



L'Institut pour la performance et l'apprentissage / *The Institute for Performance and Learning (I4PL)*, est un organisme sans but lucratif dont les membres consacrent leur pratique à l'apprentissage en milieu de travail. Par les recherches qu'il mène et dont il publie les résultats, l'Institut guide les praticiens en exercice et aide les employeurs canadiens et les décideurs de politiques gouvernementales à mieux évaluer et soutenir le rôle de la performance et de l'apprentissage au travail partout au Canada.

The *Competencies for Performance and Learning Professionals* is the body of knowledge and competency framework for the learning and development professional, and the syllabus for the CTD and CTP. It encompasses the major aspects of effective workplace learning that enables meaningful business outcomes.



Accès à la roue interactive des compétences :

<https://performanceandlearning.ca/competency-wheel/>

Accès au document :

Chambers, N. (2016). *Competencies for performance and learning professionals*. The Institute for Performance and Learning. Repéré à <http://performanceandlearning.ca/ipl/wp-content/uploads/2016/12/Quick-Reference.pdf>

The Institute for Performance and Learning recognizes that these programs address the competency areas for the learning and development professional as outlined in the Competencies for Training and Development Professionals©.

Graduates of the programs listed below are given a credit of **one year** towards the work experience requirement of the certification, Certified Training and Development Professional™ (CTDP).



- ⊕ MASTER'S DEGREE
- ⊕ POSTGRADUATE DIPLOMA
- ⊕ POSTGRADUATE CERTIFICATE
- ⊕ POSTGRADUATE CERTIFICATE

Source: <https://performanceandlearning.ca/recognized-programs/>

Comme c'est un organisme qui accrédite nos programmes, il serait important d'en connaître plus que ce qui est sur le site. J'ai réserver l'ouvrage de référence à la bibliothèque :

Institute for Performance and Learning. (2016). *Competencies for performance and learning professionals*. Toronto : The Institute for Performance and Learning.



Our members and customers are professionals who help others achieve their full potential by improving their knowledge, skills, and abilities in the workplace. They go by many titles: talent development managers, trainers, instructional designers, performance consultants, frontline managers, workplace learning professionals, and more. ATD's members come from more than 120 countries and work in organizations of all sizes and in all industry sectors.

ATD Competency Model

The Talent Development Profession Redefined to Create a Competitive Advantage
ATD is proud to launch the latest ATD Competency Model. The talent development (TD) profession has undergone significant transformation in the last decade. The ATD Competency Model redefines the skills and knowledge required for talent development professionals to be successful now and in the future. It captures changes driven by digital, mobile, and social technology; demographic shifts; globalization; and economic forces.

The ATD Competency Model:

- defines the latest competencies needed for success across the entire TD industry.
- provides a professional development roadmap for TD leaders and practitioners.
- identifies TD skills gaps and ways to close them that align with individual and organizational goals.

The Model emphasizes: (1) foundational competencies, or those that are important to everyone in the field, and (2) specific areas of expertise (AOEs), which are the specialized knowledge and actions required by specific roles.



The Model redefines the skills and knowledge required for trainers to be successful now and in the future. It captures changes driven by digital, mobile, and social technology; demographic shifts; globalization; and economic forces.

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Accès à l'image interactive des compétences :

https://www.td.org/certification/atd-competency-model?utm_campaign=elearningindustry.com&utm_source=%2Frevising-atd-competency-model&utm_medium=link

Accès au document :

<https://www.td.org/books/astd-competency-study-the-training-development-profession-redefined>

Il s'agit d'un organisme beaucoup plus gros que son pendant canadien. Ce référentiel date de 2014 et certains y proposent des améliorations :

1. Add two core competencies: UX Design and Content Curation.
2. Alter the competency "Technology Literacy" to "Technology Mastery".

Source : <https://elearningindustry.com/revising-atd-competency-model>



The **Association for Educational Communications and Technology** is an academic and professional association that promotes educational uses of technology. Members provide leadership in the field by promoting scholarship and best practices in instructional technology. AECT's headquarters is in Bloomington, Indiana, having moved from Washington, DC in 1999 for financial reasons. AECT publishes three journals: TechTrends (a bimonthly for "leaders in technology and education"), Educational Technology Research and Development (a bimonthly academic journal) and The Quarterly Review of Distance Education (a quarterly academic journal). AECT sponsors the International Student Media Festival (ISMF) and sponsors an annual academic conference.

Leur référentiel de compétences est disponible dans le document :

AECT. (2012). AECT Standards. Association for Educational Communications and Technology.

Repéré à

http://c.ymcdn.com/sites/aect.site-ym.com/resource/resmgr/AECT_Documents/AECTstandards2012.pdf

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge & Skills	Standard 5 Research
Creating	X	X	X		
Using	X	X	X		
Assessing/Evaluating	X	X	X	X	X
Managing	X	X	X		
Ethics	X	X	X	X	X
Diversity of Learners			X		
Collaborative Practice				X	
Leadership				X	
Reflection on Practice				X	
Theoretical Foundations					X
Method					X

Iqdami, M. N. et Branch, R. M. (2016). Examining Multimedia Competencies for Educational Technologists in Higher Education. *TechTrends*, 60(4), 365-373.
doi:[10.1007/s11528-016-0064-1](https://doi.org/10.1007/s11528-016-0064-1)

Fig. 1 Educational technology competencies within higher education setting adapted and modified from “Development and Validation of the Educational Technologist Multimedia Competency Survey,” by Ritzhaupt and Martin 2014, Education Tech Research Dev, 62, p. 13–33. Copyright 2013 by Association for Educational Communication and Technology

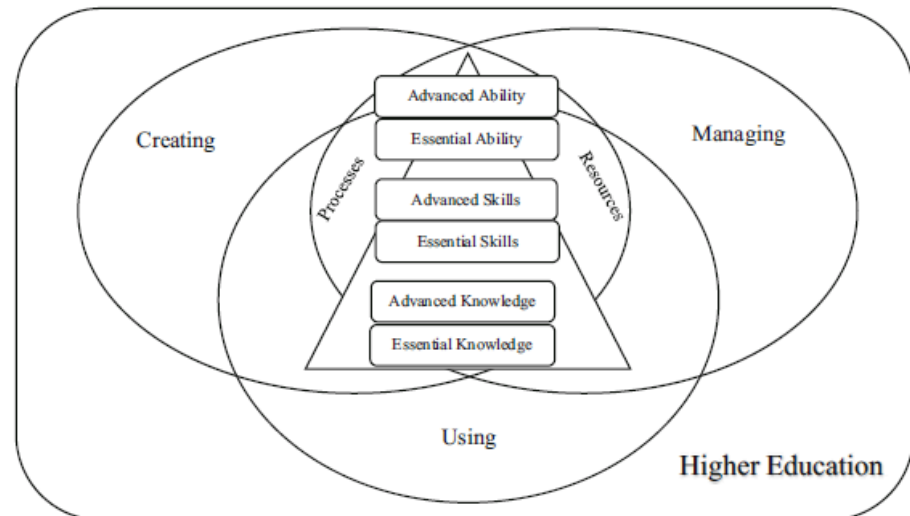


Table 2 Ordinal Logistic Regression on Educational Technology Multimedia Competencies across Demographics

Competencies	Gender		Years of experience		Academic degree		Job titles	
	X^2	p	X^2	p	X^2	p	X^2	p
Knowledge domain								
1. Educational authoring and utility software	3.118	0.077	2.585	0.275	1.556	0.459	2.686	0.443
2. Graphic, web, audio, and video software	1.028	0.311	2.442	0.295	0.676	0.713	1.258	0.739
3. Theories and methods of instruction	2.516	0.113	**	**	5.764	0.056	14.242	0.003*
4. Programming and scripting language	0.004	0.952	11.234	0.004*	5.593	0.061	**	**
5. Office production software	6.709	0.010*	0.005	0.997	4.833	0.089	3.448	0.328
6. Course management software	14.251	0.000*	4.480	0.106	**	**	0.266	0.966
7. Accessibility and copyrights	4.045	0.044*	**	**	1.457	0.483	1.723	0.632
8. Computer hardware and networks	0.133	0.716	2.754	0.252	2.681	0.262	7.416	0.060
Skills domain								
1. Multimedia production skills	0.512	0.474	9.502	0.009*	1.584	0.453	4.507	0.212
2. Soft skills	7.846	0.005*	3.362	0.186	6.120	0.047*	**	**
3. Managerial and technical skills	**	**	0.197	0.906	3.043	0.218	4.030	0.258
4. Supporting skills	4.488	0.034*	**	**	2.973	0.226	3.733	0.292
Ability domain								
1. Work in a team-oriented environment	4.276	0.039*	0.756	0.685	0.732	0.694	0.770	0.857
2. Conduct an instructional design process	3.090	0.079	0.449	0.799	18.898	0.000*	9.931	0.019*
3. Teaching, multitasking, and prioritizing	4.791	0.029*	4.032	0.133	5.455	0.065	2.797	0.424
4. Work with technology and assessment	7.077	0.008*	0.928	0.629	1.706	0.426	**	**

The test of Ordinal Logistic Regression is used to analyze whether each demographic has a significant influence on respondents' perceptions about the levels of importance of multimedia competencies

* Significant at the 0.05 level

** The assumption of proportional odds was violated



Munzenmaier, C. et Rossett, A. (2014). *Today's Instructional Designer: Competencies and Careers* (p. 40). Santa Rosa, CA : The eLearning Guild. Repéré à <https://momentum.gevc.ca/wp-content/uploads/2014/12/Todays-Instructional-Designer-2014.pdf>



P E R S P E C T I V E S

TODAY'S INSTRUCTIONAL DESIGNER: COMPETENCIES AND CAREERS

Table 1 summarizes this most-desired skills research, while Figure 2 shows the results graphically.

Most desired skills	Number of positions	Percentage of positions
Evaluate courses	15	25
Manage projects	14	23
Collaborate with SMEs	14	23
Conduct needs analysis	12	20
Develop content	8	13
Write objectives	7	12
Manage courses	5	8
Document/administer courses	5	8

Table 1: Skills most desired by managers advertising for instructional designers

Core Knowledge Requirements	Number of positions	Percentage of positions
Human performance technology	19	32
ADDIE model	15	22
Adult learning theory	12	20
Common learning management systems	8	13
Instructional design	5	8
Curriculum development methodologies	2	3
Bloom's taxonomy	2	3
Kirkpatrick's levels of evaluation	2	3
Process mapping	1	2

Table 2: Core knowledge expected of instructional designers

Software	Number of employers	Percentage of employers
Microsoft Office	17	28
Authoring tools	16	27
Multimedia expertise (audio and video)	10	17
Image editing	8	13
Conferencing solutions (WebEx)	6	10
LMS	4	7
Simulations/games	4	7

Table 3: Programs employers want IDs to know
(Source: *The eLearning Guild*)

Four Major Competency Models We considered four models developed by influential professional organizations for evaluation in this report:

The standards of the **Association for Educational Communication & Technology (AECT)** are used to accredit college programs in instructional design and technology. Knowledge of these standards would be helpful for people who are trying to choose an academic program that matches their career goals, educators and school librarians who are building a portfolio of technology projects, and those looking for performance-based ways to demonstrate competency in using instructional technology. The complete standards document is available from the AECT website at <http://www.aect.org/standards/initstand.html>.

The competency model of the **Association for Talent Development (ATD)** was recently updated to reflect the trend toward integration of instruction throughout learning organizations. As a result of this integration, instructional designers frequently work across several areas of expertise (AOEs). Therefore, ATD's competency framework is designed to be "a broad model applicable across a number of AOEs," including instructional design, training delivery, learning technologies, evaluating learning impact, and managing learning programs.

This model could help IDs and design managers working in a corporate environment show how their work contributes to the organization. A description of the model can be found at <http://www.astd.org/Certification/Competency-Model>. A job aid to help practitioners use the model to create a professional development plan is available at <http://www.astd.org/Certification/Competency-Model/job-aids>.

The standards developed by the **International Society for Performance Improvement (ISPI)** may be considered the equivalent of a competency model. IDs may find the standards valuable because performance-improvement standards have influenced all of the competency models discussed here. ID practitioners are now expected to be familiar with basic principles of HPT (see Table 4 on page 35), as are graduates of ID programs. Klein and Fox identified the most important HPT skill needed by instructional designers as the ability to "distinguish between performance problems requiring instructional solutions and those requiring non-instructional solutions." Knowledge of HPT also gives instructional designers new tools for conducting needs assessment, promoting transfer, and designing performance support. "CPT Performance Standards" are available at <http://www.ispi.org/pl/cpt/CPT-Performance-Standards.pdf>.

The competencies developed by the **International Board of Standards for Training, Performance, and Instruction (ibstpi)** are the most comprehensive and specific of the models considered. The first standards published for the industry, they are also the most widely accepted of the existing competency models. The standards have been adopted by a global community of users listed on the organization's website (<http://ibstpi.org/users-community/>). Applications of the standards include redesigning graduate programs and officer training in the United States, developing a corporate university at Sanofi-China, and providing the framework for numerous research studies. ibstpi competencies have been internationally validated, as described by Tiffany A. Koszalka and her coauthors in *Instructional Design Competencies: The Standards* (4th ed.)

Figure 5 highlights some of the unique features of the ibstpi model.

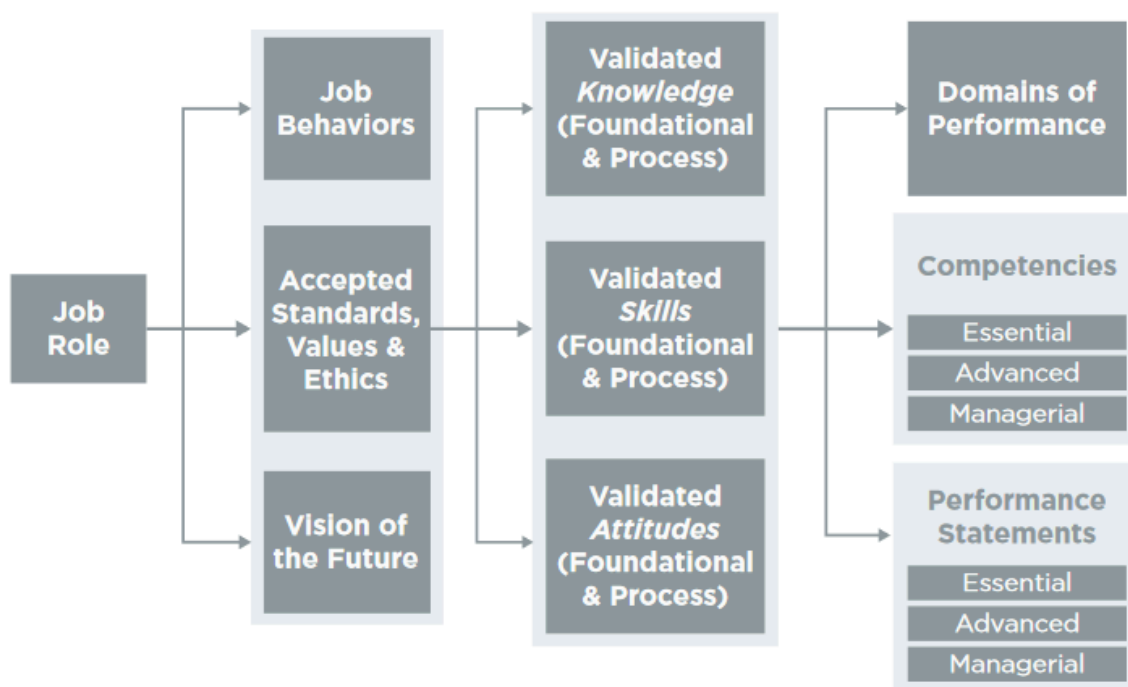


Figure 5: The generic IBSTPI competency development model

(Source: Koszalka, Russ-Eft, and Reiser, *Instructional Designer Competencies: The Standards*)

Discipline	ID	HPT	OD
Definition	According to <i>The Instructional Design Knowledge Base</i> , "ID is the science and art of creating detailed specifications for the development, evaluation, and maintenance of situations which facilitate knowledge and performance."	"A systematic process that produces worthy results and adds value while taking a systemic view and partnering with stakeholders to identify and remove barriers to individual and organizational performance" (ISPI membership brochure, 2007)	Richard Beckhard's classic definition was published in 1969: "Organization Development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organizations 'processes,' using behavioral-science knowledge."
Key question(s)	How can this material be designed to best meet the needs of the learner and the organization?	What is the gap between desired and actual performance? What is the gap's root cause?	How can we improve the organization's effectiveness? What is the best way to manage the needed change?
Focus	Instruction	Performance (rather than training)	Process
Level of intervention	Manager; learners	Any level, from organization to individual learner	Management
Seminal thinkers	Bruner; Dick & Carey; Finn; Gagné; Mager	Gilbert, Rummier	Lewin, Rummier
Influential theories	Psychology: behaviorism, constructivism, social learning and cognitivism; systems theory	Systems theory; behavioral psychology (evidence-based)	Multiple disciplines related to "human systems," including applied behavioral and physical sciences (data-driven)
Tools	Design models; instructional technology	Performance models, coaching, feedback	Action research, TQM, succession planning, coaching
Evaluation	How well did the training achieve its goals? How did the training add value for the organization?	To what extent has the desired performance been achieved?	How do changes work in practice? How healthy is organizational culture?

Table 4: Comparison of instructional design to human performance technology and organization development (Compiled from Aziz, 2013; ISPI, 2012; Jang, 2008; Pershing, Lee, and Cheng, 2008; "Principles of OD Practice," 2011; and "What Is OD?" 2011)

Redecker, C. et Punie, Y. (2017). *European Framework for the Digital Competence of Educators DigCompEdu*. Luxembourg : European Commission.

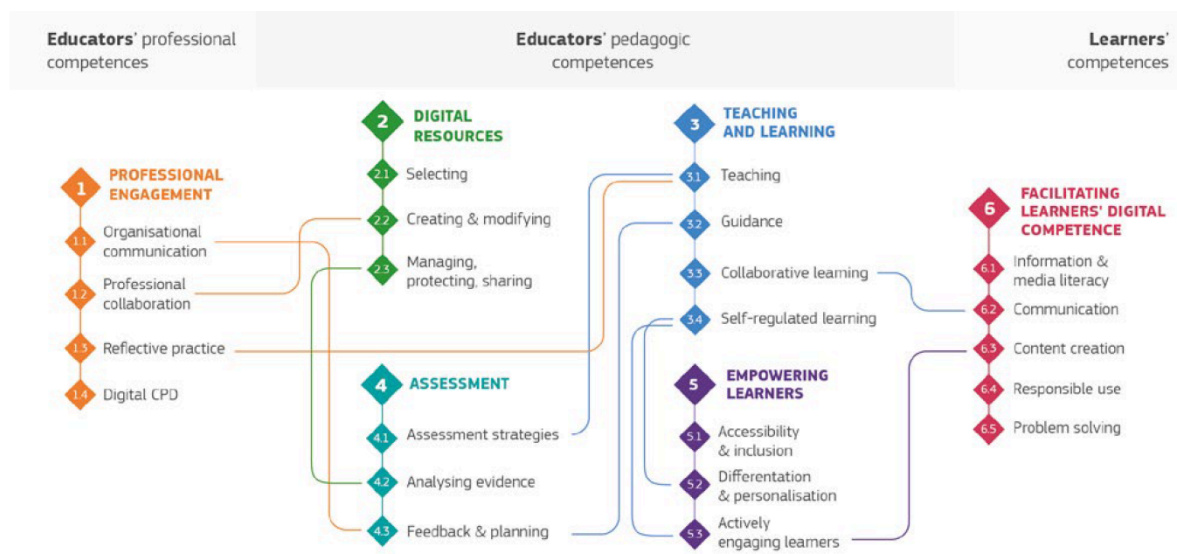


FIGURE 1: THE DIGCOMPEDU FRAMEWORK



FIGURE 2: DIGCOMPEDU AREAS AND SCOPE