



While **DACUM** is a structured analysis process, it is flexible enough to be a highly effective technique for identifying the duties and tasks across a wide variety of applications. Five major uses of the DACUM process are described below.

## **Job Analysis**

DACUM was initially developed as a method of **Job Analysis**. Today, this process is in considerable demand by companies with many persons employed in the same job and want a solid basis for developing a curriculum and training program to prepare additional experts for the same job. Professional organizations and government agencies also use this job-specific analysis as a basis for curriculum development, training, HR planning activities, management decision-making, career planning, employee testing, and certification.

## **Occupational Analysis**

An **Occupational Analysis** the best approach for organizations that want to analyze an occupational area rather than a single position. This approach is especially helpful for community and technical colleges as it typically results in educational programs that provide a broad preparation in the occupational area of career interest. An occupational analysis also informs the development of career ladders and lattices for an occupational field where one can enter employment after acquiring the entry-level knowledge, skills, and worker behaviors required.

## **Process Analysis**

A **Process Analysis** is used to determine the work required to complete a given process involving workers with different job titles. For example, a power company wants to know the tasks performed by a construction cost estimation team comprised of a manager, technicians, an accountant, and other support staff. Or an academic dean wants to know what the academic services unit is doing to meet the needs of students. This team is composed of a director, associate directors, graduate assistants, and support staff. The analysis provides a graphic picture of all the tasks that must be performed to successfully carry out the specified process.

## **Functional Analysis**

A **Functional Analysis** is performed when several individuals perform an important function as part of their jobs. These individuals have many other job responsibilities but need to know how to perform their assessment or other designated function well. For example, a college wants to analyze the assessment function of student advisors across numerous academic programs. These individuals have many other responsibilities in addition to testing but see assessment as an important function that must be done well. An analysis of the assessment function results in the identification of the duties and tasks associated with the work and informs the development of training programs which prepare the advisors to perform this function correctly.

## **Conceptual Analysis**

A **Conceptual Analysis** is conducted when an organization wants to develop a new training program or position and is often used to identify the work associated with emerging industries, such as the technology and “green energy” sectors. Often, community colleges interested in establishing a new certificate or associate degree program must determine what should be included in the educational or training curriculum. The use of subject matter experts in related fields, particularly when the SMEs are local, helps develop an awareness of and support for the new program that is extremely valuable to the college. Companies also request this type of analysis when they want to create a new position or to restructure existing positions.