ibstpi

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Activities
Presidential Session at AECT, Orlando, FL, October 2005.

The International Board of Standards for Training, Performance and Instruction (ibstpi) was founded as a not-for-profit corporation in 1984. We develop, validate and promote implementation of international standards to advance training, instruction, learning and performance improvement for individuals and organizations.

Our History

The International Board of Standards for Training, Performance and Instruction (**ibstpi**) grew out of the Joint Certification Task Force, which was established in 1977. This task force was composed of more than 30 practitioners and academics with expertise in training, performance and instruction, all of whom were actively involved in the Association for Educational Communications and Technology (AECT, at www.aect.org) and/or the national Society for Performance and Instruction (NSPI, now the International Society for Performance Improvement, at www.ispi.org), the organizations that sponsored the task force.

In 1983 the Board reorganized itself as the ibstpi Board, in order to avoid conflicts of interest with its parent organizations; the Board became a not-for-profit corporation in 1984. **ibstpi** now consists of fifteen professionals, selected to be broadly representative of the constituencies they serve. Currently, members represent universities, government departments, businesses and consultancies directed at the charge of the organization.

In recent years the Board has begun to expand its focus on the international aspect of its name and mission, with directors from Europe, Canada, Japan and Australia as well as members from the United States. The Board meets monthly by conference call and three times a year in various locations, one of which is outside the US. The Board also hosts a biennial research conference.

The original task force developed a set of instructional design competencies (1986), published an index that linked current publications to competencies and created a prototype assessment procedure. Task force members also made presentations at many professional meetings as well as published articles promoting the idea of professional competence as well as professional certification. After that the Board entered into a contract to develop a certification test for instructors based on the ibstpi competencies. The original contractor was the Educational Testing Service (ETS) in Princeton, NJ.

In addition to researching, documenting and validating a set of competencies for instructors, the organization developed competencies for instructional designers and training mangers. The recognition that changes in the economy as well as the ongoing development of technology have had an impact on the profession, the Board engaged in a project to review and revise the competencies for instructional designers, and that work has just been published by ERIC. A parallel effort has been underway to revise the competencies for training managers, and the third venture has just begun to update the competencies for instructors. Reflecting the use of technology, the revised instructor competencies will address the online environment as well as the classroom.

Vision and Mission Statements

ibstpi Vision

To be the leader in setting international standards in the areas of training, instruction, learning and performance improvement.

ibstpi Mission

We develop, validate and promote implementation of international standards to advance training, instruction, learning and performance improvement for individuals and organizations.

Codes of Ethical Standards

Code of Ethical Standards for Instructional Designer

I. Guiding Standards: Responsibilities to Others

    A. Provide efficient, effective, workable, and cost-effective solutions to client problems.
    B. Systematically improve human performance to accomplish valid and appropriate individual and organizational goals.
    C. Facilitate individual accomplishment.
    D. Help clients make informed decisions.
    E. Inform others of potential ethical violations and conflicts of interest.
    F. Educate clients in matters of instructional design and performance improvement.

II. Guiding Standards: Social Mandates

    A. Support humane, socially responsible goals and activities for individuals and organizations.
    B. Make professional decisions based upon moral and ethical positions on societal issues.
    C. Consider the impact of planned interventions upon individuals, organizations, and the society as a whole.

III. Guiding Standards: Respecting the Rights of Others

    A. Protect the privacy, candidness, and confidentiality of client and colleague information and communication.

    B. Adhere to intellectual property regulations.

    C. Do not use client or colleague information for personal gain.

    D. Do not represent the ideas or work of others as one's own.

    E. Do not make false claims about others.

    F. Do not discriminate in actions related to hiring, retention, and advancement.

IV. Guiding Standards: Professional Practice

    A. Be honest and fair in all facets of one's work.
    B. Share skills and knowledge with other professionals.
    C. Recognize the contributions of others.
    D. Support and aid colleagues.
    E. Commit time and effort to the development of the profession.
    F. Withdraw from clients who do not act ethically or when there is a conflict of interest.

Code of Ethical Standards for Training Manager

I. Guiding Standards: Responsibilities to the Organization

    A. Provide efficient, effective, workable, and cost-effective solutions that advance organizational performance goals.
    B. Initiate and collaborate in organizational decision-making.
    C. Educate the organization in matters of instructional design and performance improvement.
    D. Inform the organization of potential conflicts of interest, and ethical, legal, and due process violations.
    E. Protect the privacy, candor, and confidentiality of information and communication of the organization and its members.
    F. Do not misuse organizational information for personal gain.

II. Guiding Standards: Responsibilities to Others

    A. Be honest and fair in interactions with others.
    B. Treat others with dignity and respect.
    C. Facilitate individual accomplishment.
    D. Do not engage in exploitative relationships.
    E. Do not discriminate unfairly in actions related to hiring, retention, salary adjustments and promotion.
    F. Do not represent the ideas or work of others as one's own.
    G. Do not make false or deceptive claims about self, others, or the work of the training function.

III. Guiding Standards: Responsibilities to the Profession

    A. Seek and acknowledge the contributions of others.
    B. Aid and be supportive of colleagues.
    C. Commit time and effort to the development of the profession.
    D. Promote the enforcement of ethical standards.

IV. Guiding Standards: Responsibility to Society.

    A. Support humane, socially responsible goals and projects for the organization.
    B. Ensure that training products and procedures reflect moral and ethical positions on societal issues.
    C. Consider the consequences of proposed solutions upon individuals, organizations, and the society as a whole.

Competencies

[Instructor Competencies] [Instructional Design Competencies] [2003 Training Manager Competencies] [Translations of ibstpi Competencies][Testimonials] [Evaluator Standards Survey]

ibstpi has issued competencies and performance statements for Instructors, Instructional Designers, Training Managers. All of these competencies have been updated and globally validated. The Instructor competencies have recently been expanded to include online teachers and trainers. Some of the competencies have been translated into other languages.

ibstpi defines a competency as:*...an integrated set of skills, knowledge, and attitudes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment.* The ibstpi competencies are statements of behavior - not personality traits or beliefs, but they do often reflect attitudes. ibstpi competencies are correlated with performance on a job and are typically measured against commonly accepted standards. Moreover, there is an implication that the ibstpi competencies can be developed through training.

If you are interested in using ibstpi competencies, please complete the attached Request Form and email to *Robin Yap at robin@robinyap.com and* Marguerite Foxon at Marguerite.Foxon@motorola.com.

Download the Request Form here in doc format: English Version, Spanish Version.

Recognized ibstpi Materials [RiM]

Instructor Competencies

The original set of Instructor Competencies was published in 1988 following extensive review and testing by a group of practitioners and academics in the training and instructional design field. The publication identified the core competencies of instructors - those decisions, actions and behaviors that competent instructors must demonstrate to complete an instructional assignment successfully. The competencies define the generic instructor role, independent of settings and organizations. Competent instructors will accomplish these standards whether delivering simple instructions to a small group or addressing a huge audience.

The board established a task force in 2000 to review and update the instructor competencies to reflect developments in teaching and learning and the use of online delivery system. The revised competencies and performance statements were then validated globally with a sample of more than 1,000 practitioners in all regions of world. In early 2003, ibstpi approved a new set of competencies for Instructors who work in face-to-face and online environments. These competencies are given below. A complete listing of competencies and associated performance statements will be published in the near future.

2003 Instructor Competencies

Professional Foundations

1. Communicate effectively.
2. Update and improve one's professional knowledge and skills.
3. Comply with established ethical and legal standards.
4. Establish and maintain professional credibility.

Planning and Preparation

5. Plan instructional methods and materials
6. Prepare for instruction.

Instructional Methods and Strategies

7. Stimulate and sustain learner motivation and engagement.
8. Demonstrate effective presentation skills.
9. Demonstrate effective facilitation skills.
10. Demonstrate effective questioning skills.
11. Provide clarification and feedback.
12. Promote retention of knowledge and skills.
13. Promote transfer of knowledge and skills.
14. Use media and technology to enhance learning and performance.

Assessment and Evaluation

15. Assess learning and performance.
16. Evaluate instructional effectiveness.

Management

17. Manage an environment that fosters learning and performance.
18. Manage the instructional process through the appropriate use of technology.

1993 Instructor Competencies

1. Analyze course materials and learner information.
2. Assure preparation of the instructional site.
3. Establish and maintain instructor credibility.
4. Manage the learning environment.
5. Demonstrate effective communication skills.
6. Demonstrate effective presentation skills.
7. Demonstrate effective questioning skills and techniques.
8. Respond appropriately to learners' needs for clarification or feedback.
9. Provide positive reinforcement and motivational incentives.
10. Use instructional methods appropriately.
11. Use media effectively.
12. Evaluate learner performance.
13. Evaluate delivery of instruction.
14. Report evaluation information.

Instructional Design Competencies

The original set of Instructional Design Competencies was developed in 1986 and was the result of more than a year of research, discussion, and validation by a group of instructional design professionals and academics.

Over the past l5 years there have been several developments in the major theories that underpin the instructional design In recognition of this the ibstpi Board set out to review and revise the ID competencies. The 2000 set contains 23 competencies and 127 performance statements. The new version still retains the essential elements of the 1986 set, but

1. reflects the influence of advanced technologies, team-based design, and business management skills;
2. addresses the professional foundations of design, as well as planning and analysis, design and development, and implementation and management skills;
3. categorizes competencies as Essential or Advanced; and
4. has been validated globally.

The 2000 Instructional Design competencies are given below. The complete listing of competencies and associated performance statements are found in Instructional Design Competencies: The Standards, available from www.aboutlearning.com.

Professional Foundations

1. Communicate effectively in visual, oral and written form. (Essential)

2. Apply current research and theory to the practice of instructional design. (Advanced)

3. Update and improve one's knowledge, skills and attitudes pertaining to instructional design and related fields. (Essential)

4. Apply fundamental research skills to instructional design projects. (Advanced)

5. Identify and resolve ethical and legal implications of design in the work place. (Advanced)

Planning and Analysis

6. Conduct a needs assessment. (Essential)
7. Design a curriculum or program. (Essential)
8. Select and use a variety of techniques for determining instructional content. (Essential)
9. Identify and describe target population characteristics. (Essential)
10. Analyze the characteristics of the environment. (Essential)

11. Analyze the characteristics of existing and emerging technologies and their use in an instructional environment. (Essential)
12. Reflect upon the elements of a situation before finalizing design solutions and strategies. (Essential)

Design and Development

13. Select, modify, or create a design and development model appropriate for a given project. (Advanced)
14. Select and use a variety of techniques to define and sequence the instructional content and strategies. (Essential)
15. Select or modify existing instructional materials. (Essential)
16. Develop instructional materials. (Essential)
17. Design instruction that reflects an understanding of the diversity of learners and groups of learners. (Essential)
18. Evaluate and assess instruction and its impact. (Essential)

Implementation and Management

19. Plan and manage instructional design projects. (Advanced)
20. Promote collaboration, partnerships and relationships among the participants in a design project. (Advanced)
21. Apply business skills to managing instructional design. (Advanced)
22. Design instructional management systems. (Advanced)
23. Provide for the effective implementation of instructional products and programs. (Essential)

Training Manager Competencies

The original set of Training Manager Competencies (1989) was the product of many years of research and experimentation. These competencies and their associated performance statements were developed through close cooperation by a group of highly respected professionals in the HRD field, and were based on research into the available literature, internal corporate documents, observations, peer reviews and evaluation. The resulting publication was an attempt to define "core competencies" for those in the position of training manager.

In 1999 the ibstpi board reviewed the existing training manager competencies and performance statements. It was apparent that in light of the changes in organizations, the nature of the training function and the HRD profession over the previous decade, the competencies and their matching performance statements needed considerable revision. The Board commenced the task of revising them in 1999, completing it in early 2001. The revised competencies and performance statements were then validated globally with a sample of almost 500 practitioners in all regions of the world. The validated competencies are given below. The complete listing of competencies and associated performance statements will be published in the near future.

Professional Foundations

1. Communicate effectively in visual, oral and written form.
2. Comply with established legal and ethical standards.
3. Maintain networks to advocate for and support the training function.
4. Update and improve professional and business knowledge, skills, and attitudes.

Planning and Analysis

5. Develop and monitor a strategic training plan.
6. Use performance analysis to improve the organization.
7. Plan and promote organizational change.

Design and Development

8. Apply instructional system design principles to training projects.
9. Use technology to enhance the training function.
10. Evaluate training and performance interventions

Administration

11. Apply leadership skills to the training function.
12. Apply management skills to the training function.
13. Apply business skills to the training function.
14. Implement knowledge management solutions.

Evaluator Standards Survey

You are invited to participate in the global validation of the **Evaluation Standards** developed by the International Board of Standards for Training, Performance and Instruction (ibstpi). The survey is available online in three languages, until January 20, 2006.

English: http://surveys.lsi.fsu.edu/TakeSurvey.asp?SurveyID=5L1663433p2MG

French: http://surveys.lsi.fsu.edu/TakeSurvey.asp?SurveyID=44H6833259651

Spanish: http://surveys.lsi.fsu.edu/TakeSurvey.asp?SurveyID=6426735I4976I

Please circulate as widely as you see fit.

Background on the Evaluation Standards

ibstpi (www.ibstpi.org) is seeking to identify the competencies and performance statements needed by internal staff or external consultants conducting evaluations in the following settings:

- for-profit and not-for-profit organizations
- the military
- Government agencies evaluating their own internal programs

The competencies and performance statements needed by such individuals may be somewhat different from those needed by evaluators examining the effectiveness of large scale programs often funded by government departments or other agencies. There is already much in the literature that is helpful to such professionals. Our interest is in developing a set of Standards for those working on smaller scale evaluations, often on their own, and in many cases without the benefit of graduate education in evaluation.

Thank you for your assistance.

Kind regards

Evaluation Team

International Board of Standards for Training, Performance and Instruction

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IRB Approval for Evaluation Standards Survey. [Click Here](#).

Certification

Professional certification can be defined as a voluntary process by which a professional association or organization measures (against an agreed upon set of professional practice standards) and reports on the degree on competence of individual practitioners. The intent of certification is to inform the public that individuals who have achieved certification have demonstrated a particular degree of knowledge and skill, thus offering some degree of public protection. It offers title protection, as only those who are certified may use a particular title. Functionally, professional certification constitutes a formal and public definition of a profession.

One outcome of professional certification is the ability to distinguish between those who have demonstrated competency, in an agreed upon manner, and those who have not. Another is the promotion of ongoing professional competency. One of the primary reasons certification is supported by so many professional groups is that it can enhance the reputation and positive public image of a profession while seeking to protect the public from incompetent practitioners.

Typically, a professional is required to be judged competent by their peers, by a predetermined criterion and method, before they can practice a profession. This is most often accomplished by a means of a professional certification exam. A professional certification exam also serves as a benchmark of excellence upon which new knowledge, methods and technology can be systematically integrated into the professional practice as the exam is updated and revised across time and place.

The development of standards for professional practice (as indicated by competency and performance standards), and perhaps formal certification, promotes several immediate, and highly desirable, outcomes. It establishes a basis for selecting new members into the profession. It establishes a sound basis for faculty members to train new professionals. It provides a basis for employers to hire professional with the specific knowledge and skill required to satisfy organizational demands. It provides a clear criterion for supervisors to judge the work performance of, and to assist in upgrading the knowledge and skill of established practitioners.

Essentially, the processes of developing professional practice standards, competency and performance criteria, and certification and assessment protocols are expected to achieve two important outcomes. First, is the explicit commitment on the part of a profession to continuously upgrade the knowledge, skill, performance and ethical behavior of its members. The second is the on-going effort to inform the profession's public(s) of this effort so they will have increased knowledge of and confidence in the profession's members.

Current Projects

During 2004 the Board is working on the following major projects.

Project Name: Online Learner Competencies

Project Leader: John O'Connor

Project Description: In light of current interest in online learning, the ibstpi board decided in February 2004 to embark on a new project to identify and validate learner competencies in online settings, at different levels and for multiple purposes. Growing interest in online learning is reflected in an increased number of related conferences, research/publications, and web forums. The general focus however tends to be around technology, management, or instruction in online environments, rarely addressing the learner's experience. The board believes that online learning environments provide learners with a range of challenges that are potentially more diverse than in face-to-face settings and that these are not currently addressed in proportion to other online topics

In addition, the board believes that online learner competencies and their specific performances will also be relevant for learners in more traditional contexts. In fact, establishing the set of competencies and performances that learners in the 21st century should master is hoped to contribute to changing learner and instructor behaviors in face-to-face learning settings as well and to provide guidance to educators regarding learner preparation in general. A team of board members is currently leading this effort and reports to the board regularly.

Project Name: Evaluation

Project Description: In June 2004 the Board launched a project to identify the competencies needed by internal staff or external consultants conducting evaluations in the following settings:

* For-profit and not-for-profit organizations
* The military
* Government agencies evaluating their own internal programs.

The competencies needed by such individuals may be somewhat different from those needed by evaluators examining the effectiveness of large scale state-wide or national programs often funded by government departments or agencies. Competencies for such large scale evaluations are provided by American Evaluation Association for example, and are covered in numerous textbooks on program evaluation.

The project team (Marguerite Foxon, Darlene Russ-Eft, James Klein, Ileana de la Teja, Tiffany Koszalka and Marcie Bober) is particularly keen to identify literature searches, studies, or other information related to such competencies. Please contact any of us with relevant resources or for further information

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IRB Approval for Evaluation Standards Survey. Click Here.

Glossary of Terms

Advanced capabilities - those knowledge, skills, and judgments demonstrated by experienced and expert designers. Applied to both competencies and performance statements.

Business case - The business-related reason for which a training or performance intervention is needed.

Competency - a knowledge, skill or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment.

Cross-functional teams - teams in which instructional designers work with specialists from other fields, such as organizational development, and multi-media development and engineering.

Curriculum - the aggregate of modules or courses directed toward a common goal of a given organization. May also refer to a collection of required readings.

Delivery system - a means of organizing, presenting, or distributing instruction, typically employing a variety of media, methods and materials.

Domain - a cluster of related competencies. Other uses: a subject matter area.

Emerging technologies - new techniques, tools and equipment used in designing or delivering instruction, including virtual reality, electronic performance support systems, and multi-user object-oriented domains.

Essential capabilities - those knowledge, skills, and judgments that all designers should be able to demonstrate. Applied to both competencies and performance statements.

Evaluation - the process of determining the adequacy, value, outcomes and impact of instruction and learning.

Expertise - the level of knowledge and experience demonstrated by designers who are typically categorized as either novice, experienced, or expert.

Instruction - a planned process that facilitates learning.

Instructional context - the physical and psychological environment in which instruction is delivered or in which transfer occurs. Related Term: Learning environment.

Instructional design - systematic instructional planning including needs assessment, development, evaluation, implementation and maintenance of materials and programs.

Instructional goal - a general statement of learner outcomes, related to an identified problem and needs assessment, and achievable through instruction (Dick and Carey, 1996, pg. 23).

Instructional objective - a detailed description of what learners will be able to do having completed a unit of instruction (Dick and Carey, 1996, pg. 119). Related Term: learning outcome; behavioral objective; performance objective.

Instructional products - content-related items such as books, job aids, student and instructor guides, and web pages.

Instructional strategy - a general approach to selecting and sequencing learning activities. Related Terms: teaching methods.

Learner profile data - descriptions of the learner characteristics pertinent to instruction, including data such as age, skill level, education and work experience. Related term: target population characteristics.

Learning style - an individual's preferred means of acquiring knowledge and skills. Related term: Cognitive style, multiple intelligence.

Media - the means by which instruction is presented to the learner. Typically classified in terms of the perceptual channels employed, such as visual or auditory media.

Multi-media - the integration of various forms of media for instructional purposes. Typically involving computer graphics, sound, and text.

Needs assessment - a systematic process for determining goals, identifying discrepancies between optimal and actual performance, and establishing priorities for action. Related terms: Training needs assessment, needs analysis, front end analysis, task and subject matter analysis.

Performance improvement - the process of designing or selecting interventions which may include training directed toward a change in behavior, typically on the job. Related terms: Performance technology, human performance technology.

Performance statement - an explanation of activities comprising a competency statement.

Professional activities - conduct which enhances the skill and knowledge of the instructional design practitioner, including attending professional association meetings and conference, reading relevant texts, or networking with other practitioners.

Stakeholders - people with a vested interest in project outcomes.

Strategic plan - a process for allocating resources to achieve long-range organizational goals.

Subject matter expert - a content specialist who advises or assists the designer.

Target population - those persons for whom an instructional intervention is intended. Related term: The learners.

Transfer - the application of knowledge and skills acquired in training to another environment, typically a work setting.

Validation - the process of determining the extent to which competencies and performance statements are supported by the profession.

Visuals - visual symbols expressing ideas or conveying meaning, in the form of screen graphics, overhead transparencies, or other visual media.

Useful Links

Organization	Brief Description	Address
360 Degrees Feedback	Questionnaire Sample	http://www.panoramicfeedback.com/
4MAT-About Learning	Provides coherent framework for organizational learning	www.aboutlearning.com
Accelerated Learning	Guide to Accelerated Learning	http://www.acceleratedlearning.co.uk
Accelerated Learning	Accelerated Learning Articles	http://www.alite.co.uk
Accelerated Learning	Center For accelerated Learning-Free on-line tips and articles	http://www.alcenter.com/alindex.html
Achieving Ambitions	Detailed article-what, how to	http://www.mindtools.com/
Action Leaning	Detailed info on action Learning & Learning sets	http://www.imc.org.uk/services/coursewa/tutguide/tuthome.htm
Activities	Free Samples of Activities	http://www.learningmatters.com
Actors in Training	Articles on the use of actors to facilitate training	http://www.actorsmeanbusiness.co.uk/articles.htm
Actors in Training	Making role play work with actors articles	http://www.actorsinmanagement.co.uk
After Dinner Speakers	Sort by functions, background of Speaker, fee	http://www.speakers.co.uk
Amazon	Go to purchase *Instructional Design Competencies: The Standards (3rd Ed. 2001)*; *The Legacy of Robert Gagne (2000)*)	http://www.amazon.com
American Society For Training & Development	ASTD site contains a lot of useful information for T & D professionals. See their new site http://www.astd.org/ecertification which focuses on the evaluation and certification of e-learning courseware.	http://www.astd.org
Americans with disability Act	verview of key issues in US Legislation	http://www.civilrights.com/disability.html
Assoc. Management Education & Devt	publications, events, some page subscription only	http://www.management.org.uk/

Australian HR Institute	Articles online, directory of HR Sites on NET	http://www.ahri.com.au
Baroque Music	History and Details to relevant Learning	http://www.islandnet.com/~arton/ baroqmus.html
Belbin	Product listing with synopsis, Books, software	http://www.belbin.com/
Blackwell Books	Book search facility	http://www.blackwell.co.uk
Brainstorming	detailed article- what, how to	http://www.mindtools.com/
BSI	British Standards home page	http://www.bsi.org.uk
Business info service	Business Information Service	http://www.bnet.co.uk
Captains of Industry	Sort by functions, background of speaker, fee	http://www.speakers.co.uk
Career Development	Article on emerging vs traditional views	http://www.worklife.com.au
CIPD	Publications, journals in library, branch news	http://www.cipd.co.uk
Comm for Racial Equality	Publications, law, guidelines, help.	http://www.cre.gov.uk
Communication Ideas	Training and communication resources	http://www.communicationideas.com
Communication skills	Detailed article – what, how to	http://www.mindtools.com
Concept mapping	What it is, examples, references	http://www.users.edte.utwente.nl/lanzing/cm_home.htm
Concept mapping	Information Skills	http://www.mindtools.com/
Copyright	Guidelines for information providers on the NET	http://www.gold.ac.uk/guides/c602s5.htm
Copyright Licensing Agency	Guidance on the law and good practice	http://www.cla.co.uk
Cost benefit analysis	Assessing cost Benefits	http://www.fastrak-consulting.co.uk/tactix/features/costbens/costbens.htm
Cranfield Case Clearing House	Case studies publisher for Management development	http://www.ecch.cranfield.ac.uk
Creativity	Resources for creativity, innovation, brain theories	http://www.ozemail.com.au/~caveman/
Creativity Resources	On-line free activities, exercises and puzzles for creativity and lateral thinking, with solutions	http://members.ozemail.com.au/~caveman/creative/
Critical Path Analysis	Detailed article – what, how to	http://www.mindtools.com/
Data Protection	Detailed information	http://www.dataprotection.gov.uk
Decision Trees	Detailed article – what, how to	http://www.mindtools.com/
	Performance Consulting &	

Designing Matters	Instructional Design Services	http://www.designingmatters.com
DFEE	Addresses of education related organisations	http://www.dfee.gov.uk
Distance Learning on the Internet	Current Practice	http://www.hoyle.com/distance.htm
Distinguished Contributors	Leading people in the field on management development	http://www.nwlink.com/~donclark/hrd/people.html
DTI	What it is, ministerial speeches, regulations, support	http://www.dti.gov.uk
Edward de Bono	Biographical details, exercises books on creativity	http://www.edwdebono.com
EEC information server	Policies, press releases, stats, publications on EEC	http://europa.eu.int/index_en.htm
Emotional Intelligence	List of References	http://www.eiuk.com
Entertainers & Comedians	Sort by functions, background of speaker, fee	http://www.speakers.co.uk
Equal Opportunities Commission	what is it, what's new, legislation, guidelines, help	http://www.eoc.org.uk
Euro Foundation for Quality Management	Pubs, EFQM model, awards newsletter, press release	http://www.efqm.org/
European Federation of Quality Management	European Federation of quality management	http://www.efqm.org
European training Foundation	What is it, role of foundation country progs, Phare	http://www.etf.eu.int
European Training Foundation	Facts, Tempus selection style	http://www.eft.eu.int
Evaluation- formation	Formation evaluation of a web based learning solution, with Research results	http://www.byu.edu/ipt/projects/student/jones/formeval.html
Evaluation – formative	Series of slides covering formative evaluation in some depth	http://www.courses.psu.edu/trdev/trdev518_bow100/D_C10present
Fastbook	a free web search service, allowing you to easily compare prices of any book among 70 bookstores (in the US and Canada). Can save from 30% - 80% off market list price.	http://www.FetchBook.info
Feedback development	Overview of what it is and best practice	http://dspace.dial.pipex.com/bottom.line
Fenman	Research reports on current training issues, product details	http://www.fenman.co.uk
Financial Times	FT online, news cutting search	http://www.ft.com

Fitness and Health	Detailed article, what, how to	http://www.mindtools.com
Force Field analysis	Detailed article- what, how to	http://www.mindtools.com
Further Education Development Agency	Info on further educ, GNVQs, trn credits, discussion forum	http://www.feda.ac.uk/
Glossary of training terms		http://www.nwlink.com/~donclark/hrd/glossary.html
Health and Safety Exec	Detailed information	http://www.hse.gov.uk/hsehome.htm
Henley College	Journals, content list by title and author, research reps	http://www.henleymc.ac.uk/
HMSO	Acts of Parliament, HMSO info	http://www.hmso.gov.uk/
Howard Gardner	Seven styles of learning	http://www.bena.com/ewinters/styles1.html
Howard Gardner	Difference between intelligence and learning style	http://www.bena.com/ewinters/styles3.html
Howard Gardner	Short Description of his seven intelligences	http://www.funderstaning.com/learning_theory_how7.html
HR Network	News, what's on, books, Consultant search, forum	http://www.the-hrnet.com/
Hr World	Refs & articles on HR incl IT Issues, HR links, free subs	http://www.hrworld.com
HRD Press	Book catalogue, free activities	http://www.hrdpress.com
Human resource index	Directory of some HR services	http://www.index.co.uk/hr/hrindex.html
Human Rights Act	Human Rights Act	http://www.hmso.gov.uk/acts/acts1998/19980042.htm
IIP UK	What is it, FAQ's, TEC/LEC Finder, benefits	http://www.iipuk.co.uk
Inst of International Mgt Dev	Latest Reports	http://www.imd.ch/
Inst of electrical engineers	CPD regualtions, example CPD Record, professional development	http://www.iee.org.uk/contents.htm
Inst of Management	Good articles on what management is, factsheets	http://www.inst-mgt.org.uk/
Instruction design	Free online manual – analysis, Design, dev, evaluation	http://www.nwlink.com/~donclark/hrd/sat.html
International Society for Performance Improvement	The International Society for Performance Improvement supports performance technologists and offers CPT certification (Certified Performance technologist).	http://ispi.org
Journal of Euro Industrial Training	Guests 30 day free trial, abstracts	http://www.mcb.co.uk/contents.htm
Keynote and conference Speakers	Sort by functions, background of speaker, fee	http://www.speakers.co.uk

Knowledge management	Report on the key issues and research findings	http://www.info-strategy.com/knowsur1
Leadership	Papers and training material	http://www.nwlink.com/~donclark/
Leadership skills	Detailed article- what, how to	http://www.mindtools.com
Leadership training	Lesson plan with activities	http://www.nwlink.com/~donclark/leader/leader.html
Learning	Free download of learning by Well known authors	http://www.learningbuzz.com
Learning skills act	Learning skills bill August 2000	http://www.parliament.the-stationery-office.co.uk
Learning styles		http://www.mindtools.com
Learning theories	Database, excel explanation of learning theories	http://www.gwu.edu/~tip/theories.html
Learning Theory	Learning strategies	http://www.fln.vcu.edu/intensive/Learningstrategies.html
Learning: the critical technology	Learning style assessment	http://www.wavetech.co.uk/wpapers/abttmwp.html#A
Learning: the critical Technology	Glossary and Buzzwords	http://www.wavetech.co.uk/wpapers/abttmwp.html#B
Learning: the critical Technology	Instructional Media	http://www.wavetech.co.uk/wpapers/abttmwp.html#C
Lifelong Learning	Policy and activities to support lifelong learning	http://www.lifelonglearning.co.uk/index/htm
Mager – objectives	Writing training objectives	http://www.gsu.edu/~mstmbd/CrsTools/Magerobj.html
Malcolm Knowles – Androgoy	His theory and key principles on adult learning	http://nlu.nl.edu/~mstmbs/CrsTools/magerobj.html
Management Topics	Free Management Library on-line	http://www.mapnp.org/library/topics.htm
Management Diversity	CIPD position paper	http://www.cipd.co.uk/
Mastering stress	Detailed article – what, how to	http://www.mindtools.com/smpage.html
MCB Press	Index of journals, abstracts of articles	http://www.mcb.co.uk/
McGraw-Hill	Publishing company	http://www.mcgraw-hill.co.uk
Mind Mapping	What it is, uses, how it was invented	http://www.silkwood.co.uk
Mindmapping	Free Download of sample mind mapping software	http://www.illumine.co.uk
Motivation and winning	Detailed article- what, how to	http://www.mindtools.com
Multi Intelligent Learning style	Learning Styles	http://www.bham.wednet.edu/mod9.htm
Multiple intelligent Learning style	Additional resources	http://www.bham.wednet.edu/mod9rsrc.htm
National Training index	Subscriber only course finder service	http://www.trainingindex.co.uk
Needs Analysis		http://www.nwlink.com/~donclark/

Newsletter	Sample Issue with training tips	http://www.wyvern.co.uk
NLP	Guide to NLP	http://www.mnet.fr/nlp/nlp.htm
NLP	FAQ's about NLP	http://www.rain.org/~da5enlpfaq.html
NLP	Guided tour of NLP	http://www.lysator.liu.se/~stela/nlptour.html
On-Line Learning	FAQ's about web based learning	http://www.brandon-hall/faqs2.html
On-Line Training	Articles and Best Practise	http://www.fastrak-consulting.co.uk
Open Learning	Association for	http://www.baol.co.uk
Open University	Courses, source of assignments Case studies, refs	http://www.open.ac.uk/
Performance Gaps		http://www.nwlink.com/~donclark/
Performing rights society	Licensing for playing music	http://www.prs.co.uk
Pike Perry	Reference site for management development in UK	http://www.pikeperry.co.uk/md/md.htm
Positive-minus-interesting	Detailed article- what, how to	http://www.mindtools.com
Presenters and games creators	Sort by functions, background of speaker, fee	http://www.speakers.co.uk
Presentations skills	Tips on all aspects of speaking effectively	http://www.ljlseminars.com/monthtip.htm
Psychometric tests	Detailed article-what, how to	http://www.mindtools.com/
Research Center of the Tele-universite (Montreal,Canada)	LICEF contributes to the development of methods, telelearning systems design and production tools. Research areas of LICEF include modeling of educational transactions and competencies of professionals involved in teletraining/learning environments.	http://www.licef.teluq.uquebec.ca/eng/index.htm
RNIB	Lists RNIB factsheet	http://www.rnib.org.uk/wesupply/Fctsheet/factlist.htm
Sample size calculator	On-line calculator for working out sample sizes for questionnaires	http://wwwsurveysystem.com/sscalc.htm
Society of Insurance Trainers and Educators (SITE)	Non-for-profit insurance training organization dedicated to sharing knowledge and resources through collaboration within the insurance industry. Offers ITP (Insurance Training Professional) designation.	http://www.insurancetrainers.org/
Sports personalities	Sort by functions, background speaker, fee	http://www.speakers.co.uk

Strategic plan based in SWOT	Plan based on SWOT analysis	http://www.aicpa.org/members/div/Infotech/value/b.htm
SWOT Analysis	Example	http://www.gloscc.gov.uk/aboutglo/Glotheme/ecostrat/strategy/swot.htm
TEC National Council	Vision, policy, task groups, TEC's/LEC's, partner organs	http://www.tec.co.uk/tecnc/index.html
Technology Assisted training	Computer assistant assessment Evaluation, virtual environments, distance Learning, video fencing	http://www.csv.warwick.ac.uk./ETS/resources
Ten Common Learning Theories	Includes problem based learning and R/L brain thinking	http://www.funderstanding.com/theories1.html
The Times	Online newspaper	http://www.the-times.co.uk
Time Management Skills	Detailed article- what, how to	http://www.mindtools.com/
Trainers, Motivators	Sort by functions, background of speaker, fee	http://www,speakers.co.uk
Training diversity	Content ideas for training sessions	http://www.nwlink.com/~donclark/hrd/Sat7.html#introlearner
Training Materials	Free access to materials	http://www.trainingzone.co.uk/toolkit/
Training plan for an individual	Framework for an individual training plan	http://www.mapnp.org/library/trng_dev/trng_pln.htm
Training Product directory	Search by title, company, media, subject	http://www.www.thebiz.co.uk/vtl.asp
Training reference site	Comprehensive source on training issues	http://www.nbs.ntu.ac.uk/depts/hrm/hrm_link.htm
Training resources	On line shop for purchasing training resources	http://www.the trainingshop.co.uk
Training through Technology	Various reports on training through technology	http://www.ops.ltd.uk/
Transactional analysis	What is it – overview	http://www.itaa-net.org/what-is-ta.htm
TV Personalities	Sort by functions, background of speaker, fee	http://www.speakers.co.uk
Various	Range of articles on coaching	http://www.trans4mation.com/new.html
Various	Training journal	http://www.trainingjournal.co.uk
Virtual Teaching	Research results on effectiveness of virtual classroom teaching	http://www.csun.edu/sociclogy/virexp.htm
Web Based Training	Web Based training info center	http://www.filename.com/wbt

Frequently Asked Questions

What does ibstpi stand for?

ibstpi stands for International Board of Standards for Training, Performance and Instruction. See [History of ibstpi](#) for more details on how and when it was formed.

Who makes up the Board?

The Board is composed of up to 15 Directors who are chosen to represent Academia, Government, Business & Industry, and private consultants. The Board strives to have an international mix. Currently the Board has members from USA, Europe, Canada, Japan and Australia.

How are Directors elected?

Directors are chosen by Board vote when a vacancy occurs. Nominations are handled by a member of the Board. Nominees are either recommended by other Directors or express interest in joining the Board. Directors can serve for up to 9 years. In certain cases Directors are invited to become Emeritus Directors in recognition of their outstanding service to the Board. They have no vote on Board matters however.

How can I become a Director of the Board?

Contact the president of the Board to express your interest. Refer also to [How to Become a Board Member](#) .

What is the primary purpose of ibstpi?

ibstpi researches, develops and publishes standards related to the field of training and development. To date the Board has published [competencies](#) for [Instructors,](#) [Instructional Design,](#) and [Training Managers.](#) The Board also publishes [research papers and books.](#)

How can I find out more about certification?

Certification as Instructional Designer or Training Manager can be obtained through various private organizations, some of which use the ibstpi competencies as the basis of their training.

Can I incorporate the ibstpi competencies into my curriculum or training?

Yes, provided you contact ibstpi first to gain our written permission. Details are set out in the section on [Copyright and Permissions.](#)

Can I use the ibstpi competencies to develop a research instrument?

Yes, provided you contact ibstpi for permission and abide by our guidelines. See Copyright and Permissions.

Are ibstpi competencies copyrighted?

ibstpi competencies are copyrighted to the Board and when permission to use them is granted you will be asked to acknowledge the Boards copyright. See Copyright and Permissions.

Where can I find out more about the competencies?

There are a number of publications both by the Board and by other authors which discuss competencies for Instructors, Instructional Designers, and Training Managers.

What organizations use ibstpi competencies?

Many organizations are using the ibstpi competencies. A partial listing can be found at Organizations using ibstpi competencies.

Products for Sale

Training Manager

Foxon, M., Richey, R. C., Roberts, R., & Spannaus, T. (2003). *Training Manager Competencies: The standards* (3rd Ed.). ERIC Clearinghouse on Information and Technology, Syracuse, NY.

FOR INTERNATIONAL PURCHASES
--go to http://store.yahoo.com/aboutlearning-store/ibstpibooks.html

FOR DOMESTIC PURCHASES
-- go to http://www.aboutlearning.com, Then under Products & Services select 'ibstpi' in the top menu.

Instructional Designer

Richey, R., Fields, D., Foxon, M. (with Roberts, R. C.; Spannaus, T. & Spector, J. M.) (2001) *Instructional Design Competencies: The Standards* (3rd Ed). Eric Clearinghouse on Information and Technology, Syracuse, NY.
 (Review of the book from Educational Technology, Research and Development 49(4), 2001)(Review of the book from Amazon)

FOR INTERNATIONAL PURCHASES
--go to http://store.yahoo.com/aboutlearning-store/ibstpibooks.html

FOR DOMESTIC PURCHASES
-- go to http://www.aboutlearning.com,Then under Products & Services select 'ibstpi' in the top menu.

Instructor

Klein, J. D., Spector, J. M., Grabowski, B., & de la Teja, I. (2004). *Instructor Competencies: Standards for Face-to-Face, Online & Blended Settings (Revised 3rd Edition)*. Information Age Publishing: Greenwich, CT.

To order the book:
--go to http://www.infoagepub.com/www/products/product1/klein.htm

The Legacy of Robert M Gagné

Richey, R. (Ed.) (2000). *The Legacy of Robert M. Gagné.* Eric Clearinghouse on Information and Technology, Syracuse, NY.

FOR INTERNATIONAL PURCHASES
--go to http://store.yahoo.com/aboutlearning-store/ibstpibooks.html

FOR DOMESTIC PURCHASES
-- go to http://www.aboutlearning.com, Then under Products & Services select 'ibstpi' in the top menu.

This important publication is also available as a free download here.