

NAME: Kevin M. Schuller SUID #672750702

Date: 12 September 2020

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These standards are based on ADDIE and professional practice guidelines for instructional designer work. Please honestly and critically rate your level of competence in each statement. Add notes to support self-rating.

**LOW** - you are aware of this standard through readings, presentations, and other information in/outside of course work

**MEDIUM** - you have experience practicing much of this standard & are building knowledge & skills to become competent

**HIGH** - you are currently practicing this standard regularly, at a high level, in all course work and related ID efforts (full competence applying to any situation)

	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>	Add short note listing specific examples or experiences that support your rating
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## 1.0 ONGOING PROFESSIONAL DEVELOPMENT

1.1 Enhance <b>communication</b> skills (e.g., writing, oral, visual/graphic design)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communication is a huge part of my job. I have been a leader in the Army for 20 years. I have built and briefed thousands of times on multiple subjects. I have used power point presentations to brief high level Army leaders, talked in front of thousands of people at a time communicating information or education. I am not at the high category because I can still use a lot of software and design training to enhance my delivery techniques and methods.
1.2 Enhance <b>Interpersonal</b> skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have over six years of experience as an official instructor for the Army. I have been on an instruction podium to deliver educational lessons and content. I have been a supervisor of some sort since 1997. I go to numerous daily meetings with a range of methods and techniques applied. I wanted to go high, but I have zero experience in selling anything. Since that is not a strength, I am staying with medium.
1.3 Develop multiple <b>theory</b> perspectives (e.g., learning, instructional design, media, and visual design theories)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Although I consider myself a lifelong learner when it comes to my profession and a subject matter expert, the instructional design, theories, and media I have little to no experience with. I understand the concept behind theories from reading but need application in all areas. I am rating myself as a low for this reason.
1.4 Participate in <b>professional development</b> and <b>reflection</b> (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have conducted thousands of After-Action Reviews on everything from training to personal development. I have a documented Individual Development Plan (IDP) that

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				constantly forces me to evaluate my career and personal goals. I also oversee hundreds of subordinates (IDPs) for approval and recommendation. I am in constant state of being a lifelong learner through my networking and training. I fall short with the literature piece. I do not read as much doctrine and or official literature as I should. I tend to lean on experience more than literature. Still need some improvement in this area.
1.5 Enhance <u>research/ evaluation</u> practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have been on some Army data research and review committees in the past. The committees have influenced some change but my knowledge of the process is limited. I need to work on data interpretation and how to take this data and make it into an interpretation for instructional design application.
1.6 Practice <u>evidence-based design</u> decision-making (e.g., given context, literature, data)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is another area I would consider myself to have little to no knowledge on and will need lots of experience and practice. My knowledge, experience, and skills of taking content and data to produce an instructional design or any design is extremely limited.
1.7 Maintain <u>professional, ethical,</u> and <u>legal</u> practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have been in a professional environment for over 26 years. I have been held to a high discipline standard beyond the normal civilian. I follow a strict set of rules under the Uniform Code of Military Justice and have never been in trouble for anything. I am accustomed to living within a set of moral values and ethics that require the best. I am not marking high because I need to work on the fair use and copyright arena. I have some experience in that field but still need knowledge and skills to become competent.

**2.0 PLANNING AND ANALYSIS [ADDIE]**

2.1 Acknowledge performance gaps and <u>plan analysis</u> process (e.g., time line, people)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I have been an Army trainer my entire adult life. I have extensive
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				training and consider myself a subject matter expert (SME) on timelines, time management, and people. I have worked and supervised people from virtually every culture inside and outside of the United States. I understand many diverse cultures and the people who live and work within that culture. I have trained the American Army and multiple foreign Armies on identifying a performance gap through analysis. I have years of experience taking that analysis and planning a way to close the gap through education and hands on training.
2.2 Validate performance gaps through <b><u>multiple analysis techniques</u></b> (e.g., interview, observation, job/task/document analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This is another area I consider myself to have extensive expertise in. Through my job experience of training the American Army and multiple foreign Armies, validating performance gaps is my expertise. Through over 20 years of experience, I have observed, interviewed, and conducted on site analysis of human performance gaps. The validation of these gaps dealt with all three areas of knowledge, skill, and attitudes to help ensure the original analysis was correct.
2.3 Identify and describe <b><u>target learners</u></b> using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As an Army instructor I have a few years of experience in targeting learners and their learning styles. I have some training in the different learning styles and how to apply them to learners. I also have training on the techniques used to help with targeting different learning styles. I have only executed the instruction for pre-determined learning styles and need more knowledge and skills to be able to conduct the analysis to determine who each learning style applies to. The ability to describe these performance gaps to higher level leaders is part of the process to obtain resources for development and implementation.

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2.4 Describe <u>working</u> and <u>learning environments</u> for target audience using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I do have some experience in describing working and learning environments using multiple analysis techniques however this description is usually not to the target audience. I currently do this to higher level audience for approval of resources and training program management. I did conduct this at target audience, but it has been several years since I have executed this. I would need updated application of this to feel like I am higher than a low rating.
2.5 Describe required <u>content/ prerequisites</u> for performance and identify instructional content required to close knowledge, skill, attitude gap (e.g., content analysis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As the senior enlisted advisor to the commander and the individual with the most experience in the unit, I play a vital role in understanding what content and perquisites are required to close the knowledge, skills, and attitudes gap of entire units. From an attitude perspective, I am the seasoned member of the unit that has been exposed to both good and bad units. I understand what it takes to build esprit-de-corp and the attitudes its takes to buy in to the knowledge and skills necessary to improve the unit's performance. With my experience I am relied upon to not only to understand the experience and skills necessary from repetition, but I am also heavily relied upon to describe those gaps to the commander to ensure the proper steps are taken to close the gap and improve the unit. I comfortable in the Army but not sure I can yet apply this to any situation.
2.6 Describe <u>types/ level of knowledge and skills</u> to be learned (e.g., learning analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	As the senior enlisted advisor to the commander and within my current rank structure, the commander relies on me to be the pulse of the organization. I move throughout the different staff sections, units, and even to the individual level to analyze the current state of skills and knowledge within the unit. I then compose, compile, and report my

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				findings to the commander so that he can make a well-informed decision on the direction of the unit. This daily report helps the commander to find ways to educate his formation to improve their performance in the knowledge and skills necessary at the individual and collective level.
2.7 Identify <b><u>characteristics of technologies</u></b> and their use to support different types of instruction and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is one of the areas that I need the most development. I lack the knowledge and skills of technology. I need to research and learn more about the available technology and their characteristics. There are many tools out there that can leverage learning, but I need to become much better at having a good understanding of them.
2.8 Create <b><u>needs assessment report</u></b> on performance gap based on analysis data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As a professional trainer for the Army we conduct visual, written, and verbal reports on human performance gaps in relation to knowledge, skills, and attitudes. These reports identify the gaps and the future needs required from the unit based on multiple analysis techniques. The reports we submit influenced in combination with the commander's vision for his unit, directly move the unit in its future direction. The reports must be nested correctly with the analysis or it can move units composed of thousands of people in the wrong direction. I am comfortable with this in Army, but not confident I can apply this to any situation.

Additional Notes as necessary:

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### 3.0 DESIGN AND DEVELOPMENT [ADDIE]

3.1 Select or create appropriate **instructional design** or **evaluation model** to enact design plan

☒☐☐

This again falls into the area of creation in which I do not have much experience. The profession I work in is designed to use existing models, resources, and design to close the knowledge and skills gap. For this reason, I feel like I know the basics of the process but have no experience is practical application.

3.2 Determine **content**, instructional **goals**, learning **objectives**, **assessments** to close gap

☐☒☐

As the senior leader's advisor to the commander and the individual with the most experience in the unit, I conduct this daily. My experience is sought for all content, objectives, goals, and assessments within the unit. The reason for this is because I have conducted every job at least once within the unit. In honesty, I only recommend as the senior enlisted advisor and do not make the final decision. Because I have never owned the responsibility for the decision, rather only advised I am marking a medium. I think owning the responsibility will sometimes change the direction in which determination you would have made versus my job as advising.

3.3 Identify instructional **strategies**, **learning**, **tech resources** required to provide content and engage learners in closing identified gaps

☐☒☐

This competency has me a bit split. I feel have a lot of these sub-competencies within my experience to go with a high rating. The ability to identify the technical resources and learning resources would put me in a high category. The dilemma is with strategies. I am not a decision maker within my organization but rather an advisor. The identification of instructional strategies I do not feel

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			comfortable with. Many times, this is conducted by a staff with the commander's approval. There are copious amounts of staff planning against this strategy. I am staying with a medium but could also see myself as a low due to my lack of connection to this process. I do help in staff in planning from an advisor standpoint but am not part of the strategic process.
3.4 Create <u>design plan</u> (goals/obj/ assess/ strategies), <u>evaluation</u> and <u>mgt plan</u> using gap analysis and learning/design /graphic theory outlining instructional solution	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> This is an area of creation that I do have experience in for the Army. I have experience in the creation of a management plan. This management plan can be anything from meeting unit readiness goals to unit qualification standards. The ability to create a design plan and a way to evaluate the management plan created is critical to the units ability to deploy worldwide. This is a vital part of my experience based on gap analysis and I have successfully designed on multiple occasions. I feel like my methods and processes for this competency would apply in a variety of environments.
3.5 Create design plan for <u>non-instructional</u> / <u>informational</u> interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> I have little to no experience with the design process or planning within the unit or the Army. Almost every plan and method for both instructional and non-instructional design is done by a different proponent in the Army. There are individuals that have worked for this proponent or level, but I have not. I typically execute design plan interventions from a menu of plans already created. For this reason, I am marking a low rating.
3.6 Secure and/or modify <u>existing instructional</u> materials to meet plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Resourcing training from a training management plan and design, is a huge part of my profession. With extensive training, I have been taught to build and follow detailed VENN diagrams and reports for



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			resourcing. Training requires massive amounts of resources and the management of those resources are vital to the success of the training plan and unit. Many times, the initial resource plan does not work, and modifications are needed. I am extremely comfortable with this in the Army and feel this technique would apply to all situations.
3.7 Develop <u>new instructional</u> , <u>evaluation</u> , and <u>implementation</u> materials based on plan, using appropriate techniques and <u>technology</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> I am not comfortable with the development of new materials and do not really get into this arena. I rely on materials for new instruction, evaluation, and implementation that are already developed by the Army. In addition, I rely on others within the Army for the technology needed to ensure the knowledge, skills, and attitudes gap is closed. I consistently used materials already in the organization. If I need a new material, I usually do not have the resources or time to create it.
3.8 Develop learning <u>assessment</u> activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and <u>technologies</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Although I conduct daily assessments on training proficiency, I do not develop the assessment process. The assessment process is determined by the proponent within the Army. I do assess and supervise assessments, but I do have experience in development of new assessment techniques and activities.
3.9 Pilot <u>test</u> , <u>critique</u> , and/or <u>finalize</u> learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> I have experience in this with not only the American Army, but with multiple other foreign Armies. I have just finished a program to establish a foreign armies instructional design for their professional school system. During this nine month, process I tested, critiqued, and finalized the future professional school system for their country. I spent months ensuring the design met the required output needed. I am not sure it would work in every



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				situation, so I am going with a medium rating.
<b>4.0 IMPLEMENTATION AND EVALUATION [ADD/IE]</b>				
4.1 <u>Implement</u> and <u>disseminate</u> instructional and non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Although it has been sometime since I have done this on a micro level, I have current experience at the macro level. On numerous occasions I have helped units with proper training guidance and training implementation to continue to meet the commander's objectives. This experience included various forms of instructional and non-instructional implementation. I am marking a medium because of my lack of experience outside the Army.
4.2 Implement evaluation plan and <u>evaluate</u> instructional/ non-instructional interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Part of my special skills is producing results for training performance to commanders to determine which direction the units future training management path will take. This training is beyond what most Soldiers get in the Army. You get a special identification skill after intensive education and training for this area. I completed in the training in 2001 and have been performing these duties ever since. I not only have extensive years conducting the evaluation for both instruction and hands on training, but I was also responsible for the training management program that trained and certified other individuals for evaluation.
4.3 Collect, analyze, summarize and <u>report</u> implementation and evaluation <u>data</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Part of my special skills is producing results for training performance to commanders to determine which direction the future training management path will take. This training is beyond what most Soldiers get in the Army. You get a special identification skill after intensive education and training for this area. I completed in the training in 2001 and have been performing these duties ever since. Part of

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				the process includes analyzing, gathering, composing, and producing detailed reports and briefs for the results. I have conducted hundreds of these on various events and actions.
4.4 <b>Revise</b> instructional/ non-instructional solutions <b>based on evaluative data</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Part of my special skills is producing results for training performance to commanders to determine which direction the future training management path will take. This training is beyond what most Soldiers get in the Army. You get a special identification skill after intensive education and training for this area. As explained earlier once the reports are compiled and data is evaluated I supervised at echelon the program management for revision of the training needed to close the human performance gap in all three area of knowledge, skills, and attitudes. This helped move the unit forward for the future training design and implementation

**5.0 MANAGEMENT AND LEADERSHIP**

5.1 Develop and apply <b>business skills</b> to plan and manage instructional design function	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have almost no skills in a business- like environment. The profession I have in the Army does not have many opportunities for this type of setting. Because of my lack of experience in an official business environment, I do not feel like I have any business skills much less the ability to plan or manage that kind of environment.
5.2 Manage collaborative <b>relationships</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	As a senior leader in the Army part of the skills that make you successful is building relationships within the community and organization. I have worked with a diverse community in multiple environments to include civilians, joint interagency, NGOs, different service departments, and within the Army organization. The ability to manage collaborative relationships as a senior leader is

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				vital in the success of your own organization. I have numerous years of experience with this competency and consider myself an expert in relationship building and management.
5.3 <u>Lead</u> , maintain <u>quality</u> , and <u>manage</u> ID projects and deliverables	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have years of experience in and extensive training in management and leadership. This is a huge part of my profession. I have been responsible for leading and developing massive initiatives for development of new Army equipment and technology. I would not rank myself high because it is not something, I do within my profession every day. This experience although vast is only conducted every so often in my duties. Since this is not something that I am practicing daily it would take more frequent interaction before I would move myself into the high category.

**Additional Notes as necessary:**