# The Competencies and Goals of Instructional Designers: A Survey Study

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## STUDY OBJECTIVES

The UPCEA eDesign Collaborative Research Team wished to explore the discrepancies that exist between commonly identified competencies and those deemed necessary by instructional designers (IDs) actively working in postsecondary education.

This study identifies:

- Competencies required of IDs
- Actual work performed by IDs
- Work IDs would prefer to be doing
- Career plans and goals of IDs
- ID access to professional development.

## EXECUTIVE SUMMARY

Instructional designers defined their role and work in ten categories or competencies, in order of highest to lowest responses:

1. Collaborating
2. Content creating
3. Consulting
4. Support
5. Theory
6. Designing
7. Training
8. Project management
9. Reviewing
10. Policy

In terms of collaboration, content creation, and consulting, IDs indicated their role was largely one of collaboration, with 57 participants describing ways they collaborate with faculty or subject-matter experts (SMEs). Thirty-one IDs described their role as one of content creators, creating content for courses. When not creating, 29 IDs detailed their roles as consultants, coaching faculty on best practices to use in their courses.

Instructional designers gave examples of the support they provide users, such as assisting faculty with their technology usage. Part of this support was helping to understand not only how to use the technology, but also applying best practices and teaching theory, as evidenced by the 26 participants that mentioned using the ADDIE model, backward design, pedagogy, andragogy, learning theory, universal design for learning (UDL) and scholarship of teaching and learning (SoTL).

When asked about their career plans in the next 3-5 years, 41% of individuals responded that they were planning on staying put and continuing what they're doing. An additional 22% mentioned an interest in moving up in positions within their institution, with over half (53%) of individuals stating interest in becoming administrators in the future.

Seventy-one percent of those individuals felt that access to professional development will help them achieve that goal. In addition, just under half (43%) of individuals were interested in continuing their education in the future, with 10% already doing so. Leadership and management skills were the most popular competences required for this goal.

# LITERATURE REVIEW

For clarity, the authors completed a literature review on instructional design competencies. The competencies found then guided the research, and the survey was designed based on the competencies found in the literature. (See Table 1.) The top cited competency found in the literature was collaboration followed closely by communication and theoretical knowledge, course design, and problem-solving. The following review first establishes a definition for instructional design, then discusses the main competencies found in the literature as well as other less frequently cited competencies.

**Definition of Instructional Design**
As expected, the literature offered a variety of definitions for instructional design, and those who hold that role. Some of the key definitions used in this study originate from Sims and Koszella (2008) who define instructional design as a "purposeful activity that results in a combination of strategies, activities, and resources to facilitate learning" and an instructional designer as "a person with the competencies to design instruction" (p. 570). Absent in both definitions is an actual list of instructional design competencies. We utilized these definitions as a framework to cull the literature found on instructional design and instructional designers to construct a list of the competencies necessary to design instruction.

**Collaboration**
The most frequently cited competency for instructional design and designers in the literature is collaboration. Collaboration is a complex skill that requires instructional designers to carefully interact with a variety of stakeholders in order to accomplish a shared goal. This competency may occur with subject-matter experts (SMEs), content experts, faculty, or instructors, all of whom we refer to as SMEs in this paper.

IDs must consider multiple factors when working with SMEs such as academic freedom for faculty in higher education institutions, consensus building among multiple stakeholders, and difficult decision making based on resources and time (Brigance, 2011; Gray et al., 2015; Kelly, 2016).

Solomonson (2008) suggests that IDs act as consultants, navigating and developing relationships with SMEs. Relationship building occurs, in part, through effective communication.

**Communication**

Communication is widely cited as imperative to successful instructional design since the primary goal of an ID is to work with others to facilitate learning. Communication includes written and verbal communication, as well as asynchronous (i.e., email) and synchronous (i.e., web conference) interactions. Kenny, Zhang, Schwier, & Campbell (2005) rate communication as one of the four main competencies for IDs. International Board of Standards for Training, Performance and Instruction (ibstpi) rates communication as an essential competency (Instructional Design Competencies, 2012).

IDs must be comfortable in communicating with others as well as adapting to new ways of communicating. Additionally, good communication skills facilitate the explanation of instructional design frameworks, models, and/or theories to key stakeholders.

**Theoretical Knowledge**

The literature cites knowledge and application of instructional design theory and models as necessary to the ID role. Instructional design theories and models include, but are not limited to the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, adult learning models based on adult learning theory (i.e., andragogy), teaching theory, and learning theory. IDs may use theoretical knowledge to assist in decisions about projects and instructional problems (Sugar & Luterbach, 2015). While recognized as important to the ID role, it is interesting to note that there is some debate on how often and how effectively theory is applied in practice, such as in day-to-day activities like course design and development that require IDs to constantly engage in problem-solving (Thompson-Sellers & Calandra, 2012).

**Problem-Solving**

Many of the authors describe the instructional design process as one of problem-solving. Ertmer and Stepich (2005) define an ID as someone who can solve ill-defined problems. The design process requires an ID to find solutions to multiple instructional problems (Kenny et al., 2005). IDs make multiple, complex judgements based on situational factors when collaborating with SMEs and designing instruction and courses (Gray et al., 2015).

**Course Design**

IDs spend time designing instruction in order to facilitate learning. This is a key focus for the ID role. Course design may include crafting learning objectives, developing instructional strategies, developing assessment strategies, and finding resources for SMEs to use in instruction. Course development may include creating multimedia objects and other instructional activities (Instructional Design Competencies, 2012; Villachica, Marker, & Taylor, 2010). Within the course design competency, there are other skills that are significant, but varied in ID roles.

**Other Cited Competencies**

Project management, research and analysis, and technical expertise were other frequently cited ID competencies. Less frequently cited skills include leadership, relationship management, faculty development, and editing. The vast number of competencies cited in the literature illustrate the multifaceted nature of instructional design, which is one of many reasons why this study is important for the field.

**Table 1: Competencies cited in the literature**

| Competencies in the literature | Reference |
|---|---|
| Collaboration | Brigance (2011); Gray et al. (2015); International Board of Standards for Training, Performance and Instruction (2012); Kelly (2016); Kenny et al (2005); Sims & Koszalka (2008); Solomonson (2008); Sugar & Luterbach (2015); Sugar et al. (2012) |
| Communication | Brigance (2011); International Board of Standards for Training, Performance and Instruction (2012); Kelly (2016); Kenny et al (2005); Sims & Koszalka (2008); Solomonson (2008); Sugar et al. (2012) |
| Theoretical knowledge | International Board of Standards for Training, Performance and Instruction (2012); Sugar & Luterbach (2015); Kenny et al (2005); Thompson-Sellers & Calandra (2012); Sims & Koszalka (2008) |
| Problem-solving/solving ill-structured problems | Ertmer & Stepich (2005); Ertmer et al (2008); Ertmer et al (2009); Kenny et al (2005); Tracey & Boling (2014); Gray et al. (2015) |
| Course design and development | Training, Performance and Instruction (2012); Kelly (2016); Sugar & Luterbach (2015); Villachica, Marker, & Taylor (2010); Gray et al. (2015) |
| Management/project management | International Board of Standards for Training, Performance and Instruction (2012); Kelly (2016); Kenny et al (2005); Sugar & Luterbach (2015) |
| Research and analysis | International Board of Standards for Training, Performance and Instruction (2012); Kenny et al (2005); Sims & Koszalka (2008); Villachica, Marker, & Taylor (2010) |
| Technical/technology expertise | Kelly (2016); Kenny et al. (2005); Gray et al. (2015) |
| Ongoing learning/adaptation | International Board of Standards for Training, Performance and Instruction (2012); Sims & Koszalka (2008); Thompson-Sellers & Calandra (2012) |
| Leadership | Ashbaugh (2013); Brigance (2011) |
| Relationship management | International Board of Standards for Training, Performance and Instruction (2012); Solomonson (2008) |
| Evaluation | International Board of Standards for Training, Performance and Instruction (2012); Villachica, Marker, & Taylor (2010) |
| Marketing | Kenny et al (2005); Villachica, Marker, & Taylor (2010) |
| Identify and resolve ethical and legal implications of design in the workplace | International Board of Standards for Training, Performance and Instruction (2012); Sims & Koszalka (2008) |
| Faculty development | Kenny et al. (2005) |
| Editing/proofreading | Kenny et al. (2005) |

# RESEARCH DESIGN & METHOD

The authors crafted a survey drawing upon the list of competencies discovered in the literature. The survey was designed to explore the relationships between and among ID roles, demographics, workplace, team make-up, actual work completed, the preferred work of IDs, and career goals of IDs. The survey began with an ID-specific section to rule out anyone who was not currently serving as an ID or in an ID related role, which helped to increase the external validity of this study.

Reflective of the goals of the study, the survey instrument instructed participants to review a list of 21 competencies and rank each item from 1 (least important) to 5 (most important). Further, the authors wished to understand what was next in the career paths of the IDs in the survey and included questions about career plans and goals and the competencies necessary to reach these goals. This was rounded out by asking if IDs had access to professional development that would help them acquire these competencies.

The research method used in this study was convergent parallel mixed methods due to the quantitative and qualitative data planned and collected for this study.

# DATA COLLECTION

The survey was hosted through SurveyMonkey and opened for response collection between July 20 and August 14, 2017. There were 139 respondents with a total of 104 qualified respondents, for a margin of error of ± 9%.

# DATA ANALYSIS

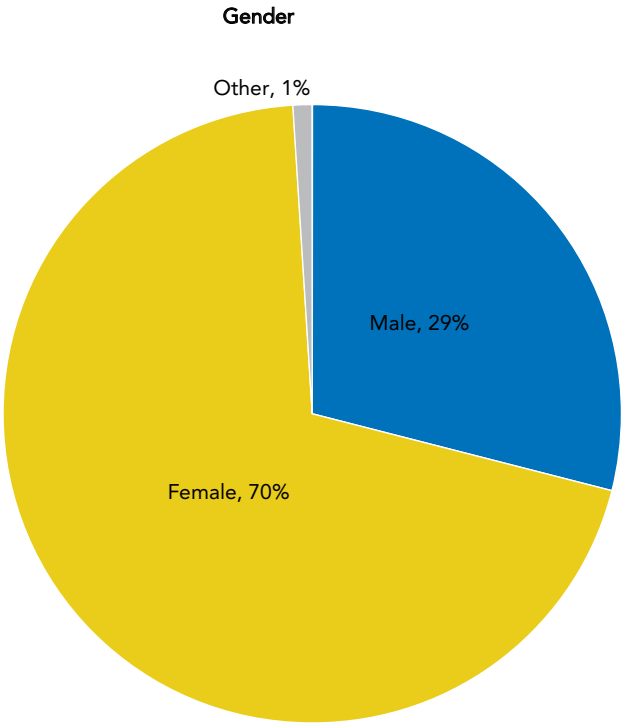
In order to determine whether the items in the survey, specifically Questions 17 and 18 (see Appendix A), did in fact correspond to the hypothesized constructs, the authors ran a principal components factor analysis using varimax rotation after first standardizing each item to the sample to reduce the differences in metrics. The researchers considered only correlations of $r = .40$ or greater as evidence that an item correlated with a given construct as this is common in social science studies that use factor analysis.

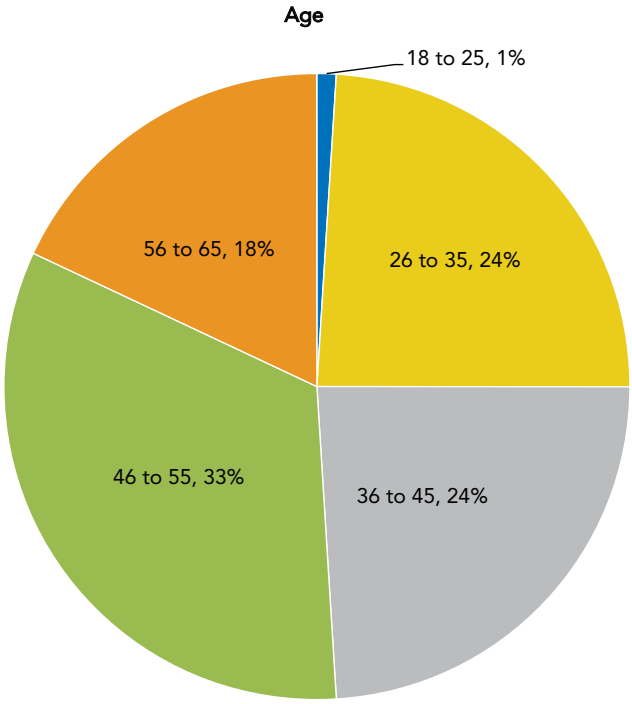
Along with the quantitative analysis, specific write-in text questions required qualitative analysis of the data. The responses from each qualitative question was brought into a collaborative document to allow for peer-to-peer coding collaboration. One researcher made an initial pass through the open-ended responses, organizing them into *a priori* and *in vivo* codes to capture emerging patterns and themes. After the initial round of coding was complete, a second researcher reviewed the codes to improve the analysis.

# FINDINGS

**Demographics**

Demographic data showed that nearly 70% of all respondents were female. Additionally, 75% of respondents had one to ten years of ID experience and 97% of that experience came from a higher education background.




Nearly 88% had a graduate degree with 49% of respondents stating that their respective degrees came from either an instructional design or educational technology program.

From an organizational perspective, 61% of respondents came from public higher education institutions. Nearly half (48%) stated that ID services are centralized at their institutions, while 38% reported decentralized services. When looking at this information by institution type, nearly half of all public, private, and for-profit ID departments were centralized. Less than half (45%) of all departments regardless of institution type had three or fewer IDs on staff. From this group, 27% had two to three IDs and 22% had eight or more. Sixty-seven percent of for-profit private institutions had zero to one IDs, and 37% of private non-profit had two to three IDs. Twenty-five percent of public institutions had eight or more IDs, while 60% had 20 or fewer team members. Overall, 56% of respondents do a mix of faculty and content development.

**Quantitative Findings**

Importance of each competency. The results of a factor analysis revealed seven underlying constructs:

- Evaluation & Analysis
- Theory
- Top Down Leadership
- Bottom Up Leadership
- Faculty Problems
- Course Design/Editing
- Technology/Media

It is interesting to note the relationships observed among the constructs. IDs that identified Relationship Management as important were more likely to pick Ethics as important as well. Those that selected Ethics as important were more likely to pick Management/Project Management. When picking items of importance, Ethics corresponded to the importance IDs place on management. Interestingly, the participants who emphasized leadership ranked collaboration low in terms of importance.

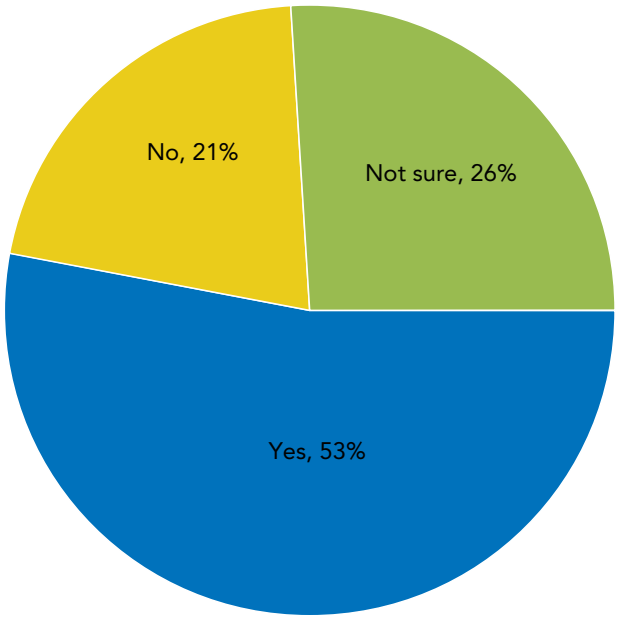
## TOP 5 COMPETENCIES IDENTIFIED BY RESPONDENTS:

## Instructional Designers Future Goals

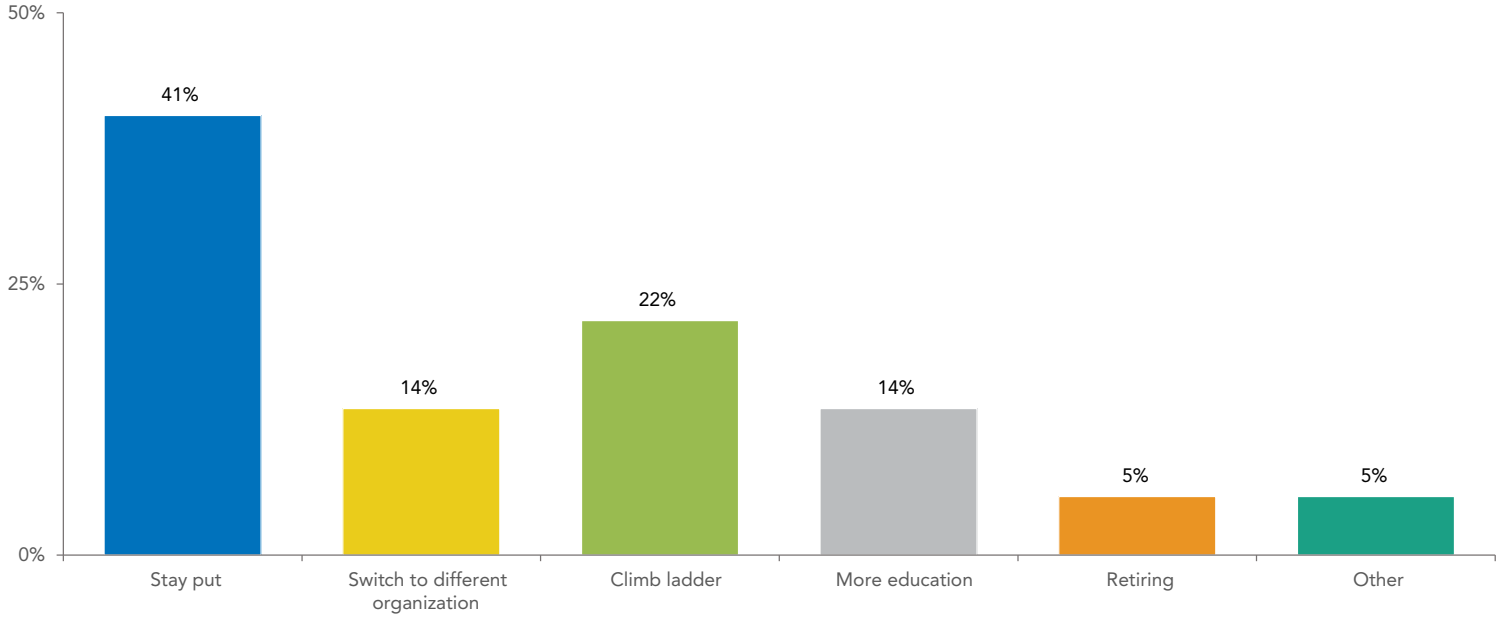
When asked what their career plans in the next 3-5 years happened to be, forty-one percent of individuals responded that they were planning on staying put and continuing what they're doing. An additional 22% mentioned an interest in moving up in positions within their institution, with over half (53%) of individuals stating interest in becoming administrators in the future.

To attain these goals, 71% of those individuals felt that access to professional development will help them achieve that goal. In addition, just under half (43%) of individuals were interested in continuing their education in the future, with 10% already doing so.

Do you wish to become an administrator in the future?




## CAREER PLANS NEXT 3-5 YEARS:



**Qualitative Findings**
The data from how instructional designers defined their role as an ID and what they do can be broken down into ten categories, in order of highest to lowest responses:

1. Collaborating
2. Content Creating
3. Consulting
4. Support
5. Theory
6. Designing
7. Training
8. Project Management
9. Reviewing
10. Policy

**Collaboration, content, and consulting**
The highest responses for the top three competencies of collaborating, content creating, and consulting all focused on working with faculty and creating or giving advice on course content. IDs described their role being one of collaborators the most, with 57 participants describing ways they collaborate with faculty or SMEs. Going along with that competency, and overlapping it a bit, 31 IDs described their role as one of content creators, creating content for courses. While not creating, 29 IDs detailed their roles as consultants, coaching faculty on best practices to use in their courses.

**Support and theory**
Instructional designers also described their support roles and the ID theory they used. There were 27 participants that gave examples of the support they give to users, assisting faculty with their technology usage. Part of this support was helping to understand not only how to use the technology, but also applying best practices and teaching theory, as evidenced by the 26 participants that mentioned using the ADDIE model, backward design, pedagogy, andragogy, learning theory, universal design for learning (UDL) and scholarship of teaching and learning (SoTL).

# DISCUSSION & IMPLICATIONS

Quantitatively, the responses to Question 17 revealed seven underlying constructs: Program Evaluation, Theory, Top Down Leadership, Bottom Up Leadership, Faculty Problems, Course Design/Editing, Technology/Media. The findings show that IDs believed skills related to program evaluation and theory were the most important competencies.

The results suggest that the ability to evaluate programs, coupled with incorporating learning theories, are the most critical competencies for the profession. These items additionally make sense in the top positions because framing learning in an effective and organized manner is at the forefront of learning development. It is not a surprising finding considering nearly half of respondents with graduate degrees (49%) completed programs in instructional or learning design.

While Question 17 explained if different constructs were important by IDs, Question 18 showed how important IDs viewed each item. IDs responded that they prefer more autonomy to do the things they want to do and less being told what to do, behavior more commonly associated with the collaborative aspects of bottom-up leadership. Collaboration was the most frequently cited item in the literature, supporting the idea that IDs prefer to work with others collaboratively while having the ability to make decisions independently.

Equally so, they responded unfavorably to top-down leadership and its penchant for more structured lines of authority. This finding does not imply that IDs do not like top-down leadership, or even the structured authority lines. Rather, it sheds light on what competencies they see as important or unimportant to do their job.

The implications of the quantitative findings lend themselves toward discussions on the basic knowledge, skills, and abilities, or competencies IDs need to possess to be successful in the field. These findings alone can be used when creating a job description that accurately outlines employment expectations at the onset of the job. Further, leadership can use these competencies to identify potential employee knowledge gaps, which in turn can be used to identify the most pertinent professional development opportunities. With regard to leadership, these findings also provide insight to leaders that helps them understand how IDs best work with leaders and followers.

While the findings showed how IDs define their role and what they do differently, some clear patterns emerge. The highest commonality in the responses was the work of collaborating, creating content, and consulting. Specifically, participants in the study work with faculty, either creating content for them or giving advice on how to create content. This is further supported in noting the frequency of roles such as support, theory, designing, training, and reviewing.

These findings show that it is important for IDs to have competencies in learning design and theory, which will cover many of the tasks they will be asked to do on the job. It is interesting to note that a smaller subset of IDs reported having project management and policy reviewing responsibilities. This may be explained by the role, such as a lead ID who has other IDs working under them, but it may also point to a needed skill for IDs. Even if they are not supervising other IDs, it is important to have well thought out project management techniques to ensure projects are finished on time.

It is clear that IDs wear many hats, professionally speaking. Not surprisingly, research looking at job descriptions in the instructional design field has found that organizations imagine these roles differently (Ritzhaupt & Martin, 2014; Sugar et. al, 2012). IDs may be engaged in completely different types of competencies depending on the institution and culture. An ID working in higher education may have a completely different set of skills than an ID in the private sector or in K-12. An ID working at a centralized higher education institution may need different competencies compared to an ID at a decentralized institution. For this reason, it is helpful to review the research on what IDs do in practice, on what they are learning in formal and informal education, and the overall state of the ID profession. Sims and Koszalka (2008) discuss the importance for IDs to continually update and refresh knowledge and skills, with a multidisciplinary approach, so the need for continual improvement is necessary as well.

Because there is a gap between what IDs stated they do on a regular basis, and what their goals are, with barriers to attaining those goals, it would be beneficial to conduct research on employers' expectations of the ID role, and how an ID's skill set changes depending on the type of institution or job he/she holds. It would also be interesting to explore how an ID's job satisfaction and career path is impacted when juggling many responsibilities and when wearing many hats. Employers would benefit from such research when crafting job descriptions, onboarding new IDs, and evaluating an institution's overall culture and goals and how instructional design fits into it.

Furthermore, additional study could be conducted into the discrepancy between the perceptions that IDs who selected "management/project management" and "communication" as top five competencies were very strongly not likely to pick "knowledge of theoretical foundations and instructional design models" and "application of theory," respectively. Is this because those who manage design shops do not need to know theoretical foundations and design models to lead? If so, how to IDs feel about having leaders who cannot do what they must?

# CONCLUSION

The state of higher education, online learning, and instructional design is constantly, and rapidly, changing. William Pollard said, "Without change there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable." This study shows that IDs generally know what they need to know and are interested in knowing more, including being willing to level up not only their skills but their roles. More importantly, IDs know what does not work in their profession, and cite that the time they spend on other projects are a barrier to skill development and career growth. For example, there is a gap between what they are required to do on a daily basis and what they wish they were spending time upon, namely content development; new/innovative strategies and technologies; working with faculty; research/analysis; other. This illustrates that the professionals in this field are prepared to adapt to the needs of their employer, and it is important for employers to adapt to the changing field of ID as well.

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**About the UPCEA eDesign Collaborative**
UPCEA's eDesign Collaborative (eDC) serves higher education instructional design teams (instructional designers, multimedia developers and team administrators) in higher education seeking networking and professional development. Visit upcea.edu/edesigncollab for more information.

**About UPCEA**
UPCEA is the association for professional, continuing, and online education. Founded in 1915, UPCEA now serves most of the leading public and private colleges and universities in North America. With innovative conferences and specialty seminars, research and benchmarking information, professional networking opportunities and timely publications, we support our members' service of contemporary learners and commitment to quality online education and student success. Based in Washington, D.C., UPCEA builds greater awareness of the vital link between adult learners and public policy issues. Visit upcea.edu.

# APPENDIX A: ROLES AND COMPETENCIES OF CURRENT INSTRUCTIONAL DESIGNERS SURVEY

## ID SPECIFIC

1. Is your current job title or role focused on instructional design or similar (*The Association for Educational Communications and Technology (AECT) defines this as "a system of procedures for developing education and training curricula in a consistent and reliable fashion" (Branch & Merrill, 2012, p.8)*)?
2. Yes No
3. Survey logic note:
    a. If yes
        i. What is your title and role (text response)
        ii. move to #4 (How many years…) question
    b. If no,
        i. What is your title and role? (text response)
    c. Do you consider what you do instructional design work, based upon the AECT definition? Yes No
        i. (If no, ask) Do you manage IDs? Yes No
            1. (If no, ask) Are you a multimedia designer?
        ii. (If yes, to all of the above, send to "Thank you for your input. We plan to reach out to multimedia designers. If you are interested in either taking the survey or helping craft it, please input your name and contact email below." message.
            1. Add field for the multimedia designers to input name and email.)
4. How do you define your role as an instructional designer or what an instructional designer does? (text response)
5. How many years have you been employed as an instructional designer?
    a. Years: 0, <1, 1-5, 6-10, 11-15, 16-20, >20
6. Which of the following fields are you currently employed?
    a. K-12, Higher Education, Private Industry (select one)
7. Select each of the sectors have you have done instructional design work in prior to your current position.
    a. Fields: K-12, Higher Education, Private Industry (select as many as necessary)
8. What is your highest completed degree?
    a. None, Bachelor's, Master's, Doctorate
9. What is the Major/Field of your highest completed degree? Text box for answer

## DEMOGRAPHICS

10. Gender: Male, female, other, wish not to say
11. Age range: 18-25, 26-35, 36-45, 46-55, 56-65, 66 or older

## WORKPLACE

12. What best describes the institution where you are currently employed?
    a. Public, Private (non-profit), Private (for-profit), Government, Industry
13. Are instructional designers at your institution centralized, decentralized on-site, or decentralized remote (i.e. institutional wide office vs. individual college or program office)?
    a. Decentralized
    b. Centralized
    c. Other - describe (e.g. only designer for institution) (open comment)

## TEAM MAKE-UP

14. How many IDs do you have in your department?
    a. 0-1; 2-3; 4-5; 6-8; 8 or more

15. How many total employees do you have in your department? Text box answer
16. Which of the following best describes your development role: (select one)
    a. Primarily faculty development
    b. Primarily content development
    c. Mix of both faculty development and content development

**RATINGS OF COMPETENCIES**

17. The following list represents the most frequently mentioned competencies in the literature on the ID field. Thinking of how you operate in your ID role, please indicate the importance of each item using the provided scale. (1 = least important; 5 = most important).
    a. Collaboration with SMEs/content experts/faculty/instructors
    b. Course design/development/design judgements; Write learning objectives
    c. Technical/technology expertise
    d. Multimedia expertise (graphic design)
    e. Knowledge of theoretical foundations and instructional design models
    f. Applying theoretical foundations and instructional design models
    g. Teaching and Learning expertise; Applying theory to teaching practice and student learning experience
    h. Leadership
    i. Written/verbal communication; Asynchronous, synchronous
    j. Problem-solving/solving ill-structured problems
    k. Relationship management
    l. Management/Project management
    m. Research
    n. Analysis - Conduct needs assessment
    o. Analysis - Conduct task analysis
    p. Evaluation
    q. Faculty Development
    r. Marketing
    s. Conduct pilot tests
    t. Editing/proofreading
    u. Ongoing learning and adaptation to new situations
    v. Identify and resolve ethical and legal implications of design in the workplace
    w. Competencies
    x. Other, not listed text field
18. Based on your professional experience, what do you think are the top five competencies for an ID? Please indicate in no particular order your top five competencies from the following list. (check boxes; max five choices).
    a. Collaboration with SMEs/content experts/faculty/instructors
    b. Course design/development/design judgements; Write learning objectives
    c. Technical/technology expertise
    d. Multimedia expertise (graphic design)
    e. Knowledge of theoretical foundations and instructional design models
    f. Applying theoretical foundations and instructional design models
    g. Teaching and Learning expertise; Applying theory to teaching practice and student learning experience
    h. Leadership
    i. Written/verbal communication; Asynchronous, synchronous
    j. Problem-solving/solving ill-structured problems
    k. Relationship management
    l. Management/Project management
    m. Research

n. Analysis - Conduct needs assessment
o. Analysis - Conduct task analysis
p. Evaluation
q. Faculty Development
r. Marketing
s. Conduct pilot tests
t. Editing/proofreading
u. Ongoing learning and adaptation to new situations
v. Identify and resolve ethical and legal implications of design in the workplace
w. Competencies
x. Other, not listed (Text field)

19. The following nine competencies were most frequently listed in the literature. Rate the hours per work week you spend employing each of these competencies.

| **Competency** | **Average hours spent each week** |
|---|---|
| Collaborating with SMEs/content experts/faculty/instructors | Dropdown with<br>0, 1-5, 6-10, 11-15, 16-20, 21-30, 31+ |
| Communicating through written, verbal, asynchronous, and synchronous formats | |
| Knowledge of ID models; Applying theory and models; Teaching and Learning expertise; Applying theory to teaching practice and student learning experience | |
| Course design/development; Writing learning objectives | |
| Problem-solving; solving ill-structured problems | |
| Project management | |
| Research and analysis (including conducting needs assessments or task analysis) | |
| Technical/technology expertise | |
| Ongoing learning and adaptation to new situations | |

20. What do you wish you were spending your time at work on? (text response)
21. What prevents you from spending your time in this way? (text response)
22. Are there competencies not listed that you think are important in your role? (text response)

**ID GOALS**

23. Do you wish to become an administrator or manager in the future?
    a. Yes, No, Not sure
        i. If yes:
        ii. What competencies do you think you need to reach this goal? (text response)
        iii. Do you feel that you have access to professional development that will help you achieve this goal?
    b. If no or not sure:
        i. What are your career plans in the next 3-5 years? (text response)
        ii. Do you plan to continue your education (if you aren't already pursuing a degree, certificate or micro-credential)? Yes No
24. What competencies do you think you need to reach your goals? (text response)