

The DACUM (Developing A Curriculum) process is a proven technique for task analysis.

On May 25, 2006, a panel of experts met at the Springfield Offices of the Illinois Office of Educational Services to conduct a DACUM session for the Business Education Component of the Curriculum Revitalization Initiative. Nine experts from both education and industry worked together to produce a task set for Business Education orientation. The resulting chart is presented on the inside of this folder.

Using the tasks identified through the DACUM process, teams of teacher writers will write lesson plans, PowerPoint presentations, and assessments for orientation-level course in Business Education.

The lessons will be available to teachers free of charge through the Curriculum Revitalization Initiative project, a funded activity of the Illinois State Board of Education, Career Development and Preparation Division.



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Randy J. Dunn, Superintendent



ILLINOIS OFFICE OF EDUCATIONAL SERVICES

**DACUM ANALYSIS CHART FOR ORIENTATION
TO BUSINESS EDUCATION**

Illinois Office of Educational Services

2450 Foundation Drive

Suite 100

Springfield, IL 62703-5464

Phone: 1-800-252-4822 or

217-786-3010

Fax: 217-786-3020

Web site: <http://www.ioes.org>

E-mail: info@ioes.org

Funding for this brochure provided by

Illinois State Board of Education

Career Development and Preparation Division

***DACUM ANALYSIS CHART
BUSINESS EDUCATION
ORIENTATION**



PANEL OF EXPERTS

Carol Brooks
Illinois State Board
of Education
Springfield, IL

Dr. Karen Drage
Eastern Illinois University
Charleston, IL

Doug French
Community High School
West Chicago, IL

David S. Fones
Champaign Central High
Champaign, IL

Wendy Howerter
Lincoln Land Community
College
Springfield, IL

Larry Johnson, CPA
Sikich, LLP
Springfield, IL

Phyllis Steinhour
Lanphier High School
Springfield, IL

Dr. Linda Walton-Todd
Chicago Public Schools
Chicago, IL

Mary Jo Wood
EFE #310
Springfield, IL

FACILITATORS

Dr. Rebecca Woodhull, Director
Illinois Office of Educational Services

Richard Treat, Coordinator
Curriculum Revitalization Initiative

D. Diane Mahinda
Business Education
Curriculum Revitalization Initiative
dmahinda@ioes.org

*DACUM (Developing A Curriculum)

Orientation to Business Education

“A business education student must be able to ...”

Duty Areas	Task List → → →								
A. Technology	A-1 Identify business equipment and peripherals	A-2 Utilize business equipment and peripherals	A-3 Conduct trouble shooting basic hardware	A-4 Demonstrate proficiency with standard business software applications	A-5 Format to business applications	A-6 Practice internet risk management	A-7 Navigate the internet for accurate, authentic, and relevant information	A-8 Demonstrate reading comprehension with technical materials	A-9 Adapt to changing technology
B. Basic Skills	B-1 Demonstrate reading comprehension with business materials	B-2 Demonstrate keyboard competence	B-3 Demonstrate business writing skills	B-4 Demonstrate business math applications	B-5 Use business terminology				
C. Entrepreneur Skills and Business Concepts	C-1 Explain profit/loss concepts	C-2 Define the role of marketing and advertising in business	C-3 Explain an organizational structure (management, labor, administration, etc...)	C-4 Identify various types of business ownerships	C-5 Define the role of a business plan	C-6 Interpret standard business reports and data	C-7 Manage information	C-8 Identify global impacts on business and individually	
D. Communication Skills	D-1 Use active listening	D-2 Document instructions and procedures	D-3 Follow instructions—ask for clarification	D-4 Demonstrate business communication etiquette	D-5 Demonstrate formal vs. informal writing	D-6 Distinguish verbal/non-verbal cues	D-7 Participate in group discussions	D-8 Practice team work	D-9 Deliver oral presentation
E. World of Work Skills	E-1 Meet deadlines	E-2 Acknowledge diversity	E-3 Demonstrate employability skills (dress, resume, interview, etc...)	E-4 Apply time management concepts	E-5 Display a positive attitude	E-6 Identify the process of conflict resolution	E-7 Work independently	E-8 Display responsibility	E-9 Show respect
	E-10 Recognize the importance of civic responsibility	E-11 Identify the impact of unethical behavior on businesses and individuals	E-12 Map career paths	E-13 Define the value of professional networking	E-14 Recognize the necessity of life long learning				