

| | | | |
|--|---|------------------------------|--|
| Archer Company Comprehensive Position Questionnaire | | <i>For Official Use Only</i> | |
| Name (Last, First): Loyd, Brooke | | | |
| Current Classification / Job Title: Emergency Management Chief Deputy Director | | | |
| Work Assignment: Emergency Management Chief Deputy Director | | | |
| Department: Emergency Management Agency | | | |
| Division: Emergency Management Agency | Time with Organization: Years 1 Months 8 | | |
| Work Location: 2200 N Seminary Ave, Woodstock, IL | Time in Current Position: Years 1 Months 8 | | |
| Work Phone: (815) 338-6400 | Pay Rate: <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Hourly \$ | | |
| Work Email: bxloyd@mchenrycountyil.gov | Hours Per Week: 37.5 | | |

| |
|--|
| 1. Purpose of your Position |
| Under general supervision of the Director of Emergency Management; independently performs work of considerable difficulty and complexity to ensure efficient and effective management of the McHenry County Emergency Management Agency and the various county-wide emergency management efforts related to mitigation, prevention, preparedness, response, and recovery. Assumes the responsibilities of the Director when that person is unavailable or incapacitated. |

| | | | |
|--|---|----------------------|---|
| 2. Reporting Relationships | | | |
| Immediate Supervisor: | David Christensen | Title: | Director |
| His/Her Supervisor: | Scott Hartman | Title: | Deputy County Administrator |
| 3 rd Level of Supervision: | Peter Austin | Title: | County Administrator |
| Employees who Report to You | | | What authority do you have over employees you supervise (or co-workers that you lead)? |
| Name: | Title: | # He/She Supervises: | |
| Eric Gaynor | EMA Planner | 0 | <input checked="" type="checkbox"/> Instructing / Training <input checked="" type="checkbox"/> Assigning / Reviewing work <input checked="" type="checkbox"/> Coordinating activities of team <input checked="" type="checkbox"/> Acting on employee problems <input checked="" type="checkbox"/> Recommend Disciplinary Action <input checked="" type="checkbox"/> Disciplining <input checked="" type="checkbox"/> Evaluating Performance |
| TBD | Resiliency Specialist (Proposed) | 0 | |
| 3 Volunteer Deputy Directors | Emergency Services Volunteer Deputy Director(s) | 50 | |
| Sarah Bowen | Intern | 0 | |
| Total # of Employees Supervised: | 6 | | |
| Others: <input checked="" type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Interns <input type="checkbox"/> Inmates <input type="checkbox"/> Community Service Workers | | | List other employees who work closely with you and do the same type of work: N/A |

3. Essential Functions

| Describe the 5-7 most important functions that you perform – most job tasks can be grouped into 5-7 main functions. Please list functions in order of importance. | | % of Time |
|--|--|-----------|
| Function 1 | Decision Making | 15 |
| Function 2 | Strategic Planning | 15 |
| Function 3 | Data Analysis | 15 |
| Function 4 | Networking | 10 |
| Function 5 | Tactical Planning – the process of breaking down a strategic plan into smaller, actionable steps to achieve a larger goal; the timely action(s) an individual or organization should take in response to a specific situation. | 15 |
| Function 6 | Policy Development | 15 |
| Function 7 | Public Speaking & Presentations | 15 |

4. Duties & Responsibilities

| For each essential function identified above, please describe the specific job duties (tasks) and responsibilities that you perform in order to carry out the function. In the column to the right, list how frequently you perform each duty and responsibility using “A” for annually, “M” for monthly, “W” for weekly, and “D” for daily. List only those duties and responsibilities you personally perform. You may use additional pages if needed. <i>It may be helpful to itemize tasks with bullets.</i> | Frequency |
|--|-----------|
| <p>Function 1:</p> <p>Plans and directs emergency management programs, procedures and activities for McHenry County Government, EMA, and local partners, often by identifying and selecting the best course of action from various alternatives that will directly impact the direction and overall success of that department/organization while also providing the best outcome for all who live and work in McHenry County.</p> | D |
| <p>Function 2:</p> <p>Collaborates with other government, private and non-profit community partners in order to effectively coordinate countywide emergency mitigation, preparedness, response and recovery activities, and to ensure activities/efforts are properly aligned with a common vision of community resilience</p> | D |
| <p>Function 3:</p> <p>Collects and examines large amounts of information / historical data / demographic information / geographic data from various sources to identify patterns, trends, and vulnerabilities- used to inform decision-making, improve preparedness strategies, optimize response efforts in a crisis, predict potential disaster areas, and allocate resources effectively.</p> | W |
| <p>Function 4:</p> <p>Establish and maintain strong working relationships with internal (county) and external stakeholders (local jurisdictions and public/private organizations) using clear and timely communication of plans, initiatives, and programs so to work collaboratively towards a common goal.</p> | W |

4. Duties & Responsibilities

| | |
|--|---|
| <p>Function 5: Helps with overseeing the planning, coordination, maintenance, and deployment of all EMA resources (equipment and personnel).</p> | M |
| <p>Function 6: Provides subject matter guidance and direction when emergency plans, programs, and procedures are being developed/updated (such as coordinating EMA's efforts to maintain accreditation with the state); often such efforts/strategies need to be flexible/allow for a certain amount of adaptability, yet they should still adhere to the use of SMART objectives so to provide clarity, consistency, and ensure accountability (such as when responding to an emergency).</p> | D |
| <p>Function 7: Communicates/presents comprehensive and detailed information on a number of issues that pertain to emergency management and to a wide variety of stakeholders, including the public. Examples include proactively identifying, assessing, and reducing potential risks/threats that could result in mass casualty incidents/significantly impact operations, financial stability, or negatively impact the reputation of local government/stakeholders if improperly handled.</p> | M |

5. Planning & Scheduling

Check the planning/scheduling time frames that are typically required in the performance of your work. Give specific examples of the type of planning required of your position.

| <i>Time Frame (Check the Box)</i> | <i>Examples of Work</i> |
|---|---|
| <input checked="" type="checkbox"/> One Day: | Listen to voicemails and check personal and EMA (shared) email accounts and calendars (for correspondence and last-minute meetings that may have/need to be scheduled). Review daily Hazardous Weather Outlook to identify immediate action(s), if any, should be taken (i.e., notify others, issue alerts/warnings, stage equipment, etc.). Verify certain equipment is operating correctly, such as two-tone detect (a radio-receiver for 911 calls issued to EMA and Emergency Services Volunteers) and digital status boards (screens located in various government buildings, used for providing situational awareness). |
| <input checked="" type="checkbox"/> One week: | Prioritize and address various projects/tasks that require immediate maintenance (such as equipment) or completion (email reminders, final editing and printing of materials, presentation preparation, etc.). Starcom net preparation and summary. Ensure volunteers are coordinated and equipment is ready for deployment. Monthly partner meetings: McHenry County Chiefs of Police, Mutual Aid Box Alarm System (Fire) Division 5, Metro Counties meeting. |
| <input checked="" type="checkbox"/> One month: | |
| <input checked="" type="checkbox"/> Two to three months: | Safety Committee, Illinois Emergency Management Agency Region 3 Tabletop, Functional and Full-scale exercise development. |
| <input checked="" type="checkbox"/> Four to six months: | |
| <input checked="" type="checkbox"/> Seven to eleven months: | To address and resolve complex issues related to plans, equipment, and local capabilities of all. To strategically develop long-term plans and initiatives that require multiple trainings and exercises so to gradually build upon the fundamental elements/processes and progressively add more complex procedures (using the building block approach) and to develop and expand the capabilities of participants, facilities, and equipment. |
| <input checked="" type="checkbox"/> One to two years: | |
| <input checked="" type="checkbox"/> Three to five years: | Update/maintain the Natural Hazard Mitigation Plan to account for climate changes, land usage and spaces that were previously considered less desirable and have altered the topography of our landscape. |
| <input checked="" type="checkbox"/> Over five years: | |

6. Financial Accountability

| | |
|--|--|
| <p>Direct Budget / Expenditure Authority:</p> <p>Salaries & Wages: \$ 250,000.00 Materials & Supplies: \$ 15,000.00 Equipment: \$ 15,000.00 Outside Services: \$ 56,000.00 Other: \$ 25,000.00</p> | <p>Other financial responsibilities that are part of your position:</p> <p><input checked="" type="checkbox"/> Develop and defend department budget <input checked="" type="checkbox"/> Make recommendations regarding department budget request <input type="checkbox"/> Directly responsible for monitoring and overseeing expenditures <input type="checkbox"/> Monitor expenditures and alerting manager when a certain threshold is reached. <input checked="" type="checkbox"/> Use of Petty Cash or Credit Card: \$</p> |
|--|--|

| | | |
|---------------|---------------|---|
| Total: | \$ 361,000.00 | <input type="checkbox"/> Handle cash or other forms of money / payments: \$ _____ per _____ |
|---------------|---------------|---|

7. Data & Information Utilization

Reports & Documents you RECEIVE & REVIEW: (Examples: vehicle maintenance reports, billing invoices, personal checks, patient records, insurance forms, attendance records, drafts of letters, time sheets, architectural drawings, electrical diagrams, diagnostic reports, etc.) **Beside each item you list, briefly describe the purpose or reason for which you receive it. Then briefly state what you do with it and/or the data/information contained in it after you receive it.** (Examples: transcribe, type, copy, record, edit, analyze, file, calculate, make recommendations, and make decisions, etc.)

| Type of Record/Report, Chart, Etc. | Purpose or Reason for Receiving It | What You Do With It |
|--|---|--|
| Statewide Terrorism Intelligence Center / Homeland Security Information Network Alerts | Situational Awareness | Analyze, validate, distribute, and take preemptive action(s) when necessary |
| Emergency Action Plans (Incident Action Plans (IAPs) & Temporary Use Permits | Situational Awareness | Review, analyze, notify, advise, and take pre-emptive action |
| County Safety Plans / Policies | Emergency Management operations (core function) | Review, make recommendations, analyze, file |
| School Emergency Plans | Review per state law | Review, provide recommendations, analyze, and document/file in the event of an emergency |
| FOIA's | Departmental FOIA Officer | Ensure compliance to disclosure |
| After Action Reports | Emergency Management operations (core function) | Review, analyze, seize information/strategies that can be incorporated elsewhere and consolidate |
| Notice of Funding Opportunities (NOFOs) and Notice of Intent (NOIs) | To submit grant application projects and assist agencies in the grant application process | Analyze, validate, review, make recommendations for improvement |
| Weather Briefings / Hazardous Weather Outlook | Information sharing and awareness | Review, analyze, notify, take pre-emptive actions. |

Reports & Documents you PREPARE: (Examples: billing statements, production reports, vehicle maintenance reports, patient records, flow charts/diagrams, laboratory reports, statistical analyses, payroll checks, performance appraisals, diagnostic reports, annual reports, purchase orders, etc.) **Beside each item you list, briefly describe the purpose for which you prepare it. Then briefly state what you do with it after you prepare it.** (Examples: make copy, mail, transmit, file, collate, publish, make presentation, discuss it with supervisor, etc.)

| Type of Record/Report, Chart, Etc. | Purpose or Reason for Preparing It | What You Do With It |
|--|---|---|
| Situation Report (formal to state) | To provide situational awareness, status updates, clarify objectives, and communicate lines of authority. | Share with appropriate personnel |
| Disaster/emergency status reports (local stakeholders/partners) | To provide situational awareness, status updates, clarify objectives, and communicate lines of authority. | Develop/update, analyze, approve, disseminate, and file. |
| Emergency Action Plans (EAPs) and Incident Action Plans (IAPs) | To communicate the appropriate actions taken in response to a particular disaster type, to convey potential hazards, to clarify roles and responsibilities, objectives, and available resources, and to provide information related to communications (methods, personnel), etc.. | Develop, edit, analyze, approve, and distribute. |
| Monthly meeting agendas and presentation | Disseminate and conduct monthly meetings with Emergency Services Volunteers | Develop, disseminate, and conduct monthly meetings. |
| Local Emergency Planning Committee (LEPC) meeting agenda and presentations | To coordinate, inform, disseminate, and conduct Local Emergency Planning Committee (LEPC) | Develop, disseminate, and conduct quarterly meetings |
| Preparedness/briefing Presentations | To clarify and disseminate comprehensive and detailed information regarding emergency efforts and to educate various stakeholders, including the public | Develop, present and deliver to appropriate audiences (County employees, public safety officials, local jurisdictions, school districts, private partners, non-governmental |

| | | |
|---|--|---|
| | | organizations (NGOs), community groups, members of the public, etc.). |
| After Action Reporting (AARs)/Improvement Plans (IPs) | To analyze objectives, capture lessons learned, identify and document areas of improvement, assign persons/parties responsibility for addressing a particular action item identified | Maintain, update, and validate |
| Natural Hazard Mitigation Plan Review | Grant requirement | Prepare and distribute |
| Intel Briefings | Receipt of info from FBI, DHS, or other authority | Distribute to proper authority |

8. Interaction with Others (Customers, General Public, Co-Workers, Etc.)

List those people or groups with whom you must communicate in the performance of your work. (Examples: customers, patients, clients, students, trainees, immediate supervisors, counselors, subordinates, supervisors in other departments, consultants, sales representatives, etc.) **Beside each person or group you list, state the purpose for which you interact and/or communicate.** (Examples: give directions, advise, counsel, discipline, examine, receive advice, receive directions, administer medicine, negotiate, influence, interview, instruct, present, assist, sell, accept payments, etc.)

| Person / Group With Whom You Interact | Purpose for Communication / Interaction |
|--|---|
| County Departments | Essential partner. Routinely works with the Sheriff's Office, MCDOT, MCDH, P&D, and GIS on various plans and projects (i.e., emergency operations plan, continuity of operations plan, and a host of efforts taken before, during, and after an emergency). |
| Local Public Officials | Essential partner. Provides comprehensive and detailed information/data, facilitates and delivers trainings and exercises, supports mutual planning, response, and recovery efforts. |
| Illinois Emergency Services Management Association | Active member. Supports, participates in, and contributes to endeavors that enhance state and local emergency management capabilities and advancements in the field. |
| Statewide Terrorism Task Force | Active member. Supports and contributes to situational awareness. Takes appropriate action to mitigate, prevent, prepare for, respond to, and recover from acts of terrorism. |
| Region IX Medical Preparedness Committee | Active member. Contributes by sharing information, planning events, facilitating/delivering trainings and exercises that enhance advanced life support. |
| McHenry County Police Chiefs | Active member. Supports local law enforcement officials and their efforts as an essential partner (situational awareness, collaborative efforts prior to, during, and after emergencies). |
| McHenry County Fire Chiefs | Active member. Supports local fire officials and their efforts as an essential partner (situational awareness, collaborative efforts prior to, during, and after emergencies). |
| Emergency Services Volunteers | Leader. Provides direction and guidance, sets goals and priorities, delegates assignments, and oversees operations in advance of, during, and in response to a variety of incidents/events. Presides over meetings, delivers trainings and exercises, monitors their performance, and resolves issues (organization and personnel). |
| Local Emergency Planning Committee | Leader and active member. Presides over meetings, establishes agendas, offers leadership and guidance on local planning/response efforts with respect to hazardous materials. |
| Illinois Emergency Management Agency | Essential partner. Supports situational awareness and collaborative emergency management efforts. Schedules and participates in trainings and exercises, contributes to efforts/activities that enhance state and local emergency management capabilities. Submits various plans, reports on behalf of McHenry County. possible grant funding |
| Media | Essential partner. To educate and disseminate timely, accurate information and warnings to the public; particularly in relation to potential hazards, necessary protective actions, ongoing response/recovery efforts, and available assistance. |
| School Districts and individual Schools | Essential Partner. To share information, guide/support the development of emergency plans, to facilitate/participate in trainings and exercises, to provide emergency support in an emergency (personnel/equipment). |
| Harvard Mercy Hospital | Partner and active Preparedness Committee member. To support situational awareness and collaborative efforts in advance of, during, and in response to local emergencies. |
| McHenry County Coordinating Council | Active member. Helps with the facilitation of meetings and coordination of mitigation, response, and recovery plans and efforts. |
| Salvation Army | Partner. haring information, planning events, training opportunities, training |

| | |
|---|---|
| American Red Cross | Partner. haring information, planning events, training opportunities, training |
| Metro County Coordinators | Active member (essential partners). Regional coordination, possible grant funding |
| McHenry County Public Information Network | Active member (essential partners). To educate and disseminate timely, accurate information and warnings; particularly in relation to trainings and exercises, potential hazards, necessary protective actions, and EMA's ongoing efforts and available assistance. |

9. Equipment Utilization

List below the type(s) of machinery, equipment, and/or tools that you use or service in the performance of your work. (Examples: personal computer, computer terminal, vehicle, tractor, dump truck, air conditioner, dialysis machine, drill press, offset press, etc.) Beside each machine or piece of equipment you list, describe the purpose for which you use or service it. Then briefly specify what you do with it. (Examples: operate it, repair it, maintain it, etc.)

| Type of Machinery / Equipment | Purpose for Which You Use or Service It | What You Do With It |
|-------------------------------|--|---|
| 2-Way radio equipment | Communication locally and statewide | Communicate critical information with partner agencies (first responders) |
| Vehicles (Van, Trucks, etc.) | Moving trailers/generators | Support emergency/disaster and events |
| Trailers | Command and support trailers needed/requested at special events or on-site in response to an emergency | Support emergency/disaster and events |
| Generators (5kw, 60kw, 100kw) | Supply back-up power | Support emergency/disaster and events |
| ATV/UTV | All-terrain vehicles needed/requested at special events or on-site in response to an emergency | Search for missing persons |
| Digital cameras, GPS | Disaster situations | Disaster documentation |
| Video conference equipment | Disaster situations, exercise | Communicate virtually |

Do you use a computer for work? Yes No Do you have a computer assigned to you? Yes No

10. Computer Software Utilization

Listed below are some common reasons for using software. Next to each reason that applies to your work, list the type(s) of computer software you use. (Examples: Word, Excel, Microsoft Access, .Net, HRIS, GIS, Accounting System, etc.) **Beside each type of software program you list, briefly describe the specific purpose(s) for which you use it.** (Examples: prepare letters and memoranda, design spreadsheets, design databases, enter data into accounting system, etc.)

| Reason for Using Software | Type of Computer Software | Specific Purpose For Use |
|-------------------------------------|---|---|
| Word processing: | Microsoft Office (Word, Access, Excel, PowerPoint), Adobe Acrobat Pro, Kofax Power PDF, Google Docs | Create, edit, format, sync & print documents (plans, policies, procedures, reports) |
| Data entry into computer system: | Microsoft Excel & Access, Google Sheets, OneResponder, IamResponding, WebEOC, ArcGIS | Data management, timekeeping, recordkeeping, resource tracking |
| Desktop publishing: | Adobe Acrobat Pro, Photoshop, InDesign, Microsoft Publisher, Viso, Kofax Power PDF, | Formatting documents, creating presentation material (handouts, flyers, brochures), displaying information (flow charts, org charts, diagrams), page layout designs |
| Enter data in existing spreadsheet: | Kronos, D365 | Timekeeping, payroll, requisitions, purchasing |
| Design / format spreadsheets: | Microsoft Excel & Access | Organize, sort, calculate, display & analyze data |
| Enter data in existing database: | OneResponder, IamResponding, WebEOC, ArcGIS | Recordkeeping, resource allocation & tracking, displaying geographic data |
| Design / develop new databases: | Microsoft Access & Excel | Aggregate data & extract information |
| Develop/maintain website: | Adobe Photoshop, Canva, ArcGIS, Sharepoint | Information sharing |
| Personal & agency-shared | Microsoft Outlook | Correspondence, scheduling & maintaining contacts |

| | | |
|--|--|---|
| information manager | | (2 different accounts - personal & EMA-shared) |
| Remote collaboration: | Microsoft Teams, Webex, Zoom | Video conferencing, file sharing, workforce management |
| Online platforms/social media | EMA Website, McHenry Aware App, Facebook & X | Information sharing & warning |
| Local web-based incident management & dispatching: | eDispatch, IamResponding, G2 & Field Ops | Sensitive, real-time information sharing, situational awareness & activating/mobilizing resources |
| State & federal Terrorism & Intelligence Networks: | STIC, HSIN | Situational awareness & warning |
| NOAA/NWS Information Sharing & forecasting: | NWSChat/Slack, Stormshield WeatherTAP | Real-time information sharing, warning & instant messaging |
| Hydrological Information & Warning: | Rivercast, Stormshield | Flood forecasts, warnings & impacts |
| Search & Rescue: | Caltopo, IamResponding | Navigation, geographical mapping, activating/demobilizing resources |
| Damage assessments: | Survey123, Field Maps | Initial damage assessments, rapid needs assessments |

| 11. Verbal / Language Requirements | |
|---|---|
| <p>If your job requires that you use or understand specific technical or professional language / terminology in the performance of your work, check the box next to the required language. Also indicate the specialty associated with the language you check (please be specific). If none of these apply to your job, check "None."</p> | |
| <input type="checkbox"/> Accounting Specialty: _____ <input checked="" type="checkbox"/> Human Resources Specialty: _____ <input checked="" type="checkbox"/> Marketing Specialty: _____ <input checked="" type="checkbox"/> Legal Specialty: _____ <input checked="" type="checkbox"/> Counseling Specialty: _____ <input checked="" type="checkbox"/> Medical Specialty: _____ | <input checked="" type="checkbox"/> Engineering Specialty: _____ <input checked="" type="checkbox"/> Mechanical Specialty: _____ <input type="checkbox"/> Electrical Specialty: _____ <input type="checkbox"/> Foreign Language Specialty: _____ <input type="checkbox"/> <i>None</i> |
| Other Language Requirements: Technical terminology related to emergency management | |

| 12. Math | |
|--|---|
| <p>Check those statements below which most accurately describe the level of mathematics that you must use in the performance of your work. Give specific examples of calculations performed for each level that is checked:</p> | |
| Level: | Examples of Calculations Performed |
| <input checked="" type="checkbox"/> Basic Math (Addition, Subtraction, Counting, Measuring): <input checked="" type="checkbox"/> Routine Math (Multiply, Divide, Decimals, Percentages): <input checked="" type="checkbox"/> Routine Statistics (e.g. Percentage Change , Graphs, Trends): <input type="checkbox"/> Moderate Math (e.g. Geometry, Algebra): <input type="checkbox"/> Advanced Statistics (e.g. Linear / Multiple Regression, Standard Dev.): <input type="checkbox"/> Advanced Mathematics: (e.g. Calculus, Linear Programming): | |

| 13. Decision Making & Reasoning | |
|---|--|
| <p>Decisions / Judgment: Give three (3) examples of decisions required in your work that have the biggest impact on your work, the work of your division/department, or the organization as a whole:</p> | |
| <p>1. Timely and accurate assessment of situations that may lead to an emergency, which often requires a quick assessment of the potential impacts so to take the appropriate/immediate precautions/actions (e.g., issuing warnings, pre-staging equipment, etc.) to mitigate the</p> | |

impact(s) of an emergency should one occur.

2. Activation of the Emergency Operations Plan (EOP), Emergency Operations Center, and the activation/deployment of various resources.
3. Deployment of County resources (manpower & equipment) in advance of and during an emergency/disaster.

Guidelines Utilized: Describe any laws, rules, regulations, standards and/or guidelines that govern your work or that you use in the course of performing your duties and responsibilities:

Authorities and References

The Illinois Emergency Management Agency (IEMA) is the state agency established by the Illinois Emergency Management Act of 1995. IEMA is responsible for coordination of the overall emergency management program of the State with private organizations, political subdivisions, and the federal government. IEMA also heads the State Emergency Response Commission (SERC) responsible for the implementation of Title III of the Superfund Amendments and Reauthorization Act (SARA) of 1986.

- A. Under the requirements of the Illinois Emergency Management Act, McHenry County is given the responsibility to maintain an Emergency Management Agency (EMA).
- B. Title 29: Emergency Services, Disasters, and Civil Defense Chapter 1: Emergency Management Agency Subchapter C: Administration and Organization of Political Subdivision Emergency Services and Disaster Agencies Part 301 Political Subdivision Emergency Services and Disaster Agencies.

Other Authorities

The legal authorities and reference documents providing for the preparation of the McHenry County EOP are:

Executive Order 12148-Federal Emergency Management: <http://www.archives.gov/federal-register/codification/executive-order/12148.html>

Robert T. Stafford Disaster Relief Act, public law 93-288 as amended: <http://www.fema.gov/robert-t-stafford-disaster-relief-and-emergency-assistance-act-public-law-93-288-amended>

Department of Homeland Security, National Incident Management System, 2004: <http://www.fema.gov/national-incident-management-system>

Department of Homeland Security, National Response Framework: <http://www.fema.gov/national-response-framework>

Department of Homeland Security, Homeland Security Act of 2002: <http://www.dhs.gov/homeland-security-act2002>

Homeland Security Presidential Directive 5 (HSPD 5), Management of Domestic Incidents: <http://www.dhs.gov/publication/homeland-security-presidential-directive-5>

Homeland Security Presidential Directive 8 (HSPD 8), National Preparedness: <http://www.dhs.gov/presidential-policy-directive-8-national-preparedness#>

CPG 101, Developing and Maintaining Emergency Operations Plans, Version 2: <https://www.fema.gov/media-library/assets/documents/25975>

Illinois Emergency Management Agency (IEMA) Act 20 ILCS 3305/1: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=368>

IEMA Administrative Rule on Local Emergency Operations Plans: <http://www.ilga.gov/commission/jcar/admincode/029/02900301sections.html>

Emergency Interim Executive Succession Act 5 ILCS 275/7: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=99&ChapterID=2>

Illinois Emergency Operations Plan (IEOP): <https://www.illinois.gov/iema/Preparedness/Documents/IEOP/IEOP.pdf>

State of Illinois Executive Order Number 12 (2004) Authorizing the Implementation of the National Incident Management System (NIMS): https://www.illinois.gov/Government/ExecOrders/Pages/2004_12.aspx

U.S. Department of Health and Human Services, HHS empower Map: <http://www.phe.gov/empowermap/Pages/default.aspx>

Procurement Rule (Illinois) (44 Ill. Adm. Code 1)

Emergency Planning and Community Right to Know, 29 IL Adm. Code 620
<https://www.ilga.gov/commission/jcar/admincode/029/02900620sections.html>

US Procurement Standards, 2 CFR Part 200 Subpart D - <https://www.ecfr.gov/current/title-2/part-200/subject-group-ECFR45ddd4419ad436d>

Originality of Thinking: Describe the extent to which your work requires inventiveness, imagination and/or innovation to perform your duties and responsibilities.

Develop innovative and creative solutions to problems during a crisis, going beyond standard procedures and thinking outside of the box to

adapt to unique situations and challenges that may arise during a disaster, often requiring quick improvisation and flexible decision making.

In rapidly evolving crisis situations, established protocols might not always be sufficient, necessitating creative thinking to find new approaches and solutions

ADAPTING RESOURCE ALLOCATION – finding creative ways to utilize existing resources in a crisis when traditional options are unavailable

Commitment Authority: Describe the extent to which your work actions could commit the organization to the expenditure of money, time or liability. Give specific examples:

Life-safety: Should the Chief Deputy fail to recognize various threats/hazards, take swift and appropriate action when life-safety methods are necessary, allocate critical resources efficiently and effectively, or even promote, incorporate, and communicate protective actions, it could result in multiple injuries/deaths.

Criminal/Legal liabilities: That the Chief Deputy/EMA/County may face for actions taken (or not taken) during an emergency situation, which can include situations where decisions made under pressure might lead to unintended consequences or harm to individuals, property, or the environment.

Trust/Confidence: If the Chief Deputy is unable to make accurate and timely decisions, provide clear direction, or maintain composure during a crisis it could hinder effective response efforts, lead to panic/chaos, and result in the loss of trust/confidence and damage to the reputation of the agency/County.

Funding: The improper management and allocation of critical resources in an emergency can result in the unnecessary expenditure of County funds. Likewise, failure to seize various grant opportunities and financial assistance programs that are available could impede the County's ability to mitigate, prepare for, respond to, and recover from various emergencies; the same could also be true for members of the public and local organizations and jurisdictions.

Impact of Errors: If your work is not performed correctly, what types of errors or problems are likely to result which will seriously impact the work of your unit, department, and/or organization?

Physical injury/the loss of lives (self, co-workers, partners, members of the public).

Criminal/legal liability (self, agency, County)

Destruction of property/environmental damage.

Financial debt/loss (self, agency, County, local partners, the members of the public).

Mental and emotional stress/anxiety (self, coworkers, partners, community members).

Reputational damage/credibility loss (self, agency, County).

14. Minimum Physical Requirements

Complete this form as accurately as possible regarding the duties and responsibilities of your position. When describing physical, environmental, and sensory requirements of your work, **consider normal or typical work environments or demands, not those that are highly unusual or atypical.** Check the appropriate boxes and provide examples of how each item relates to the performance of essential job function (identified in question 3). An essential job function / task is one that you must be able to perform to fulfill job requirements, with or without reasonable accommodations.

| CATEGORY | LEVEL/DEGREE | WHICH FUNCTIONS/TASKS REQUIRE THIS EFFORT? |
|--|---|---|
| Prolonged Sitting: Amount of time employee must remain sitting for sustained periods (without the freedom to move about). | <input type="checkbox"/> Not required <input type="checkbox"/> 1-3 Hours/day <input checked="" type="checkbox"/> 3-7 Hours/day <input type="checkbox"/> >7 Hours/day | <input checked="" type="checkbox"/> Essential Task <input type="checkbox"/> Non-Essential |
| Prolonged Standing: Amount of time employee must remain standing for sustained periods. | <input type="checkbox"/> Not required <input checked="" type="checkbox"/> 1-3 Hours/day <input type="checkbox"/> 3-7 Hours/day <input type="checkbox"/> >7 Hours/day | <input checked="" type="checkbox"/> Essential Task <input type="checkbox"/> Non-Essential |
| Walking: Amount of time employee spends walking for sustained periods. | <input type="checkbox"/> Not required <input checked="" type="checkbox"/> 1-3 Hours/day <input type="checkbox"/> 3-7 Hours/day <input type="checkbox"/> >7 Hours/day | <input checked="" type="checkbox"/> Essential Task <input type="checkbox"/> Non-Essential |
| Balancing/Climbing: Conditions, heights, and extent to which employee must climb or balance to perform duties. | <input checked="" type="checkbox"/> Not required <input type="checkbox"/> 1-3 Hours/day <input type="checkbox"/> 3-7 Hours/day <input type="checkbox"/> >7 Hours/day | <input type="checkbox"/> Essential Task <input checked="" type="checkbox"/> Non-Essential |

| | | |
|--|--|---|
| <p>Crawling/Crouching: Conditions and extent to which employee must crouch or crawl to perform duties.</p> | <input checked="" type="checkbox"/> Not required <input type="checkbox"/> 1-3 Hours/day <input type="checkbox"/> 3-7 Hours/day <input type="checkbox"/> >7 Hours/day | <input type="checkbox"/> Essential Task <input checked="" type="checkbox"/> Non-Essential |
| <p>Lifting: Amount of weight employee must lift. Indicate if effort is sustained over long periods. Indicate if material is lifted with assistance from other employees.</p> | <input type="checkbox"/> <10 lbs. <input type="checkbox"/> 10-25 lbs. <input checked="" type="checkbox"/> 25-50 lbs. <input type="checkbox"/> 50-100 lbs. <input type="checkbox"/> >100 lbs. | <input checked="" type="checkbox"/> Essential Task <input type="checkbox"/> Non-Essential |
| <p>Pushing/Pulling: Amount of weight employee must push/pull. Indicate if effort is sustained over long periods. Indicate if work is done with assistance from other employees.</p> | <input type="checkbox"/> <10 lbs. <input type="checkbox"/> 10-25 lbs. <input checked="" type="checkbox"/> 25-50 lbs. <input type="checkbox"/> 50-100 lbs. <input type="checkbox"/> >100 lbs. | <input checked="" type="checkbox"/> Essential Task <input type="checkbox"/> Non-Essential |
| <p>Bending/Twisting: Describe tasks requiring bending or twisting other than normal daily movements.</p> | <input type="checkbox"/> Not required <input checked="" type="checkbox"/> Infrequent <input type="checkbox"/> Moderate <input type="checkbox"/> Excessive | <input type="checkbox"/> Essential Task <input checked="" type="checkbox"/> Non-Essential |

15. Environmental Hazards: Check all that apply and provide examples of exposure due to performance of essential tasks.

| | | |
|---|--|--|
| <input type="checkbox"/> No environmental risks <input checked="" type="checkbox"/> Temperature/weather extremes <input checked="" type="checkbox"/> Strong Odors <input checked="" type="checkbox"/> Toxic/poisonous agents <input checked="" type="checkbox"/> Smoke/dust/pollen <input checked="" type="checkbox"/> Wetness/humidity <input checked="" type="checkbox"/> Animals/wildlife <input checked="" type="checkbox"/> Disease/bodily fluids | <input checked="" type="checkbox"/> Electrical currents <input type="checkbox"/> Explosives <input checked="" type="checkbox"/> Violence <input checked="" type="checkbox"/> Bright/dim lights <input checked="" type="checkbox"/> Noise extremes <input type="checkbox"/> Vibrations <input checked="" type="checkbox"/> Machinery <input checked="" type="checkbox"/> Traffic hazards | <p>Which Functions/Tasks Require this Exposure?</p> <p>Emergency Managers are exposed to a variety of occupational risks; not just physically, but also mentally and emotionally. Such as, during routine maintenance of equipment, deployment of equipment, when physically present during an emergency, or when responding to an emergency.</p> |
|---|--|--|

16. Sensory Requirements: Check all that apply and provide examples of how senses are utilized to perform essential tasks.

| | | |
|--|-----------|---|
| <input checked="" type="checkbox"/> Color perception & discrimination | Examples: | General Cables are color coded for hook up |
| <input checked="" type="checkbox"/> Sound perception & discrimination | Examples: | Listening to radio communications |
| <input type="checkbox"/> Taste perception & discrimination | Examples: | |
| <input checked="" type="checkbox"/> Odor perception & discrimination | Examples: | Detecting fuel/gas leaks/electrical shortage or burning |
| <input checked="" type="checkbox"/> Depth perception & discrimination | Examples: | Driving/towing large equipment (trailers, generators) |
| <input checked="" type="checkbox"/> Texture perception & discrimination | Examples: | Pavement surface texture, such as icy or uneven terrain poses a significant hazard when transporting, placing, and securing equipment |
| <input checked="" type="checkbox"/> Visual perception & discrimination | Examples: | Visualizing the extent of debris/damage after a disaster (damage assessments) |
| <input checked="" type="checkbox"/> Ability to communicate orally | Examples: | Presenting information to local stakeholders, the public, and the media |

| Talking/Hearing | None | Occasional | Frequent | Constant | Vision | None | Occasional | Frequent | Constant |
|------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Talking in Person | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Near Vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Talking on Phone | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Midrange Vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Talking with Public | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Far Vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hearing in Person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Field of Vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hearing on Phone | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |

17. Minimum Qualifications

Acceptable Education, Training, and Experience. The questions below are designed to identify the level of education, training, and experience you believe should be **required prior to starting** the work of this position

- Some School Preferred
 High School
 Vocational / Technical
 Associate's Degree (Major / Curriculum:)
 Bachelor's Degree (Major / Curriculum: Emergency Management)
 Master's Degree (Major / Curriculum:)
 Ph.D.
 M.D.
 J.D. (Major / Curriculum:)

What is your level of education (highest level completed)? Master's Degree in Emergency Management and Homeland Security

Licenses / Certifications **Required** to Perform Work:

- Driver's License
 CDL Class B
 CDL Class A
 Other: Professional Development Series (PDS) State & Federal
 Other:
 Other:

Licenses / Certifications Directly Applicable to Work (but **not required** for position): Illinois Professional Emergency Manager (IPEM)/Certified Emergency Manger (CEM), Commercial driver's license (CDL), Cardiopulmonary resuscitation (CPR)/Automated external defibrillator (AED)/first aid/blood borne pathogens (BBP), and a Radio Communications License

Other Training: (e.g. on-the-job, continuing education requirements, formal in-house, etc.) *Please Describe.*

Experience: In addition to the above formal education and training needs, how much **previous related experience** should be required before an individual is hired for this position? *Please answer in terms of previous experience and not how long you have held your current job.*

Type of Previous Experience Required for the Work

- 0 - 30 days _____
 up to 6 months _____
 up to 1 year _____
 up to 2 years _____
 minimum 3 years _____

| | |
|--|---|
| <input checked="" type="checkbox"/> minimum 5 years <input type="checkbox"/> minimum 7 years <input type="checkbox"/> minimum 9 years <input type="checkbox"/> 10 or more years | Emergency management agency experience with supervisory skills <hr/> <hr/> <hr/> |
| Presuming that the minimum qualifications are met, how long would it take a typical employee to be fully capable of doing the job proficiently and independently once they are hired for the position? | |

List below the last three jobs you have held prior to accepting your current position. Beside each previous job listed, state your employer and length of employment.

| Previously Held Position(s) | Employer | Length of Employment |
|--|--|----------------------|
| Deputy Team Commander of a federal disaster medical assistance team | U.S. Department of Health and Human Services | 15 years 5 months |
| Emergency Manager (Director) | Portland Community College | 4 years 11 months |
| Emergency Management Training Officer & Subject Matter Expert Consultant | Life Support Services | 5 years 1 month |

How long have you held your current position? Years 1 Months 8

| |
|--|
| 18. Additional Information |
| Please provide any further information and comments about your position that you believe is important or pertinent to this analysis. You may attach additional pages as necessary to complete the questions in this questionnaire thoroughly and completely. |

Employee Signature: _____
Signature
Date

*If filling this form out online, please type your name in place of your signature.
Please forward the completed questionnaire to your supervisor.*

| <i>Supervisor & Management Review</i> | |
|--|---|
| <p>Comments By Immediate Supervisor. The space below is provided for the immediate supervisor of this position to make comments concerning information provided above by the employee and to provide additional information about the position, if desired.</p> | |
| <p>Comments By Department Director. The space below is provided for the department head to make comments concerning information provided above by the employee and to provide additional information about the position, if desired.</p> | |
| Promotional Paths | Comparable Positions |
| <p>From what positions would you recruit / promote employees to fill this position?</p> <p>Emergency Management Specialist</p> | <p>List other employees who have the same work assignment / do the same work as this position (i.e. these positions would be interchangeable in your operations, without consideration for employee performance):</p> |
| <p>What positions represent a typical promotional opportunity to which an employee in this position could aspire?</p> <p>Director of Emergency Management</p> | |

If filling this form out online, please type your name in place of your signature.

Supervisor's Signature:

Signature

Date

Department Director's Signature:

Signature

Date