LETTER OF PROMULGATION FOR NAVEDTRA 137

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.

   J. F. KILKENNY
Job Duty Task Analysis
Management Manual

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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

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NAVEDTRA SERIES MANUAL:

- NAVEDTRA 130: Task Based Curriculum Development Manual
- NAVEDTRA 131: Personnel Performance Profile Based Curriculum Development Manual
- NAVEDTRA 134: Navy Instructor 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.

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<td>may</td>
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<td>can</td>
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NAVEDTRA 137
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.

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, a Course Training Task List (CTTL), will be used to build learning objectives that in-turn will be used to develop content and testing material.

In preparation for a JDTA, a NETC Learning Center (LC) will collect and compile all pre-existing job, duty, task data and post it for stakeholder and Subject Matter Expert (SME) review before and during a JDTA. Pre-existing data can come from a variety of sources, i.e., approved job Occupational Standards (OCCSTDs), Rate Training Manuals (RTMs), Personnel Qualification Standards (PQSs), technical manuals, 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).

During a JDTA, the work of 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 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. Contained in this manual is the information needed to support the JD TA Process.
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 describes the triggers that invoke the JDTA Process. Triggers will initiate the need for work to be identified, structured, decomposed, and defined to develop or revise training content.

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.

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
JD TA 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.
  - 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.

**JDTA Coordinator:**
- Drafts JDTA Announcement, Agenda, and Completion Report Messages.
- 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.
- Liaisons 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.
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 discussed 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

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<tr>
<td>Interfaces with the LC, OPNAV and Requirement Sponsor(s) to validate training requirements</td>
<td>NETC N71</td>
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<tr>
<td>Ensures JDTA Process policy and guidance is current</td>
<td>NETC N74</td>
</tr>
<tr>
<td>Ensures NETC LCs, LSs, detachments, and participating activities are in compliance with the JDTA Process policy and guidance</td>
<td>NETC N74</td>
</tr>
<tr>
<td>Provides JDTA Process guidance and assistance</td>
<td>NETC N74 CPC</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Monitors JDTA Process compliance</td>
<td>NETC N74 CPC</td>
</tr>
<tr>
<td>Serves as CCA unless otherwise designated (authority may be delegated to another training manager, i.e., DOT or LSO).</td>
<td>LC CO</td>
</tr>
<tr>
<td>Ensures LC compliance with NETC JDTA policy and guidance.</td>
<td>LC CO</td>
</tr>
<tr>
<td>Ensures effectiveness of the LC JDTA Process</td>
<td>LC CO</td>
</tr>
<tr>
<td>Ensure compliance with NETCINST 1500.9 (series)</td>
<td>LC CO</td>
</tr>
<tr>
<td>Signs and forwards JDTA Data Report to Requirement Sponsor(s)</td>
<td>LC CO</td>
</tr>
<tr>
<td>Provides JDTA Oversight and guidance</td>
<td>LC DOT</td>
</tr>
<tr>
<td>Approves release of JDTA messages</td>
<td>LC DOT</td>
</tr>
<tr>
<td>Assigns JDTA Coordinator</td>
<td>LC DOT</td>
</tr>
<tr>
<td>Assigns JDTA Facilitator(s)</td>
<td>LC DOT</td>
</tr>
<tr>
<td>Review and forward JDTA Data Reports</td>
<td>LC DOT</td>
</tr>
<tr>
<td>Review and forward JDTA Report Cover Letter</td>
<td>LC DOT</td>
</tr>
<tr>
<td>Provides JDTA guidance and assistance</td>
<td>LSO</td>
</tr>
<tr>
<td>Review and forward JDTA messages</td>
<td>LSO</td>
</tr>
<tr>
<td>Review and forward JDTA Data Reports</td>
<td>LSO</td>
</tr>
<tr>
<td>Review and forward JDTA Report Cover Letter</td>
<td>LSO</td>
</tr>
<tr>
<td>Drafts JDTA messages</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Plans JDTA</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Oversees facilitation of JDTA</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Obtains and posts JDTA technical documentation</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Coordinates JDTA security issues</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Creates JDTA Data Report</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Liaisons with Requirement Sponsor(s) to identify SMEs</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Maintains JDTA documentation</td>
<td>JDTA Coordinator</td>
</tr>
<tr>
<td>Ensures JDTA supporting technical documentation is available on the LC’s NKO JDTA CoP Website</td>
<td>JTA Coordinator</td>
</tr>
<tr>
<td>Provides JDTA technical documentation</td>
<td>Stakeholder</td>
</tr>
<tr>
<td>Participates in JDTA</td>
<td>Stakeholder</td>
</tr>
<tr>
<td>Provides SMEs</td>
<td>Requirement Sponsor</td>
</tr>
<tr>
<td>Approves and validates JDTA data</td>
<td>Requirement Sponsor</td>
</tr>
</tbody>
</table>
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 a trigger event occurs, Naval Education and Training Command’s (NETC) 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 that 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, the analysis of these data, by stakeholders, may result in a JTDA. 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 is a process designed to re-validate individual training requirements and/or identify new training
requirements as they apply to a rate, 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, resulting in a new/single rating, the consolidation is termed 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 people 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.
- As directed by higher authority.

**SECTION 4 – SUMMARY**

This chapter discussed the events that trigger a JDTA, the process required to develop or revise training content. 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). Use the process to create them that is listed in the NOTE beneath Figure 8.

NOTE

Sub-task and step level of work decomposition is not illustrated in this document.

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 may be conducted if a baseline JDTA has been completed, the data exists in AIM CPM, and the Requirement Sponsor(s) has approved the data. A targeted JDTA encompasses a specific area of work within an occupation (e.g., a job, a duty, or a task). A JDTA, whether targeted or not, uses the same process defined in this chapter to define, decompose, and structure work. 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.
The JDTA Process 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 Fleet training requirements. Work must be decomposed to the task level, and may be further decomposed to the sub-task and step level, as previously discussed. The following is a description of occupation, job, duty, task, sub-task, and step:

- 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 duties and tasks. A job is composed of the duties, tasks, sub-tasks, 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 NEC or watch station.
- 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.
- 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 sub-tasks. 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.
- 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 one 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 may be conducted using one of two systems of logic, 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 hierarchial 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.
A JDTA Process begins when a trigger event 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. Any deviation from the JDTA Process requires a waiver from Naval Education and Training Command (NETC) N74 a minimum of 14 days prior to a JDTA.
AIM CPM enables Learning Centers (LC) to access and share data across the domain. During a JDTA, Subject Matter Experts (SME) will recommend how each task should be trained to: formal training, captured via Personnel Qualification Standards (PQS), Rate Training Manuals (RTM)/Non Resident Training Courses (NRTC), On-the-Job Training (OJT), or a combination. Additionally, they will assign attributes to each task that will drive the performance standards or outcomes required. Requirement Sponsor(s) will validate and approve JDTA data. The Course Training Task List (CTTL) is the output of the JDTA and the input to NETC’s Front End Analysis (FEA) Process.

**SECTION 2 – PRIOR TO PREPARING FOR A JDTA**

Once a trigger event occurs, prior to any preparation for a JDTA, the training requirement(s) must be validated and resourced per NETCINST 1500.9 (series), unless the trigger is generated by Office of the Chief of Naval Operations (OPNAV) N1 or directed by a Curriculum Control Authority (CCA). Once a commitment to resource the training requirement is received by a LC, the following series of steps will be performed. The Resource Sponsor commitment letter shall be retained by the LC in the master file per NAVEDTRA 135 (series).

**SECTION 3 – PREPARING FOR A JDTA**

Once a LC receives a commitment letter from the Resource Sponsor, advanced planning is essential to achieve an effective outcome. The following steps shall be used by LCs to prepare for a JDTA:

- 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.
- 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.
NOTE

Consideration should be given to JDTAs which may be complex in nature or new course development. Either of which may require a larger staff of SMEs and resources.

- Identify availability of internal capability (printing, copying, etc.)
- Collect and conduct a review of 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.
- Draft and release JDTA Announcement Message. The LC shall prepare the JDTA Announcement Message 60 calendar days prior to the scheduled date of the JDTA. The announcement will invite stakeholders, listed above, and request assignment of SMEs (minimum of three SMEs are required to conduct a JDTA, see NOTE below). SME participation is mandatory. Further, it is required that SMEs attend in person and remain for the duration of the JDTA. Refer to Appendix A for Announcement Message template. An announcement message shall contain, at a minimum, the following information:
  - Purpose of a JDTA.
  - JDTA information (include CIN if applicable):
    - Purpose of this JDTA.
    - Date of JDTA, (day(s) and month).
    - 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. When there is more than one working group, additional SMEs will be required, and thus requested in the JDTA Announcement Message. Additionally, if more than one working group is required during the JDTA, each working group will need a group lead to facilitate and someone to enter JDTA data into AIM CPM.

- Coordinate security issues with security manager.
- Develop a brief that covers goals, agenda, ground rules, and tentative timeline of the JDTA.
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) https://navyile.fedsun.navy.mil/CPM/. Click on “Don’t have an account? Create One!” Next, a personal data input screen will appear, refer to Figure 3.

![AIM Content Planning Module](image)

**FIGURE 3: CREATE NEW USER’S AIM CPM ACCOUNT**

- When this form is completed, click on the “Submit” button. User registrations will be approved by an administrator. 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 commensurate with the role description.

**NOTE**

If confirmation has not been received within two working days, contact NETC N74 LC Content Program Coordinator (CPC).
• Draft and release JDTA Agenda Message. The 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. The agenda message shall contain, at a minimum, the following information:
  • Purpose of a JDTA.
  • JDTA information (include CIN if applicable):
    ▪ Purpose of this JDTA.
    ▪ Date of JDTA, (day(s) and month).
    ▪ Location of JDTA, (full address).
  • Agenda.
  • Provide link to LC JDTA CoP.
  • Request participants provide point of contact information.
• 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

Update appropriate NETC N74 LC CPC when JDTA data input is complete, required at a minimum of five working days prior to a JDTA.

• 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 4 – CONDUCTING A JDTA

The following is an outline that may be used to conduct a JDTA meeting. The 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 maybe modified to meet the requirements of each JDTA.

- Welcome attendees.
- Introduce attendees.
- Discuss JDTA ground rules and timeline.
- Conduct in-brief(s) to discuss JDTA purpose, goals, and agenda.
- Discuss and agree upon the known work structure alignment of job(s) and duties associated with the occupation.
- Assign working group(s) goals and objectives.
- Break into working groups, if required.
- Each working group will perform analysis of assigned work structure, and make adjustments as required (at the job and duty level).
- Once each working group has reached agreement on the work structure alignment (job(s) and associated duties), reconvene entire group to reach final agreement on the job and associated duty alignment. This is critical to ensure that all job(s) and duties have been identified and properly aligned. Once the job to duty work structure alignment is agreed upon, task analysis can begin.
- Reconvene individual working group(s) and enter vetted job(s) and associated duties into AIM CPM.
  - Perform duty to task analysis.
  - Assign attributes to the tasks.
  - Create sub-task(s) and steps, as required.
- Reconvene entire group to share and concur with each working group’s analysis.
- Requirement Sponsor(s) approve JDTA data, if in attendance.
- Capture lessons learned.
- Adjourn JDTA.

Once the proposed JDTA work structure is reviewed and agreed upon, commence working group(s). Each working group is responsible for capturing and recording JDTA data. The AIM CPM tool facilitates this process. The following is an illustrated
description of the process, using the tool, to decompose, structure the work and assign attributes. To enter work description data in AIM CPM use the following steps:

- Log into AIM CPM (https://navyile.fedsun.navy.mil/CPM/).
- Upon logging in to 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](image)

- 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 two occupations in the CSF LC. The occupations are MA (Master-at-Arms) and RW (Riverine Warrior). 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 OCCUPATIONS, MA AND RW

- 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. 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
ASSOCIATED WITH THE ITEM 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 realtionships between jobs and duties in AIM CPM, follow the process described in the note beneath Figure 8, above.

• Once a job is generated, name it in the Job tab (Figure 9) and provide associated data in the Job Attributes tab (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.

  • Job Attributes tab. This tab has five free form text boxes, refer to Figure 10.
    ▪ 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.
  Provide the Department of Labor (DOL) Occupational Information Network (ONET) occupational-specific descriptors associated with the job, if available.

![FIGURE 10: CREATE A NEW JOB, STEP 2](image)

- Once the job is created, create the duties associated with the job, following the process described in the NOTE beneath Figure 8, above. 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, above. Once the tasks have been created, task analysis can begin.
The illustration that follows, for task analysis, uses an existing occupation in the CSF LC having only one job, RW (Riverine Warrior) and 26 duties, see Figure 11. The task used for the illustration will be “Maneuver Riverine Craft, see Figure 12.

**FIGURE 11: RW OCCUPATION, JOB, AND DUTIES**

Task analysis data is entered in five tabs: Task, Task Attributes, Training Task Analysis (TTA), Existing Interventions, and Knowledge, Skills, Abilities, Tools, and Resources (KSATRs), refer to Figure 12. 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.
• Task tab, 5 data elements (all required), Figure 12.
  • 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.”
  • Status of Training*. Data field has a drop-down menu. Select appropriate descriptor that reflects whether or not the current training fully addresses the task.
  • 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.

![Image of Task tab with data elements]

**FIGURE 12: TASK LEVEL, TASK TAB DATA ENTRY**

• Task Attributes tab, 5 data elements (3 required), refer to Figure 13.
  • Object (2 data elements). Data field has a drop-down menu. 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.

- **Condition***. This data field has a drop-down menu. 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. For example, 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.

- **Standard***. Data field has a drop-down menu. 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 drop-down menu. Select the reference document(s) that is the authoritative source for the task.
**FIGURE 13: TASK LEVEL, TASK ATTRIBUTES TAB DATA ENTRY**

- TTA Tab (Training Task Analysis), 10 data elements, refer to Figure 14. Each data field is a drop-down. Although no asterik currently exists beside each data element, they are required entries. 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 are defined in four levels as follows:
    - 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, tank, 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.
  ▪ Task may be learned in one to two weeks.
  ▪ Task may require up to one month or more to learn.
• 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 14: TASK LEVEL, TRAINING TASK ANALYSIS (TTA) DATA ENTRY

- Existing Intervention Tab, 2 data elements, refer to Figure 15. When the “Type” and “Intervention” 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 15: TASK LEVEL, EXISTING INTERVENTION DATA ENTRY

- KSATR Tab, refer to Figure 16. This tab has one free form text box. In this box, provide the knowledge, skills, tools, and resources associated with the task. Ability will not be addressed in this iteration of the NAVEDTRA series. Use the following guidelines for data entry:
  - Knowledge. Provide the knowledge proficiency level KPL1, KPL2, or KPL3 using the descriptions provided below:
    - Knowledge Proficiency Level 1 (KPL1) - (Knowledge/ Comprehension). Knowledge proficiency expectations are: knowledge - can recall data or information; comprehension - understands the meaning, translation, interpolation, and interpretation of instructions and problems (can state a problem in one's own words). Knowledge is a fact, process or procedure. It lacks ambiguity; there is only one correct answer. Generally, there are rules and documentation for correct answers. An example of a KPL1 "knowledge" test item is: Provide the missing information in the following statement - A M60 Machine Gun on full auto, is capable of
firing ....... rounds a minute. An example of a KPL1 "comprehension" test item is: State the number of sustained firing rounds that a M60 Machine Gun can support?

- Knowledge Proficiency Level 2 (KPL2) - (Application/ Analysis). Knowledge proficiency expectations are: application - can use a concept in a new situation or unprompted use of an abstraction (applies what was learned in the classroom into novel work situations); analysis - can separate material or concepts into component parts so that its organizational structure may be understood (distinguishes between facts and inferences). Principles and concepts are added to processes and procedures. There is some ambiguity, but there is always a "best answer." An example of a KPL2 "application" test item is: A visual inspection of a M60 Machine Gun reveals rust on non-critical components. Two alternatives for this test item are (1) no action required to maintain functionality, (2) "best answer," despite the low threat of rust on non-critical parts, the best course of action would be to remove the rust with a solvent. An example of a KPL2 "analysis" test item is: In a combat situation when sustained firing is required, explain what problems you will experience with the M60 Machine Gun and how you will mitigate them? In this test item, there are two possible courses of action (1) continue firing the weapon and risk malfunction (hot barrel) culminating in a loss of life, (2) "best answer," replace barrel at first opportunity to ensure weapon functionality and force security.

- Knowledge Proficiency Level 3 (KPL3) - (Synthesis/ Evaluation). Knowledge proficiency expectations are: synthesis - builds a structure or pattern from diverse elements (put parts together to form a whole, with emphasis on creating a new meaning or structure); evaluation - makes judgments about the value of ideas or materials. This level of proficiency requires the performance of prediction, demonstration of concept mastery, and implementation of principles in accomplishing a task. Key skills are troubleshooting and problem solving. In this
situation, opinion lines up with theory. An example of a KPL3 "synthesis" test item is: While at sea-and-anchor detail, standing security watch, armed with a M60 Machine Gun, a small boat has disregarded three warnings, describe and defend your course of action. An example of a KPL3 "evaluation" test item is: Compare and contrast the strengths and weaknesses of a ship's import watch standing policies.

• Skills. Provide the skill proficiency level SPL1, SPL2, or SPL3 using the descriptions provided below:
  • Skill Proficiency Level 1 (SPL1) - (Imitation). During training, the instructor shares essential information about the skill, such as facts, background information, safety considerations, etc. Then the instructor breaks the skills into small steps, demonstrates the skill and allows the trainee to reenact or copy the skill. The skill expectation for imitation is: can perform a task but is not proficient. This level of proficiency requires the condition of supervision. This level’s attributes are: work will require corrective action, and excessive time will be required to complete the task. An example of SPL1 test item is: a job sheet that requires the trainee to replicate the instructor's demonstrated use of a multi-meter.
  • Skill Proficiency Level 2 (SPL2) - (Repetition). During training, the trainee repeatedly practices the task with the instructor. The trainee is able to ask questions, receive feedback, and practice in a safe environment. The skill expectation for repetition is: can perform tasks, but has not had enough repetitions to achieve expert proficiency. This level of proficiency requires the condition of minimal supervision. This level’s attributes are: work may (but generally will not) require corrective action, and time on task will be within established standards. An example of SPL2 test item is: a job sheet that requires the trainee to perform difficult corrective maintenance on a complex surface radar using approved technical publications, procedures, tools, and test equipment.
• Skill Proficiency Level 3 (SPL3) - (Habit). During training, the trainee develops such proficiency that they are able to perform the skill in half the time or at an expert level. Performance of the skill becomes second nature. When the trainees reach this level, they are able to create their own versions of the skill and teach others. The skill expectation for habit is: can perform any task with an expert’s proficiency. This level of proficiency requires the condition of no supervision. This level’s attributes are “speed, accuracy, and precision.” An example of SPL3 test item is: a job sheet that requires the trainee to perform a sequence of steps (sequence is critical) in a very confined time period - Perform Cardiopulmonary Resuscitation (CPR) on an electrical shock victim, (dummy).

• Abilities. Abilities are the enduring attribute(s) that enable an individual to perform an act. It is either innate or the result of learning and practice.

• Tools. Provide a list of tools that are necessary to perform the task.

• Resources. Provide a list of resources that support performance of the duty.

NOTE

An example of the format for the free form text box data entry is:

3. Abilities: All entries will be “NA” for this data field.
4. Tools: Multimeter, Signal Generator, and 10” flat head screwdriver.
5. Resources: Name of technical publication(s).
When KSATR data have 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.

SECTION 5 - JDTA WRAP-UP

After the JDTA adjourns, if the Requirement Sponsor(s) was not in attendance to approve the JDTA data, then the LC shall generate and forward a JDTA Report from AIM CPM, containing the JDTA data, with a cover letter (Appendix C) to the Requirement Sponsor(s) for review, validation, and approval. Upon approval, the Requirement Sponsor(s) should return a letter (Appendix D) to the LC, stating that the JDTA data is approved. If the Requirement Sponsor(s) has changes to the data, then they should update the JDTA Report and submit it to the LC, accompanying a letter of approval. The LC will in-turn update the data in AIM CPM, if required.
To generate the JDTA Report, highlight the occupation and click the printer icon in the Skills bar. A drop-down will appear, click on “Hierarchy to PDF” and follow the prompts to generate the report, refer to Figure 17.

FIGURE 17: GENERATE JDTA REPORT

Upon receipt of the Requirement Sponsor(s)’ approval letter (and after updating the data if necessary, based upon feedback from the Requirement Sponsor(s)), the JDTA Coordinator will “submit” the JDTA data in AIM CPM.

NOTE

When JDTA data is “submitted,” it is locked and cannot be modified. If changes to the data are required (requires Requirement Sponsor(s) approval) after it is locked, assistance from an AIM CPM programmer will be required. To “submit” the JDTA data, high-light the job and click the “Submit” button in the Skill Tab, refer to Figure 18.
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, 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.

SECTION 6 – SUMMARY

This chapter has described the steps that must be performed by a LC to support a JDTA. The steps included a description of
the actions that must be addressed prior to a JDTA, how to conduct a JDTA, and what actions must be completed to wrap-up a JDTA. 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: BT
UNCLAS//N01500/
MSGID/GENADMIN/LEARNING CENTER/MONTH/
SUBJ/LEARNING CENTER JOB DUTY TASK ANALYSIS ANNOUNCEMENT/
REF/A/DOC/JUL2011/
REF/B/DOC/3DEC10/
NARR/REF A IS NAVEDTRA 137. 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 THIS 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.
2. JDTA INFORMATION:
   A. PURPOSE:
   B. DATE(S):
   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. 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. 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. //
BT
APPENDIX B

JDTA AGENDA
MESSAGE
EXAMPLE
FM: LEARNING CENTER
TO: BT
INFO: UNCLAS/N01500/
MSGID/GENADMIN/LEARNING CENTER/MONTH/
SUBJ/LEARNING CENTER JOB DUTY TASK ANALYSIS ANNOUNCEMENT/
REF/A/DOC/JUL2011/
REF/B/DOC/3DEC10/
NARR/REF A IS NAVEDTRA 137. 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.
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.//

BT
APPENDIX C

JDTA DATA REPORT COVER LETTER
TO REQUIREMENT SPONSOR(S)

EXAMPLE
From:  (Learning Center)
To:    (Requirement Sponsor(s))
Subj:  (name of JDTA) JDTA DATA  
Encl:  (1) (name of JDTA) JDTA Data Report

1. A JDTA was conducted on (dates) in response to the training requirement that was submitted per NETCINST 1500.9, (list name of training requirement, Ser, and date of ltr). Enclosure (1) is forwarded for your review, validation, and approval.

2. If upon review, there is JDTA data that needs to be modified, 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, please feel free to contact the (Learning Center) JDTA POC, (POC full name and contact information).

(Typed Name)

Copy to:
NETC N74
APPENDIX D

REQUIREMENT SPONSOR
JDITA DATA APPROVAL LETTER

EXAMPLE
From: (Requirement Sponsor(s))
To: (Learning Center)
Subj: (JDTA Title) JDTA DATA APPROVAL

Encl: (1) Updated JDTA Data Report or letter of corrections for 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) JDTA, changes were made to the data and are provided in enclosure (1). Please 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
FM:  LEARNING CENTER
TO: BT
INFO: UNCLAS//N01500//
msgid/GENADMIN/LEARNING CENTER/MONTH//
subj/JDTA COMPLETION REPORT//
ref/a/doc/jul11//
ref/b/GENADMIN/LEARNING CENTER/MSG DTG//
ref/c/GENADMIN/LEARNING CENTER/MSG DTG//
narr/ref a NAVEDTRA 137. 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, AND 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