DEPARTMENT OF THE NAVY
COMMANDER
NAVAL EDUCATION AND TRAINING COMMAND
250 DALLAS STREET
PENSACOLA, FLORIDA 32508-5220

1500
Ser N00/924
JUL 0 1 2013

LETTER OF PROMULGATION FOR NAVEDTRA 137A

1. The Job Duty Task Analysis (JDTA) Management Manual is created to provide Naval Education and Training Command (NETC) training activities with policy and guidance for planning and conducting a JDTA.

2. The purpose of the JDTA Process is to establish a repeatable and defendable job analysis process to support content development and revision in order to satisfy Fleet training requirements.

3. At a minimum, the JDTA Process is designed to achieve the following goals:

    a. Provide a standardized process for decomposing and structuring work performed in the Fleet.

    b. Apply attributes to the work, at the task level, to more comprehensively describe the work.

4. This publication is available electronically at: Navy Knowledge Online (NKO) - NETC N74 Learning Standards Homepage; and Navy Marine Corps Intranet's (NMCI) Total Records and Information Management (TRIM).

5. Corrections and comments concerning this manual are invited and should be addressed to the Naval Education and Training Command, attention: N74.

6. Reviewed and approved.

D. P. QUINN

Job Duty Task Analysis Management Manual

NOTICE TO ONLINE USERS OF THIS MATERIAL

To keep online file size to a minimum, blank pages used in the paper copy for pagination have been omitted.

Only printed pages are contained online.

RECORD OF CHANGES

Number and Description of Change	Entered by	Date

FOREWARD

NAVEDTRA SERIES MANUAL:

- NAVEDTRA 130:   Task Based Curriculum Development Manual
- NAVEDTRA 131:   Personnel Performance Profile Based Curriculum Development Manual
- NAVEDTRA 132:   Navy School Testing Program Management Manual
- NAVEDTRA 133:   Navy Human Performance Requirements Review Management Manual
- NAVEDTRA 134:   Navy Instructor Manual
- NAVEDTRA 135:   Navy School Management Manual
- NAVEDTRA 136:   Integrated Learning Environment Course Development and Life-Cycle Maintenance
- NAVEDTRA 137:   Job Duty Task Analysis Management Manual

The NAVEDTRA 130 series of manuals provide fundamental guidance, within the Naval Education and Training Command (NETC), for the development of curricula, the delivery of instruction, and the management and evaluation of training programs.

Each of the NAVEDTRA 130 series of manuals is designed as a stand-alone document to serve a specific user group such as curriculum developers, instructors, training managers, or evaluators of training. The manuals are, however, interrelated and cross-referenced to one another.

SCOPE:

NAVEDTRA 137 (series) outlines the NETC policy for conducting the JDTA Process. The purpose of the JDTA Process is to establish a repeatable and defendable job analysis process for developing or revising training content. The goal of this process is to provide a single uniform forum for decomposing and structuring work, and to assigning attributes to that work.

The guidelines set forth in this manual are not intended to conflict with any higher-level authority or procedures. Readers encountering an appearance of conflict should notify the appropriate NETC N74 Content Program Coordinator (CPC). NETC N74 Learning Standards Branch solicits any comments and recommendations to improve the NAVEDTRA series of manuals.

CONTRACTUAL USE OF MANUAL:

Throughout NAVEDTRA 137, examples are provided to illustrate and clarify the points being discussed. It is important to note that the item identified as an "example" is not intended to be copied exactly in all situations, but rather provided to help clarify the information being discussed. In most cases, the items shown as examples are tailored to individual situations.

The following terms are used to mean:

Term:	Meaning:
shall, must	This action/behavior/construct is required by the guidelines.
will	Refers to an action to be done by the Navy (i.e., Course Curriculum Authority (CCA)), or more general descriptive wording in examples, rather than a requirement under the guidelines.
may	This action/behavior/construct is allowed (i.e., permitted), but not required.
can	Refers to the inherent behavior of software and/or computer languages, rather than to an issue of permission or allowance under the guidelines.
shall not, must not, may not	This action/behavior/construct is prohibited by the guidelines.

TABLE OF CONTENTS

Title	Page

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS AND
UNIFORM RESOURCE LOCATOR ADDRESSES

ACRONYM:	LONG NAME:
AIM	Authoring Instructional Materials
ATG	Afloat Training Group
BT	Back to Traffic
CASREP	Casualty Report
CeTARS	Corporate enterprise Training Activity Resource System
CCA	Curriculum Control Authority
CUSFFC	Commander, U.S. Fleet Forces Command
CIN	Course Identification Number
CLASSRON	Class Squadron
CNETC	Commander, Naval Education and Training Command
CO	Commanding Officer
CoP	Community of Practice
CPC	Content Program Coordinator
CPM	Content Planning Module
CSRR	Combat Systems Readiness Review
CTTL	Course Training Task List
DoD	Department of Defense
DoL	Department of Labor
DoT	Director of Training
E2E	End-to-End
ECM	Enlisted Community Manager
FEA	Front End Analysis
GENADMIN	General Administration
GENTEXT	General Text
HPRR	Human Performance Requirements Review
INFO	Information
INSURV	Board of Inspection and Survey
JDTA	Job Duty Task Analysis
KPL	Knowledge Proficiency Level
KSTAR	Knowledge, Skills, Abilities, Tools, and Resources
LC	Learning Center
LSO	Learning Standards Officer
LO	Learning Objective

ACRONYM:	LONG NAME:
LOK	Level of Knowledge
MSGID	Message Identification
NARR	Narrative
NAVEDTRA	Naval Education and Training
NAVMAC	Navy Manpower Analysis Center
NEC	Navy Enlisted Classification Code
NETC	Naval Education and Training Command
NETCINST	Naval Education and Training Command Instruction
NKO	Navy Knowledge On-Line
NRTC	Non-Resident Training Course
NTSP	Navy Training Systems Plan
OCCSTDS	Occupational Standards
OJT	On-the-Job Training
OPNAV	Office of the Chief of Naval Operations
ONET	Department of Labor Occupational Network
ORM	Operational Risk Management
POA&M	Plan of Action and Milestones
POC	Point of Contact
PPP	Personnel Performance Profile
PQS	Personnel Qualification Standard
REF	Reference
RMKS	Remarks
RTM	Rate Training Manual
SME	Subject Matter Expert
SPL	Skill Proficiency Level
SUBJ	Subject
SYSCOM	Systems Command
TCCD	Training Course Control Document
TTA	Training Task Analysis
TYCOM	Type Commander
UNCLAS	Unclassified
URL	Universal Resource Locator

NAME OF URL:	URL:
Navy Knowledge Online	https://wwwa.nko.navy.mil/portal/home/
AIM CPM	https://navyfile.fedsun.navy.mil/cpm/
ONET	http://www.onetonline.com

CHAPTER 1

JOB DUTY TASK ANALYSIS (JDTA)

SECTION 1 - INTRODUCTION

The purpose of the Naval Education and Training Command's (NETC) Job Duty Task Analysis (JDTA) Process is to establish a repeatable and defendable job analysis process to support content development or revision in order to satisfy Fleet training requirements. The JDTA may also present an opportunity to gather occupational task data in coordination with Navy Manpower Analysis Center (NAVMAC) Code 10, as part of an Occupational Standards (OCCSTD) review for class "A" schools. The goal of this process is to provide a single uniform forum for capturing all data aligned to the work by decomposing, structuring, and assigning attributes to that work.

At a minimum, the JDTA Process is designed to achieve the following goals:

- Provide a standard process for capturing all pertinent data to describe work performed in the Fleet.
- Decompose and structure work.
- Apply appropriate attributes to the work, at the task level, to more comprehensively describe the work.

A JDTA is the first step in NETC's Course Development and Revision end-to-end (E2E) process. Figure 1 is an illustration of the E2E process. The output of a JDTA is a Course Training Task List (CTTL), which requires validation. Once CTTL information has been validated by applicable stakeholders and approved by the requirement sponsor(s), the list is a working document, which is used to develop learning objectives (LOs) in accordance with NAVEDTRA 130 (Series), and becomes the input to the NETC Front End Analysis (FEA) process.

In preparation for a JDTA, a NETC Learning Center (LC) will collect and compile all pre-existing job, duty, and task data for stakeholder and subject matter expert (SME) use throughout a JDTA workshop. Pre-existing data can come from a variety of sources, i.e., approved OCCSTDs, Rate Training Manuals (RTMs), Personnel Qualification Standards (PQSs), technical manuals, previously developed Course Training Tasks List (CTTL), DODINST 8570.01M, as applicable, and publications. Similar job data may come from other ratings, other service data, and applicable job data from the Department of Labor Occupational Network (O*NET), at the following link: http://www.onetonline.org/.

Coordination should be done with NAVMAC (Code 10) to identify if an OCCSTD review should be conducted in conjunction with the JDTA. If the need is identified, the agenda and SME participants should be adjusted accordingly.

The purpose of a JDTA process is to decompose and structure the work into duties and tasks. Duty and task level data are the source data for building LOs, and thus is the foundation of Navy curriculum development. Attributes will be assigned at the task level that will provide the specificity that will enable curriculum developers to build courses to satisfy Fleet requirements. Tasks may be further decomposed to the sub-task and step level based upon available reference material and/or SME consensus.

The purpose of this chapter is to provide a general overview of the contents of this document. The information needed to support the JDTA process is contained in this manual.
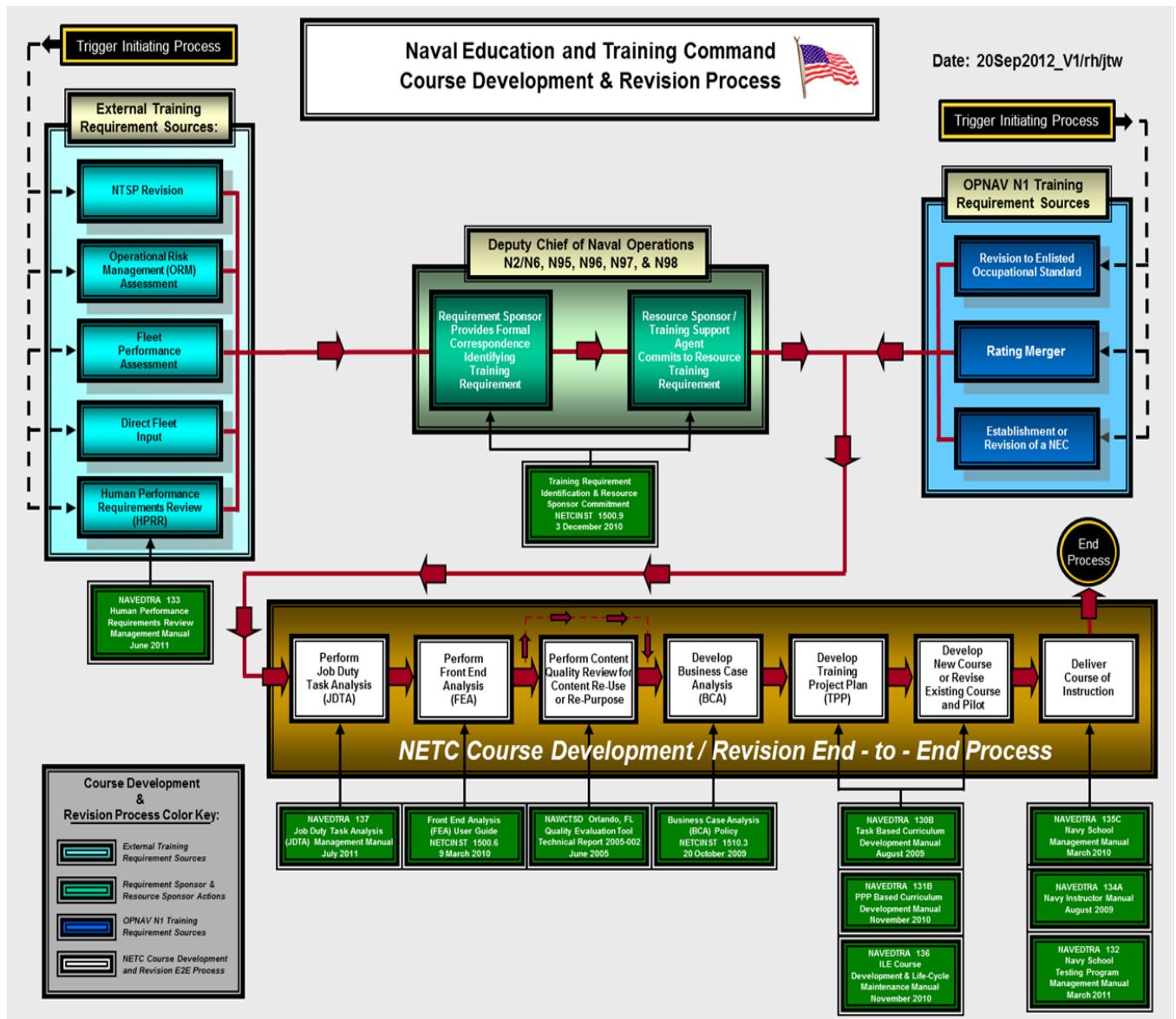
FIGURE 1: NETC COURSE DEVELOPMENT AND REVISION END-TO-END PROCESS

The NETC Course Development and Revision processes were created to establish the proper programs, methods, and governance for content development and revision within the NETC domain. Chief of Naval Operations (OPNAV) has created high-level instructions to invoke the process and policy documents (identified above) across Navy Total Force (NTF). The process and policy documents are referenced in OPNAVINST 1500.76 (series) which addresses Acquisition Categories (ACAT I and ACAT II) programs. NETC's E2E process ensures the reference, re-use, and re-purpose of content which provides greater efficiency to

the development process. Course development and revisions are
based upon trigger events. There are external training
requirement triggers (outside OPNAV N1), and there are internal
training requirement triggers (OPNAV N1) that drive NETC to
develop a course or revise an existing course. These triggers
are the drivers for NETC's E2E process. These training
requirements require structuring, analysis, and costing to
enable the creation of learning interventions that result in
courseware.

SECTION 2 – JDTA PROCESS ROLES AND RESPONSIBILITIES

Chapter 2 provides a description of the roles and
responsibilities assigned to individuals involved in the JDTA
process for NETC Headquarters, NETC LC, and stakeholders. The
roles discussed are those of Commander NETC, NETC Director of
Learning and Development Division (N7), NETC N7 Enterprise
Integration (N71), NETC N7 Learning Standards Branch Head (N74),
NETC N74 Content Program Coordinator (CPC), Learning Center
Commanding Officer, LC Director of Training (DoT), LC Learning
Standards Officer (LSO), LC JDTA Coordinator, and stakeholders.

SECTION 3 - JDTA TRIGGER EVENTS

Chapter 3 provides a description of the events that can
trigger a JDTA. When an external trigger occurs, NETC's JDTA
process is initiated by receipt of a resource sponsor commitment
letter, per NETCINST 1500.9 (series). Stakeholder commitment
letters are not required for most internal trigger events.

SECTION 4 - JDTA PROCESS

Chapter 4 provides a detailed description and illustration
of the process required to define, decompose, structure, and
assign attributes at the task level using Authoring
Instructional Materials (AIM) and Content Planning Module (CPM)
web enabled tool.

NOTE

AIM CPM/LO Module, is the application used for development
of NETC content. Legacy applications, AIM I, and AIM II, remain
to support the sustainment of existing courses and content
revisions that do not reach the above threshold. JDTA is
required to be developed in AIM CPM for all revisions that add
new work to a course (tasks), new developments, and for base-

lining an existing course, regardless of development tool (AIM
I/II/CPM).

SECTION 5 – SUMMARY

This chapter has provided a high-level overview of the
contents of this document that collectively comprise the
elements necessary to manage and conduct the Job Duty Task
Analysis process.

CHAPTER 2

JDTA PROCESS
ROLES AND RESPONSIBILITIES

SECTION 1 - INTRODUCTION

This chapter identifies the Job Duty Task Analysis (JDTA) process roles and responsibilities for personnel assigned to the Naval Education and Training Command (NETC) Headquarters, NETC Learning Centers (LCs), and stakeholders.

SECTION 2 – NAVAL EDUCATION AND TRAINING COMMAND HEADQUARTERS

The following are the roles and responsibilities for NETC Headquarters personnel involved in a JDTA Process:

- **Commander, Naval Education and Training Command (CNETC):** Provides policy and guidance for the NETC JDTA Process.
- **Director, Learning and Development Division, (N7):** Provides oversight for JDTA Process policy and guidance.
- **Enterprise Integration, (N71):** Interfaces with the LC, Chief of Naval Operations (OPNAV), and requirements sponsor(s) to validate training requirements.
- **Learning Standards Branch Head, (N74):**
  - Ensures JDTA Process policy and guidance is current.
  - Ensures NETC LCs are in compliance with JDTA process policy and guidance.
- **Content Program Coordinator (CPC):**
  - Provides guidance and assistance.
  - Monitors compliance.

SECTION 3 – NETC LEARNING CENTERS

The following are LC JDTA Process roles and responsibilities:

- **Commanding Officer (CO):**
  - Serves as Curriculum Control Authority (CCA) unless otherwise designated (authority may be delegated to another training manager, i.e. Director of Training (DOT) and Learning Standards Officer (LSO)).
  - Ensures LC compliance with NETC policy and guidance.
  - Ensures effectiveness of LC JDTA process.
  - Ensures compliance with NETCINST 1500.9 (series).
  - Signs and forwards JDTA Data Report to requirement sponsor(s) for review, validation, and approval.
- **Director of Training (DoT):**
  - Provides JDTA oversight and guidance.
  - Approves release of JDTA messages.

- Assigns JDTA Coordinator.
- Assigns JDTA Facilitator(s).
- Reviews and forwards JDTA Data Reports.
- Reviews and forwards JDTA Data Report cover letter to requirement sponsor(s).

- **Learning Standards Officer (LSO):**
  - Provides JDTA guidance and assistance.
  - Reviews JDTA announcement, agenda, and completion report messages.
  - Review and forwards JDTA Data Reports.
  - Reviews and forwards JDTA Data Report cover letter to Director of LC DoT.
  - Manages JDTA process.
  - Provides JDTA guidance and assistance.
  - Serves as the AIM/CPM administrator

- **JDTA Coordinator:**
  - Drafts JDTA announcement, agenda, and completion report messages.
  - Coordinates with NAVMAC to incorporate OCCSTD Review as applicable
  - Plans JDTA.
  - Oversees facilitation of JDTA.
  - Obtains and posts JDTA technical documentation and other documentation pertinent to a JDTA.
  - Coordinates JDTA security issues with security manager.
  - Creates JDTA Data Report.
  - Acts as Liaison with requirement sponsors(s) to identify subject matter experts (SMEs).
  - Maintains documentation from all meetings and working groups associated with a JDTA.
  - Ensures JDTA technical documentation is available on LC Navy Knowledge Online (NKO) JDTA Community of Practice (CoP) website.

NOTE

The JDTA coordinator is not a new position, nor is it a full time position. The LC DoT assigns a JDTA coordinator prior to the start of the JDTA workshop.

SECTION 4 – STAKEHOLDERS

Stakeholders are members of organizations that have a significant interest in the training outcome, and are responsible for identifying, validating, and resourcing Fleet

training requirements. Stakeholders include, but are not limited to: Requirement Sponsor(s), Resource Sponsor(s), Technical Warrant Holder(s), Warfare Sponsor(s), Enlisted Community Manager(s) (ECMs), and SMEs. Stakeholder roles in the JDTA process include:

- Provides technical documentation, as applicable.
- Participates in JDTA.

   Requirement Sponsor specific roles include:

- Nominates SMEs to participate in a JDTA.
- Approves and validates JDTA data.

SECTION 5 – SUMMARY

This chapter discusses JDTA process roles and responsibilities of NETC Headquarters, Learning Center training managers, and stakeholders. The roles and responsibilities identified in this chapter are summarized in Table 1.

TABLE 1: JDTA PROCESS ROLES AND RESPONSIBILITIES MATRIX

Roles and Responsibilities:	Responsible:
Provides policy and guidance to NETC JDTA process	CNETC
Provides oversight for the policy and guidance for the NETC JDTA process	NETC N7
Interfaces with the LC, OPNAV, and requirement sponsor(s) to validate training requirements	NETC N71
Ensures JDTA process policy and guidance is current	NETC N74
Ensures NETC LCs, LSs, detachments, and participating activities are in compliance with the JDTA process policy and guidance	NETC N74
Provides JDTA process guidance and assistance	NETC N74 CPC
Monitors JDTA process compliance	NETC N74 CPC
Serves as CCA unless otherwise designated (authority may be delegated to another training manager, i.e., DOT or LSO).	LC CO
Ensures LC compliance with NETC JDTA policy and guidance.	LC CO

Ensures effectiveness of the LC JDTA process	LC CO
Ensure compliance with NETCINST 1500.9 (series)	LC CO
Signs and forwards JDTA Data Report to requirement sponsor(s)	LC CO
Provides JDTA oversight and guidance	LC DOT, or as assigned by LC CO
Approves release of JDTA messages	LC DOT, or as assigned by LC CO
Assigns JDTA Coordinator	LC DOT, or as assigned by LC CO
Assigns JDTA Facilitator(s)	LC DOT, or as assigned by LC CO
Review and forward JDTA Data Reports	LC DOT, or as assigned by LC CO
Review and forward JDTA report cover letter	LC DOT, or as assigned by LC CO
Assigns AIM CPM user privilege level	LSO
Manage the LC JDTA process	LSO
Provides JDTA guidance and assistance	LSO
Review and forward JDTA messages	LSO
Review and forward JDTA data reports	LSO
Review and forward JDTA report cover letter	LSO
Drafts JDTA messages	JDTA Coordinator
Coordinates with NAVMAC to incorporate OCCSTD Review as applicable	JDTA Coordinator
Plans JDTA	JDTA Coordinator
Oversees facilitation of JDTA	JDTA Coordinator
Obtains and posts JDTA technical documentation	JDTA Coordinator
Coordinates JDTA security issues. Ensure the JDTA data does not become classified once conditions and standards are applied.	JDTA Coordinator
Creates JDTA Data Report	JDTA Coordinator
Liaisons with requirement sponsor(s) to identify SMEs	JDTA Coordinator
Maintains JDTA documentation	JDTA Coordinator
Ensures JDTA supporting technical documentation is available on the LC's NKO JDTA CoP Website	JDTA Coordinator
Provides JDTA technical documentation	Stakeholder

Participates in JDTA	Stakeholder
Provides SMEs	Requirement Sponsor
Approves and validates JDTA data	Requirement Sponsor

CHAPTER 3

JDTA TRIGGER EVENTS

SECTION 1 – INTRODUCTION

This chapter provides a description of the events that can trigger a Job Duty Task Analysis (JDTA). When an external trigger event occurs, Naval Education and Training Command's JDTA process is initiated by receipt of a stakeholder's commitment, per NETCINST 1500.9 (series). The JDTA will decompose and structure work and assign attributes to the work. This analysis will be used to develop learning objectives.

SECTION 2 – JDTA TRIGGER EVENTS

There are two types of JDTA trigger events, external and internal. External trigger events occur outside Chief of Naval Operations (OPNAV) N1, and internal trigger events occur within OPNAV N1. The following is a description of external and internal events:

- **External trigger events:**
    - **Naval Training Systems Plan (NTSP) Revision**. Any change or modification to a system that has been introduced into the Fleet with a supporting Acquisition Community NTSP requires a JDTA to properly identify the work.
    - **Operational Risk Management (ORM) Assessment**. An ORM assessment is a structured process to identify and assess hazards. An expression of potential harm, described in terms of severity, probability, and exposure to hazards.
    - **Fleet Performance Assessment**. Fleet performance is assessed in a variety of ways. When a performance issue is identified that may be related to training, stakeholders analysis of these data may result in a JDTA. Examples of Fleet performance assessments are: Board of Inspection and Survey (INSURV), Combat System Readiness Reviews (CSRRs), Flight Deck Certifications, Afloat Training Group (ATG) assist visits, etc.
    - **Direct Fleet Input**. Fleet requirements are impacted by constantly changing technologies, processes, and procedures. Changes in technological requirements may trigger the need to revise course content.
    - **Human Performance Requirements Review (HPRR).** A HPRR re-validates individual training requirements and/or identify new training requirements as they apply to a rating, grade, community, course, systems configuration, or Fleet operating procedure.

- **Internal trigger events:**
  - **Revision to Enlisted Occupational Standards (OCCSTD):** OPNAVINST 1500.74 (series) directs NETC to formally train to selected E-4 OCCSTDs in "A" schools. OCCSTDs define minimum skill and knowledge requirements for enlisted personnel at each pay grade and within each rating.
  - **Rating Merger:** When two or more Navy ratings consolidate into one rating, the consolidation is termed as a rating merger. A rating merger requires a JDTA.
  - **Establishment or Revision of a Navy Enlisted Classification (NEC):** An NEC is a four-digit alphanumeric code that identifies a Navy skill, knowledge, aptitude, or qualification that must be documented to identify both personnel and manpower positions. Generally, NEC codes supplement ratings and identify non-rating wide skills. Changes in a NEC may require a JDTA to identify new, revised, or obsolete work.

SECTION 3 – CCA DIRECTED JDTA

In addition to the above trigger events, a Curriculum Control Authority (CCA) may direct a JDTA or a targeted JDTA. A JDTA may be directed when:

- Insufficient course data exists to support a HPRR.
- A mishap occurs during training that requires immediate action(s).
- As directed by higher authority.

SECTION 4 – SUMMARY

This chapter discussed the events that trigger a JDTA. Also discussed are resourcing requirements called for in NETCINST 1500.9 (series), and CCA directed actions.

CHAPTER 4

JDTA PROCESS

SECTION 1 - INTRODUCTION

This chapter illustrates a detailed description of the Job Duty Task Analysis (JDTA) process that addresses how to decompose and structure work from the occupation level to the task level using deductive analysis, and assign attributes at the task level. If reference material is not available to describe the work beneath the task level, sub-task and step, it may be necessary to define those levels during the JDTA.

If sub-task and step level analysis is required, individual sub-task and step decomposition will be arranged in a logical sequence and each individual sub-task and step will be named in Authoring Instructional Materials (AIM) Content Planning Module (CPM).

NOTE

AIM CPM places task lists (tasks, subtask, etc.) in alphabetical order. All "logical sequencing" of task data is lost when entered in CPM. Sub-tasks and step level of work decomposition is not illustrated in this document. Sub-task and steps process are created using the same process and are illustrated in the Note beneath Figure 8. Inclusion of attribute data at the sub-task level and below is optional and only recommended when a substantial difference from the task attribute data exists.

The scope of analysis during a JDTA will depend upon the complexity, granularity, and available reference material necessary to decompose and structure the work for curriculum development. The analysis can be as simple as adding or modifying a task (targeted JDTA), or as complex as decomposing and structuring work associated with a new occupation to satisfy a validated training requirement.

A targeted JDTA encompasses a specific area of work within an occupation (e.g., a job, a duty, or a task).

A baseline JDTA is job, duty, and task data entered in CPM that will serve as the foundation for work to be built upon. Baseline JDTAs do not require a NETCINST 1500.9 (series) Requirement Sponsor Resource letter unless the intent is to develop new curriculum.

A JDTA, whether targeted or not, uses the same process defined in Section 3 of this chapter. A targeted JDTA can be performed to address new work requirements resulting from, but not limited to:

- Human Performance Requirement Review (HPRR).
- Fleet Performance Assessment.
- Navy Training Systems Plan (NTSP) Revision.
- Operational Risk Management (ORM) Assessment.
- Direct Fleet Input.
- Enlisted Occupational Standards (OCCSTDS) Revision.
- Rating Merger.
- Navy Enlisted Classification (NEC) Establishment or Revision.

The following is a description of the components in the JDTA Process:

- 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.
- A **"job"** is comprised of the duties, tasks, sub-tasks, and steps performed by an individual that constitute their job. It has two or more duties and it may be associated with the appropriate NEC or watch station.
- A **"duty"** is a set of closely-related tasks within a given job. A duty is a major part of a job, and comprised of two or more tasks at a minimum, occurs frequently, and occupies a significant amount of time.
- 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 two or more sub-tasks. A task is comprised of logical and distinct actions and is performed under a defined set of conditions and standards. Each task is independent of other tasks.
- A "sub-task" is a major part of a task. A sub-task may be made up of a series of steps performed under the standards and conditions of a task. A sub-task has a logical relationship with a task, duty, job, occupation. A sub-task may be comprised of two or more steps and fills a portion of the immediate purpose within a task.

- A "step" is a major part of a sub-task. A step is the most specific form of behavior, and is the smallest component defined in the process.

The analysis process in a JDTA will be conducted using one of two systems of logic, either deductive or inductive analysis. Deductive analysis is a "top down" process, decomposing work from the occupation level to the step level and is the model that AIM CPM is designed to support. Inductive analysis begins when the only data available is task data. The data identified as tasks must be analyzed and verified to ensure that it is task level data. This is best accomplished by testing each task in the data list against the task definition provided above. In this situation, tasks will be logically grouped together and the grouping will assist in the identification of duties. Duties will then be logically grouped into jobs.

The hierarchal structure of the work is shown in Figure 2, to include the work attributes assigned at the task level. Structuring the work using the categories of occupation, job, and duty allows decomposition into a more discrete arrangement. The occupation, job, and duty will not have work attributes assigned. Tasks will possess the attributes of the work, as reflected in Figure 2, and sub-tasks and steps inherit the attributes assigned at the task level.
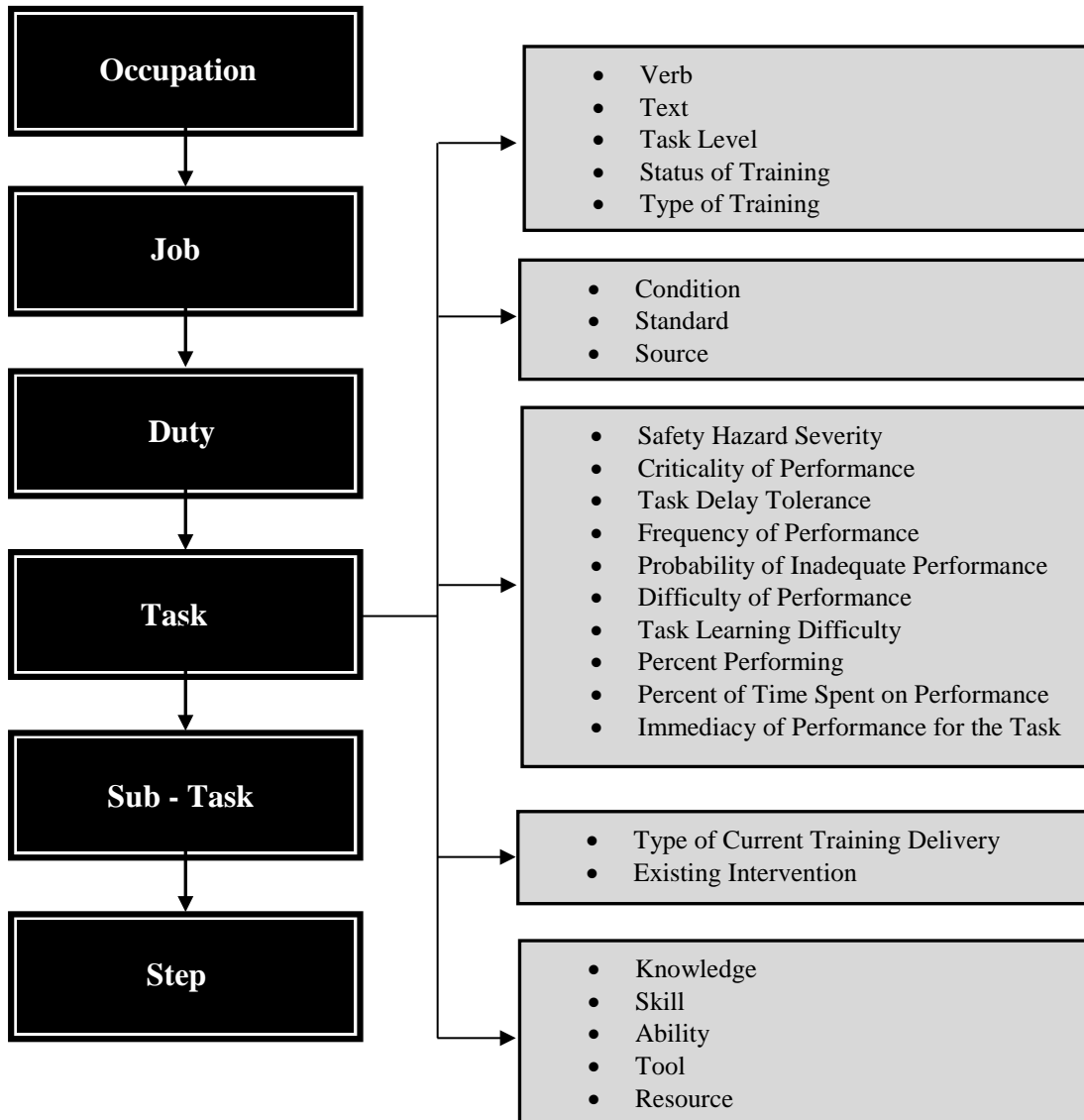
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┌─────────────┐              ┌──────────────────────────────────────┐
│             │              │  • Verb                              │
│ Occupation  │              │  • Text                              │
│             │──────┐       │  • Task Level                        │
└─────────────┘      │       │  • Status of Training                │
       │             │       │  • Type of Training                  │
       ▼             │       └──────────────────────────────────────┘
┌─────────────┐      │       ┌──────────────────────────────────────┐
│             │      │       │  • Condition                         │
│    Job      │      ├──────▶│  • Standard                          │
│             │      │       │  • Source                            │
└─────────────┘      │       └──────────────────────────────────────┘
       │             │       ┌──────────────────────────────────────┐
       ▼             │       │  • Safety Hazard Severity            │
┌─────────────┐      │       │  • Criticality of Performance        │
│             │      │       │  • Task Delay Tolerance              │
│    Duty     │      │       │  • Frequency of Performance          │
│             │      │       │  • Probability of Inadequate Performance │
└─────────────┘      │       │  • Difficulty of Performance         │
       │             │       │  • Task Learning Difficulty          │
       ▼             │       │  • Percent Performing                │
┌─────────────┐      │       │  • Percent of Time Spent on Performance │
│             │      │       │  • Immediacy of Performance for the Task │
│    Task     │──────┘       └──────────────────────────────────────┘
│             │              ┌──────────────────────────────────────┐
└─────────────┘              │  • Type of Current Training Delivery │
       │              ┌──────▶│  • Existing Intervention             │
       ▼              │      └──────────────────────────────────────┘
┌─────────────┐       │      ┌──────────────────────────────────────┐
│             │       │      │  • Knowledge                         │
│  Sub - Task │       │      │  • Skill                             │
│             │       ├─────▶│  • Ability                           │
└─────────────┘       │      │  • Tool                              │
       │              │      │  • Resource                          │
       ▼              │      └──────────────────────────────────────┘
┌─────────────┐       │
│             │       │
│    Step     │───────┘
│             │
└─────────────┘
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**FIGURE 2:   HIEARCHIAL STRUCTURE OF WORK AND
ATTRIBUTES ASSIGNED TO A TASK**

A JDTA process begins when a trigger occurs, as described in
Chapter 3. The following sections describe the steps that must
be performed to complete the JDTA process. This chapter also
explains the process to request an AIM CPM account; the web-
enabled tool used to record JDTA data, and provides screen shots
to assist a user during a JDTA.

NOTE

A written waiver from NETC N74 is required for any variation
from the JDTA process. A written waiver from N74 shall be

4-5

sought a minimum of 14 calendar days prior to the JDTA workshop. Refer to Appendix F for a JDTA written waiver request template.

AIM CPM enables each learning center (LC) to access and share data across the domain. During a JDTA, subject matter experts (SMEs) will recommend how each task should be trained: Formal training; Personnel Qualification Standard (PQS); Rate Training Manuals (RTM); Non Resident Training Courses (NRTC); On-the-Job Training (OJT); or other. Additionally, SME personnel will assign Task Attributes, Training Task Analysis (TTA) data, Existing Interventions, and Knowledge, Skills, Abilities, Tools and Resources (KSATRS) to each task that will drive the performance standards or outcomes required. Ultimately, it is the responsibility of the requirements sponsor(s) to validate and approve JDTA data.

SECTION 2 – PREPARING FOR A JDTA WORKSHOP

When an event triggers a JDTA, prior to preparing for a JDTA workshop, the requirement and resource sponsors must be identified via a commitment letter per NETCINST 1500.9 (series). Once a LC receives a commitment letter to resource the training requirement, it shall be retained in the Master Record Audit Trail per NAVEDTRA 135 (series).

After receiving a commitment letter, advanced planning is essential to achieve the most effective outcome. LCs shall use the following steps to prepare for a JDTA workshop:

- Assign JDTA Coordinator.
- Identify internal staff support and roles.
- Identify, if applicable, the Course Identification Number(s) (CIN) that will be analyzed during the JDTA.
- Coordinates with Navy Manpower Analysis Center (NAVMAC) to incorporate OCCSTD Review as applicable.
- Prepare JDTA Plan of Action and Milestones (POA&M).
- Identify resources necessary to conduct the JDTA, (facilities, lodging, maps, read-aheads, etc.) Facility considerations should include, but are not limited to:
  - Internet connectivity.
  - Data viewing capability, large display.
  - Facility security classification.
  - When the scope of the JDTA requires multiple working groups, each group should be equally resourced appropriately to the task assigned.

NOTE

Consideration should be given to JDTAs, which may be complex in nature that requires a larger staff of SMEs and resources. (Ideally, when an OCCSTD review is required, the SME panel will consist of 10-20 members, E4-E9, covering a good cross-section of the rating's paygrades, platforms, and activities). When minimum number of SME personnel are less than what is required to conduct a OCCSTDs review, NAVMAC (Code 10) is the determining office to continue with the OCCSTDs review, or to cancel and reschedule when the minimum amount SME personnel required are available to participate. LCs shall confer with requirement sponsor(s) to provide additional SMEs as required. Additionally, LCs should consider conducting JDTAs via VTC when possible or when no travel dollars or funds are available.

- Identify availability of internal capability (printing, copying, etc.)
- Collect and review relevant reference documentation and post documents on LC Community of Practice (CoP). Reference documentation may include:
  - Occupational Standards (OCCSTDS).
  - CTTL.
  - Personnel Performance Profile (PPP) table.
  - Previous JDTA data.
  - Technical publications (Naval Ships Technical Manual (NSTM), Naval Warfare Publications Library (NWPL), etc.)
  - Afloat Training Group (ATG) Level of Knowledge (LOK) exam feedback.
  - Casualty Reports (CASREPS).
  - Trouble Tickets.
  - Assessments.
  - Surveillance.
  - Lessons Learned.
  - PQS.
  - Operational Requirements.
  - Maintenance Requirements.
- Develop a preliminary work structure of job(s) and associated duties from available reference material for the JDTA. Post preliminary work structure on LC CoP for stakeholder and SME review. The work structure will be a

work in progress to be shared at the JDTA, and will be the foundation for determining the scope of work.

- Identify JDTA stakeholders and necessary participants. The list may include, but is not limited to:
  - Commander, U.S. Fleet Forces Command (CUSFFC).
  - OPNAV N15.
  - Type Commander (TYCOM).
  - Enlisted Community Manager (ECM).
  - Naval System Command (SYSCOM).
  - Technical Warrant Holder.
  - Class Squadron (CLASSRON).
  - NETC.
  - Navy Manpower Analysis Center (NAVMAC) Code 10.
  - SMEs.
- Conduct a LC JDTA organizational meeting.
- The LC shall draft and release the JDTA announcement message 60 calendar days prior to the scheduled date of the JDTA. The announcement will invite stakeholders and request assignment of SMEs (see note below: minimum of three SMEs are required to conduct a JDTA workshop). SME participation is mandatory and each SME will remain for the duration of the JDTA workshop. Refer to Appendix A for announcement message template. The announcement message shall contain the following information:
  - Purpose of a JDTA.
    JDTA information (include CIN if applicable): Purpose of this JDTA, date of JDTA (day(s) and month), and location of JDTA (full address).
  - Tentative agenda.
  - Request SME nomination.
  - Provide link to LC JDTA Community of Practice (CoP).
  - Request feedback on proposed preliminary work structure, consisting of job(s) and duties.
  - Request participants provide point of contact information.

NOTE

The scope of the work, in terms of the number of task statements, and the complexity of the analysis may require more than one working group, and additional SMEs will be required. Additionally, if more than one working group is required, each working group will require a group leader to facilitate and someone to enter data into AIM CPM. Multiple groups working in AIM CPM and entering data in the same job, duty, or

task simultaneously will create systems errors and data <u>WILL</u> <u>NOT</u> be saved. Working groups shall not be assigned the same job, duty, or task for entering data in CPM.

- Coordinate security issues with security manager.
- Develop a list of goals, agenda, ground rules, and tentative timeline of the JDTA and post on CoP.
- If new user accounts are required to support the JDTA, use the following steps to create new accounts:
  - Access AIM CPM at Universal Resource Locator (URL) http://aim.aimereon.com/cpm/. Click on "Don't have an account? Create One!" Next, a personal data input screen will appear, refer to Figure 3.

FIGURE 3: CREATE NEW USER'S AIM CPM ACCOUNT

- When this form is completed, click on the "Submit**"** button. An e-mail will be sent to the user when the system administrator has created the user's account. The user will have the privileges that commensurate with the role description and level of privileges

4-9

required. The LC LSO designates roles and privileges
for LC users.

NOTE

If confirmation has not been received within
two working days, contact NETC N74 LC JDTA
Content Program Coordinator (CPC).

- Draft and release JDTA agenda message. The Learning Center
  (LC) shall release a JDTA agenda message 30 calendar days
  prior to the scheduled date of the JDTA. Refer to Appendix
  B for agenda message template.
- Enter available JDTA data into AIM CPM. To enter the data,
  follow the steps outlined in Section 4. Data will be
  incomplete, but may consist of information from sources
  such as a PPP table, a CTTL, and OCCSTDS.

NOTE

JDTA data includes all of the following: Occupation name,
job name, duty(s), tasks, conditions, standards, source,
Training Task Analysis (TTA), existing interventions and
any KSATR as required. SMEs will validate preload data and
add other data as required and assign attributes at the
task level during the JDTA workshop. Update appropriate
NETC N74 LC CPC when JDTA data input is complete, required
a minimum of five working days prior to a JDTA workshop.

- Final JDTA Preparation (within 30 days).
  - Ensure briefs and reference documents are available
    for JDTA.
  - Brief Commanding Officer (CO) or Director of Training
    (DoT) on JDTA preparation status.
  - Contact all JDTA participants to resolve any known
    concerns and/or logistic issues.
  - Confirm location and necessary equipment status.

SECTION 3 – CONDUCTING A JDTA WORKSHOP

Facilitators run the JDTA workshop. They ensure the group
makes good progress defining the duties and task of the targeted
rating/occupation and that all data presented is captured
properly. The JDTA workshop outline contains a logical sequence
of events for vetting a proposed work structure and performing
the analysis necessary to decompose, structure, and define the

work. The outline is not inclusive and may be modified to meet
the requirements of each JDTA.

NOTE

If an OCCSTD review is done in conjunction with the JDTA
workshop, ample time should be included for OCCSTD review/data
collection and the SME list should be adjusted accordingly.

- Welcome attendees.
- Introduce self, your role, and others who assist. Explain
  building layout, emergency exits, and facilities.
- Introduce attendees and their command and job.
- Introduce Resource and Requirement Sponsor(s) if in
  attendance, and encourage any remarks.
- Populate SME attendance sheet and contact information.
- Review draft JDTA data to familiarize SMEs and attendees
  with JDTA structure, terminology, and process.
- Discuss and agree upon JDTA ground rules and timeline
  (breaks, lunch, area dining facilities, and directions).
- Discuss JDTA definitions, purpose, CPM Tool use, and
  agenda.
- Set goals and objectives during JDTA duration.

JDTA Workshop – Perform these steps daily until the JDTA
workshop is complete:
- Identify the Job. Review the trigger input to discuss and
  agree upon the known work structure of jobs associated with
  the occupation. For clearly defined work, the job will be
  closely related to the NEC, watch station, other higher-
  level title, by pay grade, or other attributes. The scope
  will depend on the application, depth, and nature of the
  project. The depth could be as simple as a modification to
  an existing training program, or as complex as a training
  requirement to support a new major weapons system. Refer
  to Chapter 4, Section 1 for a job description.
- Identify the Duty(s). Analyze the job to discuss and agree
  upon the collective duties in terms of a product or service
  associated with the job. A minimum of two duties is
  required for a single job. Refer to Chapter 4, Section 1
  for a duty description.
- Assign and break into working groups, if required.
- Each working group will perform analysis and make
  adjustments as required at the job and duty level.

- Once all working groups have reached a consensus on the work structure alignment for jobs and duties, reconvene entire group to reach final agreement on the job and duty alignment. This is critical to ensure all jobs and duties are identified and aligned. Once the job to duty work structure alignment is agreed upon, tasks analysis can begin.
- Reconvene individual working groups and enter vetted jobs and associated duties into AIM CPM. Working groups will not be assigned the same job, duty, or task for entering data into AIM CPM.
- Identify the Tasks. Assign working groups, if required to analyze the duties to determine the collective tasks. This is the process of capturing all tasks associated with the duties within the job. Create a list of tasks then discuss and agree upon the tasks to be performed associated with each duty. A minimum of two tasks are required for a single duty. Assign each task an action verb to describe the behavior of the task. The use of standardized, well-defined verbs that provide clarity will prevent duplicate work and aid in providing quality training. Create additional duties for tasks that do not link to a duty. The product should result in the elimination of all orphan task(s) through assignment/alignment to a duty. Review entire tasks list and ensure all tasks have the appropriate action verb and verbiage. Refer to Chapter 4, Section 1 for a task description.
    - Document Task level (organizational, intermediate, or depot).
    - Document the status of training (currently being trained, not being trained, or not fully supported through current training).
    - Document Type of Training (formal, PQS, JQR, RTM, or other).
    - Document Task Attributes assign each task a condition(s), a standard(s), and source information. Refer to Chapter 4 for condition, standard, and source description.
    - Document TTA.
    - Map current content to each task in the existing interventions tab, as applicable.
    - Provide KSATR data for each tasks, as required.
    - Continue with subtasks and steps as required.
- Reconvene entire group to share and concur with each working group's analysis.

4-12

- Ensure all job(s), duties, and tasks have been properly aligned. Complete SME concurrence is required for job, duty, and tasks alignment.
- Once the proposed JDTA work structure of job(s), duties, and tasks are reviewed and agreed upon, reconvene individual working groups, if assigned. Each working group shall designate a recorder with AIM CPM access to capture and enter JDTA data in AIM CPM for their group. The facilitator and JDTA recorder shall ensure all JDTA data from all groups, if assigned, have been captured and entered in AIM CPM for the workshop.
- Conduct final review to ensure all jobs, duties, tasks, sub-tasks, and steps, as required, are aligned and have been captured in AIM CPM.
- Upon completion of the JDTA workshop, capture lessons learned and follow-up with any actions as required.
- Adjourn JDTA.
- Develop JDTA After Action Report and submit to requirements sponsor(s) for review, validation, and approval.

NOTE

Requirement sponsor(s) can approve JDTA data, if in attendance. However, after the JDTA workshop is complete, and to ensure the most accurate data is captured and aligned, forward JDTA data to stakeholders for final review prior to routing to requirement sponsor(s) for approval.

The following is an illustrated description of the process, using AIM CPM. To enter work description data in AIM CPM use the following steps:

- Log into AIM CPM (http://aim.aimereon.com/cpm/).
- Upon logging into CPM, the home page is the initial view with menu tabs enabled. The menu tab labeled JDTA will allow access to JDTA functionality.
- Click the JDTA tab (refer to Figure 4).

FIGURE 4: CPM HOME PAGE, SELECT JDTA TAB

- Identify the appropriate LC, and open the occupation drop down by clicking on the (+) icon adjacent to the LC. The example for data entry used in this document is from previously loaded data from Center for Security Forces (CSF), illustrated in Figure 5 and subsequent figures.
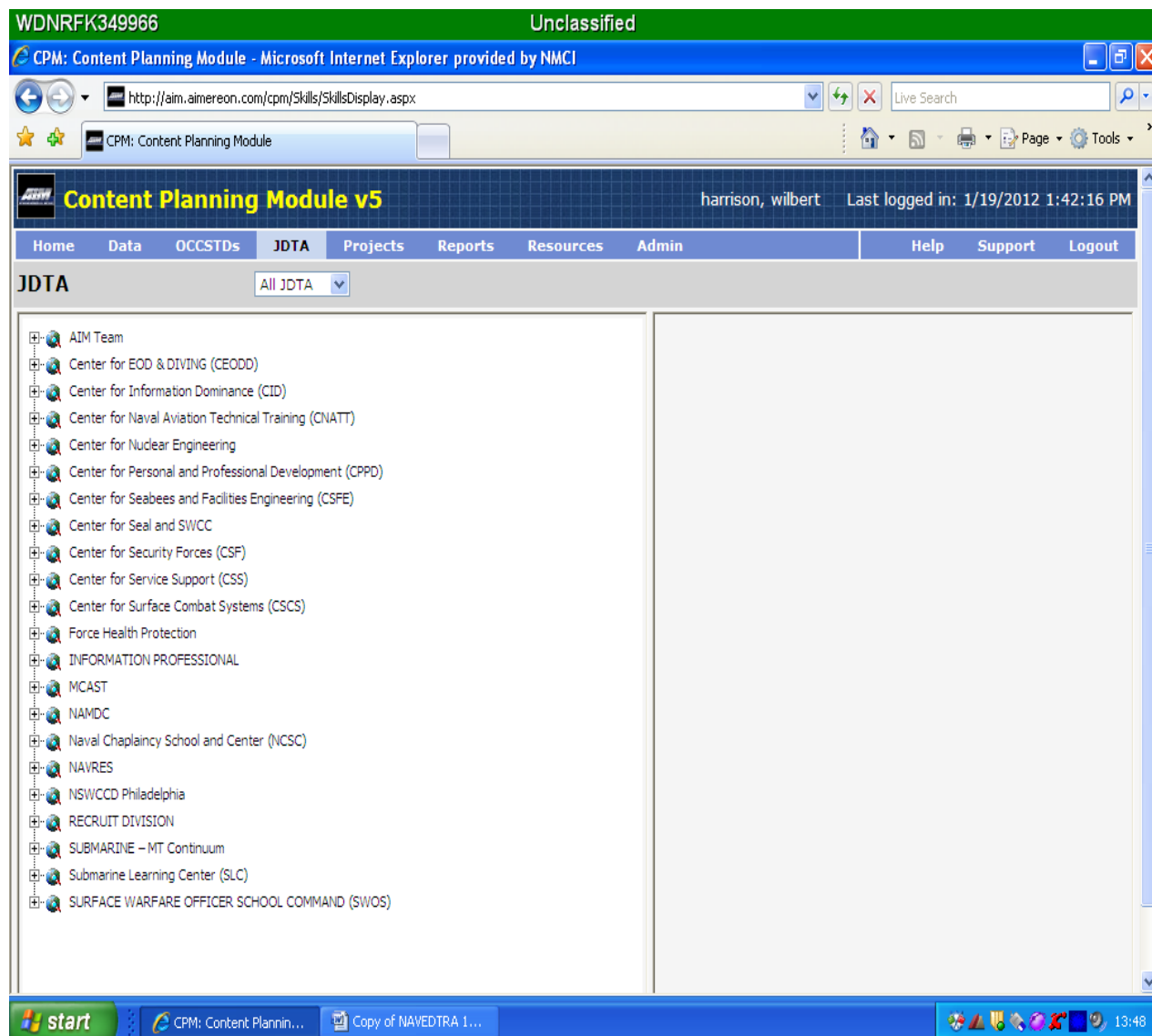

FIGURE 5: JDTA SCREEN

NOTE

Figure 6 is an illustration of the four occupations in the CSF LC. If the LC JDTA data previously entered includes the occupation that is the focus of this JDTA, click on the (+) icon to view job data.
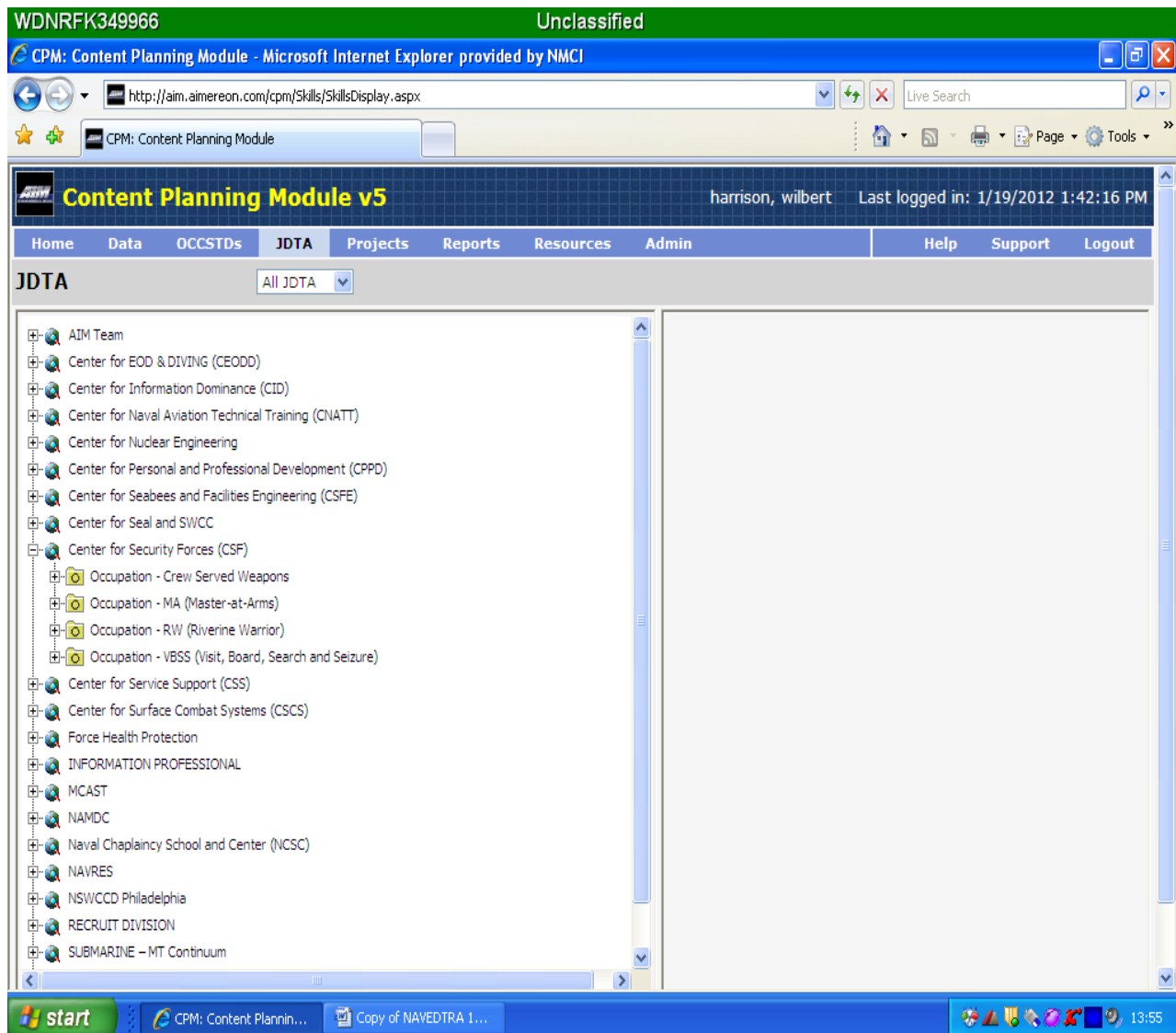
FIGURE 6: EXISTING CSF LC FOUR OCCUPATIONS

- If the occupation is not there, highlight the LC and create the occupation by clicking the word "New" located within the "Skills" bar (refer to Figure 7).
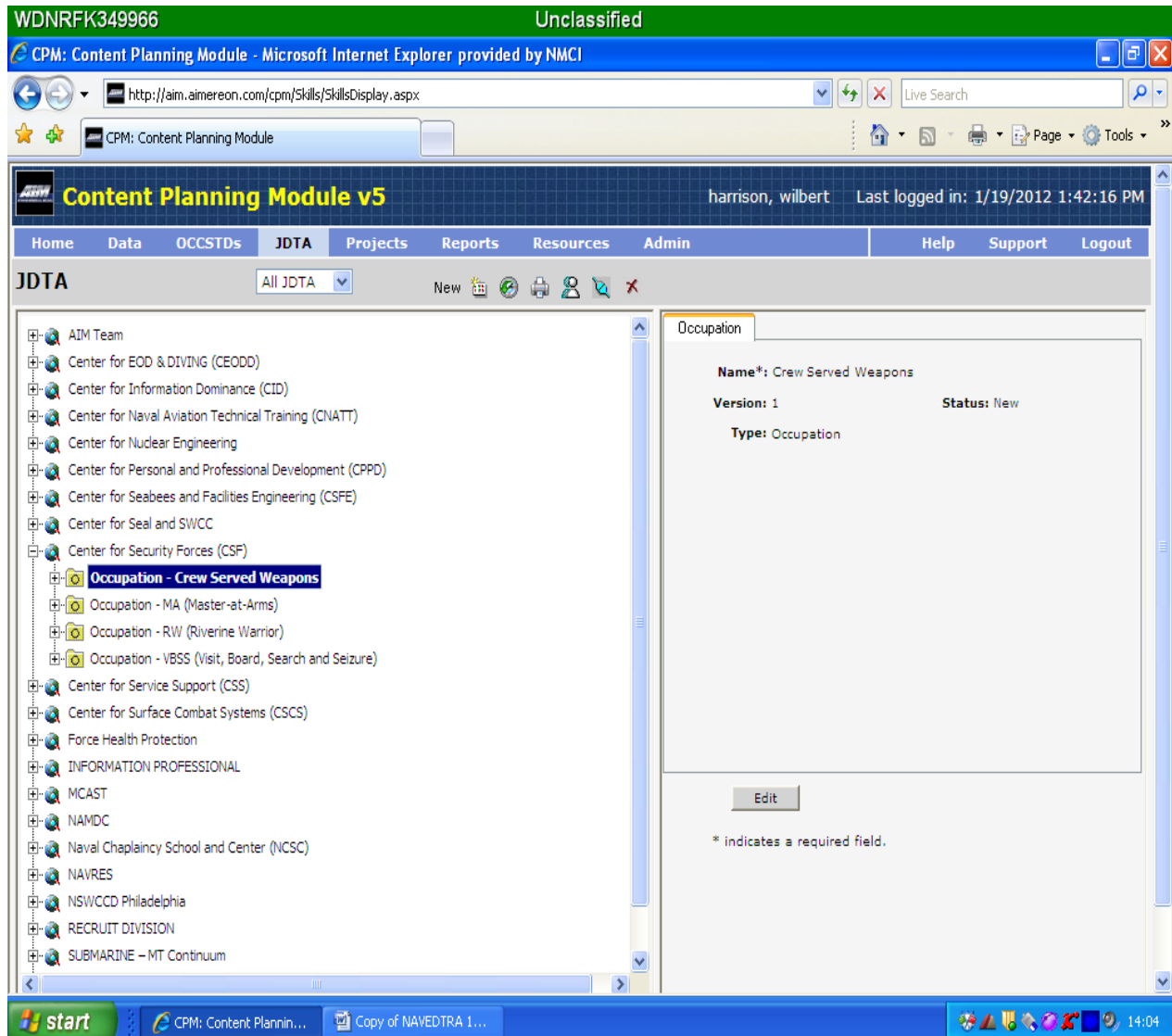

FIGURE 7: CREATE A NEW OCCUPATION, STEP 1

Refer to Figure 8 below: Once "New" is clicked, a place holder
for the new occupation will appear beneath the LC, in the left
hand pane (arrow 1) and an Occupation tab with a "Name" dialogue
box will appear in the right hand pane to enter the name of the
new occupation (arrow 2). Enter the occupation name, using the
following format: rate abbreviation followed by the long name
in parenthesis (i.e., MA (Master-at-Arms)), click the "Save"
button located in the bottom portion of the right hand pane
(arrow 3).

NOTE

CAUTION – CAUTION – CAUTION - CAUTION

**AIM CPM PROVIDES THE ABILITY TO "DELETE" DATA THAT HAS BEEN
ENTERED, USING THE "DELETE ICON" LOCATED IN THE SKILLS BAR,
ILLUSTRATED IN FIGURE 8, IDENTIFIED BY ARROW 4. WHEN AN
ITEM IS HIGHLIGHTED IN THE LEFT PANE (i.e., LC, OCCUPATION,
JOB, DUTY, TASK, SUB-TASK, AND STEP) AND THE "DELETE" ICON
IS CLICKED, ALL DATA IN THE HIERARCHY BELOW THE HIGHLIGHTED
ITEM, AND ASSOCIATED WITH IT, WILL BE DELETED. RECOVERY IS
NOT POSSIBLE. FOR EXAMPLE, IF A JOB IS HIGHLIGHTED AND THE
"DELETE" ICON IS CLICKED ALL DUTY, TASK, SUB-TASK, AND STEP
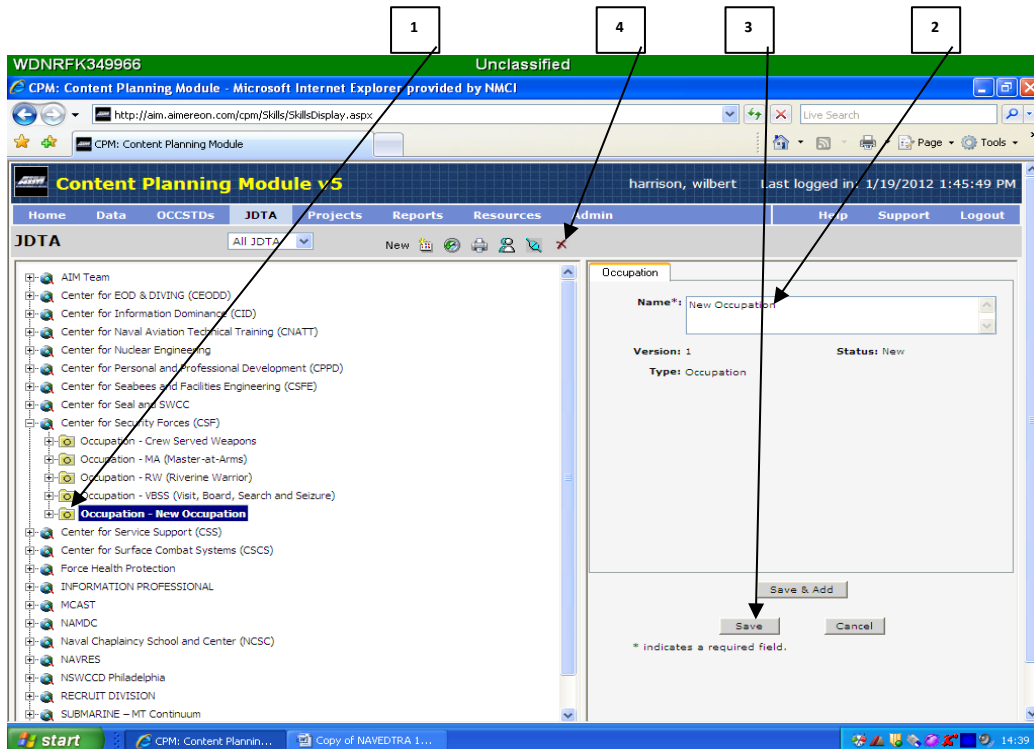DATA ASSOCIATED WITH THAT JOB WILL BE LOST.**

FIGURE 8: CREATE A NEW OCCUPATION, STEP 2

NOTE

For the purposes of this manual, a new occupation will not be
created. However, the process and sequence of steps in AIM CPM
used to create an occupation, outlined above, will be repeated
to create a job, a duty, a task, a sub-task, and a step. The
process is hierarchical where the higher-order of work is
highlighted to create the level of work beneath it. Examples
are: to create a job, highlight an occupation and click on the
"New" icon located in the Skills bar; to create a duty,
highlight a job and click on the "New" icon located in the
Skills bar, etc.

- Having created the occupation, it is relatively simple to
  build the data relationships between jobs and duties in AIM
  CPM, follow the process described in the note beneath
  Figure 8, above.
- Once a job is generated, click the Edit button to open the
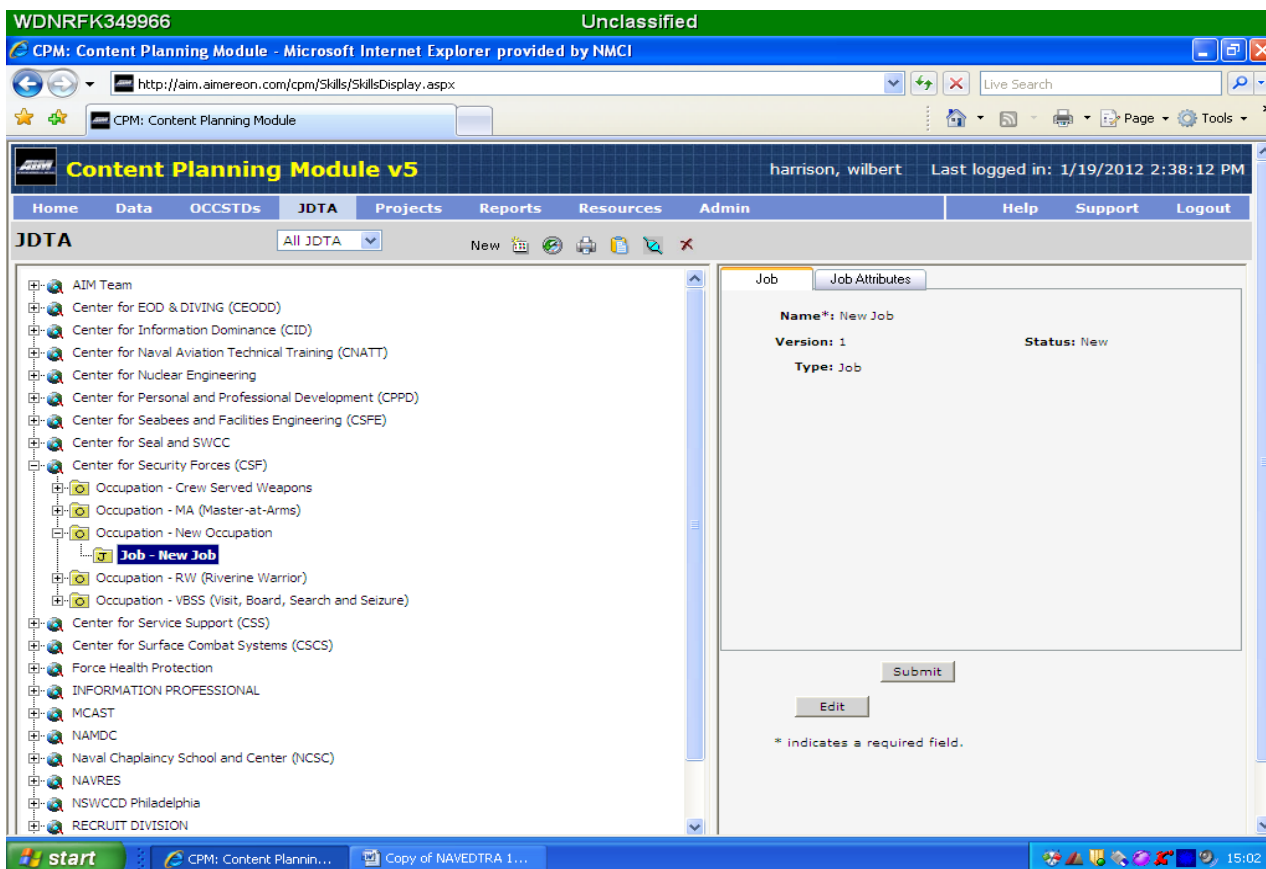 new job "Name" dialogue box (Figure 9).

FIGURE 9: CREATE A NEW JOB, STEP 1

4-19

- Enter the new Job name in the name dialog box and click the Save button (Figure 10). The required data elements for a job are:

    - Job tab. This tab has one free form text box.
        - Name*. Provide the title of the job in this field. Examples: RW3 (Riverine Warrior Third Class), 3M Coordinator.
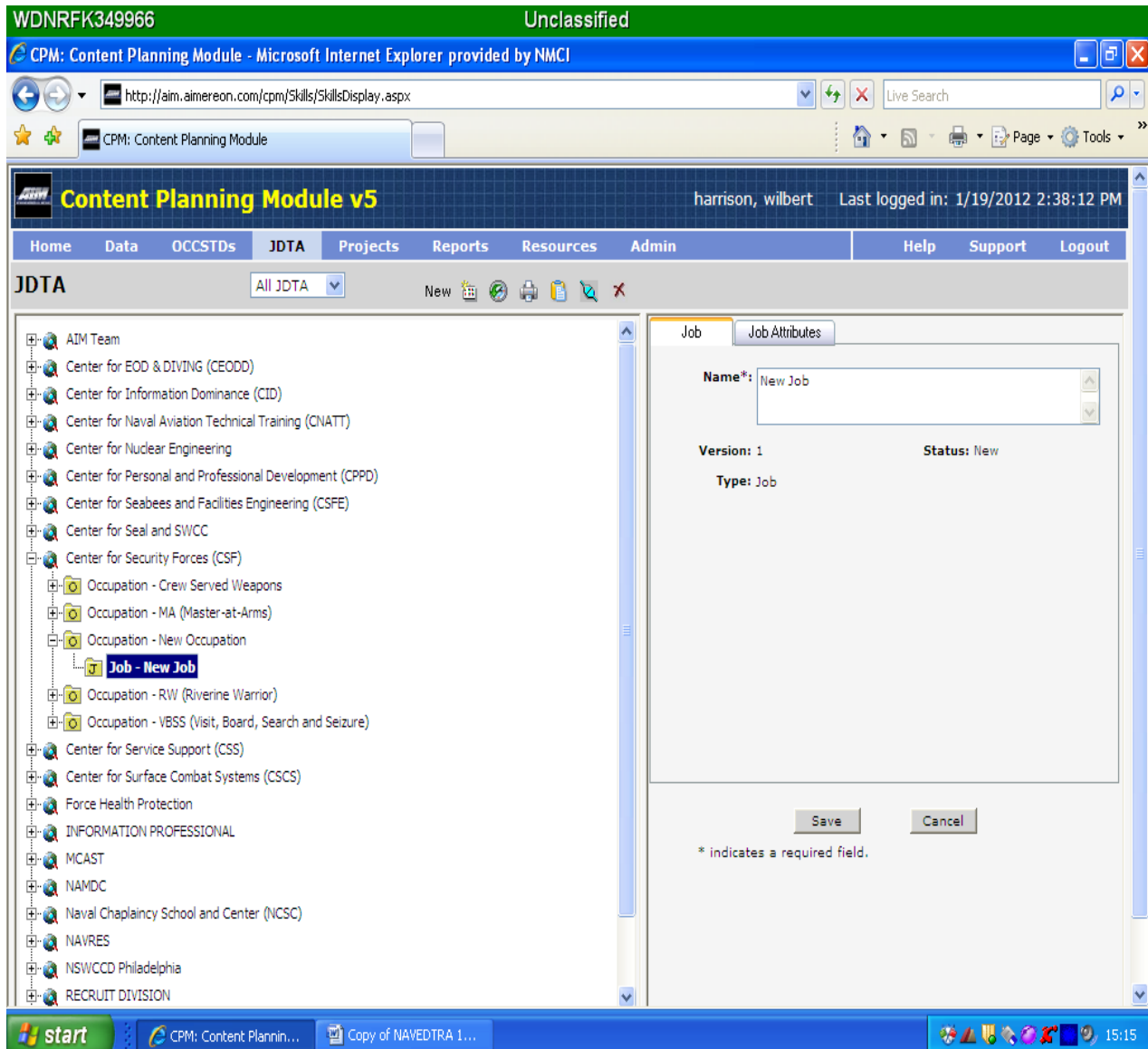

FIGURE 10: CREATE A NEW JOB, STEP 2

- To enter Job Attributes, click the Job Attributes tab, then the Edit button and provide associated data in the Job Attributes tab (refer to Figure 11).
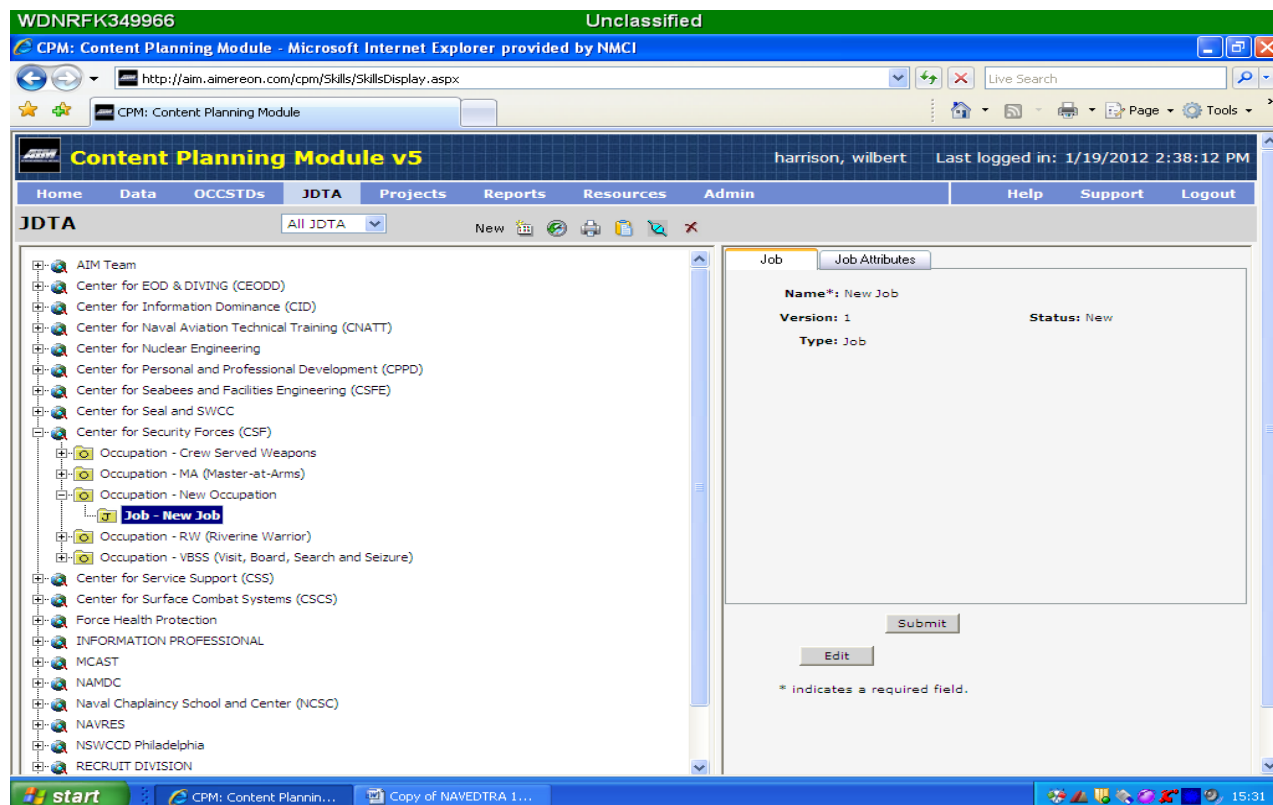

FIGURE 11: PROVIDE JOB ATTRIBUTES, STEP 1

- Job Attributes tab. This tab has five free form text boxes (refer to Figure 12).
  - Mission. Provide a brief name for the mission associated with the job. Example: River Warfare.
  - Description (this is a scrolling text box). 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."
  - Rate. Provide the rate(s) that will perform this job.
  - NEC. Provide the NEC code(s) that apply to this job.
  - Occupation. http://www.onetonline.org. Provide the Department of Labor (DOL) Occupational Information Network (ONET) occupational-specific descriptors associated with the job, if available.
- Once the job is created, create the duties associated with the job, following the process described in the Note beneath Figure 8. The only data element entry requirement for a duty is its name.
- Once the job(s) and duties have been created and named, the next step is to create and name the tasks associated with each duty. To create and name tasks, follow the process described in the Note beneath Figure 8. Once the tasks have been created, task analysis can begin.
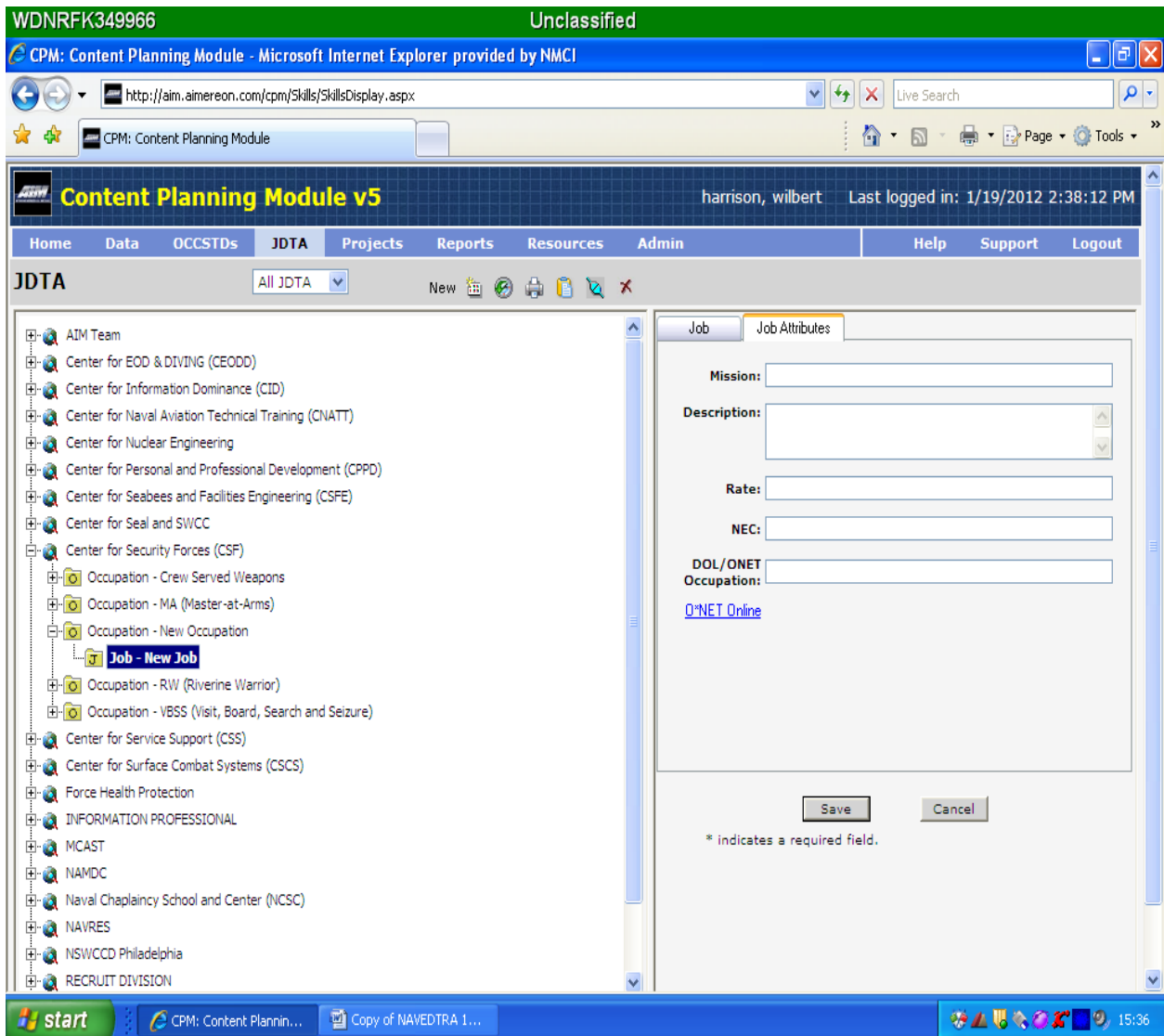
FIGURE 12: PROVIDE JOB ATTRIBUTES, STEP 2

The illustration below uses an existing occupation in the RW (Riverine Warrior) and 26 duties (refer to Figure 13).
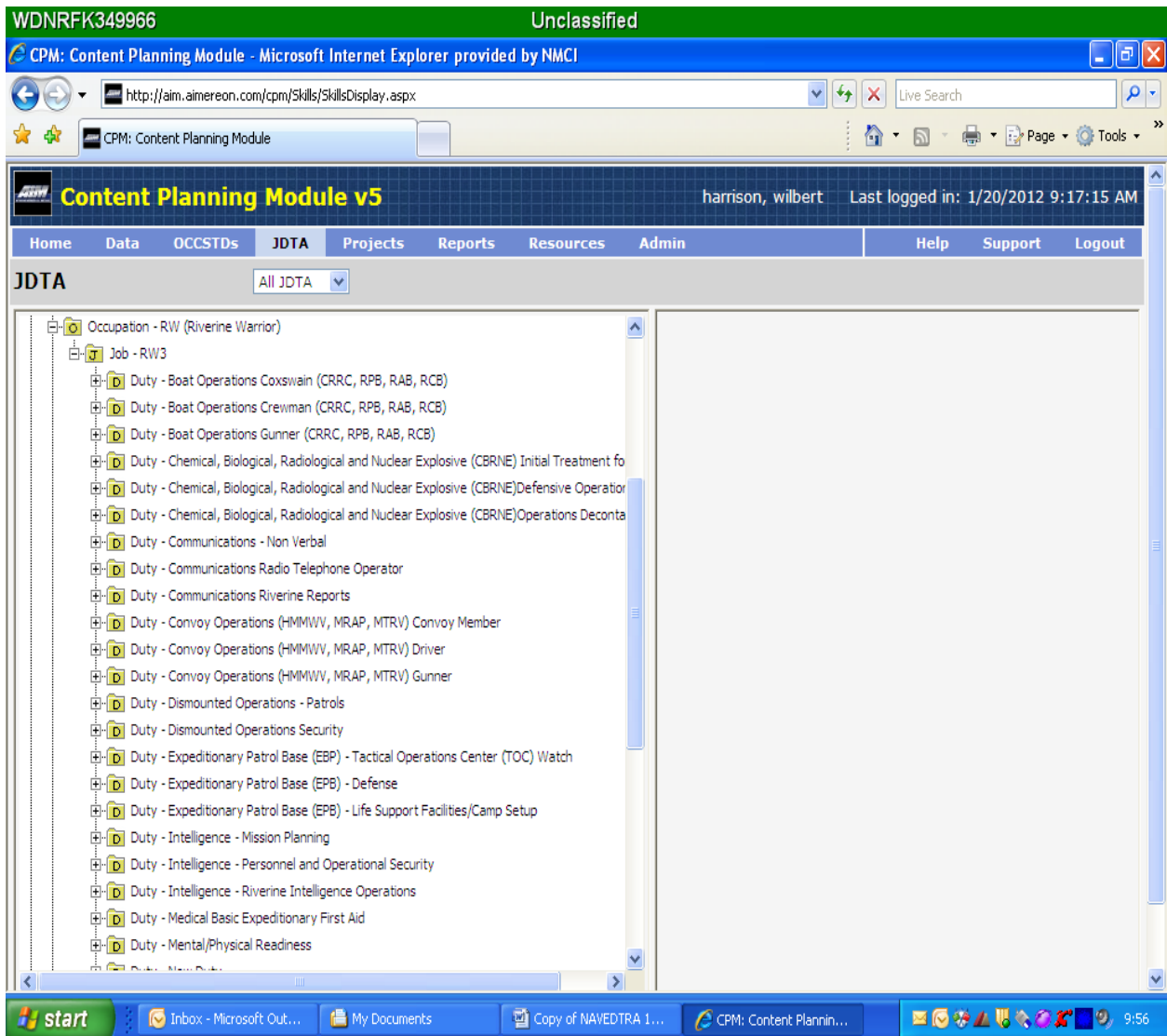

FIGURE 13: RW OCCUPATION, JOB, AND DUTIES

The task used for the illustration will be "Maneuver Riverine Craft" (see Figure 14).
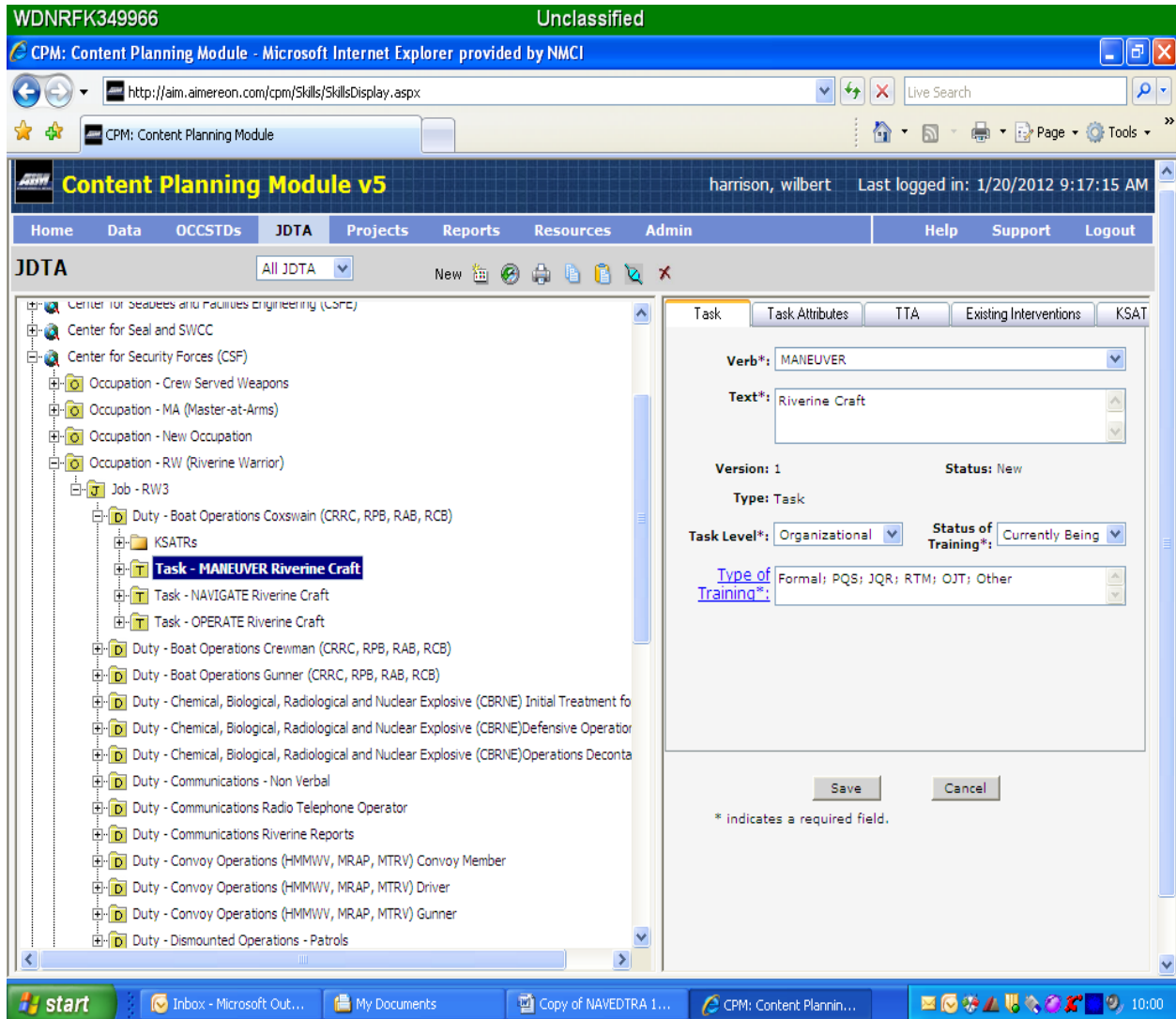

FIGURE 14: TASK LEVEL, TASK TAB DATA ENTRY

Task analysis data is entered in five tabs: Task, Task Attributes, Training Task Analysis (TTA), Existing Interventions, and KSATRs (refer to Figure 14). The following is a description of the data requirement associated with each tab's data fields.

NOTE

Data fields having an asterisk (*), require data entry.

4-25

Task tab, 5 data elements (all required) (see Figure 14).
- Verb*. Data field has a drop-down menu. Assign a verb that identifies the behavior that is a knowledge, skill, or ability that is observable and measurable.
- Text*. Data field is a free form text box. Enter a description of the task associated with the verb.
- Task Level*. Data field has a drop-down menu. Default entry for Fleet training is "Organizational."

Examples of Task Level include:
- Organizational – refers to active duty Navy personnel onboard ship who normally perform the tasks.
- Intermediate – refers to active duty Navy personnel not onboard ship who normally perform the tasks (i.e., Ships Intermediate Maintenance Activity (SIMA) personnel.
- Depot – refers to non-active-duty Navy personnel who normally perform the tasks (i.e., contractor or shipyard personnel).
- Status of Training*. Data field has a drop-down menu. Select appropriate descriptor that reflects whether the current training fully addresses the task.

Examples of status of training:
- Currently Being Trained – refers to a task that is currently being taught.
- Not Being Trained – refers to a task, which is not currently being taught.
- Not Fully Supported – refers to a task, which is being taught, but does not support the training to its full intent, and training will need to be modified to satisfy the requirement.
- Type of Training*. Requires clicking on a hyper-linked data field that is a series of check boxes. Select one or more based upon consensus for delivery of training. Type of training is a recommendation by SME personnel of how the training is desired, or "To-Be" taught, not the actual intervention which the training may currently exist.

Examples of Type of Training:
- Formal – provided training in a classroom setting or lab environment.
- On the Job Training (OJT) – provided hands on training on a given job.

- Personal Qualifications Systems (PQS) – a qualification system for officers and enlisted personnel where certification of a minimum level of competency is required prior to qualifying to perform specific duties.
- Job Qualification Requirement (JQR) – a qualification system for job specific requirements that requires signatures where certification of a minimum level of competency is required prior to qualifying to perform a specific job.
- Rate Training Manual (RTM) – the body of text utilized by the Sailor to obtain specific knowledge. RTM/TRAMAN is based on OCCSTDS and/or NAVSTDS which cover associated knowledge required by the Sailor to obtain.
- Other – online, correspondence, and or NKO courses.

- Task Attributes tab, 5 data elements (refer to Figure 15).

    - Object (2 data elements). Click the edit button.
      Data field has a drop-down menu. Select the object of
      the task (Platform, System, Subsystem, Component, and
      Non-Equipment). Once the object is selected an
      additional adjacent supporting drop-down data field
      will be activated. Select the supporting descriptor
      as applicable (refer to Figure 16).
    - Condition*. This data field has a library. 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.
    - Standard*. Data field has a library. 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.
    - Source*. Data field has a library. Select the
      reference document(s) that is the authoritative source
      for the task.

NOTE

- When selecting Conditions, Standards, and Source
  information; refer to the Search Feature description,
  under CPM New Features: Section 4 – CONDUCTING A JDTA
  WORKSHOP (page 4-13). When source data are needed to
  complete a task but do not exists in CPM, they can be
  added as applicable. When entering a new source, enter
  the number of the source first and then the title of the
  source. Data fields having an asterisk (*), require data
  entry. Ensure the JDTA data does not become classified
  once conditions and standards are applied.

- Examples:

    - (*)Number – NAVEDTRA 137A
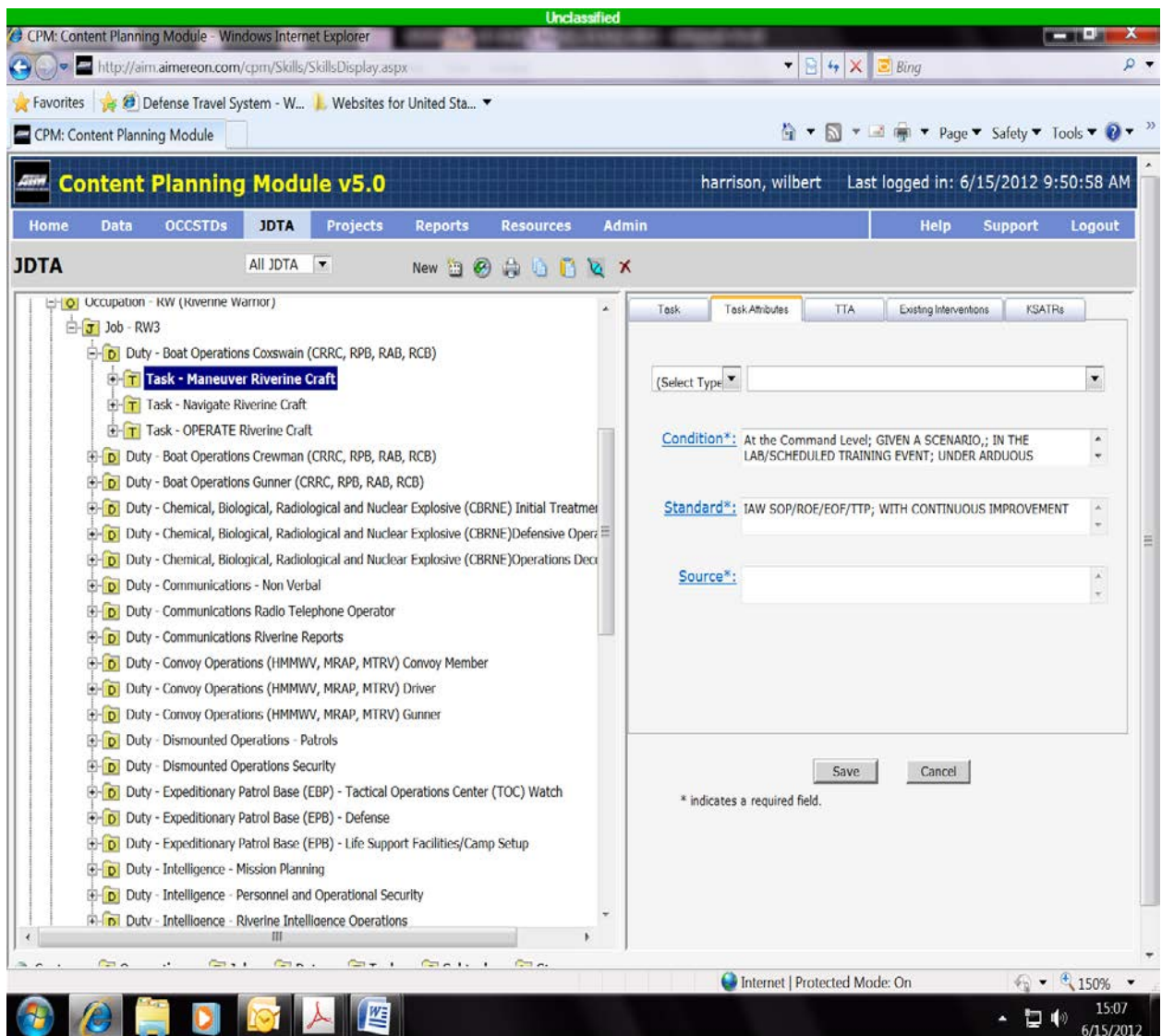   - (*)Title – Job Duty Task Analysis Management Manual

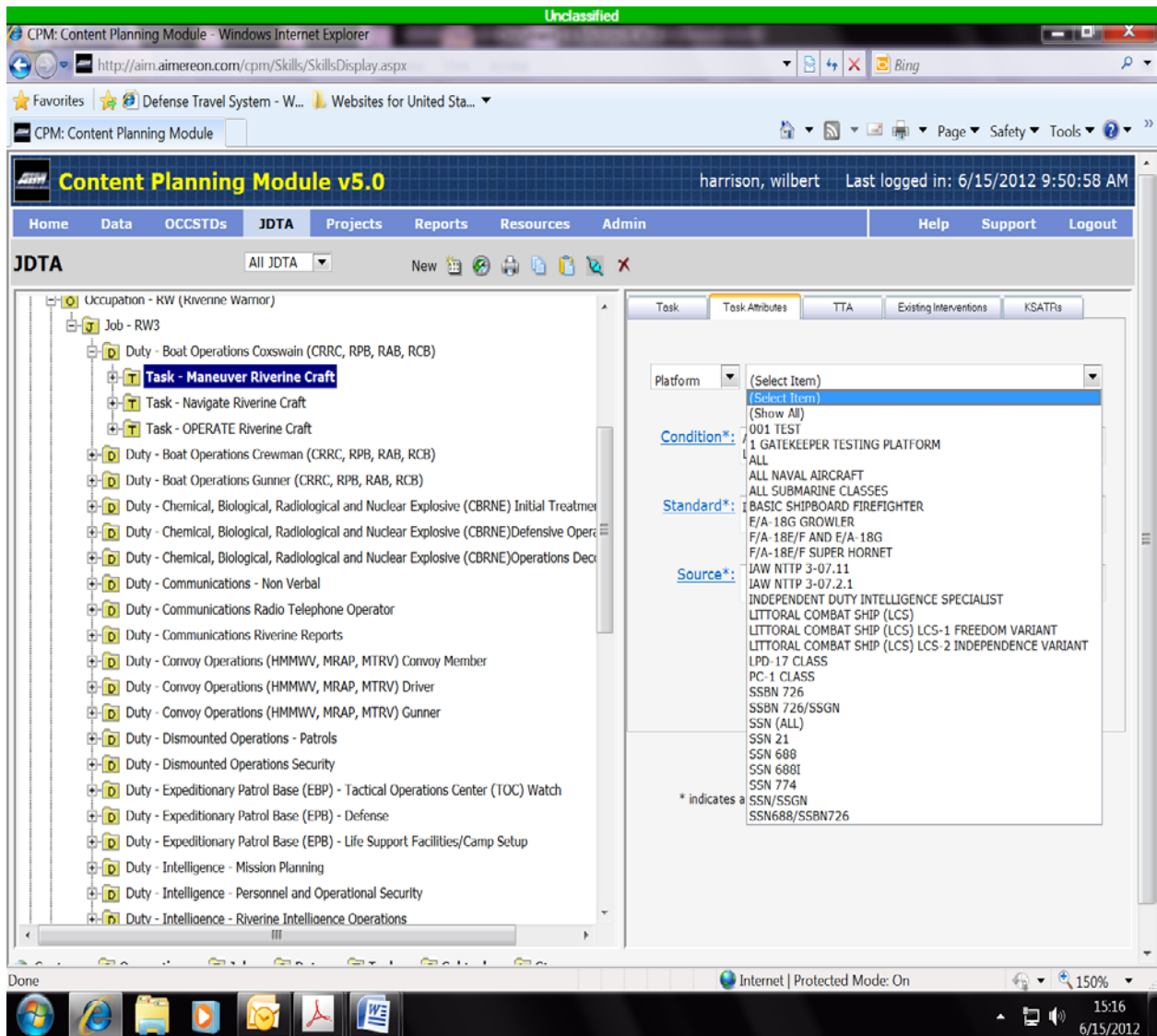FIGURE 15: TASK LEVEL, TASK ATTRIBUTES TAB DATA ENTRY

FIGURE 16: TASK LEVEL, TASK OBJECTS TAB DATA ENTRY

- TTA Tab (Training Task Analysis) (1), has 10 data elements. (refer to Figure 17). Each data field is a drop-down. Select the appropriate choice for each data field as it relates to the task. The following is a list of the TTA elements:
  - Safety Hazard Severity. This is a qualitative measure of the potential consequences resulting from failure to observe proper safety procedures. Severity classification categories has four levels:
    - Minor: Failure does not cause injury, property damage, or system damage but will result in unscheduled maintenance or repair.
    - Marginal: Failure may cause minor injury, minor property damage, or minor system damage, and will result in delay, loss of availability, or mission degradation.
    - Critical: Failure may cause severe injury, major property damage, or major system damage and will result in mission loss.
    - Catastrophic: Failure may cause death, property destruction, or system loss (e.g., aircraft, missile, ship, etc.)
  - 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:
    - Minor: Inadequate performance does not result in injury to personnel or damage to equipment.
    - Marginal: Inadequate performance results in non-serious personnel injury or damage to equipment.
    - Critical: Inadequate performance results in serious or life threatening injury to personnel, or impedes the ability to perform a mission.
    - Catastrophic: Inadequate performance results in death or the inability to carry out a mission.
  - 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. "Low Delay Tolerance" (Immediate priority) and "High Delay Tolerance" (ability to delay task) initiation.
    - 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.
- Examples of "High Delay Tolerance" (ability to delay) task:
  - Review books for unit library.
  - Refill fire extinguisher after use.
  - Write trip report.
- 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:
  - At least annually.
  - At least once every six months.
  - At least monthly, but no more than twice a month.
  - Twice per week or more.
- 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:
  - Never performed correctly.
  - Less often than other tasks.
  - About as often as other tasks.
  - More often than other tasks.
- 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:
  - No training required.
  - Task requires one to three days to learn to perform.
  - Task may be learned in one to two weeks to perform.
  - Task may require up to one month or more to learn to perform.
- 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 are so complicated that

a Sailor can perform them adequately only after
lengthy training. Other tasks lie somewhere in
between these two extremes and require different
levels of training. The task learning difficulty
scale has four levels:
  ▪ No training is required.
  ▪ Task requires one to three days to learn.
  ▪ Task may be learned in one to two weeks.
  ▪ Task may require up to one month or more to
    learn.
- Percent Performing. This is the percentage of Sailors
  who perform the task. If 96 percent of all weather
  technicians 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:
    ▪ 0 to 24% of the personnel perform this task.
    ▪ 25 to 49% of the personnel perform this task.
    ▪ 50 to 74% of the personnel perform this task.
    ▪ 75 to 100% of the personnel perform this task.
- 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:
    ▪ Task is not performed.
    ▪ Less time spent on this task than most other
      tasks.
    ▪ Same amount of time spent on this task as most
      other tasks.
    ▪ More time spent on this task than most others.
- 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:
    ▪ Task first performed within 2 to 4 years after
      assignment.

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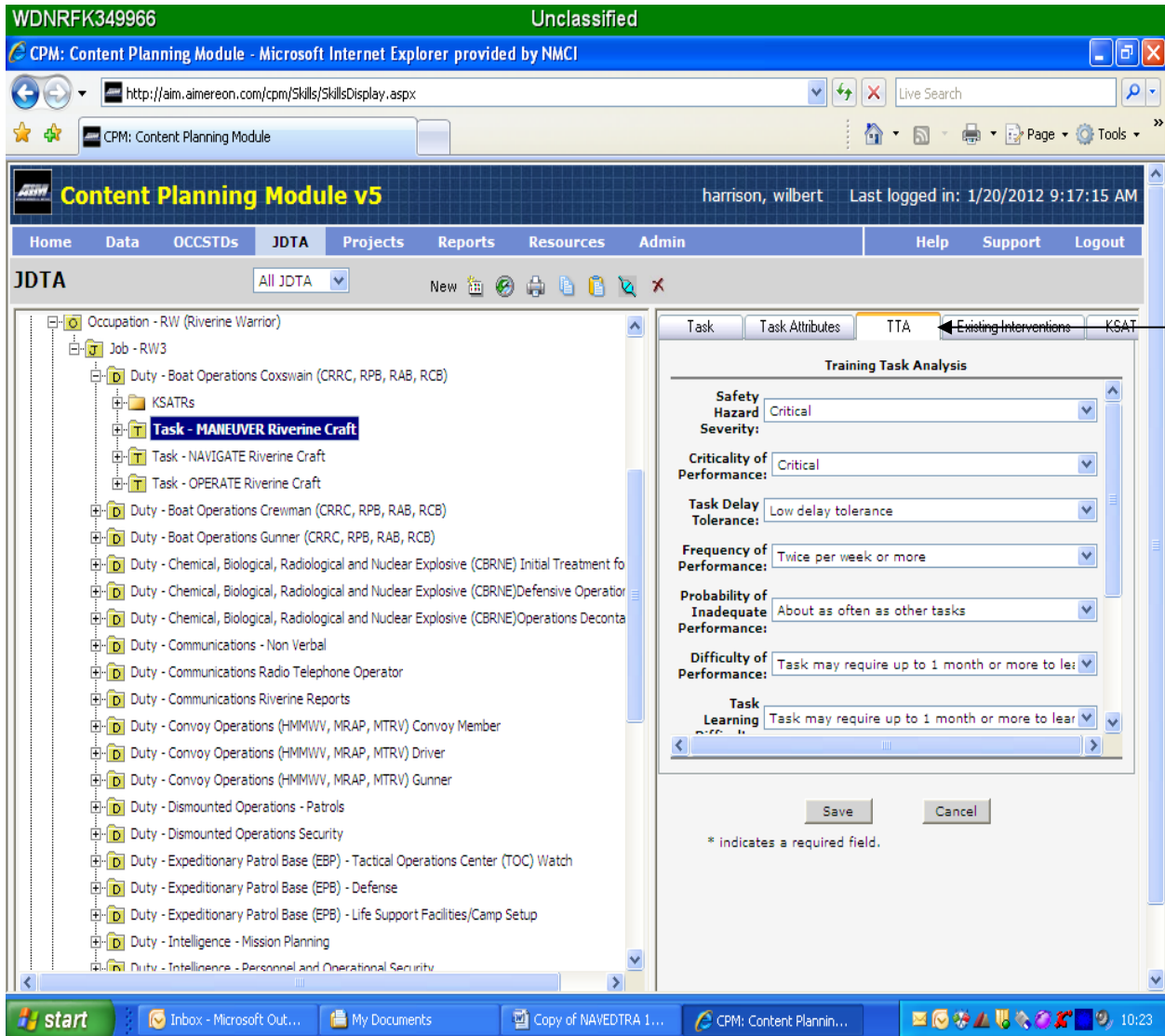- Task first performed during first 3 months after assignment.

FIGURE 17: TASK LEVEL, TRAINING TASK ANALYSIS (TTA) DATA ENTRY

- Existing Intervention Tab (1), has two data elements (refer to Figure 18). When the "Type" and "Intervention" (2) data fields have been completed the "Type and Intervention" text field will be auto populated.
  - Type*. This data field is a drop-down. Select the desired training delivery method.
  - Intervention*. This data field is a free form text box. Enter the current course that supports this training requirement, if one exists.
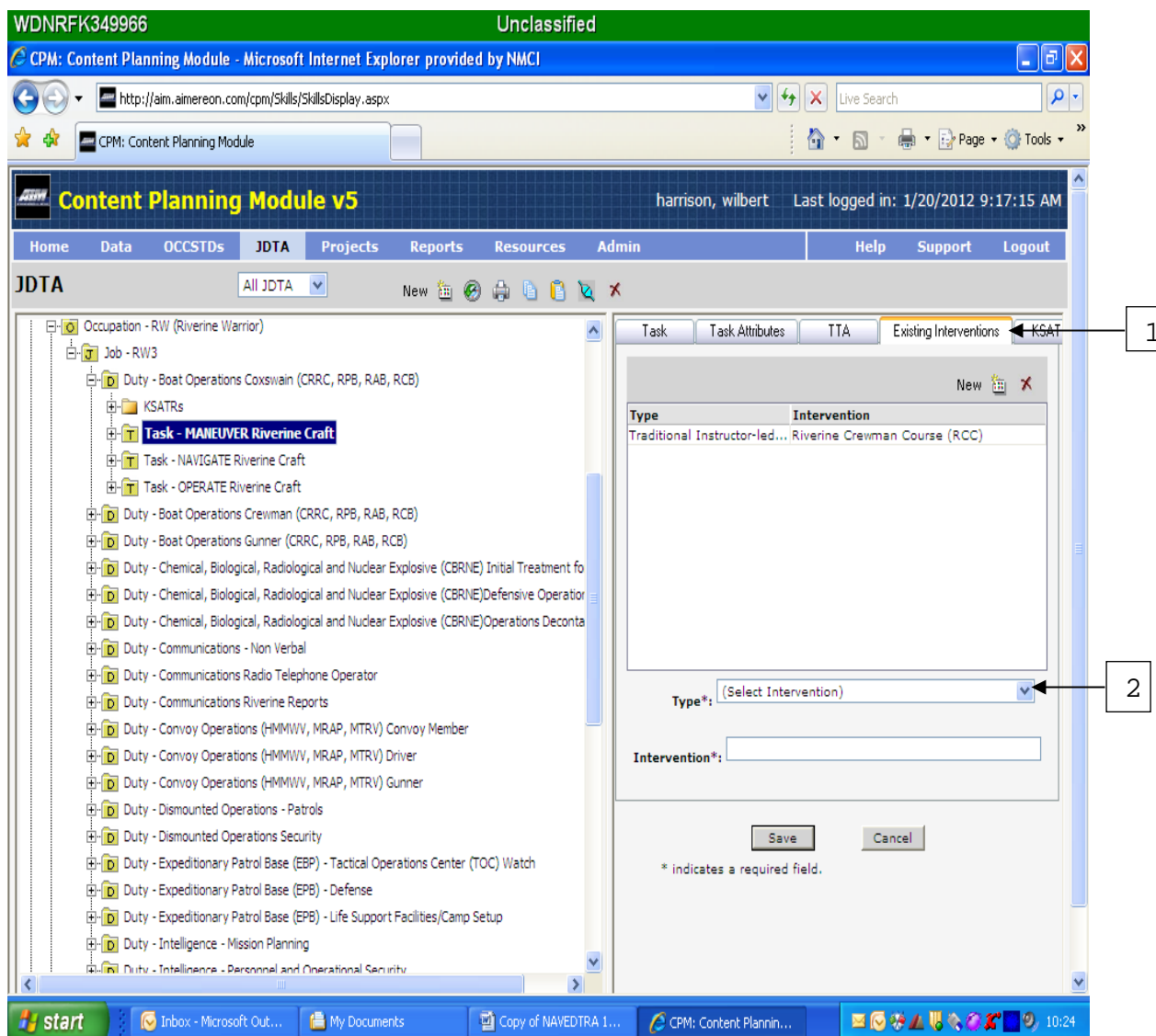

FIGURE 18: TASK LEVEL, EXISTING INTERVENTION DATA ENTRY

- KSATR Tab (1), has a free dialogue box (refer to Figure 19). In this box, provide the knowledge, skill, ability, tool, and resource associated with the task as required.
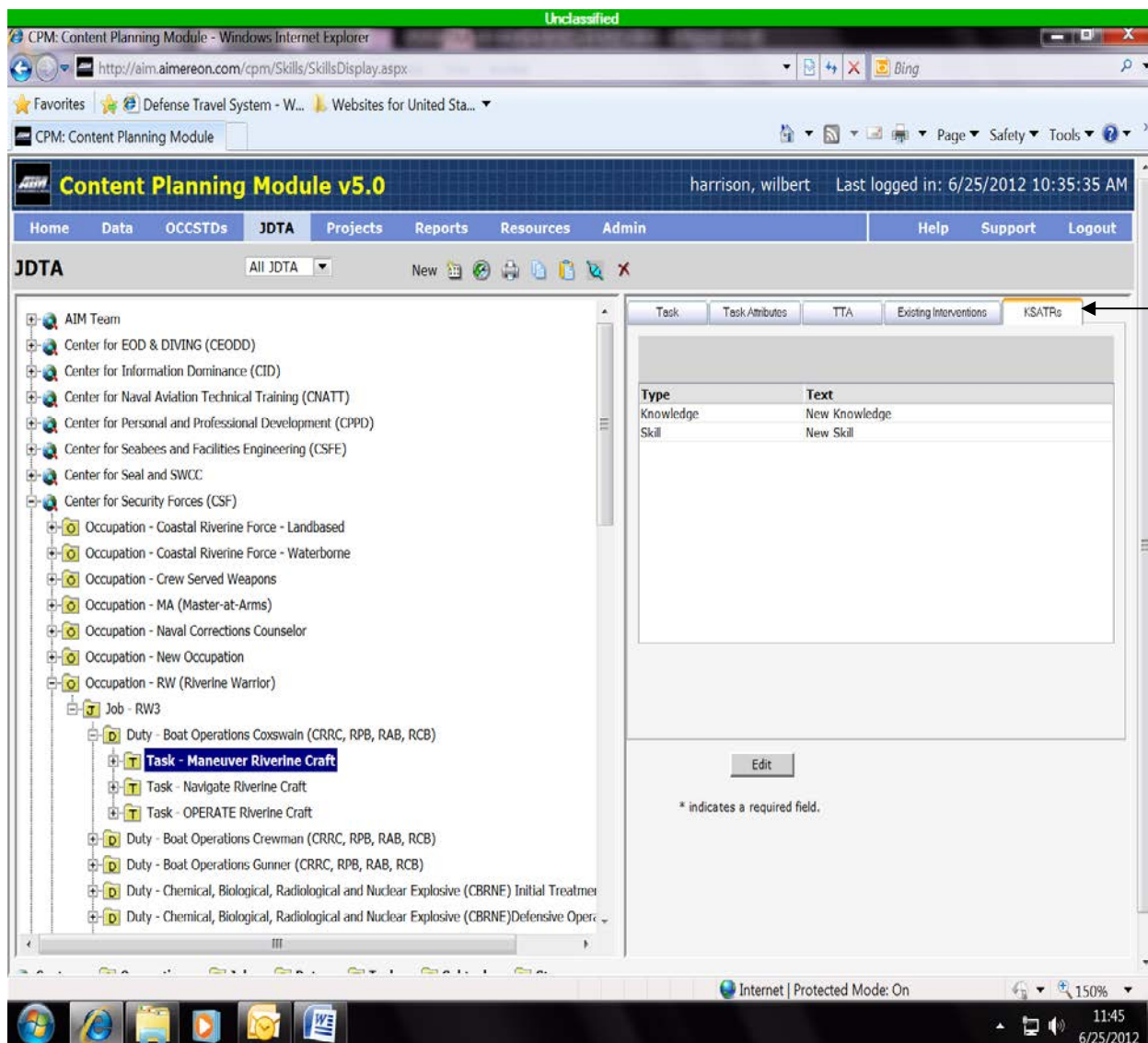

FIGURE 19:   TASK LEVEL, KNOWLEDGE, SKILL, ABILITY, TOOL, AND RESOURCE (KSATR) DATA ENTRY, STEP 1

NOTE

To enter KSATR data for a task (refer to Figure 20).
Highlight the task (1), click the edit button (arrow 2),
to make any changes. Click the blue Symbol with a white
checkmark (3) (refer to figure 21), to access the KSATR
selection screen. Use the drop down menu and select (4)
Knowledge, Skill, Ability, Tool and Resource individually
(refer to Figure 22), to enter data for each element in
the free form text box. When all data are selected or
entered for that task, click the "OK" (5) button and then
click save. Repeat the process for each additional word
as required. When completing KSATR data, and for "KSA"
examples, refer to applicable job data from the
Department of Labor Occupational Network (O*NET), at the
following link: http://www.onetonline.org/.

The following is a description of Knowledge, Skill, Ability,
Tool, and Resource task level:

- 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.
- 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.
- Ability. Individual attributes that influences performance
  (i.e., cognitive, physical, psychomotor, and sensory).
  Ability is the natural tendency to perform tasks
  successfully or well, and can be one or more of each.
- Tool. Items or objects used to perform a specific kind of
  task.
- Resource. The informational source or reference material
  used to locate or house information about processes.
  Resources include manuals, publications, reports, forms,
  blueprints, plans, etc.
    - Each data point for knowledge, skill and ability
      shall be listed individually. An example of the
      format used for the free form text box for KSATR
      data entry is as follows:

Examples:

- **Task** - Conduct assessment of defects and corrosion associated with LO conductive and specialty coatings.
- **Knowledge** - aircraft structure.
- **Knowledge** - blade seal; purpose: characteristics, location, identification.
- **Knowledge** - characteristics of corrosion: intergranular, galvanic, filiform, dissimilar, fretting, delamination, stress, pitting, exfoliation (all surface corrosion types).
- **Knowledge** - common Hand Tools: mirror, flashlight, magnifying glass, non-metallic scraper, grease pencil, ruler, feeler gauge, depth gauge (all hand tools). List as applicable.
- **Skill** - equipment maintenance, repairing, monitoring, problem solving, critical thinking, quality control analysis, reading comprehension, speaking.
- **Skill** – Imitation, can perform a task but is not
- proficient.
- **Skill** – Repetition, can perform tasks, but has not had enough repetitions to achieve expert proficiency.
- **Skill** – Habit, can perform any task with an expert's proficiency.

NOTE

The selection of "skill level" (imitation, repetition, or habit) requires the recommendation on repetition (practice) necessary for the trainee to reach the selected skill level.

Ability – Cognitive, application of knowledge in problem solving and or deductive reasoning; Physical, requires strength, flexibility, balance, and coordination; Psychomotor, requires manipulation and object control, manual dexterity, reaction time, and control precision; Sensory, requires visual, auditory, and speech perception.

Ability - Finger dexterity, problem sensitivity, manual dexterity, near vision, written comprehension, arm hand steadiness, information ordering, deductive reasoning, inductive reasoning.

Tool – mirror, flashlight, magnifying glass, non-metallic scraper, grease pencil, ruler, feeler gauge, depth gauge (all hand tools). List as applicable.

Resource – NSTM. List as applicable.

When KSATR data has been entered for each task, the work analysis process is complete, unless it is necessary to go to the sub-task and step level, addressed previously.

NOTE

Video narrations of KSATR functionality described above are available on the AIM website under Video Help CPM.
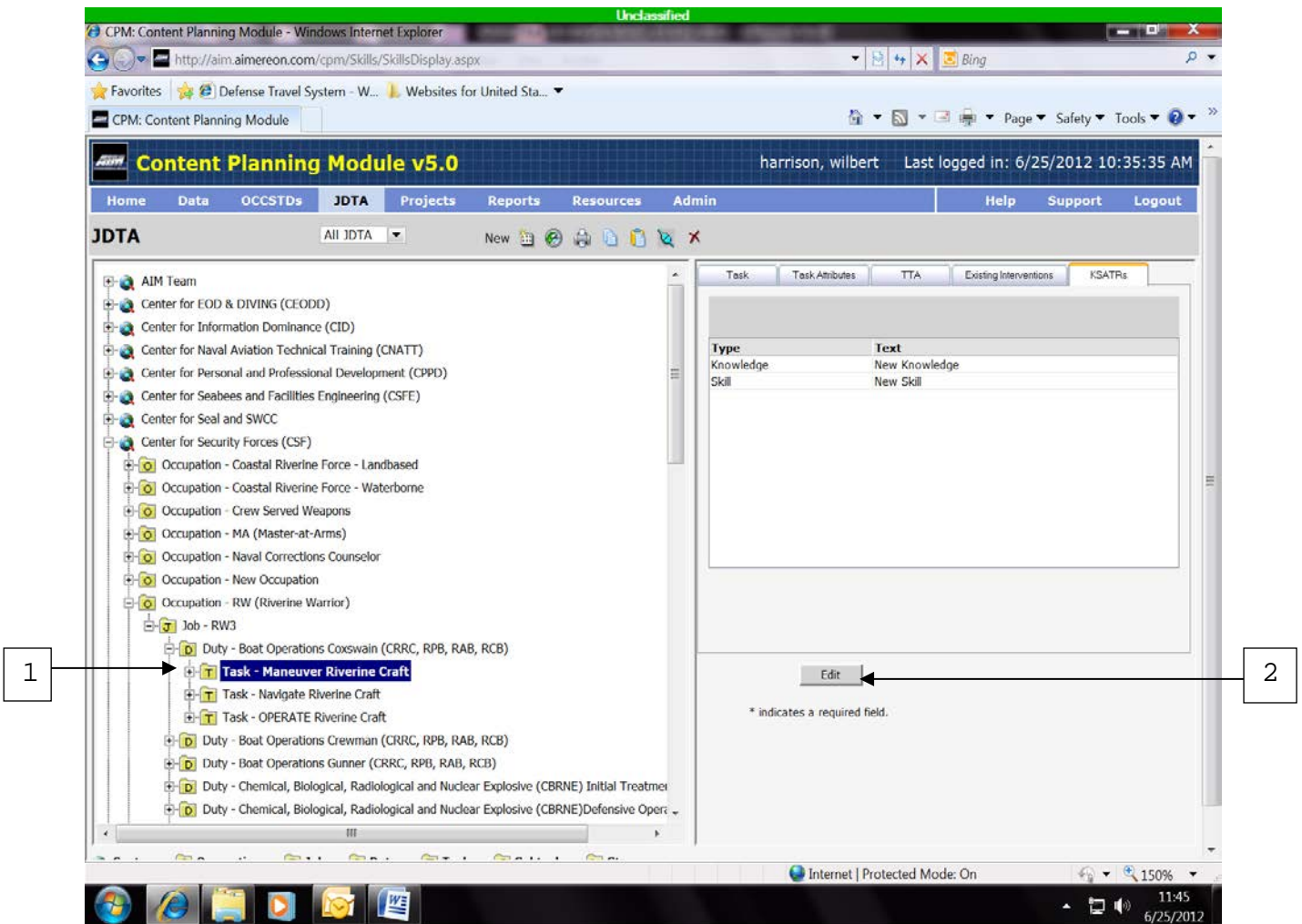

FIGURE 20: TASK LEVEL, KNOWLEDGE, SKILL, ABILITY, TOOL, AND RESOURCE (KSATR) DATA ENTRY, STEP 2
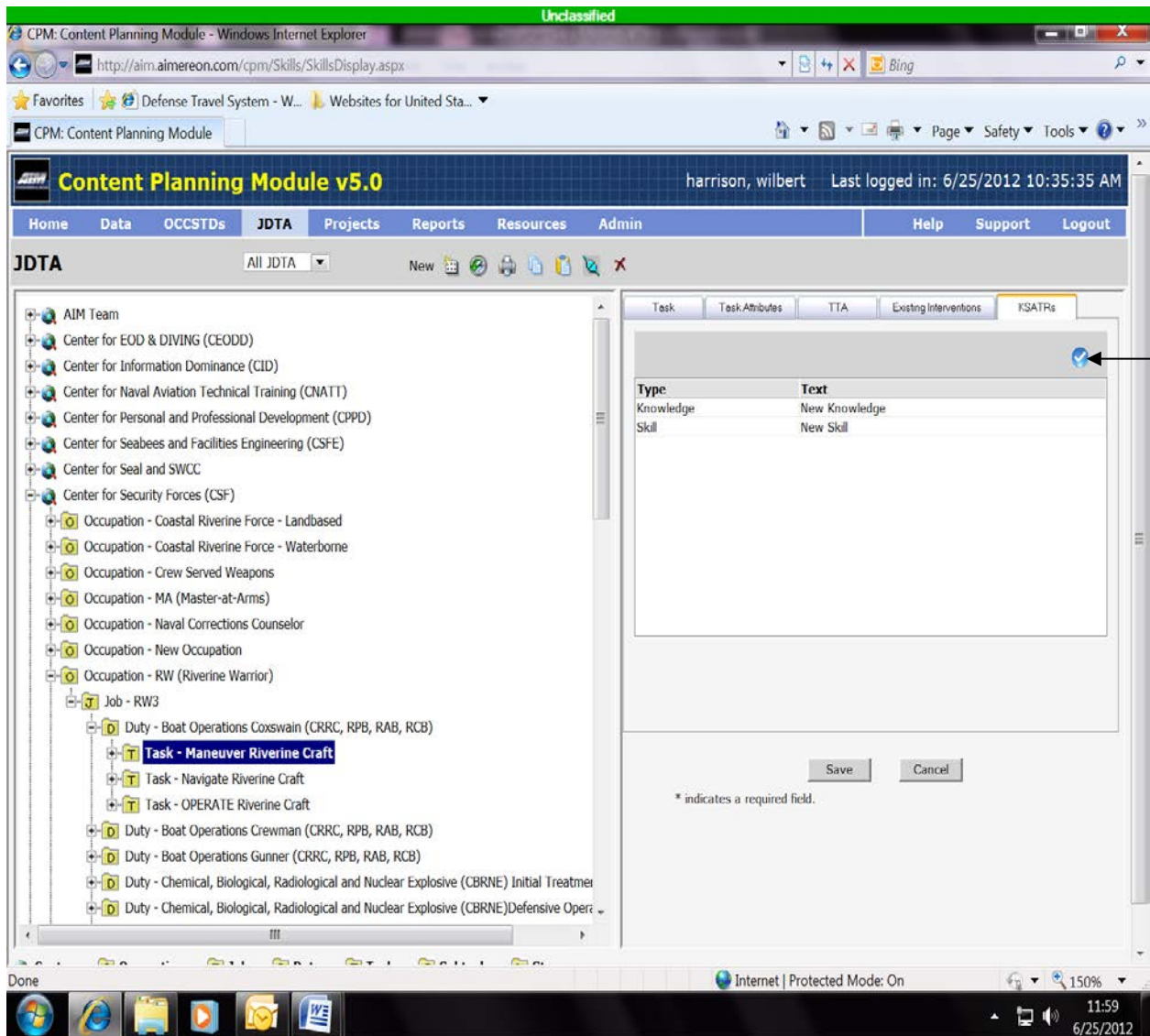
FIGURE 21:   TASK LEVEL, KNOWLEDGE, SKILL, ABILITY, TOOL, AND
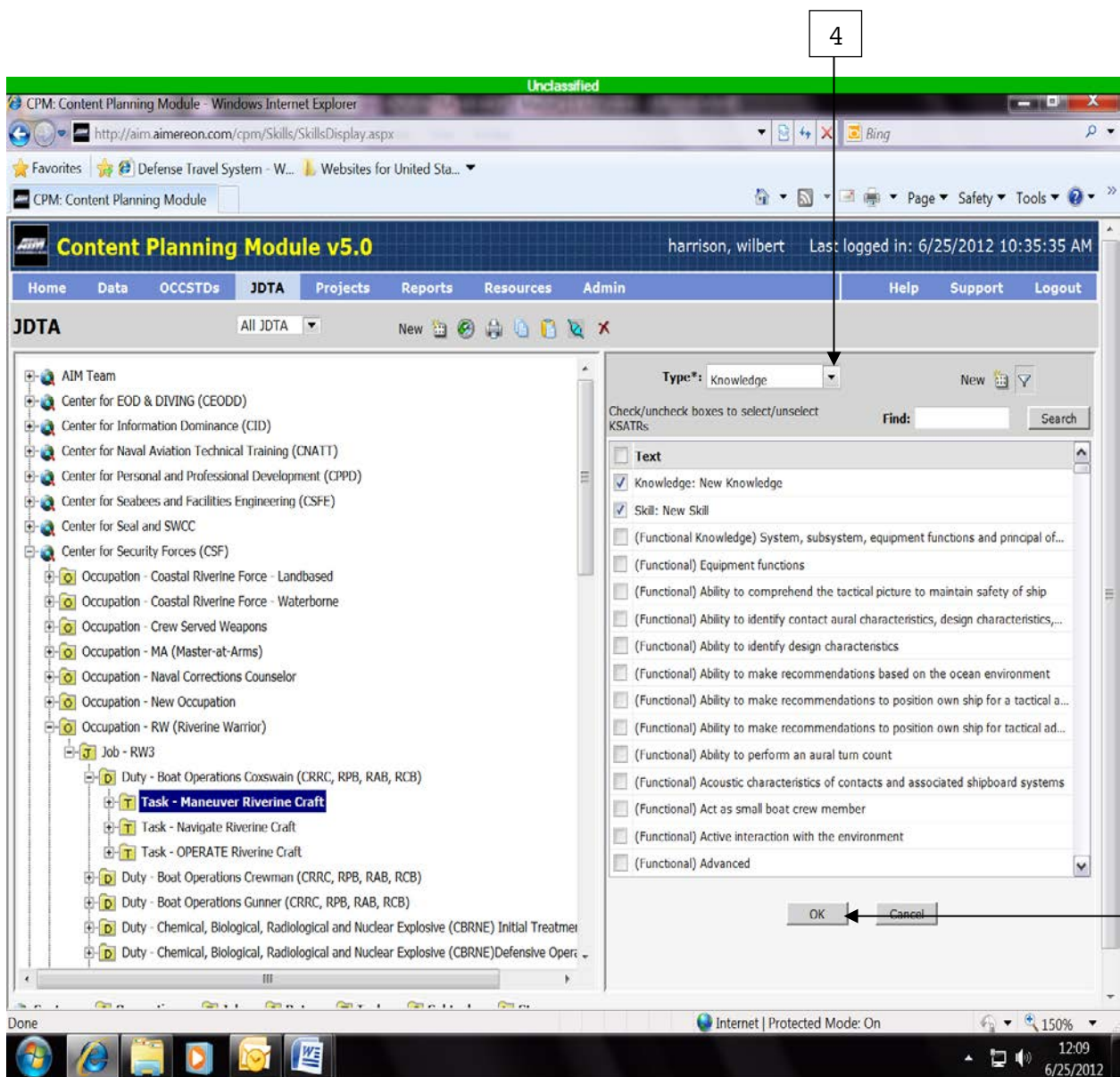RESOURCE (KSATR) DATA ENTRY, STEP 3

**FIGURE 22:   TASK LEVEL, KNOWLEDGE, SKILL, ABILITY, TOOL, AND
RESOURCE (KSATR) DATA ENTRY, STEP 4**

SECTION 4 – JDTA WRAP-UP

After the JDTA workshop adjourns, the LC shall generate and forward a JDTA Report from AIM CPM, with a cover letter (Appendix C) to the Requirement Sponsor(s) for review, validation, and approval. Upon JDTA data validation, Requirement Sponsor(s) should return an approved letter (Appendix D) to the LC, stating that the JDTA data is approved.

If the requirement sponsor(s) has changes to the data, they should update the JDTA Report and submit it to the LC, accompanied by a letter of approval. The LC will in-turn update the data in AIM CPM, as required. To generate the JDTA report, highlight the occupation (1), and click the printer icon in the Skills bar (2). A drop-down will appear (3), click on "Hierarchy to PDF" and follow the prompts to generate the report, (refer to Figure 23).
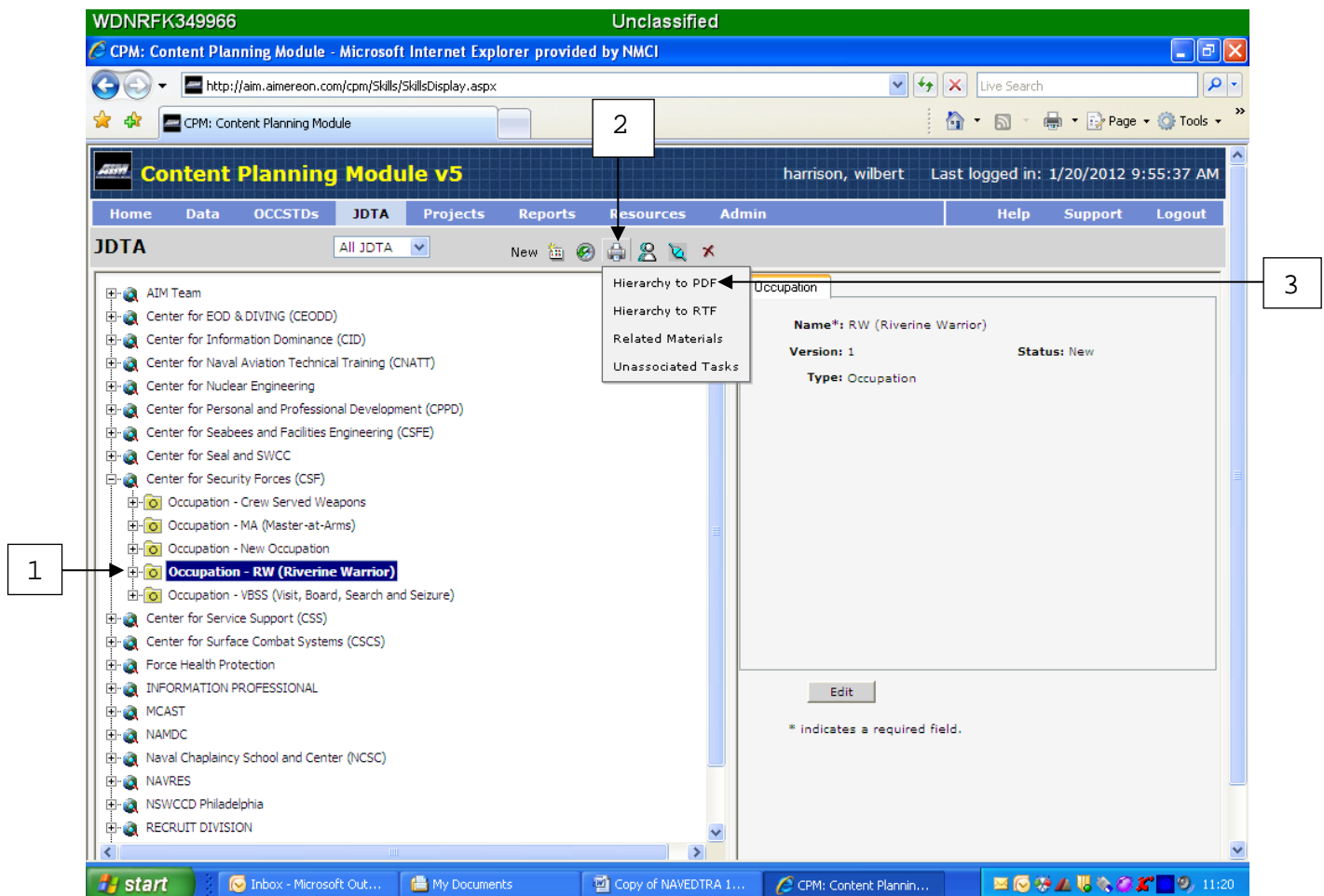
FIGURE 23: GENERATE JDTA REPORT

4-42

Upon receipt of the Requirement Sponsor(s) approval, the JDTA Coordinator will "submit" the data in AIM CPM.

NOTE

When JDTA data is "submitted," it is locked and cannot be modified. If changes to the data are required (based on requirement sponsor(s) approval) after it is locked, assistance from an AIM CPM programmer will be required. To "submit" the JDTA data, highlight the job (1) and click the "Submit"(2) button in the Skill Tab (refer to Figure 24).

FIGURE 24: SUBMIT JDTA DATA

The final step in the JDTA process is to generate and release the JDTA Completion Report message, refer to Appendix E for an example. Within 30 days of concluding the JDTA workshop, the LC shall submit a completion report message. The report will be sent to the same addressees as the JDTA announcement and agenda messages. The completion report will contain, at a minimum, the following information:
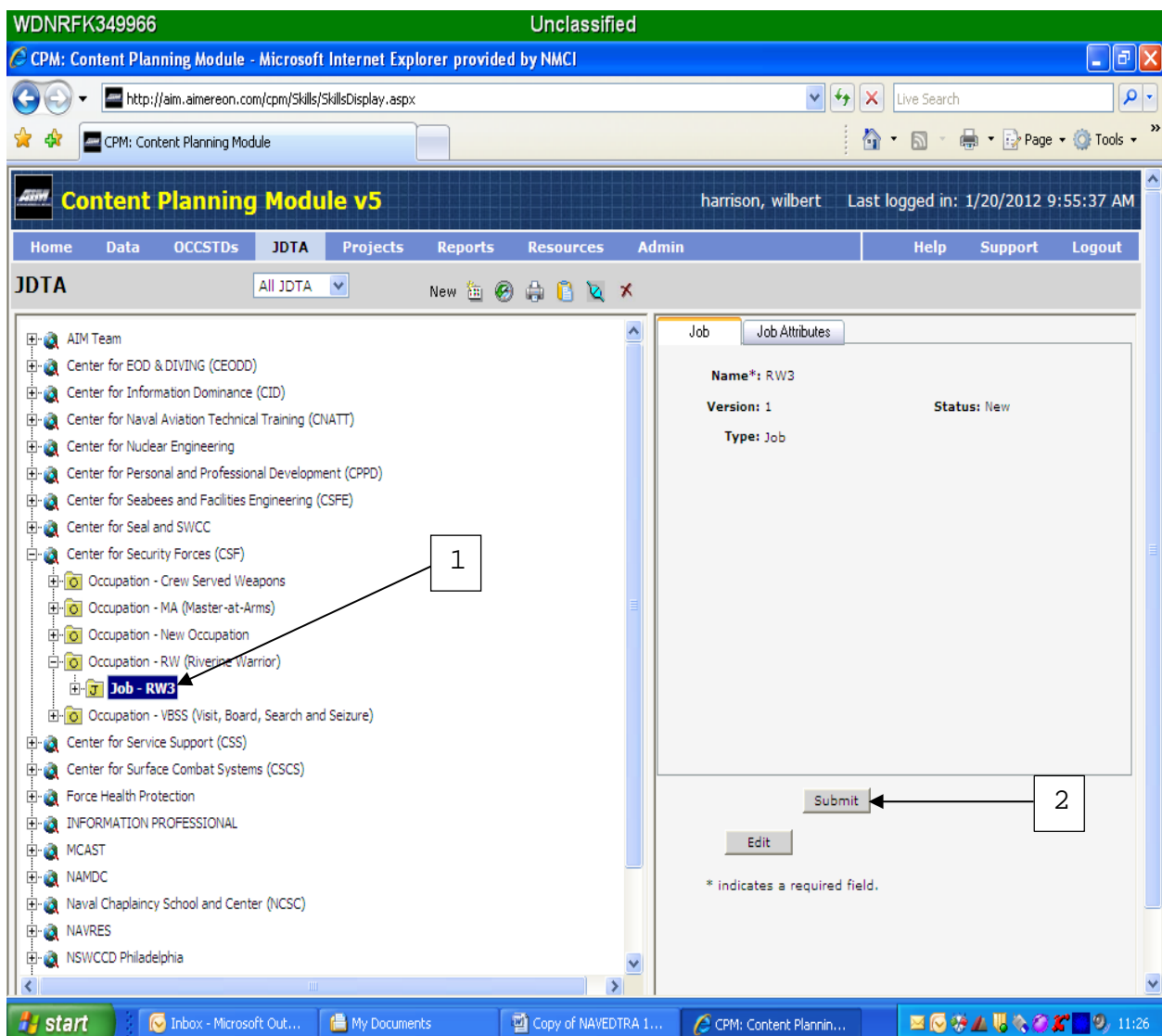
- Purpose of the JDTA.
- List of attendees.
- List of jobs, and associated duties and tasks identified during the JDTA.
- Provide status of JDTA data approval.

Once JDTA data is approved by the requirement sponsor(s) and submitted in AIM CPM, NETC's Content Development and Revision process can continue with the FEA Process.

NOTE

After the JDTA workshop, the validated training requirements list is a working document which is used to develop learning objectives in accordance with NAVEDTRA 130 (Series), and is the input to the NETC-Front End Analysis (FEA) Process.

SECTION 4 – AIM CPM FEATURES

Edit/Save. Many screens now require the user to select Edit when changes are required for existing data and to Save data before exiting. Attempting to leave a screen before saving data will cause a warning as reminder to save your work.

In Use. Only allows one user in an element at a time. "Element is being edited" message lets a user know that the element selected is in use by another.

Copy and Paste. With a JDTA item (job, duty, task, subtask, and step) selected, users can select the Copy button, move to another JDTA item (at the next higher level) then select the paste button and one of the options copy, copy with children, or move. This allows for use of a task that was created for one duty to be placed in another.

Save and Add. Allows entering another JDTA item at the
same level without having to select the level above. For
example, to add a second task select Save and Add after the
first task is done.

Search feature. Allow users to search conditions,
standards, and source information when assigning attributes to
task. To search for Conditions, Standards, and Source data;
click the task attributes tab, click edit, click the
appropriate Condition, Standard or Source, then type word(s)
or abbreviations in the search field. Select the appropriate
choice(s) as required.

Filter. Allows users to filter Conditions, Standards,
Source, and KSATR data to view only those most commonly used and
aligned to a LC. When the filter button is clicked, only data
for a single learning center can be viewed for selection. When
the button is clicked again it deactivates the filter feature to
allow view of all data in AIM CPM.

SECTION 5 – SUMMARY

This chapter has described the steps that must be performed
by a LC to support a JDTA workshop. The steps include a
description of the actions that must be addressed prior to a
JDTA workshop, how to conduct a JDTA workshop, and what actions
must be completed to wrap-up a JDTA workshop. Collectively,
these steps comprise the LC's JDTA process. Additionally, a
detailed description of how to enter work analysis data into AIM
CPM was provided to assist those not familiar with the process.

APPENDIX A

JDTA ANNOUNCEMENT MESSAGE

EXAMPLE

FM: **LEARNING CENTER**
TO:
INFO:
BT
UNCLAS//N01500//
MSGID/GENADMIN/**LEARNING CENTER**/**MONTH//**
SUBJ/**LEARNING CENTER** JOB DUTY TASK ANALYSIS ANNOUNCEMENT**//**
REF/A/DOC/JUN2013//
REF/B/DOC/3DEC10//
NARR/REF A IS NAVEDTRA 137A. REF B IS NETCINST 1500.9 TRAINING
REQUIREMENT IDENTIFICATION AND RESOURCE SPONSOR COMMITMENT.//
POC/**LAST NAME/RANK (MIL OR CIV)/LEARNING CENTER/LOCATION**/**TEL:
DSN XXX-XXXX/EMAIL:**//
RMKS/1. PER REF A, A JDTA ALIGNS A JOB BENEATH AN OCCUPATION.
THEN, THE WORK ASSOCIATED WITH THE JOB IS DECOMPOSED AND
STRUCTURED INTO DUTIES AND TASKS. TASK LEVEL DATA IS THE SOURCE
FOR BUILDING LEARNING OBJECTIVES, AND THUS IS THE FOUNDATION OF
NAVY CURRICULUM DEVELOPMENT. ATTRIBUTES WILL BE ASSIGNED AT THE
TASK LEVEL THAT WILL PROVIDE THE SPECIFICITY THAT WILL ENABLE
CURRICULUM DEVELOPERS TO BUILD COURSES TO SATISFY VALIDATED AND
RESOURCED FLEET TRAINING REQUIREMENTS PER REF B. ADDITIONALLY,
SOME JDTAs ARE USED AS A FORUM TO COLLECT INPUT AS PART OF AN
OCCUPATIONAL STANDARDS (OCCSTD) REVIEW.
2. JDTA INFORMATION:
A. PURPOSE:
B. DATE(S) OF JDTA:
C. LOCATION:
D. TENTATIVE **AGENDA**:
3. SUBJECT MATTER EXPERTS (SME) PROVIDE INVALUABLE TECHNICAL
KNOWLEDGE AND EXPERTISE NECESSARY TO DECOMPOSE AND STRUCTURE
WORK, DURING A JDTA WORKSHOP. NETC REQUESTS STAKEHOLDERS
NOMINATE A MINIMUM OF THREE SMES (E5 OR ABOVE) FOR THE JDTA.
REQUEST PROVIDE SME POC INFO. FLEET, TYCOM, ISEA, PROGRAM
OFFICE, MAINTENANCE COMMUNITY, ENLISTED COMMUNITY MANAGER AND
OTHER STAKEHOLDER PARTICIPATION IS HIGHLY ENCOURAGED. REQUEST
ATTENDEES PLAN TO ATTEND IN PERSON FOR DURATION OF JDTA.
4. A COMMUNITY OF PRACTICE (COP) FOR THIS JDTA IS AVAILABLE ON
THE **LEARNING CENTER** NKO HOMEPAGE. FROM NKO HOME PAGE, GO TO
PULL DOWN MENU UNDER NKO LOGO AND CLICK LEARNING CENTERS - CLICK
ON **LEARNING CENTER** - CLICK ON **LEARNING CENTER**'S JDTA COP - THEN
SELECT **JDTA TITLE**. RECOMMEND BOOK MARKING PAGE. JDTA COP IS
THE REPOSITORY FOR ALL JDTA INFO.
5. A PRELIMINARY WORK STRUCTURE FOR THE JDTA IS POSTED ON THE
LEARNING CENTER COP. REQUEST STAKEHOLDERS REVIEW AND PROVIDE
COMMENTS.

6.   REQUEST PARTICIPATING ACTIVITIES PROVIDE ATTENDEE CONTACT
INFO, TO INCLUDE SMES, AND ADDITIONAL PROPOSED AGENDA ITEMS TO
JDTA POC.
7. VTC WILL BE MADE AVAILABLE FOR THOSE COMMANDS DESIRING TO
PARTICIPATE IN THE JDTA WITHOUT TRAVEL FUNDING. CONTACT JDTA
POC FOR VTC DIAL IN INFORMATION. DEFENSE CONNECT ONLINE AND
PHONE BRIDGE WILL ALSO BE UTILIZED. WEB LINK IS
HTTPS://CONNECT.DCO.DOD.MIL/XXXXXXXX. PHONE BRIDGE: XXX-XXX-
XXXX, ACCESS CODE XXXXXXX.//

BT

APPENDIX B

JDTA AGENDA
MESSAGE

EXAMPLE

FM: **LEARNING CENTER**
TO:
INFO:
BT
UNCLAS//N01500//
MSGID/GENADMIN/**LEARNING CENTER**/**MONTH//**
SUBJ/**LEARNING CENTER** JOB DUTY TASK ANALYSIS AGENDA**//**
REF/A/DOC/JUN2013//
REF/B/DOC/3DEC10//
NARR/REF A IS NAVEDTRA 137A. REF B IS NETCINST 1500.9 TRAINING
REQUIREMENT IDENTIFICATION AND RESOURCE SPONSOR COMMITMENT.//
POC/**LAST NAME/RANK (MIL OR CIV)/LEARNING CENTER/LOCATION**/**TEL:
DSN XXX-XXXX/EMAIL:**//
RMKS/1. PER REF A, A JDTA ALIGNS A JOB BENEATH AN OCCUPATION.
THEN, THE WORK ASSOCIATED WITH THE JOB IS DECOMPOSED AND
STRUCTURED INTO DUTIES AND TASKS. TASK LEVEL DATA IS THE SOURCE
FOR BUILDING LEARNING OBJECTIVES, AND THUS IS THE FOUNDATION OF
NAVY CURRICULUM DEVELOPMENT. ATTRIBUTES WILL BE ASSIGNED AT THE
TASK LEVEL THAT WILL PROVIDE THE SPECIFICITY THAT WILL ENABLE
CURRICULUM DEVELOPERS TO BUILD COURSES TO SATISFY VALIDATED AND
RESOURCED FLEET TRAINING REQUIREMENTS. ADDITIONALLY, SOME JDTAs
ARE USED AS A FORUM TO COLLECT INPUT AS PART OF AN OCCUPATIONAL
STANDARDS (OCCSTD) REVIEW.
2. JDTA INFORMATION (INCLUDE CIN IF APPLICABLE):
A. PURPOSE OF THIS JDTA
B. DATE OF JDTA, (DAY(S) AND MONTH).
C. LOCATION OF JDTA, (FULL ADDRESS).
3. THE FOLLOWING IS JDTA AGENDA:
DAY 1
0700-0800: JDTA CHECK-IN
0800-0830: OPENING REMARKS
0830-0900: CONDUCT IN-BRIEF TO DISCUSS PURPOSE, GOALS, AND
           AGENDA
0900-1000: VALIDATE PROPOSED JDTA WORK STRUCTURE ALIGNMENT
1000-1500: WORKING GROUP SESSIONS
1500-1600: DAY 1 REVIEW
DAY 2
0800-1500: WORKING GROUP SESSIONS
1500-1600: DAY 2 REVIEW
DAY 3
0800-1100: WORKING GROUP JDTA WORK STRUCTURE VALIDATION
1100-1500: RECONVENE ALL ATTENDEES AND CONDUCT WORKING GROUP
OUT-BRIEFS AND REACH AGREEMENT ON WORK STRUCTURE ALIGNMENT
1500-1600: CLOSING REMARKS, ADJOURN JDTA.
4. A COMMUNITY OF PRACTICE (COP) FOR THIS JDTA IS AVAILABLE ON
THE **LEARNING CENTER** NKO HOMEPAGE. FROM NKO HOME PAGE, GO TO

PULL DOWN MENU UNDER NKO LOGO AND CLICK LEARNING CENTERS - CLICK
ON **LEARNING CENTER** - CLICK ON **LEARNING CENTER**'S JDTA COP - THEN
SELECT **JDTA TITLE**.   RECOMMEND BOOK MARKING PAGE. JDTA COP IS
THE REPOSITORY FOR ALL JDTA INFO.
5.   POSTED ON THE **LEARNING CENTER** COP IS A PRELIMINARY WORK
STRUCTURE FOR THE JDTA.   REQUEST STAKEHOLDERS REVIEW AND PROVIDE
COMMENTS.
6.   REQUEST PARTICIPATING ACTIVITIES PROVIDE ATTENDEE CONTACT
INFO, TO INCLUDE SMES, AND ADDITIONAL PROPOSED AGENDA ITEMS TO
JDTA POC.
7. VTC WILL BE MADE AVAILABLE FOR THOSE COMMANDS DESIRING TO
PARTICIPATE IN THE JDTA WITHOUT TRAVEL FUNDING. CONTACT JDTA POC
FOR VTC DIAL IN INFORMATION. DEFENSE CONNECT ONLINE AND PHONE
BRIDGE WILL ALSO BE UTILIZED. WEB LINK IS
HTTPS://CONNECT.DCO.DOD.MIL/XXXXXXXX. PHONE BRIDGE: XXX-XXX-
XXXX, ACCESS CODE XXXXXXX.//

BT

APPENDIX C

JDTA DATA REPORT COVER LETTER
TO REQUIREMENT SPONSOR(S)

EXAMPLE

(Learning Center Letterhead)

<div align="right">

1500
Ser N7/
(Date)

</div>

From: *(Learning Center)*
To: (Requirement Sponsor(s))

Subj: *(name of JDTA)* JOB DUTY TASK ANALYSIS DATA

Ref: (a) Ser and date of the training requirement letter
            submitted per NETCINST 1500.9

Encl: (1) *(name of JDTA)* JDTA Data Report

1. A Job Duty Task Analysis (JDTA) was conducted on *(dates)* in response to reference (a). Enclosure (1) is forwarded for your review, validation, and approval.

2. If upon review there is JDTA data that requires modification, request annotate it on the enclosed report or on separate correspondence and return it to *(Learning Center)* with your approval. Upon receipt, the data will be updated in the Authoring Instruction Material (AIM) Content Planning Module (CPM), per your direction.

3. If you have any questions concerning this matter, contact the *(Learning Center)* JDTA POC, *(POC full name and contact information)*.

<div align="center">

(Typed Name)

</div>

Copy to:
NETC N74

APPENDIX D

JDTA REQUIREMENT SPONSOR
JDTA DATA APPROVAL LETTER

EXAMPLE

1500
Ser/
(Date)

From: *(Requirement Sponsor(s))*
To: *(Learning Center)*

Subj: *(JDTA Title)* JOB DUTY TASK ANALYSIS DATA APPROVAL

Encl: (1) Updated JDTA Data Report or letter of corrections to
            JDTA Data Report *(enclosure only necessary if changes
            are made to the JDTA data, then identify what
            document contains the changes)*

1. The JDTA Data Report for the *(name of JDTA)* JDTA that was
conducted on *(dates)* has been reviewed, validated, and is
approved. *(if no changes are made to the JDTA data)*

                              or

     During review of the JDTA Data Report for the *(name of
JDTA)*, changes were made to the data and are provided in
enclosure (1). Update JDTA data in Authoring Instructional
Materials (AIM) Content Planning Module (CPM). JDTA data is
approved once the changes have been entered in AIM CPM. *(if
there are changes to the JDTA data)*

2. If you have any questions concerning this matter, please
contact *(POC full name and contact information)*.

                              (Typed Name)

Copy to:
NETC N74

APPENDIX E

JDTA COMPLETION
REPORT MESSAGE

EXAMPLE

FM: **LEARNING CENTER**
TO:
INFO:
BT
UNCLAS//N01500//
MSGID/GENADMIN/**LEARNING CENTER**/**MONTH//**
SUBJ/JOB DUTY TASK ANALYSIS COMPLETION REPORT**//**
REF/A/DOC/JUN13//
REF/B/GENADMIN/**LEARNING CENTER**/**MSG DTG**//
REF/C/GENADMIN/**LEARNING CENTER**/**MSG DTG**//
NARR/REF A IS NAVEDTRA 137A. REF B IS JDTA ANNOUNCEMENT MSG.
REF C IS JDTA AGENDA MSG.//
POC/**LAST NAME/RANK (MIL OR CIV)/LEARNING CENTER/LOCATION**/**TEL:
DSN XXX-XXXX/EMAIL:**//
RMKS/1. A JDTA WAS CONDUCTED PER REFS A THRU C ON: **DATE**.
2. PURPOSE OF THE JDTA:
3. JDTA ATTENDEES:
4. THE FOLLOWING IS A LIST OF JOBS, ASSOCIATED DUTIES, AND TASKS
IDENTIFIED DURING THE JDTA:
A. JOB:
(1) DUTY:
(A) TASK:
(B) TASK:
B. JOB:
(1) DUTY:
(A) TASK:
(B) TASK:
5. STATUS OF JDTA DATA APPROVAL:
6. IF THERE ARE QUESTIONS OR CONCERNS REGARDING THIS JDTA,
REQUEST CONTACT JDTA POC.//
BT

APPENDIX F

JDTA PROCESS WAIVER APPROVAL

REQUEST FORM EXAMPLE

(Learning Center Letterhead)

<div align="right">

1500
Ser N7/
(Date)

</div>

From: *(Requesting Learning Center)*
To: *(NETC N74)*

Subj: JOB DUTY TASK ANALYSIS WAIVER APPROVAL REQUEST

1. Request waiver approval for *(waiver reason)* for the upcoming *(name of JDTA)* workshop scheduled on *(Date)*.

2. This waiver request is due to *(reason for request)*.

    a. Justification: *(additional remarks)*

3. Waiver requested by *(Person requesting waiver)*.

                                      _____
                                        Signature
                                        Date

4. The above *(name of JDTA), waiver* request is approved.

                                      _____
                                        N74 Signature
                                        Date

5. The above *(name of JDTA), waiver* request is disapproved due to *(state reason(s))*.

                                      _____
                                        N74 Signature
                                        Date