



# FEMA

POSITION TASK BOOK FOR THE POSITION OF  
**SEOC CHIEF OF PUBLIC INFORMATION AND  
EXTERNAL AFFAIRS**

Version: April 2025

Check the appropriate position type:

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

<b>POSITION TASK BOOK ASSIGNED TO:</b>
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
EMAIL:
<b>POSITION TASK BOOK INITIATED BY:</b>
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
EMAIL:
<b>POSITION TASK BOOK WAS INITIATED:</b>
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

<b>TRAINEE NAME:</b>
<b>TRAINEE POSITION:</b>
<b>Evaluation Record Number:</b>
<b>Evaluator's name:</b>
<b>Incident/office title and agency:</b>
<b>Evaluator's home jurisdiction address and phone:</b>
<b>Name and location of incident or simulation/exercise:</b>
<b>Incident kind:</b>
<b>Number and kind of resources:</b>
<b>Evaluation period:</b>
<b>Position type:</b>
<b>Recommendation:</b> 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.
<b>Additional recommendations/comments:</b>
<b>Date:</b>
<b>Evaluator's initials:</b>
<b>Evaluator's relevant qualification:</b>

## SEOC Chief of Public Information and External Affairs

### Task Categories:

Complete common coordination and accountability tasks associated with all positions within the EOC  
 Demonstrate an understanding of the responsibilities, authorities, policies, priorities, capabilities, constraints, and limitations of the organization/jurisdiction you represent

Demonstrate an understanding of a coordinated response with the IC, Unified Command, and EOC, and of the roles and responsibilities of all parties involved

Manage EOC efforts to regularly provide accurate information to the MAC Group/Policy Group and the public

Advise the MAC Group/Policy Group, EOC leadership, and other personnel on public information and warnings

Be proficient in the job, both technically and as a leader

Supervise staff to ensure understanding and accomplishment of duties and tasks

Coordinate to foster unity of effort

### **Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: <ul style="list-style-type: none"> <li>• Demonstrate general awareness of local risks and hazards.</li> </ul>	C, E, F, I, T		
2. Demonstrate understanding of your position's key duties, tasks, and responsibilities.	E, F, I, J, T		
3. Maintain a positive, professional, and calm demeanor to promote a positive work environment.	E, F, I		
4. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language.	E, F, I, J, T		
5. Comply with relevant health and safety requirements.	E, F, I		
6. Demonstrate understanding of EOC Continuity of Operations (COOP) plan, succession plan, emergency procedures, and safety guidelines.	C, E, F, I, T		
7. Participate in the EOC planning process.	E, F, I		
8. Participate in appropriate EOC meetings and briefings related to your assigned function.	E, F, I		
9. Follow general internal and external information flow processes: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of information management systems, such as incident management software.</li> </ul>	E, F, I, T		

**Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>10.</b> Manage essential elements of information (EEI) and critical information requests in accordance with processes and procedures: <ul style="list-style-type: none"> <li>● Follow EOC approval authorities.</li> <li>● Properly handle Personally Identifiable Information (PII) and sensitive information.</li> <li>● Provide proper documentation for recordkeeping and accountability.</li> <li>● Provide information for reports and in support of leadership decision-making.</li> </ul>	E, F, I		
<b>11.</b> Practice proper document management processes and procedures: <ul style="list-style-type: none"> <li>● File structures.</li> <li>● Naming conventions.</li> <li>● Archiving processes.</li> <li>● Position logs.</li> </ul>	E, F, I		
<b>12.</b> Follow processes for resource requests, prioritization, deployment, tracking, reassignment, and demobilization.	E, F, I		
<b>13.</b> Participate in the efficient transition of resources and processes from response to recovery.	E, F, I		
<b>14.</b> Transfer responsibilities upon completion of assignment: <ul style="list-style-type: none"> <li>● Transfer to replacement staff, recovery personnel, or other responsible party.</li> <li>● If necessary, shift responsibilities to non-disaster/day-to-day personnel.</li> </ul>	E, F, I		
<b>15.</b> Participate in EOC training and exercises.	E, F		
<b>16.</b> Participate in the after-action review and improvement planning process.	E, F, I, T		

**Task Category: Demonstrate an understanding of the responsibilities, authorities, policies, priorities, capabilities, constraints, and limitations of the organization/jurisdiction you represent**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>17.</b> Demonstrate knowledge of your organization's financial and legal regulations and general authorities.	E, F, I, J, T		
<b>18.</b> Demonstrate knowledge of the whole-community concept and of the impacted community's cultural and political sensitivities.	E, F, I, J, T		



**Task Category: Demonstrate an understanding of the responsibilities, authorities, policies, priorities, capabilities, constraints, and limitations of the organization/jurisdiction you represent**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
19. Demonstrate awareness of your organization's operational and resource capabilities.	E, F, I, J, T		
20. Provide guidance on strategic priorities and resource support to incident personnel and stakeholders.	E, F, I		
21. Request and participate in relevant meetings and briefings.	E, F, I		
22. Work with legal counsel and EOC leadership to ensure informed decision-making.	E, F, I		
23. Authorize protective measures for life and safety based on legal authorities. Examples may include but are not limited to the institution of curfews and evacuation requirements.	E, F, I		
24. Provide guidance and authorization for information sharing with external agencies and the public.	E, F, I		
25. Interact with external government contacts, including those at the local, state, tribal, territorial, and federal levels.	E, F, I		
26. Review and approve plans and procedures.	E, F, I		
27. Support the after-action review and improvement planning process.	E, F, I		

**Task Category: Demonstrate an understanding of a coordinated response with the IC, Unified Command, and EOC, and of the roles and responsibilities of all parties involved**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
28. Authorize external resource requests according to organizational authorities: <ul style="list-style-type: none"> <li>• Memorandums of Understanding (MOU).</li> <li>• Memorandums of Agreement (MOA).</li> <li>• Mutual aid agreements.</li> <li>• Declarations.</li> </ul>	E, F, I		
29. Understand the roles and relationships of the Policy Group, EOC, and other incident personnel.	E, F, I, T		
30. Demonstrate awareness of the impacted community: <ul style="list-style-type: none"> <li>• Rules and regulations.</li> <li>• Culture.</li> <li>• Demographics.</li> </ul>	E, F, I, J, T		
31. Participate in organizational training and exercises.	E, F, I, T		

**Task Category: Demonstrate an understanding of a coordinated response with the IC, Unified Command, and EOC, and of the roles and responsibilities of all parties involved**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
32. Help establish and communicate policy decisions.	E, F, I		
33. Monitor objectives, strategies, and tactics for the current operational period.	E, F, I		

**Task Category: Manage EOC efforts to regularly provide accurate information to the MAC Group/Policy Group and the public**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
34. Demonstrate working knowledge of traditional, community, and social media.	E, F, I, J, T		
35. Collect and validate information: <ul style="list-style-type: none"> <li>● Establish ways to collect information from the public.</li> <li>● Analyze all forms of media, including traditional and social media, for accuracy and critical communications needs.</li> <li>● Validate information, making it actionable.</li> <li>● Identify emerging trends and issues.</li> </ul>	E, F, I, J		
36. Coordinate with EOC situational awareness personnel for shared analysis of information.	E, F, I		
37. Handle Personally Identifiable Information (PII), Health Insurance Portability and Accountability Act (HIPAA) data, For Official Use Only (FOUO) information, Law Enforcement Sensitive (LES) information, regulated information, and other sensitive materials appropriately.	E, F, I, J		
38. Disseminate information using all forms of media, including social media and public alert and warning systems.	E, F, I		
39. Manage media relations: <ul style="list-style-type: none"> <li>● Establish and maintain lines of communication with the media.</li> <li>● Schedule interviews.</li> <li>● Create media briefing packets.</li> <li>● Organize and lead media visits.</li> </ul>	E, F, I		
40. Coordinate news conferences and public briefings: <ul style="list-style-type: none"> <li>● Prepare speakers.</li> <li>● Engage interpreters.</li> <li>● Follow up with media.</li> </ul>	E, F, I, J		
41. Coordinate VIP visits.	E, F, I		

**Task Category: Manage EOC efforts to regularly provide accurate information to the MAC Group/Policy Group and the public**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
42. Draft and obtain approvals for press releases, emergency announcements, educational flyers, safety tips, fact sheets, etc.	E, F, I, J		
43. Coordinate with internal and external stakeholders: <ul style="list-style-type: none"> <li>● Attend meetings as appropriate.</li> <li>● Ensure development of internal talking points.</li> </ul>	E, F, I		
44. Ensure messages are accessible to all, including those with limited English proficiency, disabilities, and access and functional needs: <ul style="list-style-type: none"> <li>● Ensure accessibility and engage reputable interpreters and translators.</li> </ul>	E, F, I, J		
45. Establish contact with other EOC organizations and other public affairs personnel: <ul style="list-style-type: none"> <li>● Establish information sharing priorities and processes.</li> </ul>	E, F, I		
46. Understand plans and procedures for Joint Information Center (JIC) and Joint Information System (JIS) operations: <ul style="list-style-type: none"> <li>● Manage the JIC/JIS, as appropriate.</li> <li>● Liaise with other JIC/JIS entities.</li> </ul>	E, F, I		

**Task Category: Advise the MAC Group/Policy Group, EOC leadership, and other personnel on public information and warnings**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
47. Advise the MAC Group/Policy Group, EOC leadership, and other personnel on potential issues and suggest means of addressing issues and managing public expectations: <ul style="list-style-type: none"> <li>● Provide guidance on risk communication and how best to communicate through the media.</li> </ul>	E, F, I		
48. Recommend activation of public alert and warning systems such as the Emergency Alert System (EAS) and the Wireless Emergency Alerts (WEA) system, as appropriate.	E, F, I		
49. Advise on establishing the JIC and JIS.	E, F, I		
50. Develop and implement a public information strategy: <ul style="list-style-type: none"> <li>● Collect information from EOC personnel to develop and refine the strategy.</li> </ul>	E, F, I		

**Task Category: Be proficient in the job, both technically and as a leader**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>51.</b> Exhibit principles of duty, respect, and integrity: <ul style="list-style-type: none"> <li>● Make sound and timely decisions.</li> <li>● Seek and accept responsibility for actions.</li> </ul>	E, F, I		
<b>52.</b> Demonstrate understanding of EOC and Policy Group roles, responsibilities, and authorities: <ul style="list-style-type: none"> <li>● Describe how this mission may change in a different organization, jurisdiction, or operating environment.</li> </ul>	E, F, I, J, T		
<b>53.</b> Demonstrate understanding of external sources of assistance: <ul style="list-style-type: none"> <li>● What resources could be available.</li> <li>● When they could become available.</li> <li>● How to acquire them.</li> <li>● Necessary approvals.</li> </ul>	E, F, I, J, T		
<b>54.</b> Communicate with leadership and Policy Group to facilitate and inform decision-making: <ul style="list-style-type: none"> <li>● Communicate options, considerations, and recommendations.</li> <li>● Keep subordinates informed.</li> </ul>	E, F, I		
<b>55.</b> Assist with development of strategies and tasks to support the goals and objectives of incident command or the EOC.	E, F, I		
<b>56.</b> Obtain relevant information to guide operational decisions.	E, F, I		
<b>57.</b> Guide personnel as they identify and address gaps in critical information.	E, F, I		
<b>58.</b> Establish metrics and benchmarks for program performance and monitor progress through completion.	E, F, I, J		
<b>59.</b> Monitor and manage stakeholder expectations: <ul style="list-style-type: none"> <li>● Communicate policy, process, and procedural changes.</li> </ul>	E, F, I		
<b>60.</b> Oversee ordering and organization of resources to achieve objectives: <ul style="list-style-type: none"> <li>● Understand constraints and limitations.</li> </ul>	E, F, I, J		
<b>61.</b> Continuously evaluate EOC processes, procedures, and priorities: <ul style="list-style-type: none"> <li>● Coordinate with performance improvement personnel.</li> </ul>	E, F, I, T		
<b>62.</b> Suggest ways to improve processes and procedures, and then help implement improvements: <ul style="list-style-type: none"> <li>● Facilitate conversations about process performance.</li> <li>● Assess processes.</li> <li>● Determine gaps.</li> <li>● Take steps for improvement.</li> </ul>	E, F, I		

**Task Category: Supervise staff to ensure understanding and accomplishment of duties and tasks**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
63. Use leadership styles appropriate to the situation.	E, F, I		
64. Establish and communicate processes and procedures.	E, F, I		
65. Assign tasks and clearly communicate expectations.	E, F, I		
66. Emphasize and foster teamwork.	E, F, I		
67. Manage conflict and coordinate problem-solving: <ul style="list-style-type: none"> <li>• Manage conflicting viewpoints.</li> <li>• Assess alternative courses of action.</li> <li>• Determine and communicate a way forward.</li> <li>• Ensure follow-through and escalate to appropriate level as necessary.</li> </ul>	E, F, I		
68. Prepare and discuss feedback with subordinates: <ul style="list-style-type: none"> <li>• Monitor performance and discuss task understanding.</li> <li>• Evaluate performance and complete personnel performance evaluations.</li> </ul>	E, F, I		
69. Support the health, safety, and welfare of assigned personnel: <ul style="list-style-type: none"> <li>• Direct operations based on health and safety considerations and guidelines.</li> <li>• Ensure that personnel follow safety guidelines appropriately.</li> <li>• Spot-check operations to ensure compliance with safety guidelines.</li> <li>• Make resources available to support health and safety of staff.</li> <li>• Monitor staff for signs of mental and physical fatigue.</li> </ul>	E, F, I		

**Task Category: Coordinate to foster unity of effort**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
70. Establish and maintain positive interpersonal and interorganizational working relationships.	E, F, I, J		
71. Demonstrate ability to influence others outside your chain of command.	E, F, I, J, T		
72. Ensure staff activities align with the EOC's operational rhythm.	E, F, I		
73. Ensure unity of effort by promoting continuous coordination and cooperation among all subordinates.	E, F, I		