



DEVELOPING A CURRICULUM (DACUM)

OCCUPATIONAL ANALYSIS WORKSHOP

FACILITATION CENTER AT EASTERN KENTUCKY UNIVERSITY



DAY ONE

BRAINSTORMING

WELCOME

- Introduce facilitator(s) and recorder(s)
- Housekeeping remarks
- Review key introductory material from panelists packet
 - Agenda and Powerpoint
- Complete name tents and Panelist Information

AGENDA

Purpose: To develop an occupational profile that accurately describes the job in terms of specific duties, tasks, knowledge, skills and traits.

Outcomes:

- Occupational profile that ranks duties and sequences and prioritizes related tasks
- Agreed-upon occupational definition
- Prioritized lists of knowledge and skills
- A list of worker traits

AGENDA – DAY ONE

Welcome and Introductory Activity

Overview of DACUM Occupational Analysis

Brainstorming Activity

Lunch

Complete *Draft* Occupational Profile

Meeting Wrap-Up

Workshop Adjourns }

Will likely finish by 4:00, but will continue until brainstorming is completed.

AGENDA – DAY TWO

Overnight Thoughts

Edit and Sequence Occupational Profile

Lunch

Finalize Occupational Profile

Rank and Prioritize Duties, Tasks, Knowledge and Skills

Complete Evaluations

Workshop Adjourns

DEFINITION

Developing A Curriculum (DACUM) is a systematic process that analyzes a job by capturing major occupational duties and tasks that competent workers must perform, as defined by a focus group of high-performing, incumbent workers, through a facilitated workshop.

OVERVIEW

- DACUM creates a common vocabulary to communicate what a high-performing worker does on the job.
- Canadian educators developed this systematic process in the 1960's.
- DACUM is a cost-effective, efficient method for accurately analyzing any occupation.

OVERVIEW

Originally used to develop a curriculum, results are also used to develop or update:

- Employment selection criteria and job postings
- Industry standards
- Performance evaluations
- Position descriptions
- Professional development plans
- Standard Operating Procedures

PROCESS

Steps in the DACUM Process



DISTINGUISHABLE CHARACTERISTICS

Distinguishable characteristics include:

- High performing workers, currently doing the work, analyze their own job
- Workers share what they really do, not what others think they do
- Results are produced in a graphic format

Developing a Training Curriculum



WHAT THE EXECUTIVE
TEAM ASKED FOR



WHAT THE TRAINING
COMMITTEE ENVISIONED



WHAT THE
SUPERVISOR SUGGESTED



WHAT THE CONSULTANT RECOMMENDED



WHAT THE TRAINER
PROVIDED



WHAT THE LINE WORKER NEEDED

PANELISTS



HPIW

High Performing Incumbent Worker

INTRODUCTIONS

1. Introductory interview

- *Capture total number of years*

2. Select a postcard that speaks to you about your job

- *Ask for key or common points heard when sharing postcards*

Introductory Interview

Identify a member of the panel that you do not know or you know less-well than others. Collect the following information and prepare to introduce the person to the other workshop members.

Name _____

Agency/Organization _____

Job Title _____

Location of Work _____

Years of Work Experience
_____ In current position _____ Total in the profession

Where is Home? _____

INTRODUCTORY ACTIVITY

Complete first evaluation question regarding ‘Expectations’

- *Participants share responses using Round Robin technique and these are captured on the flip chart*

DACUM Occupational Analysis
Panelist Evaluation

Date: _____

Expectations	
1. What three wishes do you have for this workshop?	Did it happen?
a)	
b)	
c)	

KEY COMPONENTS

1. Panel of expert workers
2. Identification of duties, tasks, knowledge, skills, and traits necessary to perform a job
3. Neutral facilitator and recorder
4. A modified brainstorming process, that incorporates storyboarding

KEY COMPONENT: EXPERT WORKERS

Role of Panel Members

Just tell us what you do, by:

- Sharing ideas
- Contributing as equally as possible
- Listening to other panel members
- Contributing to the ideas of others
- Limiting value judgment



Role of Panel Members is listed on the back of the name tents.

KILLER PHRASES TO AVOID

- We don't do that at...
- It's not in our job description that way
- That's a policy violation
- Nobody else does it that way
- That's not budgeted
- The staff won't like it
- What will _____ say if they found out?

KEY COMPONENT: NEUTRAL FACILITATOR

Role of Facilitator

- Neutral facilitation
- Encouraging full participation from panelists
- Managing time, allowing enough time for participants to explain
- Adhering to the DACUM process

KEY COMPONENT: NEUTRAL RECORDER

Role of Recorder

- Listen carefully to the panel's interaction
- Record ideas quickly, neatly, legibly and as stated
- Offer examples or alternates, but panel has final say
 - Panelists have the authority to tell the recorder/facilitator, “*That is not what I said or intended.*”

ROLE OF OBSERVER(S) – IF APPLICABLE

Observers are NOT here to evaluate or judge. They are here to:

- Listen carefully to the panel's interaction
- Remain uninvolved and attentive
- Contribute only when and if the facilitator requests

KEY COMPONENT: STORYBOARDING



- Walt Disney began animating and sequencing Mickey Mouse on storyboards
- Storyboarding worked so well, he began using it as a corporate planning tool

KEY COMPONENT: STORYBOARDING



- Effective way to streamline, organize and simplify
- People are more effective in groups when they can see the ideas they generate

KEY COMPONENT: IDENTIFICATION OF DUTIES

DUTY DEFINITION

General area of competence that successful workers in the occupation demonstrate or perform on an ongoing basis.



WORKSHEET

Occupational Duties Worksheet



My major duties include:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Panelists
independently
complete the
Occupational
Duties
Worksheet, then
break before the
next activity

GROUND RULES

- Cell phones on silent/vibrate
 - Step outside for calls or messaging
- We listen to each other
- We limit our air time
- We let an idea live for now (*All accepted Day 1*)
- Spelling doesn't count

OCCUPATIONAL DEFINITION

A succinct statement that broadly describes a job.

- Capture answers to key components: Who, What, How, Why
- A draft, generally agreed upon statement should be completed by Day 1
- The statement will be refined and finalized Day 2

OCCUPATIONAL DEFINITION: EXAMPLE

DACUM Facilitator

Who: A competent DACUM Facilitator

What: promotes individual and organizational performance

How: through planning, designing, and managing professional development and training programs/services

Why: to enhance staff competencies.

OCCUPATIONAL DEFINITION

Occupational Definition

Who: _____

Include job title

What: _____

How: _____

Through, by...

Think broadly, specifics come with duties and tasks

Why: _____

In order to...

Positive outcome

OCCUPATIONAL DIFFERENCES

Who Reports to Who?

- Who completes your performance evaluation?
- Who do you evaluate?
- Who else do you work with?



OCCUPATIONAL DIFFERENCES

Possible Points of Distinction

- Availability of services
- Number of clients
- Number of plants/sites
- Regions
- Size of office
- Size of workforce
- Specialization



CAPTURING WORKSHEET ANSWERS

Occupational Duties Worksheet



My major duties include:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Using Round Robin technique, capture ideas on flip charts.

May require both facilitator and recorder to capture quickly

TASK DEFINITION

A work activity that has a definite beginning and ending, is observable, consists of two or more definite steps, and leads to a product, service or decision.



DUTY/TASK CARD EXAMPLE

Verb

(Action Word)

Modifier

(Adjective/Adverb, Qualifier)

Noun

(Person, Place or Thing)

DUTY/TASK CARD EXAMPLE

Manage (verb)

Program (modifier)

Budget (noun)

Implement (verb)

Training (modifier)

Program (noun)

DUTY/TASK CARD EXAMPLE

Maintain Personal Automobile (*Duty*)

Wash car exterior

Vacuum floor mats

Wax car exterior

Check fluid levels

Check tire air pressure



Tasks

KNOWLEDGE DEFINITION

An understanding and familiarity with facts and information.



Knowing is not the same as doing

SKILL DEFINITION

The ability to perform occupational tasks with a high degree of proficiency.



Skill is acting on knowledge

TRAIT DEFINITION

Innate or habitual patterns of attitudes, thoughts and emotions that help define a person's work behavior and actions.



Knowledge and skills are prioritized, so if a group is unsure if a characteristic is a skill or trait, consider whether or not it should be prioritized.

GENERATING TASKS

- Ask the group to select one of the duties from their flip chart list that every panelists does
- Tell me the tasks involved in this duty/What tasks or activities do you perform around this duty?
 - Brainstorm ideas independently on a half sheet of paper
 - Share ideas using the round robin technique until all ideas are captured
 - Recorder captures ideas, using the same color half sheet for each idea

GENERATING TASKS

- Repeat this process, marking off items from the flip chart list of duties, until all ideas are addressed
- Use different color half sheets for each new duty band
- After each duty band is complete, the group identifies knowledge, skills, and/or traits required to perform those tasks
- Recorder captures these on a flip charts



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DAY 1 WRAP UP

- Review/Draft Occupational Definition
- Review Day 2 Agenda
- Debrief
 - What worked? What would have made the day better?
What questions do you have?
- Thank and adjourn panel



DAY TWO

CRITICAL THINKING

WELCOME

- Overnight thoughts?
- Housekeeping remarks
- Review work from Day 1 and congratulate group on their work
- Review/Edit occupational definition
- Review Agenda
 - Day 2 will look and feel different

AGENDA – DAY TWO

Overnight Thoughts

Edit and Sequence Occupational Profile

Lunch

Finalize Occupational Profile

Rank and Prioritize Duties, Tasks, Knowledge and Skills

Complete Evaluations

Workshop Adjourns }

Will likely finish by 4:00, but will continue until ranking and prioritization is completed.

DAY 2 GUIDELINES

- Reduce ideas to a manageable number
- Ideas will likely move around, be divided or merged for strength
 - Tasks can become duties and duties can become tasks
- Challenge ideas, not people
- Number of cards is not tied to the value of your work or how hard you work

DAY 2 EDITING GUIDELINES

- Review definition of duty and task
 - Assignable, observable areas of work
 - Each task must have at least two steps
 - A task cannot be in multiple duty bands
 - A task cannot also be a duty
 - These are not the one-time activities or special projects you get pulled into

DAY 2 EDITING GUIDELINES

- Push for verb, modifier, noun format
- Eliminate jargon, acronyms or confusing language



Review guidelines, but assure panelists the facilitator's job is still to adhere to the DACUM rules and their job is still to just tell the facilitator what they do.

CLARIFY DUTY CARDS

- Group selects the starting duty band
- Read the duty card and ensure it captures the ongoing activity defined by those tasks

- Is this what you do?
- Is it clear?
- Is it in verb, modifier, noun format?

If yes, then go on to edit tasks within that specific duty

If no, edit duty card, or if the group is stuck, edit tasks cards and come back to duty card

EDITING TASK AND DUTY CARDS

- Start with the first task card in the duty band
- Edit task cards as needed
 - Is it what you do?
 - Is it clear?
 - Is it in verb, modifier, noun format?
 - Does it consist of two or more steps?
 - Is it in the correct duty band?
 - Are there any two cards that are saying the same thing?
 - Are there any acronyms or jargon that needs to be clarified?

EDITING TASK AND DUTY CARDS

- Once all task cards are edited, read through them one last time
- Check for additional knowledge, skills, traits

SEQUENCING TASKS

- Once task cards are finalized, they need to be sequenced
 - Chronological
 - Frequency
 - Importance
 - Simple to Complex

FINALIZE ANALYSIS

- Once all the duty bands are sequenced and final, revisit the following items to ensure completeness:
 - Knowledge
 - Skills
 - Traits
 - Additional occupational requirements

CRITICALITY DEFINITION

A measure of job tasks that panelists believe to be essential and/or most important components of a job.

PRIORITIZING DUTIES

- Each duty band is assigned a letter on the storyboard
- Panelists use their Duty Ranking hand out to:
 - prioritize criticality of their duties
 - assign a percentage of time spent performing each duty (equal 100%)
- Once this is complete, individual rankings are totaled by the facilitator

A		F	
B		G	
C		H	
D		I	
E		J	

PRIORITIZING

Task Cards Only

- Criticality
- Most Time Consuming

Tasks, Knowledge, and Skills

- New Worker Training Needs
- Veteran Worker Training Needs



How many dots do you give panelists?

Use 1 dot per 10 ideas

DOTTING RULES

- Can't sell or give your dots away
- Can't tear your dots in half
- Can't dot between two cards
- Can't load all your dots onto one card
- Dots collect dots: Make your decisions before going to the board

WRAP-UP

- Finalize occupational definition
- Review prioritization outcomes
 - Nominal Ranking Grid (Duties); Dots (Tasks, Knowledge, Skills)
- Workshop evaluation
- Debrief
 - Identify lessons learned or key insights the panelists gained during their time together
- Disseminate certificates
- Thank and adjourn panel