Central Oregon Ecological Fire Training Exchange



May 14-21, 2015 – Deschutes National Forest- Bend, Oregon

**Review of roles and responsibilities of TREX participants:**

Training Exchanges achieve multiple objectives including the completion of burns, focus on training and learning, and improving the public’s perception of controlled burning. When managing multiple objectives there is a constant balance that has to occur, and balancing these objectives creates stress and it creates hazards. The following short list of best practices will help us accomplish our multiple objectives while getting along.

All participants should:

* **Demonstrate the utmost respect** for others, yourselves and the agencies and organizations you represent.
  + You will be tired, bored, excited, enthralled and frustrated. Don’t let the shifts in day to day action cause you to be rude, indifferent or unprofessional. You will get out what you put in. If you strive to partner, understand your colleagues and gain a variety of knowledge everyday- you will.
* **Maintain a learning and sharing attitude**. Accept and expect to learn from others who have different experiences and backgrounds than you. Expect to have some of you assumptions and beliefs challenged.
* **Evaluators and trainees** need to follow the expectations established in Wildland Fire Qualification System Guide, PMS 310-1. Including the individual responsibilities of the Trainee and the Evaluator.
* **Keep cleaning the whole time** you’re here. It is very easy for shared living arrangements in lodges, vehicles and conference rooms to become cluttered and uninviting. Everyone is away from home, we’ll be working long shifts and we need to have comfortable accommodations- and that means keeping it clean and helping out around you. Thanks!
* **Be prepared to serve in both leadership and followership positions**. Our Burn Boss trainees and Single Resource Bosses will be serving in basic firefighter roles working for a Firefighter Type One trainee who is being evaluated. It will be very important that those firefighters working for the trainee are being good followers.
* **When in charge--take charge.** Participants will be rotating through positions on the module and it will be imperative that module members know who is in charge as that changes from day to day.
* **Fire readiness is absolutely critical**. This means water, lunch, tool, vehicle, crew and more!
* **Establish and practice communications**. Within each module develop and learn one others names, the names of you trucks and equipment, learn the proper names and channels of our frequencies, roads, rivers and burn units.
* **Write your briefings before you deliver them**. FFT1s, SRBs, Burn Bosses, all need to prepare briefings before giving them.
* **Use your unit logs** to document your observations, discussions, After Action Reviews, daily activities and important times.
* **Keep your supervisor informed** of any changes in your situation, status or location.
* **Be prompt.** We will be working long days and it will be imperative that we the whole group does not have to wait on a few individuals.

Special instructions for leaders in charge- (this could be the Firefighter Type One, the Engine Boss, Module Leader or the Burn Boss.)

* **Know who is assigned to you** at all times. Be diligent about maintaining accurate firefighter accountability.
* **Know the mission** and time frames. Know where your assigned firefighters are.
* **Communicate up and down the chain of command.** For example, if you are not going to finish your assigned task on time be sure to let your supervisor know.

The following list of duties is taken from the Wildland Fire Qualification System Guide, PMS 310-1

Responsibility of Evaluators and Trainees

It is the responsibility of the Trainee to:

* Review and understand the instructions in the PTB.
* Meet with the Evaluator and/or Coach and identify desired goals and objectives for an assignment.
* Ensure readiness to perform the tasks of the position before undertaking a position performance assignment. This includes acquiring the knowledge and skills needed to perform the job tasks. On-the-job training assignments may assist in acquiring knowledge and skills.
* Provide background information (training and experience) to the Evaluator and/or Coach.
* Complete the PTB within the 3-year time limit. If the PTB is not completed in 3 years from the date of the PTB initiation (or first task being evaluated), the PTB will no longer be valid. A new PTB may be initiated, but all current qualification standards will then apply.
* Ensure an Evaluator completes the Evaluation Record, initials completed tasks, and enters a number in the Evaluation Record # column.
* Provide a copy of the completed PTB to the home unit/agency.
* Retain the original PTB. This is extremely important, as the PTB is the only record of task performance. A lost or destroyed PTB may require additional position performance assignments.
* Successfully complete any required training before being recommended for certification by a Final Evaluator.
* Provide proof of qualifications on an incident.

It is the responsibility of the Evaluator to:

* Be qualified in the position being evaluated or supervise the Trainee. If the Evaluator supervises the Trainee, but is not qualified in the position, the Evaluator can sign off on tasks, but cannot function as the Final Evaluator.
* Meet with the Trainee and determine past experience and training, current qualifications, desired goals and objectives of the assignment.
* Review the tasks in the PTB with the Trainee and explain the procedures that will be used in the evaluation and the objectives that should be met during the assignment.
* Reach agreement with the Trainee on the specific tasks that can be performed and evaluated during the assignment.
* Accurately evaluate and record the demonstrated performance of tasks. This is the Evaluator’s most important responsibility; it provides for the integrity of the performance based qualification system.
* Complete the appropriate Evaluation Record in the back of the PTB. If more than one position performance assignment is necessary, the Evaluator will complete an Evaluation Record for each assignment.

More helpful tips to improve the evaluator/trainee relationship (not from PMS 310-1)

* + Honest, open communication
  + Treat each person with respect
  + Give freedom for trainee to establish authority and fully perform in role
  + Close oversight to intervene before a safety hazard
  + Reciprocal openness to learn from the trainee/training experience
  + Discuss/understand trainee’s strengths, weakness, and training expectations/goals
  + Responsible for firm understanding of and teaching textbook/IRPG/NWCG fundamentals
  + Seek understanding of why a trainee is performing a task a certain way