



Department of
Military

TEMA

Tennessee All-Hazards Incident Management Team

Trainee Evaluation Process and Requirements

Tennessee Incident Management Qualification System



Tennessee Incident Management Qualifications System Guide

State of Tennessee
National Incident Management System (NIMS)
Incident Command System (ICS)
All-Hazards Incident Management
Qualifications System Guide

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Version 1.0

TIMQS Requirements – Coach/Evaluators

- Observation of task performance
- Performance assessment
- Providing feedback
- Performance evaluation
- Performance record
- Final Evaluation

TIMQS Standards

- Free from bias
- Proper complexity
- Multiple incidents, events, or exercises
- Critical and Management soundness

TIMQS P.41-43

Value Added for AHIMT

Consistent and documented evaluation provides:

- Consistency in evaluation processes across the state – keeps free from bias
- A mechanism to communicate direct insights to team leadership
- A mechanism to communicate direct insights to the home agency
- Clarity in the evaluation process, for evaluators and trainees
- A mechanism to better document evaluation and store progress, beyond a written position task book
- A route to back-up all progress documentation

Program Coach/Evaluators

Coach/Evaluator

- a) The individual must be qualified in the position being coached or evaluated; or the individual must be qualified in a position that, within the ICS organizational structure, supervises the position being coached or evaluated
- b) It is recommended that the Coach/Evaluator have previously performed successfully as a fully qualified individual on two separate qualifying incidents or qualifying exercises prior to serving as a Coach/Evaluator

Final Evaluator

- a) A final evaluator must be fully qualified in the same position for which the trainee is being evaluated, not just ICS-qualified in a position that would supervise the trainee.

Evaluation Documentation

The incident, event, or exercise must meet the requirement of:

- Is managed under the Incident Command System (ICS)
- Requires a written Incident Action Plan (IAP)
- Requires using the Planning P to plan for multiple operational periods
- Must meet specific task code requirements as outlined in TIMQS

Required Documentation:

- Incident Evaluation Record in the PTB with accompanying sign-offs.
- ICS-225 Incident Personnel Performance Rating
- Home Unit Letter
- Trainee Data Form
- Final Evaluators Verification (final evaluation only)

PTB Evaluation Record

Evaluation records must be documented in:

- The appropriate task evaluation record – to include proper code, record #, and initials/date (record # - create a numerical order of which evaluation this is within the PTB, i.e., 001 (first evaluation, 002, 003...))
- The appropriate Evaluation Record Form (back of the PTB)

TASK	C O D E	Evaluation Record Number	EVALUATOR: Initial & date upon completion of task
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Behavior: Demonstrate knowledge, understanding and ability to perform the positions in the Operations Function that are subordinate to the unit.

1. Demonstrate the ability to perform the duties and skills of a Division or Group Supervisor according to the most current version of the Position Task Book for this position. <ul style="list-style-type: none"> • Implement assigned portions of the IAP. • Assign resources within the Division or Group. • Report on the progress or control of operations. • Report on status of resources within the Division or Group. 	I1 I2 O1		
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Competency: Assume position responsibilities

Description: Successfully assume role of Planning Section Chief and initiate position activities at the appropriate time according to the following behaviors.

Evaluation Record # 1	
TRAINEE NAME	TRAINEE POSITION
Evaluator's Information	
Evaluator's Name:	
Incident Position/Assignment	
Evaluator's Agency/Organization:	
Evaluator's Office Title:	
Agency/Organization Address:	
Phone and Email:	
Evaluator's Relevant Certification and Qualification System:	
Name and Location of Exercise/Event/Incident Kind:	
Exercise/Event/Incident Type (<i>hazmat, tornado, flood, structural fire, search and rescue, tabletop exercise, full scale exercise, etc.</i>) and Complexity (Type 1, 2, 3, etc.):	
Number and Type of Resources Pertinent to Trainee's Position: (<i>number of personnel being supervised, number of resources by type and kind</i>)	
Duration: (<i>inclusive dates in Trainee status and number of operational periods in Trainee status</i>)	
<p>Recommendation: The tasks initialed and dated by me have been performed under my supervision in a satisfactory manner by the above named Trainee. I recommend the following for further development of this Trainee.</p> <p>_____ The individual has successfully performed all tasks for the position and should be considered for certification.</p> <p>_____ Not all tasks were evaluated on this assignment and an additional assignment is needed to complete the evaluation.</p> <p>_____ The individual attempted but was not able to successfully complete certain tasks (comments below) or additional guidance is required.</p> <p>_____ The individual is deficient in the performance of tasks for the position and needs further training in both required knowledge and skills prior to additional assignment(s) as a Trainee (comments below).</p> <p>Recommendations/Comments (<i>Attach additional comment sheets as needed. Also see ICS-225: Incident Personnel Performance Rating</i>):</p>	
Evaluator's Signature:	
Date:	
Evaluator's Initials:	

ICS 225



INCIDENT PERSONNEL PERFORMANCE RATING (ICS 225)



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

1. Name:	2. Incident Name:	3. Incident Number:
4. Home Unit Name and Address:		5. Incident Agency and Address:
6. 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 Definition:		

10. Evaluation

Rating Factors	N/A	1 – Unacceptable	2	3 – Met Standards	4	5 – Exceeded Expectations
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.)	<input type="checkbox"/>	Questionable competence and credibility. Operational or specialty expertise inadequate or lacking in key areas. Made little effort to grow professionally. Used knowledge as power against others or bluffed rather than acknowledging ignorance. Effectiveness reduced due to limited knowledge of own organizational role and customer needs.	<input type="checkbox"/>	Competent and credible authority 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.	<input type="checkbox"/>	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.
12. Ability To Obtain Performance/Results: Quality, quantity, timeliness, and impact of work.	<input type="checkbox"/>	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.	<input type="checkbox"/>	Got the job done in 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.	<input type="checkbox"/>	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.
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).	<input type="checkbox"/>	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.	<input type="checkbox"/>	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.	<input type="checkbox"/>	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.
14. Using Resources: Ability to manage time, materials, information, money, and people (i.e., all IMT components as well as external publics).	<input type="checkbox"/>	Concentrated on unproductive activities or often overlooked critical demands. Failed to use people productively. Did not follow up. Mismanaged information, money, or time. Used ineffective tools or left subordinates without means to accomplish tasks. Employed wasteful methods.	<input type="checkbox"/>	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.	<input type="checkbox"/>	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.



ICS 225 – Incident Personnel Performance Rating

- Provides insights to evaluation beyond task completion
- Provides a metric to evaluate personnel on over-arching performance
- Builds confidence in the evaluation process
- Provides evaluators with a more defined metric to evaluate personnel

Trainee Data Form

Incident Trainee Data Form

- Collects detailed and specific assignment information
- Documents Trainee goals and expectations
- Provides more specific and detailed Evaluator information – pertinent to home unit and assignment
- Provides a data enhancement that supports ease of review for the Credentialing and Qualifications Committee
- Better supports the Trainee in their efforts to ensure proper evaluation and evaluator qualification

 TENNESSEE AHIMT - INCIDENT TRAINEE DATA FORM 			
TRAINEE DATA			
Trainee Name			Request #
Trainee Item Code	Item Code Description		
Section	Initial Assignment?	Agency	
Unit ID	Unit ID Description		
Assignment Start			Assignment End
1. Trainee possesses valid Red Card or agency certification card?			
2. Trainee has CURRENT home unit-initiated Position Task Book?			
3. Trainee has incident issued Task Book with concurrence of home unit?			
Priority Trainee?			Priority Program
HOME UNIT CONTACT			
Name			
Unit ID	Unit ID Description		
Address			
City		State	Zip
Phone	E-Mail		
TRAINEE GOALS (Tasks to be evaluated on this incident)			
1.			
2.			
3.			
TRAINER/EVALUATOR DATA			
Name		Request #	
Item Code	Item Code Description		
Unit ID	Unit Description		
Address			
City		State	Zip
Phone	E-Mail		
Recommendation #			PTB Progress %
INCIDENT DATA (For Training Specialist Use Only)			
Incident Name			Incident Number
Incident Type			Complexity
Acres			Fuel Type
TRAINING SPECIALIST (For Training Specialist Use Only)			
Name		Agency	
Unit ID	Unit Description		
Phone	E-Mail		

Home Unit Letter

TN-AHIMT HOME UNIT LETTER	
To	Date
Trainee Name	
Trainee Position	
Incident Name	Incident Number
Incident Type	Acres
Fuel Type	Complexity

The enclosed training forms are the records of the training assignment. The recommendations given are those of the Training Specialist that was assigned to the incident, with input from the trainee and the coach/evaluator of the position. It is the responsibility of the home unit to ensure the assignment is properly credited and the Individuals Qualification Record is updated, per agency certification standards.

The recommendation for this trainee is:

- 1. The trainee has successfully performed all tasks in the PTB for the position. The Final Evaluator has completed the Final Evaluator's Verification section and recommended the trainee be considered for agency certification.
- 2. The tasks have been performed in a satisfactory manner. However, opportunities were not available for all tasks (or all uncompleted tasks) to be performed and evaluated on this assignment. Additional assignment is needed to complete the evaluation.
- 3. The trainee did not complete certain tasks in the PTB in a satisfactory manner and additional training, guidance, or experience is recommended.
- 4. The individual is severely deficient in the performance of tasks in the PTB for the position and additional training, guidance, or experience is recommended prior to another training assignment.

Remarks:

If additional training or trainee experience is indicated, efforts should be made by the home unit to provide additional training assignments.

Training Specialist (signature) or Evaluator (signature)

Home Unit Letter

- Provides a method to share progress with the employees' home agency/department
- Enhances a method to communicate Trainee progress
- Provides a method to note "between the lines" remarks on performance and overall quality
- Keeps the Regional Coordinating Committee aware of Trainee status and progress

Final Evaluators Verification

ALL-HAZARDS OPERATIONS SECTION CHIEF (OSC3-AH)

Trainee Name:
<i>FINAL EVALUATOR'S VERIFICATION:</i>
<i>Evaluator; DO NOT complete this unless you are recommending the trainee for certification.</i>
I verify all tasks have been performed and are documented with appropriate initials.
I also verify the trainee should be considered for certification in this position.
Evaluator's Signature
Date
Evaluator's Printed Name
Title
Duty Station
Phone Number
E-Mail

Final Evaluator's Verification

- This is the final recommendation for certification
- The final evaluator should thoroughly review all parts of the PTB – including all signatures and initials collected, to verify for completeness
- **Always ask – am I comfortable signing these qualifications?**
- **Always ask – If I requested assistance on my incident, would I feel comfortable if this person showed up to operate in this position?**

Evaluator Checklist

- Contact Trainee(s) prior to the incident/event/exercise, if possible
- Encourage Trainees to pre-fill portions of the Incident Trainee Data Form and Home Unit Letter (trainee portions) for expediting processes
- Does the Trainee have appropriate documentation of team affiliation?
- Has the Trainee been issued a Position Task Book through the TEMC Chairperson?
- Is the Trainee operating in a position that your qualification allows for you to facilitate evaluation?
- Final Evaluation ONLY: Are you qualified in the position that allows for you to facilitate a final evaluation?
- **Always ask – am I coaching or evaluating?** We must differentiate between the two and if the person needs coaching, that should be the priority, and not evaluating tasks/behaviors.

Once Again...

- **Always ask – am I comfortable signing these qualifications?**
- **Always ask – If I requested assistance on my incident, would I feel comfortable if this person showed up to operate in this position?**

Evaluator Checklist Continued

- Check to see how many times the Trainee has been evaluated – each evaluation should have its own Task Evaluation Record Number
- The appropriate task evaluation record – to include proper code, record #, and initials/date (record # - create a numerical order of which evaluation this is within the PTB, i.e., 001 (first evaluation, 002, 003...)
- Work with the Trainee to identify specific tasks that were completed during the evaluation
- After the incident/event/exercise has concluded, meet with the Trainee to discuss the evaluation and specific tasks
- If you believe that the task was completed at a high level of performance, document this by noting the appropriate code and adding initials/date to the appropriate block
- Complete appropriate “Evaluation Record #” in the back of the PTB
- Discuss and complete the ICS-225, Home Unit Letter, Incident Trainee Data Form, and verify that your portion of the PTB has been complete to the best of your ability
- Trainees “Should” bring digital or paper forms to evaluations, but Evaluators should keep digital and paper copies to ensure the process is adequately provided for

Evaluator Checklist Continued

- The value in using a PTB as a mechanism to track task completion and behaviors, rests in the evaluation process. It is critical that our evaluators provide honest, transparent, and purposeful evaluation.
- You (the evaluator) are empowered to drive this process and facilitate decision-making on the abilities of and status of Trainees. Please do not take this lightly as future success will be predicated on our ability to cultivate and teach personnel the “right” way to do each job.
- Evaluator LEADERSHIP is critical to success - be prepared to have difficult discussions and help Trainees work through the learning process. This is our opportunity to teach the next generation and show them the pathway to future success.
- Once all forms have been verified as complete, request copies of all documentation from the Trainee (including present copy of PTB – scanned is preferable). Send all packaged documentation to the appropriate Training Specialist (TNSP) or Regional Coordinating Committee.
- The TNSP or Regional Coordinating Committee will be responsible for Home Unit communication and data storage

End of Presentation

Questions, comments, concerns?