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REGULATION
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Training
INDIVIDUAL ANALYSIS

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* This regulation supersedes USASSC Regulation 350-19, dated 12 Mar 90.

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CHAPTER 1

1-1. PURPOSE. This regulation prescribes policies and procedures for the conduct of individual analysis; the preparation, coordination, and approval of analysis products; and the maintenance of an analysis audit trail.

1-2. SCOPE.

a. This regulation applies to all personnel, agencies, and schools involved in the conduct of individual analysis and the preparation and review of analysis products in the United States Army Soldier Support Institute (USASSI) and the NCO Academy (NCOA). Unless specified otherwise, the term "school" as used in this regulation will apply to the NCOA as well as the schools of USASSI. The term "school commandant" will apply to the NCOA Commandant as well as the USASSI school commandants.

b. Although the Sergeants Major Academy (SMA) is proponent for common leader training in Basic and Advanced NCO Courses (BNCOC and ANCOA), the NCOA is sometimes required to modify training materials provided by SMA. Moreover, the NCOA Commandant is responsible for all BNCOC and ANCOA conducted at SSI even though USASSI schools are proponent for technical portions of these courses. It is, therefore, important for the NCOA Commandant and staff to be aware of the policies, procedures, and responsibilities related to the analysis process and to comply with applicable portions as related to their mission.

1-3. REFERENCES. Subsequent chapters of this regulation list references for each step in the analysis process. In addition, Appendix A provides a consolidated list of references.

1-4. DEFINITIONS.

a. Analyst: An individual, civilian or military, who engages in analysis activities in one of the schools.

b. Deficiency: In needs analysis, the difference between desired performance and actual performance; a shortcoming.

c. Need: In needs analysis, the gap between "what is" and "what should be."

d. Job: A duty position, duty area, functional cluster, or other subdivision of an enlisted or warrant officer Military Occupational Specialty (MOS) or of an officer branch, functional area, or area of concentration.

NOTE: For purpose of brevity, MOS/branch/functional area/area of concentration are referred to simply as "specialty" elsewhere in this regulation.

1-5. RESPONSIBILITIES.

a. The USASSI Commander establishes and/or approves overall priorities for individual analysis. Appendix B summarizes the individual analysis process and its related products.

b. The Director, Training Support, manages the analysis process. Specifically, he/she:

(1) Establishes policies and procedures related to individual training analysis.

(2) Serves as principal adviser to the USASSI Commander on individual analysis requirements, procedures, and techniques.

(3) Advises the school commandants on the requirements, procedures, and techniques of individual analysis.

(4) Designs and conducts training for analysts, as needed.

(5) Reviews and approves products IAW Appendix C.

(6) Approves all major deviations from procedures and product standards outlined in this regulation.

(7) Ensures that directorate personnel process in a timely fashion those products submitted to them for review.

c. Commandants of USASSI Schools:

(1) Ensure that school personnel conduct all necessary analysis steps IAW this regulation and applicable TRADOC publications.

(2) Ensure that school personnel prepare, coordinate, and submit for review and approval all analysis products IAW Appendix C.

(3) Approve analysis products IAW Appendix C.

(4) Ensure that school personnel meet all analysis milestones.

(5) Ensure that school personnel maintain an audit trail of analysis activities and products IAW this regulation, other appropriate TRADOC publications, and Army Regulation (AR) 25-400-2. Appendix B provides a comprehensive listing of analysis products which schools should file in their audit trails.

d. Army Research Institute manages and operates the Army Occupational Data Analysis Structure and Requirements Program (AODASRP).

1-6. POLICIES. HQ TRADOC has spelled out the basic policies for individual analysis in several TRADOC publications, notably, TRADOC PAM 351-13, and TRADOC REG 350-XX. Within the USASSI, the following policies apply:

- a. The proponent schools will conduct individual analysis.
- b. The Directorate of Training Support (DOTS) will review, upon request of the proponent school, the products of analysis for completeness, educational soundness, standardization, and compliance with Department of the Army (DA), TRADOC, and USASSI requirements. DOTS will provide written critiques of all products reviewed. The critiques will guide the revision of products by the proponent schools.
- c. When schools have previously conducted full-scale analysis, they will not repeat such an analysis unless the specialty undergoes enormous changes. Instead, they will conduct periodic review analysis to ensure all training tasks and other training information are kept current. Chapter 8 of this regulation provides detailed guidance on the conduct of annual review analysis. In addition, needs analysis may dictate the analysis of certain aspects of a specialty. Chapter 3 covers needs analysis.
- d. When school personnel by-pass any step of the analysis process or fail to produce any analysis product, the proponent school commandant will ensure that they prepare a memorandum for record (MFR) and enter it into the audit trail to explain why they did not meet the requirement.
- e. School personnel will date every analysis document or product. In addition, the individual who prepared the document will enter his/her name, rank, and telephone number on the document or product (preferably in the upper right corner).

1-7. OVERVIEW. Individual analysis constitutes one phase of the TD process. Appendix B summarizes the general steps in analysis, the resulting products, and the submission requirements.

a. Ordinarily analysis begins with the recognition of a training need or deficiency. Typically the process begins with:

- (1) The conversion or restructuring of a specialty.
- (2) The scheduling of a Soldier Training Publication (STP) or Officer Foundation Standard Manual (OFSM) for initial development or revision.
- (3) The introduction of new or modified equipment (to include computer software) into a specialty or organization.
- (4) The publication of new or revised doctrine, tactics, techniques, or procedures.

(5) Changes in TOE and TDA organizational structures to include changes in unit missions, MOS composition and manning levels.

(6) Internal and/or external feedback that indicates a need to revise training.

(7) The creation of a new specialty (MOS, branch, functional area, or area of concentration).

(8) The receipt of a specific tasking, requiring analysis, from higher authority (e.g., the USASSI Commander, HQ TRADOC, HQDA).

(9) The results of a collective front-end analysis (FEA) conducted in support of Army Training and Evaluation Program (ARTEP)-Mission Training Plan (MTP) development.

b. Full-blown analysis will be rare. However, some form of review analysis will take place yearly. See paragraph 1-6c.

1-8. PROCEDURES. Subsequent chapters of this regulation detail specific procedures for conducting the various steps of the analysis process.

CHAPTER 2

ARMY OCCUPATIONAL DATA ANALYSIS STRUCTURE
AND REQUIREMENTS PROGRAM (AODASRP)

2-1. REQUIREMENT. This program, formally called the Army Occupational Survey Program (AOSP) is being revised and automated. A test bed is scheduled for FY95 and proponentcy is changed from PERSCOM to the Army Research Institute (ARI). The new strategy is to survey every school over the next two years and develop a data base for use at Personnel Service Centers.

2-2. REFERENCES. For additional information or progress reports, call DSN 221-9256.

2-3. PROCEDURES. (To be published.)

2-4. DISPOSITION. (To be published.)

CHAPTER 3

NEEDS ANALYSIS

3-1. REQUIREMENT.

a. Needs assessment is the process used to identify discrepancies between "what is" and "what should be"--between what exists and what is required--and to identify the probable causes of the discrepancies. Sometimes a needs assessment may suggest that a lack of training is the probable cause of a performance discrepancy or that training is the probable solution to a performance problem.

b. Needs analysis, which grows out of needs assessment, is the process of analyzing and verifying that a performance deficiency indeed exists (or may exist in the future) and determining whether or not training is the appropriate means of satisfying the deficiency. Needs analysis is an efficient means of using a systems approach to training. It allows the school to identify a problem and go directly to the source of that problem without going through an entire evaluation-analysis-design-development-implementation cycle.

c. Personnel often identify or report a field discrepancy as a training need. For example, a commander or a Branch Liaison Team (BLIT) may report that graduates of a particular course cannot perform a certain task or tasks. Personnel sometimes interpret a student's failure to perform as a deficiency in training. Whenever the field reports--or purports--a deficiency, it is necessary to conduct a needs analysis. The analysis is intended to determine, first, whether or not the deficiency is real and, second, whether or not it is indeed a training problem. (It may be an environmental, motivational, or managerial problem.) If the deficiency is actually a training problem, the analysis must continue to pinpoint the cause of the problem and to identify corrective actions. If the deficiency is real but is not a training problem, appropriate personnel must initiate action to alert the proper authorities so that they can use a means other than training to remedy the discrepancy.

3-2. REFERENCES.

a. Report of field or institutional discrepancy, purported training deficiency, or tasking document.

b. TRADOC PAM 350-XX.

c. TRADOC PAM 351-12.

d. TRADOC REG 350-XX.

e. Analyzing Performance Problems by Robert Mager (Belmont, CA: Fearon-Pitman Publishers, Inc., 1970).

3-3. PROCEDURES.

a. The proponent will review reference 3-2a to identify the source and nature of the purported deficiency. The proponent will determine whether or not a needs analysis is in order and, if necessary, will consult other people in selecting the best course of action.

b. If an analysis is deemed necessary, the proponent will determine the best approach to analysis, answering the following questions:

(1) What specific information do we need? Does this information already exist somewhere?

(2) Where should we conduct the analysis? (On post, in the school, in the field, at multiple sites?)

(3) How should we conduct the analysis? (By telephone, message, mail, field visitation, various means?)

(4) Who should conduct the analysis? (school personnel, BLT members, others?)

(5) How long will the analysis take?

(6) What will the analysis cost? (If travel is required, are TDY funds available?)

c. Once the proponent has formulated a "game plan," he/she will brief the individual(s) who will conduct the analysis on the proposed approach.

d. The designated analyst(s) will read/review the references. Reference 3-2a is the document that "triggered" the needs analysis; reference 3-2d defines the minimum product requirements for needs analysis; and reference 3-2c spells out in great detail one type of needs analysis, called performance analysis.

e. The analyst(s) will conduct the analysis IAW guidance provided by the tasker and/or the proponent. If appropriate, the analyst(s) may use the checklist in reference 3-2e.

f. The analyst(s) will prepare a report, summarizing:

(1) The background of the problem (the reason for conducting the analysis, verification of the discrepancy or problem, and other pertinent facts).

- (2) The methodology used.
- (3) Confirmation or rejection of the training discrepancy.
- (4) Steps recommended to remedy the deficiency.

g. If a tasker from higher authority directed the analysis, the analyst(s) will also draft an appropriate response.

h. The analyst(s) will submit the report and draft response to the school commandant for review, revision (if needed), and approval.

i. If results of the analysis indicate a training deficiency, the school commandant will initiate corrective action. If the analysis indicates that the discrepancy results from other than a training problem, the commandant will refer the problem to an appropriate action office.

3-4. DISPOSITION.

a. If the reported discrepancy requires a response, the commandant will forward the response IAW the tasker guidance or other directive.

b. The school will maintain a copy of every document concerning the purported training deficiency and the needs analysis for audit-trail purposes and furnish copies to directorates or offices that have an interest in the needs analysis.

CHAPTER 4

INDIVIDUAL TRAINING PLAN (ITP)

4-1. REQUIREMENT.

a. The ITP is one of the three documents in the Training Requirements Analysis System (TRAS); SSI Regulation 350-20 addresses the other two TRAS documents, Course Administrative Data (CAD) and Program of Instruction (POI). The ITP is a long-range plan which facilitates the identification of resource requirements in time for their inclusion in the Planning, Programing, Budgeting, and Execution System (PPBES). HQ TRADOC uses the ITP as a key resourcing document to validate TRADOC Review of Manpower (TRM) requirements.

b. School personnel will prepare an ITP or an ITP update annually for every enlisted and warrant officer MOS and every officer branch/functional area for which the USASSI is proponent. An ITP contains a narrative, addressing the references, training requirements, training concept for both Active and Reserve Components during peacetime and mobilization, training deleted (if any), and alternatives if TRADOC does not provide needed resources. It also contains a milestone schedule and a resource estimate. TRADOC Regulation 351-1 details specific requirements, forms, and formats.

4-2. REFERENCES.

- a. TRADOC REG 351-1.
- b. TRADOC REG 350-XX.
- c. Systems Training Plans (STRAP).

4-3. PROCEDURES.

a. The DOTS director will designate a single POC for the management and coordination of all TRAS documents within the USASSI.

b. The USASSI TRAS POC will coordinate with the school POC and HQ TRADOC to determine the ITP submission schedule.

c. The DOTS director will publish the ITP submission schedule, distributing it to the schools.

d. The appropriate school commandant will designate an analyst or analysts to prepare/update each scheduled ITP. The analyst(s) may coordinate with the TRAS POC in DOTS on preparation of the ITP. The DOTS POC will prepare the milestone schedules, ammunition requirements, facility summaries, equipment summaries, and training aids/devices/simulator summaries.

e. The school analyst(s) will draft/update the ITP IAW reference 4-2a, check it for completeness, and submit it to the school commandant for proponent approval.

f. The school commandant will review and approve the draft ITP/ITP update prior to submitting it to DOTS.

g. The USASSI POC for TRAS will:

(1) Review the draft ITP/ITP update for compliance with TRADOC guidance, revise it as necessary, and coordinate changes with the school.

(2) Draft a transmittal memorandum IAW reference 4-2a.

(3) Coordinate the ITP submission with appropriate agencies.

(4) Develop milestone schedules, and equipment summaries, ammo summaries, facility summaries as needed.

h. The DOTS director will submit the ITP to HQ TRADOC IAW reference 4-2a.

i. When HQ TRADOC returns an ITP, the USASSI POC will coordinate required changes with the school commandant and other interested parties.

j. Whenever the school changes its training strategy significantly (so as to affect resources), the school commandant will notify the USASSI TRAS POC and initiate action to prepare a revised ITP.

4-4. DISPOSITION.

a. The DOTS will maintain a file of record copies of ITP, along with coordination and approval documents.

b. The proponent school will file a copy of the ITP in the audit trail.

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f. As the analyst acquires additional information, he/she should add it to the job background description.

5-4. DISPOSITION. The proponent school will place the approved job background description in the audit trail.

CHAPTER 6

TARGET POPULATION DESCRIPTIONS

6-1. REQUIREMENT. A description of the population to be trained is extremely valuable to Soldier's Manual/OFS Manual writers, instructional designers and developers, and trainers. Therefore, it is imperative that analysts prepare a carefully researched target population (TP) description or profile during the job analysis so that these various members of the training community may use it.

6-2. REFERENCES.

- a. TRADOC PAM 351-4.
- b. TRADOC PAM 351-13.
- c. TRADOC PAM 351-14.
- d. TRADOC REG 350-XX.
- e. Footprint Users Manual.

6-3. PROCEDURES. The analyst can utilize and access a data base called Footprint. It can be used to build a target population description. Ref 6-2d describes the data base. The analyst will submit the completed TP description to the school commandant for review, coordination, and approval IAW Appendix C.

6-4. DISPOSITION.

The proponent school will place the approved TP descriptions in its audit trail.

CHAPTER 7

TASK INVENTORY

7-1. REQUIREMENT. A task inventory is a list of all tasks performed by soldiers holding a particular specialty (enlisted/warrant officer MOS or officer branch/functional area) regardless of the criticality or importance of those tasks. Boards use the inventory in the task selection process, when they identify the most important or critical tasks for inclusion in the Soldier's Manual/Trainer's Guide (or OFSM for officers) and, consequently, for training. It is imperative that the task inventory be as complete as possible.

7-2. REFERENCES.

- a. TRADOC PAM 351-4.
- b. TRADOC PAM 350-30, Phase I, Analyze (paragraph 1.2.3, pages 12-17).
- c. TRADOC PAM 351-13.
- d. TRADOC PAM 351-14.
- e. TRADOC Regulation 350-XX.
- f. AODASRP/CODAP inventory (task list) for the specialty being analyzed.

7-3. PROCEDURES.

- a. To get ready to develop a task inventory, the analyst will:

- (1) Read/review references 7-2a, b, c, d, and e.
- (2) Collect all applicable references and source documents.

b. To begin developing the inventory, the analyst normally will edit the AODASRP/CODAP task list. This list, because of its comprehensiveness, provides an excellent starting point for inventory construction. However, the analyst must edit it very carefully to eliminate non-tasks (e.g., elements, duties), to combine and break out tasks to reflect "real-world" performances, and to refine task statements. In editing the list, it is useful to ask the following questions about each task:

- (1) Does the task have a definite beginning and end?
- (2) Does the task have at least one initiating cue?
- (3) Is the task observable?

(4) Is the task measurable? (That is, can one measure either the task performance or the product of that performance?)

- (5) Can one perform the task in a relatively short period of time (normally a maximum of 8 hours)?
- (6) Does one perform the task for its own sake?
- (7) Can one make the task statement more specific?
- (8) Can one combine the task statement with one or more other task statements?

(NOTE: An individual task title has one action verb, an object, and a qualifier (if needed) that describes the required action.

Example:	action verb	Prepare
	object	an Application
	qualifier	for Officer Candidate School

For more detail on task characteristics, see reference 7-2b.)

c. As the analyst edits the AODASRP task list, he/she should line out any task that needs to be deleted, annotating the item with the reason for change. Examples of annotations include: on-going activity (no definite beginning or end); not observable; not measurable; duty (broader than a task, involves more than one task); element of task (number) (smaller than a task, a subtask or step within another task); combined with task (number). These annotations will help provide the audit trail necessary for Job and Task Analysis.

d. Once he/she has edited and annotated the original AODASRP task list, the analyst will research all relevant publications (regulations, pamphlets, circulars, field manuals, ARTEP, drill books, Soldier's Manuals, OFS Manuals, programs of instruction) and training materials. In this research, the analyst will try to identify tasks that specialty incumbents perform or should perform during wartime or peacetime in any duty position or at any skill/grade level. If the analyst identifies tasks that are not on the edited AODASRP list, he/she will add them to the list, annotating each entry with the task source.

e. If the specialty contains supervisory skill levels/duty positions, the analyst will add common supervisory tasks not already on the list, annotating the new entries accordingly.

f. The analyst will then prepare the task inventory by extracting from the edited and annotated AODASRP list all tasks that he/she has not deleted. He/she will group the tasks by duty clusters or related functions, such as correspondence tasks, files tasks, SIDPERS tasks, and the like.

g. The analyst will review the completed inventory to insure it includes all tasks performed in all duty positions and at all skill/grade levels within the specialty. If desired, the analyst may ask another analyst, preferably one with some subject-matter expertise, to review the list for completeness.

h. The analyst will then submit the completed task inventory to the school commandant for review, coordination, and approval. It is especially important for all reviewers to be alert to possible omissions of wartime tasks and tasks that specialty incumbents must perform when the Army introduces new equipment or new systems.

7-4. DISPOSITION. The proponent school will file the edited, annotated AODASRP task list and the final, approved task inventory for subsequent use in Job and Task Analysis and for maintenance of the audit trail.

CHAPTER 8

TASK SELECTION

8-1. REQUIREMENT. To complete the job analysis, it is necessary to select for training those tasks that are critical or important to the soldier's job performance in the field. Tasks so selected will appear in the Soldier's Manual(s) (SM) for the subject MOS or the OFSM for the subject branch. Schools will use a Task Selection Board (TSB) in the task selection process. TRADOC PAM 351-4 lays out a number of alternative models for gathering task selection data. However, these references do not prescribe specific procedures. Procedures for task selection in the USASSI actually break out into five major areas. Paragraph 8-3 details the following:

- a. Preparation for task selection.
- b. Appointment of the TSB.
- c. Conduct of the TSB.
- d. Approval of tasks selected/nonselected for training.
- e. Follow-up actions.

NOTE: USASSI has held a TSB for most of its proponent specialties. Once a TSB has been convened, it usually is not necessary to hold another board unless the specialty undergoes substantive changes. Ordinarily a careful task review will suffice to update the critical task list. Paragraph 8-4 provides procedures for conducting task review.

8-2. REFERENCES.

- a. TRADOC PAM 351-4.
- b. TRADOC PAM 350-30 (Phase I, Analyze, pages 113-155).
- c. TRADOC PAM 351-13.
- d. TRADOC PAM 350-XX (Multimedia Courseware Development Guide).
- e. TRADOC REG 350-XX (Training Development Process, Management, and Product Development).
- f. Job background description for the specialty being analyzed.
- g. Task inventory for the specialty being analyzed.
- h. Publications and documents listed in paragraph 8-4c(1).
- i. Comprehensive Occupational Data Analysis Programs (CODAP) reports for the specialty under analysis.

8-3. PROCEDURES.

a. Preparation for Task Selection. The analyst will:

- (1) Read/review references 8-2a through e.
- (2) Prepare the task list for submission to the TSB, using reference 8-2g and the format shown at Appendix F.
- (3) Determine the duty positions/areas most likely to be analyzed. See reference 8-2f.

b. Appointment of the Task Selection Board.

- (1) The analyst will:
 - (a) Propose tentative dates and location for the TSB meeting. If possible, he/she should schedule the meeting for Tuesday through Thursday, allowing Monday and Friday for travel.
 - (b) Prepare a list of 8 to 12 nominees to serve on the TSB. The list, presented in priority order, will show the name, rank, location, MACOM, specialty, experience and educational background of each nominee, and other pertinent data. Sources of names for the list are numerous. The analyst may obtain recommendations from the DA branch assignment NCO/officer, school, department, course directors, knowledgeable NCO and officers within the USASSI, and other contacts.
 - (c) Submit the proposed dates, location, and list of TSB nominees to the school commandant.
- (2) From the list of nominees, the school commandant will select people to serve on the TSB. He/she will also designate two or three alternates. The following guidelines apply:
 - (a) The TSB should represent as broad a cross-section of experience in the specialty as possible. If possible, it should include representatives of FORSCOM and other major commands in which specialty incumbents serve. Normally, five people should provide the required expertise, but the commandant may select a larger panel if desired.
 - (b) If another school, center, agency or command has a vested interest in the tasks selected for training, the school commandant should invite that organization to provide representation on the TSB. For example, DFAS has a vested interest in MOSC 73C, 73D, and 73Z, and in BR 44; USAREC, in MOSC OOR; The Judge Advocate General (TJAG) and the JAG School, in MOSC 71D.

(c) In selecting people to serve on the board, the school commandant should consider availability of TDY funds and the proposed dates for the TSB meeting. Remember that bringing people back from overseas is much more costly than bringing in people from CONUS installations. Moreover, one needs more lead time to plan a TSB meeting involving personnel from overseas commands. If it is desirable, but not practical, to have personnel from overseas on a TSB, the commandant may appoint soldiers with recent experience in the overseas command. Students attending Basic and Advanced NCO Courses (BNCOOC and ANCOOC), the Warrant Officer Advanced Course (WOAC), and the Officer Advanced Courses (OAC) can often provide such experience.

(3) When the commandant has selected personnel to serve on the board, the analyst will telephonically contact all persons selected to determine whether they are willing to serve and whether their superiors will permit them to be gone from their regular jobs during the TSB proceedings. If a selectee is willing and able, the analyst will then telephonically contact the individual's superior for approval. If any selectee cannot serve on the board, the analyst will select and contact one of the approved alternates, coordinating as before. The analyst should keep a record of the conversations with selectees and their supervisors.

(4) The school commandant will coordinate with the DOTS director for the appointment of a chairperson for the TSB. The chairperson should not be in direct line of supervision with any board member. Ideally, he/she will be an instructional systems design specialist or a training specialist thoroughly versed in task selection procedures.

(5) When the composition of the board is firm, the analyst will do the following:

(a) If the proponent school is funding the TDY, prepare requests for TDY orders for TSB members, submitting them through the school commandant to the Resource Management Office (RMO).

(b) Schedule facilities for the TSB meeting.

(c) Coordinate for the presentation of an unclassified threat briefing to the TSB at the beginning of the proceedings.

(d) Draft a memorandum of appointment for the school commandant's signature.

(e) Coordinate the typing and signature of the memorandum of appointment.

(f) Mail the orders and memorandums of appointment to the TSB members.

(g) Coordinate transportation and billeting for out-of-town TSB members.

(6) The RMO will prepare TDY orders, furnishing them to the school commandant, and from there to the analyst, for dispatch.

c. Conduct of the Task Selection Board. The TSB will operate under the procedures detailed in Appendix G. The analyst designated by the school commandant will serve as TSB recorder. The TSB chairperson may approve minor deviations from these procedures. The school commandant and, in turn, the DOTS director must approve major deviations. Note that the term "Task Selection Board" is a misnomer. The TSB merely recommends tasks for training. Under the procedures, these recommendations take the form of importance ratings for tasks as they are performed at a particular skill (grade) level within a specific duty position/area. The board will determine ratings by consensus. However, if the board cannot reach a consensus rating for any task, the recorder will annotate the TSB worksheet to indicate the lack of consensus and the rationale of the dissenting member(s). The DOTS director will approve recommendations for the USASSI Commander.

d. Approval of Tasks Selected/Nonselected for Training. Neither school commandants nor DOTS will make final approval of the so-called critical task list until after they have obtained the site recommendations. (See Chapter 9 of this regulation.) Then they will approve the task and site recommendations at one time IAW Appendix C. Normally task selection/site selection are done simultaneously.

e. Follow-up Actions.

(1) When the TSB has completed its work, the analyst (recorder) will prepare a report of the board proceedings. The report should contain:

(a) Administrative details--when and where the board met; who served on the board; and who served, respectively, as chairperson and recorder.

(b) A copy of the memorandum appointing the board.

(c) A copy of the procedures under which the TSB operated.

(d) A summary of the duty positions/areas examined by the board.

(e) A copy of the TSB Worksheet with TSB ratings.

(f) A summary of other board recommendations, if any.

(g) An explanation of any deviations from prescribed procedures.

(h) A statement to the effect that the TSB received a threat briefing.

(i) Other pertinent observations or comments. For example, the analyst will list tasks for which the board did not obtain consensus importance ratings, along with the rationale of the dissenting board member(s).

(2) The analyst will coordinate this report with the TSB chairperson to ensure it faithfully reports the board proceedings. Both the TSB chairperson and the recorder will sign the report.

(3) The analyst will submit the report to the school commandant for review and approval. When the school commandant approves this report, the tasks recommended for selection by the TSB comprise a "tentative critical task list."

(4) The analyst will draft, for the school commandant's signature, memorandums/letters of appreciation to each TSB member.

(5) The analyst will coordinate the final preparation, signing, and dispatch of the memorandums/letters of appreciation.

8-4. PROCEDURES FOR TASK REVIEW. Proponent schools will annually review the tasks included in every SM and OFSM for adequacy and currency. Moreover, the factors listed in paragraph 1-7a may necessitate a review analysis at the time they occur. Schools may appoint an analyst to complete the annual review. If there are no changes, the school should prepare a memorandum so indicating and forward a copy to DOTIS. If there are sufficient changes, the school should convene a task review board.

a. Purposes of the Review.

(1) To update the critical task list.

(2) To adjust the training site list.

(3) To update the mobilization training task list.

(4) To initiate changes in the MOS training plan (MTP).

(5) To ensure that training is sequential and progressive throughout the training base and linked both horizontally and vertically.

b. Panel Composition.

(1) Approximately 7 or 8 months before a draft SM/OFS is due to go to the Army Training Support Center (ATSC) and to the field for comment--and again 12 months later--the school commandant will appoint a task review panel to conduct a review analysis. Members of the panel should possess subject matter expertise and be familiar with current doctrine and procedures.

(2) If possible, 50% of the panel members should come from local organizations outside the proponent school. By and large, however, it should not be necessary to go to the expense normally incurred in convening a TSB. Local resources should be adequate in most cases.

(3) To provide impartial guidance to the review, the school commandant will ask the DOTIS director to furnish a chairperson for the panel. The school commandant will also appoint an analyst to serve as recorder for the panel.

c. Recorder Responsibilities Prior to the Review Analysis. The school analyst/recorder will:

(1) Collect publications and other source documents required for use in the review analysis. Examples of these documents include, but are not limited to, copies of the current SM/OFSM, the Soldier's Manual of Common Tasks/OFS Common Tasks Manual, regulations, pamphlets, circulars, field manuals, training circulars, programs of instruction (POI), extension training material (ETM), task analyses, BLT reports, and AODASRP/CODAP reports.

(2) Research task/site selection board results and any previous task review panel results for the specialty. Knowing why previous boards/panels accepted or rejected proposed changes can save valuable time when the upcoming panel makes the same, or similar, recommendations.

(3) Solicit input from all involved parties concerning issues that the panel needs to discuss. The recorder will share this information with the chairperson and, not later than 1 week prior to the panel meeting, publish an agenda for the review analysis. Along with the agenda, the analyst will include a listing of organizations to be represented on the panel.

NOTE: The panel will not address issues that are unrelated to, or beyond the scope of, the panel's purposes as described in paragraph 8-4a.

d. Conduct of the Review Analysis.

(1) The chairperson will provide the following guidelines to panel members:

(a) This panel does not have "carte blanche" to select tasks or to overrule TSB decisions. Rather, it must provide a solid, documented rationale for every recommended change.

(b) Review the entire specialty, not just a single SL or a single course.

(c) Focus on the specialty, NOT on a POI or course. POI review/revision should be a separate activity.

(d) Don't change task titles unnecessarily. Task title changes have a "ripple" effect which is very disruptive and costly.

(e) Don't change a task number simply because the SL of responsibility has changed.

(f) Change a task number only if there is some substantive change to the task. If there is a substantive change to a task, retire the old task number and title and establish a completely new task. Changes in task number must be IAW TRADOC REGs 351-11, 351-12, and 350-XX.

(g) Don't become involved in recommendations that go beyond the scope and authority of a task review panel--e.g., don't recommend that an ASI become an MOS.

(h) As the panel conducts this review analysis, it should keep in mind the characteristics of an acceptable "task." (NOTE: See paragraph 7-3b of this regulation.)

(i) This panel will determine recommendations by consensus.

(2) The panel will review every task in the SM/OFSM and recommend changes, additions, and deletions. The following questions will serve to guide the review analysis:

(a) Have there been new/revised publications (since the SM/OFSM tasks were last analyzed) which impact on the tasks or on specialty job performance? If so, do these affect task conditions, standards, performance steps, or references in any way? Is there no longer a requirement to perform some of the current SM/OFS tasks? Are any new tasks (tasks not in the present SM/OFSM) required?

(b) Does any feedback indicate that SM/OFSM tasks are not performed? If so, don't automatically delete the tasks. First, ensure that the tasks indeed are not performed and are not required to be performed. Soldiers often say they do not perform certain tasks (in their current jobs). This does not mean that other holders of the specialty do not perform the tasks.

(c) Does any feedback indicate that task conditions or standards are invalid--i.e., not real world?

(d) Do SM/OFSM include all wartime tasks (with the exception of those already found in the SMCT/OFS Common Tasks Manual)? If not, you must include them. The selection of critical tasks based on actual wartime requirements is the first step toward "battle focusing" the training which will ultimately result from this selection.

(3) The panel will determine which tasks should be trained during mobilization.

(4) It is not the mission of a task review panel to examine every task performance measure. However, it is often advisable for those school personnel responsible for Soldier Training Publications to remain after the review analysis and check task summaries to ensure that each is adequate and current. The following are questions to consider during such a review:

(a) Have any Army Correspondence Course Program (ACCP) subcourses related to SM/OFSM tasks been published or rescinded since the last iteration of the manual? (If so, you must change both task summaries and the consolidated list of references.)

(b) Does any other feedback data indicate that task summaries need revision? (Training may be inadequate. Review the task summary carefully to determine whether or not it is okay.)

(c) Does any feedback indicate that the task performance is described improperly, incompletely, or unclearly?

(d) Does any feedback indicate that task references (including training materials) are inaccurate, incomplete, obsolete, redundant, or unnecessary?

e. Recorder Responsibilities After the Review Analysis. The recorder/analyst will:

(1) Prepare a memorandum summarizing the task review proceedings. As a minimum, the report will contain:

(a) Administrative details--who served on the task review panel; who served, respectively, as chairperson and recorder; and when and where the panel met.

(b) A summary of procedures followed by the panel.

(c) A listing of proposals for which the panel did not obtain consensus along with rationale of the dissenting panel member(s).

(d) A list of recommendations with detailed rationale for each recommendation. The analyst will prepare this list in the format shown at Appendix H and include it as an enclosure to the memo.

NOTE: If the review panel recommends the addition of any task(s) or the change of training site for any task(s), it must follow the procedures for task selection spelled out in Chapter 8 or site selection spelled out in Chapter 9 of this regulation.

(e) Other pertinent observations or comments.

(2) Coordinate this report with the chairperson to ensure it faithfully reports the panel proceedings. Both the chairperson and the recorder will sign the report.

(3) Submit the memorandum to the school commandant for review, approval, and signature.

f. Approval Process. Schools should not make any changes to SM/OFSM or training materials until the following approval process is complete:

(1) After his/her approval, the school commandant will submit the report, with its recommendations (hard copy and disk) to the DOTS director.

(2) The DOTS director will approve recommended changes for the Commander, SSI.

(3) The DOTS director will return approved recommendations to the school commandant for implementation. School and appropriate DOTS personnel should immediately annotate their copies of the MTP with approved changes. They should then use the annotated MTP as a working document when developing, reviewing, and/or approving training products. The school should act quickly to make required changes to TRAS documents and training materials as specified in "DOTS INSTRUCTIONS/REMARKS" portions of the report. School personnel must also incorporate approved changes into the next draft of the SM/OFSM.

8-5. DISPOSITION.

a. The proponent school will file record copies of all correspondence, FONECON records, lists, reports of TSB and task review panel proceedings, and other documents pertaining to task selection/review.

b. The proponent school will file copies of approved TSB and task review panel reports/results.

CHAPTER 9

SITE SELECTION

9-1. REQUIREMENT. The TSB Importance ratings provide, in effect, recommendations on tasks selected for training. Tasks receiving High and Moderate Importance ratings constitute a tentative critical task list. However, the proponent school does not coordinate this list until a panel makes training site recommendations. In other words, schools staff both task and site recommendations for approval at the same time. Site selection is actually a two-phased process:

a. A panel, set up for this express purpose, makes initial site recommendations. School commandants and DOTs review and approve the panel recommendations, which then become tentative site decisions. Initial site decisions must be made during the analysis phase so that the school can incorporate training site information into the Soldier's Manual/Trainer's Guide or OFS Manual and obtain resources for nonresident training design and development, if required.

b. Final site decisions are made during the design phase of the training development process. Ordinarily, the school confirms most of the initial site decisions during the design phase.

c. This process applies only for a TSB, not a Task Review Panel (TRP). Site selections are made simultaneously with the TRP.

9-2. REFERENCES.

a. TRADOC PAM 350-XX.

b. TRADOC PAM 351-14.

c. TRADOC PAM 350-30 (Phase I, Analyze, pages 230-264).

d. TRADOC REG 350-XX.

e. TRADOC REG 351-11.

f. TRADOC REG 351-12.

g. Task Selection Board Proceedings for the specialty being analyzed, including the critical task list.

h. Job background description for the specialty being analyzed.

i. Analysis plan for the specialty being analyzed.

j. AODASRP/CODAP reports on the specialty being analyzed.

k. Career Management Field (CMF) or officer training strategy.

9-3. PROCEDURES.

a. Preparing for Site Selection.

(1) The analyst will:

(a) Obtain the CMF or officer training strategy, the job background description, the critical task list, the TSB ratings on tasks, and the latest AODASRP/CODAP reports for the specialty under analysis.

(b) Review the training strategy to determine how it impacts on the specialty under analysis.

(c) Identify all major jobs in the specialty.

(d) Identify/estimate the percentage of the population in each job. The analyst may obtain this information from the AODASRP/CODAP report or from the TSB proceedings (estimate of percentage of the population in each job).

(e) Identify as a candidate for resident training every job held by 40 percent or more of the population at each skill level. If desirable, the school commandant can establish a lower cut-off percentage, but he/she must document the rationale for this decision.

(f) Identify as a candidate for unit training every job held by less than 40 percent of the population at each skill (grade) level. Again, if desirable, the school commandant can establish a different cut-off point, but he/she must document the rationale for the decision.

(g) Make a list of all tasks selected for those jobs identified as candidates for resident training, grouping the tasks by skill (grade) level. Prepare the list on a worksheet in the format shown at Appendix I. Enter the task number and title at the left and complete Columns 1 through 4 IAW the worksheet instructions.

(2) The School Commandant will:

(a) Designate personnel to serve on the Site Selection Panel. If possible, panelists should not be the same people who served on the TSB. The school commandant may select from within the proponent school, within the USASSI, within the installation, or from other installations. At any rate, the panel should comprise individuals with school experience and field experience.

(b) Coordinate with the DOTS director for the appointment of a person to chair the Site Selection Panel. Ideally, the chairperson will be an Instructional Systems Specialist or a training specialist from the DOTS staff, a person with expertise in the site-selection process.

b. Making Training Site Recommendations. The Site Selection Panel will use the following procedure:

(1) Examine each task that is a candidate for resident training, completing Columns 5 through 9 of the worksheet IAW the worksheet instructions.

(2) Examine each task that is a candidate for unit training, completing Columns 6 through 10 of the worksheet IAW the worksheet instructions.

(3) Review and analyze the data for each task and arrive at a site recommendation. (See Appendix J, Guidelines for Making Site Recommendations.) Then complete Columns 15 and 16 IAW the worksheet instructions.

(4) Review each task recommended for unit training to determine whether or not it is interdependent with another task recommended for resident training. If any task is deemed to be interdependent with a resident task, complete Column 11, change the site recommendation (Column 15) to resident, and add the appropriate rationale (Column 16).

(5) Review each task to determine how often the unit should provide sustainment (refresher) training. Complete Column 12 IAW the worksheet instructions.

(6) Review each task to determine whether or not it is a likely candidate for job aid development. Complete Column 13 IAW the worksheet instructions. (NOTE: The school will conduct job aid analysis subsequent to the approval of the critical task and training site lists. During job aid analysis, the analyst will consider panel ratings in Column 13 of the Site Selection Worksheet, but will not be bound by them.)

c. Approving Task and Site Recommendations.

(1) The analyst will prepare, by skill (grade) level and job (duty position/area), a list of all tasks recommended for training, including the following information: task number, task title, recommended training site (resident or unit), and the rationale for the site recommendation. He/she will put the information in the format shown at Appendix K.

(2) The analyst will prepare a separate list of all tasks not recommended for training, including the following information: task number or identifier, task title, and reason for the recommendation of nonselection. He/she will prepare the list in the format shown at Appendix L. Note that the typical reasons for recommending nonselection are: Task Not Performed; Low Importance Rating; Task Combined with Task (number); Task Lacks Specificity; Duty, Not a Task; Officer Task; Enlisted Task; Task Performed by_____.

(3) The analyst will submit the list of task and site recommendations and the list of tasks not recommended for training to the school commandant for review and approval.

(4) The school commandant will coordinate the two lists with appropriate agencies.

(5) The school commandant will resolve any nonconcurrences on the two lists. Then he/she will submit the coordinated lists to the DOTS director for final approval.

(6) Once the DOTS director has approved the recommendations, the list of tasks recommended for training becomes the critical task list for the specialty. The school commandant must submit any subsequent changes, in either the critical task list or the approved training sites, to the DOTS director for review and approval. The school will document such changes in the audit trail.

9-4. DISPOSITION: The proponent school will file the approved critical task and site list, approved list of tasks not selected for training, worksheets, coordination documents, and related materials.

CHAPTER 10

TASK ANALYSIS

10-1. REQUIREMENT. Once the DOTS director approves the critical task list, the proponent school must analyze each selected task in detail. If the school has previously analyzed a task, the school must review the analysis carefully to ensure that it faithfully reflects current doctrine and procedure. School personnel will use the task analysis, when completed, in the development/revision of a task summary (Soldier's Manual or OFSM page), and training materials.

10-2. REFERENCES.

- a. TRADOC PAM 351-13.
- b. TRADOC PAM 351-4 (Chapters 8 and 9, and Appendix B).
- c. TRADOC PAM 351-14.
- d. TRADOC PAM 350-XX.
- e. TRADOC REG 350-XX.
- f. User Manual for Extended Task Analysis Procedures (ETAP).
- g. Robert F. Mager, Goal Analysis.
- h. Analysis plan for the specialty being analyzed.
- i. Job background description for the specialty being analyzed.
- j. Target population description for the specialty being analyzed.
- k. Critical task list for the specialty being analyzed.
- l. Specific references related to tasks being analyzed.

10-3. PROCEDURES. There is no one way to conduct or record a task analysis. However, the following steps outline a general way in which an analyst may proceed.

a. Determine the type of task you will be analyzing. Tasks vary greatly in nature and complexity, and you can use different techniques in your analysis. Tasks generally fall into one of the following categories:

(1) Simple, straight forward, procedural tasks which may be performed in one way only.

(2) Branching procedural tasks which may be performed in different ways depending on circumstances. Such tasks almost always involve a number of decision steps.

(3) "Soft-skill" tasks which have a great many variables. Tasks involving interpersonal relationships, judgment or decision-making, and creativity most commonly are soft-skill tasks. Appendix M summarizes the characteristics of three types of soft-skill tasks, provides examples of each type, and enumerates analytical problems associated with each type. For soft-skill analysis procedures, see paragraph 10-4 of this regulation.

b. Decide how best to analyze the task or obtain the task analysis data.

(1) To analyze a task, you may:

- (a) Examine existing documents.
- (b) Learn to perform the task yourself.
- (c) Observe others performing the task.
- (d) Interview job performers.
- (e) Interview job supervisors.
- (f) Consult with subject-matter experts (SME).
- (g) Use a combination of these methods.

(2) TRADOC Pam 351-13, Chapter 5, provides additional guidance.

c. Determine the method you will use in recording task analysis data. Various methods of recording task analysis data exist. They include use of:

(1) Task detailing--This method calls for the simple listing of performance steps in the order in which the soldier performs them on the job. Simple procedural tasks lend themselves to task detailing.

(2) Flowcharting--This method involves the use of standardized symbols and results in a diagram of the task performance. One can use the method to record the analysis of any kind of task; however, it is most useful for recording the analysis of a branching task with many decision steps.

(3) Task Structure Analysis Worksheet (TSAW)--This method, which SSI recommends for use, provides for recording task analysis information on FJ Form 350-100-3, Task Structure Analysis Worksheet. The worksheet is a useful tool in that it combines the simplicity of task detailing with the flexibility of flowcharting. In other words, you can use the form for recording the analysis of almost any kind of task, from the simplest to the most complex. Appendix N provides an example of the worksheet and explains how to conduct a task analysis.

(4) Job and Task Analysis Worksheet (TRADOC Form 550)--This worksheet provides space for recording many kinds of analysis data, including task analysis information. The principal drawbacks to the form are its large size and its lack of flexibility. It is most useful for task detailing of simple procedural tasks. For branching tasks, one must attach flowcharts or other forms to the worksheet.

d. Collect sources needed for preparation of the analysis. Sources may be regulations, circulars, pamphlets, manuals, or other publications--or they may be people--SME or job incumbent or job supervisor.

e. Collect materials needed for recording analysis data (e.g., pencil, eraser, TSA Worksheet, lined or blank paper, ruler, flowcharting template).

f. Identify the cues that initiate or trigger task performance. It is important to identify as many initiating cues as possible to ensure that you analyze the task completely and accurately. One of the principal causes of inadequate performance in the field is a soldier's failure to recognize when he/she needs to perform a task.

g. Identify each performance step (element) and decision step in the process. Record these steps in a logical order.

h. Identify job hazards and environmental and safety hazards. It is important to determine if there are any risks involved in the performance of the task.

(1) Review and analyze combat safety doctrine. Contact the branch proponent office for assistance in providing safety assessments, safety lessons learned, accident analysis, and any other safety information that may apply to the task.

(2) Summarize if there is a hazard potential to personnel or equipment when this task is performed. Also indicate if soldiers performing this task are required to be specially trained to perform the task to reduce the probability of injury.

i. Identify the conditions of performance. Conditions include references, tools, equipment or other things a soldier needs to perform the task on the job.

j. Identify terminal cues, cues that signal the completion of the task. A simple task may have but one terminal cue, but a complex task may have many such cues.

k. Review the analysis to ensure that it:

- (1) Covers all major alternate ways of performing the task.
- (2) Records the performance in a logical and "real-world" sequence.
- (3) Identifies initiating and terminal cues.
- (4) Contains complete performance conditions. One good way of checking this is to ask what the performer needs to perform each step in the task.

l. List the key steps in the process. This list should summarize the major subdivisions of the performance.

m. If a product results from the task performance, list the characteristics of an acceptable product.

n. Have a subject-matter expert review the analysis or have a job incumbent validate it.

o. Modify the analysis as required on the basis of the SME review or incumbent validation.

p. If desired, conduct a learning analysis, identifying skills and knowledge required for task performance. SSI Regulation 350-20, Instructional Design, details learning analysis procedures. NOTE: The analyst must conduct a learning analysis at some time during the training development process, usually during the design phase. However, it often saves time to do the learning analysis right after task analysis when the task performance is fresh in the analyst's mind.

10-4. PROCEDURES FOR ANALYSIS OF A SOFT-SKILL TASK. Soft-skill tasks are relatively easy to identify, but much more difficult to analyze. It is hard to specify conditions and standards that apply to all situations, and it is virtually impossible to identify all possible cues. Reference 10-2e and Chapter 9 of reference 10-2b describe (extended analysis) procedures for analyzing soft-skill tasks. Unfortunately, these procedures are complicated, confusing, and time consuming; moreover, the results of extended analysis are not readily converted into a list of performance steps. Consequently, the following generic approach is the recommended way of analyzing a soft-skill task.

a. Identify typical cues to performance, including initiating, intermediate and terminal cues.

b. List or detail general steps in the task performance.

c. Develop guidelines for task performance--i.e., lists of do's and don'ts for performance.

d. Write a broad, general condition statement, indicating the types of condition variables that may influence task performance.

e. Write broad, general standards of performance, indicating any other variables that may affect the outcomes of the task. In some cases, it may be necessary to conduct a goal analysis (see reference 10-2e) to identify measurable behaviors that are acceptable indicators that the soldier is competent in the broader, softer, more elusive task.

f. Identify the skills and knowledge required for task performance. Conduct a learning analysis IAW SSI Reg 350-20.

10-5 DISPOSITION.

a. Responsible personnel will review, coordinate, and approve the completed task analysis IAW Appendix C.

b. The proponent school will file the completed analysis.

CHAPTER 11

JOB PERFORMANCE AID (JPA) ANALYSIS

11-1. REQUIREMENT. After proponent schools have analyzed critical tasks, they should review these tasks to determine whether or not they can develop JPA, or simply "job aids," in lieu of training. Soldiers can do certain kinds of tasks with job aids only. There is no need for schools to develop or conduct training for these tasks. A job aid is a device that provides step-by-step procedural guidance in the performance of a task or part of a task. The early identification of tasks which lend themselves to job aid development can result in considerable savings in development costs and training time.

11-2. REFERENCES.

- a. TRADOC REG 350-XX.
- b. TRADOC PAM 350-XX.
- c. TRADOC PAM 350-30 (Phase I, Analyze, pages 233-236 and 245-249).
- d. Task analyses for the specialty being analyzed.
- e. Job background description(s) for the specialty being analyzed.
- f. Site selection worksheets for the specialty being analyzed.

11-3. INTRODUCTION TO JOB AIDS.

a. A job aid is a device that guides or assists a soldier in performing a task on the job. It is different from an instructional/lesson aid. The latter is a device used during training only, a device that is phased out by the end of the training period.

b. Job aids come in different forms. Checklists, cookbooks/recipes, decision tables, flowcharts, models, and worksheets are common types of job aids.

c. Here are some basic characteristics of a job aid:

- (1) Performers use it on the actual job.
- (2) It contains or provides cues to performance.
- (3) It directs or guides performance.
- (4) It replaces recall to some degree.

d. Certain obvious benefits derive from job-aid use. A job aid can reduce training development costs and training time. It can make changes easier--at

least theoretically. It can help overcome the problem caused by a lag between training and the actual application of the procedure. And, when desired, it can preclude the need for recall.

e. Despite these advantages, the job aid can have some drawbacks. For instance, using a job aid can hinder recall. It often slows the rate of performance, because the soldier must refer to the device as he/she proceeds through the performance. A job aid can be a disadvantage, too, because it may become another "tool" that the soldier needs to carry around. (Ordinarily, this is no problem for a desk-bound soldier in one of USASSI's proponent specialties.) Use of a job aid can impede the transfer of learning. Finally, a user, a supervisor, or a customer may perceive that a person using a job aid is incompetent. In other words, the job aid may create a psychological or social problem for certain individuals--a "hang up," if you will.

11-4. PROCEDURES.

a. The analyst should carefully review each critical task (task analysis) in light of the job background description to determine if a job aid is appropriate. If desired, the analyst may use the Job Aid Analysis Worksheet shown at Appendix O. He/she may consider the recommendations of the Site Selection Panel, but the following guidelines apply:

- (1) A job aid may be appropriate when:
 - (a) The consequences of error are severe.
 - (b) Recall is not desired.
 - (c) The performance is long (e.g., pre-flight checklist).
 - (d) The performance is very easy to learn (e.g., instructions for operating a copy machine).
 - (e) The performance is not worth the time of effort needed to develop training.
 - (f) The task is performed infrequently.
 - (g) Procedures are likely to change.
 - (h) The performance has a high delay tolerance--i.e., there is ample time between the receipt of the initiating cue and required performance of the task to allow the soldier to obtain and use a job aid.
 - (i) There is a large learning-application interval--i.e., there is a considerable time lag between the training and the actual task performance on the job.

(j) No job aids currently exist or existing aids are inadequate.

(2) A job aid may not be appropriate when:

(a) The rate of performance is critical.

(b) The frequency of performance is high. (NOTE: Other factors may override this one.)

(c) The type of performance and/or the job environment make(s) the use of a job aid impractical.

(d) Strong perceptual problems may exist--i.e., there are adverse psycho-social factors at work.

(e) Existing job aids are adequate.

(3) A job aid and instruction may be appropriate when:

(a) The task contains subtasks or steps that will require recall without the use of a job aid.

(b) The performance of the task takes place under several different conditions or circumstances, requiring the performer to generalize the rules of performance.

(c) There is a need for considerable explanation regarding the "reasons why" the task is performed.

(d) The task involves the understanding of considerable terminology that will not be familiar to the performer, and cannot be easily dealt with in the job aid itself.

b. When the analyst has identified tasks for which job aids are appropriate, he/she will use Appendix P to select the best type of aid for each task or performance.

c. The analyst will then prepare written recommendations concerning job-aid development. The recommendations should include, for each task on the critical task list:

(1) The task number and title.

(2) Whether or not a job aid is appropriate and the rationale for this decision.

(3) The type of job aid needed, if any, and the rationale for selecting this particular type of aid.

(4) Whether the job aid will be a substitute for training or used in addition to training and the rationale for this suggestion.

d. The analyst will submit the job-aid recommendations for coordination, review, and approval IAW Appendix C. School commandants and DOTs may use the questionnaire at Appendix Q during the review process.

11-5. DISPOSITION. The proponent school will file the coordinated job-aid recommendations.

CHAPTER 12

MOS TRAINING PLAN (MTP)

12-1. REQUIREMENT.

a. The MTP is a matrix included in the Soldier's Manual/Trainer's Guide (SM/TG) to show by subject area, duty position, and skill level, all critical tasks for an MOS. It indicates, among other things, which tasks are initially trained in residence and which are trained in units. In the field, the MTP serves as a guide to individual training conducted in the unit.

b. An MTP update ordinarily grows out of the annual task review process. (See paragraph 8-4 of this regulation.) The proponent school should submit an updated MTP to the DOTS director 6 months before the publication and distribution of a new draft SM/TG. However, the school can and should submit MTP changes promptly whenever they occur. Even if the school cannot immediately revise the SM/TG, the changes need to be made part of the record as soon as possible. The MTP serves as the basis for resident instruction, so the school must keep it current even though SM/TG are published only every 2 years.

12-2. REFERENCES.

- a. TRADOC REG 351-11 (Chapter 5 and Appendix B).
- b. Task analyses for the subject MOS.
- c. Previous SM/TG for the subject MOS, if any.

12-3. PROCEDURES.

a. The school analyst will prepare the MTP IAW reference 12-2a and submit it to the school commandant for verification.

b. The school commandant will verify that the MTP is accurate and complete, forwarding it to DOTS.

c. The DOTS director will review and approve the MTP for incorporation into the SM/TG.

d. The proponent school will immediately notify the DOTS director of any changes to the MTP so that he/she can approve the updated SM/TG at the earliest possible time.

12-4. DISPOSITION.

- a. The school will incorporate the MTP into the SM/TG IAW reference 12-2b.
- b. The school will maintain a copy of the MTP in its file.

CHAPTER 13

OFFICER FOUNDATION STANDARDS MANUAL (OFSM)

13-1. REQUIREMENT. Officer Foundation Standards (OFS) constitute a multi-level system for formalizing the training of officers. OFS I establishes a common core of military tasks which a cadet must acquire during precommission training, whether the training takes place at the United States Military Academy, at an officer candidate school, or through the Reserve Officer Training Corps (ROTC) Program. OFS II guides the professional development of company grade officers. The system is implemented by a series of manuals (OFSM) and supporting training materials for each branch IAW reference 13-2a. TRADOC has already published precommission tasks in an OFS I manual and company grade officer common tasks in an OFS II manual. OFS III is handled by CGSOC and consists of leadership tasks.

13-2. REFERENCES.

- a. TRADOC REG 351-12, Chapter 2.
- b. AR 350-1.
- c. ITP for the subject BR or AOC.
- d. Job background description(s) for the subject branch.
- e. Task analyses for the subject branch.
- f. HQ TRADOC's revised OFSM milestone schedule.

13-3. PROCEDURES.

a. Each school commandant will designate one POC to manage and coordinate all OFS requirements and submissions. The school commandant also will designate an analyst/subject matter expert (SME) to prepare/revise OFS products for which the school is proponent.

b. The DOTIS director will review and approve the school's recommendations for the USASSI Commander.

c. The proponent school will provide copies of applicable OFSM to each course director.

13-4. DISPOSITION.

a. DOTIS will submit the CRM of the OFSM to Army Training Support Center (ATSC) IAW references 13-2a and f.

b. The proponent school will maintain an audit trail of OFSM development decisions, coordination, and approval for proponent tasks.

APPENDIX A

REFERENCES

Army Regulations (AR)

- 25-400-2 The Modern Army Recordkeeping System (MARKS)
- 350-1 Army Training
- 351-1 Individual Military Education and Training
- 602-2 Manpower & Personnel Integration (MANPRINT)
- 611-3 Army Occupational Survey Program (AOSP)
- 611-101 Personnel Selection and Classification, Commissioned Officer Classification System
- 611-112 Personnel Selection and Classification, Manual of Warrant Officer Military Occupational Specialties
- 611-201 Enlisted Career Management Fields and Military Occupational Specialties

DA Pamphlet

- 351-4 US Army Formal Schools Catalog

Soldier Training Publications (STP)

- 12-Series (SM/TG for USASSI-proponent MOS)
- 14-Series (SM/TG for USASSI-proponent MOS)
- STP 21-1-SMCT Soldier's Manual of Common Tasks (Skill Level 1)
- STP 21-24-SMCT Soldier's Manual of Common Tasks (Skill Level 2-4)
- STP-II-OFS Officer Foundation Standards II Manual of Common Tasks (OFS II)

TRADOC Regulations

- 350-XX Training Development Process, Management, and Product Development
- 351-1 Training Requirements Analysis System (TRAS)
- 351-11 Soldier Training Publications (STP) Policy and Procedures
- 351-12 Military Qualification Standards System Products, Policy, and Procedures

TRADOC Pamphlets

- 350-XX Multimedia Courseware Development Guide
- 350-30 Interservice Procedures for Instructional Systems Development (Phase I, Analyze)
- 351-4 Job and Task Analysis Handbook
- 351-13 Systems Approach to Training--Analysis
- 351-14 Systems Approach to Training--Design

SSI Regulation

- 350-20 Instructional Design

Books

Mager, Robert F. Analyzing Performance Problems (Belmont, CA: Fearon-Pitman Publishers, Inc., 1970).

Mager, Robert F. Goal Analysis (Belmont, CA: Fearon Publishers, 1972).

Miscellaneous References

Footprint Users Manual, PERSCOM, 3 Jan 94

User Manual for Extended Task Analysis Procedures (ETAP)

Training Materials

Criterion-Referenced Instruction (CRI) Course:

<u>Module No.</u>	<u>Title</u>
MA-1	Mission Analysis
SAT-1	Systems Approach to Training
PA-1	Performance Analysis
TI-1	Identify Task Steps/Tasks/Goals
TA-1	Edit Task Structure Analysis
TA-2	Perform Task Analysis
O-1	Edit Objectives
O-2	Write Terminal Learning Objectives
ALC-1	Adult Learning Concepts
LA-1	Learning Analysis/ELO's
IA-1	Select Media
CP-1	Select Method of Instruction
C-1	Check Validity of the Test Items
C-2	Construct a Rating Form
C-3	Edit Knowledge-Based Test Items
T-1	Administer a Test
T-2	Interpret Test Results
TP-1	Target Population Description
IM-1	Review Existing Materials
IM-3	Develop a Practice Exercise
IM-4	Develop a Lesson Plan
F-1	Classroom Management
IA-2	Develop and Use Training Aids
CS-1	Counseling
AAR	After Action Review
CP-2	Conduct a Demonstration
IE-1	Instructor Evaluation
CP-3	Conduct a Developmental Conference
CP-4	Conduct a Mini-Class
CP-5	Conduct a 45-minute Class
CS-2	Select Remediation

APPENDIX B

SUMMARY OF INDIVIDUAL ANALYSIS

STEP	PROCESS	PRODUCTS	SUBMISSION
1	Provide information for AODASRP	Survey Plan Questionnaire	Army Research Institute (ARI)
2	Analyze a purported (or suspected) training need or deficiency	Needs or performance analysis Response to tasker (if any)	Per tasker (if any)
3	Prepare an Individual Training Plan	ITP	To TRADOC
4	Research and write a job background description	Job background description	None
5	Research and write a target population description	Target population description	None
6	Develop a task inventory	Annotated AODASPR task list Final task inventory	None Task Select- ion Board (TSB)
7	Select (Recommend) tasks for training	TSB worksheets Report of Board Proceedings	To Site Selection Panel To DOTS
8	Determine the training site for each critical task and coordinate and obtain ap- proval of critical task and training site recom- mendations	Site selection work- sheets Critical task and site recommendations	None To DOTS

APPENDIX B

SUMMARY OF INDIVIDUAL ANALYSIS
(Continued)

STEP	PROCESS	PRODUCTS	SUBMISSION
		List of tasks not recommended for training	None
		Approved critical task and site lists	None
9	Conduct task analysis (Analyze each task selected for training)	For each critical task: --Task analysis (TSAW, flowchart, or task detailing) --Task Conditions --List of key steps in the process --List of characteristics of an acceptable product (if applicable)	None
10	Conduct job performance aid analysis	Job aid recommendations	None
11	Prepare an MOS Training Plan (MTP)	MTP	To DOTS To ATSC (as part of the SM/TG)
12	Prepare a Soldier's Manual/Trainer's Guide (SM/TG) for a proponent MOS	Draft and final "boiler plate" pages Draft and final task summaries (including evaluation instruments) Draft SM/TG SM/TG CRM	To DOTS To DOTS To ATSC To ATSC
13	Prepare a Officer Foundation Standards Manual (OFSM) page for a proponent task	Draft and final task summaries Draft OFSM page	To DOTS To DOTS

APPENDIX C

COORDINATION AND APPROVAL PLAN FOR INDIVIDUAL ANALYSIS

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
1. AOSP Survey Plan and Questionnaire	Analyst ARI	As determined by School Commandant	ARI	School Commandant	The school commandant reviews and approves the products.
2. Needs Analysis	Analyst	As required	DOTS-TSI Other	DOTS	Each needs analysis is unique; therefore, coordination and review will vary from one situation to the other.
3. Individual Training Plan (ITP)	Analyst (in concert with DOTS-TSM-A)	DOTS coordinates with appropriate agencies.	DOTS-TSM-A	School Commandant	DOTS director reviews all ITP for compliance with TRADOC guidance. TRADOC then reviews all ITP after local approval.
4. Job Background Description	Analyst	As determined by School Commandant		School Commandant	
5. Target Population Description	Analyst	As determined by School Commandant	DOTS-TSI	School Commandant	
6. Task Inventory	Analyst	As determined by School Commandant	DOTS-TSI	School Commandant	

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
7. Task Selection Board (TSB) SOP	Analyst	As determined by School Commandant	DOTS-TSI	School Commandant DOTS	The basic SOP is in Appendix G of this regulation. Changes to SOP will be processed IAW the scheme shown here.
8. TSB Worksheets	TSB Recorder	TSB Chairperson	DOTS-TSI	School Commandant	
9. Report of TSB Proceedings	TSB Recorder/ Chairperson	As determined by School Commandant	DOTS-TSI	School Commandant	The TSB, via ratings, recommends tasks to be trained. These recommendations are coordinated together with site recommendations.
10. Critical Task and Site Recommendations & List of Tasks Not Recommended for Training	Analyst	As determined by School Commandant & DOTS-TSI	DOTS-TSI	School Commandant & DOTS-TSI	These two products are coordinated & approved at the same time. In some cases, a MACOM or DA staff element must be included in the coordination & approval process.
11. Report of Task Review Proceedings	Task Review Panel Recorder/ Chairperson		DOTS-TSI	School Commandant & DOTS-TSI	

SSI Reg 350-19

PRODUCT	PREPARATION	COORDINATION	REVIEW	APPROVAL	REMARKS
12. Task Analysis (TA)	Analyst	As determined by School Commandant	DOTS-TSI	School Commandant	Each TA will include conditions, key steps, product characteristics & references. It will be used in preparation of the SM/TG & OFSM.
13. Job Aid Recommendations	Analyst	DOTS-TSI Others, as determined by the School Commandant	Internal	School Commandant	
14. MOS Training Plan (MTP)	Analyst	As determined by School Commandant & DOTS-TSI	DOTS-TSI	School Commandant & DOTS-TSI	The MTP becomes an integral part of the SM/TG.
15. Soldier's Manual/Trainer's Guide (SM/TG)	Analyst/ Instructor	DOTS-TSI Others, as determined by ATSC, School Commandant, & DOTS	School Commandant, Others as needed	DOTS	Coordinating drafts are staffed with AC units, CONUSA and RC units identified IAW TRADOC Reg 351-11.
16. Officer Foundation Standards Manual (OFSM)	Analyst	As determined by School Commandant IAW TR 351-12	DOTS-TSI	School Commandant DOTS	

APPENDIX D

(Sample Format)

JOB BACKGROUND DESCRIPTION

DATE:

1. MOS/BRANCH:
2. DUTY POSITIONS:
3. CAREER PROGRESSION:
4. PRESENT TRAINING SYSTEM:
5. EQUIPMENT PROFILE(S) (IF APPLICABLE):
6. HUMAN FACTORS DATA:
7. JOB ENVIRONMENT CONDITIONS:
8. TRAINING ENVIRONMENT CONDITIONS:
9. JOB CHARACTERISTICS:

PREPARER'S NAME, GRADE, AND POSITION

APPENDIX E

TARGET POPULATION DESCRIPTION INFORMATION

BRANCH/MOS:

BRANCH/MOS TITLE:

DATE:

PREPARER:

DATA SOURCE(S):

REQUIREMENTS FOR POSITION

- 0 Grade or skill level
- 0 Required training
- 0 Required test scores (CL, GT, ST, etc.)

SOLDIER CHARACTERISTICS

- 0 Civilian education level (avg. yrs of ed.)
- 0 Military service/experience (avg. yrs.)
- 0 Age range or average age
- 0 Sex ratio (% female/ % male)
- 0 Reading grade level
- 0 Marital status (% married)
- 0 Component distribution (RA, USAR, ARNG)
- 0 Percent with English as a second language
- 0 Avocational interests

BACKGROUND INFORMATION

- 0 Time in grade
- 0 Time in duty position
- 0 Additional Skill Identifiers
- 0 Reenlistment rate
- 0 Command opportunities (if applicable)

APPENDIX G

TASK SELECTION BOARD PROCEDURES

1. RESPONSIBILITIES.

a. The chairperson will:

- (1) Brief the board on the purposes of the board and the procedures to be followed.
- (2) Guide the board through a review of the duty positions/areas to be considered.
- (3) Guide the board through the procedures, getting consensus ratings whenever possible.
- (4) Modify the procedures as needed.

b. The recorder will:

- (1) Obtain all materials needed by the board.
- (2) Prepare task lists, rating forms, and other materials for presentation to the board.
- (3) Keep records of all board ratings, decisions, and recommendations.
- (4) Prepare a written report of the board proceedings, to include an explanation of any modifications to the standard procedure described in paragraph 2, below.

c. The board members will:

- (1) Recommend additions to, deletions from, and changes to the task lists.
- (2) Recommend changes to the duty positions/areas being considered.
- (3) Rate all tasks by skill level and duty position on all selection factors used.
- (4) Recommend changes to/improvements in the procedures.

d. An individual designated by the school commandant will deliver an unclassified threat briefing to the board.

2. PROCEDURE. At the opening of the board proceedings, the chairperson will introduce himself/herself, the recorder and other participants. He/she will then explain the purpose of the board, the procedures to be followed, and the necessary follow-up actions. He/she will also introduce the individual

designated to give an unclassified threat briefing. The threat briefer will deliver his/her briefing. The purpose of the briefing is to get the board to think "wartime" conditions. The selection of critical tasks based on actual wartime requirements is the first step toward "battle focusing" the training which will ultimately result from this selection. Following the threat briefing, the Chairperson will lead the board through the phases and steps outlined below.

a. Phase I.

- (1) Identify the duty positions/areas which the board is to consider.
- (2) Estimate the percentage of the population found in each duty position/area.
- (3) Label the duty positions/areas "A," "B," "C," and so forth in order from the highest percentage to the lowest.
- (4) Identify the first (next) duty area which the board is to examine.
- (5) Examine the first (next) task on the list.
- (6) Is the task performed in the duty position/area being considered?
- (7) If "no," enter "0" in the duty-area box.
- (8) If "yes," determine the skill level(s) at which soldiers should perform the task in this duty area.
- (9) Enter the skill level(s) in the SL box.
- (10) Determine how important the task is at this (these) SL in the duty area.
- (11) Enter the consensus rating of the board ("H" for "High Importance," "M" for "Moderate or Medium Importance," and "L" for "Low Importance") in the "I" box for the duty area.
- (12) Proceed to the next task on the list and repeat the procedures (steps 4 through 11).
- (13) When the board has considered all tasks on the list, proceed to the next duty area and repeat the procedures (step 4 through 12).
- (14) When the board has examined all duty positions, it should have Importance ratings, by SL and duty area, for each task on the list. Proceed to Phase II.

b. Phase II.

- (1) Eliminate by "X-ing" through all boxes that contain "O" and "L" importance ratings.
- (2) Identify the first (next) duty area which the board is to examine.
- (3) Examine the first (next) task identified for SL 1 (2,3,4,5) for the duty area under consideration--i.e., the first (next) task that has not been "X-ed" out.
- (4) Determine the (Learning) Difficulty and Frequency of the task in light of the SL and duty area under consideration. (Note: The difficulty should be the same for all duty areas at a particular SL; the frequency most likely will vary from one duty area to another.)
- (5) Enter the consensus ratings of the board ("H," "M," or "L") on these factors in the "D" (Difficulty) and "F" (Frequency) boxes. The board should now have four entries for the task in the duty area under consideration. The entries might look like this:

SL	I	D	F
12	H	M	L

This example shows that the board indicated that SL 1 and 2 personnel in this duty area should perform this task; that the task is highly important in this duty area; that it is moderately difficult to learn; and that soldiers perform it with low frequency in this duty area.

- (6) Proceed to the next task identified for the SL and duty area and repeat the procedures (steps 3 through 5).
- (7) When the board has examined all tasks for the SL and duty area, proceed to the next skill level in the same duty area and repeat the procedures (steps 3 through 6).
- (8) When the board has examined all tasks for all SL in a duty area, proceed to the next duty area and repeat the procedures (steps 2 through 7).

c. Phase III. Review the entire rating sheet, identifying every task that does not have an "H" or "M" importance rating. For each such task, enter on the rating sheet the reason for nonselection. Typical reasons include:

- (1) Low Importance Rating.
- (2) Combined with Task No. _____.
- (3) Duty, Not a Task.
- (4) Element of Task No. _____.
- (5) Obsolete; Task No Longer Performed.
- (6) Task Performed by MOS _____.
- (7) Officer Task.

d. Phase IV. Each member of the TSB should list background information, including every assignment he/she has had as an incumbent and supervisor of personnel in the MOS under analysis during the past 5 years. This information should establish the "credentials" of board members and the proponent school should incorporate it into the audit trail. The following example for a TSB member for MOS 73C shows how the board may record such information:

RANK/GRADE: MSG

YEARS OF SERVICE: 27

SCHOOLS, COURSES, OR OTHER EDUCATIONAL EXPERIENCES:

Fin Spec Crse; Fin Adv NCO Crse; Mil Accounting Crse; Planning, Programming, and Budgeting Systems Crse; JUMPS-Army Mgt Crse; Associate Degree in Business Administration.

DUTY ASSIGNMENTS

INCLUSIVE DATES	TOTAL TIME	UNIT/INSTL/COMD/ LOCATION	POSITION TITLE	MOS	GRADE
3-90 to 10-91	19 mos	Post Fin Office, Ft Dix, NJ	SGM	73Z50	E-8
10-91 to 1-93	15 mos	38th Fin, Class B, Fin Ofc, Stuttgart, Germany	Opns Sgt	73Z50	E-8
1-93 to 1-94	12 mos	Fin Office, Schw-Gnd, Germany	Opns Sgt	73Z50	E-8
1-94 to 1-96	24 mos	Comptroller, Ft Meade, MD	Auditor	73Z50	E-8
2-96 to 4-96	14 mos	21st Finance, Korea	Dep Fin Off and Deputy	73Z50	E-8

APPENDIX H
FORMAT FOR TASK REVIEW PANEL RESULTS

TASK REVIEW PANEL RESULTS
RECOMMENDATIONS/ACTIONS

MOS/BRANCH _____

DATE _____

1. RETAIN THE FOLLOWING TASKS WITHOUT CHANGE:

- | <u>TASK #</u> | <u>TASK TITLE</u> |
|---------------|-------------------|
| a. | |
| b. | |
| c. | |
| d. | |

DOTS APPROVAL/DISAPPROVAL: _____

2. DELETE THE FOLLOWING TASKS:

- a. TASK # _____ TASK TITLE: _____

RATIONALE:

DOTS APPROVAL/DISAPPROVAL: _____

DOTS INSTRUCTIONS/REMARKS:

- b. TASK # _____ TASK TITLE: _____

RATIONALE:

DOTS APPROVAL/DISAPPROVAL: _____

DOTS INSTRUCTIONS/REMARKS:

3. ADD THE FOLLOWING TASKS:

- a. TASK # _____ TASK TITLE: _____

RATIONALE:

DOTS APPROVAL/DISAPPROVAL: _____

DOTS INSTRUCTIONS/REMARKS:

- b. TASK # _____ TASK TITLE: _____

RATIONALE:

DOTS APPROVAL/DISAPPROVAL: _____

DOTS INSTRUCTIONS/REMARKS:

4. CHANGE THE FOLLOWING TASKS:

a. TASK # _____ TASK TITLE: _____

PROPOSED CHANGE: (SEE NOTE 1 BELOW)

RATIONALE:

DOTS APPROVAL/DISAPPROVAL: _____

DOTS INSTRUCTIONS/REMARKS: (SEE NOTE 2 BELOW)

b. TASK # _____ TASK TITLE: _____

PROPOSED CHANGE

RATIONALE:

DOTS APPROVAL/DISAPPROVAL: _____

DOTS INSTRUCTIONS/REMARKS:

5. WE HAVE IDENTIFIED THE FOLLOWING TASK FOR TRAINING DURING MOBILIZATION IN (AIT, OBC, OR OAC):

TASK #

- a.
- b.
- c.

NOTE 1: If the panel recommends a change to a task, be sure to clearly state the proposed change in the section indicated. Examples are:

- a. Change task number from _____ to _____
- b. Change training site from _____ to _____.
- c. Change skill level from _____ to _____.
- d. Combine task _____ with task _____.*

*Requires explanation as to how the tasks would be combined.

NOTE 2: DOTS uses the following codes in completing the instructions/remarks sections:

- 1 = Revise MTP
- 2 = Prepare task analysis and task summary
- 3 = Revise task analysis and task summary
- 4 = Revise POI
- 5 = Revise course grading plan
- 6 = Retire task number
- 7 = Prepare/revise TLOs, tests, PEs, LPs, etc.

SITE SELECTION WORKSHEET INSTRUCTIONS

COL COLUMN HEADING--Explanation

	SOURCE OF INFORMATION	ENTRY INSTRUCTIONS
1	% DO--Per cent of population performing the task.	ADASTP/CODAP report of panel estimate
2	DIFF--Learning difficulty (high, moderate, or low).	TSB rating
3	FREQ--Frequency of performance (high, moderate, or low).	TSB rating
4	(BLANK)	Use for any additional info or leave blank.
5	CAN SCH TRAIN?--Can the school train the task? Consider facilities, equipment, instructors & other constraints.	Panel judgement
6	1ST 6 MOS--Does the soldier perform the task during his first 6 months on the job (after completing resident training)?	Panel judgement
7	TIME TO LEARN--Is there time to learn the task on the job? The soldier may perform the task during his/her first 6 months on the job, but not immediately after assignment.	Panel judgement
8	NEED SUPER--Does the soldier need supervision while he/she is learning the task? Consider safety, possible damage to equipment, and other factors.	Panel judgement
9	SUPER AVAIL--Is a supervisor usually available to help the soldier learn the task on the job?	Panel judgement
10	CAN UNIT TRAIN?--Can the unit train the task? Consider facilities, equipment, time and other constraints.	Panel judgement
11	INTERDEP?--Is the task interdependent with another task recommended for resident training?	Panel judgement
12	SUSTAIN TING--How often should the unit conduct sustainment training? Consider frequency of performance, task difficulty, task criticality (importance), etc.	Panel judgement

SITE SELECTION WORKSHEET INSTRUCTIONS
(Continued)

COL	COLUMN HEADING--Explanation	SOURCE OF INFORMATION	ENTRY INSTRUCTIONS
13	JOB-AID CANDIDATE?--Is the task a likely candidate for job-aid development? Consider consequences of error, desirability of recall, length and complexity of the performance, learning difficulty, frequency of performance, likelihood of procedural change, delay tolerance, learning-application interval, and other factors.	Panel judgement	Enter Y or N.
14	(BLANK)		Use for any additional info. or leave blank.
15	RECOMMEND--Recommendation of training site.	Panel judgement based on analysis of ratings. See Guidelines.	Enter R for resident tng; U for unit tng; RU for both resident and unit tng.
16	RATIONALE--Reason for recommendation.	Panel judgement based on analysis of ratings.	Enter specific reason(s) for recommendation. Usually, entering Col. No(s), of significant reason(s) will suffice. If unit or school cannot train, cite specific constraints.

APPENDIX J

GUIDELINES FOR MAKING SITE RECOMMENDATIONS

This appendix provides general guidelines for people serving on a site selection panel. Making training site recommendations is more art than science. It is not possible to provide clear-cut instructions to govern every site decision. The panel must consider all pertinent factors. A job aid for making site recommendations is on page J-2.

1. In general, if the following statements are true, the panel should probably recommend the task for resident training:

- a. The school can train the task.
- b. The soldier performs the task during his/her first 6 months on the job.
- c. There is no time to learn the task on the job.
- d. The task is difficult to learn.
- e. The task requires supervision during the learning process.
- f. A relatively high percentage of the skill level population performs the task.

2. In general, if the following statements are true, the panel should probably recommend the task for unit training:

- a. The school cannot train the task.
- b. The unit can train the task.
- c. The soldier does not perform the task during his/her first 6 months on the job.
- d. There is time to train the task on the job.
- e. The task is easy to learn.
- f. The task does not require a supervisor during the learning process.
- g. The task requires a technically qualified supervisor during the learning process, and a technically qualified supervisor generally is available.
- h. Few soldiers or only those soldiers in a low-density duty position perform the task.
- i. The task does not interrelate with another task recommended for resident training.

3. The panel's recommendation may depart from these guidelines. However, for audit trail purposes, the panel should carefully explain its rationale for such departure.

JOB AID FOR MAKING SITE RECOMMENDATIONS

CRITERIA FOR RESIDENT TRAINING

CRITERIA FOR UNIT TRAINING

School can train.

School cannot train.
Unit can train.

Soldier performs during first 6 months.

Soldier does not perform during first 6 months.

Difficult to learn.

Easy to learn.

No time to learn on the job.

Time to learn on the job.

Supervision needed during the learning process, and technically qualified supervisor is sometimes not available.

Supervision not needed during the learning process OR technically qualified supervision needed and available.

High percent of population performs.

Low percent of population performs task. Only soldiers in low-density duty position perform the task.

Interrelates with a resident task.

Does not interrelate with a resident task.

CRITICAL TASK AND TRAINING SITE RECOMMENDATIONS

MOS: 73C, Fin Spec

SL: 1

- A--Fin Svs
- B--Control
- C--Deter & Proc'g Br
- D--Travel
- E--Disbursing
- F--Records Review

DATE: _____
 DY PSN/DY AREA CODES:

DY PSN(S) / AREA(S)	TASK NUMBER	TASK TITLE	SITE		RATIONAL FOR SITE RECOMMENDATION
			RES	UNIT	
A, B, C	121-008-1405	Determine Entitlement to Basic Allowance for Quarters and Family Separation Allowance	X		Done during 1st 6 months; enabling task, interrelated with 121-008-xxxx.
C	121-008-1407	Establish the Pay Account of a Service Member	X		Done during 1st 6 months; enabling task, interrelated with 121-008-1406.
C	121-008-1415	Prepare Input for Miscellaneous Pay Actions	X		High% Do; High Freq; done during 1st 6 months.
A, D, E	121-008-1435	Prepare Cash Collection Voucher (DD 1131)		X	Low % Do; Low Freq; Time to learn on job.
C	121-008-1436	Process DTUOL Entries		X	Low % Do; Not done during 1st 6 months.

NOTE: The above is a sample only and does not necessarily reflect correct technical information.

APPENDIX L

TASKS NOT RECOMMENDED FOR TRAINING

MOS: 74D, Computer/Machine Operator

DATE: _____

<u>ID NO.</u>	<u>TASK TITLE</u>	<u>RATIONALE</u>
A3	Adjust read or sensing devices in ADPE	Maintenance function
A34	Initiate remote job entry system	Function of MOS 74F
A41	Interrogate memory location via console action	Function handled by software
A67	Participate with programmers in testing and debugging programs	Lacks specificity
A86	Reink printer ribbons	Function usually contracted out
A99	Test MODEMS	Part of tasks A206 and A212
B202	Sort cards	Task no longer done; now automated
C201	Splice tapes	Obsolete; task no longer performed
H21	Direct media library operations	Supervisory duty; not a task
J21	Update inventory or stock control records	Combined with task 39
F11	Determine security classification of self-generated material	User function
M33	Make mail & distribution center messenger runs	No way to standardize; dependent on local procedures

NOTE: The above is a sample only and does not necessarily reflect current technical information.

APPENDIX M

"SOFT-SKILL" TASKS

TYPE	CHARACTERISTICS	EXAMPLES	PROBLEMS
Interpersonal Task	<ul style="list-style-type: none"> o Involves interaction between two people o Is intended to influence/change behavior, attitude or opinion 	<ul style="list-style-type: none"> o Counsel subordinate o Conduct sale interview (recruiting) o Interview prospective employee o Brief newly assigned personnel o Set performance objectives o Conduct interview for a news/feature story o Counsel soldier charged with UCMJ offense (advise client) 	<ul style="list-style-type: none"> o Innumerable initiating cues o People are themselves conditions o Internal cues vary infinitely, affecting the way the task should be performed o Difficult to measure change in behavior, attitude or opinion immediately after task performance
Judgemental Task	<ul style="list-style-type: none"> o Involves identification and consideration of countless inter-related variables o Involves use of individual logic to arrive at judgement o Judgement cannot be evaluated as wholly correct or incorrect 	<ul style="list-style-type: none"> o Plan your daily work schedule o Prepare an assessment of the human situation o Evaluate the assessment of the human situation o Prepare a budget o Approve/Disapprove expenditures o Evaluate a subordinate's performance o Select employee from "best" qualified o Select tasks for training o Assign priorities to missions/tasks 	<ul style="list-style-type: none"> o Conditions vary extensively o Each manager is unique o Each manager works within a unique framework of external influences o Qualified evaluators will disagree on the adequacy of task performance

APPENDIX M

"SOFT-SKILL" TASKS
(Continued)

TYPE	CHARACTERISTICS	EXAMPLES	PROBLEMS
Creative Task	<ul style="list-style-type: none"> o Involves a multitude of variable (purposes, concepts, methods, media, audiences) o Conditions vary infinitely o Procedures vary infinitely o Standards for the most part are highly subjective 	<ul style="list-style-type: none"> o Write a memorandum o Write a feature story o Layout a magazine/newspaper page o Edit a photograph for reproduction o Edit a task summary (SM page) o Design a blank form o Design an instructional module o Write a TV spot/promotional announcement 	<ul style="list-style-type: none"> o Every creative product is unique o Every repetition of a particular task is somewhat different o No two performers will produce exactly the same product o No known procedure will always produce an acceptable product o Experts will disagree on the acceptability of many products

APPENDIX N

TASK STRUCTURE ANALYSIS WORKSHEET					
TASK STATEMENT <u>Prepare a Task Analysis for a Task Selected for Training Utilizing a Task Structure Analysis Worksheet (TSAW).</u>					
CUES <u>A task is identified/tentively identified for training (1)</u>					
STEP	PROCEDURES	YES	NO	GO TO	CONDITIONS
1	Collect all source information necessary for the preparation of the analysis.	X	X	2	Text books, regulatory materials, source persons, equipment usage guides, etc.
2	Obtain sufficient blank copies of the TSAW and several hard lead pencils.	X	X	3	TSAWs, #3/4 pencils
3	At the top of the form, write the specific job title to which the task relates.	X	X	4	
4	In the section identified by "Task Statement" write the complete task statement to include an action verb and object.	X	X	5	
5	In the section identified by "Cues", list the cue or cues to the performance of this task.	X	X	6	
6	Is there more than one cue to performance?	7	9	X	
7	List the cues in the most common sequence of usage, most to least frequent, prefaced with the numbers 1, 2, 3, 4, etc.	X	X	8	
8	Will all the cues lead to the same step in the analysis?	9	10	X	
9	Write the number one directly after the cue statements.	X	X	12	
10	Identify the cue(s) which will logically lead to the first step or decision in the process and write the number one directly after the cue statement(s).	X	X	11	
11	For those cues which do not lead to the first step in the analysis, do not enter a number pending identification of related step(s) in the process.	X	X	12	
12	Identify the first (next) element or decision in the process.	X	X	13	
13	Is the first (next) step an element, as opposed to a decision, in the process?	14	18	X	

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TASK STRUCTURE ANALYSIS WORKSHEET					
TASK STATEMENT _____					
CUES _____					
STEP	PROCEDURES	YES	NO	GO TO	CONDITIONS
14	In the column identified by the word "Procedures" write a complete statement as a subtask prefaced by a number in the "Step" column beginning consecutively with one.	X	X	15	
15	In the columns identified by the words "Yes" and "No", place an "x" (in each column), designating the absence of a decision.	X	X	16	
16	In the column identified by the words "Go To" enter the number of the step which is logically next in the process.	X	X	17	
17	Does logic reflect this step ending the task process?	27	12	X	
18	The step is a decision.	X	X	19	
19	In the column identified by the words "Procedures" write the complete decision statement in question format insuring that the statement is followed by a question mark and prefaced by the correct chronological number in the "Step" column.	X	X	20	
20	Identify the most common response to the decision statement.	X	X	21	
21	If the common response leads to a "Yes" response, write the step number which identified the next logical step in the process in the "Yes" column.	X	X	22	
22	Can the next step for the "No" response be identified at this time?	23	24	X	
23	In the "No" column, write the number corresponding to the next logical step in the process.	X	X	25	
24	Leave the "No" column open pending finalization of the "Yes" logic pattern when a step can be identified.	X	X	25	
25	Place an "x" in the "Go To" column designating the absence of an element.	X	X	26	
26	If step 21 was "No" vice "Yes", reverse steps 21-24.	X	X	12	

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TASK STRUCTURE ANALYSIS WORKSHEET					
TASK STATEMENT _____					
CUES _____					
STEP	PROCEDURES	YES	NO	GO TO	CONDITIONS
27	In the "Go To" column annotate the letters EOT (End of Task). Note: EOT can only be used in conjunction with an element.	X	X	28	
28	Are there any conditions to performance related to a cue(s) or Step(s) in the analysis?	29	30	X	
29	In the column identified by the word "Conditions", cite the appropriate condition(s) directly across from the appropriate cue or step.	X	X	30	
30	Has a step been assigned to each cue identified?	32	31	X	
31	Annotate the number of the appropriate step in the process directly across from the corresponding cue(s) in the "Go To" column.	X	X	32	
32	Upon review, are there any essential elements/decisions in the process that have been left out of the analysis?	33	34	X	
33	Enter the element/decision in the appropriate place in the analysis using alpha characters (i.e., 15a, 20b, 20c, etc.) as not to affect existing numbering.	X	X	34	
34	After last step in the analysis write the statement "Key Steps In The Process."	X	X	35	
	Are there any obvious subdivisions of the tasks?	36	37	X	
36	Under the statement identified in step 34, list the subdivisions stated in task terms.	X	X	38	
37	Under the statement identified in step 34, list key or critical elements of the process.	X	X	38	
38	Is a product produced during the task performance?	39	41	X	
39	Identify the characteristics of an acceptable product. (These are actually product standards.	X	X	40	

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TASK STRUCTURE ANALYSIS WORKSHEET					
TASK STATEMENT _____					
CUES _____					
STEP	PROCEDURES	YES	NO	GO TO	CONDITIONS
40	Under Key Steps In The Process, at the end of the analysis, list the Characteristics Of An Acceptable Product identified in step 39.	X	X	41	
41	Have the analysis validated by job incumbents.	X	X	42	
42	Are corrections required on the basis of the validation?	43	EOT	X	
43	Make corrections as required.	X	X	EOT	
<u>KEY STEPS IN THE PROCESS</u>					
1	Identify cues to performance.				
2	Annotate the steps in the procedure utilizing elements and decisions.				
3	Identify conditions of performance.				
4	Identify key steps in the process.				
5	Identify characteristics of an acceptable product (if any).				
6	Utilize TSAW format/logic procedures.				
<u>CHARACTERISTICS OF AN ACCEPTABLE PRODUCT</u>					
1.	The completed TSAW will contain:				
a.	The name of the analyst.				
b.	The date of the analysis.				
c.	The MOS and duty position (if applicable for which the task was analyzed).				
d.	The task title.				
e.	A list of initiating cues.				
f.	A complete list of performance and decision steps in logical order.				
g.	Conditions of performance.				

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APPENDIX O

JOB AID ANALYSIS WORKSHEET

TASK # —	FACTORS FOR JOB AID	FACTORS AGAINST JOB AIDS	OVERRIDING FACTORS	FINAL DETERMINATION
FREQUENCY				
COMPLEXITY				
MAXIMUM TIME ALLOWED/TIME CRITERION				
AMOUNT				
PSYCHOSOCIAL FACTOR				
CONSEQUENCE OF ERROR				
CHANCE PROBABILITY				
PHYSICAL CONDITION				
MINIMUM PERFORMANCE STANDARDS				
TASK # —				
FREQUENCY				
COMPLEXITY				
MAXIMUM TIME ALLOWED/TIME CRITERION				
AMOUNT				
PSYCHOSOCIAL FACTOR				
CONSEQUENCE OF ERROR				
CHANCE PROBABILITY				
PHYSICAL CONDITION				
MINIMUM PERFORMANCE STANDARDS				

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FJ FORM 350-100-18, APR 95

APPENDIX P

SELECTING THE RIGHT TYPE OF JOB AID

The type of job aid and its design will depend on:

- o Conditions of performance (type of skill involved).
- o User.
- o Environment in which it will be used.

Here is a job aid decision table to help you select the right type of job aid.

IF THE TASK INVOLVES--	USE--
DECISION MAKING WITH FEW VARIABLES	DECISION TABLE
DECISION MAKING WITH MANY VARIABLES	FLOWCHART MATRIX COOKBOOK
PROCEDURE/SEQUENCE	COOKBOOK CHECKLIST
PROCEDURE/SEQUENCE/DECISION MAKING AND COMPUTATIONS/NOTES/INTERIM PRODUCTS	WORKSHEET
PRODUCING/CONSTRUCTING (A HARD PRODUCT)	MODEL WORKSHEET COOKBOOK
REVIEWING/EVALUATING/SEARCHING	CHECKLIST QUESTIONNAIRE/WORKSHEET

APPENDIX Q

QUESTIONNAIRE FOR REVIEW/APPROVAL OF JOB AIDS
(FOR USE BY COURSE DEVELOPMENT PERSONNEL)SUGGESTIONS FOR USE:

Use the questionnaire to guide your review of all job aids. Answer each question. If all answers are "YES," approve the job aid without reservation. For negative answers, check out possible solution channels. Relate problems to the developer of the job aid. If no solutions are possible, disapprove the job aid.

1. Is a job aid appropriate for the desired performance?
 - a. Will the job aid be available on the job?
 - b. Is the information in the job aid unavailable from another source already at the job site.
 - c. Does one or more of the following apply to the required performance?
 - (1) Consequence of error is severe
 - (2) Recall is not desired
 - (3) Procedure is long/complex
 - (4) Performance is easy to learn
 - (5) Performance is not worth development time/effort
 - (6) Performance is infrequent
 - (7) Procedures are likely to change
 - (8) Performance has a high delay tolerance
 - (9) There is a large learning/application interval.
2. Is the type of job aid being used appropriate?
 - a. Does the job aid format suit the target audience?
 - b. Is the format the most appropriate for the skill level involved?
 - c. Is the format suitable to the performance site?

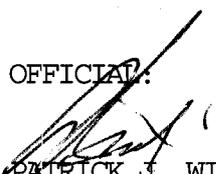
QUESTIONNAIRE FOR REVIEW/APPROVAL OF JOB AIDS
(FOR USE BY COURSE DEVELOPMENT PERSONNEL)
(continued)

3. Is the job aid constructed appropriately?
 - a. Is the job aid logical?
 - b. Does the job aid move from simple to complex performance?
 - c. Is the language/terminology clear, concise, and appropriate for the user?
4. Is the content technically correct?

The proponent of this regulation is the Directorate of Training Support. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to DOTS, ATTN: ATSG-TSI.

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