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# Unit 9: Demobilization

INSTRUCTOR GUIDE

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**Objectives**

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By the end of this unit, students will be able to:

- Describe the demobilization process as it relates to the duties of the Liaison Officer
- Describe the Liaison Officer's responsibilities throughout the demobilization process
- Identify and list the information needed from Assisting and Cooperating Agencies before and during incident demobilization

**Methodology**

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This unit uses lecture, exercise, and discussion.

Content from this unit will be generally tested through discussion and the Final Exam, as the unit is meant to serve as an overview of the Liaison Officer's role and responsibilities regarding incident communications and work location. Specific responsibilities and duties of the position will be further covered and evaluated in-depth in subsequent unit presentations and the Final Exam.

The purpose of this unit's exercise is to provide students with an opportunity to identify the Liaison Officer's roles and responsibilities during the Demobilization Meeting.

### Time Plan

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A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Lesson	40 minutes
Exercise 5	20 minutes
<b>Total Time</b>	<b>1 hour</b>

### Reference Materials

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- Projector and other equipment as necessary for PowerPoint presentation
- Easel Pads
- Marking pens
- Blank ICS Form 211
- Blank ICS Forms 214 for the entire class
- All Hazards Liaison Officer Position Task Book (PTB)
- ICS 420-1 Field Operations Guide (FOG)
  - The FOG is optional and available from FIRESCOPE
- Handout 9-1: Train Derailment Scenario Demobilization Plan
- Course Expectation easel chart sheets created by students on the first day of the course
- A copy of the course final for all students

**Explain the Following Key Points**

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Announce unit and quickly move to next slide.

**Unit Terminal Objective**

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**Understand the Demobilization process as it relates to the duties of the Liaison Officer**

**Explain the Following Key Points**

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Introduce the unit objectives.

Explain the Unit Terminal Objective to the class. Remind students that the Final Exam questions are based on the Unit Enabling Objectives, which are in the Student Guide.

**Unit Terminal Objective**

Describe the demobilization process as it relates to the duties of the Liaison Officer.

**Unit Enabling Objective**

- Describe the Liaison Officer's responsibilities throughout the demobilization process
- Identify and list the information needed from Assisting and Cooperating agencies before and during incident demobilization

### Responsibilities During Demobilization

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- Maintain constant interaction with other IMT members
- Give input for release priorities for Assisting Agencies
- Ensure documentation for Assisting and Cooperating Agencies is complete and submitted before leaving the incident
- Sign-off tasks completed in the Position Task Book (PTB) for Liaison Officer Trainees
- Complete Performance Evaluations ICS Form 226 - Performance Evaluations on all Liaison Officer Assistants

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Visual 9-3

### Explain the Following Key Points

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Explain the basic responsibilities of the Liaison Officer during demobilization. Demobilization activities occur throughout the incident, and demobilization issues may be “Mission Critical.”

Remember that in mobilization, everyone may come in almost at once. Demobilization happens bit by bit over time.

Regarding documentation, Assisting Agencies will likely have good knowledge of the documentation for which they are responsible. Cooperating Agencies and Non-Governmental Organizations may know this, however, may need guidance. Remind them, if necessary, that the documentation the incident requires includes the things they’re doing for their home agency. Incident documentation must take place on the incident. Agencies may not take it home and send it back later.

The following are some of the responsibilities of a Liaison Officer during demobilization:

- Maintain constant interaction with other IMT members
- Give input for release priorities for assisting agencies:
  - Release priorities are incident specific:
    - Federal
    - Out of State

- State agency
- Local government
- Ensure documentation for Assisting and Cooperating Agencies is complete and submitted before leaving the incident:
  - Timesheets
  - ICS Form 214 – Activity Log
  - Any items that need to go into the incident file (e.g., cooperative agreements)
- Sign-off on tasks completed in the PTB for Liaison Officer Trainees:
  - Training Specialists can help with the PTB and evaluation process if the incident has many trainees (more than 20)
- Complete ICS Form 226 – Performance Evaluations on all Assistants:
  - Always do this based on their performance on the incident, not the Assistant's day job

**Topic** Personnel Performance Evaluation

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### Personnel Performance Evaluations

- As required by IMT or agency policy
- Two special target groups:
  - Trainees
  - Exceptional performers (exceptionally good or exceptionally poor)

Unit 9: Demobilization Visual 9-4

**Explain the Following Key Points**

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Performance evaluations are an extremely important part of the demobilization process, and are especially important for certain target groups. To be most effective, evaluations should be done in certain ways and have certain characteristics.

Some incidents may also include an ICS Form 230, Vendor Evaluation. The Liaison Officer may not be required to fill out this form, but he or she should be aware of it.

Remember that some people might have negative feelings or concerns about being evaluated by someone who isn't their day-to-day supervisor or isn't involved with their home agency.

They may fear that this evaluation might affect them at their agency. Be sensitive to this normal concern, and help them understand that it is an objective process for the good of incident response.

Try to keep the evaluation specific to ICS and hope that the agency realizes that poor performance on an incident means that the person assigned shouldn't be a Liaison Officer, not that it reflects on their day-to-day job performance at home. Make sure that evaluations receive the right time and attention and that they properly reflect that the Liaison Officer or Assistant Liaison Officer is or is not the right person for the job. Good evaluations at this stage help to determine a good fit.

Subordinate incident personnel performance evaluations should be completed as required by the IMT or agency policy.

Communicating expectations is critical to success. If you don't tell your IMT what you want done (performance) and the quality you expect (standards), don't be surprised when you don't get it. People will normally do their best, but may miss the mark if they don't know what's expected.

Model the expected behavior as a function of leadership. If you want an injury free incident operation, model safe practices. If you want a discrimination-free operation, be sensitive to all persons and do not tolerate unacceptable behavior. If you want good documentation keep a good log and check to make sure that other logs are being done.

The things you pay attention to will become the individual and team priorities.

There are two target groups that will need evaluation:

- Trainees
- Exceptional performers (exceptionally good or exceptionally poor)

If you desire evaluations or want everyone to get a performance appraisal, that needs to be stated at the beginning so supervisors can be prepared. Performance appraisals should focus on the PTB requirements. Using the checklist as the basis of appraisal makes it very objective.

**Topic** Personnel Performance Evaluations (cont.)

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**Personnel Performance Evaluations (cont.)**

- As required by IMT or agency policy
- Two special target groups:
  - Trainees
  - Exceptional performers (exceptionally good or exceptionally poor)

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**Explain the Following Key Points**

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Continue discussing characteristics of effective personnel performance evaluations.

Performance evaluations should include the following characteristics:

- Be candid and objective
- Emphasize results rather than processes
- Concentrate on situations, not people
- Emphasize the important issues
- Base evaluations on objectives and direction provided
- Finalize evaluations in a face-to-face exchange:
  - Complete performance evaluations before the individuals are released from the incident
  - Discuss performance evaluations with the individuals
  - Facilitate a process to deal with substandard performance or conduct
- Ensure evaluations are documented and distributed

**Topic** Evaluate Performance of Assigned Personnel

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**Evaluate Performance of Assigned Personnel**

- Evaluate individuals as required by agency policy
- Complete ICS Form 226 (Individual Performance Rating) or equivalent agency form
- Discuss with the individual



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Visual 9-6

**Explain the Following Key Points**

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Now that the class is familiar with the importance of evaluations and the characteristics of effective evaluations, explain the basic process by which the class should complete them.

**Suggested Question**

How is this different than normal evaluations?

**Potential Answer**

It is the same, with the exception that incident evaluations are only downward evaluations rather than 360 evaluations.

The following are steps to evaluating performance of assigned personnel.


- Evaluate individuals as required by agency policy
- Complete ICS Form 226 – Individual Performance Rating or equivalent agency form
  - ICS Form 225 – Incident Personnel Performance Rating may be used in the wildland context
  - Provide a copy of the rating to the individual
  - List training if needed or desired

- Discuss performances with individuals
- Maintain accuracy and fairness
- Submit signed form to Documentation Unit

**Exercise 5**

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**Demobilization Information**



**Handout 9-1: Train Derailment Scenario Demobilization Plan**

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Visual 9-7

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### Explain the Following Key Points

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Formally introduce Exercise 5 and read students the specific exercise objectives and directions from the Exercise 5 handout.

Allow 20 minutes for completion of exercise.

This will give participants an opportunity to learn about how a Demobilization Meeting might play out.

Divide the class into two groups, and instruct each group to list bullet points for an agenda for a Demobilization Meeting with their Assisting Agency AREPs.

At the conclusion of the exercise, distribute Handout 9-1: Train Derailment Scenario Demobilization Plan.

### Objectives Review

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1. *What information does the Liaison Officer need from assisting and cooperating agencies before and during incident demobilization?*
  
2. *What are the Liaison Officer's responsibilities throughout the demobilization process?*

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### Explain the Following Key Points

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Review the Enabling Objectives for this unit to ensure that the class has obtained the knowledge necessary to successfully meet the Unit Terminal Objective.

Pose the Unit Enabling Objectives as questions. Ask the group to give a brief example/short explanation to answer each question. Try to call on a different student for each objective.

This is not intended to be an inclusive discussion of all material covered in Unit 9, but rather a quick and engaging way to wrap up the unit, and reconnect the students to the material before completing the course.

Ask the students to write down the top three to five things they learned in this unit on their ICS Form 214 – Activity Log.

Leave the objective slide up so that students can think about what they learned in relation to the objectives.

At the end of the day, collect their ICS Forms 214. This will help identify what the students have learned and what areas may be especially important to highlight throughout the rest of the course.

This activity should be done at the end of each unit.

**Unit Terminal Objective**

Understand the Demobilization process as it relates to the duties of the Liaison Officer.

**Unit Enabling Objective**

- Describe the Liaison Officer's responsibilities throughout the demobilization process
- Identify and list the information needed from Assisting and Cooperating Agencies before and during incident demobilization

**Topic** Review of Course Expectations

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**Explain the Following Key Points**

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Conduct a review of the student's expectations about the course that they generated on the first morning of class. Post and refer to easel charts sheets if they have been saved. Make sure that either students' expectations have been satisfied or they know where they can go for further information and training.

The Final Exam slide follows this slide.



### Explain the Following Key Points

At this time, administer the Final Exam.

The Final Exam is closed-book and students should be given 1 hour in which to complete it.

After all students have completed the final or 1 hour has passed (whichever come first), review the final with the class by using the Instructor copy of the Final (contains answers) found in the Instructor Guide. Have students grade their own exams.

Students need to score at least a 70% or better to pass the Course Final. As the final is 25 points total, students need to score at least 18 points to pass.

Once all Course Finals have been corrected, collect them.

### End of Course