

**DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY SIGNAL CENTER AND FORT GORDON
Fort Gordon, Georgia 30905-5000**

**USASC&FG Regulation
No. 350-7**

29 December 2003

**Training
PREPARATION FOR AND CONDUCT OF CRITICAL TASK
AND SITE SELECTION BOARDS**

Summary. This regulation establishes responsibilities and prescribes policy and procedures for the preparation and conduct of Critical Task and Site Selection Boards (CTSSBs).

Supplementation. Supplementation of this regulation is prohibited, unless approved specifically by Commander, United States Army Signal Center and Fort Gordon (USASC&FG).

Applicability. This regulation applies to all elements and personnel involved in the conduct of CTSSBs. It also applies to those personnel involved in conducting needs assessment and analysis, job analysis, task analysis, and task training site assessment and selection.

Suggested Improvement. The proponent of this regulation is the Directorate of Training (DOT). Users are invited to send comments and suggested improvements on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Directorate of Training, ATTN: ATZH-DTM I, Fort Gordon, Georgia 30905-5074 and/or submit DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal) to installation AIEP coordinator.

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*** This regulation supersedes USASC&FG Regulation 350-7, 11 December 1996**

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General Policies

1. **Purpose.** This regulation establishes responsibilities and prescribes policy and procedures for the conduct of CTSSB actions. This includes the preliminary activities that, by necessity, must be accomplished prior to convening the board.

2. **Scope.** This regulation applies to each Signal Center proponent military occupational specialty (MOS), area of concentration (AOC), and functional area (FA) critical task and/or initial training site selection action conducted by each school.

a. The CTSSB members will use this regulation to:

(1) Identify individual critical tasks. (See individual task definition in the glossary.)

(2) Identify task training site (resident or unit distance learning or self-development).

b. This regulation will be used by the training developer/analyst to ensure that the tasks identified by the CTSSB meet specific criteria, and that they are accurate and descriptive of the actual skills and knowledge required to perform the job.

3. General.

a. The collective task analysis process identifies all task performance specifications for a specific critical collective task. The task performance specifications identified during this process serve as the foundation for subsequently developed unit-training products. Collective task analysis is a minimum essential requirement before development of unit training products. Collective task analysis results in the identification of collective task performance specifications and task summaries, as well as individual tasks performed as part of the collective task. (Refer to [TRADOC Regulation \(TR\) 350-70, Chapter V-2.](#))

(1) The approved critical tasks developed by a majority of the CTSSB members are the culmination of the job analysis phase of training development. The training developer/analyst presents job analysis data collected from surveys, interviews, and site visits to the board to facilitate the establishment of individual critical tasks for the MOS, AOC, or FA being boarded. The schools will retain the job survey data.

(2) Job analysis is the process used to identify individual tasks (including leader tasks) that a job incumbent must perform to successfully accomplish his/her mission and duties as well as survive on the battlefield. Job analysis is the most critical phase of the systems approach to training (SAT) process; it is a minimum essential requirement before the development of individual training products. A new job analysis begins when needs analysis identifies a training development requirement to create a new job or merge, divide, or consolidate jobs. A job analysis revision begins when needs analysis resulting from unit feedback, new doctrine, new or improved equipment, new systems, or lessons learned identify a change in tasks performed in a job. Refer to [TR 350-70, paragraph VI-1-3d](#) for specific job analysis procedures. (See [Flow Chart 1](#) in Appendix F that shows the relationship between job analysis and the subsequent training development processes.)

(3) Individual task analysis is the process used to identify how the task is actually performed, under what conditions it is performed on the job, and how well the individual must perform it. It provides the detail to design and develop efficient and effective individual training. A new individual task analysis starts on receipt of a new individual task or when there is a significant change in how a task is performed. An individual task analysis revision begins when needs analysis identifies that a training/training development requirement is the solution. A task analysis of each individual task will identify all the performance specifications needed to establish a training strategy and to design and develop follow-on training. Refer to [TR 350-70, paragraph VI-2-2](#) for specific task analysis procedures. (See [Flow Chart 2](#) in Appendix F that shows the implementation of new tasks.)

(4) The School will brief the DOT prior to the commitment of temporary duty (TDY) funds for a CTSSB. The briefing will include the job and task analysis data and current task inventory.

b. Conditions for convening a board.

(1) Analysis performed on new equipment reveals that jobholders must now perform tasks previously unknown.

(2) The merger of MOSs/AOCs changes the job performance requirements of soldiers in the field.

(3) A major doctrinal change that causes a change in what the jobholder will do in the field.

(4) A major shift in training philosophy affecting the training site location.

(5) Changes in the collective mission may yield new individual tasks.

(6) When a Logistical Support Analysis Report (LSAR) reflects a change in task support during the Requirements Determination Process.

(7) A new MOS or AOC is created as a result of fielding a new weapon system and/or a change in doctrine.

4. **References.**

a. [TR 350-70, Chapter VI](#), Individual Training Development.

b. SAT Desktop Reference dated 1997.

5. **Explanation of abbreviations and terms.** Abbreviations and special terms used in this regulation are explained in the glossary.

6. **Responsibilities.**

a. The Commanding General or designated representative will approve all CTSSB actions and results.

b. The DOT will:

(1) Provide assistance upon request in the development of recommended tasks to ensure compliance with TR 350-70.

(2) Consolidate MOS/AOC CTSSB projections submitted by the 15th Regimental Signal Brigade (RSB), Leader College for Information Technology, (LCIT), and the Regimental Noncommissioned Officer Academy (RNCOA).

(3) Coordinate with the 15th RSB, LCIT, and the RNCOA to assist in resolving any issues.

(4) Provide collective task(s) to the training developer/analyst.

(5) Provide a list of AOC/MOS approved, inactive and archived individual tasks to the training developer/analyst.

(6) Perform individual task management functions.

(7) Serve as proponent for this regulation.

c. The Office Chief of Signal (OCOS) will:

(1) Provide personnel profile for the MOS/AOC being boarded.

(2) Provide assistance to the 15th RSB, LCIT, and the RNCOA in determining major equipment and unit information that will best service the needs of the CTSSB.

b. The 15th RSB, LCIT, and the RNCOA (convening authority) will:

(1) At the beginning of each fiscal year, project CTSSB requirements two years out (see sample memorandum in [Appendix A](#)) and provide DOT with a copy, including funding requirements to:

(a) Support analysis (preparing and mailing surveys, video teleconferencing (VTC), personal interviews, use of automated survey generator (AUTOGEN) software provided and analysis program software.)

(b) Bring subject matter experts (SMEs) from operational units to serve on the CTSSB.
(See sample memorandum in [Appendix B](#).)

(2) Coordinate with Personnel Command (US Army) (PERSCOM), National Guard Bureau (NGB), USAR, and The Army School System (TASS) battalions to obtain SMEs to serve on the board, based on school's input. This should be accomplished a minimum of six months prior to scheduled board date.

(3) Prepare a memorandum for DOT's signature to United States Forces Command (FORSCOM) six months prior to the scheduled board date requesting SME support.

(4) Consolidate budget documentation (to include cost of analysis and bringing SMEs from operational units) and project funding for CTSSBs, preparing unfinanced requirements as necessary.

(5) Confirm CTSSB scheduled for current year; notify DOT of intent.

(6) Coordinate with Directorate of Combat Developments (DCD) and identify TRADOC System Manager (TSM) as needed.

(7) Approve milestone schedule.

(8) In coordination with OCOS, appoint board members. (See recommended [board member qualifications](#).)

(9) Chair a committee of representatives from all local organizations participating in the particular CTSSB with the mission to ensure milestones are met and all available information is collected, properly analyzed, and included in preparing task summaries.

(10) Prepare and forward TDY orders to selected individuals serving on the CTSSB from units outside Fort Gordon, or coordinate with the Directorate of Resource Management (DRM) to ensure fund cites are provided to units preparing their own orders.

(11) Convene the CTSSB.

(12) Appoint Chairman of the CTSSB (see [qualification requirements](#)).

(13) Ensure analysis of new tasks is conducted and draft task summaries are developed.

(14) Ensure assembly and distribution of the read-ahead package contents.

(15) Staff the board report and submit to the Commanding General or designated representative for approval.

Preparation for the Board

7. Board composition.

a. Nonvoting members.

(1) Chairman. Votes only to break ties.

(2) Recorder.

(3) Training Developer/Analyst.

(4) DOT Program Manager.

(5) OCOS representative.

b. Voting members.

(1) All voting members of the CTSSB will be from operational units of each of the following components as applicable: FORSCOM, US Army Reserve (USAR), and Army National Guard (ARNG).

(2) At least one ARNG member holding the specific MOS/AOC or specialty under review or currently holds a capper MOS and formerly held the MOS under review prior to promotion, if available.

(3) At least one USAR member holding the specific MOS/AOC or specialty under review or currently holds a capper MOS and formerly held the MOS under review prior to promotion, if available.

8. **Board member qualifications.**

a. SMEs.

(1) Should be one skill level higher than the MOS/AOC/FA for which the tasks are being recommended.

(2) Representative of a good cross section of the job being analyzed.

b. Chairman.

(1) Civilians: GS-12 or higher with knowledge of the MOS/AOC being boarded.

(2) Military: E-8 or higher for enlisted/noncommissioned officer (NCO) MOSs; O4 or higher for Officers; WO2 or above for Warrant Officers.

(3) Must have completed the SAT course.

(4) Cannot be in the supervisory chain of any voting board member.

c. Recorder. Should be from the school holding the CTSSB.

d. Training Developer/Analyst. Should be from the school holding the CTSSB.

9. **Preliminary actions.** At least eight months prior to a scheduled board, the convening authority (Commander, 15th RSB; Commandant, LCIT; or Commandant, RNCOA) will appoint the Recorder and Training Developer/Analyst for the board. These individuals will perform the following preliminary actions.

a. Develop a milestone schedule. Coordination with affected training elements is essential in developing a workable schedule. Submit the milestone schedule to the convening authority for approval.

b. Coordinate with OCOS to ensure that the overall board composition represents distribution of the MOS/AOC/FA throughout the entire force.

- c. Prepare a memorandum to PERSCOM requesting personnel support for the board, based on the results of the above analysis. The memorandum will be prepared for DOT's signature and must arrive at PERSCOM at least six months prior to the scheduled board date. Attached to the memorandum should be an enclosure from OCOS that includes a list of units that will best serve the needs of the CTSSB based on assignment-oriented training (AOT) and other factors.
- d. Review system training plans (STRAPs) and other new equipment documentation for new tasks.
- e. Review field manuals (FMs), technical manuals (TMs), and other doctrinal materials for new tasks.
- f. Review task summaries of all current tasks.
- g. Review feedback in the form of course critiques, internal and external evaluations, and comments received from field commanders concerning the effectiveness of current training programs.
- h. Review the individual training plan (ITP) for the MOS/AOC or specialty under review.
- i. Coordinate with capper MOS.
- j. Obtain a list of MOS/AOC unique tasks, shared tasks, and common tasks from the DOT Task Manager.
- k. Coordinate with DOT for preparing and distributing an MOS survey, which includes all tasks on the current critical task list and those found during review of new equipment and doctrinal materials. The survey will also include a question that asks the respondent to submit additional tasks for consideration. Use of a web-based survey is highly encouraged. The survey results should be available at least two months prior to the board date in order to allow proper analysis. It is recommended that students from ROA and RNCOA be used to complete surveys when possible.
- l. Review survey results and prepare a complete proposed task inventory. As a minimum, the inventory will contain proposed task titles for all tasks. Every effort will be made, through coordination with SMEs, to develop task conditions and task performance standards prior to preparing the read-ahead packet. Once all conditions and standards are developed, task performance steps and performance measures will be developed.
- m. Review results of collective analysis to identify individual tasks that may have been noted during the collective board process.
- n. Coordinate with the OCOS force structure on equipment density issues
- o. Review new equipment training plans.
- p. Research regulatory guidance, including TMs, manufacturers' manuals, Army regulations (ARs) to determine the "how to" of task performance.

q. Prepare a read-ahead packet for distribution to board members.

(1) The read-ahead packet will be sent to all board members at least 30 days prior to the scheduled date of the board. If at all possible, transmission will be by email.

(2) In the event new board members are named after initial distribution of the packet, the read-ahead packet will be sent to these new members as soon as possible.

(3) The read-ahead packet will also be posted on the University of Information Technology (UIT) Resource Center web site.

(4) The read ahead packet will include:

(a) Proposed new tasks with task summaries (conditions and standards minimum).

(b) Current task inventory.

(c) Current soldier training publication (STP), officer foundation standard (OFS), MOS training plan or an extract (only when the manual is not available); or if applicable, the uniform resource locator (URL) of the web site where the soldier's manual/trainer guide (SM/TG) is located.

(d) Job duties from DA Pamphlet 611-21.

(e) USASC&FG Regulation 350-7.

(f) Training and Doctrine Command (Army) (TRADOC) standard verb list. (See [Appendix D in TR 350-70.](#))

(g) Agenda for the CTSSB, to include location, dates, time, and a point of contact (POC) with phone number.

(h) Survey data relating to "percent performing, learning difficulty, and/or training emphasis" for the tasks under consideration and any analysis data acquired from any other source.

r. Arrange for a facility in which to conduct the board. The facility must be available for five consecutive working days. Prepare the facility for the board.

s. Coordinate for funding of TDY for personnel tasked by PERSCOM and for USAR and ARNG representatives, as necessary. Ensure fund cite information is given to the appropriate orders authority, or coordination is made between the local DRM and the DRM at the distant site to transfer funds.

t. If necessary, prepare tasking memorandum to Fort Gordon Central Tasking Office for local board members (OCOS, DOT, etc), in order to ensure proper tasking credit is given. Prior coordination with the tasked agencies is encouraged.

- u. Ensure adequate supplies are available to conduct the board.

10. Selecting a board Chairman. The responsibility for selecting the board Chairman rests with the convening authority of the organization that is the proponent for the MOS or AOC being reviewed. In order to minimize TDY costs, the Chairman should be selected from a unit on Fort Gordon. Early selection will allow the Chairman to properly perform his/her duties.

11. Actions by the Chairman. Prior to convening the board, the Chairman will perform the following tasks.

- a. Schedule a meeting with the convening authority to receive any specific guidance concerning the board.

- b. Coordinate the preparation of a briefing that identifies and reviews the following subjects for the board members.

- (1) Ensure board members understand that during the conduct of the board their primary duty is the board.

- (2) Purpose of the board.

- (3) Methodology for task development.

- (4) Voting procedures.

- (5) Purpose for completing Fort Gordon Form 6885 (Task Board Member Nonconcur Form, 1 August 1995).

- c. Review paragraphs VI-1 through VI-3 and Appendix D in TR 350-70 and USASC&FG Regulation 350-7 prior to convening the CTSSB.

- d. Coordinate with school training developer/analyst holding the CTSSB to obtain documentation on the process used to develop proposed task inventory. This document will be maintained as part of the record of proceedings of the CTSSB and will include:

- (1) Analysis package documentation.

- (2) New doctrine or equipment information.

- (3) Field surveys.

- (4) Supervisory guidance.

12. Actions by board members. Prior to convening the CTSSB, all board members will review the read-ahead packet. The purpose of the review is to identify obsolete tasks, determine if there are any other tasks that should be included, and determine if any existing tasks require revision. Board members should understand that during the conduct of the board, their primary duty is the board. Prior coordination will be made to cover their normal responsibilities during the board.

13. **Staff actions.** Signal Center Staff agencies have an interest in the proper conduct of every CTSSB for proponent MOS/AOC. As such, there are some responsibilities that must be carried out prior to each board action.

a. DOT has overall staff responsibility to ensure that boards are conducted in accordance with current regulations and guidance. To meet that goal, the DOT will perform the following functions.

(1) Review and consolidate the annual projection memos received from the 15th RSB, LCIT, and the RNCOA. Ensure that the program for the upcoming fiscal year is executable, both from a funding and personnel perspective. Coordinate with the 15th RSB, LCIT, and RNCOA to adjust the projections, as needed.

(2) Participate in the preparation, publication, and distribution of the MOS survey required for each board. The preferred delivery method for the survey is via the web (AUTOGEN), through the UIT Resource Center web site and/or Army Knowledge Online (AKO).

(3) Prepare a proponent message for each board, announcing the date of the board and the URL for the MOS survey. The message will encourage soldiers and their supervisors to participate in the survey.

(4) Provide a representative as a nonvoting member of each board.

(5) Provide technical advice and assistance to the convening authorities, as needed.

b. As MOS/AOC proponent for all Signal MOSs/AOCs, the OCOS has an interest in the outcome of all CTSSBs. To meet this responsibility, the OCOS will:

(1) Provide technical review and comment on survey results and the proposed task list. This review will include recommendations to eliminate tasks outside the scope of the MOS, eliminate tasks for obsolete equipment, modify task conditions or standards statements, and to add tasks not on the proposed list.

(2) Provide a technical representative as a member of each board (nonvoting).

(3) Provide to DOT in the form of an enclosure to be attached to the FORSCOM memorandum a list of preferred units from which the voting members can be selected to facilitate (AOT).

c. Other staff agencies of the Signal Center will assist in developing the proposed task list, as requested by the convening authorities.

Conducting the Task Selection Board

14. **General.** The board Chairman will convene the task selection board. The task selection process will be completed prior to selecting training sites ([paragraph 18](#)). The following actions will take place prior to the task selection process.

- a. The convening authority, or a designated representative, will welcome the board and provide general guidance for conducting the board.
- b. The Chairman will address the board to provide general guidance on conducting CTSSBs and the selection of tasks.
- c. The OCOS representative will address the board to discuss any proponent actions that may impact on the selection of tasks.

15. Task selection process.

- a. The following references will be used if available:
 - (1) Survey data.
 - (2) Mission guidance.
 - (3) Threat information.
 - (4) Target population demographics.
 - (5) Appropriate references.
 - (6) All relevant collective task analysis that is available. Each board member should ask the question, "What collective task does this proposed task support?" If no collective task is identified, coordination should be made to develop a new collective task or the task should be deleted. This will also aid in the automated systems approach to training (ASAT) linking process (individual tasks to collective).
 - (7) Task analysis.
 - (8) The following should be accomplished during the selection of the critical tasks:
 - (a) Edit the task titles.
 - (b) Edit the conditions statements.
 - (c) Edit the standards statements.
 - (d) Identify the performance measures.
 - (e) Identify the performance steps.
 - (f) Identify the skills and knowledge.
- b. The Chairman will read the title of the task under consideration.
- c. As board members work through the list, they will make a professional judgment concerning the value of each task. Experience of the board members will help ensure the tasks

selected are critical to job performance, and the tasks must be trained. (See [Appendix C](#) for detailed examples.)

d. All tasks selected must be performed by jobholders at a given skill/specialty level. The board will identify the performance level.

e. The Chairman facilitates and guides discussion toward the goal of reaching total consensus. It may be necessary at some point for the Chairman to table the actions in order to obtain new and/or additional information. The Recorder captures the essence of the discussion for inclusion in the minutes.

f. The Chairman calls for a vote once he or she feels that further discussion will not affect the vote.

g. If after voting any member still dissents from the majority position of the board, FG Form 6885 (Statement of Nonconcurrency) will be completed by that board member. FG Form 6885 will be turned in to the Recorder and becomes part of the official minutes. Both voting and nonvoting members may submit nonconcurrency forms.

h. For tasks not selected as critical, a rationale for non-selection will be recorded in the official minutes of the CTSSB.

i. Board members may propose additional tasks not on the proposed task inventory. These tasks may be added to the list and selected as critical, provided a majority of the board members concur.

j. To ensure that tasks selected are indeed tasks, consider the following questions as criteria for selecting tasks. (See [Appendix C](#) for more details.)

- (1) Is this task a single unit of work?
- (2) Does it have an identifiable start and stop point?
- (3) Is it directly observable or an otherwise measurable process?
- (4) Will it result in a measurable, observable product accomplishment?
- (5) Is it performed for its own sake? (Does not depend on other tasks.)

16. Daily activities. On each day of the board, the following actions will take place.

- a. The Chairman will convene the session.
- b. The Chairman will ensure a quorum is present for the board proceedings (at least four out of six of the voting members).
- c. The Chairman will function as the moderator, facilitator, and mediator.

d. The Recorder will distribute the minutes of the prior day's activities for review and comment by the members. Corrections will be noted. Once all corrections are made, the daily minutes will become part of the official board report.

e. Discussion will commence at the point of the prior day's adjournment.

f. The Recorder will capture the major discussion points of the board members as accurately as possible. Record voting of the members and include the results of the official minutes. Use of a tape Recorder is encouraged, but not required.

g. At an appropriate time, the board will adjourn for the day. Breaks and lunch are at the discretion of the Chairman.

h. The Recorder will prepare the daily minutes for presentation the following morning. Nonconcurrency forms will be enclosed with the daily minutes.

17. **Concluding the task selection board.** Once all tasks have been considered and voted on and all nonconcurrency forms have been collected, the Chairman will ask for any final discussion on the task list. Once all issues are resolved, the Chairman will adjourn the task selection board. If time remains in the workday, he or she may immediately convene the training site selection board.

Conducting the Training Site Selection Board

18. **General.** Upon conclusion of the task selection board, the training site selection process may begin. The training site selection board will consist of the same members as the task selection board and will be convened immediately following the adjournment of that board, unless adjournment occurs at the end of a business day.

19. **Training sites.** TR 350-70 defines four distinct "training sites."

a. Resident training. Training presented, managed, and controlled by an instructor, facilitator, small group leader, or otherwise designated trainer in a formal school environment.

b. Unit training. Training (individual, collective, and joint or combined) that takes place outside the Army's institutional base.

c. Distance learning (DL). This is the delivery of standardized individual, collective, and self-development training to soldiers and units at the right time and place through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student instructor interaction. It may also involve self-paced instruction without benefit of access to an instructor.

d. Self development. This is training that the soldier must get "on his/her own." It may include college courses, technical courses provided by commercial vendors, or training from other sources, Army and non-Army.

20. **Site selection considerations.** Items to consider when making site selection decisions are:

- a. Where/how can task be trained. Of the four training sites, which is most suitable for training the task. Consider restrictions that may make training difficult in the various environments.
- b. Availability of equipment or simulators to the soldier, or in the unit, to be used for training. Lack of equipment availability in all units may make resident training the only reasonable choice.
- c. Availability of extension training material (ETM) or the ability to produce this material. If such material is widely available and effective, DL may be the best mode.
- d. Percentage of soldiers performing the task. Is this task widely performed or required only in special assignments? Tasks performed in only a few units are better suited to unit training.
- e. Time between training and utilization (learning decay rate). Does the ability to perform the task decay rapidly if the task is not routinely performed? If so, then training is best conducted as close in time to actual job performance as possible. Resident training may not be the best option in this case.
- f. Frequency of performance. Tasks that are frequently performed do not normally decay rapidly. They may usually be taught in any environment. Tasks less frequently performed are better taught where practice time is available, in order to reinforce the task performance. Resident training may be the best choice for infrequently performed tasks.
- g. Task complexity. How hard is the task to learn? More complex tasks are usually better trained in a structured training environment, such as a school or unit.
- h. Task similarity. If a task is similar to another task also on the list, it is probably best if both tasks are taught in the same environment. This leads to training efficiencies.
- i. Training supervision requirements. Are NCOs normally available at the training site to conduct the training? If a member of a small team normally performs the task at a remote location, the requisite NCO skills may not be available to conduct unit training. Consider other sites.
- j. The optimum instructional setting for a task is the setting that provides the most effective and efficient training to those who require the training, at the point in time when the training is most needed.

21. **Site selection process.** The site selection board will use the recommended list of critical tasks from the task selection board procedures above.

- a. The Chairman will present a briefing on the types of sites and the criteria for selecting each site.
- b. The Chairman will then announce each task, in turn, for discussion and voting. The Chairman votes only to break ties.

c. As board members work through the list, they will make a professional judgment concerning the best site for training each task. Selection of site will be based on all available criteria, information, and experience of each board member.

d. The Chairman guides the discussion towards consensus. If significant questions cannot be resolved, the task will be tabled pending further research. Tabled tasks will be reintroduced after completion of the remaining tasks. The Recorder captures the essence of the discussion for inclusion in the minutes.

e. The Chairman calls for a vote once he or she feels that further discussion will not affect the vote.

f. If, after voting, any member still dissents from the majority position of the board, that member will complete FG Form 6885 and turn it in to the Recorder for inclusion in the minutes.

22. **Daily activities.** The daily activities for the training site selection board will be the same as in paragraph 16 above.

23. **Concluding the training site selection board.** Once all tasks have been considered and voted on and all nonconcurrency forms have been collected, the Chairman will ask for any final discussion on the task list. Once all issues are resolved, the Chairman will adjourn the training site selection board. If time remains in the workday, the board will begin the post board actions; otherwise they will begin on the following day.

Post Board Actions

24. **General.** Upon conclusion of the formal portion of the board, several other actions must take place in order to have the list approved.

25. **Actions by the board members.** Following final adjournment of the board, the members will participate in the following post board actions.

a. Preparation of outbriefing. The Chairman will present a final outbriefing to the convening authority or designated representative, summarizing the results of the board. The outbriefing will include the number of tasks selected, and of those not selected. Any specific guidance given in the initial briefing will be addressed. All board members other than the Recorder will participate in the preparation of this briefing.

b. Preparation of the board report. The Recorder will prepare the minutes of the final day's activities, and provide copies to the members for review and comment. Once the final day's minutes are approved, the Recorder will prepare a final board report. The report will be in the form of a memorandum from the Chairman to the convening authority (see [Appendix D](#)). The following items will be enclosed.

(1) The final recommended critical task list, to include skill level and training site recommendations.

(2) The minutes from each day's proceedings.

(3) All board member nonconcurrency forms.

(4) A signature page for all board members, indicating that they have read the report and concur that it accurately reflects the board proceedings and recommendations. The signature on this page does not mean that each member agrees with all recommendations, only that the report is accurate.

c. Outbriefing. Once the briefing has been prepared and the board report has been completed and signed, the board members will present a final outbriefing and report to the convening authority or designated representative. All board members must be present for this outbriefing in order to participate in any discussion generated by the briefing and report.

26. Actions by the convening authority. Upon completion of the outbriefing, the convening authority will release the board members to their units and begin staffing the board report.

a. Internal review. The convening authority may conduct an internal review of the board report, utilizing any expertise from within his or her own organization. This review may be done formally, using FG Form 1203, or informally, at the convening authority's discretion, but must be completed within two weeks of the outbriefing.

b. Staffing the results. The board report, along with any recommendations from the convening authority will be staffed within the Signal Center using FG Form 1203. Staffing will be concurrent in order to ensure prompt approval of the critical task list. As a minimum, the following agencies will be included in the staffing but others may be consulted, as the convening authority desires. The suspense for response should be at least two weeks, but not more than four weeks. A failure to respond by the suspense date will be considered a concurrence without comment.

(1) OCOS.

(2) DOT.

(3) DCD.

(4) TSMs.

(5) USAR Component Office.

(6) ARNG Component Office.

(7) Training elements responsible for any courses affected by the recommended list.

c. Submission for approval. Once the staffing is complete, the convening authority will review all nonconcurrences and comments and prepare responses to each. Based on the results of the staffing, the convening authority will formulate a final recommendation for the critical task list. The recommendation will be forwarded on FG Form 1203 through the DOT (for administrative review) to the Commanding General or designated representative for approval.

27. Actions following approval. Once the Commanding General or designated representative approves the critical task list, the following actions will be taken.

- a. The complete critical task list will be submitted to the DOT (see [Appendix E](#)) for assignment of task numbers to newly approved tasks. Once the tasks are identified as active in ASAT, they will be linked to the appropriate collective tasks by the convening organization.
- b. A list of previously approved tasks that were deleted will be sent to the DOT so that those tasks may be marked as inactive in ASAT.
- c. All new tasks will be entered into ASAT within six months of the conclusion of the CTSSB; this will facilitate the updating of Course Administrative Data (CADs) and Programs of Instructions (POIs), which have a six-month window for completion. STPs will be updated within 12 months of CTSSB conclusion.
- d. A complete copy of the approval will be forwarded to each board member.
- e. The new list will be posted on the UIT Resource Center web site, so that is available to all throughout the Army.
- f. The new list will be sent to the training development sections responsible for any affected courses so that training development for new tasks may begin.
- g. If there are no equipment constraints, training of new or revised tasks should be implemented immediately. (See [Appendix F](#).)

28. Actions following disapproval of a list. In the event the Commanding General or designated representative disapproves the recommended critical task list, the convening authority will make adjustments as directed and follow the procedures in paragraphs 26 and 27 above.

APPENDIX A

Sample Memorandum for CTSSB Projections

ATZH-XX

15 Sep 03

MEMORADUM FOR Director of Training

SUBJECT: Planning for Critical Task and Site Selection Boards (CTSSBs)

1. Purpose. This memorandum confirms the schedule for CTSSBs to be conducted in FY02, and projects the boards to be held in FY03 and FY04.
2. CTSSBs for the following MOSs/AOCs or specialties will be conducted according to the following schedule.
 - a. 00A, 15-20 Jun 04.
 - b. 00B, 7-9 Jul 04.
3. During FY 03, the (unit) plans to conduct CTSSBs for 00C, 00D, and 00E.
4. During FY 04, the (unit) plans to conduct CTSSBs for 00A and 00B.
5. POC for this action is Mr. Xyxyx, xyxyxy@gordon.army.mil, 791-0000.

HARRY T. POTTER
COL, XX
Commanding

APPENDIX B

Sample Memorandum for Concurrence/Nonconcurrence of Critical Task/Site Selection Board

ATZH-STT

1 June 2003

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Concurrence/Nonconcurrence of Critical Task/Site Selection Board for MOS 31L

1. The minutes of the Critical Task/Site Selection Board (CT/SSB) for MOS 31L held 9-13 July 2003 are enclosed. Request you review the contents for accuracy. If there are changes to be made, annotate the changes on the enclosed and return. A request for changes will be handled quickly and easily via a phone call, fax, or e-mail (numbers and address identified below).
2. Indicate concurrence or nonconcurrence on this form by circling the appropriate choice on the distribution list. Initial and date the selection and return to this office NLT 6 August 2001. An e-mail or fax (COMM 791-6308; DSN 780-6308) is preferred; however if sent through the mail, please use this address: Commander, US Army Signal Center and Fort Gordon, School of Telecommunications Technology (ATZH-ST/Ms. Hardy), Fort Gordon, Georgia 30905. Nonreceipt of responses will be considered a concurrence on the results of the board.

Points of contact for this action are _____.

Encl
as

JOHN SMITH
Director, School of Telecommunications Technology

DISTRIBUTION:

Cmdr, D Co, 123d Sig Bn (SSG Jasmine Henry-Boone), Fort Stewart, GA 31314

CONCUR _____ NONCONCUR _____

Cmdr, C Co, 124th Sig Bn (SSG Tyrrence L. Townsend), Bldg. 100010, Bn Ave., Fort Hood, TX 76544

CONCUR _____ NONCONCUR _____

Cmdr, 69th Sig Co, 504th Sig Bn (SFC David L. Neal), Bldg. 53321, Fort Huachuca, AZ 85613

CONCUR _____ NONCONCUR _____

USASC&FG (ATZH-DTM/Mr. Mike Carney), Fort Gordon, GA 30905

CONCUR _____ NONCONCUR _____

Cmdr, C Co, 63d Sig Bn (SSG Ramon L. Saez-Santiago), Fort Gordon, GA 30905

ATZH-STT

SUBJECT: Concurrence/Nonconcurrence of Critical Task/Site Selection Board for MOS 31L

DISTRIBUTION: (CONT):

CONCUR_____ NONCONCUR_____
USASC&FG (ATZH-ST/SSG Robert Chandler), Fort Gordon, GA 30905
CONCUR_____ NONCONCUR_____
USASC&FG (ATZH-ST/SSG Dale Brooks), Fort Gordon, GA 30905
CONCUR_____ NONCONCUR_____
USASC&FG (ATZH-DT/SFC Danny Arms), Fort Gordon, GA 30905
CONCUR_____ NONCONCUR_____
USASC&FG (ATZH-NC/SSG Felecia Johnson), Fort Gordon, GA 30905
CONCUR_____ NONCONCUR_____
USASC&FG (ATZH-PO/SFC Anthony Horton), Fort Gordon, GA 30905
CONCUR_____ NONCONCUR_____

APPENDIX C

Task Determination Checklist for Task Selection Boards

1. There are six criteria that an analyst should apply during the decision-making process of determining if a statement is, in fact, a task. These criteria, with some examples, are listed below:

a. **Definite start and stop point:** In other words, does the action have its own beginning and continues until it is finished? For example, “Repair the Braking System on an Automobile.” You will note that the braking system has failed which started the task performance. When the brakes are repaired, observable through objective evaluation (operational test), the task is finished.

b. **Performance is observable:** In the example above, the repaired brakes are able to stop the car during the operational test. The actual step-by-step process may not be observable and that is normal, but because the end item was accomplished as proven by the passage of the test conducted at the end of the repair, you know the steps were performed.

c. **Task output measurable:** Can the outcome of the performance be assessed? Bringing it home to a Signal task such as “Repair Tactical Telephone TA-312,” assessing the performance of the repair is quite easy; you merely conduct an operational test (the ring down) and the adequacy of the repair is proven. If the standard of performance is not measurable, the legitimacy of the task is called into question.

d. **Is the action performed for its own sake:** In example c above, the TA-312 is obviously inoperable. The obvious action is to repair the phone. Is it done for its own sake? Of course it is, otherwise it will never be useable. There are those who would argue that “troubleshoot the TA-312” is a task, however legitimate that may sound, troubleshooting is never done for its own sake, but rather as a supporting skill (a procedure) used in the repair of the TA-312. Task is still “Repair the TA-312.”

e. **Is a highly specific action:** This is tied very closely to measurability. Unless the action is very specifically stated, the outcome may never be reached nor will it be measured. Assume for a moment you have an airplane you want to move to Augusta, Montana, from here in Augusta, Georgia. A number of folks would say the task is “Operate the Airplane.” While this sounds like a specific action on the surface, closer examination reveals you might just taxi the plane up and down the ramp to fulfill the requirement of operate. On the other hand, “Ferry the Aircraft to Augusta, Montana” means you will transport the aircraft from one place to another. If you are able to transport the plane from one place to another, you obviously are able to fly it or “operate” it. Quite frequently, Signal personnel write tasks that say operate the KG-84 or UGC-74, but there is no reason to just operate. The end item is what is important; the equipment operation is only the means, not the end itself.

f. **Performed in a relatively short period:** Usually this is less than a day. This may not always be the case when availability of spare parts is such that it may take extra days to repair

the piece of equipment. Naturally, the job performer does not sit around idle while waiting on the parts, but instead works on other repairs until the spares are received for the inoperable piece, then repairs the equipment as quickly as possible.

2. When reviewing tasks or statements that are said to be tasks, study the wartime standard for the task. If it is not measurable, it probably is not a task. Be very sure that if the task states, "Repair the TA-312 Tactical Telephone," that, in fact, some proof exists that it was done. A good proof of the repair would be that it passes the ring down test. If the standard says, "in accordance with the performance measures," chances are the writer was searching for an easy way out and really did not have a standard and probably did not have a task either.

APPENDIX D**Sample Memorandum for Recorded Minutes for the
Critical Task/Site Selection Board (CT/SSB)**

ATZH-STT

1 August 2003

MEMORANDUM FOR RECORD

SUBJECT: Recorded Minutes for the Military Occupational Specialty (MOS) 31L Critical Task/Site Selection Board (CT/SSB)

1. The MOS 31L CT/SSB was convened from 9-13 July 2002, Vincent Hall, Room 104. A summary of the actions taken during the board follows:

Existing Tasks: 106
Proposed Tasks: 54
Accepted Tasks: 103
Deleted Tasks: 45
Proposed/Not Accepted Tasks: 12

TOTAL CHANGES IN TASKS: 3

Resident Trained Tasks: 73
Unit Trained Tasks: 30

Change from Resident to Unit: 2
Change from Unit to Resident: 4

2. Enclosure 1 is the approved task list and enclosure 2 is the results of the tasks based on the CT/SSB.

3. The board identified 38 tasks as being performed at both Skill Levels (SLs) 1 and 2. The recommendation was made and ultimately adopted by the majority that these would be SLs 1 and 2 tasks. A task is normally trained at the lowest level it is performed.

4. Recommendations from the board were as follows:

a. General comments:

(1) All performance steps for every task will be added into the Soldier's Manual or Officer Foundation Standards (OFS) manual.

(2) Spell out all acronyms in task titles.

SUBJECT: Recorded Minutes for the Military Occupational Specialty (MOS) 31L Critical Task/Site Selection Board (CT/SSB)

b. Board members' comments:

- (1) The board ran very smoothly.
- (2) The read-ahead package was very helpful and was received well in advance. The training developers maintained contact with the prospective board members.
- (3) F2/F6: A concern was identified that the representative from Fort Gordon needs to be someone that is qualified (subject matter expert) to speak during ITRO Steering Committee meetings. The Army representative should provide input to the course material. Recommend F2/F6 instructor return to Fort Gordon TDY to assist in the development task summaries.
- (4) Recommend a representative from the National Guard as well as the Army Reserves be invited to give a wider view of what they are doing in MOSs that are heavily populated with them. SFC Arms represented the National Guard. The Army Reserves were also invited, but due to a funding problem could not attend.
- (5) It was recommended not to hold boards during the June and August time frame, since the National Guard/Army Reserves could not support due to training.

c. Training comments:

- (1) Soldiers require a basic knowledge of signal flow to acquire systems overview. Currently, training is provided with DGM equipment.
 - (2) Both the WD-1 and WF-16 cables need to be trained.
 - (3) Substation installation tasks were voted back into resident training. SLs 1/2 soldiers will be better trained.
 - (4) The F2/F6 course is taught at Sheppard Air Force Base. The 31L10 soldier receives SL 1 training only prior to their first unit assignment. The unit commander is responsible for sending soldiers to the F2/F6 course.
5. Point of contact is Ms. Judy M. Miller, DSN 780-3411, COMM 706-791-3411, e-mail millerj1@gordon.army.mil.

2 Encls
as

JANE. P. SMITH
Chairman
MOS 31L CT/SSB

APPENDIX E

**Sample Memorandum for
Results of the Critical Task/Site Selection Board (CT/SSB)**

ATZH-TB

MEMORANDUM FOR DOT (ATZH-DTM/Ms. Berlin)

SUBJECT: Results of the MOS 31C Critical Task/Site Selection Board

1. Reference memorandum, ATZH-STT, 1 August 2003, SAB (encl).
2. Concur with the results of the board.
3. POC for this action is Ms. Landon, e-mail landonp@gordon.army.mil, 791-0000, Tng Dev Div, Office of the Dean.

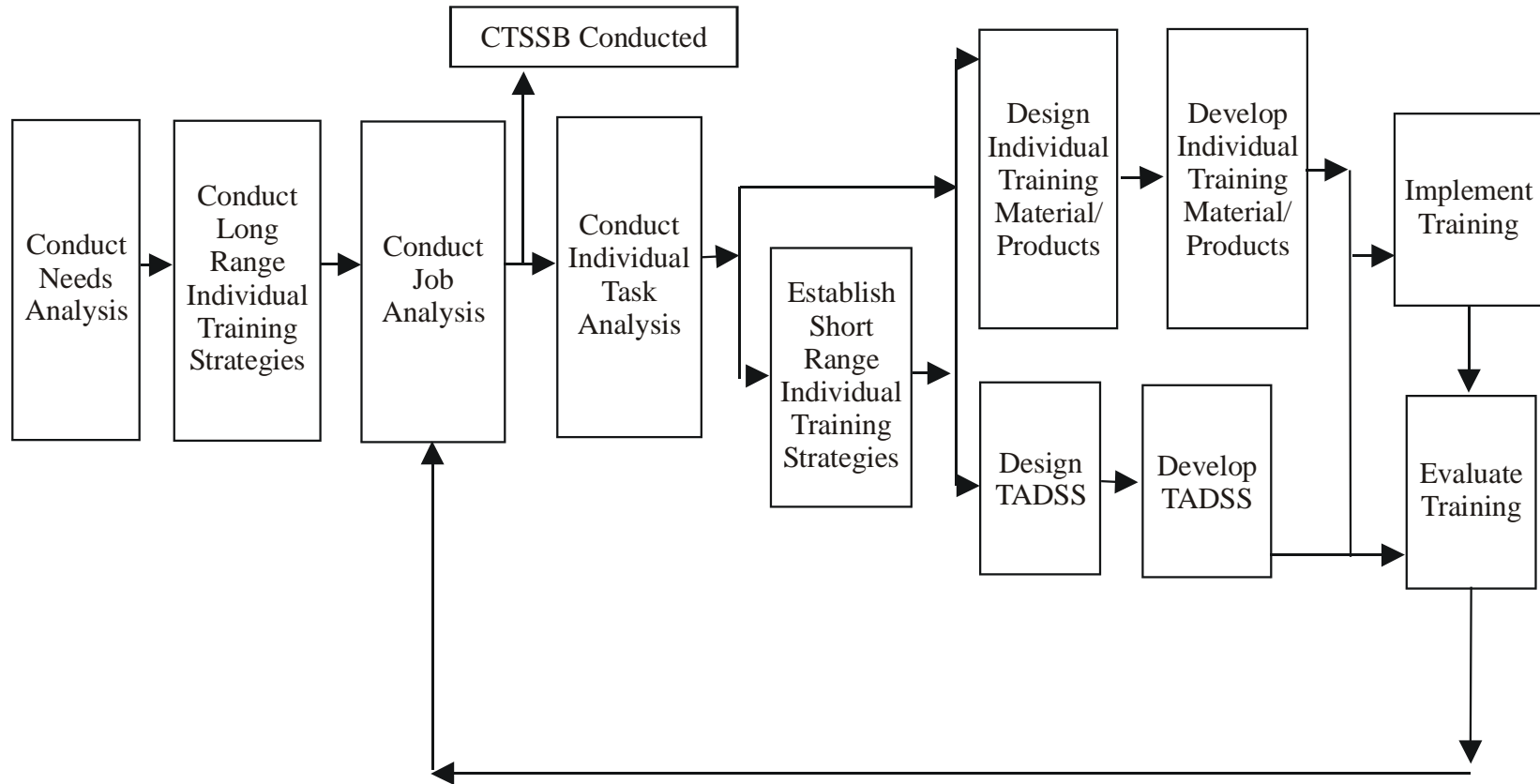
Encl
as

MICHAEL J COX
COL, SC Commanding

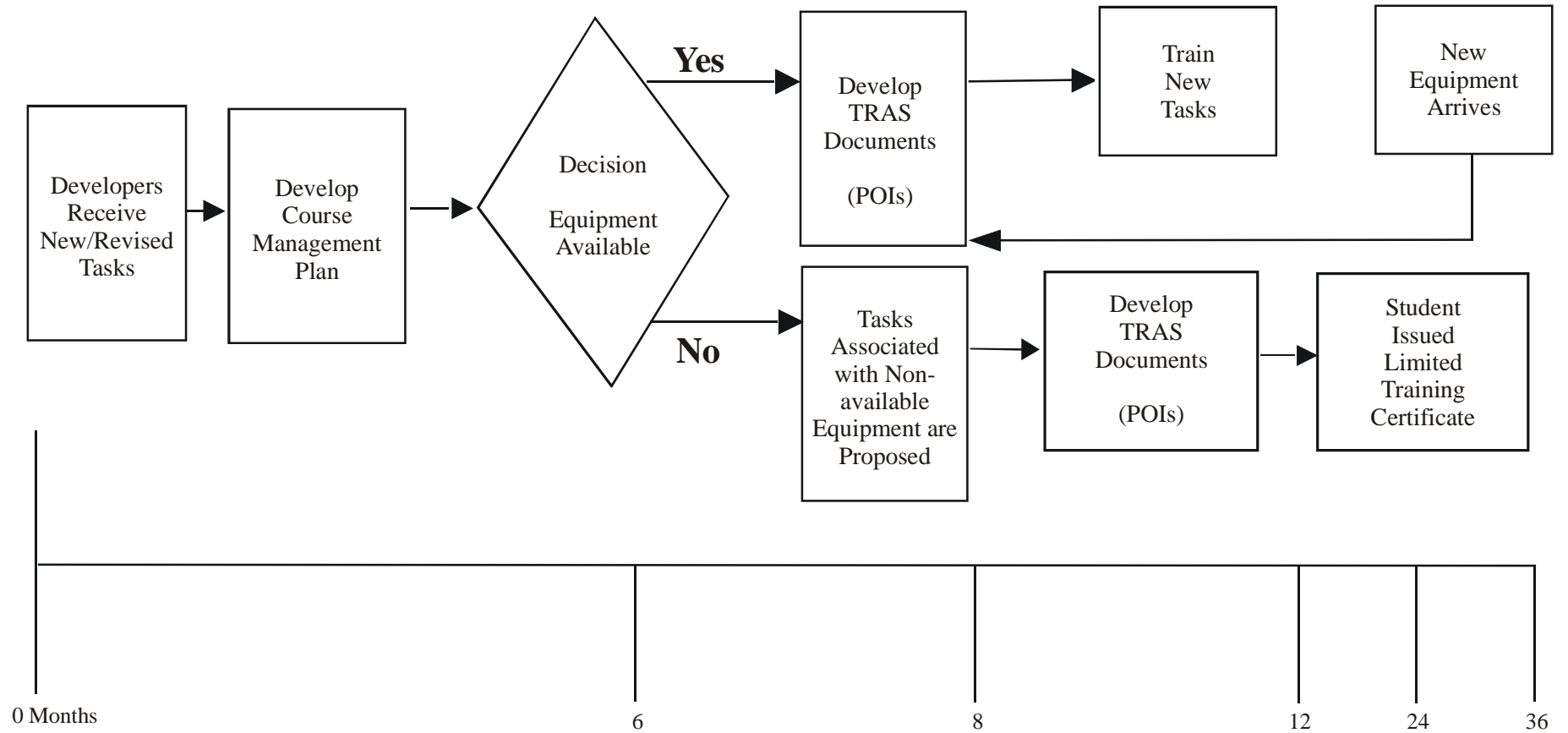
APPENDIX F

Flow Charts

- This flow chart shows the relationship between job analysis and the subsequent training development processes.**



2. This flow chart shows the implementation of new tasks.



APPENDIX G

References

Section I: Required Publications

TRADOC Regulation 350-70

System Approach to Training (SAT) Management, Processes, and Products

DA Pam 611-21

Military Occupational Classification and Structure

Section II: Related Publications

This section contains no entries.

Section III: Prescribed Forms

FG Form 6885

Statement of Nonconcurrency

FG Form 1203

Action Summary

GLOSSARY

Section I: Abbreviations

AIEP

Army Ideas for Excellence Program

AOC

Area of Concentration

AOT

Assignment-oriented Training

AR

Army regulation

ARNG

Army National Guard

ASAT

Automated Systems Approach to Training

ATTN

Attention

AUTOGEN

Automated Survey Generator

CAD

Course Administrative Data

CT/SSB

Critical Task /Site Selection Board

CTSSB

Critical Task and Site Selection Board

DA

Department of the Army

DCD

Directorate of Combat Developments

DL

Distance Learning

DOT

Directorate of Training

DRM

Directorate of Resource Management

ETM

Extension Training Material

FA

Functional Area

FG

Fort Gordon

FM

Field Manual

FORSCOM

United States Forces Command

ITRO

Interservice Training Review Organization

ITP

Individual Training Plan

LCIT

Leader College for Information Technology

LSAR

Logistical Support Analysis Report

MOS

Military Occupational Specialty

NGB

National Guard Bureau

NCO

Noncommissioned Officer

OCOS

Office Chief of Signal

OFS

Officer Foundations Standard

PERSCOM

Personnel Command (US Army)

POC

Point of Contact

POI

Programs of Instruction

RNCOA

Regimental Noncommissioned Officer Academy

ROA

Regimental Officer Academy

RSB

Regimental Signal Brigade

SAT

Systems Approach to Training

SME

Subject Matter Expert

SM/TG

Soldier's Manual/Trainer's Guide

STP

Soldier Training Publications

STRAP

System Training Plan

TADSS

Training Aids Devices Simulators and Simulations

TASS

The Army School System

TDY

Temporary Duty

TM
Technical Manual

TSM
TRADOC System Manager

TR
TRADOC regulation

TRADOC
Training and Doctrine Command (Army)

UIT
University of Information Technology

URL
Universal Resource Locator

USAR
US Army Reserve

USARPAC
United States Army Pacific

USASC&FG
United States Army Signal Center and Fort Gordon

VTC
Video Teleconferencing

WO
Warrant Officer

Section II: Terms

Collective Task

A clearly defined, discrete, and measurable activity, action, or event, which requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher-level collective tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions.

Common Skill Level Task

An individual task performed by every soldier in a specific skill level regardless of MOS or branch; for example, a task performed by all captains.

Common Soldier Task

An individual task performed by **all** soldiers, regardless of rank. Example: All soldiers must be able to perform the task, "Perform mouth-to-mouth resuscitation." Note there are common soldier tasks that apply to all Army civilian employees as well; for example, maintain security of classified information and material.

Critical Task

A collective or individual task a unit or individual **must** perform to accomplish their mission and duties and to survive in the full range of Army operations. Critical tasks must be trained. Types of tasks that can be identified as critical include collective task, common skill level task, common soldier task, individual task, and shared task.

Decay Rate

The time it takes a person to forget what he has learned. If the decay rate is high, then a student should not receive instruction on a specific task until shortly before he will actually perform it.

Distance Learning

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student interaction. It may also involve self-paced instruction without benefit of access to an instructor.

Duty

One of the major subdivisions of work performed by one individual. One or more duties constitute a job.

Element

Any small unit of job activity, which is never performed for its own sake according to the job incumbent in the job situation.

Individual Task

The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; it usually supports another individual task. Individual tasks include common soldier task, leader task, common skill level task, and organizational level task.

Individual Training

Training that prepares the soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill levels.

Job

The duties and tasks performed by a single worker. The grouping of duty positions requiring similar qualification and the performance of closely related duties.

Job Analysis

The basic method used to obtain a detailed listing of duties, tasks, and elements necessary to perform a clearly defined, specific job, involving observations of workers and conversations with those who know the job, in order to describe in detail the work involved, including conditions and standards.

Nonresident Training

Any training accomplished at the unit level including, but not limited to, correspondence courses, Training Extension Courses, formal OJT.

Organizational Level Task

Common skill level task shared by other skill levels; for example, company captains and first sergeants may perform the same tasks.

Percent Performing

The number, in a percentage, of personnel in a given job or specialty that performs a given task.

Resident School

A school that is established to provide training of soldiers in a resident attendance environment. Tasks trained are those that the Task Selection Boards have recommended for training in the schools.

Self Development

Individual study by which a soldier learns or reinforces previous learning, on his or her own

Skill Level

A level of proficiency required for performance of a specific military job and the level of proficiency at which an individual qualifies in the Military Occupational Specialty.

Subject Matter Expert (SME)

A person who has professional skill in the performance of some job and who is consulted by an instructional designer in the process of job and task analysis.

Supervised on-the-Job Training (SOJT)

Training that takes place in the actual work situation, which is closely monitored by the soldier's supervisor.

Task

The lowest level of behavior in a job that described the performance of a meaningful function in the job under consideration, as defined in the glossary of TR 350-70.

Task Learning Difficulty

The time, effort, and assistance required of an individual to achieve performance proficiency.

Training Emphasis

The numerical value, on a scale of 1 to 7, assigned by the supervisor to tasks performed by a job performer. This establishes a rank ordering of tasks in an attempt to determine tasks that need training.

Unit Training

Training (individual, collective, and joint or combined) which takes place outside the Army's institutional base.

Universal Resource Locator (URL)

Refers to a web site address.

(ATZH-DTM)

FOR THE COMMANDER:

OFFICIAL:

BERNARD E. KULIFAY, JR.
Colonel, GS
Chief of Staff

/SIGNED/
LISA E. McCLEAVE
Director
Information Management

DISTRIBUTION:
<https://www.gordon.army.mil/doim/imc/Forms.htm>