ASSUME THE IMPORTANCE OF DACUM SESSION

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Summary

Introduction

It's absolutely essential to have a high-quality listing of the functions, tasks, subtasks and task-elements that define any given job upon which, a new competency-based training program can be developped or an existing one can be updated.

When we intend to establish a new training program or to revise an existing one, we must carefully answer the question : **WHAT SHOULD BE TAUGHT?**

This very important question is not an easy one to answer in a quality way. Most of the time, there is a big GAP between what is offered to learners in the classroom and what is going on in the real world of work.

Introduction

Functions, tasks, subtasks, task elements and KSAs are defined during DACUM session.

A wrong identification of tasks will lead to inaccurate definition of teaching points, and above all, to inefficient and useless related-training program.

Failure to teach what should be taught and Teaching what should not be taught can never resolve the performance problem that triggered the development of the training solution.

What is DACUM ?

An Acronym of **D**eveloping **A C**urricul**UM.**

A job can be described effectively in terms of the tasks workers must perform.

A successful task performance is directly related to the knowledge, skills, and attitudes (KSA) that workers must possess to perform the tasks correctly.

In other words, all tasks, in order to be performed correctly, demand the use by workers of certain knowledge, skills, and positive attitude.

What is DACUM ?

DACUM sessions are a series of small meetings between SMEs and CDs with the objective to reach a consensus on all the information needed to complete the **TASK LIST** form and the **TASK DESCRIPTION** form.

These are :

| Functions | Tasks | Subtasks | KSAs |

What is DACUM ?

What is DACUM ?

Two key facilitators :

❖ **SMEs**

Only those who are working full-time in their positions can describe their job more accurately than someone else:

They are SMEs.

3 to 4 SMEs for a DACUM session

What is DACUM ?

Two key facilitators :

Even though supervisors and managers usually know a lot about their subordinates work, they usually lack the expertise needed for a high quality analysis.

What is DACUM ?

Two key facilitators :

❖ **CDs**

Specialists of the Methodology, the main role of Course Developers (CD) is to help define how the job should be performed.

2 to 4 CDs for a DACUM session

Use of cards

DACUM advantages

DACUM is unique for several reasons when compared with other Traditional Job analysis techniques (interview, observation…).

The combination of the power of the following features makes DACUM the most effective and highest quality analysis process available at this time.

These features/advantages are :

DACUM advantages

Group interaction : members freely share ideas and contributions

Brainstorming power energized: used to identify functions, tasks, sub tasks, task elements and KSAs

Group Synergy : members of the group motivate and empower each other to yield high quality products

Group consensus : members assess each contribution and refine it until agreement is met

Future –oriented : members help define new trends, how the job should be performed and not how it's performed.

Why use DACUM ?

There are reasons for using DACUM.

The success of any Organization is always affected by the quality of its employees.

To produce and maintain highly skilled workforce, Training Centers and Organizations must offer the highest quality of training possible to prepare employees for the present and future challenges to face.

Accurate and specific job information is essential to good decision-making in all areas of human ressources development ang management.

Why use DACUM ?

The reason why DACUM is used in TRAINAIR Plus when establishing a new Competency-Based Training program or revising an existing one is that CDs must **somehow** carefully answer the question :

WHAT SHOULD BE REALLY TAUGHT ?

Why use DACUM ?

The first essential element in any Competency-Based Training program is the careful identification of the **functions, tasks, subtasks and task elements** upon which the instructional program will be based.

Why use DACUM ?

Through DACUM, CDs help determine what tasks trainees must be able to perform successfully in order to make Training-Program-Completers valuable future employees.

Challenges of a DACUM session

Identify the correct performance competencies that will resolve the performance problem

Dertermine the teaching points accordingly.

Example of wrong performance competency

Performance Problem :

ILS out of service due to lack of qualified maintenance technicians

Performance Competency :

➢**Provide ILS spare parts**

Performance Competency :

➢**Schedule maintenance technicians**

None of the two performance   competencies identified above can resolve the performance problem stated here.

Acceptable performance competencies

➢Update ILS maintenance technicians training course

➢Schedule ILS maintenance technicians for on-job-training on the Localizer

➢Schedule ILS maintenance technicians for on-job-training on the Glide Path

What is expected from the Workgroups

Propositions how to achieve successfull results from a DACUM session.

Instructions

Duration : 20 minutes

1- Select a Spokesperson

2- Discuss then decide on solutions, best practices and strategy

   to achieve successfull results from a DACUM session

3- Present your work to the audience.

Thank you

Conclusion
Summarized recommendations of best practices for a DACUM session

Ladies and gentlemen, through the results of your workgroups, ICAO is really proud of you for having enriched DACUM session activities with useful and innovative solutions.

We are very thankful and deeply grateful to all the workgroups members. Be advised that your inputs have been taken into consideration and will be reflected in the final report of this CDI STD meeting.

With that in mind, we have tried to summerize below, the best practices to get the most out of a DACUM session

To get the most out of a DACUM session

Preliminary arrangements

❑ Plan the DACUM session (date, location…)

❑ Select competent SMEs (3 to 4) in accordance with the subject matter

❑ Arrange for the panel to sit comfortably in front of a wall

❑ Get the cards, thick felt pens and all the needed material ready

❑ Let STP Validator act as DACUM facilitator (moderator)

❑ Choose a secretary to write the cards and fill in the forms

❑ CDs should have analysed any documentation related to the subject matter prior to the DACUM session to familiarize with the terminology and all aspects of the job

To get the most out of a DACUM session

At the beginning of DACUM session

❑ Break the ice to put the panel at ease

❑ Explain the members that it's vital to devote full-time to DACUM and be on time for all sessions

❑ Explain the DACUM philosophy to the SMEs

❑ Explain that the wording/formulation of each function, tasks, subtask and KSAs will be discussed using the white/black board or flipchart until agreement/consensus is met

To get the most out of a DACUM session

> During the DACUM session

❑ Give the floor to CDs to ask questions to the SMEs

❑ Ask SMEs to name all the functions of the job concerned: discuss then give each function a number

❑ For each function, ask the SMEs to name all the tasks (activities) : discuss to order the tasks, then give each task a number and decide of the frequency, importance, difficulty and priority of each task. Require where the task is performed, the triggering and the terminating event and the standards for the task. Define task terminal objective in three components.

❑ For each task, ask SMEs to name the subtasks: discuss to order the subtasks, then give each subtask a number according to the logical sequence, decide the number of intermediate objective for this subtask. State performance difficulty if any.

❑ For each subtask, ask SMEs to define the KSAs. Attribute a level of accomplishment to each KSA referring to Annex 1 of the TDG. Identify KSAs that can be taught through elearning.

To get the most out of a DACUM session

Role of the Facilitator (moderator)

❑ Encourage each member to contribute

❑ Listen actively to all contributions

❑ Control participants who try to dominate

❑ Readily accept as many contributions as possible

❑ Avoid criticizing participants' contributions

❑ Verbalize contributions to ensure accuracy and clarity

❑ Provide frequent positive reinforcement

❑ Repress your own biases and opinions

❑ Probe and encourage with questions

❑ Set and maintain an enthusiastic climate

# To get the most out of a DACUM session

Role of the Facilitator (moderator)

❑ Manage the group process

❑ Control group pace

❑ Resolve group conflicts/concerns

❑ Direct the group's focus

❑ Reinforce productive behavior contributions

❑ Deal with disruptive or unproductive members

❑ Evaluate progress of the group

❑ Terminate unproductive Session or debate

To get the most out of a DACUM session

Role of the Facilitator (moderator)

❑ Withhold own judgments about the contributions of others

❑ demonstrate confidence and enthusiasm towards the DACUM process,

❑ Build a trusting relationship with each member

❑ Set and maintain a steady and productive work pace

❑ Reorient and reassure the group that the process really works

❑ Avoid allowing the participants to debate endlessly

❑ Refine and reformulate or let reformulate contributions until agreement is met
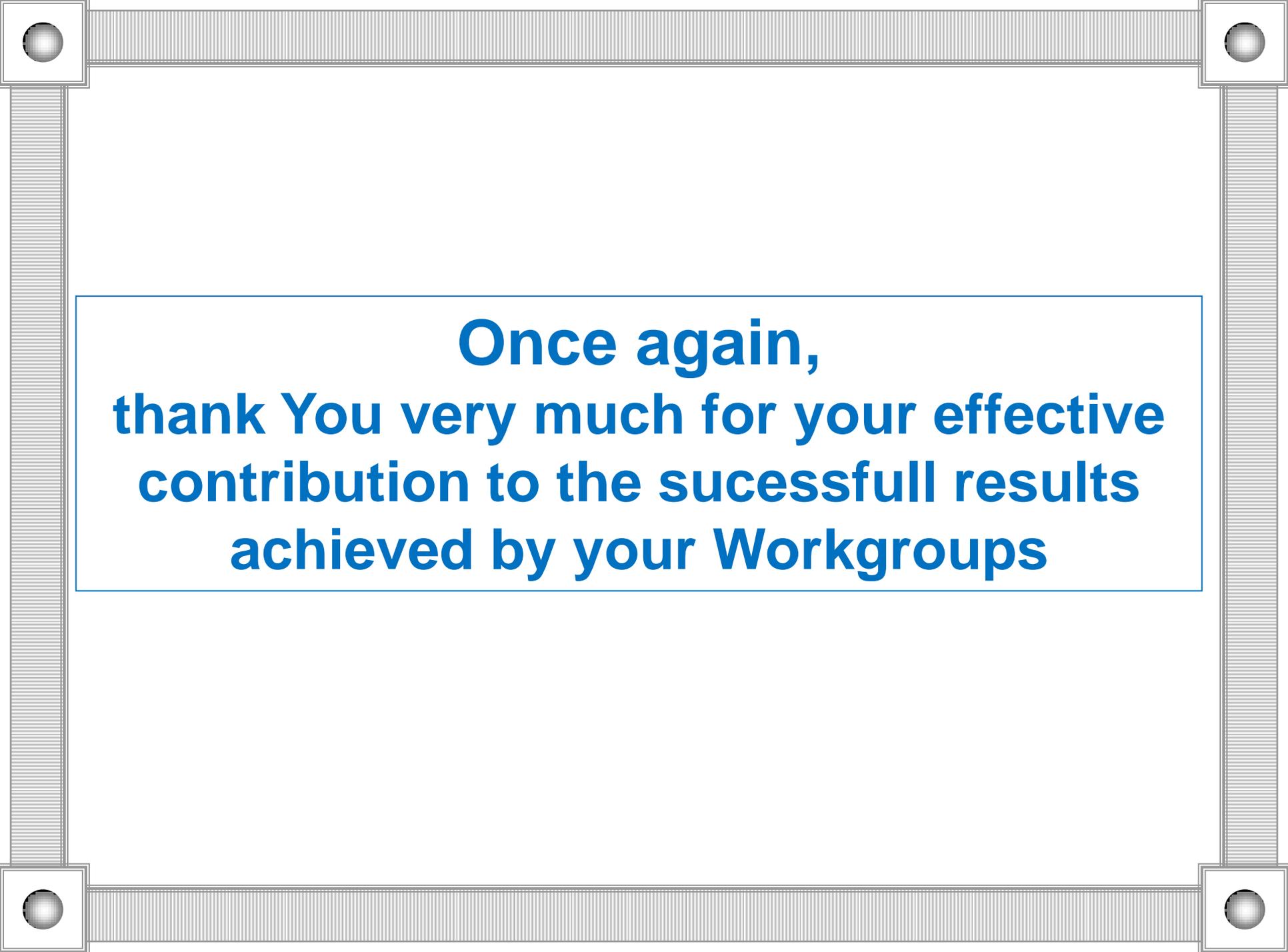
Once again,
thank You very much for your effective contribution to the sucessfull results achieved by your Workgroups