DEVELOPING A TRAINING REGULATION

TR DEVELOPMENT FACILITATOR

DEVELOPING TRAINING REGULATION

A PROCEDURE GUIDE FOR REGIONAL DEVELOPMENT OF TRAINING REGULATION

TR DEVELOPMENT FACILITATORS

INTRODUCTION

Any individual performing a job is required to follow a set of procedures. For a TESDA Program Specialist who desire to facilitate development of an occupational Training Regulation need to learn new tasks, these may be *marketing Training Regulation development program or planning the development of Training Regulation.* Each of these procedures is composed of set of activities. Activities may be things such as: *Assess customers need for new programs, present DACUM concept, rationale & benefits.* These activities are called doing activities because they require the individual to physically complete some action. A second type of activity is to answer a question, such as: *do you have a Training Regulation for your occupational area? Do you know your role as TR facilitator.* These activities are called knowing activities, because the individual is required to use his/ her knowledge with no physical actions required. A job is, therefore, the sum of all the doing and knowing activities the individual assigned to a job must perform.

The TESDA Program Specialist who plans to make use of the DACUM process of developing a curriculum will be doing quite a different job. This new job was analyzed in terms of the activities to be performed and incorporated into a set of JOB GUIDE called PROGUIDE (Procedure Guides).

After each Proguide a set of performance checks is given to measure your ability to do the task. Check yourself, if you can perform the given task before going to the next Proguide. Call your Resource Person for advice for further reading or advance materials for the particular Proguide.

ABOUT THIS PROGUIDE

A **PROGUIDE** is a road map of the doing
and knowing activities you will performed
as a CBTESD instructor.

- The doing activities are shown as

- The knowing activities is as shown.

- The arrows between symbols show
  You which activity is performed first,
  Second, third, and so on.

- The Home base symbol shows you which
  Proguide title is next.

- The text on the right side of the Proguide
  Will give you additional information

- In some instances, you will need additional
  Information Sheet (INFOSHEET)

PROGUIDE

INFOSHEET
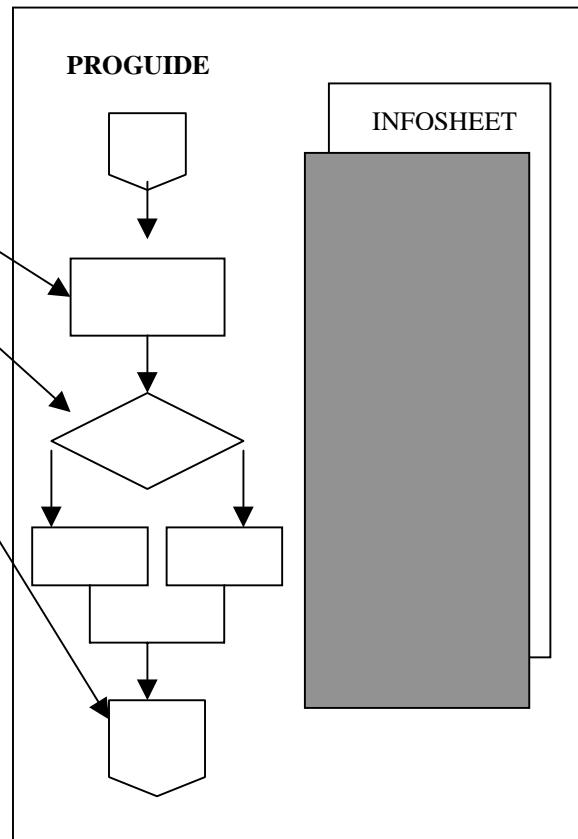
TR DEVELOPER FACILITATOR'S ROLE

1

What does a TR Developer Facilitators do?

PLAN AND ORGANIZED TR DEVELOPMENT

LEAD TR DEVELOPMENT WORKSHOPS

Are you ready to develop a Training Regulation for your occupational areas?

NO   YES

ATTEND DACUM WORKSHOP OR READ TESDA DACUM

READ/STUDY SUCCEEDING PROGUIDES

PROGUIDE A

PROGUIDE 1
TR DEVELOPMENT FACILITATOR'S ROLE

A person who plans the occupational analysis process, makes the necessary pre-workshop arrangement—including the selection of the committee of occupational experts is a coordinator, while the person who lead and facilitate the conduct of occupation/job analysis, task analysis, validation of Training Regulation preliminary draft verification is referred to as facilitator.

Under the CBTESD professional and staff development program, the trend is combining these two functions to the role of the same person.

Although, Training Regulation Developer Facilitator training profile was adapted from the DACUM Research Chart for DACUM Facilitator, attempt was made in this guide to customize it with the local condition, particularly for TESDA TOQCS and CBTESD reforms.

As facilitator, a person should exhibit the following worker behaviors:
"Professional image and outlook, sensitivity for others, ability to establish and maintain enthusiasm, a sense of humor, ability to show empathy, ability to display and maintain a positive image, patience, and the ability to make decisions."

In addition, he must also possess the following characteristics:
- Understanding of the TESDA reforms
- Skill in occupational (job) analysis procedures
- Ability to display warmth and establish rapport quickly with participants
- High degree of sensitivity to both verbal and nonverbal communication
- Ability to motivate and encourage participants
- Willingness to assume and "act out" the role of process expert while according participants the role of content experts
- An appreciation of the value of small-group process so that participants are allowed to work things through by themselves
- Excellent listening skills and memory
- Ability to obtain consensus from participants

INFOSHEET 1

SELECTING TASK FOR TRAINING

In selecting tasks for training, the determining factor should be the committee's own subject-matter and training expertise; however, the qualitative data collected about each task during the verification procedure is also a valuable tool. Although many kinds of information may have obtained, information pertaining to (1) task importance, (2) task difficulty, and (3) frequency of performance most frequency guides the task selection and instructional planning process.

Generally, training decisions about some tasks are relatively easy. For example, you can quickly and easily justify the deselecting of any tasks of any tasks receiving a 0 rating on frequency of performance. At the other end of the scale, for all task rated as being performed with any frequency, you can easily justify the selection of those tasks rated as very important and very difficult to learn.

Making these selection decisions can be greatly facilitated by using some type of task selection matrix. For example, a matrix reflecting three factors—task difficulty, importance, and frequency of performance—can be constructed as decision-making guide, as shown in sample 1. By determining whether or not a task is difficult, how important it is, and how frequently it is performed (using verification data as a basis), you can then determine the level of training required. Indeed, these decision may also help determine the order in which training is developed (e.g., which tasks are analyzed first). A key at the bottom of the sample explains the five training levels.

Another approach is to use a specific, but arbitrary, cut-off score for weighing factors. For example, any task receiving a mean score of 1.0 or less on a four-point task learning difficulty scale of 0-3 could automatically be excluded on the assumption that such a task can be quickly and easily learned on the job. Or, you can decide to deselect those tasks that rank below the arbitrary cut-off scores established for two or more factors, commonly task importance and task difficulty, not frequently of performance. An infrequently performed task may be of crucial importance to plant and public safety and thus merit training.

Another approach used by some analysts is to assign an arbitrary weighting to each of the factors on which ratings have been obtained. For example, a weighted task value (WTV) can be calculated for each task using the following formula:

WTV = frequency + 2.5 (average difficulty) + 2.5 (average importance)

The tasks can then be arranged, in descending order of WTV, within each duty area. A problem associated with this approach is deciding what weight value to assign to each factor and justifying those decisions. There are no formulas that are widely accepted as appropriate to all situations. Thus, any such ranking should be considered a guide, rather than an absolute ranking.

COMPILE THE FINAL TASK LIST

No task list is ever final. As time passes and technology changes, the task list will change accordingly. Nonetheless, at this point in the systems approach, a final list need to be prepare for use in the subsequent analysis, design, and development steps. The lists also serve to communicate the job task to all involved and interested parties. The task listing may be structured in list form in Sample 2.

Once the list is prepared, you are ready to begin the next step –task analysis—in which the tasks are broken down into the instructional elements involved.

SAMPLE 1

DACUM Facilitator

A. Market the DACUM Process	A-1 Present DACUM concepts, rationale & benefits	A-2 Prepare DACUM promotional materials	A-3 Establish procedure for providing DACUM services	A-4 Promote DACUM services	A-5 Consult with potential DACUM customers	A-6 Assess customer need for DACUM	
B. Plan the DACUM Workshop	B-1 Conduct occupational analysis literature search	B-2 Orient Stakeholders to DACUM process	B-3 Develop committee member profile	B-4 Arrange for workshop facilities	B-5 Schedule workshop and related activities (e.g., dates, times	B-6 Arrange for support services (e.g., media, food)	B-7 Decide whether to allow observers
	B-8 Select DACUM workshop team	B-9 Prepare workshop agenda	B-10 Obtain workshop materials	B-11 Prepare room for workshop	B-12 Monitor logistical arrangements		
C. Recruit the DACUM Workshop Committee	C-1 Develop working definition of job, occupations, process or functional area		C-2 Research sources of committee members	C-3 Develop expert worker selection criteria	C-4 Establish geographical area to be represented	C-5 Develop criteria for selecting industry representatives	C-6 Identify key contact persons
	C-7 Assess need for supervisors of expert workers representation	C-8 Assess need to involve special interest groups	C-9 Explain DACUM to employers when recruiting	C-10 Invite committee members	C-11 Assist committee members in obtaining employer approval	C-12 Accommodate committee members special needs	C-13 Confirm participation of DACUM committee members
D. Orient the DACUM Committee	D-1 Greet committee members upon arrival	D-1 Collect committee members identifying data	D-3 Conduct committee member introductions	D-4 Facilitate an ice-breaker activity	D-5 Review workshop agenda	D-6 Present rational for specific DACUM workshop	D-7 Clarify roles of facilitator, committee members, recorder, observers, and curriculum developers
	D-8 Present DACUM philosophy and concepts	D-9 Review high quality sample DACUM chart	D-10 Teach committee members to compose duty and task statements	D-11 Present the DACUM procedural steps	D-12 Explain the workshop ground rules	D-13 Conduct a consensus-seeking exercise	D-14 Describe planned follow-up activities
E. Manage the Group Process	E-1 Control group pace	E-2 Resolve group conflicts/concerns	E-3 Direct the group's focus (clarify role of committee)	E-4 Enforce rules for observers	E-5 Balance committee participation	E-6 Reinforce productive behavior contributions	E-7 Deal with disruptive or unproductive committee member
	E-8 Probe with questions	E-9 Evaluate progress of workshop	E-10 Coordinate hospitality functions	E-11 Terminate unproductive session			
F. Facilitate Chart Development	F-1 Conduct a job, occupational, process, or functional area review	F-2 Conduct brainstorming of the whole occupation	F-3 Elicit duty statements	F-4 Obtain consensus on initial sequencing of duty statements	F-5 Conduct brainstorming to elicit task statements (each duty)	F-6 Obtain consensus on task statements (each duty)	F-7 Reintroduce unresolved contributions
	F-8 Elicit list of general knowledge and skills	F-9 Elicit list of worker behaviors	F-10 Elicit list of tools, equipment, supplies and materials	F-11 Elicit list of future trends/concerns	F-12 Identify list of acronyms and their meanings	F-13 Review initial brainstorming lists with the committee	F-14 Refine duty and task statements
	F-15 Sequence task statements	F-16 Sequence duty statements	F-17 Assess chart using DACUM quality standards	F-18 Conduct final review of chart	F-19 Code task and duty statements	F-20 Administer committee evaluation of workshop	F-21 Arrange for recognition and publicity

G. Verify DACUM Results	G-1 Publish draft DACUM Research Chart	G-2 Develop verification strategy	G-3 Develop verification instruments	G-4 Select verification respondents	G-5 Collect verification data	G-6 Analyze verification data	G-7 define DACUM chart based on verification data
	G-8 Publish verification report						
H. Coordinate Post DACUM Activities	H-1 Publish revised DACUM chart	H-2 Maintain original DACUM data	H-3 Distribute the revised DACUM chart	H-4 Acknowledge contributors to the DACUM process	H-5 Consult on the application of DACUM results	H-6 Identify customer needs for workshop assistance beyond DACUM	

SAMPLE 2

SUGGESTED TRAINING PROFILE FOR TR DEVELOPMENT FACILITATOR

DUTY ←———————————— **TASKS** ————————————→

A - MARKET THE TR DEVELOPMENT PROGRAM	A-1 Establish procedure for providing TR development services	A-2 Assess customers need for new program	A-3 Present DACUM concept, rationale, & benefit
	A-4 Prepare TR development Agreement & Documents		
B – PLAN TR DEVELOPMENT WORKSHOPS	B-1 Conduct occupational analysis literature search	B-2 Select TR developer team	B-3 Arrange for support services
	B-4 Obtain workshop materials	B-5 Arrange for workshop and related activities	B-6 Arrange for workshop facilities
	B-7 Prepare workshop agenda	B-8 Prepare room for workshop	B-9 Monitor logistical support
C – RECRUIT THE TR DEVELOPMENT WORKSHOP COMMITTEE	C-1 Research source of committee member	C-2 Develop committee member profile	C-3 Develop criteria for selecting industry representatives
	C-4 Identify key contact persons	C-5 Invite committee members	C-6 Confirm participation of workshop committee members
D – CONDUCT DACUM WORKSHOP OF OCCUPATIONAL STANDARD	D-1 Conduct committee members introduction	D-2 Present rationale for specific DACUM workshop	D-3 Clarify roles of facilitator, committee members, recorder, and observer
	D-4 Teach committee members to compose duty and task statement	D-5 Present DACUM procedural steps	D-6 Explain the workshop ground rules

E – CONDUCT DACUM WORKSHOP FOR TRAINING STANDARD	E-1 Conduct consensus seeking exercise	E-2 Control group pace	E-3 Resolve group conflicts/concerns
	E-4 Balance committee participation	E-5 Prove with questions	E-6 Evaluate progress of workshop
	E-7 Conduct brainstorming of the whole occupation	E-8 Obtain consensus on sequence of duty and task statement	E-9 Elicit task elements
	E-10 Elicit list of other training components		

F – FACILITATE DEVELOPMENT OF TR PRELIMINARY DRAFT	F-1 Review TR documents with the committee	F-2 Refine TR documents	F-3 Conduct final review of TR documents
	F-4 Reproduce TR preliminary draft		

G – CONDUCT VALIDATION WORKSHOP	G-1 Select validation committees	G-2 Collect validation data	G-3 Analyze validation data
	G-4 Refine TR based on validation data	G-5 Document Validation Workshop	

H – COORDINATE POST TR DEVELOPMENT ACTIVITIES	H-1 Acknowledge contributor to the TR development	H-2 Arrange for approval by TESDA Board	H-3 Published approved TR
	H-4 Distribute the published TR	H-5 Maintain files and records of TR	

SAMPLE 4

TASK SELECTION DECISION MATRIX

HOW FREQUENTLY IS THE TASK PERFORMED?

		Very important	Very frequently →	Training Level 2
			Moderately frequently →	Training Level 1
			Infrequently →	Training Level 1
How important is the task?	Moderately important	Very frequently →	Training Level 2
			Moderately frequently →	Training Level 2
			Infrequently →	Training Level 1
Yes		Not important	Very frequently →	Training Level 3
			Moderately frequently →	Training Level 3
			Infrequently →	Training Level 2

Is the task difficult?

		Very important	Very frequently →	Training Level 4
			Moderately frequently →	Training Level 3
			Infrequently →	Training Level 2
No	Moderately important	Very frequently →	Training Level 4
			Moderately frequently →	Training Level 3
How important is the task?		Infrequently →	Training Level 3
		Not Important	Very frequently →	Training Level 4
			Moderately frequently →	Training Level 5
			Infrequently →	Training Level 5

KEY TO TRAINING LEVEL

1 = Very high priority. Very high standards required ensuring skill retained without frequent practice on the job

2 = High training priority. Standards up to the level required to do the task completely without further training or practice.

3 = Moderate training priority. Standards below those required to do the job efficiently and further training or practice required.

4 = Low priority. Standards well below competent task performance. Formal training merely provides basis for subsequent in-unit training and practice.

5 = Formal training not required. Task can be picked up easily on the job.

FIGURE 1

TASK SELECTION DECISIONS

USE COLLECTED DATA TO HELP MAKE DECISIONS ABOUT WHAT TASKS:

1. **Must be taught**
2. **Should be taught**
3. **Could be taught**
4. **Should not be taught**

SOME OPTIONS:

1. **May use arbitrary cut-off scores**
   - **On importance (e.g., 2.5)**
   - **On difficulty**
   - **On a combination of the two or more scores**

2. **May weigh different scores differently**
   May devise a formula for this

RELATED DECISIONS:

1. **How will each task be taught?**
   a. **Classroom**
   b. **Classroom and lab**
   c. **Lab only**
   d. **OJT**

2. **How much time will be allotted?**
3. **What print and media materials will be used?**

REMEMBER YOU MUST:

1. **Decide in advance what information you want to aid you in decision making**
2. **Make justifiable professional decisions – tere are no magic sure-fire formula**

WORKSHEET 1

QUESTIONNAIRE INVENTORY

Code No.	DUTY/TASK	HOW IMPORTANT IS THE TASK/			HOW FREQUENT IS THE TASK PERFORMED?		
OCCUPATION TITLE:		Very Important	Moderately Important	Not Important	Very Frequent	Moderately Frequent	Infrequent

Flowchart

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┌─────────────────────────┐
│  MARKET THE TR          │
│  DEVELOPMENT            │
│  PROGRAM                │
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        │  A  │
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    ╱  occupational ╲
    ╲  area has a TR? ╱
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│  ESTABLISH PROCEDURE    │
│  FOR PROVIDING TR       │
│  DEVELOPMENT            │
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┌─────────────────────────┐
│  ASSESS CUSTOMER'S NEED │
│  FOR NEW PROGRAM        │
└──────────┬──────────────┘
           ▼
┌─────────────────────────┐
│  PRESENT DACUM CONCEPT, │
│  RATIONALE, & BENEFIT   │
└──────────┬──────────────┘
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┌─────────────────────────┐
│  PREPARE TR DEVELOPMENT │
│  AGREEMENT &            │
│  DOCUMENTS              │
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│  PROGUIDE               │
│  B                      │
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PROGUIDE A
MARKET THE TR DEVELOPMENT PROGRAM

Training Regulation (TR) is the document that serves as basis for establishment of qualification and certification system of the TESDA, Likewise it also serve as guide for curriculum and instructional materials development for CBTESD.

At the national level, the Technical Advisory Panel and Technical Expert Panel who determine the priority occupation for a sector are supervising the development of Training Regulation.

At the regional level, however there are occupational areas that are not covered as priority sector, but have potential for training in the locality. Under this situation a facilitator has to develop the training regulation for this sector or occupation. This mean that facilitator should establish procedures for providing TR development following the existing procedures and policies being set by the TESDA directorate.

Since developing training regulation would require customer's participation, there is a need information campaign to inform and seek their participation in the process. Information such as the following:
- What services will be offered?
- How cost of services will be determined
- Type of agreement needed?
- What approval is needed?
- How billing and payment will be handled
- Where workshops can be conducted, what facilities are available, and what is the geographical area of interest?

In order to do these, facilitator need to:
- Assess customers need for new program
- Present DACUM concept, rationale and benefit
- Prepare agreement and documents.

Flowchart (left column)

PLAN THE DACUM WORKSHOPS

B

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Does your Occupational areas Has a nationally approved TR?

NO

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CONDUCT OCCUPATIONAL ANALYSIS LITERATURE SEARCH

↓

Do you Have the working team to assist you?

NO

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SELECT TR DEVELOPER TEAM

↓

ARRANGE FOR SUPPORT SERVICES

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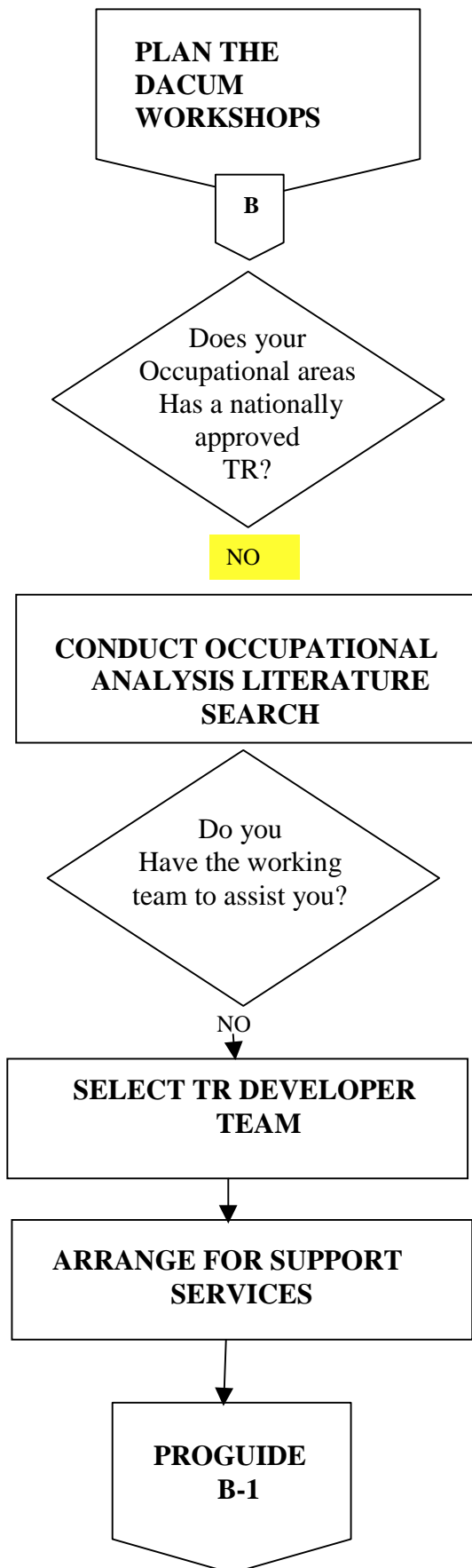
PROGUIDE B-1

PROGUIDE B
PLAN THE DACUM WORKSHOP

One of the first tasks the facilitator may want to perform is to conduct a search of the literature for existing job analysis. TESDA INFODOS has a compilation of existing job analysis and DACUM charts developed from other sources.

Why should a facilitator conduct a literature search?

- No existing TR
- Search and review can provide a good idea of what has already been done where and by whom
- Literature can be useful as you develop a working definition of the occupation.

The TR developer team will usually consist of four or fine carefully selected persons. These persons performance will determine to a large degree the success or failure of the workshops and post activities. Ideal composition of the team include:

- Facilitator
- Coordinator
- Recorder
- Editor/proofreader
- Contracting Agency representative

Your workshop will require three primary types of support services:

- Media equipment
- Food services
- Reproduction services

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│ PLAN THE        │
│ DACUM           │
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PROGUIDE B-1
PLAN THE DACUM WORKSHOP

A few days before the workshop begins is a good time to check your supplies and materials to see if you have everything needed and in adequate supply.

Related activities such as transportation, accommodations, welcoming, the participants should also be look into as a matter of preparation.

The room should have an unbroken wall surface of at least 30 feet and should be of sufficient size to house the participants and any observers comfortably.

The workshop agenda should specify the beginning and ending times of the workshop and outline the major activities and the approximate times they should occur. It is reassuring to the committee that the workshop is well planned and members can see the major time frames needed.

To facilitate the interactions that must take place in a DACUM workshop, the participants should be comfortably seated so that they can easily see and hear each other, as well as read all items placed on the wall.

While important arrangement should have been initiated or made, you or someone you designated needs to closely monitor all the logistical preparations for the DACUM workshops and post activities.

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│  RECRUIT THE TR     │
│  DEVELOPMENT        │
│  WORKSHOPS          │
│  COMMITTEE          │
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    ╲  You recruit your ╱
     ╲ Workshops committee?╱
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│ DEVELOP COMMITTEE   │
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│ WORKER SELECTION    │
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│ INVITE COMMITTEE    │
│ MEMBERS             │
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│ CONFIRM PARTICIPATION│
│ OF COMMITTEE        │
│ MEMBERS             │
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PROGUIDE C
RECRUIT THE TR DEVELOMENT WORKSHOPS COMMITTEE

There are many ways to identify sources of committee members and key contact persons within business, industry, government and academe. Facilitator should exert every effort to identify the type and category of expert workers needed for the DACUM committee.
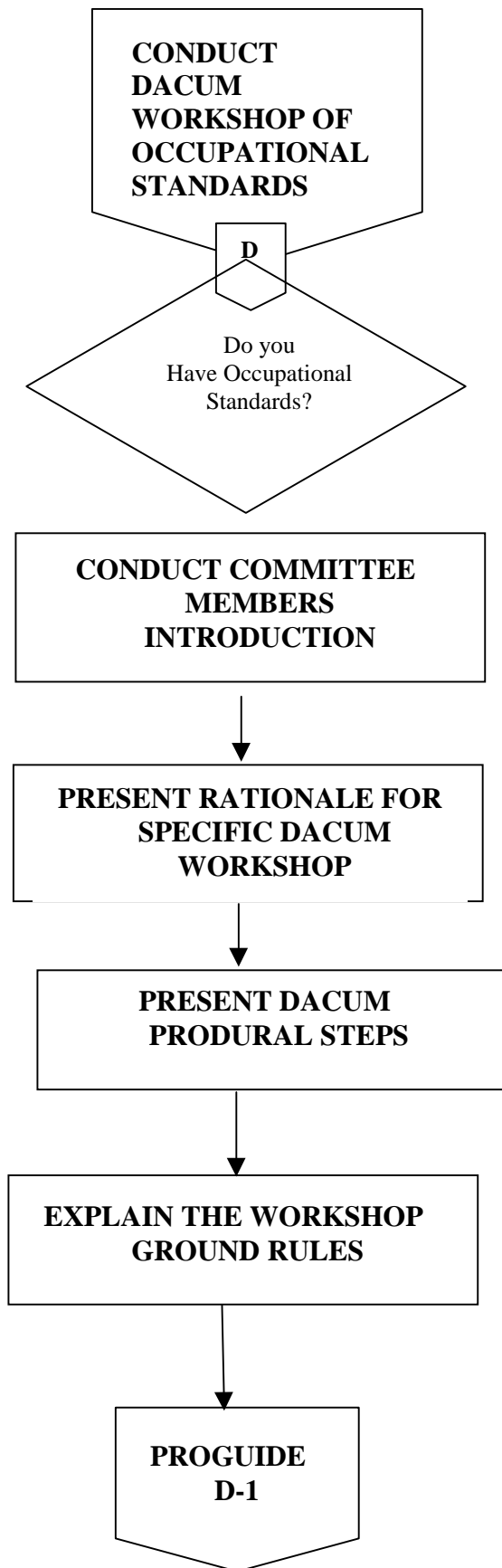
- Advisory committee
- Chamber of Commerce
- Business and industrial associations
- Yellow pages
- Public employment service office
- Instructors
- Former students

The committee member are the content experts for the entire process, and, therefore, selected with the utmost care. A range of 5-12 persons is recommended. A minimum of five persons are needed for a high quality DACUM workshop.

Recommended expert worker selection criteria:

- Technical competence
- Full-time employment
- Occupational representativeness
- Effective communicator
- Team player
- Full time commitment

With a committee member list in mind, your are ready to contact and invite the committee member. Infosheet 4 provide additional information.
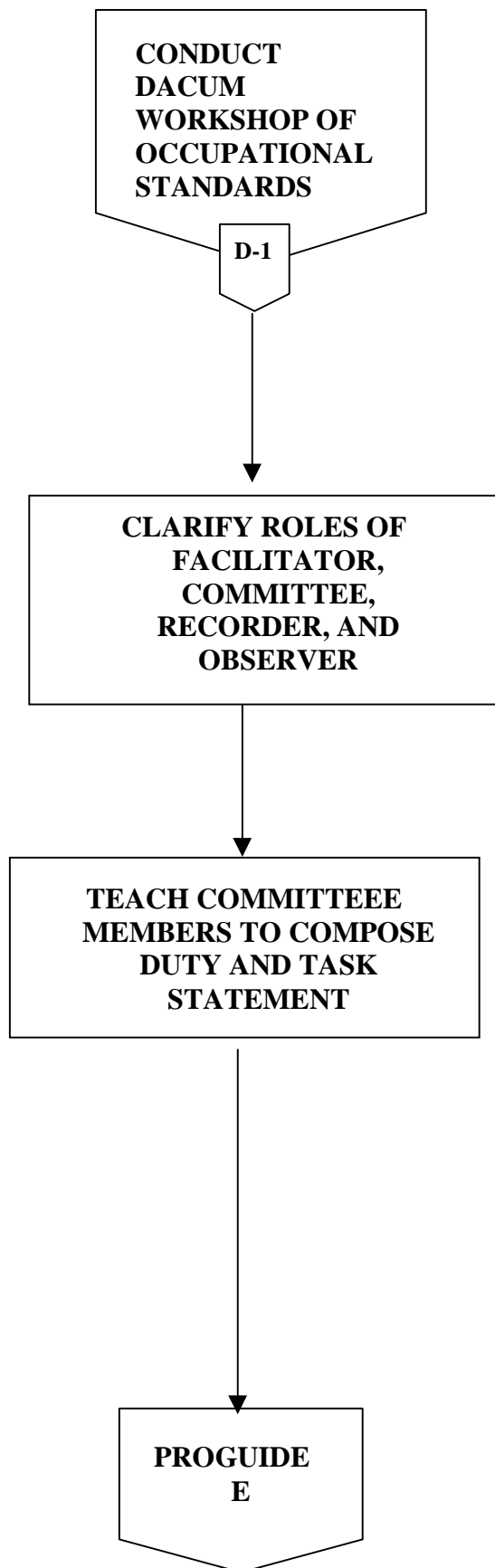
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        │ DACUM           │
        │ WORKSHOP OF     │
        │ OCCUPATIONAL    │
        │ STANDARDS       │
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        ◇ Have Occupational ◇
        ◇  Standards?   ◇
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**CONDUCT COMMITTEE
MEMBERS
INTRODUCTION**

**PRESENT RATIONALE FOR
SPECIFIC DACUM
WORKSHOP**

**PRESENT DACUM
PRODURAL STEPS**

**EXPLAIN THE WORKSHOP
GROUND RULES**

**PROGUIDE
D-1**

PROGUIDE D
CONDUCT DACUM WORKSHOP OF OCCUPATIONAL STANDARD

Conducting DACUM workshop for occupational standard development is the first phase in developing the Training Regulation. Occupational analysis workshop is intended to produce the DACUM Research Chart of the particular occupation being analyzed.

The normal procedure for conducting introductions is for the facilitator to call the meeting to order. A simple opening program where administrator or sponsor takes part in welcoming and setting rationale and goal and objective could be very effective.

At this point, the facilitator should take over the leadership of the workshop and maintain for the next days. The facilitator must immediately begin to create a friendly , warm, and cooperative atmosphere. After a few words of personal greeting, the facilitator should ask all the participants to briefly introduce themselves. Specifically, the should give their name, company or agency name, current position, and years in that position.

In the succeeding one hour the facilitator should exert every effort orient the committee on rationale, agenda, procedures, ground rules of the DACUM process.

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│ CONDUCT         │
│ DACUM           │
│ WORKSHOP OF     │
│ OCCUPATIONAL    │
│ STANDARDS       │
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│ CLARIFY ROLES OF│
│   FACILITATOR,  │
│   COMMITTEE,    │
│  RECORDER, AND  │
│    OBSERVER     │
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│ TEACH COMMITTEEE│
│MEMBERS TO COMPOSE│
│  DUTY AND TASK  │
│   STATEMENT     │
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│    PROGUIDE     │
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PROGUIDE D-1
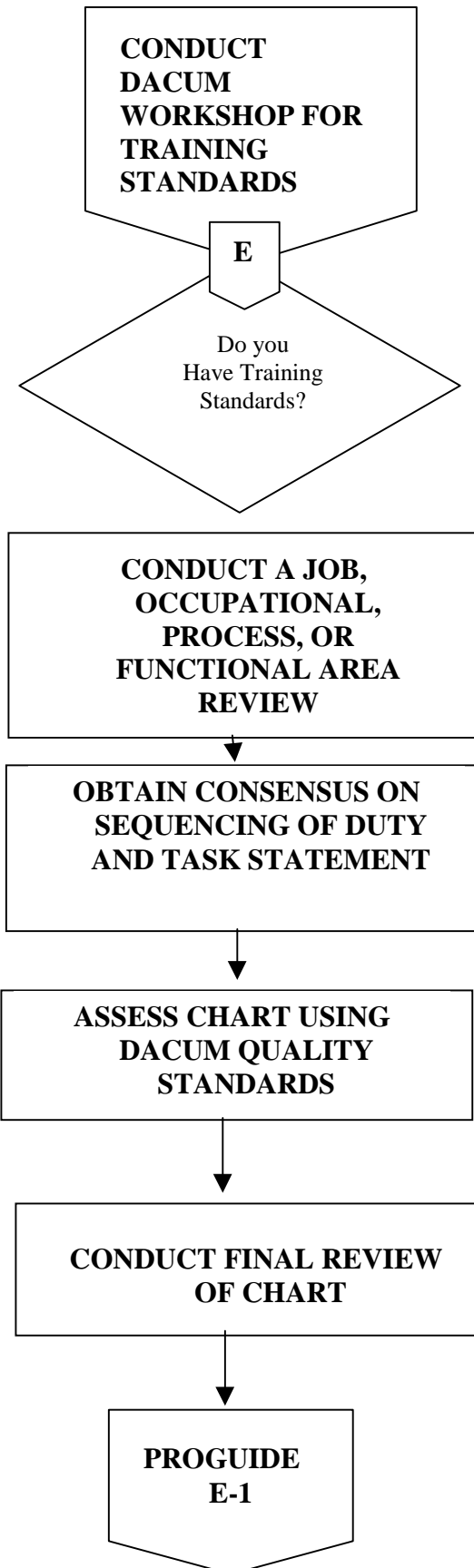# CONDUCT DACUM WORKSHOP OF OCCUPATIONAL STANDARD

Before the DACUM process can begin, the facilitator must explain the roles of the committee, the facilitator, the recorder and observer (If any). He must present a clear and concise overview of the entire DACUM process. Each member needs to be motivated to participate actively in the process. Their individual and collective contributions will be vital.

It is essential for the facilitator to establish his or her role clearly and thereby establish his or her credibility as the DACUM process expert, at the same time clearly acknowledge the committee members as the occupational or content experts.

The committee members in the DACUM process are charged with deciding what skills should be taught to students wanting to enter work in their field. Hence, their role is also critical to successful development of a valid DACUM chart. In all decisions regarding the skills involved in the occupation, the participants must be given the authority to decide.

The recorder is an assistant to the facilitator whose job is to record the committee contributions, as directed by the facilitator. The observer's role is to do just that--observe.

In Infosheet 5 guidelines in writing duty and task list provide useful information and aids in understanding of the committee in composing duty and task statement.

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┌─────────────────┐
│ CONDUCT         │
│ DACUM           │
│ WORKSHOP FOR    │
│ TRAINING        │
│ STANDARDS       │
└───────┬─────────┘
      ┌─┴─┐
      │ E │
      └─┬─┘
    ◇─────────◇
   Do you
   Have Training
   Standards?
```

Do you Have Training Standards?

CONDUCT A JOB, OCCUPATIONAL, PROCESS, OR FUNCTIONAL AREA REVIEW

OBTAIN CONSENSUS ON SEQUENCING OF DUTY AND TASK STATEMENT

ASSESS CHART USING DACUM QUALITY STANDARDS

CONDUCT FINAL REVIEW OF CHART

PROGUIDE E-1

PROGUIDE E

CONDUCT DACUM WORKSHOP FOR TRAINING STANDARDS

Conducting DACUM workshop for training standards development is the second phase in developing the Training Regulation. Task analysis workshop is intended to produce the task sheets for each task in the DACUM chart of the particular occupation being analyzed. In addition, other training components are elicited from the committee, e.g., trainee qualification, instructor qualification, list of tools and equipment, list of training materials and reference materials, and shop layout.

The major purpose of brainstorming the occupation/job, process and functional area is to clearly establish the parameters of the occupation to be analyzed. Everyone needs to know which job or occupational specialties are to be included in the analysis and which one are to be excluded.

Once the committee is satisfied that all duties task have been identified, review if their some task that are duplication with the others, or there are some task that should be sequence ahead or after the other. Also look for job that are related and could cluster as one a duty where the task often occurs.

The step should be viewed as an opportunity--perhaps during a brief break to personally check to see if everything that should be done to meet DACUM quality standard has been done.

The facilitator should now be ready to obtain final agreement on whether the chart is a reasonably accurate and comprehensive description of the particular occupation. Code the duty and task.

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┌─────────────────────┐
│ CONDUCT DACUM       │
│ WORKSHOP FOR        │
│ TRAINING            │
│ STANDARD            │
└──────┬──────────────┘
       │ E-1
       ▼
┌─────────────────────┐
│ ELICIT TASK ELEMENTS│
└──────────┬──────────┘
           ▼
┌─────────────────────┐
│ CONDUCT CONSENSUS   │
│ SEEKING EXERCISE    │
└──────────┬──────────┘
           ▼
┌─────────────────────┐
│ CONTROL GROUP PACE  │
└──────────┬──────────┘
           ▼
┌─────────────────────┐
│ RESOLVE GROUP       │
│ CONFLICT/CONCERNS   │
└──────────┬──────────┘
           ▼
┌─────────────────────┐
│ BALANCE COMMITTEE   │
│ PARTICIPATION       │
└──────────┬──────────┘
           ▼
┌─────────────────────┐
│ PROBE WITH QUESTIONS│
└──────────┬──────────┘
           ▼
┌─────────────────────┐
│ ELICIT LIST OF OTHER│
│ TRAINING COMPONENT  │
└──────────┬──────────┘
           ▼
     PROGUIDE
        C
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PROGUIDE E-1

CONDUCT DACUM WORKSHOP FOR TRAINING STANDARDS