NATIONAL QUALIFICATION SYSTEM (NQS)

POSITION TASK BOOK
FOR THE POSITION OF

COMMUNICATIONS UNIT LEADER (COML)

Version: September 2017

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 <u>not</u> 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

Each task in the PTB model has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all of the listed circumstances.

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

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

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

Code I: Task performed during an incident or event managed under the ICS. Examples include oil spill, search and rescue operation, hazardous materials (hazmat) 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 required 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:

_____The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification.

_____The trainee could not complete certain tasks or needs additional guidance. See comments below.

_____Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation.

_____ 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:

Communications Unit Leader (COML)

1. Competency: Assume position responsibilities

Description: Successfully assume the role of COML 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

1. Obtain, assemble, and prepare information and materials for go-kit prior to receiving an assignment. The kit should contain critical items for the assignment and be easily transportable:
• Reference materials:
  ○ In electronic, digital, or hard-copy format
  ○ Functional guidelines relative to incident type (agency guidance or other functional guidelines)
  ○ Authority Having Jurisdiction (AHJ) operations guides, Emergency Response Field Operations Guide (ER-FOG), or other operational guides
  ○ Position manuals
  ○ Current Tactical Interoperable Communications Plan (TICP) and Statewide Communications Interoperability Plan (SCIP), if available
  ○ Inventories or other lists of local and regional communications response equipment
  ○ Preplanned local system coverage maps
  ○ Contact, capability, and availability information for local and regional Communications Technicians (COMT) and Communications Specialists
• National Interoperability Field Operations Guide (NIFOG) forms:
  ○ Agency-specific forms appropriate to the function
  ○ Incident Radio Communications Plan (blank or pre-filled)
• Supplies:
  ○ Office supplies appropriate to the function
  ○ AHJ identification badge and qualification card
  ○ Radio programming equipment (cloning cable or computer), adapters, and suitable tools
  ○ GPS
  ○ First aid kit
• Personal Protective Equipment (PPE) and security measures
	C, E, F, I, J, T		

1b. Behavior: Gather, update, and apply situational information relevant to the assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
2. Review or develop a draft Incident Radio Communications Plan. Examples of important information include: • Frequencies and talk groups already assigned • Other mutual aid channels or equipment already in use • Gateway or other interoperability devices already in use • Other current incidents or events that may overwhelm resources or create conflicts with existing communications plans	E, F, I		

1c. Behavior: Establish effective relationships with relevant personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
3. Contact local Communications Coordinator or Communications Duty Officer at the National Interagency Fire Center (NIFC) if necessary to determine frequencies and equipment available for the incident. Note: NIFC involvement is incident dependent.	E, F, I		

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: **Identify opportunities and meet requirements to provide equal access and reasonable accommodation in all activities**

	TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4.	Demonstrate the ability to identify opportunities for universal accessibility for persons with disabilities.	E, F, I, J		
5.	Demonstrate the ability to assess and monitor for physical access, programmatic access, and effective communications access for persons with disabilities.	E, F, I, J		
6.	Refer equal access, disability accommodations requirements, and access and functional needs (AFN) accommodations to appropriate personnel for resolution.	E, F, I, J		

2b. Behavior: **Coordinate interdependent activities**

	TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7.	Coordinate with other appropriate personnel: • Receive and transmit current and accurate information • Communicate changes to the Incident Action Plan (IAP) or relevant plans • Inform appropriate team members of significant changes in operations • Ensure supervisor is aware of all changes in status of resources assigned to the operation and keep status current • Provide supervisor with operational status for incident status summary and situation reports • Coordinate with operations regarding system coverage and needs • Coordinate with first responders and public safety to support organizations as necessary (such as Medical Unit for medical evacuation plan) • Coordinate with special units such as Air Operations, Explosive Ordnance Disposal (EOD), and SWAT for special frequency needs	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
8. Coordinate frequencies, activities, and resources with communications resource coordinators outside of the incident: • Contact Communications Coordinators and notify them of incident frequency, talk group, mutual aid channel, dispatch center, or other shared resource assignments, as appropriate • Identify communications equipment and personnel that exceed incident needs and demobilize if appropriate • Identify resources by type/qualifications, quantity, and location • Provide a copy of the of the Incident Radio Communications Plan to other agencies or to the COML at any nearby incidents, as necessary, to avoid interference or other conflicts	E, F, I		
9. Notify appropriate local, county, regional, state, and Federal agencies for adjacent incident(s) of system design and frequency allocations.	E, F, I		

3. 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.

3a. Behavior: Ensure documentation is complete and disposition is appropriate

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
10. Ensure incident documentation and administrative requirements are complete, according to the supervisor's direction: • Submit incident narrative to supervisor • Complete and submit activity log to Documentation Unit or appropriate personnel for each operational period • Ensure all personnel and equipment time records are complete and submitted at the end of each operational period	E, F, I		
11. Initiate and maintain accurate records of all communications equipment: • Initiate and maintain accountability system for issuing handheld radio resources • Document geographic locations of equipment and transfer this information to local maps (latitude/longitude, legal) • Keep records for local and national resources to ensure return to proper locations	E, F, I		

3b. Behavior: Develop and implement plans

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Design communications systems to meet incident operational needs: • Determine additional resource needs and order necessary equipment and personnel • Prepare Incident Radio Communications Plan • Request any additional communications vendor services (such as telephone, satellite communications, and microwave technology) and identify costs associated with equipment • Coordinate, through the chain of command, the installation locations for equipment (such as repeaters, satellite telephones, and telephone lines) • Provide communications support for external and internal data operations • Order frequencies following the proper procedures • Create diagrams of current communications systems • Determine optimal locations for any future expansion of communications equipment, using topographical maps to evaluate elevation and separation needs	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
13. Design telephone/data networks to meet incident needs: • Determine locations for telephone/data networks to be installed	E, F, I		
14. Request additional telephone communications services: • Identify cost and options associated with equipment/services • Determine whether service can be provided in a timely manner	E, F, I		
15. Request additional cellular communications services, including portable cellular towers such as cellular on wheels (COW) and cellular on light truck (COLT): • Identify options associated with equipment/services • Determine whether services can be provided in a timely manner	E, F, I		
16. Request additional data/internet communications services: • Identify options associated with equipment/services • Determine whether services can be provided in a timely manner	E, F, I		
17. Provide basic training as needed for equipment being deployed	E, F, I		

4. *Competency:* Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established time frame.

4a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
18. Determine communications equipment requirements and place the initial order. Based on information obtained from IAP, section briefings, and agency briefings, immediately order (using proper procedures) supplies, materials, and equipment necessary to support projected incident size.	E, F, I		

19. Install communications equipment:
• Obtain equipment from Supply Unit, if one exists, or from authorized sources
• Arrange the installation of communications equipment and test all components to ensure systems are operational. For example:
  o Command repeater
  o Logistics repeater
  o Links (radio and wire-based)
  o Remotes
  o Gateways
  o Aircraft and other special needs
• Develop installation priorities (for example, operations before logistics) while adhering to safety standards for communications needs of tactical personnel
• Clone or program radios, as necessary and authorized
	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Assign communications equipment: • Identify kind and number of communications equipment to be distributed to specific units according to the communications plan • Provide resources and unit leaders with appropriate equipment based on the communications plan • Provide basic training as needed on equipment being fielded • Maintain equipment inventory to provide accountability	E, F, I		
21. Establish Incident Communications Center (ICC): • Coordinate location of ICC with Facilities Unit Leader • Locate ICC close to the Incident Command Post and away from high-traffic areas and noise • Locate ICC away from radio frequency and electronic noise • Verify estimated time of arrival (ETA) of communications personnel, establish assignments based on incident requirements, and plan schedules around operations requirements • Obtain necessary supplies for ICC to function properly	E, F, I, R		
22. Manage operations of the ICC: • Document radio/telephone activities on appropriate forms • Set up filing system for ICC documentation • Direct radio/telephone traffic to proper destinations • Establish notification procedures for emergency messages • Identify system problems, both technical and operational, and determine appropriate solutions • Follow established routing procedures for messages	E, F, I, R		
23. Perform operational tests of communications systems throughout the duration of the incident: • Identify and take necessary action to accomplish minor field repair or place orders for replacement of equipment • Monitor all gateways in use • Plan for battery replacement • Act decisively to minimize interruptions in system operation	E, F, I		