



FEMA

FEMA INCIDENT MANAGEMENT POSITION TASK BOOK

EA Program Liaison Specialist (PMSP)

POSITION TASK BOOK (PTB) ASSIGNED TO:

Individual's Name, HQ/Region

POSITION TASK BOOK (PTB) INITIATED BY:

Official's Name, Title, HQ/Region

Date PTB Initiated

FEMA has developed Position Task Books (PTBs) based on the National Incident Management System (NIMS), FEMA doctrine, and the FEMA Incident Management Handbook (IMH).

INTRODUCTION

Each PTB lists a general description of an observable behavior/activity followed by the competency and the associated performance requirements written as tasks for the specific position in a format that allows a trainee to be evaluated. Successful performance of all tasks, as observed and recorded by an evaluator, is required prior to a recommendation that the trainee be certified as qualified in the position. Evaluation and confirmation of the individual's performance of all tasks may involve more than one evaluator and can occur on incidents such as disasters, emergency declarations, special events, and exercises. Some tasks are required to be performed on a disaster. It is important that all tasks be critically evaluated and recorded by each evaluator.

ISSUING AUTHORITY

This PTB has been issued by the certifying official or a Training Unit Leader/Specialist on an incident with approval from the certifying official. Issuance by the certifying official indicates that the trainee is qualified in the required FQS position(s) for this PTB to be initiated. The issuance section of the PTB (i.e., the official's signature on the cover page) documents the initiating of the PTB and that the trainee meets the required prerequisites. It is the discretion of the certifying official as to whether or not to issue a PTB.

DEFINITIONS

- **Behavior/Activity:** A description of an observable behavior (work activity) that allows the grouping of similar tasks necessary to perform the specific behavior. Incident management, incident support, and program subject matter experts have developed behaviors for all incident management and incident support positions.
- **Competency:** An observable, measurable pattern of a knowledge, skill, ability, behavior and/or other characteristic that an individual needs to perform the behavior/activity and associated tasks. A competency specifies what skill set the person needs to possess to do the task(s) successfully. A competency forms the basis for position specific training, position task books, job aids, and other performance-based documents.
- **Task:** A specific description of a behavior/activity that is necessary for the successful performance in a position which must be demonstrated. Tasks within the PTB are numbered sequentially; however, the numbering does NOT indicate the order in which the tasks need to be performed or evaluated.
- **Indicators:** The bullets under each numbered task are examples or indicators of items or actions related to the task. The purpose of the bullets is to assist the evaluator in evaluating the trainee. The evaluator should also refer to the Evaluator's Guide that lists further behavioral examples which will assist in assessing the trainee's performance. The bullets are not all-inclusive. Evaluate and initial ONLY the tasks. DO NOT evaluate and initial each individual bullet.

CODES

Codes have been developed to identify the required environment in which a specific task must be successfully demonstrated. The code represents the lowest in the hierarchy at which the task can be signed off as successfully completed. These codes are arranged in the following hierarchy:

Hierarchy	Code	Definition
Highest ↓	D - 1 D - 2 D - 3	Declared Disaster (Stafford Act incident which includes Major Disaster and Emergency Declarations).
	I	A Non-Stafford Act Incident (i.e., Federal to Federal Support; FEMA is not the lead Federal agency). This includes pre-declaration surge activities.
↓ Lowest	E	An event, such as a National Special Security Event (NSSE) OR an organized, pre-planned exercise or simulation approved by the Certifying Official or higher authority.

A task may be signed off at the specified level or at any higher level.

Disasters are classified as Level I, II, or III with Level I representing the largest and most complex. In this PTB these levels are associated with the “D” in the code column. Each task has one of the above codes listed in the Code column associated with the task.

EVALUATION

The Evaluator’s Guide provides performance indicators for the evaluator’s use when assessing the trainee’s performance and determining if an employee has satisfactorily performed each of the tasks listed in a PTB. The competency listed in the PTB under each behavior/activity contains a reference number that links to the Evaluator’s Guide. For example, listed below is a sample behavior/activity and competency listed in a PTB:

Behavior/Activity:	Ensure readiness for assignment prior to deployment
Competency:	Dependability (C8)

The Evaluator’s Guide lists the competencies in numerical order which correspond to the number referenced in the PTB. For example, when looking at the Evaluator’s Guide for performance indicators concerning Dependability, the Evaluator will see the following:

C8. Dependability

Definition: Takes personal responsibility for work; looks at an individual's ability to be seen as reliable, steady, responsible and committed in relation to everything they do for themselves and others; can be relied upon to be punctual and to follow through with assignments.

- Conscientious, thorough, accurate, and reliable when performing and completing job tasks;
- Shows commitment/dedication and accountability in one's work, and follows through on all projects, goals, aspects of the work;
- Completes assigned tasks on time and with minimal supervision;
- Arrives prepared for work;
- Fulfills all commitments made to peers, co-workers, and supervisor;
- Completes work in a timely, consistent manner; works hours necessary to complete assigned work; is personally responsible.
- Keeps commitments - committed to doing the best job possible.

RESPONSIBILITIES

1. **Certifying Official** is responsible for:

- Identifying trainees based on agency requirements and strategic goals.
- Issuing the Position Task Book and ensuring that the trainee meets all required prerequisites.
- Providing opportunities for evaluation and/or making trainees available for evaluation.
- Explaining to the trainee the purpose and process of the PTB as well as the trainee's responsibilities.
- Tracking progress of the trainee.
- Confirming PTB completion.
- Certifying the trainee for those positions falling within their certification authority (all non-typed positions below the Unit Leader in the Logistics, Planning, and Finance/Administration Sections; and all positions below the Division/Group Supervisor and Task Force Leader within the Operations Section).
- Recommending certification of the trainee for those positions not falling within their certification authority.

2. **The Trainee** is responsible for:

- Reviewing instructions in the PTB.
- Providing the evaluator with background information pertinent to the position.
- Satisfactorily completing all tasks within 3 years from the date of the first task being evaluated.
- Provide a copy of the completed PTB to the certifying official for review and initiation of the certification process.
- Retaining the original PTB in personal record.

3. **The Evaluator** is responsible for:

- Being qualified in the position being evaluated.

- Meeting with the trainee and determining past experience, current qualifications, and desired objectives and goals.
 - Reviewing tasks with the trainee.
 - Explaining to the trainee the purpose and processes of the PTB, as well as the trainee's responsibilities.
 - Accurately evaluating and recording demonstrated performance of tasks. Initialing and dating completion of the tasks shall document satisfactory performance.
 - Documenting unsatisfactory performance in the Evaluation Record.
 - Completing the Evaluation Record.
4. **The Final Evaluator** is the evaluator of the trainee when the final tasks in the PTB are completed. If only one evaluator signs off on all of the tasks in the PTB, then that individual is also the final evaluator. This individual will ensure that all tasks have been initialed and is responsible for:
- Signing the Final Evaluator's Verification Statement when all tasks have been initialed by an evaluator.
5. **Incident Training Unit Leader (when assigned)** is responsible for:
- Issuing a PTB to the trainee that does not have one after contacting the Certifying Official for approval of the selection and confirmation that the trainee meets all required prerequisites.
 - If the PTB is issued at the incident site, then the Incident Training Unit Leader is further responsible for:
 - Identifying and assigning an evaluator who can provide a positive experience for the trainee, and make an accurate and honest appraisal of the trainee's performance;
 - Explaining to the trainee the purpose and processes of the PTB, as well as the trainee's responsibilities;
 - Confirm participants' understanding of their roles/responsibilities in FQS process;
 - Tracking progress of the trainee and conducting progress reviews as appropriate;
 - Identifying incident evaluation opportunities;
 - Conduct final incident FQS trainee interview;
 - Submit final FQS training unit package at close-out and forward to the HQ Response Training Unit.
6. **A Certifying Authority** is the FEMA official who has direct reporting responsibility to the FEMA Administrator and has authority to certify FEMA personnel as qualified in identified positions. He/she is responsible for:
- Certifying on the PTB that the trainee has completed all requirements for the position.
 - After certification, return the PTB to the individual for their personal records.

TASKS TO PERFORM

Behavior/Activity: Ensure readiness for assignment prior to deployment			
Competency: Dependability (C8)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
1. Obtain and assemble materials needed for assignment. <ul style="list-style-type: none"> • Current program guidance • Appropriate forms (FEMA and Incident Command System [ICS]) • FEMA Incident Management Handbook (IMH) • Position Task Book (PTB) • FEMA Acronyms, Abbreviations and Terms book (FAAT) 	E		
2. Obtain information prior to deployment. <ul style="list-style-type: none"> • Incident type, name, and number • Travel authorization number • Specific job assignment • Name and phone of supervisor if available • Reporting time and location • Transportation arrangements • Contact procedures during travel • Expected duration of assignment • Expected working conditions 	I		
3. Review and conform to Chapter 2, IMH, “Common Responsibilities.”	I		
4. Ensure that agency identification (badge) is current or have two forms of federally recognized picture identification. <ul style="list-style-type: none"> • Driver’s license • Passport • Federal/state agency identification 	I		

Behavior/Activity: Follow proper check-in procedures upon arrival and obtain job-required equipment and supplies			
Competency: Dependability (C8)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
5. Check in at designated incident check-in location and complete check-in packet.	I		
6. Report to the Training Unit to check in as a trainee.	I		

<p>7. Obtain additional job-required equipment or supplies.</p> <ul style="list-style-type: none"> • Computer • Cellular or desk phone • Office supplies • Maps • Air Card, if applicable 	I		
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Behavior/Activity: Obtain an initial briefing from immediate supervisor and gather information relevant to your assignment			
Competency: Researching Information (C21)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
<p>8. Obtain information relevant to your assignment.</p> <ul style="list-style-type: none"> • Organization of incident operations (i.e., geographical, functional, or combination of both) • Incident facilities, types, and location • Special safety considerations or hazardous situations 	I		
<p>9. Obtain initial direction from your immediate supervisor concerning your assignment.</p> <ul style="list-style-type: none"> • Current priorities • Incident objectives • Work expectations • Security considerations • Safety considerations 	I		
<p>10. Identify topics, issues, and concerns of potential relevance to your assignment.</p>	I		

Behavior/Activity: Understand, use, and comply with ICS concepts, principles, and processes			
Competency: Incident Command System Concepts (C12)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
<p>11. Demonstrate appropriate level of ICS knowledge.</p> <ul style="list-style-type: none"> • Organization structure • Principles • Positions • ICS forms 	I		
<p>12. Use common terminology.</p>	I		

Behavior/Activity: Follow established safety and security procedures			
Competency: Adhere to Security Procedures (C1); Implement Workplace Safety (C10)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
13. Recognize potentially hazardous situations and report them to immediate supervisor.	I		
14. Advise co-workers of potentially hazardous situations where appropriate.	I		
15. Use personal protective equipment (PPE) when issued.	I		
16. Safeguard property and equipment.	I		
17. Provide current information for the call-down roster.	I		

Behavior/Activity: Practice effective and appropriate interpersonal communication and team behavior			
Competency: Communication-Verbal (C4); Interpersonal Skills (C14)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
18. Demonstrate professional and appropriate verbal communication consistently. <ul style="list-style-type: none"> • Use common terminology • Avoid slang or other confusing terminology • Choose respectful words • Be clear and concise • Minimize use of acronyms 	I		
19. Demonstrate professional and appropriate non-verbal communication consistently. <ul style="list-style-type: none"> • Practice active listening • Eye contact • Appropriate body language 	I		
20. Ask clarifying questions to ensure accurate understanding of directions. <ul style="list-style-type: none"> • Specificity of clarifying questions • Briefly repeat understanding of directions 	I		
21. Share current information with co-workers and immediate supervisor.	D-3		

<p>22. Be an effective team player.</p> <ul style="list-style-type: none"> • Be open to other points of view • Generate alternative solutions or strategies to address problems/issues • Support team members by being helpful and encouraging • Know and do your part • Support the mission • Create open communication channels • Identify common interests 	D-3		
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Behavior/Activity: Establish and maintain positive and ethical behaviors			
Competency: Ethics & Integrity (C9)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
23. Maintain a high standard of ethics required of federal employees that is consistent with FEMA core values.	I		
24. Demonstrate sensitivity to cultural diversity, race, gender, disabilities, sexual orientation, and other individual differences in accordance with the Under Secretary of Homeland Security's nondiscrimination policy.	I		
25. Exhibit appropriate public stewardship of taxpayer dollars.	I		

Behavior/Activity: Obtain disaster situational awareness within assigned program area			
Competency: Researching Information (C21); Analysis/Reasoning (C2)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
<p>26. Review current federal disaster assistance program guidelines and policies.</p> <ul style="list-style-type: none"> • Individuals and Households Program (IHP) maximum amount of assistance • Public Assistance program limits and cost-share • Mitigation plans and issues • Response activities 	E		
<p>27. Gather information on disaster situational awareness relevant to assigned program area.</p> <ul style="list-style-type: none"> • Incident Action Plan (IAP) • Preliminary Damage Assessment (PDA) • Situation report (SITREP) • Federal Register Notices (FRN) 	D-3		

<p>28. Gather External Affairs (EA) information from all appropriate sources.</p> <ul style="list-style-type: none"> • EA Media Relations • EA Media Analysis • Limited English Proficiency/Additional Communication Needs (LEP/ACN) • Existing database of documents • Internet/intranet • Daily Communications Summary 	<p>D-3</p>		
<p>29. Establish a point of contact (POC) in assigned program area to facilitate information exchange.</p> <ul style="list-style-type: none"> • Schedules • Deadlines • Distribution lists • Reports 	<p>I</p>		

<p>Behavior/Activity: Collect information from assigned program area</p>			
<p>Competency: Researching Information (C21)</p>			
<p>TASK</p>	<p>CODE</p>	<p>RECORD NUMBER</p>	<p>EVALUATOR INITIALS</p>
<p>30. Attend regular program area meetings.</p> <ul style="list-style-type: none"> • Daily staff meetings • Program updates • Conference calls • Briefings 	<p>D-3</p>		
<p>31. Visit operational elements of assigned program area.</p> <ul style="list-style-type: none"> • Staging Area • Disaster Recovery Center (DRC) • Point of distribution (POD) 	<p>I</p>		
<p>32. Read assigned program area daily reports.</p>	<p>I</p>		
<p>33. Identify key program area issues affecting External Affairs communication initiatives.</p> <ul style="list-style-type: none"> • Program changes • Declaration amendments • Changes to distribution points • DRC changes 	<p>I</p>		

<p>34. Write a liaison report on program area issues and activities for immediate supervisor.</p> <ul style="list-style-type: none"> • Program changes • Declaration amendments • Changes to distribution points • DRC changes 	D-3		
<p>35. Respond to requests for information from within EA functional areas.</p> <ul style="list-style-type: none"> • Program information for EA products • Program inputs for Strategy & Messaging • Program information inquiries from the news desk • Program information inquiries from Congressional Affairs 	E		

Behavior/Activity: Provide information from External Affairs to assigned program area			
Competency: Knowledge of Program & Technical Protocols (C15)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
<p>36. Provide products related to activities and issues of assigned program area.</p> <ul style="list-style-type: none"> • Media analysis • News releases • Talking points • Daily Communication Summary • Flyers 	I		
<p>37. Educate assigned program area on External Affairs products and resources that can support their mission.</p> <ul style="list-style-type: none"> • Flyers • Success stories • News releases • Brochures • Written products • Graphics • Video 	I		

Behavior/Activity: Effectively transition position duties to a replacement			
Competency: Planning & Organizing (C20)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
38. Obtain the time of transition from immediate supervisor.	I		
39. Identify appropriate information needed for transition of duties. <ul style="list-style-type: none"> • Up-to-date • Accurate • Special issues/concerns 	I		
40. Notify immediate supervisor when the transition is complete.	I		

Behavior/Activity: Properly check out of the incident			
Competency: Dependability (C8)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
41. Obtain performance appraisal from supervisor.	I		
42. Report to the Training Unit upon completion of training assignment.	I		
43. Make return travel arrangements.	I		
44. Prepare the final travel voucher.	I		
45. Return accountable property to the Accountable Property Office (APO).	I		
46. Submit the final timesheet, appraisal form, and travel voucher.	I		
47. Check out with the Automated Deployment Database (ADD).	I		
48. Check out with the Information Technology (IT) Service Manager in the Communications Unit.	I		

Public Assistance Specialty

Behavior/Activity: Understand the Public Assistance process			
Competency: Knowledge of Program & Technical Protocols (C15)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
1. Explain the Public Assistance process. <ul style="list-style-type: none"> • PDAs • Categories of work • Reimbursement process • Organization sheets • Applicant briefing • Kickoff meeting • Project worksheets • Large and small projects • 406 Mitigation • Tribal issues 	D-3		

Behavior/Activity: Understand the Individuals and Households Program (IHP)			
Competency: Knowledge of Program & Technical Protocols (C15)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
2. Explain the Individual Assistance process. <ul style="list-style-type: none"> • Sequence of delivery • Registration • DRCs • Inspection • Appeal 	D-3		
3. Explain the Housing Program. <ul style="list-style-type: none"> • Rental assistance • Repair • Direct housing 	E		
4. Explain Other Needs Assistance (ONA). <ul style="list-style-type: none"> • Personal property • Medical/dental • Insurance coverage • Storage/moving cost • Transportation • Funeral expenses 	D-3		

Behavior/Activity: Understand additional forms of assistance			
Competency: Knowledge of Program & Technical Protocols (C15)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
5. Explain additional forms of assistance. <ul style="list-style-type: none"> • Crisis counseling • Disaster Unemployment Assistance • Legal services • Volunteer Organizations Active in Disasters (VOAD) • Small Business Administration (SBA) referral process 	D-3		

Behavior/Activity: Understand the Hazard Mitigation Program			
Competency: Knowledge of Program & Technical Protocols (C15)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
6. Explain the Hazard Mitigation Program. <ul style="list-style-type: none"> • Know the difference between the 404 and 406 programs • National Flood Insurance Program (NFIP) • Community Education Outreach (CEO) • Historic Preservation • Pre-disaster Mitigation programs 	D-3		
7. Explain the state/tribal mitigation history. <ul style="list-style-type: none"> • Status of tribal, state, and local mitigation plans • Acquisition history • Best practices • NFIP policies in force • Sanctioned communities • Non-participating communities 	D-3		

Response Specialty

Behavior/Activity: Understand response operations			
Competency: Knowledge of Program & Technical Protocols (C15)			
TASK	CODE	RECORD NUMBER	EVALUATOR INITIALS
1. Explain the process of response operations. <ul style="list-style-type: none"> • Declaration process • Direct Federal Assistance (DFA) • National Response Coordination Center (NRCC) or Regional Response Coordination Center (RRCC) operations • Mission Assignments • Action Request Form (ARF) • Emergency Support Functions (ESFs) 	E		
2. Explain the elements. <ul style="list-style-type: none"> • Urban search and rescue (USAR) • Staging Areas • POD • Commodities • Air Operations • Shelter Operations • U.S. Army Corps of Engineers (USACE) 	I		

INSTRUCTIONS FOR COMPLETING THE EVALUATION RECORD

- There are four separate Evaluation Records available for use, if necessary, each of which correspond to an assignment, either a disaster, a non-disaster incident, or an exercise (see forms that follow).
- It is not necessary for a trainee to complete four assignments; however, four should normally be sufficient for an individual to qualify in a position, but if additional assignments are needed, an Evaluation Record can be copied and attached to the PTB.

Complete These Items at the Start of the Evaluation Period:

- ***Evaluator's Name:*** Evaluator enters name here (Print).
- ***Incident/disaster/exercise position title:*** Enter the evaluator's incident/disaster/exercise position title.
- ***Evaluator's office address and phone:*** Self-explanatory.
- ***Record Number:*** The Record Number listed in the upper left corner of the Evaluation Record identifies the evaluator of a particular incident. This number should be placed in the column labeled "Record #" in the PTB for each task performed satisfactorily. This number will enable reviewers of the completed PTB to tie the tasks to the evaluator at a specific incident.
- ***Incident/Disaster/Exercise (Name, Number, Location):*** Identify the incident/disaster/exercise by name, number, and location.
- ***Disaster Complexity Level:*** Enter the Disaster Complexity Level (I, II, or III).

Complete These Items at the End of the Evaluation Period:

- ***Duration:*** Enter inclusive dates during which the trainee was evaluated.
- ***Recommendation:*** Check as appropriate and make comments regarding the future needs for development of this trainee as appropriate.
- ***Date:*** List the date the record is being completed.
- ***Evaluator's initials:*** Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.
- ***Evaluator's Qualification:*** List your qualification that validates your authority to evaluate and approve successful performance of tasks by the trainee.

Evaluation Record

EA Program Liaison Specialist (PMSP)

 TRAINEE NAME

 TRAINEE POSITION

Record #1	Evaluator's name (Print):	
	Incident/disaster/exercise position title:	
Evaluator's office address & phone:		
<u>Disaster/Incident/Event-Exercise (Name, Number, Location)</u>	<u>Disaster Level</u>	<u>Duration</u>
		to
<p>The tasks initialed & 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 is deficient in the performance of tasks identified below and needs further training prior to additional assignment(s) as a trainee.</p> <p>Deficiencies noted (List Competency and Task #):</p> <p>Date: _____ Evaluator's initials: _____</p> <p>Evaluator's qualification: _____</p>		

Record #2	Evaluator's name (Print):	
	Incident/disaster/exercise position title:	
Evaluator's office address & phone:		
<u>Disaster/Incident/Event-Exercise (Name, Number, Location)</u>	<u>Disaster Level</u>	<u>Duration</u>
		to
<p>The tasks initialed & 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 is deficient in the performance of tasks identified below and needs further training prior to additional assignment(s) as a trainee.</p> <p>Deficiencies noted (List Competency and Task #):</p> <p>Date: _____ Evaluator's initials: _____</p> <p>Evaluator's qualification: _____</p>		

Evaluation Record

EA Program Liaison Specialist (PMSP)

TRAINEE NAME

TRAINEE POSITION

Record #3	Evaluator's name (Print):	
	Incident/disaster/exercise position title:	
Evaluator's office address & phone:		
<u>Disaster/Incident/Event-Exercise (Name, Number, Location)</u>	<u>Disaster Level</u>	<u>Duration</u>
		to
<p>The tasks initialed & 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 is deficient in the performance of tasks identified below and needs further training prior to additional assignment(s) as a trainee.</p> <p>Deficiencies noted (List Competency and Task #):</p> <p>Date: _____ Evaluator's initials: _____</p> <p>Evaluator's qualification: _____</p>		

Record #4	Evaluator's name (Print):	
	Incident/disaster/exercise position title:	
Evaluator's office address & phone:		
<u>Disaster/Incident/Event-Exercise (Name, Number, Location)</u>	<u>Disaster Level</u>	<u>Duration</u>
		to
<p>The tasks initialed & 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 is deficient in the performance of tasks identified below and needs further training prior to additional assignment(s) as a trainee.</p> <p>Deficiencies noted (List Competency and Task #):</p> <p>Date: _____ Evaluator's initials: _____</p> <p>Evaluator's qualification: _____</p>		

FINAL EVALUATOR & CERTIFYING OFFICIAL

Do **NOT** complete this unless you are recommending the trainee for certification

Verification/Certification of Completed Position Task Book for the Position of

EA Program Liaison Specialist (PMSP)

Final Evaluator's Verification

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

Final Evaluator's Signature and Date

Final Evaluator's Printed Name, Title, HQ/Region, and Phone Number

Agency Certification

I certify that _____ has met all requirements for qualification in this position.

Official's Signature and Date

Official's Printed Name, Title, HQ/Region, and Phone Number