



FEMA

POSITION TASK BOOK FOR THE POSITION OF

STATE COORDINATING OFFICER (TYPE 1)

Version: November 2021

Check the appropriate position type:

☐ Single Type ☐ Type 1 ☐ Type 2 ☐ Type 3

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

Evaluator Verification

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

FINAL EVALUATOR VERIFICATION

I verify that _____
has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.

FINAL EVALUATOR'S SIGNATURE:

DATE:

FINAL EVALUATOR'S PRINTED NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION

I certify that _____
has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.

OFFICIAL'S SIGNATURE:

DATE:

OFFICIAL'S NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

Position Task Book Overview

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

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

Evaluation Process

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

Transferring Qualifications

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

Position Task Book Competencies, Behaviors and Tasks

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

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

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

Definitions

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

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

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

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation. Bullet statements within a task are only examples and do not need to be performed to have a task signed off.

PTB Task Codes

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

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

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

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

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

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

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event. *Note:* Assignment of Code R is not recommended. However, AHJs may add at their discretion to tasks added to NQS PTBs.

How to Complete the Evaluation Record Form

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

Complete these items AT THE START of the evaluation period:

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

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

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

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

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

Complete these items AT THE END of the evaluation period:

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

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

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

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

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

Date: List the current date.

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

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

Evaluation Record Form

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

STATE COORDINATING OFFICER (TYPE 1)

1. Competency: Assume position responsibilities

Description: Successfully assume the role of State Coordinating Officer (SCO) and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>1. Obtain, assemble, and prepare information and materials for go-kit prior to receiving an assignment. The kit should contain critical items for the assignment and be easily transportable:</p> <ul style="list-style-type: none"> ● Reference materials: <ul style="list-style-type: none"> ○ In electronic, digital, or hard-copy format ○ Functional guidelines relative to incident type (agency guidance or other functional guidelines) ○ Authority Having Jurisdiction (AHJ) operations guides, Emergency Response Field Operations Guide (ER-FOG), or other operational guides ○ Position manuals ○ Subject matter expert contact information (such as agency, organization, university) ○ Source location list of useful or critical data (such as websites) ○ Technical handbooks or reference lists ● Hazard/emergency references, resource checklists, or guides <ul style="list-style-type: none"> ○ Title 44 Code of Federal Regulations: Emergency Management and Assistance ● Additional plans: <ul style="list-style-type: none"> ○ Individual Assistance (IA) plan ○ Public Assistance (PA)_plan ○ Mitigation plan ● Forms: <ul style="list-style-type: none"> ○ Agency-specific forms appropriate to the function ● Supplies: <ul style="list-style-type: none"> ○ Office supplies appropriate to the function ○ AHJ identification badge and qualification card ● Personal Protective Equipment (PPE) and security measures 	C, E, F, I, J, T		
<p>2. Gather information necessary to assess position assignment and determine immediate needs and actions:</p> <ul style="list-style-type: none"> ● Updated contact information and information links ● Type of incident ● Current resource commitments ● Current situation ● Expected duration of assignment ● PPE requirements and recommended deployment equipment ● Incident logistics 	E, F, I		

3. Obtain complete information upon activation: <ul style="list-style-type: none"> ● Incident name and number ● Reporting time and location ● Transportation arrangements and travel routes ● Contact procedures during travel (telephone/radio) ● Expected working conditions ● PPE and security measures 	E, F, I		
4. Obtain governor or chief executive official's intent for incident response.	E, F, I		

1b. Behavior: Understand and comply with NIMS concepts and principles

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
5. Understand scope, roles, responsibilities, jurisdiction, and authority of responding agencies.	E, F, I		

1c. Behavior: Successfully assume the role of SCO and initiate position activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
6. Relay, support, and maintain operational rhythm: <ul style="list-style-type: none"> ● Complete situation reports related to the current operational phase 	E, F, I		
7. Initiate and maintain activity log: <ul style="list-style-type: none"> ● Complete activity log and use to support a common operating picture ● Transfer information to additional documents, positions, and displays 	E, F, I		

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

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE

8. Receive initial briefing from supervisor—one-on-one or in team meetings: <ul style="list-style-type: none"> ● Incident priorities, goals, and objectives ● Initial instructions concerning position priorities ● Expected time frames for briefings, planning meetings, and team meetings ● Any limitations and constraints that affect operations and strategies ● Review: <ul style="list-style-type: none"> ○ Incident plans ○ Current national situation ○ Assigned resources and their status ○ Established and operating facilities ○ Anticipated incident duration, size, and type ○ Position responsibilities and expectations ○ Subject matter expertise 	E, F, I		
9. Collect information from outgoing SCO or other personnel responsible for the position activities: <ul style="list-style-type: none"> ● Information on incident relevant to support activities ● Information on the organizational structure 	E, F, I		
10. Review the Incident Action Plan (IAP), other relevant plans, and Resources Unit records to identify resources assigned: <ul style="list-style-type: none"> ● Location and status of assigned resources ● Resource identifier, if assigned ● Supervisor name and contact information ● Location ● Assignment ● Resource kind, type, and quantity 	E, F, I		

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

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
11. Identify kind, type, and quantity of resources necessary to achieve objectives: <ul style="list-style-type: none"> ● Determine requirements for additional subject matter expertise, event-specific data, or other special advisory capabilities 	E, F, I		
12. Order necessary resources to achieve objectives: <ul style="list-style-type: none"> ● Request additional personnel, supplies, services, and equipment within the established ordering processes 	E, F, I		

1f. Behavior: Establish effective relationships with relevant personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE

13. Establish and maintain positive interpersonal and interagency working relationships: <ul style="list-style-type: none"> ● Outgoing incident staff or teams ● Local agencies ● Hosting unit ● Policy group ● Appointed and elected officials ● Joint Field Office (JFO) staff ● Public ● Supporting agencies ● Liaisons and contacts 	E, F, I		
14. Establish and maintain contact with the lead Federal agency: <ul style="list-style-type: none"> ● Federal Emergency Management Agency (FEMA) leadership ● Department of Homeland Security (DHS) leadership ● Department of Health and Human Services (HHS) leadership ● Director of Disaster Operations (DDO) ● Regional administrator ● Federal Coordinating Officer ● Federal Disaster Recovery Coordinator 	E, F, I		
15. Establish and maintain contact with state and local leadership: <ul style="list-style-type: none"> ● Governor's Authorized Representative (GAR) ● Cabinet officials ● State and local elected officials ● State Emergency Management Director 	E, F, I		
16. Establish and maintain supervision of state response and recovery personnel: <ul style="list-style-type: none"> ● Deputy SCO ● Mitigation Officer ● State Public Information Officer (PIO) 	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: Ensure the health, safety, welfare, and accountability of the team

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
17. Comply with relevant health and safety requirements: <ul style="list-style-type: none"> ● Direct operations based on health and safety considerations and guidelines ● Ensure that assigned personnel follow safety guidelines appropriately ● Spot-check operations to ensure compliance with safety considerations 	E, F, I		
18. Evaluate mental and physical fatigue of assigned personnel and make resources available to support: <ul style="list-style-type: none"> ● Appropriate work/rest ratio ● Crisis counseling 	E, F, I		

2b. Behavior: Coordinate interdependent activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
19. Ensure effective use and coordination of all assigned resources: <ul style="list-style-type: none"> ● Conduct briefing and debriefing between operational periods 	E, F, I		
20. Coordinate with assigned personnel and give supervisor a list of excess resources: <ul style="list-style-type: none"> ● List may include: <ul style="list-style-type: none"> ○ Kind and type ○ Quantity ○ Time/date of available release 	E, F, I		
21. Coordinate with other appropriate personnel: <ul style="list-style-type: none"> ● Receive and transmit current and accurate information ● Communicate changes to the IAP or relevant plans ● Inform appropriate team members of significant changes in operations ● Ensure supervisor is aware of all changes in status of resources assigned to the operation and keep status current ● Provide supervisor with operational status for incident status summary and situation reports ● Proactively determine need for input and advice to enhance situational awareness of senior staff 	E, F, I		
22. Coordinate with incoming position replacement: <ul style="list-style-type: none"> ● Brief and debrief between operational periods 	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
23. Effectively communicate options, considerations, and recommendations during briefings.	E, F, I		
24. Attend leading agency official meetings, Command and General Staff meetings, and other staff meetings and briefings as the supervisor outlines and share pertinent information that may affect the team's management of the incident: <ul style="list-style-type: none"> • Governor or chief executive official's intent for incident response • Present recommendations • Receive priorities, goals, and objectives 	E, F, I		
25. Prepare for and participate in briefings with other sections, branches, divisions/groups, units, and incident staff: <ul style="list-style-type: none"> • Share and evaluate information • Identify safety hazards and mitigation strategies with the Safety Officer • Maintain quality updates for PIO 	E, F, I		

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

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
26. Ensure incident documentation and administrative requirements are complete, according to the supervisor's direction: <ul style="list-style-type: none"> • Submit incident narrative to supervisor • Complete and submit activity log to Documentation Unit or appropriate personnel for each operational period • Ensure all personnel and equipment time records are complete and submitted at the end of each operational period 	E, F, I		

3c. Behavior: Communicate incident priorities and operations

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE

27. Report unexpected occurrences (such as injuries, illnesses, accidents, political contacts, and property loss or damage): <ul style="list-style-type: none"> ● Ensure standard information contains nature of event, location, magnitude, personnel involved, initial action taken, and appropriate subsequent action ● Ensure the protection of Personally Identifiable Information (PII) while reporting 	E, F, I		
28. Update governor and GAR on current accomplishments or problems and complete incident forms as necessary.	E, F, I		

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

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

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

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
29. Manage information postings and respond to requests for assistance.	E, F, I		
30. Make appropriate decisions based on analyzed and validated information: <ul style="list-style-type: none"> ● Make adjustments in response to new information, changing conditions, or unexpected obstacles 	E, F, I		
31. Ensure that the work completed is consistent with direction, policy, and incident objectives: <ul style="list-style-type: none"> ● Governor's direction ● IAP goals and objectives ● Other planning goals and objectives 	E, F, I		

4b. Behavior: Coordinate state and local disaster assistance efforts

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
32. Maintain fiduciary responsibility for the state incident response.	E, F, I		
33. Provide executive leadership and convey and implement the governor or commander's intent on all aspects of state and federally declared disasters.	E, F, I		
34. Establish the Unified Coordination Group (UCG) and provide leadership in determining joint incident objectives and priorities throughout the operation.	E, F, I		
35. Oversee budget and expenditures to ensure stewardship of the public trust and effectiveness of the disaster operations.	E, F, I		
36. Conduct an initial appraisal of the most urgently needed types of assistance.	E, F, I		
37. Provide executive leadership for the JFO.	E, F, I		
38. Ensure the management of media, community, and other external relationships to communicate the availability of assistance to applicants and the general public.	E, F, I		
39. Approve overarching strategy for disaster response operations.	E, F, I		
40. Approve state IA and PA plans in collaboration with Federal planning efforts.	E, F, I		
41. Direct the Command and General Staff to develop necessary plans.	E, F, I		

42. Act as the principal point of contact regarding coordination of state disaster relief activities and implementation of the state emergency plan in support of local efforts.	E, F, I		
---	---------	--	--

4c. Behavior: Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
43. Coordinate an efficient transfer of position duties when mobilizing/demobilizing resources: <ul style="list-style-type: none"> ● Inform supervisor ● Conduct transition effectively ● Document follow-up action and submit to agency representative 	E, F, I		

4d. Behavior: Follow demobilization procedures

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
44. Complete process for demobilizing position responsibilities: <ul style="list-style-type: none"> ● Reinforce emphasis on safety and accountability during this phase of the operations ● Brief replacement 	E, F, I		
45. Participate in organization closeout/After Action Review (AAR).	E, F, I		