You have raised a question that I feel deserves much more attention than it has received in the past by most TVET programs. We quickly focus on the knowledge (cognitive domain) and skills (psychomotor domain) but we often neglect or forget about the importance of worker behaviors (affective domain). My analogy for this is if we have a three-legged stool and remove one leg, it will not work very well or at all. This is like teaching two of the three domains but ignoring the very important third one. My quite extensive work with business and industry when using our DACUM job analysis process has made it very clear to me that the worker behaviors or the affective domain of learning is the most important of the three. CEOs, company Presidents and VPs, as well as many HR managers have made it abundantly clear that no matter how much knowledge and skills the worker possesses, they will not employ him/her at all or for very long if they do not possess the appropriate attitudes or worker behaviors. Employers have often gone on to say we would like the potential employee to have the important related knowledge and skills, but we can teach some of those quickly on the job, whereas we cannot teach or change their worker behaviors quickly.

I have been told many times as we come in contact with company managers when conducting our DACUM job analysis process that they need a worker who will be positive, punctual, a team player, honest, possess a sense of humor, and several other things. As we conduct a DACUM job analysis workshop, we always ask the expert workers that comprise the panel of top performers from industry, what worker behaviors are important in your job? We have conducted over 1,000 DACUM workshops in the last 20 years on all kinds of jobs and occupations. Recently we selected a random sample of 100
of the approximately 350 DACUM Research Charts for jobs we have analyzed in the last eight years. The attached paper entitled "Positive Worker Behaviors: Essential to Success" which I presented November 14, 2011 at our St. Louis 20th DACUM International Seminar lists the twelve most common behaviors identified and twelve of the least common behaviors specified.

The paper also provides a definition of worker behaviors, some commonly used related terms, the importance of worker behaviors, how to identify important behaviors, suggestions on how to teach them, and how to assess them. I am also attaching a copy of our recently updated DACUM Facilitator Research Chart so readers can see how the worker behaviors captured during a DACUM workshop are presented on all of our DACUM Research Charts. See our website at www.dacumohiostate.com for a listing of the many DACUM charts that have been produced within the last eight years.

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