



FEMA

POSITION TASK BOOK FOR THE POSITION OF

NATIONAL QUALIFICATION SYSTEM RESOURCES UNIT LEADER

Version: October 2020

Check the appropriate position type:

Single Type

Type 1

Type 2

Type 3

POSITION TASK BOOK ASSIGNED TO:
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK WAS INITIATED:
LOCATION:
DATE:

Evaluator Verification

(Do not complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION	
I verify that _____ has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.	
FINAL EVALUATOR'S SIGNATURE:	
DATE:	
FINAL EVALUATOR'S PRINTED NAME:	
TITLE:	
DUTY STATION:	
PHONE NUMBER:	
E-MAIL:	

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION	
I certify that _____ has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.	
OFFICIAL'S SIGNATURE:	
DATE:	
OFFICIAL'S NAME:	
TITLE:	
DUTY STATION:	
PHONE NUMBER:	
E-MAIL:	

Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors and tasks.

A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.

Evaluation Process

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Quality Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

Transferring Qualifications

- Personnel who have documentation of previous education, training, or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

Position Task Book Competencies, Behaviors and Tasks

The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors and tasks as necessary.

The PTB covers all type levels for a given position, but a trainee may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.

Definitions

Competency: An observable, measurable pattern of knowledge, skills, abilities and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

Behavior: An observable work activity or a group of similar tasks necessary to perform the activity.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation; however, bullet statements within a task are examples.

PTB Task Codes

For each of the tasks listed in the Position Task Book (PTB), there are one or more codes describing the circumstances in which the trainee can perform tasks related to the position. If a task has multiple codes listed, it means the evaluator can assess the trainee on any of those circumstances as opposed to evaluating the trainee on all of the listed codes.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed on a full-scale exercise with equipment deployment under the Incident Command System (ICS).

Code F: Task performed on a functional exercise managed under ICS.

Code I: Task performed on an incident or event managed under ICS. Examples of incidents and events that may employ ICS include but are not limited to an oil spill, search and rescue, hazardous material response, fire and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and used only if applicable to the event.

How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations, or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s), or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled “Evaluation Record #” for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators’ qualifications before signing off on the PTB.

Evaluator’s name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title and the evaluator’s home agency.

Evaluator’s home unit address and phone: List evaluator’s home unit address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Incident kind: Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood or tornado).

Complete these items AT THE END of the evaluation period:

Number and kind of resources: Enter the number of resources assigned to the incident, and their kind (such as team, personnel and equipment) pertinent to the trainee’s PTB.

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Position type: Enter position type (such as Type 3, Type 2, Type 1, or Single Type).

Recommendation: Check the appropriate line and make comments below regarding the trainee’s future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator’s initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

Evaluator’s relevant qualification: List your certification relevant to the trainee position you supervised.

Evaluation Record Form

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home unit address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

Resources Unit Leader

1. Competency: Assume position responsibilities

Description: Successfully assume the role of Resources Unit Leader and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>1. Obtain, assemble and prepare information and materials for go-kit. The kit should contain critical items for the assignment and be easily transportable:</p> <ul style="list-style-type: none"> • Supplies: <ul style="list-style-type: none"> ○ Office supplies appropriate to the function ○ Authority Having Jurisdiction (AHJ) identification badge and qualification card • Reference materials: <ul style="list-style-type: none"> ○ Functional guidelines relative to incident type (agency guidance or other functional guidelines) ○ AHJ operations guides or other operational guides ○ Position manuals • Forms: <ul style="list-style-type: none"> ○ Agency-specific forms appropriate to the function 	E, F, I		
<p>2. Obtain complete incident and logistical information:</p> <ul style="list-style-type: none"> • Incident name, number, anticipated duration, size, type, responsibilities and expectations • Reporting time and location • Transportation arrangements and travel routes • Contact procedures during travel (telephone/radio) • Expected working conditions • Personal Protection Equipment (PPE) • Security measures • Updated contact information and information links 	E, F, I		
<p>3. Arrive properly equipped at designated time and location and check in according to agency/organization guidelines:</p> <ul style="list-style-type: none"> • Arrive with go-kit and any additional equipment • Carry out check-in procedures and ensure assigned personnel do the same 	E, F, I		

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1b. Behavior: Obtain information relevant to position assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>4. Receive briefing from the Planning Section Chief or the outgoing Resources Unit Leader:</p> <ul style="list-style-type: none"> • Situational assessment • Incident priorities and objectives • Strategy • Hazards to incident personnel and public • Agencies/jurisdictions involved • Organizational structure • Resources summary • Logistical needs • Ordering procedures • Incident priorities and status (life safety, incident stabilization, property and environment) 	E, F, I		
<p>5. Obtain and review necessary documentation:</p> <ul style="list-style-type: none"> • Copy of Delegation of Authority, Letter of Expectations, Letter of Agreement or Memorandum of Understanding (MOU) • Applicable plans • Directories (phone, notification) • Written incident status summary • Authorizations (cell phones, rental vehicles, computers) 	E, F, I		

1c. Behavior: Establish or determine organizational structure, resource and staffing needs

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>6. Evaluate staffing needs required to manage the unit:</p> <ul style="list-style-type: none"> • Ensure consistency with NIMS organizational structure • Identify training opportunities • Ensure use of established procedures to order resources • Request appropriate technical specialists to assist with special incident conditions 	E, F, I		
<p>7. Activate unit personnel:</p> <ul style="list-style-type: none"> • Establish appropriate organization and assign roles and responsibilities, while maintaining span of control 	E, F, I		

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2. Competency: Lead assigned personnel

Description: Influence, lead and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

2a. Behavior: Model leadership values and principles

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
8. Understand and comply with NIMS/ICS concepts and principles: <ul style="list-style-type: none"> • Establish and modify an effective organization based upon changing incident and resource conditions • Maintain appropriate span of control • Act as a representative of incident leadership 	E, F, I		
9. Create a positive work environment: <ul style="list-style-type: none"> • Provide commander's intent and guidance • Manage unit and its activities effectively • Proactively assume responsibility for the unit and initiate action 	E, F, I		
10. Exhibit principles of duty, respect and integrity as a leader.	C, E, F, I, J, T		
11. Establish and maintain positive interpersonal and interagency working relationships: <ul style="list-style-type: none"> • Understand scope, roles, responsibilities, jurisdiction and authority of responding agencies 	E, F, I		

2b. Behavior: Communicate incident priorities and supervise personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Communicate with assigned personnel: <ul style="list-style-type: none"> • Communicate priorities, objectives, strategies, and any changes • Inform personnel of their assigned tasks and expectations • Clearly state conflict resolution procedures and ensure personnel understand • Ensure that assigned objectives and expectations for the operational period are reasonable and accurate 	E, F, I		
13. Ensure staff follows all applicable agency/jurisdiction policies, contracts, standard operating procedures and agreements: <ul style="list-style-type: none"> • Federal, state, local, tribal, territorial and regional relationships, as appropriate • Roles and responsibilities of potential responder agencies • Scope, jurisdiction and authority of potential responder agencies' contingency plans 	E, F, I		

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TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
14. Supervise and hold personnel accountable for the execution of assigned tasks: <ul style="list-style-type: none"> Identify and promptly resolve disagreements, issues, and misunderstandings Prioritize work while considering immediate support for incident operations 	E, F, I		
15. Ensure debriefings occur and participate as necessary: <ul style="list-style-type: none"> Ensure incident situation status information is current and complete 	E, F, I		

2c. Behavior: Ensure the health, safety, welfare and accountability of assigned personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
16. Evaluate mental and physical fatigue of assigned personnel.	E, F, I		
17. Recognize potentially hazardous situations, inform assigned personnel of hazards and take precautions to mitigate risk: <ul style="list-style-type: none"> Adjust operations in response to hazards, weather and other relevant events. 	E, F, I		
18. Demonstrate knowledge of and comply with relevant health and safety requirements: <ul style="list-style-type: none"> Direct and oversee <section/unit/branch> operations to ensure compliance with health and safety considerations and guidelines Coordinate with the Safety Officer to ensure that assigned personnel follow safety guidelines appropriately 	E, F, I		
19. Report or explain the procedures for reporting unexpected occurrences, such as fires, deaths, injuries, illnesses, exposures to pathogens or hazardous materials, accidents, political contacts and property loss or damage: <ul style="list-style-type: none"> Ensure report contains nature of event, location, magnitude, personnel involved, initial action taken (such as a helicopter picking up injured, or an appropriate subsequent action) Ensure the protection of Personally Identifiable Information (PII) while reporting Obtain information from the following sources regarding special hazards, threats, or unexpected occurrences: subordinates, personal observation, other incident personnel and off-incident personnel 	E, F, I		

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2d. Behavior: Identify opportunities and meet requirements to provide equal access and reasonable accommodation in all activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Demonstrate the ability to identify opportunities for universal accessibility.	E, F, I, J		
21. Demonstrate the ability to assess and monitor for physical access, programmatic access and effective communications access.	E, F, I, J		
22. Provide equal access, disability accommodations requirements and access and functional needs accommodations.	E, F, I, J		

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3. Competency: Conduct operations and ensure completion of assigned tasks

3a. Behavior: Set the unit priorities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
23. Attend and participate in strategy meetings as necessary: <ul style="list-style-type: none"> • Assess organizational needs • Identify additional resource needs • Identify critical factors to ensure unit success • Prioritize incident, section and unit objectives 	E, F, I		
24. Develop and validate incident strategy commensurate with available resources, incident objectives and safety considerations.	E, F, I		
25. Analyze tactical plans to ensure achievement of unit objectives: <ul style="list-style-type: none"> • Involve resources such as, aviation, maritime, rail and other whole-community resources in activities, as necessary 	E, F, I		

3b. Behavior: Develop and implement plans

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
26. Participate in the planning process: <ul style="list-style-type: none"> • Prepare for and participate in planning meetings • Assist in the development of plans, as necessary: <ul style="list-style-type: none"> ○ Long-range ○ Strategic ○ Contingency ○ Demobilization 	E, F, I		
27. Review, validate, and modify plans: <ul style="list-style-type: none"> • Analyze alternate strategies (explain decision) • Validate or revise unit objectives • Develop strategy and alternate strategy • Decide on tactical direction • Review information covering health and safety principles, known hazards and importance of all periods • Validate organization structure • Validate Resource assignments • Review reserve resources • Evaluate immediate support needs 	E, F, I		
28. Approve completed plans: <ul style="list-style-type: none"> • Ensure plans are complete, accurate, realistically attainable and relevant to the incident objectives 	E, F, I		

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3c. Behavior: Coordinate with all appropriate personnel and stakeholders

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
29. Establish effective relationships with stakeholder and partners in the impacted jurisdiction(s).	E, F, I		

3d. Behavior: Apply agency policy, contracts and agreements

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
30. Demonstrate knowledge of and apply relevant legal, regulatory and fiscal constraints.	E, F, I		
31. Complete all work consistent with organization/agency direction, policy and incident objectives: <ul style="list-style-type: none"> • Ensure personnel complete all documentation requirements consistent with organization/agency direction, policy and incident objectives 	E, F, I		

3e. Behavior: Make appropriate decisions based on evaluation of gathered information, risks, and incident situation and use information to produce outputs and modify approach

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
32. Ensure operations align with the established incident priorities of the impacted jurisdiction(s).	E, F, I		
33. Adapt to expanding boundaries if incident escalates, while maintaining appropriate span of control: <ul style="list-style-type: none"> • Allocate resources according to incident priorities • Notify appropriate personnel through the chain of command (designated official, or dispatch and coordinate request per local ordering protocol) 	E, F, I		
34. Demonstrate ongoing awareness of environment, recognize changing incident complexity and take appropriate action.	E, F, I		

3f. Behavior: Ensure documentation is complete

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
35. Review documents for accuracy, timeliness and appropriate distribution.	E, F, I		

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TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
36. Maintain personal records for incident: <ul style="list-style-type: none"> • Time sheet • Rental records • Accident forms • Property records • Receipts 	E, F, I		
37. Maintain incident records for events, use of personnel, equipment, supplies and other data for incident management needs: <ul style="list-style-type: none"> • Property loss/damage reports • Agency-required incident reports • Activity log • Changes in strategy and tactics 	E, F, I		

3g. Behavior: Understand and validate the resource requirement

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
38. Communicate with requestor as necessary to understand mission and resource requirements.	E, F, I		
39. Apply awareness of the situation to initially validate resource request and anticipate unrequested resource needs.	E, F, I		

3h. Behavior: Communicate requirement in plain language and use national standards and common terminology

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
40. Work with Operations Section staff and subject matter experts as needed to describe resource requirements: <ul style="list-style-type: none"> • Scope the request in terms of capability rather than in terms of specific resources • Incorporate national resource typing definitions, as available • Demonstrate awareness of national standards and common terminology for personnel and resources • Verify request details and address missing information 	E, F, I		

3i. Behavior: Understand potential resource sources

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
41. Demonstrate awareness of resource sources: <ul style="list-style-type: none"> • For various disciplines • Regional, state, local, tribal, territorial, Federal, private sector and Nongovernmental Organization (NGO) sources • Preapproved vendors and on-call contracts 	E, F, I, T		
42. Coordinate with resource personnel from other organizations to identify potential resources and gain better understanding of sourcing mechanisms.	E, F, I		

3j. Behavior: Develop, evaluate, and implement courses of action for resource fulfillment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
43. Identify options for fulfilling resource requirements or requests: <ul style="list-style-type: none"> • Validate that options meet needs • Consider constraints • Consider support requirements • Estimate costs 	E, F, I		
44. Identify and communicate resource support requirements, such as lodging, feeding, fuel, power and equipment operators.	E, F, I		
45. Develop courses of action for fulfilling resource requirements or requests, factoring in considerations such as: <ul style="list-style-type: none"> • Incident needs and priorities • Logistical factors, such as transport, security, storage and support requirements • Legal considerations • Financial factors/costs • Backfill requirements • Mutual aid, private sector and Voluntary Organizations Active in Disaster (VOAD) capabilities 	E, F, I		
46. Determine the best option for fulfilling resource requirements.	E, F, I		

3k. Behavior: Order/request resources

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
47. Demonstrate understanding of various resource ordering/requesting procedures and requirements.	C, E, F, I, T		

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TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
48. Ensure that documentation aligns with reimbursement requirements: <ul style="list-style-type: none"> • Document necessary approvals 	E, F, I, J		
49. Ensure that requests address the resources' logistical needs.	E, F, I		
50. Transmit vertical resource requests, such as from local to state or from state to Federal.	E, F, I		
51. Update status of resource requests.	E, F, I		
52. Notify appropriate personnel for resource fulfillment and information based on selected course of action: <ul style="list-style-type: none"> • Close loop for requestor and report resource request status 	E, F, I		

31. Behavior: Track resources

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
53. Demonstrate knowledge of field operations resource tracking processes.	E, F, I, T		
54. Oversee check-in of all resources.	E, F, I		
55. Staff all check-in/check-out locations: <ul style="list-style-type: none"> • Incident Command Post • Incident bases • Staging areas • Incident camps • Others as appropriate 	E, F, I		
56. Update requestor on request status, estimated time of arrival and related logistical details: <ul style="list-style-type: none"> • Verify that provided information meets incident needs 	E, F, I		
57. Establish communication channels to maintain resource status.	E, F, I		
58. Communicate with incident command and stakeholders regarding resource status.	E, F, I		
59. Maintain a status-keeping system indicating current location and status of all resources: <ul style="list-style-type: none"> • Hard Copy tracking systems (i.e. T-Cards) • Software • Track resources from initial check-in through demobilization. 	E, F, I		
60. Maintain a master list of all resources.	E, F, I		

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TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
61. Safeguard property and equipment.	E, F, I, J		
62. Anticipate, recognize, plan for and address resource drawdown levels.	E, F, I		

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4. Competency: Communicate effectively

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

4a. Behavior: Ensure the exchange of relevant information during briefings

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
63. Prepare for and participate in briefings: <ul style="list-style-type: none"> • Ensure briefings are accurate, timely and include appropriate personnel • Brief external support organizations • Share and evaluate information • Identify safety hazards and mitigation strategies with the Safety Officer • Maintain quality updates for Public Information Officer 	E, F, I		
64. Lead briefings and debriefings.	E, F, I		
65. Establish and maintain positive working relationships.	E, F, I		

5. Competency: Prepare for demobilization/transfer

5a. Behavior: Transfer position duties while ensuring continuity

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>66. Complete process for demobilizing position responsibilities:</p> <ul style="list-style-type: none"> • Brief and provide complete and accurate records to relief personnel • Complete all necessary reports and narratives to common standards prior to turnover • Coordinate an efficient transfer of position duties when mobilizing/demobilizing resources. • Discuss equipment release considerations • Provide information to supervisor to assist with decisions on release priorities • Coordinate with appropriate partners regarding demobilization procedures • Brief personnel on demobilization responsibilities • Ensure personnel demobilize in a timely and complete manner • Emphasize safety and accountability during this phase of operations 	C, E, F, I, J, T		
<p>67. Coordinate an efficient transfer of position duties when deactivating or demobilizing resources:</p> <ul style="list-style-type: none"> • Inform assigned personnel • Communicate with incoming personnel when and where transition of positions will occur • Conduct transition effectively • Document follow-up action and submit to agency representative 	E, F, I		
<p>68. Complete all necessary reports and narratives to common standards prior to turnover:</p> <ul style="list-style-type: none"> • Activity log • Shift change • End of operational period • Reassignment • Deactivation/demobilization 	E, F, I		
<p>69. Participate in transition and/or incident closeout:</p> <ul style="list-style-type: none"> • Conduct debriefings with Agency Administrator(s) as requested • Close-out incident as appropriate for the AHJ 	E, F, I		

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5b. Behavior: Plan for demobilization and ensure staff follow demobilization process

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
70. Participate in the development, approval, and implementation of the demobilization plan: <ul style="list-style-type: none"> • Coordinate with appropriate partners regarding demobilization procedures • Coordinate needs and responsibilities 	E, F, I		

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