

COMPETENCY MODEL FOR ASSISTANT ENVIRONMENTAL COMPLIANCE INSPECTOR (4288)

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **ASSISTANT ENVIRONMENTAL COMPLIANCE INSPECTOR**. (Numbers refers to the order of the competencies in the Competency Bank.)

- 3. Judgment & Decision Making
- 8. Safety Focus
- 13. Stress Tolerance
- 18. Developmental Orientation
- 20. Job Knowledge
- 22. Computer Proficiency
- 45. Oral Communication
- 47. Written Communication

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

3. JUDGMENT AND DECISION MAKING – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

Level 1: **Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).**

Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.

Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and/or repercussions of setting a precedent.

8. SAFETY FOCUS – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

- Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.
- Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.
- Level 3: **Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

Safety Focus Knowledge Areas

1. Knowledge of personal protective equipment (PPE), such as Tyvek suits, eye protection, puncture resistant gloves, protective footwear, N95 masks, reflective vests, and hard hats, sufficient to properly don to protect self and others from health and physical hazards.
2. Knowledge of various hazards, including solid waste, hazardous waste, liquid waste and pollutants, sufficient to identify hazards and ensure safety of self and others.
3. Knowledge of biological health hazards associated with homeless encampments, such as typhus, hepatitis A, and MRSA, sufficient to ensure proper safety precautions are taken.
4. Knowledge of Cal/OSHA safety standards and procedures, such as heat illness prevention procedures, Bloodborne Pathogens Standards, and Hazardous Waste Operations and Emergency Response (HAZWOPER) guidelines sufficient to safely assist team members in the field.
5. Knowledge of traffic control procedures included in the Work Area Traffic Control Handbook (WATCH), such as temporary lane closures and use of traffic cones, high visibility signs, and arrow boards, sufficient to notify motorists of road work ahead and ensure the safety of employees and the public.
6. Knowledge of chemical safety, including chemical compatibility, proper handling of chemicals, and Safety Data Sheets (SDS), sufficient to safely work around chemicals without endangering self or others.
7. Knowledge of the use of air monitoring equipment, such as an organic vapor analyzer and gas detection equipment, sufficient to monitor for hazards present in ambient air.

13. STRESS TOLERANCE – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

- Level 1: Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.
- Level 2: **Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.**
- Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

18. DEVELOPMENTAL ORIENTATION – Seeks out education, training and/or experience to enhance current job performance and/or promotion potential.

Level of Competency Required by Job:

- Level 1: Continually seek developmental opportunities to improve performance of current job.
- Level 2: **Pursue developmental opportunities to expand performance of current job and/or improve the probability of promotion.**
- Level 3: Participate in sufficient breadth and depth of developmental activities to acquire expertise in specific areas.

Examples of Behavioral Indicators:

- Identifies appropriate training opportunities.
- Requests and justifies need for training.
- Reads job-related material beyond that required for the job.
- Specifies promotional goals in order to prepare properly.
- Completes degree or certification program.
- Successfully completes college courses related to the job or promotional objective.
- Seeks assignments to develop specific competencies.

Performance Levels:

Satisfactory

Willingly participates in training; learns and applies new information. Recognizes the relationship of personal development to promotion.

Superior

Actively pursues training opportunities and other developmental activities at work and on own time. Strives for mastery of current assignment and identifies promotional options and associated developmental needs.

20. JOB KNOWLEDGE – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

- Level 1: **Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.**
- Level 2: Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.
- Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/codes). Situations in which it is applied may vary greatly or be novel.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.
- Sought out as a source of information by others.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/ programs and/or give internal and/or external presentations related to work.

Job Knowledge Areas

1. Knowledge of industry standards in the fields of environmental, biology, chemistry, and water and solids sciences, such as pretreatment of wastewater, proper disposal of hazardous waste or materials, practices for working around toxic chemicals or viral diseases, and landfill standards for public health, sufficient to correctly apply the standards.
2. Knowledge of biological terms, including cells, bacteria, and viruses, and related principles, such as their relationship to wastewater and other water supplies, modes of transmission, and their impact on individual and public health, sufficient to understand the processes involved in industrial waste and stormwater management and the potential effects on health and public safety.
3. Knowledge of Los Angeles Municipal Code ordinances, such as the Industrial Waste Ordinance, Stormwater Ordinance, Commercial Franchise Ordinance, and/or Storage of Personal Property Ordinance, sufficient to assist with enforcement of ordinances from commercial industrial establishments and/or the public.
4. Knowledge of sampling standards and methods, such as Environmental Protection Agency (EPA) SW-846, proper sampling preparation, composite and grab sampling techniques, proper use of preservatives and reagents, and the use of appropriate sampling equipment and materials, sufficient to follow EPA standards and methods for sample collection and analysis.
5. Knowledge of proper documentation procedures, such as detailed note taking, obtaining photographic evidence, and document collection, sufficient to write a report and maintain evidence of compliance or violations to local, state, and federal regulations.

22. COMPUTER PROFICIENCY – Uses computer hardware and software optimally to perform job tasks efficiently and effectively.

Level of Competency Required by Job:

Level 1: **Understand and use the basic function(s) of computer hardware and software to perform work.**

Level 2: Advanced understanding and use of function(s) of all necessary computer hardware and software to perform work.

Level 3: Expert understanding and ability to use all necessary computer hardware and software for the full range of their functions.

Examples of Behavioral Indicators:

- Correctly uses all necessary computer hardware (for example, keyboard, mouse, external storage devices, scanner, printer).
- Correctly and efficiently uses all necessary computer software (for example, word processing, spreadsheet, and database/analysis programs and specific-purpose programs to perform work).
- Performs work with a minimal number of steps (separate computer operations).
- Uses various means of storing and backing-up work as appropriate to the access requirements (need to share) and sensitivity/security concerns.

Performance Levels:

Satisfactory

Correctly uses all necessary computer hardware and software. Learns to use new hardware and software readily. Does not perform work manually when more efficient means via computer are available.

Superior

Optimally uses all required computer hardware and software. When alternatives exist, selects the best way to perform work on the computer. Coaches others (or provides formal training) in computer use to perform the job.

Computer Proficiency Knowledge Areas

1. Knowledge of Microsoft Office programs, such as Word, Excel, and Powerpoint, sufficient to create and edit documents, spreadsheets and presentations.
2. Knowledge of Google Suite programs, such as Gmail, Google Drive, Google Docs, Google Sheets, and Google Forms, sufficient to send emails, create, and share various documents, and other correspondences.
3. Knowledge of internet functions, such as how to navigate search engines, websites, and online communication platforms, sufficient to conduct research, locate information, and participate in meetings and trainings.
4. Knowledge of intranet functions and programs such as, InsideLA, department directories, and Navigate LA, sufficient to access pertinent information, obtain contacts, and identify properties, sewer lines, and stormdrains.
5. Knowledge of proprietary databases used in the City, including Pretreatment Information Management System (PIMS), Laboratory Information Management System (LIMS), Watershed Information Management System (WIMS), and Authorization Management System (AMS) sufficient to view and collect information as needed in the field and in the office.

45. ORAL COMMUNICATION – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

- Level 1: **Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.**
- Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.
- Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

- Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).
- Level 2: **Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.**
- Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.