

# INCIDENT PERSONNEL PERFORMANCE RATING (ICS 225)

| THIS RATING IS TO BE USED <u>ONLY</u> FOR DETERMINING AN INDIVIDUAL'S PERFORMANCE ON AN INCIDENT/EVENT  |                          |   |  |   |                                |  |
|---|--------------------------|---|--|---|--------------------------------|--|
| <b>1. Name:</b>   |                          | <b>2. Incident Name:</b>  |  | <b>3. Incident Number:</b>  |                                |  |
| <b>4. Home Unit Name and Address:</b>   |                          |   | <b>5. Incident Agency and Address:</b> |   |                                |  |
| <b>6. Position Held on Incident:</b>  |                          | <b>7. Date(s) of Assignment:</b><br>From:                      To:  |  | <b>8. Incident Complexity Level:</b><br><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5  | <b>9. Incident Definition:</b> |  |
| 10. Evaluation  |                          |   |  |   |                                |  |
| Rating Factors  | N/A                      | 1 – Unacceptable  | 2                                      | 3 – Met Standards   | 4                              | 5 – Exceeded Expectations  |
| <b>11. Knowledge of the Job/ Professional Competence:</b><br>Ability to acquire, apply, and share technical and administrative knowledge and skills associated with description of duties. (Includes operational aspects such as marine safety, seamanship, airmanship, SAR, etc., as appropriate.) | <input type="checkbox"/> | Questionable competence and credibility. Operational or specialty expertise inadequate or lacking in key areas. Made little effort to grow professionally. Used knowledge as power against others or bluffed rather than acknowledging ignorance. Effectiveness reduced due to limited knowledge of own organizational role and customer needs. | <input type="checkbox"/>               | Competent and credible authority on specialty or operational issues. Acquired and applied excellent operational or specialty expertise for assigned duties. Showed professional growth through education, training, and professional reading. Shared knowledge and information with others clearly and simply. Understood own organizational role and customer needs. | <input type="checkbox"/>       | Superior expertise; advice and actions showed great breadth and depth of knowledge. Remarkable grasp of complex issues, concepts, and situations. Rapidly developed professional growth beyond expectations. Vigorously conveyed knowledge, directly resulting in increased workplace productivity. Insightful knowledge of own role, customer needs, and value of work.                             |
| <b>12. Ability To Obtain Performance/Results:</b><br>Quality, quantity, timeliness, and impact of work.   | <input type="checkbox"/> | Routine tasks accomplished with difficulty. Results often late or of poor quality. Work had a negative impact on department or unit. Maintained the status quo despite opportunities to improve.  | <input type="checkbox"/>               | Got the job done in all routine situations and in many unusual ones. Work was timely and of high quality; required same of subordinates. Results had a positive impact on IMT. Continuously improved services and organizational effectiveness.   | <input type="checkbox"/>       | Maintained optimal balance among quality, quantity, and timeliness of work. Quality of own and subordinates' work surpassed expectations. Results had a significant positive impact on the IMT. Established clearly effective systems of continuous improvement.   |
| <b>13. Planning/ Preparedness:</b><br>Ability to anticipate, determine goals, identify relevant information, set priorities and deadlines, and create a shared vision of the Incident Management Team (IMT).  | <input type="checkbox"/> | Got caught by the unexpected; appeared to be controlled by events. Set vague or unrealistic goals. Used unreasonable criteria to set priorities and deadlines. Rarely had plan of action. Failed to focus on relevant information.  | <input type="checkbox"/>               | Consistently prepared. Set high but realistic goals. Used sound criteria to set priorities and deadlines. Used quality tools and processes to develop action plans. Identified key information. Kept supervisors and stakeholders informed.   | <input type="checkbox"/>       | Exceptional preparation. Always looked beyond immediate events or problems. Skillfully balanced competing demands. Developed strategies with contingency plans. Assessed all aspects of problems, including underlying issues and impact.  |
| <b>14. Using Resources:</b><br>Ability to manage time, materials, information, money, and people (i.e., all IMT components as well as external publics).  | <input type="checkbox"/> | Concentrated on unproductive activities or often overlooked critical demands. Failed to use people productively. Did not follow up. Mismanaged information, money, or time. Used ineffective tools or left subordinates without means to accomplish tasks. Employed wasteful methods.   | <input type="checkbox"/>               | Effectively managed a variety of activities with available resources. Delegated, empowered, and followed up. Skilled time manager, budgeted own and subordinates' time productively. Ensured subordinates had adequate tools, materials, time, and direction. Cost conscious, sought ways to cut waste.   | <input type="checkbox"/>       | Unusually skilled at bringing scarce resources to bear on the most critical of competing demands. Optimized productivity through effective delegation, empowerment, and follow-up control. Found ways to systematically reduce cost, eliminate waste, and improve efficiency.  |
| <b>15. Adaptability/Attitude:</b><br>Ability to maintain a positive attitude and modify work methods and priorities in response to new information, changing conditions, political realities, or unexpected obstacles.  | <input type="checkbox"/> | Unable to gauge effectiveness of work, recognize political realities, or make adjustments when needed. Maintained a poor outlook. Overlooked or screened out new information. Ineffective in ambiguous, complex, or pressured situations.   | <input type="checkbox"/>               | Receptive to change, new information, and technology. Effectively used benchmarks to improve performance and service. Monitored progress and changed course as required. Maintained a positive approach. Effectively dealt with pressure and ambiguity. Facilitated smooth transitions. Adjusted direction to accommodate political realities.                        | <input type="checkbox"/>       | Rapidly assessed and confidently adjusted to changing conditions, political realities, new information, and technology. Very skilled at using and responding to measurement indicators. Championed organizational improvements. Effectively dealt with extremely complex situations. Turned pressure and ambiguity into constructive forces for change.  |
| <b>16. Communication Skills:</b><br>Ability to speak effectively and listen to understand. Ability to express facts and ideas clearly and convincingly.   | <input type="checkbox"/> | Unable to effectively articulate ideas and facts; lacked preparation, confidence, or logic. Used inappropriate language or rambled. Nervous or distracting mannerisms detracted from message. Failed to listen carefully or was too argumentative. Written material frequently unclear, verbose, or poorly organized. Seldom proofread.         | <input type="checkbox"/>               | Effectively expressed ideas and facts in individual and group situations; nonverbal actions consistent with spoken message. Communicated to people at all levels to ensure understanding. Listened carefully for intended message as well as spoken words. Written material clear, concise, and logically organized. Proofread conscientiously.                       | <input type="checkbox"/>       | Clearly articulated and promoted ideas before a wide range of audiences; accomplished speaker in both formal and extemporaneous situations. Adept at presenting complex or sensitive issues. Active listener; remarkable ability to listen with open mind and identify key issues. Clearly and persuasively expressed complex or controversial material, directly contributing to stated objectives. |

# INCIDENT PERSONNEL PERFORMANCE RATING (ICS 225)

|                 |                          |                            |
|-----------------|--------------------------|----------------------------|
| <b>1. Name:</b> | <b>2. Incident Name:</b> | <b>3. Incident Number:</b> |
|-----------------|--------------------------|----------------------------|

## 10. Evaluation

| Rating Factors  | N/A                      | 1 – Unacceptable  | 2                        | 3 – Met Standards  | 4                        | 5 – Exceeded Expectations  |
|---|--------------------------|---|--------------------------|--|--------------------------|--|
| <b>17. Ability To Work on a Team:</b><br>Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.  | <input type="checkbox"/> | Used teams ineffectively or at wrong times. Conflicts mismanaged or often left unresolved, resulting in decreased team effectiveness. Excluded team members from vital information. Stifled group discussions or did not contribute productively. Inhibited cross functional cooperation to the detriment of unit or service goals. | <input type="checkbox"/> | Skillfully used teams to increase unit effectiveness, quality, and service. Resolved or managed group conflict, enhanced cooperation, and involved team members in decision process. Valued team participation. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals. | <input type="checkbox"/> | Insightful use of teams raised unit productivity beyond expectations. Inspired high level of esprit de corps, even in difficult situations. Major contributor to team effort. Established relationships and networks across a broad range of people and groups, raising accomplishments of mutual goals to a remarkable level.                           |
| <b>18. Consideration for Personnel/Team Welfare:</b><br>Ability to consider and respond to others' personal needs, capabilities, and achievements; support for and application of worklife concepts and skills.       | <input type="checkbox"/> | Seldom recognized or responded to needs of people; left outside resources untapped despite apparent need. Ignorance of individuals' capabilities increased chance of failure. Seldom recognized or rewarded deserving subordinates or other IMT members.  | <input type="checkbox"/> | Cared for people. Recognized and responded to their needs; referred to outside resources as appropriate. Considered individuals' capabilities to maximize opportunities for success. Consistently recognized and rewarded deserving subordinates or other IMT members.   | <input type="checkbox"/> | Always accessible. Enhanced overall quality of life. Actively contributed to achieving balance among IMT requirements and professional and personal responsibilities. Strong advocate for subordinates; ensured appropriate and timely recognition, both formal and informal.  |
| <b>19. Directing Others:</b><br>Ability to influence or direct others in accomplishing tasks or missions.   | <input type="checkbox"/> | Showed difficulty in directing or influencing others. Low or unclear work standards reduced productivity. Failed to hold subordinates accountable for shoddy work or irresponsible actions. Unwilling to delegate authority to increase efficiency of task accomplishment.  | <input type="checkbox"/> | A leader who earned others' support and commitment. Set high work standards; clearly articulated job requirements, expectations, and measurement criteria; held subordinates accountable. When appropriate, delegated authority to those directly responsible for the task.  | <input type="checkbox"/> | An inspirational leader who motivated others to achieve results not normally attainable. Won people over rather than imposing will. Clearly articulated vision; empowered subordinates to set goals and objectives to accomplish tasks. Modified leadership style to best meet challenging situations.   |
| <b>20. Judgment/Decisions Under Stress:</b><br>Ability to make sound decisions and provide valid recommendations by using facts, experience, political acumen, common sense, risk assessment, and analytical thought. | <input type="checkbox"/> | Decisions often displayed poor analysis. Failed to make necessary decisions, or jumped to conclusions without considering facts, alternatives, and impact. Did not effectively weigh risk, cost, and time considerations. Unconcerned with political drivers on organization.   | <input type="checkbox"/> | Demonstrated analytical thought and common sense in making decisions. Used facts, data, and experience, and considered the impact of alternatives and political realities. Weighed risk, cost, and time considerations. Made sound decisions promptly with the best available information.                           | <input type="checkbox"/> | Combined keen analytical thought, an understanding of political processes, and insight to make appropriate decisions. Focused on the key issues and the most relevant information. Did the right thing at the right time. Actions indicated awareness of impact of decisions on others. Not afraid to take reasonable risks to achieve positive results. |
| <b>21. Initiative</b><br>Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.  | <input type="checkbox"/> | Postponed needed action. Implemented or supported improvements only when directed to do so. Showed little interest in career development. Feasible improvements in methods, services, or products went unexplored.  | <input type="checkbox"/> | Championed improvement through new ideas, methods, and practices. Anticipated problems and took prompt action to avoid or resolve them. Pursued productivity gains and enhanced mission performance by applying new ideas and methods.   | <input type="checkbox"/> | Aggressively sought out additional responsibility. A self-learner. Made worthwhile ideas and practices work when others might have given up. Extremely innovative. Optimized use of new ideas and methods to improve work processes and decisionmaking.  |
| <b>22. Physical Ability for the Job:</b><br>Ability to invest in the IMT's future by caring for the physical health and emotional well-being of self and others.  | <input type="checkbox"/> | Failed to meet minimum standards of sobriety. Tolerated or condoned others' alcohol abuse. Seldom considered subordinates' health and well-being. Unwilling or unable to recognize and manage stress despite apparent need.   | <input type="checkbox"/> | Committed to health and well-being of self and subordinates. Enhanced personal performance through activities supporting physical and emotional well-being. Recognized and managed stress effectively.   | <input type="checkbox"/> | Remarkable vitality, enthusiasm, alertness, and energy. Consistently contributed at high levels of activity. Optimized personal performance through involvement in activities that supported physical and emotional well-being. Monitored and helped others deal with stress and enhance health and well-being.  |
| <b>23. Adherence to Safety:</b><br>Ability to invest in the IMT's future by caring for the safety of self and others.   | <input type="checkbox"/> | Failed to adequately identify and protect personnel from safety hazards.  | <input type="checkbox"/> | Ensured that safe operating procedures were followed.  | <input type="checkbox"/> | Demonstrated a significant commitment toward safety of personnel.  |

**24. Remarks:** \_\_\_\_\_

**25. Rated Individual** (This rating has been discussed with me):

Signature: \_\_\_\_\_ Date/Time: \_\_\_\_\_

**26. Rated by:** Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Home Unit: \_\_\_\_\_ Position Held on This Incident: \_\_\_\_\_

**ICS 225** \_\_\_\_\_ Date/Time: \_\_\_\_\_

## ICS 225 Incident Personnel Performance Rating

**Purpose.** The Incident Personnel Performance Rating (ICS 225) gives supervisors the opportunity to evaluate subordinates on incident assignments. THIS RATING IS TO BE USED ONLY FOR DETERMINING AN INDIVIDUAL'S PERFORMANCE ON AN INCIDENT/EVENT.

**Preparation.** The ICS 225 is normally prepared by the supervisor for each subordinate, using the evaluation standard given in the form. The ICS 225 will be reviewed with the subordinate, who will sign at the bottom. It will be delivered to the Planning Section before the rater leaves the incident

**Distribution.** The ICS 225 is provided to the Planning Section Chief before the rater leaves the incident.

### Notes:

- Use a blank ICS 225 for each individual.
- Additional pages can be added based on individual need.

| Block Number | Block Title   | Instructions   |
|--------------|---|--|
| 1            | <b>Name</b>   | Enter the name of the individual being rated.  |
| 2            | <b>Incident Name</b>  | Enter the name assigned to the incident.   |
| 3            | <b>Incident Number</b>  | Enter the number assigned to the incident.   |
| 4            | <b>Home Unit Address</b>  | Enter the physical address of the home unit for the individual being rated.  |
| 5            | <b>Incident Agency and Address</b>  | Enter the name and address of the authority having jurisdiction for the incident.  |
| 6            | <b>Position Held on Incident</b>  | Enter the position held (e.g., Resources Unit Leader, Safety Officer, etc.) by the individual being rated.   |
| 7            | <b>Date(s) of Assignment</b> <ul style="list-style-type: none"> <li>• From</li> <li>• To</li> </ul>   | Enter the date(s) (month/day/year) the individual was assigned to the incident.  |
| 8            | <b>Incident Complexity Level</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> 4</li> <li><input type="checkbox"/> 5</li> </ul> | Indicate the level of complexity for the incident.   |
| 9            | <b>Incident Definition</b>  | Enter a general definition of the incident in this block. This may be a general incident category or kind description, such as "tornado," "wildfire," "bridge collapse," "civil unrest," "parade," "vehicle fire," "mass casualty," etc. |
| 10           | <b>Evaluation</b>   | Enter "X" under the appropriate column indicating the individual's level of performance for each duty listed.  |
|              | N/A   | The duty did not apply to this incident.   |
|              | 1 – Unacceptable  | Does not meet minimum requirements of the individual element. Deficiencies/Improvements needed must be identified in Remarks.  |
|              | 2 – Needs Improvement   | Meets some or most of the requirements of the individual element. IDENTIFY IMPROVEMENT NEEDED IN REMARKS.  |
|              | 3 – Met Standards   | Satisfactory. Employee meets all requirements of the individual element.   |

| Block Number | Block Title   | Instructions   |
|--------------|---|--|
|              | 4 – Fully Successful  | Employee meets all requirements and exceeds one or several of the requirements of the individual element.  |
| 10           | 5 – Exceeded Expectations   | Superior. Employee consistently exceeds the performance requirements.  |
| 11           | <b>Knowledge of the Job/ Professional Competence:</b>   | Ability to acquire, apply, and share technical and administrative knowledge and skills associated with description of duties. (Includes operational aspects such as marine safety, seamanship, airmanship, SAR, etc., as appropriate.) |
| 12           | <b>Ability To Obtain Performance/Results:</b>   | Quality, quantity, timeliness, and impact of work.   |
| 13           | <b>Planning/Preparedness:</b>   | Ability to anticipate, determine goals, identify relevant information, set priorities and deadlines, and create a shared vision of the Incident Management Team (IMT).   |
| 14           | <b>Using Resources:</b>   | Ability to manage time, materials, information, money, and people (i.e., all IMT components as well as external publics).  |
| 15           | <b>Adaptability/Attitude:</b>   | Ability to maintain a positive attitude and modify work methods and priorities in response to new information, changing conditions, political realities, or unexpected obstacles.  |
| 16           | <b>Communication Skills:</b>  | Ability to speak effectively and listen to understand. Ability to express facts and ideas clearly and convincingly.  |
| 17           | <b>Ability To Work on a Team:</b>   | Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.  |
| 18           | <b>Consideration for Personnel/Team Welfare:</b>  | Ability to consider and respond to others' personal needs, capabilities, and achievements; support for and application of worklife concepts and skills.  |
| 19           | <b>Directing Others:</b>  | Ability to influence or direct others in accomplishing tasks or missions.  |
| 20           | <b>Judgment/Decisions Under Stress:</b>   | Ability to make sound decisions and provide valid recommendations by using facts, experience, political acumen, common sense, risk assessment, and analytical thought.   |
| 21           | <b>Initiative</b>   | Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.  |
| 22           | <b>Physical Ability for the Job:</b>  | Ability to invest in the IMT's future by caring for the physical health and emotional well-being of self and others.   |
| 23           | <b>Adherence to Safety:</b>   | Ability to invest in the IMT's future by caring for the safety of self and others.   |
| 24           | <b>Remarks</b>  | Enter specific information on why the individual received performance levels.  |
| 25           | <b>Rated Individual</b> (This rating has been discussed with me) <ul style="list-style-type: none"> <li>• Signature</li> <li>• Date/Time</li> </ul>                               | Enter the signature of the individual being rated. Enter the date (month/day/year) and the time (24-hour clock) signed.  |
| 26           | <b>Rated by</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Signature</li> <li>• Home Unit</li> <li>• Position Held on This Incident</li> <li>• Date/Time</li> </ul> | Enter the name, signature, home unit, and position held on the incident of the person preparing the form and rating the individual. Enter the date (month/day/year) and the time (24-hour clock) prepared.                             |