



Linking Performance-Based Assessment Centers to DACUM's (Developing a Curriculum) For Effective Public Sector Promotions

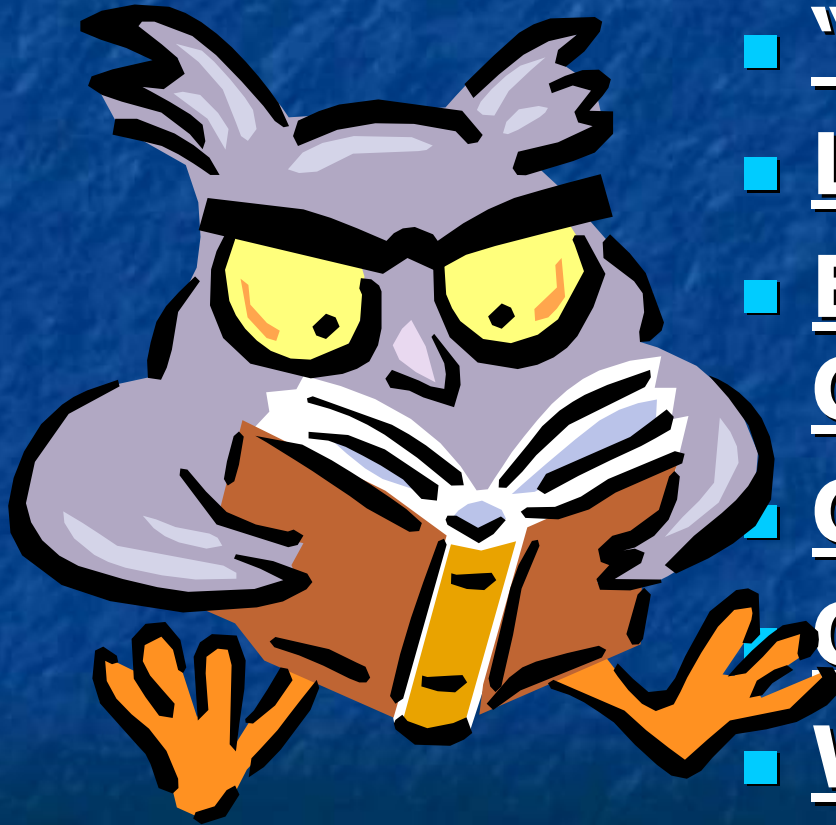
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Public Safety Assessment Centers

- Common Exercises
- "In-Basket"
- Leaderless Group
- Employee Subordinate Counseling
- Community Meeting
- Oral Presentation
- Written component



"Dimensions"

- Dimensions are those behaviors that are
- Job-related
- Observable,
- Measurable...
- and Specific to the position being tested for.
- They may also be referred to as tasks or traits. They are also some-times known as KSA's (Knowledge, Skills and Abilities.)

**Example; A sample job description
includes this element in
SUPERVISION/LEADERSHIP**

- **Ability to supervise, train, review, and evaluate the work of subordinates; and**
- **Ability to organize, prioritize, schedule, and assign or delegate work**

Candidates MISSION!!

■ *Is to...*

■ *LINK...*

■ *the DIMENSIONS...*

■ *to their...*

■ *BEHAVIORS!*



The ONLY way candidates can do that is to



- **SHOW US!**
- **TELL US!**
- **DEMONSTRATE!**
- **TELL US A STORY!**
- **RELATE IT TO
YOUR
EXPERIENCES!**
- **RELATE IT TO THE
JOB!!**

Common Exercises



- **“In-Basket”**
- **Policy training presentation**
- **Subordinate Counseling**
- **Community Presentation**
- **Meeting management**
- **Critical Incident Management Exercise**



Oral interviews will likely include!!...



Orals do not necessarily allow for accurate assessment of a candidate's knowledge, skills and abilities!! Yet they account for the majority of the testing procedures.

- ***"TELL US ABOUT YOURSELF?"***
- ***ESSENTIALLY, WHAT HAVE YOU DONE TO PREPARE YOURSELF FOR THIS JOB!***
- ***WHY SHOULD WE HIRE YOU!***
- ***IS THERE ANYTHING ELSE YOU WANT TO SAY!!!?***

So What's *Your* Management Style?



Linking Assessment Centers to DACUMS'

- **Both focus on specific skill sets**
- **Both based on Dimensions**
- **Both clarify behavioral parameters for specific jobs**
- **Both can lead to improved direction, clarifying and evaluating performance**
- **Both allow for flexibility in job descriptions, evaluations and promotions**

KEY POINT!

- DACUM's are increasingly used by educators and trainers when revising or developing curriculum....
- Because it bridges the gap between what "what is being taught"...and...
- "what should be taught!"

DACUM's can be used in...

- **Training needs assessments**
- **Competency test developments**
- **Performance Evaluations**
- **Job Descriptions**
- **Training program reviews**
- **Job Modifications**
- **Career Development/Career Planning**
- **Curriculum development**

Initial Proposal; Focus on Forensics



- **The Criminal Justice dept. had an interest in reviewing existing curriculum**
- **Some of the techniques, technology, etc., needed to be updated.**
- **Inconsistency between job descriptions and tasks**

- **Secondary theme included involving professional organizations and agencies to work collaboratively to establish basic job competencies**







- **Subject matter experts from local, state and Federal agencies were brought into the process**

Expanded Project

- The grant proposal was expanded to include a variety of Public Safety jobs
 1. **Dispatcher**
 2. **(Fingerprint) Identification Technician**
 3. **“Latent” Print (Comparison) Examiner**
 4. **Criminalists**
 5. **Firefighter (Basic)**
 6. **Marine Safety Officer**
(Firefighters/Paramedics/Divers/Lifeguards)

Key Components of the DACUM

-  **Established Duties and Tasks**
for each position
-  **Developed General
Knowledge and Skills**
-  **Tools, Equipment, Supplies
and Materials**
-  **Future Trends and Concerns**

DACUM includes...

- **Dacum Facilitator**
- **10-12 subject matter experts from the position, occupation or other area of analysis.**
- **Generally a two-day workshop**
- **End result is a detailed & graphic portrayal of the duties, tasks performed by the workers involved**

Three basic logical premises to use the DACUM process

- **Expert workers can describe & define their job/occupation more accurately than anyone else.**
- **An effective way to define a job or occupation is to precisely describe the tasks that expert workers perform**
- **All tasks, in order to be performed correctly demand the use of certain knowledge, skills, tools and positive worker behaviors.**

Unique format

- **Group interaction-Use of “story-boards”**
- **Brainstorming power energized**
- **Group synergy**
- **Group consensus**
- **Employee/learner buy-in**
- **Comprehensive outcome**
- **Superior Quality of final product**
- **Low cost**

DACUM enables Business & Industry to...

- **Design new training programs quickly & cost effectively**
- **Assess relevance of existing training programs**
- **Reduce costs and start up times for design & delivery of training programs**
- **Conduct high quality occupational analysis in two days instead of 30 or more...**
- **Obtain significant employee involvement & buy-in**
- **Collect quickly & efficiently the information needed for developing relevant training materials**

Continued...

- **Identify training program support needs**
- **Provide legally defensible basis for developing competency/performance tests**
- **Participate directly in development of training programs**
- **Develop job descriptions for new or existing jobs**
- **Meet ADA job descriptions**
- **Describe job operations and job systems consistent with ISO requirements.**
(International Organization for Standardization)

ISO 9000

- What ISO's name means
- Because "International Organization for Standardization" would have different abbreviations in different languages ("IOS" in English, "OIN" in French for *Organisation internationale de normalisation*), it was decided at the outset to use a word derived from the Greek isos, meaning "equal". Therefore, whatever the country, whatever the language, the short form of the organization's name is always ISO.
- <http://www.iso.ch/iso/en/aboutiso/introduction/index.html#three>

Job & Task Analysis

***Whole Job or occupation,
process or function***

***Job or Occupation, process, or
function divided into DUTIES***

DUTIES divided into TASKS

Task Analysis

Task Analysis

- *Tasks* are a meaningful unit of work (not a step), generally performed on the job by one worker within some limited period of time.
- It is a purposeful job-oriented activity of a worker.

Analysis includes:

- **Performance Standards**
- **Tools, Equipment, Supplies & Materials**
- **Knowledge**
- **Safety**
- **Attitudes**
- **Decisions**

Task Statements

- Action

- Specific action verb, descriptive of what is actually done

- Qualifier

- Object of Action Verb

- Object

- Qualifying words or phrases to clearly distinguish what it is that the employee actually “does?!”

Sample Supervisory & Managerial Tasks

- **Appraise**
- **Approve**
- **Compare**
- **Conduct**
- **Coordinate**
- **Counsel**
- **Explain**
- **Plan**
- **Organize**
- **Review**
- **Schedule**
- **Verify**
- **Evaluate**
- **Inform**

End Product

- Collaborative working group that “volunteered” to participate
- Developed working relationships with valuable resources
- Developed partnerships with participants who were members of Professional Organizations; SCAFO, CAC, IAI
- Southern Calif. Assn of Fingerprint Officers, Calif. Assn. of Criminalists and International Association for Identification.
- Which will also be helpful in future projects
- Appreciation for what role we all have in the process; academic, “in-service” and professional organizations.

Success Stories!

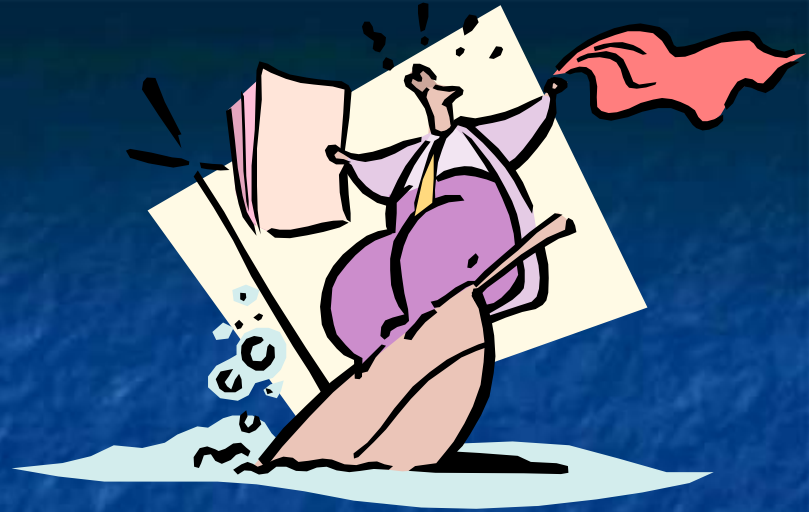


- **The project initiated follow-up groups working toward more comprehensive changes in;**
- **revising job descriptions**
- **developing internships**
- **clarifying entry-level curriculum for pre-service students**
- **developed links to professional “certification” organizations**

Future Issues

- **Using the DACUM process for a wide variety of curriculum issues**
- **Using them more for Occupational Job Analysis within Public Safety Profession**
- **Using them for developing career paths in Public Safety**
- **Using them for developing leadership skills for promotional processes**

The End!



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