INFORMATION SHEET 1-2-1-1

(U)JOB DUTY TASK ANALYSIS (JDTA) DEFINITIONS

A. INTRODUCTION

The JDTA is the foundation for the training, as it outlines the work that it is done on the job that the Sailor is being trained for.

B. REFERENCES

1. (U) Job Duty Task Analysis Management Manual, NAVEDTRA 137 (Series)

C. INFORMATION

1. Job Duty Task Analysis

A. JDTA Structure: Occupation, Job, Duty, Task, Subtask and Step:

1. An "occupation" is a family of jobs that share a common set of skills. A job family includes all jobs at the various skill levels in a particular field of work. In the Navy, an occupation can be associated with a rating and is comprised of one or more jobs.
2. A "job" is comprised of duties and tasks. A job is composed of the duties, tasks, subtasks, and steps performed by an individual that constitute their job. A job is comprised of one or more duties, and it may be associated with the appropriate Navy Enlisted Classification (NEC) or watch station.
3. A "duty" is a set of related tasks within a given job. A duty is a major part of a job. A duty is comprised of one or more tasks, it occurs frequently, and occupies a significant amount of time.
4. A "task" is a single unit of specific work behavior, with clear beginning and ending points. It is directly observable and measurable. Tasks are a major part of a duty and may be comprised of one or more subtasks. A task is comprised of logical and distinct actions. A task is performed under a defined set of conditions and standards. Each task is independent of other tasks.
5. A "subtask" is a major part of a task. A subtask may be made up of a series of steps performed under the standards and conditions of a task. A subtask has a logical relationship with a task, duty, job, occupation. A subtask may be comprised of one or more steps and fills a portion of the immediate purpose within a task.
6. A "step" is a major part of a subtask. A step is the most specific form of behavior, and is the smallest component defined in the process.

B. Attributes

1. Mission: Provide a brief name for the mission associated with the job. Example: River Warfare.

2. Description: Provide a description of the mission(s). If this is a new job, then the Requirement Sponsor will provide this description. If the job is not new, refer to the Catalog of Navy Training Courses (CANTRAC) and use the description in the field titled "Purpose."

3. Rate: Military Occupation performing the Job. (i.e. BM – Boatswain Mate, IT – Information Technician, FT – Fire Control Technician.)

4. NEC: NEC codes that reflect special skills and knowledge that identify personnel and requirements when the rating structure is insufficient by itself for manpower management purposes.

5. Occupational Standards (OCCSTDs) are statements that describe the Navy's minimum requirement/skills of a Navy enlisted rating as established by the rating's primary (resource/warfare) sponsor. OCCSTDs state what enlisted personnel must do in their rate or rating and are minimum essential tasks and general responsibility levels.

6. Object: Select the object of the task. Once the object is selected an additional supporting drop-down data field will be activated, adjacent to. Select the supporting descriptor.

7. Condition: A condition identifies the **circumstances under which the behavior is demonstrated.** The identification of the task's condition(s) is a critical factor in developing a learning objective and determining the required level of proficiency. For example: a learning objective for a Hospital Corpsman (HM) is to intubate a patient. The conditions that an HM would be required to perform this task can vary greatly. In a controlled clinical setting, the patients are on their backs and the HM is standing. In a combat setting however, both HM and patient may be in difficult positions (such as prone) and the Environment degraded making successful intubation far more difficult. A recent study found that those able to intubate under combat field conditions had to reach a higher proficiency level than controlled conditions. Clearly the proficiency required by battlefield conditions is much more rigorous than found in a sterile environment.

8. Standard: A standard defines the criteria for acceptable performance in terms of **time, quantity, quality, and accuracy**. Select the standard(s) that best describes the desired performance criteria.

9. Source: Select the reference document(s) that is/are the authoritative source for the task.

C. Task Level

1. Organizational – refers to active duty Navy personnel onboard ship who normally perform the tasks.
2. Intermediate – refers to active duty Navy personnel not onboard ship who normally perform the tasks (i.e., Ships Intermediate Maintenance Activity (SIMA) personnel.
3. Depot – refers to non-active-duty Navy personnel who normally perform the tasks (i.e., contractor or shipyard personnel)

D. Training Task Analysis (TTA)

I. Safety Hazard Severity: This is a qualitative measure of the potential consequences resulting from failure to observe proper safety procedures. Severity classification categories are defined in four levels as follows:

1. Minor: Failure does not cause injury, property damage, or system damage but will result in unscheduled maintenance or repair.
2. Marginal: Failure may cause minor injury, minor property damage, or minor system damage, and will result in delay, loss of availability, or mission degradation.
3. Critical: Failure may cause severe injury, major property damage, or major system damage and will result in mission loss.
4. Catastrophic: Failure may cause death, property destruction, or system loss (e.g., aircraft, tank, missile, ship, etc.)

II. Criticality of Performance: Criticality of performance points to the need for selecting tasks for training that are essential to job performance, even though the tasks may not be performed frequently. Criticality of Performance categories has four levels:

1. Minor: Inadequate performance does not result in injury to personnel or damage to equipment.
2. Marginal: Inadequate performance results in non-serious personnel injury or damage to equipment.
3. Critical: Inadequate performance results in serious or life threatening injury to personnel or impedes the ability to perform a mission.
4. Catastrophic: Inadequate performance results in death or the inability to carry out a mission.

III.   Task Delay Tolerance: Task delay tolerance is a measure of how much time can elapse between the time the need for task performance becomes evident and the time actual performance must begin. There are two levels to task delay tolerance.

    1. Low Delay Tolerance – Immediate priority.
- Examples of "Low Delay Tolerance" (immediate priority) task:
- Use artificial respiration to restore the breathing of an accident victim.
- Pull ripcord of emergency parachute if main parachute fails.
- Extinguish fire in aircraft engine during startup on flight line.

    2. High Delay Tolerance - ability to delay task initiation.
- Examples of "High Delay Tolerance" (ability to delay) task:
- Review books for unit library.
- Refill fire extinguisher after use.

IV.   Frequency of Performance: This is a measure of how often the task is performed. Measures of how often the task is performed in a typical job. Task frequency of performance has four levels:
    1. At least annually.
    2. At least once every six months.
    3. At least monthly, but no more than twice a month.
    4. Twice per week or more.

V.   Probability of Inadequate Performance: This is a measure of how often a task is performed in a non-acceptable manner. The criterion for probability of inadequate performance is used to ensure that training is given to those essential tasks that job incumbents frequently perform poorly. Inadequate performance has four levels:

    1. (This task is) Never performed correctly.
    2. (This task is performed correctly) Less often than other tasks.
    3. (This task is performed correctly) About as often as other tasks.
    4. (This task is performed correctly) More often than other tasks.

VI.   Difficulty of Performance: The difficulty of performance of a task refers to the time, effort, and assistance required to achieve performance proficiency. Difficulty of performance has four levels:

    1. No training required.
    2. Task requires one to three days to learn.
    3. Task may be learned in one to two weeks.
    4. Task may require up to one month or more to learn.

VII.   Task Learning Difficulty: This refers to the difficulty of performing the task. Some tasks are so easy that they can be readily learned on the job. At the other extreme, some

tasks perform a task, the implications for training would be different than if you found that only 10 percent performed it. Percent performing has four levels:

1. 0 to 24% of the personnel perform this task.
2. 25 to 49% of the personnel perform this task.
3. 50 to 74% of the personnel perform this task.
4. 75 to 100% of the personnel perform this task.

VIII.   Percent of Time Spent on Performance: This refers to the percentage of time spent performing a task. It is a criterion that points to a need for providing training to assist job incumbents in efficient performance of those tasks on which they spend the most time. Percent of time performing has four levels:

1. Task is not performed.
2. Less time spent on this task than most other tasks.
3. Same amount of time spent on this task as most other tasks.
4. More time spent on this task than most others.

IX.   Immediacy of Performance for the Task: Immediacy of performance refers to the time interval between completion of training and performance of the task on the job. A factor for selecting tasks for training is whether or not there is a high probability of the graduate encountering the task on the job fairly soon after completing training. Consider the predicted or measured amount of decay of the skill that will take place during the time interval. Immediacy of performance has four levels:

1. Task first performed within 2 to 4 years after assignment.
2. Task first performed within 1 to 2 years after assignment.
3. Task first performed within 6 months after assignment.
4. Task first performed during first 3 months after assignment.

E. Knowledge, Skills, Abilities, Tools, and Resources (KSATRs)

I.   Knowledge: Understanding of organized sets of principles and facts applied to a particular subject area or function. Knowledge is the principles and facts needed to perform a task or function.

II.   Skill: Developed capabilities that facilitate learning or the more rapid acquisition of knowledge. Skill is the ability to perform a job related activity or task with a satisfactory performance or outcome. Skill should be assessed as one of the following when performing a task: Imitation, Repetition or Habit, when performing tasks.

III.   Ability: Enduring attributes of the individual that influences performance (i.e., cognitive, physical, psychomotor, and sensory). Ability is the natural tendency to perform tasks successfully or well, can be one or more of the above.

IV.   Tool: Items or objects used to perform a specific kind of task.

V.   Resource: The informational source or reference material used to locate or house information about processes. Resources include manuals, publications, reports, forms, blueprints, plans, etc.

JOB SHEET 1-2-1-2

(U)BUILDING JOB DUTY TASK ANALYSIS (JDTA) HIERARCHY

A. INTRODUCTION

This sheet will walk you through the steps of building the JDTA Hierarchy.

B. EQUIPMENT

    1. Software
       a. (U) CPM Training Website

C. REFERENCES

    1. (U) CPM User's Manual
    2. (U) Job Duty Task Analysis Management Manual, NAVEDTRA 137 (Series)

D. SAFETY PRECAUTIONS

None.

E. SELF-TEST QUESTIONS

    1. What is the JDTA hierarchy?

    2. What sources could be used to get JDTA data?

F. JOB STEPS

Step	Action	Remarks
1	In the JDTA Tab, **select** AIM CPM Hero Center so it is highlighted and **expand** the plus (+) sign	This will display a list of Occupations currently associated with the AIM CPM Hero Center
2	**Click** the New icon	A window on the right-side will open for Occupation Name to be entered
3	**Enter** Occupation Title, *MMYY Superhero First Name Last Initial*	Example: *0723 Superhero Peter Q*
4	**Click** the Save button.	Occupation is saved. Refresh your browser.
5	With your Occupation **highlighted**, **click** on New icon to create a new Job. **Highlight** New Job and **enter** Job Name: *Crime Fighter.*	"Crime Fighter" Job is created

6	**Click** the Save button.	Your Job is saved. If you wanted to add another Job, you would have chosen Save and Add instead of just Save, but we are adding a duty, not another job, so we just saved
7	**Highlight** Crime Fighter Job, and **click** the New icon.	A Duty will be added under the Crime Fighter Job
8	In Duty Name field, **enter**: *Physical Conditioning*	Duty "Physical Conditioning" is created
9	**Click** the Save button.	Duty "Physical Conditioning" is saved
10	**Select** the OCCSTD icon 📅	This icon is to the right of the binoculars (search) A listing of OCCSTDs by Center will display
11	**Expand** the plus (+) next to: Center for SEAL and SWCC and then: ➔ Special Warfare Operator ➔ Functional Areas ➔ Naval Special Warfare Physical Conditioning, then click in the box "*Conduct Combat Simulation Training*"	The Task "Conduct Combat Simulation Training" is selected
12	In the same OCCSTD functional area, **select** "*Conduct Strength Training*"	The Task "Conduct Strength Training" is selected
13	Save .	Both tasks are saved.
14	You are finished building your Hierarchy. It should look like the picture to the right (with your Superhero Name).	
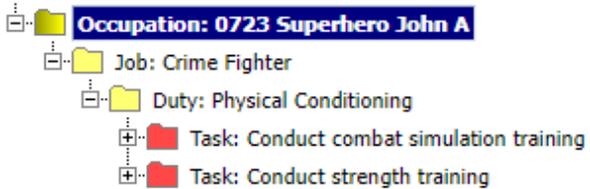
TRAINEE GUIDE

JOB SHEET 1-2-1-3

(U)COMPLETING DATA TABS IN THE JOB DUTY TASK ANALYSIS (JDTA)

A.   INTRODUCTION

A JDTA cannot be approved unless all required fields have been completed. This job sheet will walk you through the steps of adding JDTA data fields.

B.   EQUIPMENT

1.   Software
     a. (U) CPM Training Website

C.   REFERENCES

1.   (U) Job Duty Task Analysis Management Manual, NAVEDTRA 137 (Series)
2.   (U) CPM User's Manual

D.   SAFETY PRECAUTIONS

None.

E.   SELF-TEST QUESTIONS

None.

F.   JOB STEPS   NOTE: Ensure the filter [🔽] is OFF on steps that provide this icon

Step	Action	Remarks
1	**Highlight** *Crime Fighter* Job and **click** the Edit button to edit Job Attributes	The Job Tab contains two Tabs: Job and Job Attributes
2	**Click** Job Attributes Tab and **enter** Mission text: *Fight crime to neutralize criminals.*	What would be an appropriate job description?
3	**Click** the Save button	Job Attributes data is saved
4	**Click** Duty *Physical Conditioning, Existing Interventions* tab, **click** Edit button and the New icon. **Select** *Training Evolution (Naval Special Warfare)* from the drop-down list.	Indicates current training exists
5	In the *Intervention* text field **enter**: *Gym and Field Training*	Current training is in both gym and in the field
6	**Click** the Save button.	Existing Interventions Data saved

7	**Highlight** *Conduct Combat Simulation Training* Task and **click** the Edit button.	The Task Tab contains five Tabs: Task, Task Attributes, TTA (Training Task Analysis), Existing Interventions and KSATRs (Knowledge, Skills, Abilities, Tools and Resources).
8	In the drop-down field next to 'verb', **select** *Perform*. **Select** (Show all) to see the full verb list.	Verb is changed from conduct to perform
9	**Select** Task Level: *Organizational*	Most Navy Training is Organizational
10	**Select** Status of Training: *Currently being Trained*	This means the Existing Interventions Tab will need to be completed
11	**Select** Proficiency Level: *SPL2*	Skill Proficiency Level (SPL) 2 means Sailor can perform tasks, but has not had enough repetitions to achieve expert proficiency
12	**Select** Type of Training: *Formal*	Other choices include PQS, JQR, RTM, OJT, Other
13	**Select** Task Attributes tab and **click** the blue Object(s)* link.	Blue underlined words or phrases are links. Clicking on the Object link displays the Object screen
14	**Select** Object Type: ***Non-Equipment***. From list, **select:** *combat simulation training* **Click** OK. Ensure you select the one without a '.' at the end.	Object choices are: Platform, System, Subsystem, Component, or Non-Equipment
15	**Select** Condition(s)*. From list **select**: *While in a simulated combat environment*. **Click** OK.	A condition is the circumstance under which the behavior occurs
16	**Select** Standard(s)*: From list **select**: *passing simulation IAW performance rubric grading* **Select** 2nd standard: *without injuring personnel or damaging equipment*	A standard defines the criteria for acceptable performance in terms of time, quantity, quality, and accuracy
17	**Select** Source(s)*: From list **select:** *OPNAVINST 6110.1 (Series), Physical Readiness Program*	The Attributes Tab is completed. Note that all fields were required.
NOTE: It is safest to Save frequently, but if you Save, you will need to click edit to return to the editable screen.		
18	**Save**, then **select** the *TTA* tab, and **click** the Edit button.	A screen with multiple drop-down categories will display
19	Go through each drop-down choice, and pick the most appropriate for this task, then **select** *Existing Interventions* tab.	Refer to your JDTA Information Sheet for a description of the fields
20	**Click** Edit then **Click** the New icon. **Select** *Simulation* in the drop-down. In the Intervention field, **enter**: *Field Exercises*. **Save**	

21	**Select** the *KSATR* tab, then **click** Edit. **Click** the blue circle with the white checkmark inside. **Select** *Knowledge* from the *Type* drop-down menu. Once the Knowledge items appear, **check** the box next to: *commonly used Super Villain strategies*	You can search by putting a word in the Find field, then Search. There is a filter icon above. If you unfilter your Search, you will get more results
22	**Change** the Type drop-down from *Knowledge* to *Abilities*, and **check** the box next to: *Control Stress*. **Click** 'OK'	
23	**Click** the Save button.	The folder next to your task should have changed color from red to yellow, to show that all of the required fields have been completed
24	**Highlight** your Occupation Superhero and **Click** the Print icon. **Select** Hierarchy to Portable Document Format (PDF).	This provides a printout with all of the JDTA data
25	From the *Lowest Level to Print* drop-down, **Select** *Tasks*. **Check** all 4 boxes to include everything in your report. **Click** OK. This will generate your JDTA Skill Hierarchy into a PDF document.	You will now specify settings for your JDTA report.

JOB SHEET 1-2-1-4

(U)ADDING JOB DUTY TASK ANALYSIS (JDTA) TASK INFORMATION-PRACTICE

A. INTRODUCTION

This sheet supplies you with the data that needs to be entered for the task "Conduct Strength Training" that you created. It is your job to add the data. Refer to the previous job sheet for help. Start by navigating to the Task "Conduct Strength Training" (under the Duty "Physical Conditioning" and Job Crime Fighter).

B. EQUIPMENT

    1.   Software
        a. (U) CPM Training Website

C. REFERENCES

    1.   (U) CPM User's Manual

D. SAFETY PRECAUTIONS

    None.

E. SELF-TEST QUESTIONS

    None.

F. JOB STEPS   NOTE: Ensure the filter [icon] is OFF on steps that provide this icon

Field	Data to be Entered
Verb	Perform
Task Level	Organizational
Status of Training	Currently being Trained
Proficiency Level	SPL 2
Type of Training	Formal
Object: Non-Equipment	Strength Training
Condition	Using free weights and equipment
Standard	Without injuring personnel or damaging equipment
Standard	Completing routine stipulated by trainer
Source	OPNAVINST 6110.1 (Series), Physical Readiness Program
TTA	As appropriate for the task, your choice
Existing Interventions/ Type	Training Evolution (Navy Special Warfare)
Intervention	Personal Training Command Fitness
KSATRs	Choose a knowledge and skill as appropriate to the task (search "Hero" in each category to find approved data items)