

## **Self-Evaluation Summary**

Entering the Instructional Design, Development and Evaluation (IDD&E) program at Syracuse University, I brought over two decades of practical experience as a Sergeant Major in military medicine and leadership. While I possessed an extensive background in communication and leading teams, my understanding of formal instructional design frameworks was largely foundational. Throughout this program, I have transitioned from an experienced military practitioner to a strategic instructional designer capable of bridging human behavior, adult learning theory, and organizational performance. The IDD&E curriculum has challenged me to critically evaluate my skill sets, identifying where my practical experience naturally aligns with industry standards and where I must deliberately focus my continued professional growth.

## **Competencies Developed**

During my studies, I have strongly developed my competencies within the domains of Ongoing Professional Development (1.0) and Analysis (2.0). Specifically, I have achieved a high level of competence in conducting comprehensive needs assessments (2.1) and continuously updating my professional knowledge and skills (1.4). By integrating my military behavioral health background with frameworks like Human Performance Technology (HPT) and the ADDIE model, I have learned to look past the surface symptoms of an organizational issue to diagnose its true root causes. Whether analyzing performance gaps in corporate contact centers or mapping learner characteristics for asynchronous modules, I am now highly capable of systematically identifying both instructional and non-instructional needs. Furthermore, I have refined my communication and interpersonal skills (1.1, 1.2), leveraging my 20 years of leadership experience to collaborate effectively with subject matter experts and stakeholders during the front-end analysis and design phases.

### **Competencies Still Developing**

Despite these strengths, the self-evaluation process highlighted distinct areas where I feel I must continue to develop, particularly within Implementation and Evaluation (4.0) as well as Management and Leadership (5.0). While I have designed comprehensive evaluation plans and project management frameworks academically, I have limited formal experience implementing and evaluating instructional interventions in practical, real-world scenarios. I have not yet had the professional opportunity to collect, analyze, and report implementation data to revise existing instructional solutions (4.3, 4.4). Similarly, while I have managed collaborative relationships and led teams throughout my military career, I need to formalize my ability to apply business skills to plan and manage dedicated instructional design functions (5.1). To actively address this management gap, I am currently pursuing my Project Management Professional (PMP) certification, which will equip me to formally lead complex ID projects, manage resources, and oversee cross-functional deliverables.

### **Significance of Competencies**

Tracking these competencies is vital to my ongoing professional development because it provides an objective, measurable roadmap for lifelong learning. In high-stakes environments, instructional design is not just about creating training materials; it is about engineering human performance and ethical decision-making. Regularly assessing myself against the IDD&E practice standards ensures that I do not become complacent with my existing leadership experience. It forces me to bridge the gap between academic theory and practical execution, maintaining consistency, quality, and alignment with overarching organizational goals.

Ultimately, tracking my progress ensures I remain an adaptable, results-oriented professional

who is always prepared to engineer solutions that empower individuals to perform at their absolute best.