



INCIDENT PERSONNEL PERFORMANCE RATING (ICS 225)



THIS RATING IS TO BE USED FOR DETERMINING AN INDIVIDUAL'S PERFORMANCE ON AN INCIDENT/EVENT/EXERCISE

1. Name:		2. Incident Name:		3. Incident Number:	
4. (Agency/Organization) Name and Address:			5. Incident Agency and Address:		
6. ICS Position Held on Incident:		7. Date(s) of Assignment: From: _____ To: _____		8. Incident Complexity Level: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
9. Incident Kind:					

10. Evaluation

Rating Factors (11 - 23)	Check Performance level: U= Unacceptable, N = Needs Improvement, M=Met Standards, E=Exceeded Expectations, S = Superior Performance. Use Descriptors on Instruction Page to assist in determining level.	Level				
		U	N	M	E	S
11. Knowledge of the Job/ Professional Competence: Ability to acquire, apply, and share technical and administrative knowledge and skills associated with description of duties. (Includes operational aspects such as marine safety, seamanship, airmanship, SAR, etc., as appropriate.)						
12. Ability To Obtain Performance/Results: Quality, quantity, timeliness, and impact of work						
13. Planning/ Preparedness. Ability to anticipate, determine goals, identify relevant information, set priorities and deadlines, and create a shared vision of the Incident Management Team (IMT).						
14. Using Resources: Ability to manage time, materials, information, money, and people (i.e., all IMT components as well as external publics).						
15. Adaptability/Attitude: Ability to maintain a positive attitude and modify work methods and priorities in response to new information, changing conditions, political realities, or unexpected obstacles.						
16. Communication Skills: Ability to speak effectively and listen to understand. Ability to express facts and ideas clearly and convincingly.						
17. Ability To Work on a Team: Ability to manage, lead and participate in teams, encourages cooperation, and develops esprit de corps.						
18. Consideration for Personnel/Team Welfare: Ability to consider and respond to others' personal needs, capabilities, and achievements; support for and application of work life concepts and skills.						
19. Directing Others: Ability to influence or direct others in accomplishing tasks or missions.						
20. Judgment/Decisions Under Stress: Ability to make sound decisions and provide valid recommendations by using facts, experience, political acumen, common sense, risk assessment, and analytical thought.						
21. Initiative: Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.						
22. Physical Ability for the Job: Ability to invest in the IMT's future by caring for the physical health and emotional well-being of self and others.						
23. Adherence to Safety: Ability to invest in the IMT's future by caring for the safety of self and others.						

24. Remarks: *(use back side or attached sheet if needed)*

25. Rated Individual (This rating has been discussed with me):
Signature: _____ Date/Time: _____

26. Rated by: Name: _____ Signature: _____
Agency/Organization: _____ Position Held on This Incident: _____
Email Address: _____ Phone: _____

ICS 225 Date/Time: _____

ICS 225

Incident Personnel Performance Rating

Purpose. The Incident Personnel Performance Rating (ICS 225) gives supervisors the opportunity to evaluate subordinates on incident assignments. THIS RATING IS TO BE USED FOR DETERMINING AN INDIVIDUAL'S PERFORMANCE ON AN INCIDENT/EVENT/EXERCISE. It is not intended for use for an individual's daily work assignment.

Preparation. The ICS 225 is normally prepared by the supervisor for each subordinate using the "Rating Factors Definitions" provided at the end of the instructions. The ICS 225 will be reviewed with the subordinate who signs the bottom of the form. The completed rating form should be delivered to the Planning Section prior to the rater leaving the incident.

Distribution. The ICS 225 is provided to the Documentation Unit Leader or the Planning Section Chief if there is no Documentation Unit Leader prior to the rater leaving the incident.

Notes:

- Use a blank ICS 225 for each individual or resource.
- If Additional room is needed for the remarks in Block 24 additional pages can be attached as necessary.

Block Number	Block Title	Instructions
1	Name	Enter the name of the individual being rated.
2	Incident Name	Enter the name assigned to the incident.
3	Incident Number	Enter the number assigned to the incident.
4	Home Unit Address	Enter the physical address of the home unit for the individual being rated.
5	Incident Agency and Address	Enter the name and address of the agency having jurisdiction for the incident.
6	Position Held on Incident	Enter the position held (e.g., Resources Unit Leader, Safety Officer, etc.) by the individual being rated.
7	Date(s) of Assignment <ul style="list-style-type: none"> • From • To 	Enter the date(s) (month/day/year) the individual was assigned to the incident.
8	Incident Complexity Level <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 	Indicate the level of complexity for the incident. (Refer to the FEMA Incident Complexity Guidelines)
9	Incident Kind	Enter a general definition of the incident in this block. This may be a general incident category or kind description, such as "tornado," "wildfire," "bridge collapse," "civil unrest," "parade," "vehicle fire," "mass casualty," etc.
10	Evaluation	Place an "X" in the appropriate column indicating the individual's level of performance for each duty listed.
	N/A	The duty did not apply to this incident.
	U - Unacceptable	Does not meet minimum requirements of the individual element. Deficiencies/Improvements needed must be identified in Remarks.
	N - Needs Improvement	Meets some or most of the requirements of the individual element.
	M - Met Standards	Satisfactory. Employee meets all requirements of the individual element.
	F - Fully Successful	Employee meets all requirements and exceeds one or several of the requirements of the individual element.
	S - Superior Performance	Employee consistently exceeds the performance requirements.

Block Number	Block Title	Instructions
11 - 23		<p>Use the <i>Rating Factors Definitions</i> attachment provided with these instructions to assist in providing an objective assessment of the individual's performance in the categories indicated.</p> <p>Check the appropriate box that corresponds to the level of performance defined in Block 10 Instructions and indicated in the <i>Rating Factors Definitions</i>.</p>
24	Remarks	Enter specific information on why the individual received the specific performance indicators for each item. This information is used by supervisors to compliment, correct, or reinforce specific knowledge, skills, or abilities displayed by the individual and for Qualifications Review Committees or peer reviews to judge the appropriateness of the individual for position advancement.
25	Rated Individual (This rating has been discussed with me) <ul style="list-style-type: none"> • Signature • Date/Time 	Enter the signature of the individual being rated. Enter the date (month/day/year) and the time (24-hour clock) signed.
26	Rated by Name Signature Agency/Organization Position Held on This Incident Email Address Phone Date/Time	Enter the name, signature, agency/organization, position held on the incident, email address, and phone number of the person preparing the form and rating the individual. Enter the date (month/day/year) and the time (24-hour clock) prepared.

Incident Personnel Performance Rating Factors Definitions for ICS Form 225

Rating Factors	1 – Unacceptable	2 – Needs Improvement	3 – Met Standards	4 – Exceeded Expectations	5 – Superior Performance
<p>11. Knowledge of the Job/ Professional Competence:</p> <p>Ability to acquire, apply, and share technical and administrative knowledge and skills associated with description of duties. (Includes operational aspects such as marine safety, seamanship, airmanship, SAR, etc., as appropriate.)</p>	<p>Unacceptable levels of competence. Operational or specialty expertise inadequate or lacking in key areas. Did not commit required effort. Did not show ownership of mistakes. Effectiveness reduced due to not understanding or not applying effective role behaviors. Effectiveness reduced by inability to engage with and interact with internal or external personnel.</p>	<p>Usually, but not consistently competent and credible authority on specialty or operational issues. Made little effort to grow professionally. Used knowledge as power against others or bluffed rather than acknowledging ignorance.</p>	<p>Consistent performance on specialty or operational issues. Acquired and applied excellent operational or specialty expertise for assigned duties. Showed professional growth through education, training, and professional reading. Shared knowledge and information with others clearly and simply. Understood own organizational role and customer needs.</p>	<p>Above-average expertise; advice and actions showed great breadth and depth of knowledge. Rapidly developed professional growth beyond expectations. Understood own organizational role and customer needs.</p>	<p>Superior expertise; advice and actions showed great breadth and depth of knowledge. Remarkable grasp of complex issues, concepts, and situations. Rapidly developed professional growth beyond expectations. Vigorously conveyed knowledge, directly resulting in increased workplace productivity. Insightful knowledge of own role, customer needs, and value of work.</p>
<p>12. Ability To Obtain Performance/Results:</p> <p>Quality, quantity, timeliness, and impact of work.</p>	<p>Routine tasks accomplished with difficulty. Results often late or of poor quality. Work had a negative impact on department or unit. Maintained the status quo despite opportunities to improve.</p>	<p>Completed the job in all routine situations and some unusual ones. Results sometimes late or of poor quality. Maintained the status quo despite opportunities to improve.</p>	<p>Completed the job for all routine situations and in many unusual ones. Work was timely and of high quality; required same of subordinates. Results had a positive impact on IMT. Continuously improved services and organizational effectiveness.</p>	<p>Completed the job for all routine and unusual situations. Quality of own and subordinates' work surpassed expectations. Results had a positive impact on IMT. Continuously improved services and organizational effectiveness.</p>	<p>Maintained optimal balance among quality, quantity, and timeliness of work. Quality of own and subordinates' work surpassed expectations. Results had a significant positive impact on the IMT. Established clearly effective systems of continuous improvement.</p>
<p>13. Planning/ Preparedness:</p> <p>Ability to anticipate, determine goals, identify relevant information, set priorities and deadlines, and create a shared vision of the Incident Management Team (IMT).</p>	<p>Got caught by the unexpected; appeared to be controlled by events. Set vague or unrealistic goals. Used unreasonable criteria to set priorities and deadlines. Rarely had plan of action. Failed to focus on relevant information.</p>	<p>Inconsistently prepared; appeared to be controlled by events. Set vague or unrealistic goals. Used quality tools and processes to develop action plans. Failed to focus on relevant information.</p>	<p>Consistently prepared. Set high but realistic goals. Used sound criteria to set priorities and deadlines. Used quality tools and processes to develop action plans. Identified key information. Kept supervisors and stakeholders informed.</p>	<p>Exceptional preparation. Always looked beyond immediate events or problems. Developed strategies, sometimes with contingency plans. Kept supervisors and stakeholders informed.</p>	<p>Exceptional preparation. Always looked beyond immediate events or problems. Skillfully balanced competing demands. Developed strategies with contingency plans. Assessed all aspects of problems, including underlying issues and impact.</p>

Incident Personnel Performance Rating Factors Definitions for ICS Form 225

Rating Factors	1 – Unacceptable	2 – Needs Improvement	3 – Met Standards	4 – Exceeded Expectations	5 – Superior Performance
<p>14. Using Resources:</p> <p>Ability to manage time, materials, information, money, and people (i.e., all IMT components as well as external publics).</p>	<p>Did not manage appropriately. Methods used were lacking in appropriate level of efficiency. Did not lead appropriately. Did not follow up. Failed to address critical demands. Failed to utilize personnel productively. Did not follow up. Mismanaged information, resources, or time. Used ineffective tools or left subordinates without means to accomplish tasks. Failed to communicate with personnel.</p>	<p>Managed a variety of activities with available resources. Failed to use people productively. Did not consistently follow up. Sometimes mismanaged information, resources, or time. Employed wasteful methods.</p>	<p>Effectively managed a variety of activities with available resources. Delegated, empowered, and followed up. Skilled time manager, budgeted own and subordinates' time productively. Ensured subordinates had adequate tools, materials, time, and direction. Cost conscious, sought ways to cut waste.</p>	<p>Unusually skilled at bringing scarce resources to bear on the most critical of competing demands. Delegated, empowered, and followed up. Skilled time manager, budgeted own and subordinates' time productively. Found ways to reduce cost, eliminate waste, and/or improve efficiency.</p>	<p>Unusually skilled at bringing scarce resources to bear on the most critical of competing demands. Optimized productivity through effective delegation, empowerment, and follow-up control. Found ways to systematically reduce cost, eliminate waste, and improve efficiency.</p>
<p>15. Adaptability/Attitude:</p> <p>Ability to maintain a positive attitude and modify work methods and priorities in response to new information, changing conditions, political realities, or unexpected obstacles.</p>	<p>Unable to gauge effectiveness of work, recognize political realities, or make adjustments when needed. Maintained a poor outlook. Overlooked or screened out new information. Ineffective in ambiguous, complex, or pressured situations.</p>	<p>Inconsistent in ability to gauge effectiveness of work, recognize political realities, or make adjustments when needed. Maintained a positive approach. Ineffective in ambiguous, complex, or pressured situations.</p>	<p>Receptive to change, new information, and technology. Effectively used benchmarks to improve performance and service. Monitored progress and changed course as required. Maintained a positive approach. Effectively dealt with pressure and ambiguity. Facilitated smooth transitions. Adjusted direction to accommodate political realities.</p>	<p>Rapidly assessed and confidently adjusted to changing conditions, political realities, new information, and technology. Effectively dealt with pressure and ambiguity. Facilitated smooth transitions. Sometime turned pressure and ambiguity into constructive forces for change.</p>	<p>Rapidly assessed and confidently adjusted to changing conditions, political realities, new information, and technology. Very skilled at using and responding to measurement indicators. Championed organizational improvements. Effectively dealt with extremely complex situations. Turned pressure and ambiguity into constructive forces for change.</p>

Incident Personnel Performance Rating Factors Definitions for ICS Form 225

Rating Factors	1 – Unacceptable	2 – Needs Improvement	3 – Met Standards	4 – Exceeded Expectations	5 – Superior Performance
<p>16. Communication Skills:</p> <p>Ability to speak effectively and listen to understand. Ability to express facts and ideas clearly and convincingly.</p>	<p>Unable to effectively articulate ideas and facts; lacked preparation, confidence, or logic. Used inappropriate language or rambled. Nervous or distracting mannerisms detracted from message. Failed to listen carefully or was too argumentative. Written material frequently unclear, verbose, or poorly organized. Seldom proofread.</p>	<p>Inconsistently expressed ideas and facts in individual and group situations effectively; nonverbal actions sometimes inconsistent with spoken message. Failed to listen carefully or was too argumentative. Written material frequently unclear, verbose, or poorly organized. Infrequently proofread.</p>	<p>Effectively expressed ideas and facts in individual and group situations; nonverbal actions consistent with spoken message. Communicated to people at all levels to ensure understanding. Listened carefully for intended message as well as spoken words. Written material clear, concise, and logically organized. Proofread conscientiously.</p>	<p>Clearly articulated and promoted ideas before a wide range of audiences; accomplished speaker in both formal and extemporaneous situations. Adept at presenting complex or sensitive issues. Listened carefully for intended message as well as spoken words. Written material clear, concise, and logically organized. Proofread conscientiously.</p>	<p>Clearly articulated and promoted ideas before a wide range of audiences; accomplished speaker in both formal and extemporaneous situations. Adept at presenting complex or sensitive issues. Active listener; remarkable ability to listen with open mind and identify key issues. Clearly and persuasively expressed complex or controversial material, directly contributing to stated objectives.</p>
<p>17. Ability To Work on a Team:</p> <p>Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.</p>	<p>Failed to use team(s) appropriately. Failed to lead team efforts. Conflicts mismanaged or left unresolved, resulting in decreased team effectiveness. Did not share information with the team. Did not facilitate group discussion or did not contribute productively. Inhibited cross functional cooperation to the detriment of unit or service goals.</p>	<p>Frequently used team(s) to increase effectiveness, quality, and service. Conflicts mismanaged or sometimes left unresolved, resulting in decreased team effectiveness. Sometimes excluded team members from vital information. Inhibited cross functional cooperation to the detriment of unit or service goals.</p>	<p>Skillfully used team(s) to increase effectiveness, quality, and service. Resolved or managed group conflict, enhanced cooperation, and involved team members in decision process. Valued team participation. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals.</p>	<p>Insightful use of team(s) raised productivity beyond expectations. Resolved or managed group conflict, enhanced cooperation, and involved team members in decision process. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals.</p>	<p>Insightful use of team(s) raised productivity beyond expectations. Inspired high level of esprit de corps, even in difficult situations. Major contributor to team effort. Established relationships and networks across a broad range of people and groups, raising accomplishments of mutual goals to a remarkable level.</p>

Incident Personnel Performance Rating Factors Definitions for ICS Form 225

Rating Factors	1 – Unacceptable	2 – Needs Improvement	3 – Met Standards	4 – Exceeded Expectations	5 – Superior Performance
<p>18. Consideration for Personnel/Team Welfare:</p> <p>Ability to consider and respond to others' personal needs, capabilities, and achievements; support for and application of work life concepts and skills.</p>	<p>Seldom recognized or responded to needs of people; left resources untapped despite apparent need. Did not recognize individuals' capabilities increasing chance of failure. Seldom recognized the efforts of team members. Demonstrated lack of awareness.</p>	<p>Cared for people. Recognized and responded to their needs; sometimes referred to resources as appropriate. Inconsistent in considering individuals' capabilities to maximize opportunities for success. Sometimes recognized or rewarded deserving subordinates or other IMT members.</p>	<p>Cared for people. Recognized and responded to their needs; referred to outside resources as appropriate. Considered individuals' capabilities to maximize opportunities for success. Consistently recognized and rewarded deserving subordinates or other IMT members.</p>	<p>Always accessible. Enhanced overall quality of life. Considered individuals' capabilities to maximize opportunities for success. Strong advocate for subordinates; ensured appropriate and timely recognition, both formal and informal.</p>	<p>Always accessible. Enhanced overall quality of life. Actively contributed to achieving balance among IMT requirements and professional and personal responsibilities. Strong advocate for subordinates; ensured appropriate and timely recognition, both formal and informal.</p>
<p>19. Directing Others:</p> <p>Ability to influence or direct others in accomplishing tasks or missions.</p>	<p>Failed to manage or influence others. Low or unclear work standards reduced productivity. Failed to hold subordinates accountable for poor performance. Did not delegate authority to increase efficiency of task accomplishment. Demonstrated lack of awareness.</p>	<p>Inconsistent in directing or influencing others. Set work standards; sometimes articulated job requirements, expectations, and measurement criteria. Failed to hold subordinates accountable for shoddy work or irresponsible actions. Delegating authority inconsistent.</p>	<p>A leader who earned others' support and commitment. Set high work standards; clearly articulated job requirements, expectations, and measurement criteria; held subordinates accountable. When appropriate, delegated authority to those directly responsible for the task.</p>	<p>A leader who earned others' support and commitment. Won people over rather than imposing will. Clearly articulated vision; empowered subordinates to set goals and objectives to accomplish tasks. When appropriate, delegated authority to those directly responsible for the task.</p>	<p>An inspirational leader who motivated others to achieve results not normally attainable. Won people over rather than imposing will. Clearly articulated vision; empowered subordinates to set goals and objectives to accomplish tasks. Modified leadership style to best meet challenging situations.</p>
<p>20. Judgment/Decisions Under Stress:</p> <p>Ability to make sound decisions and provide valid recommendations by using facts, experience, political acumen, common sense, risk assessment, and analytical thought.</p>	<p>Decisions often displayed poor analysis. Failed to make necessary decisions, or jumped to conclusions without considering facts, alternatives, and impact. Did not effectively weigh risk, cost, and time considerations. Did not consider political drivers and consequences on organization.</p>	<p>Demonstrated analytical thought and common sense in making decisions. Inconsistent in making necessary decisions, or jumped to conclusions without considering all facts, alternatives, and/or impact. Did not effectively weigh risk, cost, and time considerations.</p>	<p>Demonstrated analytical thought and common sense in making decisions. Used facts, data, and experience, and considered the impact of alternatives and political realities. Weighed risk, cost, and time considerations. Made sound decisions promptly with the best available information.</p>	<p>Combined keen analytical thought, an understanding of political processes, and insight to make appropriate decisions. Weighed risk, cost, and time considerations. Made sound decisions promptly with the best available information.</p>	<p>Combined keen analytical thought, an understanding of political processes, and insight to make appropriate decisions. Focused on the key issues and the most relevant information. Did the right thing at the right time. Actions indicated awareness of impact of decisions on others. Not afraid to take reasonable risks to achieve positive results.</p>

Incident Personnel Performance Rating Factors Definitions for ICS Form 225

Rating Factors	1 – Unacceptable	2 – Needs Improvement	3 – Met Standards	4 – Exceeded Expectations	5 – Superior Performance
<p>21. Initiative</p> <p>Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.</p>	<p>Postponed needed action. Implemented or supported improvements only when directed to do so. Showed little interest in career development. Feasible improvements in methods, services, or products went unexplored.</p>	<p>Implemented or supported improvements only when directed to do so. Sometimes anticipated problems and took prompt action to avoid or resolve them.</p>	<p>Championed improvement through new ideas, methods, and practices. Anticipated problems and took prompt action to avoid or resolve them. Pursued productivity gains and enhanced mission performance by applying new ideas and methods.</p>	<p>Aggressively sought out additional responsibility. A self-learner. Innovative. Pursued productivity gains and enhanced mission performance by applying new ideas and methods.</p>	<p>Aggressively sought out additional responsibility. A self-learner. Made worthwhile ideas and practices work when others might have given up. Extremely innovative. Optimized use of new ideas and methods to improve work processes and decision-making.</p>
<p>22. Physical Ability for the Job:</p> <p>Ability to invest in the IMT's future by caring for the physical health and emotional well-being of self and others.</p>	<p>Failed to meet minimum standards of fitness. Tolerated or condoned others' substance abuse. Seldom considered subordinates' health and well-being. Unwilling or unable to recognize and manage stress despite apparent need.</p>	<p>Committed to health and well-being of self. Infrequently considered subordinates' health and well-being. Unwilling or unable to recognize and manage stress despite apparent need.</p>	<p>Committed to health and well-being of self and subordinates. Enhanced personal performance through activities supporting physical and emotional well-being. Recognized and managed stress effectively.</p>	<p>Remarkable vitality, enthusiasm, alertness, and energy. Optimized personal performance through involvement in activities that supported physical and emotional well-being. Recognized and managed stress effectively.</p>	<p>Remarkable vitality, enthusiasm, alertness, and energy. Consistently contributed at high levels of activity. Optimized personal performance through involvement in activities that supported physical and emotional well-being. Monitored and helped others deal with stress and enhance health and well-being.</p>
<p>23. Adherence to Safety:</p> <p>Ability to invest in the IMT's future by caring for the safety of self and others.</p>	<p>Failed to adequately identify and protect personnel from safety hazards.</p>	<p>Identified or protected personnel from most safety hazards.</p>	<p>Ensured that safe operating procedures were followed. Identified or protected personnel from safety hazards.</p>	<p>Demonstrated a commitment toward safety of personnel. Proactive in identifying or protecting personnel from safety hazards.</p>	<p>Demonstrated a significant commitment toward safety of personnel. Aggressively proactive in identifying or protecting personnel from all safety hazards.</p>