

# **Wildland and Prescribed Fire Qualification System National Training Curriculum PMS 316**

## **MODULE 5 INTERACTIONS AND PARTNERSHIPS**



**REFERENCE TEXT  
OCTOBER 2001  
NFES 2675**



CERTIFICATION STATEMENT

on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

*The following training material attains the standards prescribed for courses coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:*

Wildland and Prescribed Fire Qualifications System  
National Training Curriculum  
Certified at Level III

Member NWCG and Training Working Team Liaison

Date 10/14/01

Chairperson, Training Working Team

Date 9/25/01

## Description of the Performance Based System

The Wildland and Prescribed Fire Qualification System is a “performance based” qualifications system. In this system, the primary criteria for qualification is individual performance as observed by an evaluator using approved standards. This system differs from previous wildland fire qualification systems which have been “training based.” Training based systems use the completion of training courses or a passing score on an examination as a primary criteria for qualification.

A performance based system has two advantages over a training based system:

- Qualification is based upon real performance, as measured on the job, versus perceived performance, as measured by an examination or classroom activities.
- Personnel who have learned skills from sources outside wildfire suppression and prescribed fire, such as agency specific training programs or training and work in structural fire, law enforcement, search and rescue, etc., may not be required to complete specific courses in order to qualify in a wildland or prescribed fire position.

1. The components of the wildland and prescribed fire qualification system are as follows:

- a. Position Task Books (PTB) contain all critical tasks which are required to perform the job. PTB's have been designed in a format which will allow documentation of a trainee's ability to perform each task. Successful completion of all tasks required of the position, as determined by an evaluator, will be the basis for recommending certification.

IMPORTANT NOTE: Training requirements include completion of all required training courses prior to obtaining a PTB. Use of other courses or job aids providing additional training which supports development of knowledge and skills is recommended to prepare the employee to perform in the position.

- b. Training courses and job aids provide the specific skills and knowledge required to perform tasks as prescribed in the PTB.
- c. Agency Certification is issued in the form of an incident qualification card certifying that the individual is qualified to perform in a specified position.

2. Responsibilities

The local office is responsible for selecting trainees, proper use of task books, and certification of trainees. See PMS 310-1, Appendix A, Position Task Book Administration, for further information.

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**October 2001**

Additional copies of this document may be ordered from: National Interagency Fire Center, ATTN: Great Basin Cache Supply Office, 3833 S. Development Ave., Boise ID 83705. Order NFES 2675.

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# PREFACE

This module is one of six modules which comprise the Wildland and Prescribed Fire Qualification System National Training Curriculum. The curriculum has been developed by an interagency steering group. The curriculum was sponsored by the National Wildfire Coordinating Group. Development was directed and supported by the National Interagency Fire Center, National Fire & Aviation Training Support Group.



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# STUDENT INFORMATION

## INTRODUCTION TO THE REFERENCE TEXT

Wildland and Prescribed Fire Qualification System: Interactions and Partnerships provides the student with more in-depth knowledge on utilization of the system guide for proper administration and application of the Wildland and Prescribed Fire Qualification System.

The majority of the reference text is to be used as a note-taking guide, but other practical information and questions are included that will replicate situations that may occur during the qualifications process.

## DELIVERY METHOD

The material in this module is designed to be used in two ways to facilitate learning. The first and recommended method is **to have the material presented by agency personnel that have working knowledge of the Wildland and Prescribed Fire Qualification System**. This method will facilitate discussion and ensure student understanding. To further stimulate learning, it is recommended that the information be presented in groups so discussions may be held. The second way this material can be used is as a self paced (study) guide. The student, equipped with the Wildland and Prescribed Fire Qualification System Guide PMS 310-1, and a position task book, can work through the material in this module and increase their understanding of the subject.

We hope you have a good learning experience which helps you to accomplish your job more effectively.

## TARGET AUDIENCE

This module is intended as an introduction and information source for the agency administrators described below. For those who have had experience with the system and/or would like refresher training, there is valuable information contained in this module.

Three primary target groups have been identified for the six modules of the Wildland and Prescribed Fire Qualification System National Training Curriculum. They are:

Entry Level (Modules 1-3) - Those personnel who are new to the Wildland and Prescribed Fire Qualification System. Included in this group but not limited to are: entry level firefighters, agency personnel seeking incident qualifications, those personnel who may have an interest in acquiring incident qualifications.

System Administrators (Modules 1-5) - Those personnel who are responsible for administration and application of the Wildland and Prescribed Fire Qualification System. A general characteristic of this group is supervisors with delegated responsibility for ensuring that personnel qualifications are appropriately acquired and maintained. The group may include but is not limited to: training specialists (geographic, local area, and incident), fire management officers, fire control officers, crew supervisors, crew superintendents, station managers, agency helicopter managers, etc.

Agency Administrators (Module 6) - Those personnel that are commonly referred to as line officers and agency executives. Often times these individuals are not directly involved in the qualification process but delegate the authority for agency qualifications.

## CURRICULUM DESCRIPTION

The curriculum consists of six modules of instruction. Each module covers a part of the Wildland and Prescribed Fire Qualification System or related applications. The following description of Module 1 and the remaining five modules is provided so that the user may see where they are in the process and plan additional modules accordingly.

<p><u>Module 1 - Curriculum Orientation</u> contains information on the Wildland and Prescribed Fire Qualification System, this training curriculum, and the objectives of the training curriculum. The information contained in this module is intended for all users of the system.</p>
<p><u>Module 2 - Components and Guide</u> provides information on the system components and key guide utilized in administration of the qualifications system. Descriptions and exercises in this module help the user identify and use the components and guide. This module is intended for entry level personnel and those personnel who have responsibility for administration and application of the system.</p>
<p><u>Module 3 - Qualification Requirements</u> provides the user with more in depth information on the Wildland and Prescribed Fire Qualification System Guide, PMS 310-1. Exercises aid the user in determining how personnel become qualified in a target position. Problem solving items include: training, experience, physical requirements for various positions; certification and recertification issues. This module is intended for entry level personnel and those personnel who have responsibility for administration and application of the system.</p>
<p><u>Module 4 - Roles and Responsibilities</u> provides the user with more in depth information on use of Appendix A, Position Task Book Administration. Exercises help the user to identify key roles and responsibilities identified in this guide, and how these roles are tied into use and administration of the position task book(s). This module is intended for those personnel who have responsibility for administration and application of the system.</p>
<p><u>Module 5 - Interactions and Partnerships</u> provides knowledge on how different participants of the Wildland and Prescribed Fire Qualification System interact with each other and the importance of that relationship. Exercises are intended to display these interactions and provide more in depth information on how the PMS 310-1 and Appendix A, Position Task Book Administration, must be used interchangeably. This module is intended for those personnel who have responsibility for administration and application of the system.</p>
<p><u>Module 6 - Agency Administrator Roles and Responsibilities</u> provides Wildland and Prescribed Fire Qualification System information to the agency administrator or delegating official. The module is intended to provide information that will help decision making and support employee wildland and prescribed fire qualifications. This module is intended for agency administrators or executives who have responsibility for establishing policy and guidelines within their agency.</p>

Users are encouraged to review all modules regardless of what level they may currently be at in the qualifications process. The modules provide exercises on how to utilize the components and guides of the Wildland and Prescribed Fire Qualification System. This information can be helpful in determining how to obtain personal qualifications. More importantly, this information is helpful in a supervisory, training, and mentor role.

Each Module contains the following:

- Instructor guidance and lesson plans
- Reference Text
- Questions and scenarios for module exercises (as appropriate)
- Self-Evaluation (open book)

## SUGGESTED PREREQUISITE MODULES

This is the fifth of six modules of the Wildland and Prescribed Fire Qualification System National Training Curriculum. Students should have the background information provided in Modules 1 thru 4 of this training curriculum.

## DETAILED LESSON PLAN OUTLINE

Course: Wildland and Prescribed Fire Qualification System — National Training Curriculum

Module: 5 - Interactions and Partnerships

Suggested Time: 1 Hour

Training Aids: Wildland and Prescribed Fire Qualification System Guide, PMS 310-1, a position task book.

Module Objectives:

1. Describe the interactions between the trainee and the home unit.
2. Describe the interactions between the trainee and the trainer/coach.
3. Describe the interactions between the trainee and the evaluator.
4. Describe the difference between the final evaluator and the certifying official.
5. Identify the different types of training specialist.
6. Describe how interactions with training specialists aid the certification process.

### I. INTRODUCTION

Interactions and Partnerships is the fifth of six modules of the Wildland and Prescribed Fire Qualification System training curriculum. This module uses exercises and scenarios to explain and demonstrate the interactions and partnerships of the different individuals participating in the qualifications and certification process. Students will be required to use their qualification guide to provide solutions to the module exercises.

Module 4 provided information on the roles and responsibilities of the various individuals identified in the qualifications and certification process. This module is intended to demonstrate the importance of interactions and partnerships among those individuals.

Understanding interactions and using partnerships to facilitate the certification process helps all participants to focus on a quality certification process. The formation of partnerships between individuals involved in the certification process

will improve the focus on specific positions, and result in a quality experience. It is hoped that the number and quality of personnel reporting for interagency incident assignments will improve.

The student will be introduced to the importance of interactions and partnerships in the qualifications process through the use of PMS 310-1, Appendix A, Position Task Book Administration, the position task books, and a series of questions and scenario exercises.

Students will be asked to support their solutions with references from the PMS 310-1. Textbook answers are provided in Appendix A of this module.

## II. TRAINEE AND THE HOME UNIT

One of the first relationships established for any new participant to the Wildland and Prescribed Fire Qualification System certification process is with the home unit. This relationship should be maintained as an employee moves from one position to another through the certification system.

The home unit is defined in the PMS 310-1, Appendix A, as “the designated agency manager that employs the individual.” The list of positions that meet this definition but are not limited to include: State Forester, District Ranger, Forest Fire Staff, Forest Fire Management Officer, District Fire Control Officer, Engine Foreman, Hot Shot Crew Superintendent, Helitack Supervisor, Station Manager, Smokejumper Manager, Assistant Fire Management Officer, Fire Chief, etc.

### A. Importance of Home Unit Partnerships

The importance of developing a partnership with your home unit is to identify:

- Who has the authority, delegated or otherwise, to issue position certification.
- Who has the delegated authority to handle training and certification for fire assignments.
- Who reviews your evaluations after each assignment and provides further guidance as identified in PMS 310-1, Appendix A.

The important thing to remember is to meet with your agency manager and agree on a certification process that is focused and of high quality.

B. Where Do You Fit?

Where you fit in this relationship may be straight forward. In the case of the crew person you most likely have no responsibilities as an agency manager. In the case of the crew supervisor who may be both, an agency manager for the assigned crew personnel, or a trainee reporting to an agency manager, the roles become more complex.

C. Agreements

It is important that the potential trainee know:

- Who they interface with.
- What the expectations of the agency manager are.
- And that the agency manager is able to provide the direction outlined in PMS 310-1, Appendix A, Position Task Book Administration.

Module 4 provided more detailed information on the roles and responsibilities that is described in the PMS 310-1. Review of that document will aid the student at this point if that has not previously been accomplished.

**Exercise 1: Using PMS 310-1, Appendix A, list what agreements should be made between the home unit and a potential trainee seeking certification. Explain the benefits and any follow up necessary.**

## Exercise 2:

**The Wildland and Prescribed Fire Qualification System recognizes that many of the skills necessary to function in the wildland fire are similar to those needed in prescribed fire. This is illustrated by the use of wildland fire skills positions for many of the required prerequisite experiences in PMS 310-1, Section L.**

**One of your squad bosses (FFT1) would like to acquire qualifications and experience in prescribed fire and you agree with the need. What qualifications would you recommend for this employee to become a prescribed ignition specialist? (Refer to PMS 310-1, Appendix B, p. B-5)**

### D. Benefits of Establishing Partnerships

A mutual understanding of the process will:

- Lead to a quality and focused qualification process.
- Meet the standards established in the Wildland and Prescribed Fire Qualification System Guide, PMS 310-1.
- Meet the needs of the individual and the local agency.
- Allow the home unit to retain control of the qualification process for its employees.

The trainee, armed with a clear vision of the process, will be able to concentrate fully on obtaining the knowledge and skills necessary to perform in the target position that both benefits the individual and the agency.

### **Exercise 3: Scenario**

**Your employee returns from an incident as a FFT1 trainee and states that they could not be evaluated because there was no incident management team in place.**

**What counsel would you give your employee for future situations?**

### **III. TRAINEE AND THE TRAINER/COACH**

Once someone is selected by the home unit as a trainee, the relationship between the trainee and the trainer/coach needs to be established. The PMS 310-1, Appendix A, describes the different situations under which a qualified person may be a trainer/coach and interactions that need to be made between the trainee and trainer/coach.

**Question 1: What are the different situations under which a qualified person may be a trainer/coach and what agreements should be made? (Refer to PMS 310-1, Appendix A, p. A-8)**

#### **Exercise 4: Scenario**

**A person is assigned to your incident as food unit leader-trainee. Their Position Task Book has been initiated by their agency manager and they have been identified as a trainee on their Incident Qualifications Card (red card). Because of the trainee status for this position on the employee's red card, you agree to evaluate the employee as outlined in the PMS 310-1. After part of an operational period you realize that this person has an inadequate background as a food unit leader and does not have the skills required for performance in this position.**

**What direction, provided in the PMS 310-1, used with the PTB, could have helped prevent this occurrence? And, what would you do in this situation?**

#### IV. TRAINEE AND THE EVALUATOR

Once a trainee has completed prerequisite training and experience, and has acquired the necessary skills, they are ready for task evaluation or position performance in the desired position. Determining that this is the case must be a conscious decision that is made by the trainee and the evaluator.

##### A. On-The-Job Training and Task Evaluation

The Responsibilities section in PMS 310-1, Appendix A, describes the difference between on-the-job training and position performance and under what conditions a trainee can perform in each capacity.

The PMS 310-1 describes on-the-job training and evaluation of task performance as two separate functions. It's similar to instruction in the classroom and taking a test. The two functions are separate. They can be performed in sequence, but not at the same time.

##### B. Trainee Responsibilities With The Evaluator

The PMS 310-1 identifies responsibilities the individual or trainee has that includes the evaluator. They are:

- Identify desired goals and objectives for the assignment.
- Ensure they are ready to perform the tasks of the assignment.
- Provide background information to the evaluator.
- Ensure the evaluator completes appropriate documentation in the position task book.

##### C. Evaluator Responsibilities With The Trainee

The PMS 310-1 identifies responsibilities the evaluator has that includes the individual or trainee. They are:

- Meet with the trainee and determine past experience, training, and qualifications.
- Determine desired goals and objectives.
- Determine if trainee has prerequisites and skills necessary to perform the tasks of the position.
- Review tasks in the PTB with the trainee and explain the procedures.
- Reach agreement with the trainee on specific tasks which can be performed and evaluated.
- Accurately evaluate and record the demonstrated performance of tasks.

The importance of these interactions cannot be underestimated. They give all participants a clear picture of what is expected and what the process will be.

### **Exercise 5: Scenario**

**As a logistics section chief, you realize that there are shortages of personnel for numerous wildland fires that are currently burning nationwide. Your supply unit leader indicates that a supply unit leader-trainee has completed their position task book and is more than ready for an assignment. From observation you agree with the recommendation and are eager to help out the national situation.**

**What direction is given in the PMS 310-1 concerning how you can re-mobilize this individual as a fully qualified supply unit leader to another incident?**

## V. FINAL EVALUATOR AND THE CERTIFYING OFFICIAL

This is where the certification process comes full circle. The certification process began by interacting with the agency manager and establishing a plan for position certification. The following exercises will help system participants to better define this stage of the certification process.

**Question 2: How is the “final evaluator” different from the evaluator and what are their responsibilities?** (Reference PMS 310-1, Appendix A, p. A-10)

### **Exercise 6: Scenario**

**You are the training specialist assigned to a complex wildland fire incident. The incident is entering its third week and you have been there for two of them. The extended forecast calls for no relief and the incident continues to grow in size and complexity.**

**You have been monitoring a strike team leader crews-trainee since your arrival. There is a need for qualified strike team leader-crews on the incident. The evaluator of the final tasks certifies the trainee and indicates that no further training is needed. The trainee indicates that s/he would like further training on at least one additional incident. You agree with the final evaluator and allow the trainee to be assigned to another part of the incident as a fully qualified strike team leader-crews.**

**What could have been done differently to accommodate the needs of the trainee? Use the PMS 310-1 to support your recommendations.**

## **Exercise 7: Scenario**

**An employee you are supervising in your agency, is a facilities unit leader-trainee. You have been delegated the authority as the agency manager and certifying official for the employees you supervise. The employee is mobilized to an incident as a ordering manager. Upon arrival your employee is assigned by the agency to a type 3 incident in the same capacity.**

**There is a need for a facilities unit leader and the ICT3 knows that your employee is a trainee in that position and assigns s/he those responsibilities. Prior to the end of the incident the ICT3 signs off on all the tasks in the trainee's PTB and recommends certification for your employee. Your employee has been concerned about the time limit for certification as the PTB was initiated two years ago.**

**What would be your actions in this case? Do you need additional information? If so, how would you get it?**

The scenarios and examples provided represent four of the key roles in the certification process. They are not the only ones, but serve to illustrate the interactions that must be initiated and maintained in order to provide qualified individuals to meet interagency incident needs.

These examples are not intended to cover the full range of responsibilities. They are intended to illustrate how the qualifications guide can help us to ensure that incident personnel are fully qualified.

All participants have roles and responsibilities in the qualifications system. Fulfilling the responsibilities will serve to better meet the needs of the interagency wildland and prescribed fire community.

## VI. TRAINING SPECIALISTS

Training specialists are used in different capacities. Their roles and responsibilities may vary depending on the situation. In all, they too are an integral part of the certification process.

**Exercise 8: PMS 310-1, Appendix A, p. A-10, identifies two types of training specialists. How do they aid in the certification process and how might their roles be different?**

## VII. CONCLUSION

It is apparent there are many roles and responsibilities in the qualifications process that are intermixed and interrelated. Certification and qualification requires coordination of all participants involved in the process.

The guide provides no one distinct method for certifying individuals in the Wildland and Prescribed Fire Qualification System. Only that all responsibilities are assumed and that all requirements are met as identified in the Wildland and Prescribed Fire Qualification System Guide, PMS 310-1.

Hopefully, it has become apparent that successful administration and application of the qualifications system requires an understanding of where to locate direction and/or answers for questions sure to come up.

## **Final exercise: Scenario**

**A recently qualified task force leader leaves the local area on assignment to a wildland fire incident. While on the incident the individual receives and begins a position task book for division/group supervisor. The task book is completed on that incident and the individual is then remobilized to another incident as a fully qualified division/group supervisor. The individual returns home and informs the unknowing local agency manager of their new qualifications.**

**Examine the partnerships, their functions, and discuss what you might change and why. Be sure to include in your discussion, the partnerships that relate to the items listed below.**

**Task Book Initiation:**

**Position Certification:**

**Responsible Actions of the Agency Manager:**

**System Integrity:**

# **MODULE 5**

## **INTERACTIONS AND PARTNERSHIPS**

### **Appendix A**

#### **Solutions to Exercises and Questions**



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# **SOLUTIONS: EXERCISES AND QUESTIONS**

**Exercise 1: Using the PMS 310-1, Appendix A, list what agreements should be made between the home unit and a potential trainee seeking certification. Explain the benefits and any follow up necessary.**

Agree to a target position for the trainee that meets the needs of the home unit and agreements with cooperators. The desires of the individual do not always meet the needs of the home unit. This will establish clear goals and objectives for both participants.

Agree on a training plan that will provide the trainee with the knowledge and skills for the tasks outlined in the PTB. Training should include a combination of required training, additional training, on-the-job training, and appropriate job aid. This will establish what is necessary prior to task evaluation and position performance.

Agree that trainee will have a PTB initiated and task evaluation or position performance assignment will not begin until the trainee is fully prepared by completing appropriate training and skill development. Again this clearly defines what is expected of the individual and the agency manager. Trainees can be more focused on specific positions that meet both individual and agency needs.

## **Follow up:**

Establish a process for tracking the progress of the trainee and review of the PTB after each evaluation assignment.

Establish a clear understanding of the certification process that includes the agency manager's subjective evaluation factors as outlined in PMS 310-1, Section C.

## **Exercise 2:**

**The Wildland and Prescribed Fire Qualification System recognizes that many of the skills necessary to function in the wildland fire are similar to those needed in prescribed fire. This is illustrated by the use of wildland fire skills positions for many of the required prerequisite experiences in PMS 310-1, Section L.**

**One of your squad bosses (FFT1) would like to acquire qualifications and experience in prescribed fire and you agree with the need. What qualifications would you recommend for this employee to become a prescribed fire ignition specialist? (Refer to PMS 310-1, Appendix B, p. B-5)**

Any of the single resource boss positions would qualify an individual as a prescribed fire ignition specialist.

The next logical step for this individual would be to set up a training plan that would help achieve qualification in one of the single resource boss positions as described in the PMS 310-1.

## **Exercise 3: Scenario**

**Your employee returns from an incident as a FFT1 trainee and states that they could not be evaluated because there was no incident management team in place.**

**What counsel would you give your employee for future situations?**

The PMS 310-1 states that an evaluator needs to be certified in the position being evaluated. In this case a qualified FFT1 or the crew boss could have been the evaluator for the FFT1 trainee.

Explain the process for position/task evaluation. Help your employee to establish the necessary contacts in order to complete the evaluation process. See responsibilities in PMS 310-1, Appendix A, for the home unit, individual, and evaluator.

**Question 1: What are the different situations under which a qualified person may be a trainer/coach and what agreements should be made?** (Refer to PMS 310-1, Appendix A, p. A-8)

PMS 310-1 lists the different situations in which a qualified individual may serve as a trainer/coach as: in the classroom, on-the-job, or on an incident.

**Important note:** when one is functioning as a trainer/coach, working with a trainee, training and task evaluation must remain separate. This must be made clear to the trainee so they know when they are in the learning phase or the task evaluation phase.

#### **Exercise 4: Scenario**

**A person is assigned to your incident as food unit leader-trainee. Their Position Task Book has been initiated by the agency manager and they have been identified as a trainee on their Incident Qualifications Card. Because of the trainee status on the employee's red card you agree to evaluate the employee as outlined in the PMS 310-1. After part of an operational period you realize that this person has an inadequate background as a food unit leader and does not have the skills required for performance in this position.**

**What direction provided in the PMS 310-1, used with the PTB, could have helped prevent this occurrence? And, what would you do in this situation?**

In PMS 310-1, Appendix A, under responsibilities of the trainee and the home unit, it is clear that both share the responsibility of ensuring the trainee's readiness to accept assignments in which task evaluation will occur.

The cause of the trainees inability to perform is unknown but, it could be a result of confusion (agency manager's and/or trainee's), concerning the important role additional training plays in preparing the trainee for a performance assignment. (PMS 310-1, Appendix A).

With a clear understanding of the qualifications process, delivered to the trainee by the agency manager, they would understand the need for and request an on-the-job training assignment. (PMS 310-1, Appendix A)

**What would you do in this situation?**

The PMS 310-1 states that the performance assignment must not continue. (PMS 310-1, Appendix A, p. A-9).

If the evaluator determined that a lack of training was the problem they should document the fact in the task book evaluation record and submit recommendations.

At the discretion of the evaluator, training specialist, and trainee, it may be possible to continue the assignment, making it clear to the trainee that it is a on-the-job training assignment, and tasks will not be signed off. (PMS 310-1, Appendix A, p. A-9)

### **Exercise 5: Scenario**

**As a logistics section chief, you realize that there are shortages of personnel for numerous wildland fires that are currently burning nationwide. Your supply unit leader indicates that a supply unit leader-trainee has completed their position task book and is more than ready for an assignment. From observation you agree with the recommendation and are eager to help out the national situation.**

**What direction is given in the PMS 310-1 concerning how you can re-mobilize this individual as a fully qualified supply unit leader to another incident?**

The 310-1 states that only the home unit has the authority to issue position certification to a trainee. Therefore, you cannot re-mobilize this individual as a fully qualified supply unit leader. The certification must be completed by the home unit.

**Question 2: How is the “final evaluator” different from the evaluator and what are their responsibilities?** (Reference PMS 310-1, Appendix A, p. A-10)

This is somewhat of a trick question. The term final evaluator is commonly used in the certification process. The PMS 310-1 refers to this person as the evaluator on the final position performance assignment.

As the evaluator on the final position performance assignment, Appendix A of the PMS 310-1 requires them to check to ensure that indeed all tasks have been signed off and to complete the “Final Evaluator’s Verification” on the inside front cover of the position task book. The verification statement states that all tasks have been completed and that the trainee should be considered for certification. This final important step is a responsibility of the evaluator as outlined in PMS 310-1, Appendix A. Regardless of the term used, the responsibilities are the same.

## **Exercise 6: Scenario**

**You are the training specialist assigned to a complex wildland fire incident. The incident is entering its third week and you have been there for two of them. The extended forecast calls for no relief and the incident continues to grow in size and complexity.**

**You have been monitoring a strike team leader crews-trainee since your arrival. There is a need for qualified strike team leader-crews on the incident. The evaluator of the final tasks certifies the trainee and indicates that no further training is needed. The trainee indicates that s/he would like further training on at least one additional incident. You agree with the final evaluator and allow the trainee to be assigned to another part of the incident as a fully qualified strike team leader-crews.**

**What could have been done differently to accommodate the needs of the trainee? Use the PMS 310-1 to support your recommendations.**

Again, an evaluator or an incident training specialist does not have the authority to certify the trainee. That is the responsibility of the home unit.

That aside, all agreements between the trainee, the home unit, and the evaluator, must be considered before granting certification. Review must be made of the identified training and certification plan of the individual and the home unit. The subjective components identified in the PMS 310-1, Section C, must be considered, especially in the case of a trainee being assigned against their wishes.

This is an example of the trainee acting prudently by taking actions to increase their knowledge and skills to a level that will ensure their success when fully certified as describe in the PMS 310-1.

## **Exercise 7: Scenario**

**An employee you are supervising in your agency, is a facilities unit leader-trainee. You have been delegated the authority as the agency manager and certifying official for the employees you supervise. The employee is mobilized to an incident as a ordering manager. Upon arrival your employee is assigned by the agency to a type 3 incident in the same capacity.**

**There is a need for a facilities unit leader and the ICT3 knows that your employee is a trainee in that position and assigns s/he those responsibilities. Prior to the end of the incident the ICT3 signs off on all**

**the tasks in the trainee's PTB and recommends certification for your employee. Your employee has been concerned about the time limit for certification as the PTB was initiated two years ago.**

**What would be your actions in this case? Do you need additional information? If so, how would you get it?**

I would want to know if the ICT3 was a qualified facilities unit leader and therefore qualified to evaluate my employee. The PMS 310-1 states that an evaluator must be certified in the position they are evaluating.

If the evaluator was qualified I would question whether while performing the duties of the incident commander s/he would have time to adequately provide accurate evaluation as required by the PMS 310-1.

Since this was a type 3 incident, I would also have questions concerning the complexity of the incident and the quality of the evaluation assignment. I would need to consider seriously whether an assignment of this complexity would adequately prepare the trainee for national mobilization purposes.

Additional information can be gathered from two sources: a post evaluation assignment interview as the agency manager with the trainee and by contacting the evaluator of the tasks. That person and their qualifications should be noted in the Evaluation Record section at the back of the position task book.

**Exercise 8: PMS 310-1, Appendix A, p. A-10, identifies two types of training specialists. How do they aid in the certification process and how might their roles be different?**

Agency training specialist: an individual in the home unit who is responsible for training and qualifications.

Incident training specialist (TNSP): one who is certificated to serve as a training specialist on incidents.

The agency training specialist can serve at several different levels: national, geographic area, and local. While being responsible for the agency training and qualifications, they may also be the designated agency manager for and individual seeking certification.

The incident training specialist serves as a facilitator for the incident training and evaluation process. In this capacity, the training specialist usually is not involved in actual training and evaluation of individual performance of tasks.

## **Final exercise: Scenario**

**A recently qualified task force leader leaves the local area on assignment to a wildland fire incident. While on the incident the individual receives and begins a position task book for division/group supervisor. The task book is completed on that incident and the individual is then re-mobilized to another incident as a fully qualified division/group supervisor. The individual returns home and informs the unknowing local agency manager of their new qualifications.**

**Examine the partnerships, their functions, and discuss what you might change and why. Be sure to include in your discussion, the partnerships that relate to the items listed below.**

### **Task Book Initiation:**

Trainee and agency manager: It is the responsibility of the home unit to issue and initiate a position task book. The PMS 310-1 gives direction on the exceptions for this. If the position task book was improperly issued and initiated, previous agreements on the needs of the home unit and the desires of the individual might have ensured the proper initiation of the task book.

### **Position Certification:**

Trainee and the incident training specialist: Did the issuer of the position task book at the incident determine the intentions of the local agency for the employee.

Trainee and the evaluator: The guidance in the PMS 310-1 indicates that the evaluator has the responsibility only to recommend certification. Final certification is the responsibility of the home unit and the designated agency manager.

### **Responsible Actions of the Agency Manager:**

Agency manager and trainee: At this point the agency manager has the opportunity to define the partnership with the trainee by explaining their role in the initiation of position task books and individual certification. Together they could reevaluate the trainee's training plan and agree to goals that meet the agency's need as well as the individual.

The agency manager must also determine if the individual does in fact have the skills and knowledge to perform in this position for national mobilization purposes, considering all evaluation elements.

Finally the agency manager should take steps to insure that the integrity of the qualification is maintained.

**System Integrity:**

For all participants of the Wildland and Prescribed Fire Qualification System, the fastest method does not ensure that personnel are fully qualified to perform in a position. All subjective elements outlined in Section C., PMS 310-1, must be evaluated by the home unit before a determination for certification can be made.

# **MODULE 5**

## **INTERACTIONS AND PARTNERSHIPS**

### **Appendix B**

### **Module Evaluation**





