COMPETENCY MODEL FOR
CHIEF ENVIRONMENTAL COMPLIANCE INSPECTOR
CLASS CODE 4289

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

3. Judgment And Decision Making
8. Safety Focus
20. Job Knowledge
28. Supervision
31. Results Orientation
47. Written Communication
48. Shares Knowledge And Information
55. Community Relations

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 Area

1. Knowledge of safety principles and regulations such as watching out for hazards, precautions to be taken when entering confined spaces, respiratory protection needed in various circumstances, requirements for work in streets, and wearing shoes with non-skid soles, rubber gloves, or other safety equipment when needed.

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 and stormwater runoff produced by various industries such as metal finishers, pharmaceutical manufacturers, metal formers, chemical manufacturers, petroleum refineries, food processors, hospitals, or industrial and commercial facilities.

2. Knowledge of methods and requirements for handling and storage of hazardous or toxic materials and waste such as storing drums of hazardous materials in structures which will contain any spilled liquid or limits on the number of containers which can be put in one stack.

3. Knowledge of types of toxic, hazardous, or other wastes which may be discharged into publicly owned wastewater systems, stormwater systems, sewers, storm drains, or on or into the ground, including acids, alkalis, or chemicals affecting the pH balance; cyanides; heavy metals; toxic organic compounds; organic materials producing biological oxygen demand (BOD); and suspended solids sufficient to evaluate inspection reports.

4. Knowledge of legal requirements for pretreatment of toxic, hazardous, stormwater runoff or other wastes which may be discharged into publicly owned wastewater systems or stormwater systems including acids, alkalis, or chemicals affecting the pH balance; cyanides; heavy metals; toxic organic compounds; organic materials producing biological oxygen demand (BOD); and suspended solids (SS) sufficient to understand reports of inspection activities and to make decisions on difficult cases

5. Knowledge of equipment, materials, and methods used for pretreatment of industrial wastes and stormwater control measures, including clarifiers; mechanical separators such as filters and screens; tanks used for holding effluent and/or for settling suspended solids; chemicals used to adjust pH; chemicals used to precipitate toxic ions; disinfectants such as chlorine or ozone; sterilizers or other heating devices; flocculants and coagulants; and pumps, valves, pipelines, and associated equipment sufficient to evaluate inspection reports.

6. Knowledge of the Environmental Protection Agency (EPA) approved procedures for taking and handling samples of effluents and other industrial wastes.

7. Knowledge of tests for acids, bacteria, toxics, metals, alkalis, or chemicals affecting the pH balance; sufficient to evaluate inspection reports and to understand laboratory reports of these tests.

8. Knowledge of requirements for establishing chain of custody documentation for samples, property, and photographic evidence.

9. Knowledge of methods and requirements for handling and storage of hazardous or toxic solid wastes, for example, providing separately labelled, dated, and

covered approved containers or using enclosed work areas.

10. Knowledge of regulations for disposing 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.

11. Knowledge of common hazards and pollutants found in refuse disposal sites, landfills, City stormwater systems and/or accidents involving industrial and solid wastes.

12. Knowledge of common problems and previously successful solutions encountered and/or commonly used in treatment of industrial and solid wastes, stormwater programs.

13. Knowledge of equipment used to measure and/or sample wastewater flows and stormwater runoff in sewers and storm drains such as automatic samplers and flow measuring devices.

14. Knowledge of arithmetic and algebra sufficient to perform such calculations as determination of distances, areas, velocities, or rates of flow and to convert from one system of units to another.

15. Knowledge of scales and units used for measurements related to water treatment, stormwater runoff, and solid resources such as pressure, temperature, weight, volume, density and concentration of solutions including both English and metric systems of units.

16. Knowledge of City ordinances, codes, and regulations such as sections of the Municipal Code relating to environmental protection or relevant procedures of the Department of Public Works, Bureau of Sanitation.

17. Knowledge of state environmental protection laws and regulations, including the California Administrative Code, Title 22, Water Code, 1968 Porter Cologne Act, and Clean Water Act.

18. Knowledge of City, State, and Federal laws including procedures for locating specific laws, ordinances, codes, and regulations pertaining to wastewater, stormwater, solid resources and hazardous waste.

19. Knowledge of legal requirements for documentation of violations of laws, codes, and regulations.

20. Knowledge of procedures for issuing notices of violation and related information such as who other than the violator must be notified, time limits for correction, and penalties.

21. Knowledge of procedures for making depositions and for giving testimony in court or at hearings.

22. Knowledge of information needed and the procedure for filling out and forwarding or storing forms including forms with inspection information such as inspection reports including all supporting documentation, forms used in keeping City records such as time sheets and mileage logs and related forms.

23. Knowledge of conditions in which such factors as complexity of a situation and/or vulnerability of the City to legal action requires a management level decision.

24. Knowledge of channels of communication, including City practices and procedures for transmitting information between City Departments, the Board of Public Works, the City Council, the Mayor's Office and other government and private agencies.

25. Knowledge of laws, codes, and regulations for handling, transporting, storing, sampling and/or using hazardous or toxic materials, solid waste, wastewater, and stormwater.

26. Knowledge of mapping software and databases such as Esri GIS and Accela, sufficient to retrieve inspection information and other data, sort and/or analyze records, and run reports.

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	Superior
Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.	Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

31. RESULTS ORIENTATION – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.

Level 2: Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.

Level 3: Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.

Examples of Behavioral Indicators:

- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

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.

48. SHARES KNOWLEDGE AND INFORMATION – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.

Level 2: Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient.

Level 3: Recognize different needs for different information and provide all affected parties with a description of the "big picture" as well as the breadth and detail of information relevant to their perspective.

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and "copies" others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations.

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve as a mentor or coach to others

55. COMMUNITY RELATIONS – Communicates/Interacts with members of the public in a way that elicits positive response and participation.

Level of Competency Required by Job:

Level 1: Interact with members of the public, usually one-on-one, to meet their immediate need.

Level 2: Interact with several to many members of the public at a time to present information, persuade, solicit input, and/or one-on-one in varied situations, some of which may be likely to arouse hostility.

Level 3: Interact with large segments of the community and/or community leaders in varied situations, some of which involve addressing sensitive issues or in which hostility may arise.

Examples of Behavioral Indicators:

- Speaks in a manner clearly understood by community members.
- Listens actively to what community representatives say and conveys understanding.
- Responds fully and accurately to questions raised.
- Effectively addresses the issues/resolves the situation at hand.
- Achieves the desired objective of the interaction.
- Obtains participation from community members.
- Elicits a favorable reaction from members of the community.

Performance Levels:

Satisfactory

Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains pleasant/positive demeanor.

Superior

Conveys information fully and responds thoroughly to all concerns. Draws community members into the interaction if needed. Receives a positive response from members of the community.