

## **COMPETENCY MODEL FOR SENIOR ENVIRONMENTAL COMPLIANCE INSPECTOR (4293)**

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

- 3. Judgment and Decision Making
- 6. Attention to Detail
- 8. Safety Focus
- 20. Job Knowledge
- 28. Supervision
- 42. Resolves Conflict
- 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.

**6. ATTENTION TO DETAIL** – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

- Level 1: Ensure all aspects of work assignment are completed as directed.
- Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”
- Level 3: **Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.**

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo’s, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

**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 Areas

1. Knowledge of Cal/OSHA regulations and safety principles and practices related to personal protective equipment (PPE) and other safety equipment, such as wearing shoes with non-skid soles and rubber gloves, sufficient to safely perform all applicable duties and meet all applicable regulations for PPE.
2. Knowledge of federal and state regulations regarding Hazardous Materials Technician procedures, abandoned chemical waste, hazardous materials categorization, uncontrolled releases of chemicals and/or pollutants, emergency spill response procedures, including HAZWOPER Training in 29 CFR 1910.120, EPA 40 CFR 311, 49 CFR 100-185, and Title 8 CCR 5192, in order to ensure safety of self, the public, and the environment.
3. Knowledge of common hazards found at refuse disposal sites and/or inactive landfills, such as blowing dust, unsafe footing, and the potential for landfill gas and heat exposure, sufficient to ensure the safety of yourself and/or others during an inspection or investigation.
4. Knowledge of potential accidents involving industrial waste, hazardous waste, and/or pollutants and of their causes, such as corrosion of pipes or flammable waste fires, sufficient to maintain the health and safety of the general public, Publicly Owned Treatment Works (POTW) workers, and the environment.
5. Knowledge of health hazards defined by Cal/OSHA and the Centers for Disease Control and Prevention (CDC), and of methods of identifying chemical, biological and physical hazards, such as toxic chemicals, viral diseases, and radiation, sufficient to serve as an expert witness in criminal enforcement proceedings.
6. Knowledge of traffic control procedures, including street safety, directing traffic and proper placement of traffic cones, lighting and signage sufficient to prevent accidents due to unsafe practices in cases where a spill or other accident occurs, or where an investigation is conducted, and roads need to be blocked.
7. Knowledge of Cal/OSHA procedures for confined space entry, including identifying confined spaces, evaluating hazards, air monitoring, and emergency and rescue services, sufficient to ensure safety of self and others.
8. Knowledge of fall protection practices and procedures, such as placement of guardrails, using a safety harness and implementing administrative controls, sufficient to reduce the likelihood of falls.

**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 types of wastes produced by various industries, including metal finishers, pharmaceutical manufacturers, metal formers, chemical manufacturers, petroleum refineries, food processors, and hospitals, in order to regulate waste.
2. Knowledge of types of toxic, hazardous, or other wastes and pollutants which may be discharged into publicly owned wastewater systems, storm drain systems, solid waste collection systems, or the public right of way, including waste classified as Toxic, Reactive, Ignitable or Corrosive, in order to regulate waste limits.
3. Knowledge of methods and requirements for handling, storing and disposing of hazardous or toxic materials and solid wastes, including in cases of a spill or accident, such as spill containment, segregation of incompatible wastes, designated storage areas, and proper labeling of hazardous materials and/or waste, in order to identify violations or potential future hazards.
4. Knowledge of wastewater treatment and collection systems, such as physical, chemical and biological, including sedimentation, flotation, chemical precipitation, oxidation and reduction, sufficient to prevent and/or resolve problems, including locating sources of discharge or blockage, determining impact on publicly owned treatment works, evaluating levels of danger and designing plans of action to resolve problems.
5. Knowledge of pretreatment equipment used to destruct or remove priority and conventional pollutants, including clarifiers, mechanical separators, such as filters and screens, tanks used for holding effluent and/or for settling suspended solids, pumps, valves, pipelines, sterilizers, or other heating devices, sufficient to regulate wastewater discharges and protect the health and safety of the public and environment.
6. Knowledge of pretreatment chemicals used as flocculants and coagulants, to adjust pH, to precipitate toxic ions, to destruct priority pollutants, including chrome reduction, cyanide oxidation, heavy metal removal, and total toxic organic (TTO) removal, and Environmental Protection Agency (EPA) methods, such as Best Available Technology (BAT), sufficient to regulate and treat pollutant levels.
7. Knowledge of various solid waste facilities, including landfill, transfer stations and materials recycling facilities (MRP), and the regulations for disposal of solid wastes in landfills, such as types of waste permitted at a particular landfill, need for cleaning up materials blown off trucks on access routes, depth of cover and compaction required, types of planting permitted on closed areas of landfills, plumbing and venting required to prevent air and groundwater pollution, and routine monitoring required, including frequency of required tests, sufficient to prevent contamination between wastes and the surrounding environment.
8. Knowledge of methods and equipment used in sewers, at industrial sites, in storm drain channels, and other watercourses, such as discharge or sewer flow meters, weirs, inspection data and other available data for industries, such as type of business, in order to measure and/or estimate liquid waste discharge and flows.

9. Knowledge of physical science, including pressure/temperature relationships, wind velocity, gradients, or rates of flow, sufficient to make accurate recommendations regarding hazardous containers, air monitoring, air pollution, spills and flow levels.
10. Knowledge of laboratory tests for acids, alkalis, or chemicals affecting the pH balance, cyanides, heavy metals, toxic organic compounds, microorganisms producing biological oxygen demand (BOD), suspended solids, pH, and volatile organic compounds sufficient to understand laboratory reports of these tests.
11. Knowledge of legal sampling procedures, such as requirements for establishing chain of custody documentation for samples that may be needed as evidence, including Environmental Protection Agency (EPA) approved methods, such as SW-846 for taking, preserving, and handling samples from industrial user sites, outfalls, rivers, storm drains, groundwater and other water courses, sufficient to ensure legality of samples.
12. Knowledge of Federal, State, and City standards related to environmental compliance, such as laws and regulations related to discharge, illicit discharge, illegal dumping, solid waste disposal, and recycling in order to ensure compliance with all rules and regulations.
13. Knowledge of City, State, and federal laws, ordinances, codes, and regulations relating to industrial waste and stormwater inspections, and environmental protection including the Federal Clean Water Act, Porter Cologne Act, Los Angeles Municipal Code (LAMC), LAMC 64.70, Cal/OSHA regulations, Penal Code, Federal DOT 181 & 232, and procedures for locating authoritative legislation sufficient to fulfill job requirements and find specific information as needed.
14. Knowledge of Los Angeles Municipal Code 56.11 regarding homeless encampment cleanup procedures and associated protocols sufficient to ensure safety on public streets.
15. Knowledge of legal requirements for documentation of identified violations including filling out, forwarding, storing or issuing forms with inspection information, such as inspection reports, monitoring reports, data, chain of custody, and database input, Self Monitoring Report (SMR) and monitoring reports, and related forms sufficient to document all pertinent violations appropriately.
16. Knowledge of procedures regarding industrial waste disposal permits and renewal requirements sufficient to renew and administer them as needed.
17. Knowledge of documents needed for enforcement actions, such as administrative orders, cease and desist orders, suspension orders, and preparation of "show cause" hearing materials, sufficient to assemble complete documentation.
18. Knowledge of deposition and testimony procedures in court and/or at hearings, and preparation of necessary materials sufficient to expertly communicate environmental regulations of industrial waste, pollution and solid waste management pertaining to a testimony.

19. Knowledge of procedures for issuing notices of violation and related information, such as who must be notified, time limits for correction and penalties, collecting delinquent fees or other monetary charges and accounting for and depositing fees collected, sufficient to meet local, state and federal regulations.

**28. SUPERVISION** – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

- Level 1: Supervises small workgroup of employees performing the same or highly related work.
- Level 2: Supervises a larger workgroup of employees performing various types of work.**
- Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum

**42. RESOLVES CONFLICT** – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

- Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.
- Level 2: **Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.**
- Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

**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.