, both from within the agency and from outside sources.

## COMMUNICATION

### 4.00 **Written and Verbal Communication**

*Ability to demonstrate effective communication skills*

- 4.01 **Versatility:** Recognizes different communication patterns/strategies and demonstrates the ability to think and speak in response to immediate situations.
- 4.02 **Methods:** Chooses appropriate oral or written language to reach an audience, following established standards for correct and effective usage.
- 4.03 **Style:** Speaks and writes clearly and succinctly, explains concepts, presents complex ideas/information and analyzes responses.
- 4.04 **Range of Methods:** Uses visuals, handouts, and various media resources as needed to present information.
- 4.05 **Listening:** Responds to verbal/nonverbal communication, listens attentively, and interprets, clarifies and influences communication.

### 5.00 **Cultural Sensitivity**

*Ability to demonstrate cultural sensitivity*

- 5.01 **Culturally Inclusive:** Print and electronic designs are culturally inclusive. Diverse, respectful, and culturally correct images are always utilized.
- 5.02 **Differences:** Understands and appreciates cultural differences and similarities of customers, staff, and participants, and encourages and supports individuality.
- 5.03 **Legal issues:** Abides by the legal aspects of discrimination, recognizes the value of diversity, and selects a correct course of action when needed.

## CONCEPTUAL KNOWLEDGE/SKILLS

### 6.00 Problem Analysis

*Ability to demonstrate effective problem analysis skills*

- 6.01 **Divergent Thinking:** Seeks out relevant data and analyses complex information to determine the important elements of a problem situation.
- 6.02 **Approaches:** Uses critical judgment to assess alternative approaches to problems or decisions and considers risks and implications of decisions.
- 6.03 **Analysis:** Identifies underlying issues or causes and gaps between theory and practice in the design and use of media, training approaches, and training materials.

### 7.00 Judgment

*Ability to demonstrate sound judgment*

- 7.01 **Using Information:** Reaches sound conclusions and makes reasonable decisions based on available information.
- 7.02 **Reasoning:** Extracts information, uses logic to draw conclusions, and examines information for relevance and accuracy.
- 7.03 **Balance:** Balances short- and long-term considerations. Bases judgment about print or electronic media projects on stakeholders needs, technological environments of host settings, effectiveness, efficiency, and cost.
- 7.04 **Priorities:** Sets priorities for tasks for self and others in order of importance, sequence, and synergy, (the output of one is the input to another).
- 7.05 **Objectivity:** Maintains objectivity in handling difficult issues, events, or decisions with staff and customers.

### 8.00 Conceptual Thinking

*Ability to see patterns and synthesize related items*

- 8.01 **Frameworks and Experience:** Uses theoretical frameworks, technological training design and delivery decisions support tools, as well as learning from past experience to guide analysis and actions.
- 8.02 **Experience:** Draws upon past experiences and prior knowledge to interpret new knowledge and experience, seeking crucial similarities and differences in present and past situations.

- 8.03 **Systems View:** Looks at the big picture to assess a situation, focuses on interactions and dynamics thereby creating a climate for action, recognizes tension as a catalyst for positive change.

## **CURRICULUM DESIGN**

### **9.00 Print and Electronic Graphic and Materials Design**

*Ability to produce print and electronic graphic training material for use in traditional training or distance learning.*

- 9.01 **Technology Tools:** Uses curriculum and project management software to manage curriculum design, materials development, and delivery through distance learning.
- 9.02 **Instructional Systems :** Demonstrates knowledge of instructional systems design concepts and processes.
- 9.03 **Hardware and Software:** Recommends appropriate hardware and software related to print or electronic media and its use in synchronous and asynchronous training.
- 9.04 **Teamwork:** Assesses graphics needs of curriculum developers and works collaboratively to match media to curriculum goals, use of color, pace, tone, setting, and instructional activities.

## **EVALUATION AND RESEARCH**

### **10.00 Evaluation Technology Tools**

*Ability to consult on and use technology tools to collect, analyze, and report on the evaluation of training*

- 10.01 **Internet/Intranet Tools:** Uses distance-learning tools to collect and report qualitative and numeric data.
- 10.02 **Classroom Technology Tools:** Uses audience response systems to collect, analyze, and report data results to stakeholders.
- 10.03 **Embedded Evaluation:** Uses interactive learning tools in synchronous and asynchronous settings to embed evaluation into the training through audience response systems or in online interactive training.
- 10.04 **Databases:** Creates and manipulates data within a databases to produce reports.
- 10.05 **Research:** Analyzes applications of learning tools and investigates new learning techniques for use in both the traditional training or distance learning environment.



## GROUP DYNAMICS AND PROCESS

### 11.00 Interpersonal Skills:

*Ability to demonstrate interpersonal understanding skills*

- 11.01 **Builds Trust:** Remains neutral and objective during development of stakeholder relationship by: employing reflective listening techniques and remaining flexible while expressing confidence in process suggestions.
- 11.02 **Safety:** Conducts safe discussions concerning issues or cultural norms affecting the organization.
- 11.03 **Feedback:** Provides timely, sensitive, and relevant feedback. When necessary, challenges participants' ideas in a way that maintains their self-esteem.
- 11.04 **Understating Others:** Perceives strengths, needs, challenges, and feelings of others.
- 11.05 **Diversity:** Understands and values diversity and different styles of perceiving, learning, communication, and operating.
- 11.06 **Emotional Sensitivity:** Recognizes emotion-laden issues or situations and handles them with sensitivity.
- 11.07 **Responding to Others:** Uses understanding based on listening and observing in order to anticipate and prepare for others' reactions.

### 12.00 Group Process

*Ability to apply group process theory, including task and maintenance functions, to help diverse groups of people work together effectively*

- 12.01 **Theory:** Applies the theories and principles of group dynamics such as the difference between task and growth groups; task and maintenance functions, phases of group development; and small group behavior.
- 12.02 **Task Functions:** Implements group interaction task functions such as initiating, information or opinion seeking, information or opinion giving, clarifying, summarizing, and consensus testing.
- 12.03 **Maintenance Functions:** Implements group interaction maintenance functions such as encouraging, expressing group feelings, harmonizing, modifying, gate keeping, and evaluating.
- 12.04 **Facilitation and Process Consultation Skills:** Assists individuals or group toward a goal (e.g., analysis of intent of training programs, print and electronic media design and their use in traditional training and distance learning).

12.05 **Goal Setting:** Sets measurable objectives for the group and individuals.

### **13.00 Teamwork and Cooperation**

*Ability to demonstrate effective teamwork and cooperation skills*

13.01 **Project Development and Implementation:** Seeks input from stakeholders on training material and media development. Incorporates that input into a sound project design.

13.02 **Group Process:** Utilizes group process skills needed to get diverse groups of people to work together effectively to achieve the team's project.

13.03 **Focus:** Manages within a context of multiple or ambiguous directives while staying focused on major goals.

13.04 **Information:** Keeps stakeholders informed and up-to-date about activities, sharing all relevant or useful information that affects the team project.

13.05 **Alliances:** Builds alliances and teams to achieve project outcomes.

13.06 **Reflection on Results:** Presents intermediate and final products to stakeholders in readily understandable formats.

## **INFORMATION MANAGEMENT**

### **14.00 Basic Computer Skills**

*Ability to apply basic computer skills including e-mail, scheduling and word processing.*

14.01 **Computer Basics:** Applies basic computer concepts including the ability to turn on computer, log on and turn off, display start and help menus, opening programs, using the mouse, moving cursor within documents, deleting files and using recycle bin.

14.02 **E-Mail:** Utilizes e-mail to compose, reply to and forward messages, attach files and save attachments, set up files and file messages.

14.03 **Scheduling:** Utilizes scheduling including creating new tasks, viewing, editing and deleting appointments, printing appointments.

14.04 **Word Processing:** Utilizes the word processing function including editing and maneuvering, selecting, deleting and inserting text, indenting paragraphs, cut, copy and paste, saving and securing documents.

14.05 **Language:** Use terminology related to computer and technology appropriately in written and oral communication.

## **15.00 Advanced Computer Skills**

*Ability to demonstrate advanced computer skills, including graphics, desktop publishing and using the Internet*

15.01 **Equipment:** Maintains computer equipment; operates a computer and peripherals on a network or through remote access. Applies basic maintenance and troubleshooting strategies for the hardware, software, and network components of the computer system.

15.02 **Internet:** Utilizes web browsers, file transfer protocol, Listserves, newsgroups, web portals and search engines as a research tools and integrates Internet information into projects.

15.03 **Software:** Installs, removes, and upgrades operational software including virus protection.

15.04 **Desktop Publishing:** Applies principles of design (visual elements and information), layout, typography, and educational theory into desktop published projects.

15.05 **Graphic Skills:** Designs educational materials utilizing a variety of software packages (e.g., PowerPoint, Word, etc.).

15.06 **Editing:** Utilizes word processing editing features such as spell check, thesaurus, grammar check, etc. to produce professional documents.

## **16.00 Information Systems Thinking.**

*Ability to demonstrate information systems thinking*

16.01 **Information Systems Concept:** Understands the concept of information systems in general and is aware of the core interfaces with program information and plans for future development.

16.02 **Data and Information:** Understands the distinction between data and information and is able to convert data into information to support decision-making.

16.03 **Policy and Practice Link:** Understands and conveys to others the link between program policy and practice via information systems.

16.04 **Importance of Quality Data:** Understands and conveys to others the link between entering quality data into records and improving training delivery.

## **17.00 Information Management**

*Ability to demonstrate information management skills*

- 17.01 **Technology Etiquette:** Applies commonly accepted rules of etiquette, ethics, and legalities when using technology.
- 17.02 **Data Management:** Creates organized desktop work area including icon shortcuts; maintains directories to organize files and projects; creates, moves, renames, and maintains operational files.
- 17.03 **Security:** Applies security practices when using the Internet or other telecommunication technology.
- 17.04 **Research:** Identifies and locates technology and educational resources and evaluates them for accuracy, validity, and suitability.
- 17.05 **Communication:** Utilizes synchronous (live) and asynchronous (delayed) communication technologies.
- 17.06 **Needs Assessment:** Scans internal and external environment to identify new approaches and technology to meet organization's traditional and distance delivery training needs.
- 17.06 **Systems Development:** Provides leadership and support for development of systems including their interface with other organizations.

## **INSTRUCTIONAL MANAGEMENT**

### **18.00 Multimedia Projects**

*Ability to design and create multimedia-training projects (e.g., web pages, interactive modules, etc.) for traditional and distance learning.*

- 18.01 **Strategies.** Designs developmentally appropriate learning opportunities that apply multimedia-enhanced instructional strategies to support the diverse needs of learners.
- 18.02 **Research:** Investigates new and emerging trends in the multimedia, interactive, and web design industry.
- 18.03 **Visual Communication:** Incorporates visual elements (e.g., scanned images, digital photography, animation, video images, and visual Web elements, etc.) into multimedia projects.
- 18.04 **Audio Communication:** Incorporates audio elements (e.g., music, voice sounds, digital audio, and audio Web elements, etc.) into multimedia projects.

- 18.05 **Hardware:** Selects and uses a variety of hardware types to support traditional and distance learning (e.g., computer, audio/video recorders and players, DVDs, CD-ROMs, cameras, scanners, projection devices, etc.).
- 18.06 **Storyboards:** Utilizes storyboarding software or techniques to develop multimedia projects.
- 18.07 **Editing:** Critiques the clarity of multimedia project; study scripts and confer with producers and directors regarding multimedia project.
- 18.08 **Dissemination:** Works with television, cable, satellite, network, etc. technical staff to distribute multimedia projects.

## 19.00 Training Systems

*Ability to demonstrate understanding of issues related to traditional training and distance learning.*

- 19.01 **Software:** Demonstrates knowledge and skill in use of authoring software, web-based course delivery, and email assisted mentoring; assesses, selects and uses a variety of tool-based and content-based software to support traditional and distance learning.
- 19.02 **Environment:** Design and manage the physical learning environment to facilitate the implementation of instructional technology in teaching and learning.
- 19.03 **Instructional Media:** Understands instructional media (print, illustrations, photographs, animation, video, and sound) and the impact of each in traditional training and distance learning.
- 19.04 **Delivery:** Utilizes multimedia decision support tools to assess needs and forecast cost effectiveness of traditional and different distance learning modes.
- 19.05 **Audience Response Systems:** Demonstrates experience in using audience response systems to enable trainers to effectively engage participants in interactive learning and as a means of gathering embedded evaluation and posttest data to generate reports.
- 19.06 **Job-Related Training:** Understands the role of traditional and distance training in the on-going professional development of the individual within the context of bureaucracy; and communicates the role of training in enhancing the human resource component of the organization.
- 19.07 **Learning Organization:** Understands the role of generative, continual learning in promoting high-performance organizations.
- 19.08 **Competency-Based Approaches:** Utilizes the principles and techniques of competency-based instructional design in creating traditional and distance training projects.

19.09 **Train the Trainers:** Instructs new and/or existing trainers on the delivery techniques required in the traditional or the distance-learning environment.

19.10 **Instructional Design:** Oversees the process of developing traditional or distance-learning curriculum as well as convert existing paper-based curriculum to a distance delivery medium.

## **20.00 Assessment and Transfer**

*Ability to utilize technology to assess learner performance and promote transfer of learning*

20.01 **Assessment and Transfer of Learning:** Utilizes performance support tools as job aids for transfer of learning. Utilizes a consistent assessment process, using multiple types of quantitative and qualitative data and drawing on multiple sources to make judgments.

20.02 **Self-Assessment:** Understands and communicates the importance of self-assessment including design of learning goals, criteria for judging progress, and process for determining action steps.

20.03 **Role of Evaluation:** Administers frequent, fair, and objective performance evaluation and models effective practice.

## **LEARNING THEORY**

### **21.00 Learning and Human Development.**

*Ability to demonstrate understanding of how adults learn*

21.01 **Learning Theory:** Utilizes the principles of adult learning theory, emerging information on cognitive development, brain function, and the implications for learning.

21.02 **Personal/Learning Styles:** Knows conceptual frameworks for describing different personal and learning styles; understands their implications for individual development.

21.03 **Context for Learning:** Understands the impact of current experiences on values, attitudes, and behaviors; recognizes the implications for training.

21.04 **Self-Awareness:** Understand the critical role of self-awareness for both trainers and participants who are engaged in interactive learning.

21.05 **Self-Directed Learning:** Understands and is able to apply concepts of participant-centered training.

21.06 **Reflective Practice:** Understands the concept of reflective practice in promoting individual and the organization's ability to learn from experience.

## **PERSON/ORGANIZATION INTERFACE**

### **22.00 Impact and Influence.**

*Ability to demonstrate understanding and skills of impact and influence*

- 22.01 **Anticipation:** Anticipates effects of an action on people, programs, or events.
- 22.02 **Organizational Awareness:** Demonstrates awareness of organizational goals and concern for image and reputation of the agency and program.
- 22.03 **Approaches:** Uses appropriate approaches to achieve desired results.
- 22.04 **Using Information:** Anticipates significant information necessary for decision-making.
- 22.05 **Versatility:** Relates effectively with all levels of administration inside and outside the organization.

### **23.00 Initiative**

*Ability to demonstrate initiative*

- 23.01 **Action:** Initiates timely action rather than waiting to react as situations develop.
- 23.02 **Opportunities:** Recognizes and seizes opportunities.
- 23.03 **Confronts Barriers:** Confronts barriers to effective performance and takes action to overcome them.
- 23.04 **System Knowledge:** Uses knowledge of the system to identify long-term opportunities and problems.

### **24.00 Information Seeking.**

*Ability to demonstrate information-seeking skills*

- 24.01 **Information Identification:** Identifies what information is needed and the proper source for it.
- 24.02 **Questioning:** Seeks out exact information or resolution of discrepancies by asking a series of pertinent questions.
- 24.03 **Open to Cues:** Looks for potential opportunities or for miscellaneous information that may be of future use.

24.04 **Interaction:** Observes and interacts with personnel in action

**25.00 Decisiveness and Directness.**

*Ability to demonstrate decisiveness and directness*

25.01 **Need for Decisions:** Recognizes when a decision is required.

25.02 **Decision-Making:** Makes timely decisions based on available data.

25.03 **Firmness:** Maintains and/or explains positions when under pressure from others, confronting resistance if necessary.

25.04 **Open to Change:** Shifts positions if new information indicates.

25.05 **Directive:** Gives directions or orders based on personal authority, rules, and procedures when a situation requires.

**SELF-MANAGEMENT SKILLS**

**26.00 Self-Responsibility:**

*Ability to engage in ongoing learning to improve professional capabilities*

26.01 **Self-Knowledge:** Describes and evaluates own performance and acknowledges personal strengths and challenges.

26.02 **Personal Responsibility:** Takes responsibility for mistakes, failures, and shortcomings.

26.03 **Reflects on Personal Behavior:** Learns from mistakes and successes and analyzes own performance to learn from failures and to improve future performance.

26.04 **Continuing Development:** Engages in continuous efforts to clarify personal values, strengths and needs, and to engage annually in professional development.

**27.00 Self-Control**

*Ability to maintain emotional equilibrium and optimism*

27.01 **Self-discipline:** Maintains self-control in high stress situations.

27.02 **Grace under Pressure:** Performs effectively when under pressure and during opposition.

27.03 **Impulse Control:** Holds back on impulse to say or do something; replaces impulsive behavior with more appropriate response.



## **28.00 Flexibility:**

*Ability to respond effectively to challenges and change*

28.01 **Fairness:** Recognizes the pros and cons of alternates and accepts the validity of opposing views.

28.02 **Open to Change:** Shows willingness and ability to change structure and processes when needed to implement change.

28.03 **Flexible Application:** Flexibly applies rules and procedures, depending on the individual situations, to accomplish agency's larger objectives.

## **29.00 Job Commitment**

*Ability to demonstrate commitment to the role and responsibilities of an Instructional Media Specialist*

29.01 **Responsibility.** Takes responsibility for projecting and maintaining a professional image for the sponsoring unit or organization.

29.02 **Follow-Through.** Demonstrates willingness to solve problems and see things through to completion.

29.03 **Sets Standards.** Sets high standards for self and for participants.

29.04 **Initiative.** Takes initiative to correct problems, meet new needs, or address unexpected developments.

29.05 **Focuses on Goals.** Stays focused on larger goals and what must be done to achieve them.

29.06 **Indicators.** Uses a variety of indicators to gauge success in achieving objectives.

## **30.00 Professional Standards and Ethics**

*Ability to conduct self in an ethical and honest manner*

30.01 **Ethics:** Comply with copyright and patent laws pertaining to scanned images and documents, electronic clip art, recorded sounds, recorded and scanned photography, trademarks, and other elements adapted for use in multimedia products.

30.02 **Licensing:** Comply with licensing agreements associated with multimedia, interactive, and web creation software.

30.03 **Confidentiality:** Maintains confidentiality and integrity in practice.

30.04 **Professional Conduct:** Supports peers and avoids conduct that impedes the work of the organization.

30.05 **Accurate Representation:** Represents credentials, qualifications, experience, and abilities fairly and accurately.

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## Assessment Instrument for Instructional Media Specialist Competencies

The following rating scale may be used as an individual assessment tool. After rating the individual on the degree to which he/she possesses each competency, the instrument can function as a guide in the following areas: hiring, professional development, performance appraisal, and training of trainers.

Individual Demonstrates the Competency

1 .....2 .....3  
Low                      Moderate                      High

### ADMINISTRATION

#### **1.00 Organizational Ability** – *Ability to demonstrate organizational skills.*

- 01.01 Work Management \_\_\_\_\_
- 01.02 Work Assignment \_\_\_\_\_
- 01.03 Work Organization \_\_\_\_\_
- 01.04 Goal Setting \_\_\_\_\_
- 01.05 Administration \_\_\_\_\_
- 01.06 Planning \_\_\_\_\_
- 01.07 Organizational Knowledge \_\_\_\_\_
- 01.08 Organizational Mission \_\_\_\_\_

#### **2.00 Financial Management** – *Ability to demonstrate understanding of financial management*

- 02.01 Budget Issues \_\_\_\_\_
- 02.02 Fiscal Responsibility \_\_\_\_\_

#### **3.00 Project Planning** – *Ability to demonstrate understanding of project planning*

- 03.01 Project Planning Process \_\_\_\_\_
- 03.02 Planning Steps \_\_\_\_\_
- 03.03 Impact Assessment \_\_\_\_\_

**COMMUNICATION**

**4.00 Written and Verbal Communication – Ability to demonstrate effective communication skills**

- 04.01 Versatility \_\_\_\_\_
- 04.02 Methods \_\_\_\_\_
- 04.03 Style \_\_\_\_\_
- 04.04 Range of Methods \_\_\_\_\_
- 04.05 Listening \_\_\_\_\_

**5.00 Cultural Sensitivity – Ability to demonstrate cultural sensitivity**

- 05.01 Culturally Inclusive \_\_\_\_\_
- 05.02 Differences \_\_\_\_\_
- 05.03 Legal \_\_\_\_\_

**Conceptual Knowledge/Skills**

**6.00 Problem Analysis – Ability to demonstrate effective problem analysis skills**

- 06.01 Divergent Thinking and Research \_\_\_\_\_
- 06.02 Approaches \_\_\_\_\_
- 06.03 Analysis \_\_\_\_\_

**7.00 Judgment – Ability to demonstrate sound judgment**

- 07.01 Using Information \_\_\_\_\_
- 07.02 Reasoning \_\_\_\_\_
- 07.03 Balance \_\_\_\_\_
- 07.04 Priorities \_\_\_\_\_

07.05 Objectivity \_\_\_\_\_

**8.00 Conceptual Thinking** – *Ability to see patterns and synthesize related items*

08.01 Frameworks and Experience \_\_\_\_\_

08.02 Experience \_\_\_\_\_

08.03 Systems View \_\_\_\_\_

**CURRICULUM DESIGN**

**9.00 Print and Electronic Graphic and Materials Design** – *Ability to consult on and use technology tools to collect, analyze, and report on the evaluation of training*

09.01 Technology Tools \_\_\_\_\_

09.02 Instructional Systems \_\_\_\_\_

09.03 Hardware and Software \_\_\_\_\_

09.04 Teamwork \_\_\_\_\_

**EVALUATION AND RESEARCH**

**10.00 Evaluation Technology Tools** – *Ability to consult on and use technology tools to collect, analyze and report on the evaluation of training*

10.01 Internet/Intranet Tools \_\_\_\_\_

10.02 Classroom Technology Tools \_\_\_\_\_

10.03 Embedded Evaluation \_\_\_\_\_

10.04 Databases \_\_\_\_\_

10.05 Research \_\_\_\_\_

**GROUP DYNAMICS AND PROCESS**

**11.00 Interpersonal Skills** – *Ability to demonstrate interpersonal understanding skills*

11.01 Builds Trust \_\_\_\_\_

- 11.02 Safety \_\_\_\_\_
- 11.03 Feedback \_\_\_\_\_
- 11.04 Understanding Others \_\_\_\_\_
- 11.05 Diversity \_\_\_\_\_
- 11.06 Emotional Sensitivity \_\_\_\_\_
- 11.07 Responding to Others \_\_\_\_\_

**12.00 Group Process** – *Ability to apply group process theory, including task and maintenance functions, to help diverse groups of people to work together effectively*

- 12.01 Theory \_\_\_\_\_
- 12.02 Task Functions \_\_\_\_\_
- 12.03 Maintenance Functions \_\_\_\_\_
- 12.04 Facilitation and Process Consultation Skills \_\_\_\_\_
- 12.05 Goal Setting \_\_\_\_\_

**13.00 Teamwork and Cooperation** – *Ability to demonstrate effective teamwork and cooperation skills*

- 13.01 Project Development and Implementations \_\_\_\_\_
- 13.02 Group Process \_\_\_\_\_
- 13.03 Focus \_\_\_\_\_
- 13.04 Information \_\_\_\_\_
- 13.05 Alliances \_\_\_\_\_
- 13.06 Reflection on Results \_\_\_\_\_

**INFORMATION MANAGEMENT**

**14.00 Basic Computer Skills** – *Ability to apply basic computer skills including e-mail, scheduling and word processing*

- 14.01 Computer Basics \_\_\_\_\_



- 14.02 E-Mail \_\_\_\_\_
- 14.03 Scheduling \_\_\_\_\_
- 14.04 Word Processing \_\_\_\_\_
- 14.05 Language \_\_\_\_\_

**15.00 Advanced Computer Skills** – *Ability to demonstrate advanced computer skills, including graphics, desktop publishing, and using the Internet*

- 15.01 Equipment \_\_\_\_\_
- 15.02 Internet \_\_\_\_\_
- 15.03 Software \_\_\_\_\_
- 15.04 Desktop Publishing \_\_\_\_\_
- 15.05 Graphic Skills \_\_\_\_\_
- 15.06 Editing \_\_\_\_\_

**16.00 Information Systems Thinking** – *Ability to demonstrate information systems thinking*

- 16.01 Information Systems Concept \_\_\_\_\_
- 16.02 Data and Information \_\_\_\_\_
- 16.03 Policy and Practice Link \_\_\_\_\_
- 16.04 Importance of Quality Data \_\_\_\_\_

**17.00 Information Management** – *Ability to demonstrate information management skills*

- 17.01 Technology Etiquette \_\_\_\_\_
- 17.02 Data Management \_\_\_\_\_
- 17.03 Security \_\_\_\_\_
- 17.04 Research \_\_\_\_\_
- 17.05 Communication \_\_\_\_\_
- 17.06 Needs Assessment \_\_\_\_\_

17.07 Systems Development \_\_\_\_\_

**INSTRUCTIONAL MANAGEMENT**

**18.00 Multimedia Projects** – *Ability to design and create multimedia-training projects (e.g., web pages, interactive modules, etc.) for traditional and distance learning*

18.01 Strategies \_\_\_\_\_

18.02 Research \_\_\_\_\_

18.03 Visual Communications \_\_\_\_\_

18.04 Audio Communications \_\_\_\_\_

18.05 Hardware \_\_\_\_\_

18.06 Storyboards \_\_\_\_\_

18.07 Editing \_\_\_\_\_

18.08 Dissemination \_\_\_\_\_

**19.00 Training Systems** – *Demonstrates understanding of issues related to traditional training and distance learning*

19.01 Software \_\_\_\_\_

19.02 Environment \_\_\_\_\_

19.03 Instructional Media \_\_\_\_\_

19.04 Delivery \_\_\_\_\_

19.05 Audience Response Systems \_\_\_\_\_

19.06 Job-Related Training \_\_\_\_\_

19.07 Learning Organization \_\_\_\_\_

19.08 Competency-Based Approaches \_\_\_\_\_

19.09 Train the Trainers \_\_\_\_\_

19.10 Instructional Design \_\_\_\_\_

**20.00 Assessment and Transfer** – *Ability to utilize technology to assess learner performance and promote transfer of learning*

20.01 Assessment and Transfer of Learning \_\_\_\_\_

20.02 Self-Assessment \_\_\_\_\_

20.03 Role of Evaluation \_\_\_\_\_

**LEARNING THEORY**

**21.0 Learning and Human Development** – *Ability to demonstrate understanding of how adults learn*

21.01 Learning Theory \_\_\_\_\_

21.02 Personal/Learning Styles \_\_\_\_\_

21.03 Context for Learning \_\_\_\_\_

21.04 Self-Awareness \_\_\_\_\_

21.05 Self-Directed Learning \_\_\_\_\_

21.06 Reflective Practice \_\_\_\_\_

**PERSON/ORGANIZATION INTERFACE**

**22.00 Impact and Influence** – *Ability to demonstrate understanding and skills of impact and influence*

22.01 Anticipation \_\_\_\_\_

22.02 Organizational Awareness \_\_\_\_\_

22.03 Approaches \_\_\_\_\_

22.04 Using Information \_\_\_\_\_

22.05 Versatility \_\_\_\_\_

**23.00 Initiative** – *Ability to demonstrate initiative.*

- 23.01 Action \_\_\_\_\_
- 23.02 Opportunities \_\_\_\_\_
- 23.03 Confronts Barriers \_\_\_\_\_
- 23.04 System Knowledge \_\_\_\_\_

**24.00 Information Seeking** – *Ability to demonstrate information-seeking skills*

- 24.01 Information Identification \_\_\_\_\_
- 24.02 Questioning \_\_\_\_\_
- 24.03 Open to Cues \_\_\_\_\_
- 24.04 Interaction \_\_\_\_\_

**25.00 Decisiveness and Directness** – *Ability to demonstrate decisiveness and directness.*

- 25.01 Need for Decisions \_\_\_\_\_
- 25.02 Decision-Making \_\_\_\_\_
- 25.03 Firmness \_\_\_\_\_
- 25.04 Open to Change \_\_\_\_\_
- 25.05 Directive \_\_\_\_\_

**SELF MANAGEMENT SKILLS**

**26.00 Self Responsibility** – *Ability to engage in ongoing learning to improve professional capabilities*

- 26.01 Self-Knowledge \_\_\_\_\_
- 26.02 Personal Responsibility \_\_\_\_\_
- 26.03 Reflects on Personal Behavior \_\_\_\_\_
- 26.04 Continuing Development \_\_\_\_\_

**27.00 Self-Control** – *Ability to maintain emotional equilibrium and optimism*

- 27.01 Self-discipline \_\_\_\_\_
- 27.02 Grace under pressure \_\_\_\_\_

27.03	Impulse Control	_____
<b>28.00</b>	<b>Flexibility</b> – <i>Ability to respond effectively to challenges and change</i>	
28.01	Fairness	_____
28.02	Open to Change	_____
28.03	Flexible Application	_____
<b>29.00</b>	<b>Job Commitment</b> – <i>Ability to demonstrate commitment to the role and responsibilities of an Instructional Media Specialist</i>	
29.01	Responsibility	_____
29.02	Follow-Through	_____
29.03	Sets Standards	_____
29.04	Initiative	_____
29.05	Focuses on Goals	_____
29.06	Indicators	_____
<b>30.00</b>	<b>Professional Standards and Ethics</b> – <i>Ability to conduct self in an ethical and honest manner</i>	
30.01	Ethics	_____
30.02	Licensing	_____
30.03	Confidentiality	_____
30.04	Professional Conduct	_____
30.05	Accurate Representation	