Competency Matrix

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
Domain of Instructional Design			
Conduct performance analysis and determine the appropriateness of instructional solutions for the problem.	Work with subject matter experts to define outcomes and objectives. Ensure that the appropriate learning and development programs and/or interventions are identified and developed. Independently analyze training requests; research and recommend appropriate training solutions.	MIT 502. The Systematic Approach to Performance Improvement *Performance Intervention* MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting*	MIT 502. A business development initiative needed improvement so the human performance technology was determined in order to make the initiative more beneficial to the stakeholders. MIT 510. A business unit's reporting methods in need of improvement were analyzed for performance before any solutions were suggested.
Plan and conduct needs assessment.	Gather requirements from stakeholders. Work with the members of the Learning and Development team as well as business units to identify performance needs and to develop learning curricula to support these needs.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 502. The Systematic Approach to Performance Improvement *Performance Intervention* MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 522. Organization & Management of Instructional Technology Programs *Turtle Talk – Ask the Expert*	MIT 500. A needs assessment was performed and it was determined that new MarketBound administrators needed to be trained to be proficient in the use of the MarketBound database within one week of beginning their new role. MIT 502. A needs assessment was conducted to determine the gaps between how the two week preview was actually performing versus how it should be performing. MIT 510. A needs assessment was executed to determine the probable causes for the inconsistencies and errors in the reporting mechanism. MIT 522. A needs assessment was performed to discover what was needed in order to successfully implement a live web conferencing project.
Assess learner/trainee characteristics.	Analyze and meet clients' learning needs and requirements. Independently interview clients, customers, subject matter experts, etc. at multiple levels of the organization.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 522. Organization and Management of Instructional Technology Programs *Turtle Talk – Ask the Expert*	MIT 500. A learner analysis was conducted to determine the characteristics of the learners in order to meet their learning needs and requirements. MIT 522. A learner analysis was conducted to determine the feasibility of a successful live

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
			web conferencing project.
Analyze the characteristics of a setting (learning environment).	Perform contextual and environmental analyses.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 522. Organization and Management of Instructional Technology Programs *Turtle Talk – Ask the Expert*	MIT 500. A contextual analysis was performed to identify the learning environment's physical and emotional constraints and benefits. MIT 510. An environmental analysis was conducted to ensure the instructional design was applicable to the learning environment. MIT 522. The learning environment was analyzed in order to determine the feasibility of a successful live web conferencing project.
Conduct analysis of jobs/tasks and content.	Conduct task analyses.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators*	MIT 500. An extensive task analysis was performed to identify skills, knowledge and attitudes for the design and development of the learning material.
Sequence learner outcome.	Present concepts in a simple to complex order. Arrange material such that it progressively builds the skills necessary for success on the job. Chunk material appropriately.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators*	MIT 500. An analysis of the tasks and sub-tasks was conducted to identify and implement the appropriate sequence of knowledge and skills.
Specify instructional strategies and sequence the instructional strategies.	Design content according to the principles of instructional systems design.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 542. Internship *Field Visits and Coaching*	MIT 500. The results of the learner and environmental analyses were used to identify the proper instructional strategies for the learning material. MIT 542. Instructional strategies were identified followed by sequencing the strategies to effectively achieve learning outcomes.
Determine instructional resources (media/computer technology) appropriate to instructional activities.	Collaborate with a design team to provide interactive (audio, video, animation, simulation and graphic) ideas/concepts that foster learner acquisition of knowledge and skills while meeting instructional objectives, timelines, and budget parameters.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 515. Web Teaching: Design and Development *Marathon Training Program* On-the-Job Project *Center Connect Training Modules*	MIT 500. The instructional resource determined as appropriate was an online learning module which could be accessed by the global learner audience. MIT 515. The instructional resources determined to be most appropriate were an online learning management system, a printable training schedule, web

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
			sites, and an online training log. On-the-Job. Upon collaboration with the design team, a Captivate-based sequence of learning modules made available through the client's Intranet was deemed most appropriate.
Select appropriate applied information technologies to achieve instructional objectives.	Partner with other instructional designers to select appropriate use of media.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 513. Computer Based Instruction *How to: Create a GSA ID* On-the-Job Project *Center Connect Training Modules*	MIT 500, 513, On-the-Job. Appropriate media was selected to both meet the learner needs and fulfill environmental constraints.
Domain of Instructional Development			
Develop projected and non-projected graphic instructional materials.	Develop standard training materials using various multi-media formats. Partner with other instructional designers to provide interactive (audio, video, animation, simulation and graphic) ideas/concepts that foster learner acquisition of knowledge and skills while meeting instructional objectives, timelines, and budget parameters. Create and edit graphic elements, audio and video components using industry standard tools (i.e., Photoshop, Illustrator and Adobe Premiere).	MIT 511. Multimedia Design and Development *Operation Care Website* MIT 513. Computer Based Instruction *How to: Create a GSA ID* On-the-Job Project *Center Connect Training Modules*	MIT 511. A website was developed in which graphic instructional materials were developed. MIT 513. A multi-media application was developed which used various graphic instructional materials. On-the-Job. In the Captivate-based sequence of modules, graphic elements were developed and used to convey various instructional messages.
Demonstrate ability to produce audio scripts and audiotapes.	Develop standard training materials using various multi-media formats. Partner with other instructional designers to provide interactive (audio, video, animation, simulation and graphic) ideas/concepts that foster learner acquisition of knowledge and skills while meeting instructional objectives, timelines, and budget parameters. Create and edit graphic elements,	On-the-Job Project *Center Connect Training Modules*	On-the-Job. In this series of 14 modules, audio scripts were written and produces to enhance the learning materials.

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
	audio and video components using industry standard tools (i.e., Photoshop, Illustrator and Adobe Premiere). Manage the development of instructor and participant materials including video and audio scripts and final products, as appropriate.		
Demonstrate the ability to produce still and motion photographic instructional materials, including knowledge and competencies in: film characteristics, camera operation, exposure, darkroom processes, lighting and color photography.	Develop standard training materials using various multi-media formats. Partner with other instructional designers to provide interactive (audio, video, animation, simulation and graphic) ideas/concepts that foster learner acquisition of knowledge and skills while meeting instructional objectives, timelines, and budget parameters. Create and edit graphic elements, audio and video components using industry standard tools (i.e., Photoshop, Illustrator and Adobe Premiere). Manage the development of instructor and participant materials including video and audio scripts and final products, as appropriate.	MIT 511. Multimedia Design and Development *Operation Care Website* MIT 513. Computer Based Instruction *How to: Create a GSA ID* MIT 515. Web Teaching: Design and Development *Marathon Training Program* On-the-Job Project *Center Connect Training Modules*	MIT 511. The Operation Care website features still photographic materials. MIT 513. The CBI course features graphics which were manipulated according to lighting and color photography competencies. MIT 515. The web-based course features graphics which were manipulated according to lighting and color photography competencies. On-the-Job. The online learning modules feature graphics which were manipulated according to lighting and color photography competencies.
Demonstrate knowledge of the principles of perception and visual learning applicable to the design and production of photographic instructional materials.	Develop standard training materials using various multi-media formats. Partner with other instructional designers to provide interactive (audio, video, animation, simulation and graphic) ideas/concepts that foster learner acquisition of knowledge and skills while meeting instructional objectives, timelines, and budget parameters. Create and edit graphic elements, audio and video components using industry standard tools (i.e., Photoshop, Illustrator and Adobe Premiere).	MIT 513. Computer Based Instruction *How to: Create a GSA ID* MIT 515. Web Teaching: Design and Development *Marathon Training Program* On-the-Job Project *Center Connect Training Modules*	MIT 513. The CBI module demonstrated proficiency in the principles of perception and visual learning by effectively laying out the instruction and reducing cognitive load. MIT 515. The web-based instructional materials demonstrated proficiency in the principles of perception and visual learning by using appropriate graphics and printable job aids. On-the-Job. The Center Connect Training Modules demonstrated a real-world understanding of a visually-appealing set of instructional materials.

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	Lead e-Learning course development projects using industry standard e-Learning tools and programming languages (i.e., Flash, Action Script). Collaborate with e-Solutions team to ensure courses communicate with the LMS using both AICC and SCORM protocols. Work with Learning Content Management Systems and web-based courseware authoring and conferencing tools such as, Microsoft LiveMeeting, Macromedia Dreamweaver, Captivate, Articulate, Flash, and Adobe Photoshop is required	MIT 513. Computer Based Instruction *How to: Create a GSA ID* MIT 515. Web Teaching: Design and Development *Marathon Training Program* On-the-Job Project *Center Connect Training Modules*	MIT 513. The CBI course demonstrates knowledge of computer utilization practices by being created with the Toolbook software application and packaged for rollout over the client's Intranet. MIT 515. The marathon training program was preceded by the evaluation of various online learning options and finally was created using Vista. On-the-Job. The Center Connect training modules demonstrated knowledge of industry standard tools by being created with Captivate and by using Flash, Firworks and Acrobat to create and manipulate the various assets.
Design and produce computer-based instruction including drill-and-practice and tutorial programs.	Design training for technology-delivered instruction (CBT, web-based training, electronic performance support, etc.).	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 513. Computer Based Instruction *How to: Create a GSA ID* On-the-Job Project *Center Connect Training Modules*	MIT 500, 513, On-the-Job. The training in these three instances was designed for each to be delivered via the client's Intranet in order to reach a global audience.
Design and produce interactive multimedia systems.	Partner with other instructional designers to provide interactive (audio, video, animation, simulation and graphic) ideas/concepts that foster learner acquisition of knowledge and skills while meeting instructional objectives, timelines, and budget parameters.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* On-the-Job Project *Center Connect Training Modules*	MIT 500. The online learning module included both an interactive assessment simulation and a quiz. On-the-Job. Each of the Center Connect training modules included a demonstration of the instructional material followed by an interactive assessment simulation which allowed the learners to learn by doing.
Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level and the micro level.	Apply a systematic instructional design and development model in real world online settings.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting*	MIT 500. The MIT 500 project allowed for curriculum development at the micro level. MIT 510. The MIT 510 project showcases the application of instructional technology at the macro level.

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides and job aids.	Develop training materials including facilitator and participant guides, storyboards for online training materials, job aids, and evaluation strategies	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 513. Computer Based Instruction *How to: Create a GSA ID* MIT 542. Internship *Field Visits and Coaching* On-the-Job Project *Center Connect Training Modules*	MIT 500. The online learning module for MarketBound administrators was designed and produced as a self-instructional module. MIT 513. The How to Create a GSA ID module was designed and produced as a self-instructional module. MIT 542. The Field Visits and Coaching workshop includes facilitator and participant guides, as well as evaluation strategies. On-the-Job. The Center Connect training modules were designed and produced as a series of self-instructional modules.
Design and produce mediated instruction.	Design interactive training materials that include sound instructional design methodology, appropriate training strategies, and participant activities for small and large groups.	MIT 515. Web Teaching: Design and Development *Marathon Training Program* MIT 542. Internship *Field Visits and Coaching*	MIT 515. The marathon training program utilized instructional design methodology specific to web teaching and included participant activities such as discussion boards and the training log. MIT 542. The Field Visits and Coaching workshop allowed for many participant activities ranging from individual to one-on-one to whole class activities.
Domain of Management			
Plan, create, monitor, and facilitate instructional design projects.	Work as a critical thinking partner with project leaders to ensure that a quality work product is delivered to the client on time and within scope	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 520. Managing Instructional Development *Multi-Client Events Training*	MIT 510. A complete ISD project was managed from front-end analyses to management of the systems-level project. MIT 520. Front-end analyses were conducted followed by a management plan for the entire project.
Organize the instructional project or service unit to operate effectively and efficiently.	Ensure timelines and project plans include appropriate functionality/integration testing.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 520. Managing Instructional Development *Multi-Client Events Training* MIT 530. Evaluation and Change in Instructional Development	MIT 510. The project featured plans for design, development, management, organization, and evaluation of a systems-level project. MIT 520. A management plan for an ISD project was developed. MIT 530. The project demonstrated communication

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
		e-Learning: Online Education	and organization for a plan for evaluation and change.
Manage personnel and facilities.	Select and manage team members and resources for instructional design project.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 520. Managing Instructional Development *Multi-Client Events Training*	MIT 510, 520. The two projects included Gantt Charts which represent plans to ensure work phases progressed per agreed upon deliverables and timelines.
Plan and implement organizational change.	Plan and implement successful delivery of change management.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 522. Organization and Management of Instructional Technology Programs *Turtle Talk – Ask the Expert* MIT 530. Evaluation and Change in Instructional Development *e-Learning: Online Education*	MIT 510. The project including designing a plan to implement change in the client's organization in order to improve the margin of error in the reporting structure. MIT 522. A plan for change at the North Carolina Aquarium at Fort Fisher was designed for organization and management of a live web conferencing program. MIT 530. A change management plan is included in the project which allows for UNCW's Office of e-Learning to successfully meet the support demands of the online teaching community.
Design instructional management systems.	Communicate effectively with people at various levels in the organization with experience in creating, leading and working in a global team environment. Demonstrate excellent written, oral communications skills, including classroom facilitation.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 515. Web Teaching: Design and Development *Marathon Training Program*	MIT 510. The project, which included Gantt and PERT charts for systemic and strategic planning, focused on a plan for managing and accomplishing the instruction. MIT 515. The web course was developed using a learning management system and featured strategies for successful delivery to a global audience.
Domain of Utilization			
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, other audiovisual strategies).	Consistently and professionally interact with a culturally diverse audience at all associate levels. Adjust learning environment according to learner differences.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 513. Computer Based Instruction *How to: Create a GSA ID* On-the-Job Project *Center Connect Training*	MIT 500, 513, On-the-Job. The courses were designed for a multi-cultural audience which spanned the globe.

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
		Modules	
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	Communicate professionally (both verbally and in writing) with all team members and encourage team cooperation without sacrificing independent thoughts and contributions.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 522. Organization and Management of Instructional Technology Programs *Turtle Talk – Ask the Expert* On-the-Job Project *Center Connect Training Modules*	MIT 510. A team of two collaborated to successfully and positively complete the project. A communication schedule was set at the beginning but flexibility by both parties ensured a positive experience. MIT 522. A team of three completed this project and team building strategies were implemented to ensure a successful project. On-the-Job. The instructional designer worked with the project manager and the subject matter experts, all of whom were in remote locations. All communication was initiated through telephone, chat, email, and NetMeeting and resulted in positive interactions.
Promote the diffusion and adoption of the instructional development process.	Lead instructional design and development teams and coordinate work efforts with multiple people and departments.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 530. Evaluation and Change in Instructional Development *e-Learning: Online Education*	MIT 510. In this team of two, work efforts were coordinated according to each team member's schedule and such that both parties contributed equally to the project. MIT 530. A team of four completed this project while working with a subject matter expert. Work efforts were divided equally and completed individually and then submitted to the rest of the team for review and suggestions.
Demonstrate a knowledge of the laws and regulations which govern the selection and utilization of media/emerging technology, including copyright, censorship, State Board Regulations, Local Board Policies, etc.	Employ applicable copyright and fair use practices.	MIT 522. Organization and Management of Instructional Technology Programs *Turtle Talk – Ask the Expert*	MIT 522. Given that the client for the MIT 522 project belonged to a North Carolina state agency and that the learners were to be from the local school population, state and county school regulations were researched and adhered to in the roll-out of the project.
Domain of Evaluation			
Plan and conduct needs assessment.	Perform needs assessments and design training materials in partnership with training specialists and department subject matter experts (SMEs).	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators*	MIT 500. A needs assessment was performed and it was determined that new MarketBound administrators needed to be trained to be

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
		MIT 502. The Systematic Approach to Performance Improvement *Performance Intervention* MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 522. Organization & Management of Instructional Technology Programs *Turtle Talk – Ask the Expert*	proficient in the use of the MarketBound database within one week of beginning their new role. MIT 502. A needs assessment was conducted to determine the gaps between how the two week preview was actually performing versus how it should be performing. MIT 510. A needs assessment was executed to determine the probable causes for the inconsistencies and errors in the reporting mechanism. MIT 522. A needs assessment was performed to discover what was needed in order to successfully implement a live web conferencing project.
Plan and conduct evaluation of instruction/training.	Develop a measurement strategy for a given client solution to include the approach as well as the design and development of data collection tools to measure the impact of the training.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 542. Internship *Field Visits and Coaching* On-the-Job Project *Center Connect Training Modules*	MIT 500. A plan was developed and implemented for formative evaluation of the instructional product. Revisions of the product were made after each level of formative evaluation. MIT 510. The project included a plan for formative evaluation checkpoints, each of which were followed by revisions of the product. MIT 542. A "smile sheet" was created to gauge the learners' immediate reactions of the training workshop. On-the-Job. An internal survey was developed and distributed to evaluate the learners' opinions of all facets of the offering.
Plan and conduct summative evaluation of instruction/training.	Develop a measurement strategy for a given client solution to include the approach as well as the design and development of data collection tools to measure the impact of the training.	MIT 510. Design and Development of Instructional Technology *Gaining Ground in Reporting* MIT 530. Evaluation and Change in Instructional Development *e-Learning: Online Education*	MIT 510. The project included a plan to measure the impact of the training solution through a summative evaluation. MIT 530. A summative evaluation plan was created, including the model/approach used, an implementation plan, data collection plan, and data

MIT Competencies	Job Descriptions/Qualifications	Artifacts	Rationale
			analysis plan.
Plan and conduct product evaluation.	Conduct quality checks at defined course development milestones (checks include functionality, integration, and bug testing). Execute user-testing protocols and collate results. Present results to project team with recommendations for functionality improvements. Identify areas of weakness in created courses.	MIT 500. Instructional Systems Design: Theory and Research *Online Learning Module for MarketBound Administrators* On-the-Job Project *Center Connect Training Modules*	MIT 500. A plan was developed and implemented for formative evaluation of the instructional product. Revisions of the product were made after each level of formative evaluation. On-the-Job. Prior to rolling out the online training program, several checkpoints of the product's functionality were carried out followed by revisions according to the improvements which were recommended.