ARIZONA QUALIFICATION SYSTEM (AQS)

EOC / ICS ALL HAZARDS POSITION TASK BOOK
FOR THE POSITION OF

SHELTER RESIDENT SERVICES TEAM LEADER

Version 2

Check the appropriate position type:

☐ Type 1 ☐ Type 2 ☐ Type 3

POSITION TASK BOOK ASSIGNED TO:
CANDIDATE'S NAME:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME and SIGNATURE:
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 candidate for **all-hazards certification.**)*

FINAL EVALUATOR VERIFICATION
I verify that _____   has successfully completed all tasks as a candidate 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 BY THE AHJs CERTIFYING OFFICER
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 adhering to NIMS NQS EOC Skill Sets 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 candidate must meet to be certified for a position within the Arizona Qualification System (AQS). The performance criteria are associated with core NIMS NQS EOC Skill Sets and NQS PTB competencies, behaviors, and tasks. This PTB covers relevant positions within all 3 EOC structures (ICS-Like, Incident Support Model, and Departmental Structure).

> **A candidate 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 candidate 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 candidate'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 candidate'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 candidate'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 candidate.

- The final evaluator is a leader who verifies that a candidate has completed the PTB. A final evaluator is generally qualified in the same position for which the candidate 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, it is forwarded to the Quality Control Officer (QCO) at DEMA along with supporting evidence that the candidate has completed all position requirements. The QCO will put the PTB and all sent documents on the QRB calendar. The QRB review will make it's recommendation to the AHJs CO. The CO in all cases will make the final determination for certification.

- After the QRB review, the AHJ Certifying Officer completes the Documentation of Agency Certification form as appropriate. That form is sent to the QCO who will issue an Arizona Gold Card credential for that individual. The Gold Card will **only** be issued if the QRB gave a positive recommendation.

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 will establish their requirements for this, usually on a case by case basis. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a candidate's existing certification of qualification, the candidate may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple qualifications, such as Final Evaluator, and also hold one or more PTB credentials.
- In all cases to receive Gold Card a AQS PTB will be completed by the individual and forwarded through the AHJs CO to the QCO to be put on the schedule for a review by the QRB.

Training Requirements

Mandatory Classes:

The following SHOULD be completed before initiation of a Position Task Book:

IS-100: Introduction to the Incident Command System (ICS)
IS-200: Basic Incident Command System for Initial Response
IS-700: NIMS: An Introduction
IS-800: National Response Framework: An Introduction
IS-2200: Basic Emergency Operations Center Functions
IS-368: -Including People With Disabilities & Others With Access & Functional Needs in Disaster Operations
IS-405: Overview of Mass Care/Emergency Assistance
IS-2900.A: National Disaster Recovery Framework (NDRF) Overview
E0417 Mass Care/ Emergency assistance Shelter Field Guide Training

Foundational Classes:

Foundational Classes are a requirement for certification and credentialing. Foundational classes can be completed simultaneously while working through your PTB. Below are the required Foundational Classes:

ICS-300: Intermediate Incident Command System
ICS-400: Advanced Incident Command System
G-191: ICS/ Emergency Operations Center Interface
G-2300: Intermediate Emergency Operations Center Functions

ALL OF THE ABOVE CLASSES NEED TO BE COMPLETED WITH EVIDENCE FOR THE QRB

Attention: Reference the Resource Typing Definition for a thorough understanding of your PTB requirements at:

https://www.fema.gov/emergency-managers/nims/components/positions

Evaluator Verification

ANNUAL EVALUATOR VERIFICATION To
verify ongoing activity towards PTB completion

Start Date : _____   Evaluator: _____

First Year : _____   Evaluator: _____

Second Year: _____   Evaluator: _____

Third Year: _____   Evaluator: _____

Fourth Year: _____   Evaluator: _____

Fifth Year: _____   Evaluator: _____

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*This Position Task Book has a currency requirement of 3 Years after the date of credentialing.

Arizona Qualification System
American Disabilities Act (ADA) Compliance

The Americans with Disabilities Act (ADA) and Americans with Disabilities Amendment Act (ADAA) Compliance:

The Department of Emergency and Military Affairs (DEMA) Arizona Qualification System (AQS) establishes guidance and tools to assist state, local, and tribal Authority Having Jurisdiction (AHJ) in developing qualified, certified, and credentialed deployable personnel.

Qualified individuals seeking reasonable accommodations for tasking and deployment must contact their employing AHJ. State, local, and tribal AHJ providing qualified individuals for tasking and deployments are solely responsible for processing reasonable accommodation requests in accordance with the ADA/ADAA and applicable AHJ's policies and procedures, before and during tasking and deployments.

Position Task Book Competencies, Behaviors, and Tasks

> **The PTB describes the minimum criteria to qualify or recertify 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 candidate 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. Candidates 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. Bulleted statements within a task are only examples and do not need to be performed to have a task signed off.

PTB Task Codes

Each task in the PTB model has at least one corresponding code conveying the circumstances in which the candidate can perform the task for evaluation. Evaluators may assess candidates 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 candidate 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.

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. Also, there are four blank Evaluation Record Forms at the back of this PTB.

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 candidate 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 or job function: Identify the name (if applicable) and location where the candidate 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 candidate's PTB.

Evaluation period: Enter inclusive dates of candidate 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 candidate's future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about candidate, 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 candidate position you supervised.

Evaluation Record Form

CANDIDATE NAME:
CANDIDATE 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 or job function:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named candidate performed the initialed and dated tasks under my supervision. I recommend the following for this candidate's further development: _____The candidate has successfully performed all required tasks for the position. The AHJ should consider the individual for certification.   _____The candidate 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 candidate is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a candidate for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

Shelter Resident Services Team Leader

1. Competency: Assume position responsibilities

Description: Successfully assume the role of Shelter Resident Services Team Leader and initiate position activities at the appropriate time according to the following behaviors.

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

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE

1. Receive initial briefing from supervisor—one-on-one or in team meetings:
• Incident priorities, goals, and objectives
• Initial instructions concerning unit priorities
• Expected time frames for briefings, planning meetings, and team meetings
• Any limitations and constraints that affect operations and strategies
• Review:
  o Incident plans
  o Shelter plan
  o Current national situation
  o Assigned resources and their status
  o Established and operating facilities
  o Anticipated incident duration, size, and type
  o Shelter responsibilities and expectations
  o Unit responsibilities and expectations
	E, F, I		

2. Collect information from outgoing Shelter Resident Services Team Leader or other personnel responsible for resident services in the shelter: • Information on incident relevant to the unit's support activities • Information on the unit's organizational structure	E, F, I		

1b. Behavior: Ensure availability, qualifications, and capabilities of resources to complete assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
3. Prepare request for necessary resources to achieve unit objectives: • Request additional personnel, supplies, services, and equipment within the established ordering processes • Request equipment, including items listed in the FEMA Commonly Used Sheltering Items & Services Listing (CUSI-SL) or other shelter resource guide, as appropriate to the needs of the shelter residents	E, F, I		

	TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4.	Coordinate with unit or team leaders to determine type and quantity of staffing skill sets, including any required certifications or licensures: • Registration (manual, electronic, alternative access) • Facility identification and signage • Feeding • Dormitory • Health services • Mental health and emotional support services • Recreation • Child care • Household pet and service animal support	E, F, I, J		
5.	Coordinate with appropriate stakeholders to provide for the needs of shelter residents: • Child care • Unaccompanied minors • Personal assistance services • Access and functional needs (AFN) • Health services • Mental health • Household pets and service animals • Feeding • Translation/communication support • Service animal support and care • Pet care • Family reunification	E, F, I		

1c. Behavior: Establish effective relationships with relevant personnel

	TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
6.	Establish and maintain positive interpersonal and interagency working relationships: • Outgoing incident staff or Shelter Management Team • Local agencies • Hosting unit • Policy group • Shelter operations and mass care • Public • Supporting agencies	E, F, I		

1d. Behavior: **Establish or determine organizational structure, reporting procedures, and chain of command of assigned resources**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7. Establish resident support services: • Establish appropriate unit organization and assign staff responsibilities, while maintaining span of control • Ensure availability of appropriate resources • Conduct supporting activities within operational period • Follow protocol for communicating unit's daily accomplishments to the Shelter Manager, Documentation Unit, or appropriate personnel • Obtain operational rhythm from Shelter Manager and establish daily briefing/debriefing schedule with assigned personnel • Follow process for resource requests/releases for operational planning purposes • Assign staff as appropriate; coordinate with unit leaders to determine type and quantity of staffing skill sets, including any required certifications or licensures • Participate in planning meetings to determine unit organization, support tactical assignments, ensure resource support and coordination needs, and identify other considerations for the next operational period	E, F, I		
8. Supervise and adjust unit organization and operations based on changes in incident situation, shelter operations, and resource status: • Maintain shared situational picture throughout the unit • Provide for functional and geographical supervision as necessary • Ensure effective use and coordination of all assigned resources • Constantly monitor objectives and overall unit operations for efficacy and safety	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
9. Demonstrate knowledge and use of inclusive, person-first language.	E, F, I		
10. Demonstrate the ability to identify opportunities for universal accessibility.	E, F, I		
11. Demonstrate the ability to assess and monitor for physical access, programmatic access, and effective communications access.	E, F, I		
12. Refer equal access, disability accommodations requirements, and AFN accommodations to appropriate personnel for resolution.	E, F, I		
13. Promote a work environment that provides mutual respect and equal opportunity for all.	E, F, I		

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

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
14. Ensure accountability of all personnel: • Staff sign-in/sign-out process • Coordinate with assigned personnel to conduct personnel accountability checks • Validate accountability with supervisor	E, F, I		
15. Comply with relevant health and safety requirements: • Direct operations based on health and safety considerations and guidelines • Ensure that assigned personnel follow safety guidelines appropriately • Ensure public health resources are in place, including hand sanitizer, cleaning and janitorial schedule, waste removal, and recycling • Spot-check operations to ensure compliance with safety considerations	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 the exchange of relevant information during briefings and debriefings**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
16. Attend daily unit briefings: • Receive Shelter Manager's priorities, goals, and objectives • Communicate unit accomplishments, concerns, or conflicts • Develop unit plan based on priorities, goals, and objectives	E, F, I		

17. Prepare for and participate in briefings with other branches, divisions/groups, units, and incident staff:
• Share and evaluate information with unit members
• Identify safety hazards and mitigation strategies with the Safety Officer
• Maintain situational awareness of all activities within the shelter, including:
  o Health services
  o Mental and emotional health services
  o AFN support services
• Maintain quality updates for Public Information Officer (PIO)
	E, F, I		

3b. Behavior: **Ensure documentation is complete and disposition is appropriate**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
18. 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 • Ensure use and accuracy of logs and shelter reports, including National Shelter System (NSS) and any other shelter-specific reporting tools or systems • Comply with documentation requirements of supporting agencies	E, F, I		

3c. Behavior: **Communicate incident priorities and operations**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
19. Update supervisor on current accomplishments or problems and complete incident forms as necessary: • Comply with documentation requirements of supporting agencies	E, F, I		

3d. Behavior: **Develop and implement plans**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Participate in preparation of Incident Action Plan (IAP) or shelter plan, planning meeting, or strategic plan for the next operational period: • Update unit on current situation • Help set priorities for next operational period • Determine tasks and work assignments for next operational period(s) • Advise on current capabilities and limitations • Determine resource needs or excess	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:* Plan for demobilization and ensure staff follow procedures

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
21. Help develop, approve, and implement demobilization plan: • Coordinate with supervisor during development and implementation • Coordinate with appropriate partners regarding demobilization procedures • Coordinate with casework and recovery planning teams • Coordinate unit needs and responsibilities • Provide information to supervisor to assist with decisions on release priorities	E, F, I		
22. Complete process for demobilizing unit responsibilities: • Reinforce emphasis on safety and accountability during this phase of the operations • Brief unit on demobilization responsibilities • Ensure all staff demobilize in a timely and complete manner • Brief replacement • Ensure the team posts adequate notice of shelter closing and satisfies client housing needs	E, F, I		

Emergency Operations Center Skillsets

Emergency Operations Center Skillsets have many tasks that are interchangeable with the tasks on the previous pages. Duplicated tasks have been grayed out. All remaining tasks must be completed.

Duplicated tasks are kept in this PTB as evidence supporting the collaboration and alignment with the FEMA EOC Skillsets. These requirements have been met through the completion of previous tasks within this PTB.

NOTE:
Grayed out tasks are marked in the Evaluator Record # and Initials/Date Column.

Emergency Operations Center (EOC) Skillset: Action Tracking

Task Categories:
Perform action tracking

Task Category: **Perform action tracking**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Collect and track open tasks, issues and action items through resolution.	E, F, I		
2. Communicate about tasks, issues, and action items horizontally and vertically as necessary to create awareness and ensure completion.	E, F, I		

Emergency Operations Center (EOC) Skillset: Coordination and Individual Contribution

Task Categories:
Complete common coordination and accountability tasks associated with all positions within the EOC

Task Category: **Complete common coordination and accountability tasks associated with all positions within the EOC**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: • Demonstrate general awareness of local risks and hazards	C, E, F, I, T	Option: Code C IS-2200	
2. Maintain positive, calm demeanor to promote a positive work environment.	E, F, I		
3. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language.	E, F, I, J,		
4. Comply with relevant health and safety requirements.	E, F, I		
5. Demonstrate understanding of EOC Continuity of Operations (COOP), succession, emergency procedures, and safety guidelines.	C, E, F, I, T	Option: Code C G-2300	
6. Participate in the EOC planning process.	E, F, I		
7. Participate in appropriate EOC meetings and briefings related to your assigned function.	E, F, I		
8. Follow general internal and external information flow processes: • Demonstrate knowledge of information management systems, such as incident management software	E, F, I,		
9. Manage essential elements of information and critical information requests in accordance with processes and procedures: • Follow EOC approval authorities • Properly handle Personally Identifiable Information (PII) and sensitive information • Provide proper documentation for record-keeping and accountability • Provide information for reports and leadership decisions	E, F, I,		
10. Practice proper knowledge management processes and procedures: • File structures • Naming conventions • Archiving processes • Position logs	E, F, I		
11. Follow processes for resource requests, prioritization, deployment, tracking, reassignment, and demobilization.	E, F, I		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Participate in orderly transition of resources and processes from response to recovery.	E, F, I		
13. Transfer responsibilities upon completion of assignment: • Transfer to replacement, recovery personnel, or other responsible party • If necessary, shift responsibilities to a non-disaster/day-to-day job	E, F, I		
14. Participate in EOC training and exercises.	E, F		
15. Participate in after action review and improvement planning.	E, F, I, T		

Emergency Operations Center (EOC) Skillset: Document and Records Management

Task Categories:
Collect and store documents and records
Provide documents and records upon request

Task Category: **Collect and store documents and records**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Follow document and records management procedures and policies.	E, F, I		
2. Brief EOC personnel on document management processes and related staff responsibilities.	E, F, I		
3. Monitor, review, and assess activity logs, charts, and records for completeness and follow up on any that are incomplete.	E, F, I		
4. Collect and package information for after action review.	E, F, I		

Task Category: **Provide documents and records upon request**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
5. Monitor compliance with information management processes and procedures.	E, F, I		
6. Perform real-time documentation collection and storage.	E, F, I		
7. Archive documents such as activity logs, charts, and records.	E, F, I		
8. Respond to internal requests for archived information, such as: • Lessons learned from past disasters, incidents, and events • Previous incident information	E, F, I		

Emergency Operations Center (EOC) Skillset: Leadership

Task Categories:
Be proficient in the job, both technically and as a leader
Supervise staff to ensure understanding and accomplishment of duties and tasks
Coordinate to foster unity of effort

Task Category: **Be proficient in the job, both technically and as a leader**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Exhibit principles of duty, respect, and integrity by, for example: • Making sound and timely decisions • Seeking and accepting responsibility for actions	E, F, I		
2. Demonstrate understanding of EOC and Policy Group roles, responsibilities, and authorities: • Describe how this mission may change in a different organization, jurisdiction, or operating environment	E, F, I, J, T		
3. Demonstrate understanding of external sources of assistance: • What resources could be available • When they could become available • How to acquire them • Necessary approvals	E, F, I, J, T		
4. Communicate vertically and horizontally to facilitate and inform decision-making: • Communicate options, considerations, and recommendations • Keep subordinates informed	E, F, I		
5. Help develop strategies and tasks to support the goals and objectives of incident command or the EOC.	E, F, I		
6. Obtain relevant information for operational decisions.	E, F, I		
7. Guide personnel as they identify and address gaps in critical information.	E, F, I		
8. Establish metrics and benchmarks for program performance and monitor progress through completion.	E, F, I, J		
9. Monitor and manage stakeholder expectations: • Communicate policy, process, and procedural changes	E, F, I		
10. Order and organize resources to achieve objectives: • Understand constraints and limitations	E, F, I, J		
11. Continuously evaluate EOC processes, procedures, and priorities: • Coordinate with performance improvement personnel	E, F, I, T		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Suggest ways to improve processes and procedures, and then help implement improvements: • Facilitate conversations about process performance • Assess processes • Determine gaps • Take steps for improvement	E, F, I		

Task Category: **Supervise staff to ensure understanding and accomplishment of duties and tasks**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
13. Use leadership styles appropriate to the situation.	E, F, I		
14. Establish and communicate processes and procedures.	E, F, I		
15. Assign tasks and clearly communicate expectations.	E, F, I		
16. Emphasize and foster teamwork.	E, F, I		
17. Manage conflict and coordinate problem-solving: • Manage conflicting viewpoints • Assess alternative courses of action • Determine and communicate a way forward • Ensure follow-through and escalate to appropriate level as necessary	E, F, I		
18. Prepare and discuss feedback with subordinates: • Monitor performance and discuss task understanding • Evaluate performance and complete personnel performance evaluations	E, F, I		
19. Support the health, safety, and welfare of assigned personnel: • Direct operations based on health and safety considerations and guidelines • Ensure that personnel follow safety guidelines appropriately • Spot-check operations to ensure compliance with safety guidelines • Make resources available to support staff health and safety • Monitor staff for mental and physical fatigue	E, F, I		

Task Category: **Coordinate to foster unity of effort**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Establish and maintain positive interpersonal and interorganizational working relationships.	E, F, I, J		
21. Demonstrate ability to influence others outside your chain of command.	E, F, I, J		
22. Ensure staff activities align with the EOC's operational rhythm.	E, F, I		

Emergency Operations Center (EOC) Skillset: Performance Improvement

Task Categories:
Collect and analyze information regarding EOC activation and activities
Suggest process improvements and solutions during EOC operations
Support process improvement following EOC deactivation

Task Category: **Collect and analyze information regarding EOC activation and activities**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate knowledge of the after action review and improvement planning process, including the types of information gathered and the feedback process.	E, F, I, J, T		
2. Collect, store, and analyze data for the after action review and improvement plan.	E, F, I		
3. Perform real-time data collection during response: • Use accepted tools, such as EOC activity logs	E, F, I		
4. Provide guidance to EOC leadership on collecting performance improvement-related data.	E, F, I		

Task Category: **Suggest process improvements and solutions during EOC operations**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
5. Identify best practices and areas for improvement during EOC activation, operation, and deactivation, and suggest process improvement measures to EOC staff and leadership.	E, F, I		
6. Provide recommendations to leadership for approval and dissemination.	E, F, I, J		

Task Category: **Support process improvement following EOC deactivation**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7. Develop an after action review and improvement planning schedule for the EOC activation that is consistent with Homeland Security Exercise and Evaluation Program (HSEEP) or similar guidance.	E, F, I		
8. Coordinate after action review-related meetings to identify and clarify areas for improvement. • Support facilitation of meetings as necessary	E, F, I, J		
9. Identify best practices and areas for improvement.	E, F, I, J		
10. Develop recommendations to address areas for improvement.	E, F, I, J		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
11. Coordinate EOC after-action report development efforts with other incident-related after-action reporting efforts.	E, F, I		

Emergency Operations Center (EOC) Skillset: Planning

Task Categories:
Reference pre-incident plans
Develop and write EOC action plans and other incident-specific plans
Disseminate plans
Facilitate the ongoing planning process

Task Category: **Reference pre-incident plans**

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1.	Gather relevant pre-incident plans, best practices, lessons learned, etc. from internal and external sources: • Obtain additional plans from stakeholders and partners	E, F, I, J		
2.	Obtain additional plans or supporting documents, such as annexes and standard operating procedures, as necessary.	E, F, I		
3.	Identify areas where EOC personnel may need to develop plans or supporting documents.	E, F, I		

Task Category: **Develop and write EOC action plans and other incident-specific plans**

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4.	Demonstrate knowledge of the EOC planning process: • Iterative action plan development • Development of other incident-specific plans	E, F, I, T		
5.	Facilitate the development of objectives and/or strategies to achieve desired outcomes: • Ensure integration of incident command objectives, priorities, and senior leadership guidance into EOC planning	E, F, I		
6.	Facilitate the assessment and revision of objectives and/or strategies to ensure that they align with desired outcomes.	E, F, I		
7.	Establish communication with stakeholders to facilitate planning and problem-solving: • Understand and address stakeholder expectations • Incorporate nontraditional planning partners as necessary	E, F, I		
8.	Write or review incident-specific plans: • With direction from EOC leadership, lead and implement the EOC planning process • Use appropriate formats, graphics, and maps • Oversee production of other incident-specific plans	E, F, I		
9.	Demonstrate knowledge of operational planning and continuity planning: • Develop plans to address specific situations or needs	E, F, I, J T		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
10. Seek and obtain approval for incident-specific plans.	E, F, I		
11. Monitor implementation of plans and adjust as necessary.	E, F, I		

Task Category: **Disseminate plans**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Provide plans to internal and external stakeholders for implementation and awareness.	E, F, I		
13. Ensure that stakeholders are familiar with the contents, roles, responsibilities, and timelines of relevant plans.	E, F, I		

Task Category: **Facilitate the ongoing planning process**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
14. Implement EOC operational rhythm, as approved by EOC leadership: • Coordinate the EOC planning cycle with field, Joint Information Center (JIC), Joint Information System (JIS), and other incident operations, as necessary • Communicate operational rhythm	E, F, I		
15. Ensure integration of incident management officials, including on-scene incident and JIC/JIS personnel, into the EOC planning process.	E, F, I		

Emergency Operations Center (EOC) Skillset: Resource Ordering and Acquiring

Task Categories:
Order/request resources

Task Category: **Order/request resources**

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1.	Demonstrate understanding of various resource ordering/requesting procedures and requirements.	C, E, F, I, T		
2.	Ensure that documentation aligns with reimbursement requirements: • Document necessary approvals	E, F, I, J		
3.	Ensure that requests address the resources' logistical needs.	E, F, I		
4.	Identify appropriate sources: • Intrastate agreements and compacts • Interorganizational agreements such as Memorandums of Understanding (MOU) and Memorandums of Agreement (MOA) • Emergency Management Assistance Compacts (EMAC) • Tribal and local jurisdiction agreements • Preapproved vendors and on-call contracts	E, F, I, T		
5.	Transmit vertical resource requests, such as from local to state or from state to Federal.	E, F, I		
6.	Update status of resource requests.	E, F, I		

Emergency Operations Center (EOC) Skillset: Understanding the Resource Requirement

Task Categories:
Understand and validate the resource requirement
Communicate requirement in plain language and use national standards and common terminology

Task Category: **Understand and validate the resource requirement**

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

Task Category: **Communicate requirement in plain language and use national standards and common terminology**

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
3.	Work with subject matter experts to describe resource requirements: • 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		
4.	Implement a resource management process, including using forms, following timelines, and identifying responsible parties: • Use national standards and common terminology to promote ease of use	E, F, I		

Emergency Operations Center (EOC) Skillset: Situational Awareness

Task Categories:
Gather data and information
Analyze data and information
Disseminate information

Task Category: Gather data and information

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Collect and monitor data and information: • Sources include Incident Action Plan (IAP), on-scene incident reports, EOC personnel, National Weather Service, jurisdictional liaisons, fusion centers, traditional media, social media, and others • Content includes demographic, damage assessment, infrastructure, supply chain, and geographic data and information	E, F, I, J		
2. Coordinate information with EOC public affairs personnel and the Joint Information Center (JIC)/Joint Information System (JIS): • Receive information from JIC/JIS • Provide information to JIC/JIS	E, F, I		
3. Coordinate with EOC personnel to gather information.	E, F, I		

Task Category: Analyze data and information

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4. Establish and implement processes for estimating cascading effects of action or inaction: • Evaluate potential consequences and mitigation actions • Identify trends • Engage technical specialists	E, F, I		

5. Use demographic information to inform analysis:
• Cultural diversity
• Potential vulnerabilities
• Damage assessment
• Specific service needs, such as:
  o Individuals with disabilities and other access and functional needs
  o Individuals with critical transportation needs
	E, F, I		

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
6.	Analyze information: • Establish and implement procedures for verifying, organizing, prioritizing, and tracking information • Convert raw data into information • Identify and address misinformation • Verify and analyze input for critical information • Clarify incomplete information • Identify incident-specific essential elements of information and critical information requests	E, F, I		
7.	Recognize incident-specific critical information to be disseminated immediately.	E, F, I		
8.	Prepare situational briefings, reports, displays, briefing tools, and other information products.	E, F, I		

Task Category: **Disseminate information**

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
9.	Establish and implement a process for developing and disseminating situational information at regular intervals: • Obtain approval for distribution in accordance with policies and procedures • Determine distribution lists • Determine methods for distribution	E, F, I		
10.	Follow processes for identifying, verifying, and disseminating critical information: • Coordinate with public affairs to disseminate information externally	E, F, I		
11.	Display within the EOC situational information and data about significant events.	E, F, I		
12.	Use visualizations such as graphs, photographs, and maps to graphically depict information.	E, F, I		
13.	Use mapping/geospatial data and sources, including Geographic Information Systems, web-based maps, and paper maps.	E, F, I, J		
14.	Present and distribute situational briefings, reports, displays, briefing tools, and other information products.	E, F, I		
15.	Ensure proper security when sharing sensitive, classified, or protected information.	E, F, I		

Emergency Operations Center (EOC) Skillset: Safety Advising

Task Categories:
Promote the safety of EOC personnel

Task Category: **Promote the safety of EOC personnel**

	TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1.	Monitor weather and other external conditions that could affect EOC facilities and the availability of EOC personnel, and communicate protective actions.	E, F, I, J		
2.	Communicate and support relevant health and safety requirements and procedures: • Brief EOC personnel on emergency procedures and safety guidelines • Spot-check operations to ensure compliance with safety requirements • Address EOC safety hazards and implement mitigation strategies	E, F, I		
3.	Develop and provide facility safety plan and briefing: • Communicate locations of automated external defibrillators (AED), fire extinguishers, evacuation routes, and shelter-in-place areas	E, F, I, J		
4.	Identify and inform EOC personnel about mental health resources.	E, F, I, J		

Evaluation Record Form

CANDIDATE NAME:
CANDIDATE 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 or job function:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named candidate performed the initialed and dated tasks under my supervision. I recommend the following for this candidate's further development: _____The candidate has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. _____The candidate 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 candidate is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a candidate for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

Evaluation Record Form

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