Local Government Environmental Health Professional Framework

FOREWORD

The Environmental Health Professional Framework is a comprehensive and practical resource that represents a significant opportunity to advance the Environmental Health service area in Local Government. Environmental Health (EH) is a statutory role of Local Government Councils.

The Framework will assist Councils to increase the level of professionalism, performance standards, skill and knowledge base of an Environmental Health Officer, management and other related staff. The Framework also assists Councils to ensure that the EH skills and experience they employ and deploy suitably cover the requirements in their jurisdiction, and mitigate the risks in that jurisdiction on behalf of the Chief Executive as the accountable officer under the related laws.

This Framework is also an opportunity to increase the level of consistency by which Authorised Officers in Environmental Health service areas are appointed and developed across Local Government.

Given the level of interaction that the Environmental Health service area has with the community, the need to ensure a professional and effective service cannot be underestimated. The community’s perceptions of Council can be formed on the basis of their interactions with the Environmental Health area. I encourage all Councils to implement the Framework and commit to the continued development of their Environmental Health Service.

Helen Psarras
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Cover page photo acknowledgements:
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The Local Government Environmental Health Professional Framework has resulted from a recognition that the complexity and demands of the Environmental Health service area and the Environmental Health Officer (EHO) role have grown considerably. Today, to be effective in the role, an Environmental Health Officer needs to:

- have a good knowledge of multiple different Acts and other associated legislation,
- be able to engage business owners and community members in sometimes difficult circumstances,
- be a skilled risk assessor,
- be an educator, and
- be an effective and appropriate representative of Council.

The work undertaken by an Environmental Health Officer varies greatly from Council to Council, depending on the jurisdiction, its environment and its resource levels. Training, post qualification, is often not easy to access, is often initiated by the EHO. A formal career path within the profession or organisation may not be evident. Environmental Health professional standards are increasing in rigour, and in the next few years it is likely that demonstrated continual professional development will be a requirement. Potentially, membership of a professional body such as Environmental Health Australia (EHA) may also become mandatory to track development.

Environmental Health Australia (SA) Inc. initiated this project to promote a shared understanding in Local Government of Environmental Health roles and to promote the use of professional standards that can be applied across an array of human resource management practices. It complements and builds on various other resources developed by the peak body, which are referenced by this document. Our aim is to ensure that the Framework leads to improved professionalism and effectiveness in the Environmental Health service area within Councils. The project has been funded by the LG Research and Development Fund.

Although the focus of the Framework has been the development of Environmental Health staff, it has been designed to consider the needs of others responsible or involved in the Environmental Health service area - including managers, team leaders, technicians, paraprofessionals, and support staff.

I encourage each Council to adopt the Framework within their Council’s human resource management practices and commit to the ongoing development of those involved in the field.

Working Group, Environmental Health Professional Framework
Environmental Health Australia (SA) Inc
July 2017
EXECUTIVE SUMMARY

This Environmental Health Professional Framework has been designed by Wendy Taylor (Strategon) and Sally Modystach (Healthy Environments) in company with a working party from the Managers’ Forum of Environmental Health Australia (SA) Branch.

This Framework has been derived from the original Authroised Persons’ Professional Framework, written in 2006 by Wendy Taylor and Peter Graves of Strategon, and a Working Group of the Authorised Persons’ Association and other interested parties. It complements other professional guides developed by Environmental Health Australia (SA) aimed at increasing the professional infrastructure and understanding of Environmental Health roles and requirements, within the Local Government environment.

Councils will be able to use the Framework to improve human resources and management practices as they relate to Environmental Health teams. Specifically, the tool can be used by Councils for:

- Development of job descriptions (JDs) for new staff and review of existing JDs, ensuring that they address recent legislative changes;
- Recruitment and selection of appropriate staff into roles;
- Performance development and management;
- Training and development of environmental health staff;
- Career path development of environmental health staff; and/or
- Business unit structure and scope of activity.

The Framework is available on the Environmental Health Australian (EHA) (SA) Branch Knowledge Base and the format will be retained in Microsoft Word to ensure that it is useable and adaptable by Councils and for future as changes are required to the Framework to address policy or legislative amendment.

The tool can be used in its complete form, or agencies may wish to select components which are relevant to their organisation’s needs. It is recommended that the local amendments to this tool are overseen by what is referred to throughout this tool as an ‘experienced EHO’ and where possible, the assessing officer should have skills and knowledge that are current and relevant to the South Australian context.

The tool has been aligned to enHealth’s *Environmental Health Officer Skills and Knowledge Matrix* (the enHealth Matrix, 2009), the SA *Environmental Health Officers’ Training and Induction Program* (2016), and the Municipal Salaried Officers’ Award (2006).

As legislation and training options are rapidly changing in the industry, this tool needs to be updated frequently, and it is therefore important that users seek the current version.
ACKNOWLEDGEMENTS

This project was funded by a grant from the Research and Development Fund of the Local Government Association of South Australia.

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The Working Party thanks all those who contributed to the creation of this document, including contributions from SA Health, City of Charles Sturt, City of West Torrens and Alexandrina Council.

The Framework documents were developed by Wendy Taylor, Principal Consultant, Strategon and Sally Modystach, Director, Healthy Environs. They were based in large part, as requested by the EHA (SA) project brief, on the earlier work for the Authorised Persons Framework (2006), authored by Wendy Taylor and Peter Graves of Strategon. Similarly, the earlier project had been funded by the Local Government Association’s Research and Development Fund.

Feedback about the document can be addressed to Environmental Health Australia (SA) through the Member Support Officer sa@eh.org.au

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PART 1:
INTRODUCTION TO THE FRAMEWORK

1. ABOUT THIS FRAMEWORK

The Environmental Health Professional Framework has been developed as a resource to assist Councils across a range of human resource management practices. The templates and resources within this Framework are not intended to be prescriptive. Councils are encouraged to adapt the content to reflect their Council’s environment, specific processes, structures, plans and values. The EnHealth Skills and Knowledge Matrix (2009), for example, recognises a range of differences relating to jurisdictions and the specialist skills that they may require.

Councils should always seek to access the current version of this Framework for any activity, given the changing nature of the legislation and the dynamics of the environment in which the role operates.

This Framework results from extensive consultation across all levels of Local Government and aims to foster consistency in the appointment, development and management of Environmental Health Officers.

2. WHAT IS THE ENVIRONMENTAL HEALTH PROFESSIONAL FRAMEWORK?

The Framework consists of six components.

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Figure 1 - What is the Framework?

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1 Competencies required for satisfactory performance in the roles of Environmental Health – see EnHealth Skills and Knowledge Matrix 2009 and this document, Part 3.
• ‘How to Guide’ - Council Tools and Resources: developed with the objective of making the Framework a practical aid for Councils, especially managers of Environmental Health teams and HR Managers. The templates and examples of various human resource management practices, have been tailored for specific Environmental Health roles and levels, integrated and linked to the Professional Standards.

• Entry points - Traineeships/ Cadetships/ Paraprofessional roles (new and existing employees): to assist with labour or skills shortages in the profession, especially in regional areas, multiple entry points to the profession should be promoted to enable pathways for both existing Council Officers in other disciplines and entrants. The quality assurance of the required skills and knowledge will require suitable access options to study and academic pathways as well, to assist these staff to attain the qualifications required for authorisation under various legislation.

• Qualifications: Professional qualifications for Environmental Health provide a broad environmental science knowledge base and training in various aspects of environmental health policy and risk assessment. They are compulsory in various EH roles.

• Career Paths: traditionally there have been perceptions that the role is a specialised one with limited career opportunities for staff. The Framework aims to increase awareness of opportunities within and beyond the function and the capabilities and development that align to other roles in potential pathways.

• Professional Development: Currency of the knowledge base for those authorised under various regulations/laws in Environmental Health is essential to inform accurate and complete risk identification and assessments on behalf of Councils, and thereby safeguard communities’ public and environmental health. Continuous involvement in professional development activities is therefore essential. There is a need to support and ensure access to professional development and study options.

• Knowledge Base (Local Government Association website): A knowledge base has been developed within the Local Government Association’s website which is accessible by all member Councils; it includes these documents and those referenced frequently. Speak to the LGA or your Council for instructions on how to access the site.

• Professional Standards: the standards describe the skills, behaviours, attributes and knowledge that a person needs to be effective in the various roles and at the different levels of the Environmental Health team – from entry point through to manager.

3. WHAT DO WE MEAN BY AN ENVIRONMENTAL HEALTH OFFICER (EHO)?

Council Environmental Health Officers play a pivotal role in educating and promoting the role of environmental health within their own communities. EHOs are responsible for the administration of public health legislation, community education and monitoring of key issues, to promote community health and wellbeing. In South Australia, an Environmental Health Officer can be appointed by a Council to administer various Acts to promote and protect public and environmental health, including the:

• Food Act 2001
• South Australian Public Health Act 2011;
• Environment Protection Act 1993;
• Local Government Act 1999;
• Safe Drinking Water Act 2011;
• Supported Residential Facilities Act 1992;
• Local Nuisance and Litter Control Act 2016;
• Tobacco Products Regulations Act 1997;
• Expiation of Offences Act 1996; and
• Water Industry Act 2012.
Professional qualifications for Environmental Health provide a broad environmental science knowledge base and training in various aspects of Environmental Health policy and risk assessment. With this broad knowledge base, EHOs may also undertake program management roles in local government across the areas of environmental management, waste management, community wellbeing and safety. A comprehensive list of the Acts covered by Local Government Environmental Health staff in SA is included in **Part 4 (Supplementary document 4.2)**.

**4. WHY THE FRAMEWORK?**

Like many functions in Local Government the role of a person authorised by their Council to address Environmental Health matters has increased greatly in its complexity.

Councils often experience difficulty in appointing personnel suitably experienced for the role of Environmental Health Officer, especially in regional areas where skills and labour may be in short supply at times. Over time it is expected that this issue will become even more critical for Local Government with an aging workforce profile.

The Framework has grown out of a widely recognised need to increase the awareness of the level of professionalism, performance standards, skill and knowledge base required of Environmental Health staff employed across Local Government. The implementation of the Framework will assist Councils in building professionalism and effectiveness in the Environmental Health service area. This Framework is also an opportunity to increase the level of consistency by which Environmental Health staff are appointed and developed across Local Government.

Environmental Health workforce attraction and retention is a key strategic priority of Environmental Health Australia (EHA) (SA). This Framework therefore details the career entry and ongoing career development opportunities for Environmental Health Officers.

In 2004, a comprehensive study, coordinated by the Department of Health (DoH) was undertaken to review the EH workforce in SA (DoH, 2004). The review highlighted that 43% of EHOs in South Australia expected to work in the field for less than a further five years. Follow-up research was undertaken for EHA (SA) in 2011 to determine what would attract or retain EHOs in the industry (Bartosak, 2010).

Bartosak (2010) found that the continued viability of tertiary qualifications in Environmental Health (in particular, the SA based Graduate Diploma in Environmental Health) is essential to attract people to the profession in SA. Pay and remuneration, along with opportunities for career progression were the priority factors for retaining EHOs.

Retention of EHOs in the workforce continues to be a challenge for the profession. Preliminary results from Bartosak (2010) and Harrison Research (2010) identified a significant number of Authorised EHOs are either planning a change in workplace or leaving the profession in the near future.

‘There is a fair amount of experience within the EHO field with 25% having 5-10 years of experience and 38.8% having more than 10 years’ experience. Harrison Research (2010) and Bartosak (2010) have found that there will be significant movement out of the EHO industry (one third over 5 years) or changes in workplace’.  

Local Government is also facing overall workforce retention challenges, with an increasing ageing workforce and the pressure this places on loss of organisation or industry specific knowledge within the sector. Financial pressures, uncertainty in changes to regulation and retention difficulties (particularly in regional and remote areas) are key workforce challenges for Local Government. Interestingly,

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‘increased scope of duties for individual staff’ is considered a likely trend to manage these pressures

This trend, in expanding Council staff duties, is being noticed in the Environmental Health profession in SA, where ‘paraprofessional’ roles in Environmental Health may be sought in areas where skills or workforce shortages are experienced (predominantly rural). This is resulting in a lack of understanding of when the professional qualification is required for Environmental Health Officers to administer specific legislation, which is across a wide range, with some differing in their requirements (refer to the summary of legislation in Part 4).

Examples of the possible use of a ‘paraprofessional’ role include the Brian Wall report recommendation for a Support Officer to undertake appropriate training and mentoring in food surveillance activities as there are no specific qualification requirements outlined in the Food Act 2001 or recommended by the Minister. ‘Paraprofessionals’ are commonly used interstate for food surveillance activities due to a shortage of qualified EHOs and a recognition that the legislation supports non degree qualified staff undertaking these activities. A guidance document regarding the use of paraprofessionals (such as the EH Support Officer) was published by Brian Wall in 2006 in order to provide some structure and guidance to Councils on following this pathway, and thereby reducing unnecessary risk within their organisations. The Victorian Department of Health released a similar draft guidance document in 2012 with a food surveillance focus, targetted to their state legislative requirements.

5. HOW CAN COUNCILS USE THE FRAMEWORK?

The Framework can be used across a range of human resource management processes including:

- Development of job descriptions;
- Recruitment and selection;
- Induction (the EHA tool – EHO Training and Induction Program for SA, 2016, provides a comprehensive complementary guide);
- Performance development and management;
- Training and development (the EHA tool – EHO Training and Induction Program for SA, 2016, provides a comprehensive complementary guide);
- Career development and career transition; and/or
- Business unit structure and scope of activity.

6. HOW WILL LOCAL GOVERNMENT BENEFIT FROM THE FRAMEWORK?

Local Government will benefit from the Framework in a number of ways:

- Improved and more efficient human resource management practices (from selection onwards) through the use of benchmarks (professional standards and qualification) relating to these roles, ensuring better job and person compatibility, and modification of LG specific and agreed templates;
- Improved administration of various pieces of legislation;
- Improved perception of the Environmental Health service area in the community and across Council;
- Professional officers fostering good working / community relations;
- Increased commitment and participation in professional development by Environmental Health Officers and other staff involved in Environmental Health service areas;
- Access to practical tools to assist managers, team leaders and Environmental Health Officers.

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7. **HOW WILL ENVIRONMENTAL HEALTH STAFF BENEFIT FROM THE FRAMEWORK?**

Environmental Health staff will benefit through:

- Access to professional development to supplement their initial qualification; a pathway to qualification for those transitioning from another role through accredited, articulated study;
- Improved perception of Local Government Environmental Health work as a profession;
- Increased access to knowledge related to the Environmental Health service area via the Environmental Health Knowledge Base website;
- Benchmarks that specify what it takes to be effective in the role (professional standards, recommended professional development and qualifications);
- Improved career paths and skill transferability;
- Better understanding of the role across Councils; and
- Increased confidence to fulfill the role of Environmental Health Officer.

8. **WHO WAS INVOLVED IN DEVELOPING THE FRAMEWORK?**

A significant number of people have assisted with the development of the Framework, including:

- Environmental Health Australia (SA) Inc.;
- Project Working Group (outlined in the Foreword);
- Managers Forum participants - 11 May 2017 - Workshop participants from across Local Government;
- Various Local Government senior managers and regulatory teams (undertaken via a Feedback Survey to all SA Councils and promoted via those participants in the Managers’ Forum);
- Project consultants (Wendy Taylor, Strategon and Sally Modystach, Healthy Environments); and
- Local Government Association, Research and Development Scheme (the Project Funder).

9. **ENVIRONMENTAL HEALTH ROLES**

The SA Public Health Act 2011 recognises Councils as the ‘Public Health Authority’ for their local area. Being identified as a 'Public Health Authority' recognises the important role traditionally played by Local Government in public health and the wide range of Council functions which influence community health and wellbeing.

The Environmental Health profession plays an important role in addressing the public health responsibilities of Local Government. Environmental Health Officers undertake a range of roles to protect and promote public and environmental health at the local level. Functional roles vary based on the nature of the local environment and communities within which EHOs work. The range of legislative functions for EHOs employed within SA is summarised in Table 1.
### Table 1 – Legislative Functions of EHOs

<table>
<thead>
<tr>
<th>Function Area</th>
<th>Functional Element</th>
<th>Legislation</th>
</tr>
</thead>
</table>
| 1 Public Health        | • Health premise inspections (public swimming/spa pools, beauty therapists, skin penetration premises, hairdressers)  
                        • Notifiable disease investigation  
                        • Legionella control  
                        • Wastewater control  
                        • Mosquito control  
                        • Emergency management  
                        • Hoarding and squalor  
                        • Clandestine drug laboratory management  
                        • Immunisation /contract management  
                        • Wastewater assessment and inspections  
                        • Customer request management         | SA Public Health Act 2011                        |
| 2 Food Regulation      | • Inspections  
                        • Auditing (optional)  
                        • Customer request management  
                        • Risk classification  
                        • Food Safety Rating Scheme  
                        • Food sampling  
                        • Education  
                        • Foodborne illness investigation | Food Act 2001                                    |
| 3 Drinking Water       | • Inspections  
                        • Auditing (optional)  
                        • Customer request management | Safe Drinking Water Act 2011                     |
| Regulation             |                                                                                     |                                                  |
| 4 Supported Residential Facilities | • Licensing  
                                  • Audits  
                                  • Customer request management | Supported Residential Facilities Act 1992       |
| 5 Environmental Protection | • Inspections of nuisance requests (dependent on authorisations)*  
                                  • Customer request management | Local Nuisance and Litter Control Act 2016     |
| 6 CWMS Management      | • Assessment and management of Council CWMS                                      | Water Industry Act 2012                          |
| 7 Other                | • Regulation of smoking in public places                                      | Tobacco Products Regulations Act 1997             |

* Note: functions under the Local Nuisance and Litter Control Act 2016 and Tobacco Products Regulations Act 1997 may be undertaken by other Council staff, such as General Inspectors.
In addition to the public health legislative functions, a Council may also delegate responsibilities for decision making and other duties to an Environmental Health Officer. Delegated authorities are powers given to the Council (the elected body) through the Local Government Act. EHOs offer diverse skills in public health protection and risk assessment and therefore may undertake additional responsibilities across:

- Mass event planning;
- Tobacco regulation;
- Emergency management;
- Public health planning;
- Solid waste management;
- Community wastewater systems;
- Health promotion and planning;
- Work health and safety; and
- Indigenous environmental health.

To undertake their roles effectively EHOs require an understanding of enforcement principles and practices and effective communication skills to influence outcomes involving a wide variety of audiences (the general community, business proprietors, internal Council staff and Elected Members). EHOs operating at more senior levels commonly undertake roles in work health and safety, strategic planning and human resource management.

The typical roles for EH staff within Local Government, at different levels are shown in Figure 2.

![Figure 2 - Environmental Health Roles](image)

Note: Job titles are indicative. A ‘Senior EHO’ job title may represent the leader of the team, or there may also be a designated ‘Team Leader’ depending on Council structures, the size and skills/qualifications mix of the team.
10. QUALIFICATIONS

In South Australia, Environmental Health staff require minimum qualifications to operate as Authorised Officers under certain pieces of legislation. Not all staff in the EH team need to be qualified in Environmental Health at graduate level, however – for example, Trainees, Paraprofessionals, Team Leaders and Managers of the service area may not hold the EH qualification, providing others in the team do.

The required and preferred qualifications under the SA Public Health Act have been approved by South Australia’s Chief Public Health Officer. Each of the approved qualifications ensures that graduates have the necessary skills and knowledge in the areas of science, public and environmental health, research methods, risk assessment and management, and communication. The functional competencies required of EH staff may vary between metropolitan and rural areas and across Council regions. Prior to recruitment it is useful to determine the qualifications required of the EH position to fulfil the needs of the organisation.

The following diagram identifies the typical qualifications across the levels / roles and related Local Government and management qualifications.

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5 The EnHealth EHO Skills and Knowledge Matrix 2009, provides a comprehensive outline of the detail for the various skills and knowledge sets summarised here.
Certain qualifications are required for the various Acts under which EH staff may be appointed. Refer to Supplementary document 2 in Part 4. Job titles are indicative.

Older staff may have qualifications that pre-date the degree in EH eg Associate Diploma in Environmental Health or Health Surveying. All staff are required to participate actively in continued professional development to maintain currency, after initial qualification.

For EH staff to be Authorised under the SA Public Health Act 2011, they must hold a qualification approved by the Minister for Health and Ageing (pursuant to Section 45 of the Act). Refer to Supplementary document 3 in Part 4.
PART 2: 
MAKING SENSE OF THE FRAMEWORK – PRACTICAL IDEAS FOR COUNCILS

1. INTRODUCTION

The Professional Standards have been developed for Environmental Health roles at various levels of experience and capability, with significant input from across Local Government at various levels and with reference to the EnHealth Skills and Knowledge Matrix (2009) and the SA Municipal Salaried Officers Award (2006)\(^6\). The base of these Standards has been the identification of core behaviours, skills and attributes that demonstrate effective (better than satisfactory) performance\(^7\).

These behaviours, skills and attributes have been tested during the EHA Managers’ consultation forum (11 May 2017), with all South Australian Local Government Councils also offered further internal consultation time and opportunity, within both metropolitan and regional settings.

The following diagram (Figure 4) outlines the structure of the Professional Standards.

![Figure 4 - LG Environmental Health Officers’ Professional Standards](image)

The diagram highlights two sets of capabilities:

**Section 1 - Core Capabilities** incorporate generic behaviours, attributes and skills that apply at all Environmental Health roles and levels. Further reference should be made to the EnHealth EHO Skills and Knowledge Matrix as this also outlines in greater and specific detail the Underpinning Knowledge and Skills generically required of EH roles. **Part 3.1** is a dictionary expanding on these core capabilities.

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\(^6\) Environmental Health Committee (enHealth) 2009, enHealth Environmental Health Officer Skills and Knowledge Matrix, Department of Health and Ageing, Canberra.

\(^7\) The Hay-McBer Better Performer model of competency development has been partly employed to identify the differences between satisfactory and more effective performance in Environmental Health roles, in the context of actual performance within the SA environment, in metro and regional settings, in Local Government.
Section 2 - Level Specific Capabilities incorporate behaviours, attributes and skills for each Environmental Health role from EH Paraprofessional, EHO (entry graduate) level to Manager. Part 3.2 summarises the capabilities for each level, with comparative comments about those associated with ‘satisfactory’ performance and indicators of behaviours that represent ‘better than satisfactory’ performance.

The Professional Standards for Environmental Health staff provide a consistent and valuable Framework that can be used with Human Resource Management practices outlined below. This complements standards already established by Councils.

Councils can efficiently use the Professional Standards as core content that can be tailored to their own processes, confident that they are using capability profiles for different levels of Environmental Health Officer that have been developed and tested through thorough consultation with Local Government.

The Professional Standards have been applied against the following Human Resource Management practices, with consideration of any best practices identified in the SA Local Government Knowledge Base:

1. Development of job descriptions (page 17 below, page 49, page 53+);
2. Recruitment and selection processes (pages 20 and 74);
3. Induction (pages 22 and 83) (Readers are referred to the primary EHA tool – EHO Training and Induction, 2016);
4. Performance development and management (see below, page 22);
5. Training and development (pages 23 and 70); and
6. Career development and career transition (pages 25, 48 and 89).

2. DEVELOPMENT OF JOB DESCRIPTIONS

The Professional Standards are a valuable tool to support the development of a Council’s job descriptions for the Environmental Health roles from Trainee/ Entry level, through competent practitioner, to senior practitioner, team leader and manager. To assist, the Core and Level Specific Capabilities can be found in Part 3.1. Sample job descriptions based on the Professional Standards are included in Part 3.3.

What the Professional Standards provide for Job Descriptions

As outlined earlier, the Professional Standards outline the core behaviours, skills and attributes that apply at all levels along with those that are specific to the various Environmental Health positions, from:

- Entry level (described as Level 2);
- Paraprofessional (Level 2-3);
- Practitioner (Levels 3 -5);
- Senior Practitioner (Levels 6-8);
- Team Leader (Levels 6-8) and through to;
- Manager (described as Levels 7+, though individual Contract is typical for this position in SA Councils).

These levels have been identified as those in typical use in SA LG workplaces at the time of writing this Framework document, through desk research of recently advertised positions and those sourced from a representation of Councils in metro and country areas for this project. It is recognised that these levels may vary from the Municipal Salaried Officers’ Award 2006, and as such the authors claim no authority in the representation here, but they represent current realities which Councils are working within.

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8 LGA SA member Council access required: https://www.lga.sa.gov.au
The ranges indicated assist Councils to consider the appropriate level for any EH position in the context of:

- the EH team structure and classification relativities;
- the mix of qualifications within the team;
- the range of duties to be performed in the specific jurisdiction of Council;
- the qualifications required to undertake these duties according to the relevant legislation, and the
- Council’s ability to attract suitable candidates.

Also included in the Professional Standards document is a basic role description, and indication of the relevant qualifications for that level.

The Professional Standards for a level and role can be directly copied into a Council’s format for a job description. Councils can apply flexibility in using their format and in determining priorities at the time in terms of essential criteria other than qualifications, with the knowledge of the agreed standards for these roles in Local Government in South Australia. This should assist with efficient preparation of job descriptions and the alignment of expectations of the role to be performed at Council.

Alternatively, Councils could use the example job profiles in Part 3.3 verbatim or as a base for customisation. The value of the job profile examples provided is that they also outline the outcomes expected in the position at various levels of Environmental Health Officer, possible performance measures and the expression of job descriptions in outcome terms is contemporary, best organisational practice.

**Using the Core Capabilities**

The Core Capability Dictionary (Part 3.1) provides a summary of the competencies, including examples of behaviours for the various levels of Environmental Health role. The statements of effective performance in the Dictionary guide the role descriptions usually included in the introduction or “purpose of this position” segment of job specifications, while the behaviours described can be used for the writing of person specifications. The scales used in the behavioural statements in the Dictionary will assist Councils to “pitch” the person specification at the appropriate level for the position, as it is to be performed.

Example – Using the Professional Standards to construct a Job Description – see the following page.
Example – Using the Professional Standards to construct a Job Description

**LEVEL 2:** TRAINEE⁹/ PARAPROFESSIONAL

**LEVEL 3:** ENTRY LEVEL - ENVIRONMENTAL HEALTH OFFICER

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### Professional Standards

* (skills, knowledge and attributes)

1. Able to source and interpret legislation and policy
2. Knowledge of WHS requirements
3. Sound computer literacy in word processing; able to develop competency in Council systems for research, data entry
4. Able to organise and prioritise own work tasks; able to follow instruction closely; attention to detail
5. Able to set parameters with others; able to assert legislative or policy requirements; prepared to assert self to direct others and ensure personal and public safety
6. Represents the organisation appropriately in the community
7. Supports management, the team and the organisation’s goals
8. Seeks to understand and resolve customer issues; able to accurately assess impacts on individuals; able to undertake basic conflict resolution, negotiation, mediation
9. Able to express issues clearly and accurately in written form; able to maintain accurate records
10. Able to handle complaints/ feedback objectively; calm under pressure
11. Able to think on his/her feet and take action quickly; objective logical thinker and decision maker
12. Sound observation skills
13. Able to accurately assess risks in the environment and situation and respond; able to identify the core requirements of issues objectively
14. Cooperative with others; contributes to teamwork and relationships; can work with a range of people
15. Develops and uses networks to achieve work related goals
16. Positive attitude to challenges
17. Exercises own discretion appropriately; flexible in responses rather than rigid in enforcing policy
18. Sets and pursues goals
19. Comfort in working in various work environments, including on ‘unclean’ sites
20. Prepared to actively maintain professional development

### Role Description:

- Enforcement of various SA Acts and Regulations (Trainee: under supervision)
- Required to develop comprehensive knowledge of the various Acts and Regulations
- Able to work without supervision or in a team

### Qualifications:

**Trainee:** None (Preparedness to study, Essential)

**EHO:** Degree in Environmental Health or post-graduate qualification in Environmental Health with base degree in a suitable discipline (Essential: as required by SA Public Health Act)

**Driver’s Licence** (Essential)

**First Aid Certificate** (Optional)

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⁹ Trainees must be assessed as capable of working towards these competencies over an agreed timeframe, at recruitment. Their preparedness to study the required qualifications to be authorised in the EHO position under relevant legislation needs to be clarified.

¹⁰ The comprehensive Knowledge Base of an EHO is outlined in ENHealth EHO Skills and Knowledge Matrix, 2009.
3. **RECRUITMENT AND SELECTION**

The Professional Standards can help Councils determine the appropriate level of position for operational requirements, and the associated skills, knowledge and attributes required by the incumbent. The Professional Standards guide the choice of selection criteria for a particular Environmental Health position and level, helping Councils identify essential and desirable characteristics, and, if necessary, upgrade job descriptions in preparation for a recruitment exercise.

**Eligibility and Suitability**

The Professional Standards are important in recruitment and selection processes highlighting the need for a candidate to be not only **eligible** for a role in EH, or specifically of Environmental Health Officer, but also **suitable**. Environmental Health roles are significant for Council to consider from this viewpoint, because of the high community stakeholder contact and the frequency of difficult customer interactions encountered.

At different levels, candidates may need to have authorisations, certain licences and qualifications to be eligible to operate as an Environmental Health Officer as outlined in section 10, page 14, and a Drivers’ Licence. Suitability factors include the essential attributes for the role, such as preparedness to be assertive and calmness under pressure, as these are crucial for effective performance in the role. Without these attributes, a person will be ineffective in the role and / or heighten the risks to Council.

This is also a critical issue to consider in making decisions about internal career transitions to the Environmental Health roles, and this is covered further in this section (Career Development and Career Transition).

**Selection Methods**

The Professional Standards can guide the choice of selection process and activities since certain skills and attributes are effectively “tested” in different ways. For example, a candidate’s ability to manage conflict (a key requirement of Environmental Health Officers of Level 3 and above), will be better assessed through Witnessed Assessment (referee check or role play) than interview questions, though the use of the Behavioural Event questioning technique may also be valid if conducted by an experienced and trained interviewer.

**Part 3.4** provides ideas for suitable selection methods for the various capabilities required for effective performance in an Environmental Health role. To validly assess the range of key capabilities needed for an Environmental Health role, use of a variety of selection techniques is suggested (see the list provided in **Part 3.4**). Councils may feel a multifaceted approach such as provided by an Assessment Centre may also be worthwhile, especially if they have several candidates to be assessed at a time.

Because of their emphasis on effective behaviours in the role, the Professional Standards also provide selection panels with guidance for development of suitable interview questions. The Professional Standards readily provide examples of behaviours that can be turned into behavioural event questions, suitable for the various levels of Environmental Health position. Behavioural event questions are recognised as more effective predictors of future performance in a role than hypothetical questions. For example, for a Level 3 Environmental Health Officer position:
“Tell us about a time when you had to assess a situation and act quickly in the interests of public safety. What did you specifically think, say and do?” (for assessment of Initiative)

Part 3.4 provides more example questions for the various levels of Environmental Health role.

Guides for Selection Panelists

The Professional Standards can also be helpful to selection panelists, providing them with snapshots of Environmental Health roles, which are often not well understood. These Professional Standards also highlight the diversity of the role and its complexity – helping panelists form views of the increased professionalism required in the contemporary role. Candidates for this role may come from varied backgrounds. Panelists need to undertake rigorous selection assessment for this role to ensure the appropriate candidate is selected.

1 An Assessment Centre is a purpose-built suite of selection activities integrated to assess capabilities in multiple ways using multiple assessors. It is therefore more reliable than traditional interview only based selections. However, it can be time consuming and expensive unless there are frequent recruitment exercises to be managed with high volumes of candidates. This approach usually requires the use of external resources, but elements can be built into an internally managed process.
4. **INDUCTION**

As all Councils know, the initial period of a person’s employment helps bond them to the organisation effectively. If this period of settling in is not handled well, the employees fail to reach full productivity and may feel insecure in their employment. This can result in sooner than average turnover or continued performance issues.

The position of Environmental Health Officer has evolved as a professionally qualified one, over time. In the past, there may have been assumptions about who could undertake the position, and how readily existing staff might transfer to such a role. Such assumptions are likely to have led to mismatches, with negative effects felt by both the officer involved and the organisation. **It should not be assumed that any candidate can be effective in the role if provided with effective orientation.**

The Professional Standards for Environmental Health roles highlight the multifaceted nature of the role and the key impact the position has on customer service and therefore on a Council’s profile in the community. Practitioners working at effective performance levels in Local Government have provided input to the Standards to provide a “mud map” of the different components of knowledge that staff new to the role (at different levels) need to have, together with the necessary skills and attributes, at the different levels. These are comprehensively outlined in the supplementary resource guides for Councils: *EnHealth Skills and Knowledge Matrix (2009)*, and the *EHA tool – EHO Induction and Training Program, 2016.*

The latter provides a checklist that Councils can use during induction of new or transferring staff. The checklist needs to be supported by active induction and supervision to be effective, and use of an experienced and qualified EHO to act as an “Assessor” of the person’s competence is highly recommended.

Nevertheless, Councils need to be aware of the eligibility and requirements of the roles in Environmental Health, as outlined in the Recruitment and Selection section (Part 2.3). Effective Environmental Health staff have attributes that are strongly linked to personality, emotional intelligence and experience.

5. **PERFORMANCE DEVELOPMENT AND MANAGEMENT**

Just as the Professional Standards provide the basis for job descriptions (Part 2.3), they can also be extended to provide the criteria on which performance is assessed during Council’s performance development and management processes. If Council’s process allows for tailoring of the performance criteria for individual positions, then the Professional Standards will be particularly useful.

Similarly, supervisors can use the Professional Standards to provide performance feedback, comfortable in the knowledge that the Standards represent a Local Government Framework. The performance expectations can be seen to be set objectively and transparently in line with expected behaviours. Supervisors can reinforce and recognise behaviours in which performance is competent or better, but also highlight those behaviours in which some performance improvement is required. Again, a checklist approach can be used to document those areas for performance improvement, and referred to later at a follow up discussion. This approach is in line with the recommended practices of Fair Work Australia (see their website for examples.)

A 360-performance review tool could be developed using the Professional Standards as a base, where detailed performance feedback from a range of stakeholders was desired for an individual in the Environmental Health team or for a group.
6. TRAINING AND DEVELOPMENT

Guide for Development Planning

The Professional Standards can guide development planning including education, training and other development needs for individuals and groups. They outline the core skills, knowledge and attributes required of Environmental Health roles at various levels and can be used as a guide for supervisors and mentors in their coaching of individuals seeking to improve competency or performance. Part 3.6 provides an example of an Individual Development Plan suitable for Environmental Health roles, and some suggestions for suitable Professional Development activities are included in the following paragraphs.

Similarly, Councils considering corporate development activities can use the Professional Standards as a guide for content decisions about base skills training, knowledge sessions and refresher programs for groups of Environmental Health staff. Customer feedback and satisfaction surveys conducted by Council may also provide valuable information about areas for refresher training for Environmental Health staff.

Apart from programs targeted at their specific responsibilities, Environmental Health staff can also benefit from participation in generic development programs such as personal development, customer service, conflict resolution, mediation and negotiation skills.

Professional Development

The value of providing training opportunities for Environmental Health staff in which they can exchange their knowledge and practices with Environmental Health personnel from other Councils should not be underestimated. Environmental Health employees should be encouraged by Council to participate in their professional body and any associated training conducted for the sector, to ensure maintenance and currency of their technical/legislative knowledge base as well as their skills. It is likely that this will become compulsory in the next few years, as may membership of the peak body, Environmental Health Australia.

Organisations such as the Environmental Health Australia, the Local Government Association, SA Health and the SA Environment Protection Authority provide options for seminars, training sessions and Special Interest Groups (SIGs) of relevance to Environmental Health Officers.

There are some aspects of the role such as Food Safety Auditor qualifications that mandate ongoing professional development in order to maintain qualifications. The importance of ongoing professional development is also recognised in the EnHealth EHO Skills and Knowledge Matrix.

Environmental Health Australia provides a Continuing Professional Development scheme that can be used to demonstrate the qualified EHO, paraprofessional or Team Leader commitment to ongoing professional development in the specific EH field. Refer to the EHA website for further details.
Table 2 - Suggestions for continuing professional development – based on the identified capabilities in EH roles, 2017

<table>
<thead>
<tr>
<th>Professional (Technical) Development/Maintenance of Currency Activities</th>
<th>Personal Development topics</th>
<th>Career Development Topics/activities</th>
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<tbody>
<tr>
<td><strong>EHO</strong></td>
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<tr>
<td>SA Public Health Act Course</td>
<td>Handling difficult conversations</td>
<td>See Part 1.7, below</td>
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<tr>
<td>Food Risk Classification and Inspection</td>
<td>Negotiation skills</td>
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<tr>
<td>Health Premise Inspection Training (various e.g Cooling Towers, Tattoo Studios)</td>
<td>Research skills</td>
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<tr>
<td>Technical Training as relevant (e.g. Food Premise Auditing)</td>
<td>Presentation skills</td>
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<tr>
<td>Environmental Health Emergency Management</td>
<td>Project management skills training and on job development</td>
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<tr>
<td>Legal Training</td>
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<tr>
<td>Knowledge and skills in Supported Residential Facilities</td>
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<tr>
<td><strong>Team Leader/Senior EHO</strong></td>
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<tr>
<td>Contract Management</td>
<td>Providing workplace instruction (unit within the Diploma of Training &amp; Development)</td>
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<tr>
<td>Professional Representation (internal/external) e.g EHA Managers Forum</td>
<td>Coaching and mentoring skills</td>
<td></td>
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<tr>
<td>Legal Training</td>
<td>Managing up</td>
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<td></td>
<td>Managing people</td>
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<td></td>
<td>Process improvement skills</td>
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<tr>
<td><strong>Manager</strong></td>
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<tr>
<td>Professional Representation (internal/external) e.g EHA Management Forum</td>
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<tr>
<td>Legal Training</td>
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<tr>
<td></td>
<td>Personal Development in Policy Development, Business Writing, Resource Planning</td>
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<td></td>
<td>Budgeting and financial management skills training, HR Management</td>
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For retention in these key roles, it is recommended that Councils promote continued professional development but also tackle the repetitive nature of the work with some intelligent job design. Especially for younger staff, to reduce the workforce exit rates noted in research cited elsewhere in this document, it is important to provide variety of tasks and breadth of exposure to jurisdictional
issues. Methods by which this may be achieved include:

- Exposure to project work;
- Rotations of specific tasks annually to deepen expertise, e.g. to develop Subject Matter Expertise in wastewater management as experience grows;
- Being designated as the policy and procedure writer for the team;
- Research of emerging portfolios in the work; and/or
- Being the contact person for an area of work that is increasing in a jurisdiction in terms of community concern or complaint e.g. hoarding and squalor management.

Formal Qualifications

The Professional Standards also highlight required qualifications, accredited training and education guiding Councils in areas to support Environmental Health staff towards attainment of additional qualifications (See also Part 1.10 for an overview of the Qualifications). Trainees, Cadets and Paraprofessionals who may be transferring into EH roles and want to pursue a career path in the professional stream will need to enter study programs and gain access to them; flexible delivery of qualifications will be important to those in regional areas or those working full-time.

Councils should encourage their trainee/cadet or paraprofessional Environmental Health staff to achieve formal qualifications appropriate to their level and career interests, through development planning and study support. The increased professionalism implied in the upgrading of the qualifications held by job incumbents is in Councils’ interests as much as the individuals, since the position of qualified Environmental Health Officer ensures compliance with multiple legislation, Council and other statutory regulations.

Self-Development

Environmental Health staff can use the Professional Standards and the Self-Assessment Tool provided in EHA tool – EHO Training and Induction 2016, and the EnHealth EHO Skills and Knowledge Matrix, to assess their own capabilities and develop their own plan for development. Part 3.6 provides a template for a suitable Individual Development Plan. Environmental Health staff should be proactive in seeking support for their development needs to ensure that their managers and Council recognise the importance of maintaining currency of technical and professional expertise in the role.

Environmental Health staff should be personally seeking to extend their skills base and update their professional knowledge through seminars, self-study, participation in their professional association and in-house training programs provided by Council.

7. CAREER DEVELOPMENT AND CAREER TRANSITION

Career Development for Retention

In these days of skills shortages, organisations that invest in the development of their employees and particularly their career development will have an edge on retaining staff. Employees, including those in the more mature age range, have and will increasingly have options. Councils would be wise to develop attraction and retention strategies, for roles such as Environmental Health Officers, for

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which it can be difficult to identify suitable candidates.

Access to career development activities within an organisation has been found to be one of the most valued characteristics of organisations for whom potential staff want to work\textsuperscript{12}. Councils should not assume that the infrastructure they provide for career development is the preserve of graduates or those seen as having potential for management. Increasingly, such activities should be available to all employees including those who may wish to transition from other roles within Council, and this approach has the added benefit of demonstrating fairness and equitable access to development opportunities.

**Supportive Activities for Career Development**

Activities within Council that foster a career development culture include practices such as:

- Effective communication of organisational vision and strategy to all levels of staff;
- Visibility and access to senior staff for less experienced staff for informal discussion;
- Encouraging constructive performance as the basis for promotion and recognition;
- Increasing the amount of positive recognition provided in the workplace;
- Internal posting of job vacancies to all staff;
- Internal posting of development opportunities to all staff;
- Supporting secondment to other Councils to enable experience of ‘new’ job functions or different jurisdictional requirements;
- Providing opportunities to “act” in alternative roles and higher-level positions, including as an EHO “Assessor” for new staff at own or other (regional) Councils;
- A culture that treats mistakes as learning opportunities and ensures a debriefing process for them as such;
- Establishing Knowledge Transfer methodologies within the organisation;
- Facilitating internal and lateral transfers for development purposes;
- Having written documentation of the capabilities required for positions freely available for staff to access in Council work environments and on intranet;
- Assisting Council employees to develop generic skills such as public speaking, mediation or negotiation skills, even if outside the strict requirements of their current position level;
- Having an active training and development program that includes personal and management development, as well as skills;
- Including “career skills” in internal training and development programs, in line with the *Australian Blueprint for Career Development*;
- Having career development processes such as career counseling, and career transition available to staff; providing career interview skills to managers to supplement performance development discussions;
- Offering competitive and equitable levels of external study support for all employees;
- Providing a variety of development activities and media to support staff learning and development (to cater for different learning styles, lifestyles, access in various geographic locations, and working hours); and
- Providing access to coaching and mentoring services, internally and/or externally.

Such activities and encouraging participation in them, can assist Environmental Health staff with pre-positional development, i.e. preparing them for higher level positions in advance of vacancies. These activities can also provide the basis for a move outside the Environmental Health

\textsuperscript{12} FTTH Skills Council, op cit. and AON Hewitt, Employer of Choice criteria for annual national awards.
professional career stream itself, into other roles of Council if staff wish or as positions are available. Management, Strategic Policy, Risk/Emergency Management, Work Health and Safety and technical specialisation roles (within or external to Local Government) are likely alternative paths, as illustrated in the diagram below.

Such activities assist Environmental Health staff to see career development prospects for themselves, feel actively involved in developing their own skills, and assists Council to develop capable staff who can “act” in or move to higher positions when needed.

**Career transition for staff from other positions or career streams**

Given the physical nature of some Local Government positions, regional labour/skill shortages and the aging profile of the workforce, it is likely that Councils will need to assist numbers of internal staff make transitions into an alternative career stream than that for which they were originally recruited. Such transitions are in the interests of both Council and the staff members involved, but also need to be carefully and sensitively managed to succeed.

EH roles may be seen as ones into which Councils could move other compliance or technical staff if their original work is no longer suitable for them. The Professional Standards and Induction Checklists to (see Part 3, 3.1, 3.2, and 3.5 and the EHA tool – EHO Training and Induction 2016), provide a good Framework to assist staff in career transition, learn what is expected of them in the Environmental Health team and what qualifications, knowledge and skills they will need to learn to be effective at different classifications.

However, the discussion identified in earlier sections of this manual about eligibility needs to be assessed by Councils first, to identify whether the staff member will be able to make an effective transition to any of the Environmental Health roles. Essential eligibility criteria for effective performance in Environmental Health roles include achievement orientation, analytical thinking, self-confidence, ability to direct others and initiative. A willingness to study for the required qualifications of an EHO will also be an early aspect to check with the potential candidate for transfer. These attributes should be assessed in advance of any proposal of career transition for a staff member into an Environmental Health role. Possible assessment methods are outlined in Part 3.4. The Core Capability Dictionary (Part 3.1) provides a full summary of the attributes required.

The transition will also need to be formally managed, supported and monitored to ensure that the skills and behavioural transitions are actually being demonstrated in work performance in the actual role, and that any difficulties are resolved early. A process similar to probation is advisable and would need to be negotiated in advance to ensure appropriate industrial process. Again, the EHA tool – EHO Training and Induction 2016, provides a solid basis and material for a Council’s use in these circumstances.
### PART 3: TEMPLATES AND EXAMPLES

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3.1 CORE CAPABILITY DEFINITIONS - DICTIONARY

Prepared by Wendy Taylor
Principal Consultant, Strategon

Authored from core intellectual property of Taylored Consulting Pty Ltd
HOW TO USE THIS DICTIONARY

PURPOSE AND OBJECTIVE OF THE DICTIONARY

This dictionary has been developed specifically for the Environmental Health roles within Local Government to provide a specific set of descriptions of the core capabilities (skills, attributes and knowledge) that constitute effective employee performance in such roles in the sector.

The dictionary can be used to assist Councils, employees and managers understand and describe effective behaviours and performance levels. It also provides a consistent base for the assessment and guidance of employee development.

WHERE HAS THE INFORMATION COME FROM?

The basis for this document is international best practice research of generic capability statements of effective performance. This research work is now widespread and in frequent use by major corporations in UK and Europe as well as Australia, but original work was done by the Hay McBer Company and Richard Boyatzis in USA. However, the generic statements have been refined and expanded using actual examples provided by Local Government employees in describing how they work.

Many Local Government staff and management have participated voluntarily in the construction of capability profiles for various levels of Environmental Health roles as part of consultations during 2017. Panel and focus group information has been recorded and analysed by accredited staff. The participant’s experiences and examples are what have been included in this Environmental Health - specific version of the capability dictionary, with the names of community members and locations deleted to protect confidentiality.

WHEN TO USE THIS DICTIONARY

The capability statements and behavioural descriptors provided for each statement can be used in various settings to ensure consistent understanding and guidance about effective performance and behaviour in Local Government work environments. Persons using this dictionary should be trained in its use or seek the advice and guidance of the Consultants.

The settings where this dictionary can be used include:

- The construction of job and person specifications
- Determination of recruitment and selection criteria and processes
- Design of development/assessment centre techniques and activities
- Performance feedback and coaching
- Choice and design of training and development activities
- Assessment of individuals against specific capabilities or a capability profile for a position (as applies to recruitment, selection, performance development and succession planning type activities)
- Provision of a Framework to underpin integrated design of an organisation’s human resource development activities.
HOW TO READ THE SCALES

For each statement in this dictionary, there is a broad statement of what the capability is and what effective performance broadly looks like in practice. Each statement is then followed by a series of descriptors, in order from level 2 to 5 usually. The levels relate to the performance standards that are expected at the various Local Government job levels.

The description of behaviour at "0" represents an absence of the capability, included as a reference point for users of this dictionary. Behaviours described at the level "2" are low levels of capability such as might be expected of a new recruit or trainee, level "3" represents a competent operator and "4" represents the experienced operator or team leader level. The “5” level is likely to represent the manager level, across a number of Council functions including management of public health, various regulatory and compliance, or other customer service functions. It is included here to demonstrate a potential vertical career path for Environmental Health staff into management.

Footnote: Making capability assessments of people from an interview takes training and practice in both questioning technique and interpretation of the answers given (behavioural event interviewing and coding methodology). Hence such assessments should only be made by staff and interviewers trained in this particular technique.
### SUMMARY OF ENVIRONMENTAL HEALTH CORE CAPABILITIES

The core capabilities identified for effective performance in an Environmental Health role are:

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| **1. Achievement orientation** – strives to achieve goals and standards, to make a contribution  
*Example Behaviour:*  
*at entry level:* Self-starter  
*at effective practitioner level:* Sets goals and pursues them; Self-motivated |   |
| **2. Analytical Thinking** - demonstrated by defining and refining the issue, identifying the key elements  
*Example behavior:*  
*at entry level:* Recognises a match or mismatch between current information and known standards/policies/guidelines  
*at effective practitioner level:* Makes inferences about several factors that may be causing a problem; identifies inconsistencies between facts and draws correct inferences from information; Sets priorities according to an evaluation of urgency and impact. |   |
| **3. Concern for Order and Quality** – a preference for orderly accurate work, usually demonstrated in a planned approach to tasks and accuracy in (written)work  
*Example Behaviour:*  
*at entry level:* Accuracy in assigned record keeping tasks; Able to organise own time; Able to assess risks  
*at effective practitioner level:* Able to organise and prioritise own and others’ work; Able to accurately express issues in written form; Completes regular assessments according to schedule and risk profile |   |
| **4. Concern for Personal Impact** – planning to make a particular impression on others through thoughtful language and behaviour  
*Example Behaviour:*  
*at entry level:* Neat personal presentation; Complies with Council’s dress code for the position; Able to effectively communicate with community members verbally and in writing  
*at effective practitioner level:* Calm under pressure and in the face of aggressive behaviour; Represents the organisation appropriately in the community; Able to adapt communication styles and language appropriately for various environments and audiences |   |
| **5. Directing Others** – the ability to apply appropriately the authority of the position to guide or set parameters for the behaviour of others  
*Example Behaviour:*  
*at entry level:* Able to direct others; Prepared to assert self to guide others  
*at effective practitioner level:* Able to set parameters with others; Able to assert legislative or policy requirements |   |
| **6. Emotional Intelligence and Resilience** – the ability to understand and interpret one’s own and others’ concerns, motives and feelings accurately, and to recognise their impact on behavior  
*Example Behaviour:*  
*at entry level:* Listens to others; able to convey own thoughts and feelings appropriately  
*at effective practitioner level:* Understands the motives and feelings of others accurately; able to negotiate/mediate between people with different interests; Able to be objective |   |
7. Flexibility – the ability to modify behaviour appropriately to the circumstances
   
   *Example Behaviour:*
   
   *at entry level:* Able to exercise personal judgment
   
   *at effective practitioner level:* Exercises own discretion appropriately; Flexible in responses rather than rigid in enforcing policy

8. Focus on joint Customer and Regulatory Needs – the ability to simultaneously maintain customer relationships, professional objectivity and compliance in the course of duty
   
   *Example Behaviour:*
   
   *at entry level:* Understands own role and authority in relation to Council’s community members
   
   *at effective practitioner level:* Seeks information from community members to determine their real needs; Seeks to understand and resolve customer issues in balance with regulatory requirements; Negotiates mutual outcomes within appropriate parameters

9. Initiative – willingness to take action before being forced to by events
   
   *Example Behaviour:*
   
   *at entry level:* Prepared to take action before being forced to by events
   
   *at effective practitioner level:* Recognises the key moment of opportunity and takes action; Able to think on his/her feet and act quickly

10. Organisational/ Stakeholder Awareness – awareness of the key decision makers and appropriate processes to get things done; awareness of the “political” sensitivities that may apply to job decisions; awareness of the realities of the business environment and impacts of decisions; respects the roles, authority and expertise of others
   
   *Example Behaviour:*
   
   *at entry level:* Able to source, interpret and apply legislation
   
   *at effective practitioner level:* Develops and maintains relationships and networks to achieve work related goals

11. Self Confidence – the ability to assert a point of view, even in the face of opposition or hostility; the ability to exercise appropriate levels of personal judgment
   
   *Example Behaviour:*
   
   *at entry level:* Takes a positive attitude to challenges
   
   *at effective practitioner level:* Takes responsibility for Council’s/ own actions; Prepared to make and back own decisions

12. Team Focus and Commitment – recognition of the teamwork that underpins effective performance within a Council environment; preparedness to proactively collaborate and share information
   
   *Example Behaviour:*
   
   *at entry level:* Prepared to take instruction and advice; prepared to assist others
   
   *at effective practitioner level:* Cooperative with others; Contributes to team relationships and workloads; Proactively shares information; Seeks to achieve mutual benefit

13. Technical Expertise – application of the required base knowledge required for the position, preparedness to learn and maintain expertise.
   
   *Example Behaviour:*
   
   *at entry level:* Basic ability to handle animals; Basic computer literacy
   
   *at effective practitioner level:* Knowledge of the legislative and policy base for the role; Able to accurately assess risks in a situation and respond appropriately.
1. ACHIEVEMENT ORIENTATION

Better performers on this capability reflect an internal drive for improved personal and business performance. They continually want to "do it better", to change things that they find are not working effectively. They take pride in their work and its quality, setting self-imposed standards and goals. They see themselves as able to influence their work and environment, seeing themselves as a primary control whether outcomes are achieved or not.

Where circumstances affect the outcome adversely, better performers are philosophical and realistic about their own performance and impact on this. They recognise that some things are outside their control or that of the organisation/ others have other priorities that require a different approach or decision.

Average performers tend to blame their environment or others for their lack of achievement.

0  No evidence of committing self to work-related goals.
1  Derives pleasure from success at work.
2  Works to achieve beyond own work area.
3  Encourages other employees and gains their support to work towards achieving a common goal. Example:

"They announced that the Regulatory Services Manager was coming to consult us about planning next year’s program of work. In the tearoom the others were saying things like "we’re not going to say anything because they never listen to us any way. We’ve asked for action before and nothing’s happened." I said, "We’ve got some real problems with business compliance around Wastewater in a couple of areas - we need to raise them."

4  Is energised by a challenge; sees the potential gains from actually making a difficult problem work. Strives to makes things happen. Wants to achieve at high level and works to self-imposed standards. Takes calculated risks to achieve a desired goal or preferred outcome.

5  Wants to create something new. Really believes that there are better ways of doing things and works to make them happen, no matter where they are in the organisation. Articulates and Integrates goals across areas of responsibility, ensuring the required collaboration and interfaces occur.
2. ANALYTICAL THINKING

This capability refers to defining the elements of a problem or issue by way of abstract logical thought at the start, rather than a capability for working through computational or detailed data (the latter is either numerical or clerical aptitude and concentration). This is a measure of cognitive ability, and there will be some correlation between this capability, previous problem solving experience and intelligence.

The prime measure of this in the better performer is the recognition of the root cause of the problem. This is most likely demonstrated by defining and refining the issue, identifying the key elements. Better performers in this capability do not accept things at face value, they question, they research and seek information (formally and / or informally), they clarify, they probe more deeply to understand the real cause. The better performer continues to do this even when under considerable pressure.

1. Recognises a match or mismatch between current information and known standards/ policies/ guidelines

   “The data just didn’t look right. Something was out of kilter with the usual performance for the equipment at this health premise.”

2. Weighs alternatives or uses simple reasoning from a cause to project the likely effect

   "Staff leave during the Christmas holidays will make it difficult to implement the new assessment at that time of year”.

3. Makes inferences about several factors that may be causing a problem

   "We recognised that the new regulation would mean the assessment form would take significantly longer to gather data. As we implemented the policy changes, we needed to get the systems working as effectively as possible, and the team well-versed in trouble-shooting. We briefed them about where they were likely to get more caught up and how to manage those stages of the assessment process and documentation. It was potentially a very frustrating time for both business owners and staff. We had to look at changing some aspects of staff roles and on-site work.”

4. Discriminates between important and unimportant details, recognises inconsistencies between facts and draws correct inferences from information. Sets priorities according to an evaluation of urgency and impact.

5. Identifies the underlying cause of a problem and provides thoughtful and or new approaches or solutions.

6. Identifies solutions that are best suited to the long term needs of the business and the Council. Follows up to ensure and check that implementation of solutions is effective and producing the outcomes expected.
3. CONCERN FOR ORDER AND QUALITY

Better performers show concern for the quality and reliability of the service provided to the community member by the team and organisation, not just themselves. They talk and think about plans to improve and develop services and delivery. At the team leader level, they monitor progress, systems and data, taking a holistic approach and investing time and effort in improving things, to ensure that nature and quality of service will be delivered to the community member or business owner consistently.

Average performers are more likely to simply check the output before it goes out, or to react to complaints when something goes wrong.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Very little evidence of care to ensure the quality of work; no use of systems to organise personal work</td>
</tr>
<tr>
<td>1</td>
<td>Addresses the work process or quality of service when the business owner highlights an error or complains</td>
</tr>
<tr>
<td>2</td>
<td>Tends to check quality at the time of delivery to the end user. Tackles errors or mistakes as they happen.</td>
</tr>
<tr>
<td>3</td>
<td>Understands policy and procedures. Carefully checks quality of work against them. Shows concern when procedures aren't followed. Updates procedures to reflect latest legislation or regulation changes.</td>
</tr>
<tr>
<td>4</td>
<td>Carefully monitors progress against plans, milestones, targets. Carefully monitors the accuracy and quality of own and others' work.</td>
</tr>
<tr>
<td>5</td>
<td>Uses effective systems and planning to build in checks and balances throughout the work process or service &quot;chain&quot; for all end users. Seeks to ensure the ultimate accuracy and quality of service by making sure each step will be managed appropriately and is aligned to the latest regulations and procedures.</td>
</tr>
</tbody>
</table>
4. CONCERN FOR PERSONAL IMPACT

This capability refers to the tendency to think carefully about the likely effects on others of one's own language, actions, behaviours and appearance. Better performers plan their words and actions in advance in order to achieve a desired effect or outcome with others. This links with Emotional Intelligence and Resilience in being driven from a higher level of emotional mastery, rather than a manipulation of others.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Shows no understanding of how he or she is perceived by others</td>
</tr>
<tr>
<td>1</td>
<td>Shows some understanding of how she or he is perceived by others</td>
</tr>
<tr>
<td>2</td>
<td>Usually understands how he or she is perceived by others</td>
</tr>
<tr>
<td>3</td>
<td>Works to make a particular impression on others to help achieve a work related objective. Demonstrates concern about own credibility.</td>
</tr>
<tr>
<td>4</td>
<td>Makes the organisation aware of his/ her/ team achievements and capabilities in an appropriate way. Modifies own behaviour to fit the expectations of others. Addresses personal behaviours of team members if not demonstrating sufficient concern for impact on others. Carefully plans and takes action calculated to have a desired effect on others. Can apply this to written expression suitable for community members.</td>
</tr>
<tr>
<td>5</td>
<td>Asks questions to ensure that others understand when explaining something complex. Checks with others about the impacts made by self and others. Puts oral agreements in writing to verify accurate information is conveyed. Shows a great deal of concern when desired strategies are not achieved. Has a varied repertoire of approaches to others, and chooses which is suitable depending on the audience.</td>
</tr>
</tbody>
</table>
5. DIRECTING OTHERS

Directing others concerns the use of unilateral and / or positional power to get others to do what one wishes. While more varied styles of influencing others are desirable in a collaborative work environment and a manager’s repertoire, this is still a fundamental characteristic required of all effective supervisors and managers, and of persons employed in a regulatory/ enforcing role such as Environmental Health staff.

Better performers are able to set expectations for others, to provide direction and to confront poor performance, non-compliance or behavioural variances from the directed path, in appropriate (fair and firm) ways.

Average performers avoid checking others' performance because of the conflict it might generate, or because they prefer to be liked.

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>0</td>
<td>Uses the status of position as sole justification for directing others.</td>
</tr>
<tr>
<td>1</td>
<td>Tells others what they must do, if necessary, to ensure compliance with established regulations, policies, procedures etc.</td>
</tr>
<tr>
<td>2</td>
<td>Outlines roles, processes and rules unilaterally. Ensures community members know the parameters within which they can operate.</td>
</tr>
<tr>
<td>3</td>
<td>Listens to understand others’ views and seeks to achieve compliance through realistic, pragmatic advice and agreed actions. Seeks to achieve a win/win outcome for all parties where possible.</td>
</tr>
<tr>
<td>4</td>
<td>Develops a realistic performance plan for each business owner, organisation or staff member through joint discussion. Monitors performance against plan, and discusses outcomes with the relevant person. Gives positive feedback regularly and addresses performance below standard/ regulation as it occurs. Achieves a balance between direction and supportive leadership of change at the organisational or individual staff level.</td>
</tr>
<tr>
<td>5</td>
<td>Follows up commitments made, performance outcomes against plan, both positive and negative, at individual and organisation levels. Discusses the issues objectively with the business owner or staff member. Seeks agreement for change. Empathises with the business issues or staff member difficulties, without excusing non-compliance, inappropriate behaviour or inadequate performance.</td>
</tr>
</tbody>
</table>
6. EMOTIONAL INTELLIGENCE AND RESILIENCE

This capability refers to the ability to understand and interpret one’s own and others’ concerns, motives and feelings accurately, and to recognise their impact on behavior. Able to recognise strengths and limitations of others (peers, leaders, stakeholders, community members). Better performers are not only sensitive to others, they recognise others’ concerns and feelings and alter their own actions and behaviours to optimise their interaction with others because of differences in the needs and motivations between them.

0 Does not understand people, either at a rational or emotional level.

1 Understands the external reasons for other’s and own behaviour.

2 Understands the strengths and weaknesses of self and others at a rational level; has inter-personal sensitivity. Sets objectives that recognise those strengths and weaknesses. Has compassion for others and patience in their dealings with others.

3 Attempts to understand the underlying reasons for behaviour of others. Can usually interpret relatively obvious changes in behaviour. Doesn’t react unduly; Able to keep own behaviours under control when faced with opposition or other’s irritation. Tries to start fresh each day with a positive attitude, despite past days’ experiences. Consciously projects approachability and openness to foster positive responses from others.

4 Takes time to listen to other people’s problems. Understands own emotional “triggers” and typical responses. Has learned to be calm as a first response. Can re-focus the angry person with unemotional language and requests for action.

5 Correctly perceives the moods and feelings of others based on nonverbal behaviour. Can analyse individuals, particularly staff and residents, so that he or she understands what motivates them and what turns them off. Has empathy for others. Adjusts style and approach in response to behaviours encountered; has a varied repertoire of approaches if first attempts to get agreement don’t succeed.

6 Able to bounce back from stressful situations in short timeframes. Able to maintain function and decision-making abilities under considerable stress. Tolerates continuous work pressures without undue personal effect.

7 Able to interpret nonverbal behaviour and recognise people’s feelings and attitudes on the basis of very subtle evidence; able to draw inferences from the unspoken meaning in a situation. Considers these likely responses in advance of interactions and adapts to individual student or staff member’s particular behaviours with a variety of strategies combining language, attitude, negotiation and reward to get a positive outcome of benefit to all.
7. FLEXIBILITY

This capability refers to the ability to adapt easily to change, to see the merits of differing points of view, to adapt one's own position or viewpoint in response to new information or situational changes. Better performers demonstrate an ability to shift their personal strategy or actions in response to a changed environment.

0  Marked by an inability to understand or appreciate the perspectives of others, an unwillingness to modify or change one's approach, difficulty adapting to changing working conditions at work.

1  Some ability to understand and appreciate the perspective of others but shows reluctance to modify or change one's own approach. Usually only comfortable with similar people.

2  Shows some flexibility with individuals or groups that the individual respects. Recognises different perspectives when these are pointed out and explained.

3  Able to recognise the merits of different positions that differ from one's own. Modifies behaviour in recognition of differences in individuals or groups. Prepared to shift with changing circumstances at work.

4  Demonstrates success in working with a variety of individuals or groups, and can adapt to change. Attempts to coach and lead others through change.

5  Prepared to recognise different perspectives and willing to accept guidance in modifying own approach to a situation. Actively seeks out new information and perspectives on business, community, professional and staff issues from a variety of sources. Develops creative solutions involving conflicting interests because of the genuine acceptance of difference.
8. FOCUS ON CLIENT/ CUSTOMER NEEDS

This capability is a clear differentiator of better performers. The better performer has, or develops through interpersonal and thinking skills and prolonged customer relationship development, a clear understanding of the customer's needs and situation, not only for a particular service or incident.

The better performer doesn't just handle the customer's enquiry or relationship as "just another notice". Better performers recognise and place themselves in the position of a custodian of the customer's relationship with Council over the longer-term. They start from a commitment to their role in Local Government, respect and concern for the community, public health and the environment. They have a genuine desire to assist the customer and to educate. They build this relationship therefore on respect, empathy, and equality, rather than on the basis of their positional power.

They recognise that the ‘service’ dimension of the Environmental Health role must be tailored to the individual as a customer, with different needs, experiences and circumstances. Better performers may help the customer access services by providing information, demonstrating how Council services and regulations can work for their situation and how they link to services of other agencies. They see themselves as an enabler or conduit for the customer to access government and community information and relevant legal requirements of a business.

0 Expresses lack of clarity about community members' needs. Shows confusion about one's own role in relation to the customer. Does not take steps to clarify the confusion.

1/2 Focuses on the organisation's policies or services, rather than the customer's needs.
Example: "It wasn't my problem. That's the Council these days. I told the business owner to ring the customer complaint line".

3 Takes advantage of immediate and obvious opportunities that present themselves. Does not regularly probe for underlying needs or problems, or understanding the context of the customer's request or issue.

4 Maintains clear communication with key community and business groups regarding their expectations of Council's services and emerging public health regulations. With community members, effectively communicates what the Council can negotiate or offer. Matches information to the community group or organisation's needs. Seeks information about the real needs/issues of the businesses in the community.

Example:
"I'd been there to talk with business owners before about the coming changes to food safety standards. I kept thinking there's something some of them were not telling me. They're still reluctant to take up my suggestions about how they amend their standard hygiene procedures even though it would ensure compliance without too much effort. I kept them talking over coffee and moved around the small groups. I asked if they saw the suggestions as workable for their various businesses, quietly. As we talked, it became obvious that the various businesses had other concerns – about staff training, signage, rewrites of procedure documents etc. and the time this all would take of the managers’ time before the implementation date. I talked with the group’s Chair and suggested that similar businesses work together to share resources, to minimise the effect on each business. He thought it a good idea and the peak body could also assist with office support. We started another conversation about this option after the break, and got a more positive response."

5 Works to a long-term agenda. Seeks to satisfy the long-term needs of the community. Takes ownership of customer and community issues that require resolution. May trade-off short-term
issues for longer-term benefits if this is possible. Works to role model and instill a strong customer service culture in teams under management.

Example:
"I regard myself as Council’s representative. This organisation will have a life long relationship with us. I’m just the person that she is dealing with now, but I want to make sure that her relationship with Local Government stays positive throughout. What I do contributes to that, makes a difference to how she sees Council, to whether she continues to think we have her organisation’s interests at heart, as well as our obligations."
9. INITIATIVE

Better performers make efforts to find ways around obstacles, barriers or rejection from others. They recognise and act on critical opportunities that present themselves. They scan their environment for information and act to influence or create different futures. They make things happen. They take calculated risks.

Average performers tend to see themselves as constrained by their environment, as unable to act because of this or that.

0 Does only what he or she is specifically directed to do.

1 Does things before being forced to by events. When faced with a negative situation, tries to persuade and/or do something, but with limited conviction.

Example:
"They announced that the Regulatory Services Manager was coming to consult us about planning next year’s program of work. In the tea room the others were saying things like "we’re not going to say anything because they never listen to us any way. We've asked for action before and nothing's happened." I said "we've got some real problems with business compliance around Wastewater in a couple of areas - we need to raise them.”

When it came to the meeting though, every one sat there on their hands and wouldn’t say anything. I volunteered that the Wastewater management issues in particular area were particularly a problem longer-term; the issues was starting to cause complaint from the community and future likely changes to regulations and increases in local population would make it worse. I went into some of the details about how I saw this issue developing and its potential consequences for both local businesses and residents. I said to the Team Leader, “Isn’t that so?” We started a discussion and I drew some others into the conversation by reminding them of the things I’d heard them comment on previously. Eventually the region’s needs got documented for next year's plan for specific attention, and the Manager indicated we’d have further discussion with the General Manager, so we could alert the CEO and Elected body to an emerging issue."

3 Seeks information from many different sources to make suggestions for improvement or to clarify a problem. Demonstrates willingness to take a risk or back their own judgement when the situation calls for it, rather than interpret policy rigidly.

4 Recognises the critical moment or window of opportunity, and most times takes decisive action.

5 Recognises and seizes the critical moment by taking action. Seeks to act on issues of wider organisational impact. Personally pursues an issue with other managers and higher levels, even if it's not well supported."
10. ORGANISATIONAL/STAKEHOLDER AWARENESS

This capability involves an accurate understanding of community members’ needs, and the stakeholders and others within one’s own organisation that impact on decision-making and service provision, to meet those needs. It includes knowledge and understanding of key people in other agencies who can influence or assist achievement of Council/community outcomes for residents.

People demonstrating this capability know the motivations, objectives and feelings of these others. They know the reasons for actions. They have an accurate understanding of how Local Government and other organisations function and how decisions get made and by whom. Better performers have a deep understanding of the other person’s or agency’s point of view, the reasons for their actions and attitudes. Better performers know these things about the other agencies, as much as they know it about Local Government. They have and use an extensive network.

Average performers tend to recognise and respond to explicit needs and wants. Their lack of organisational perspective means that they don’t understand how to get things done; they see few options particularly when direct persuasion of others by using policy or technical expertise don’t work. Average performers can also get bound up in Local Government and its dynamics, and not seek to know the dynamics and key people in other agencies or organisations in their region who might facilitate action for Council’s community members and staff.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Responds to explicit customer or manager’s wants only.</td>
</tr>
<tr>
<td>1</td>
<td>Understands the basic relationships within the organisation.</td>
</tr>
<tr>
<td>2</td>
<td>Recognises and responds to formal policy and procedures primarily.</td>
</tr>
<tr>
<td>3</td>
<td>Understands how the local community functions and seeks opportunities based on this knowledge.</td>
</tr>
<tr>
<td>4</td>
<td>Recognises important organisational constraints in own and other agencies. Understands the dynamics of the local community and the key &quot;players&quot; in it that can help influence others.</td>
</tr>
<tr>
<td>5</td>
<td>Knows and understands the key decision-makers, the power centres and political dynamics of the organisation and stakeholder organisations. Can cut across formal lines to advance a key organisational issue or customer problem.</td>
</tr>
</tbody>
</table>

Higher management standard for this capability:

Understands the complex political processes in Local Government’s environment so that opportunities are identified and problems avoided.
11. SELF-CONFIDENCE

Self-confidence is evident when the person sees themselves as competent, expert at the job, best able to do the job. Better performers are willing to take responsibility for making things happen, for correcting mistakes, for dealing with complaints, for questioning the actions or behaviour of a higher-level person in the organisation.

Better performers are willing to take personal responsibility for things; they look for ways to improve things or to prevent recurrences of the problem. They believe that they can make a difference even if they don't have control or authority over all aspects of what's required. Better performers have the confidence to take on an issue irrespective of the difficulty, its size or complexity, or the authority level of the person involved. They have a realistic appreciation of their own strengths that can add value to the situation.

Average performers tend to blame the situation or others for not being able to achieve.

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Does not take responsibility, stating others know better.</td>
</tr>
<tr>
<td>1/2</td>
<td>Asks questions and approaches a customer or colleague if there's a problem in order to rectify it.</td>
</tr>
<tr>
<td>3</td>
<td>Possesses confidence in own presentation skills. Is able to stand up and articulate a viewpoint in front of colleagues or community members; can “think on their feet”. Speaks clearly. Sees self as capable/expert. Recognises self as very capable at the job, with valuable advice or expertise to contribute. Example: “I can talk to most people; I talked them around so they understood where Council was coming from.”</td>
</tr>
</tbody>
</table>
| 4 | Takes personal responsibility for own or employee's performance, lack of influence or poor impression on community members, or for a mistake that has been made. Example: "We'd got it wrong. I said to the resident "I'm sorry you've been messed around. I take responsibility for the delay. Now let's see if we can find a solution that we can both work with."
| 5 | Challenges or questions actions of a higher-level staff member or manager to achieve a work-related objective, or successfully persuades others higher in the organisation towards his/her preferred outcome. Is willing to admit mistakes. Learns from mistakes and experiences. |

*Higher management standard of this capability:*

Sees self as being able to add value to most situations or other organisations, regardless of size or complexity of the issue.
12. TEAM FOCUS AND COMMITMENT

Better performers display a strong preference/inclination towards team behaviour. They seek to achieve a culture of teamwork within their own work area. Their words and actions reflect a consideration and respect for other people and a constant striving to develop and maintain effective relationships and working of the team. They are proactive in recognising issues in the team or with a team member and in bringing these issues out into the open for discussion.

Average performers resent having to help others out when things are difficult. They shirk their share of the responsibility or make excuses about why they can't or won't take a share of the workload. They focus on people in the group as individuals and don't foster group approaches to things.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Operates as an individual. Shows no evidence of teamwork.</td>
</tr>
<tr>
<td>1/2</td>
<td>Prefers to operate as an individual but contributes to the team when asked. May seek assignments that he or she can do alone or using their own knowledge and experience so they don't have to ask others for assistance.</td>
</tr>
<tr>
<td>3</td>
<td>Encourages co-operation among employees. May avoid difficult employees or staff members they perceive as &quot;different&quot; to them.</td>
</tr>
<tr>
<td>4</td>
<td>Achieves a good level of teamwork within the section or department, providing individuals are cooperative. Likely to need help/guidance achieving teamwork with challenging employees.</td>
</tr>
<tr>
<td>5</td>
<td>Creates effective teamwork and resolves conflicts among group members. Uses group process skills and interpersonal skills to influence the team so that tasks, relationship and individual needs are met. Works to achieve cooperation within the organisation, across other regulatory teams and departments.</td>
</tr>
</tbody>
</table>

Example:
"We all have times when we need help to get through. Either we're having a bad patch or we suddenly get sick or something. There's no point in getting resentful about it. What goes around comes around. I just helped divvy up her inbox messages and site inspection schedule for the month and reallocated the work among us. If I hadn't done that it would have been twice as hard for her, to come back to a pile of work. In the community, it would have reflected poorly on us all and Council."
13. TECHNICAL EXPERTISE

An employee must maintain a minimum of sufficient technical knowledge to accomplish the job requirements. Technical knowledge includes professional knowledge base\textsuperscript{13}, legislation, regulations and policies knowledge. It assists task achievement and problem solving of task related issues. For Environmental Health staff, this knowledge base is ideally supplemented by technical skills in observation and research, risk analysis and management, computing, administration and records management, evidence gathering and recording, and court/legal processes, and incident management.

Higher level technical expertise of itself does not contribute to better performance in a role because most positions typically require higher-level people skills as well.

\begin{tabular}{ll}
0/1 & Does not adequately demonstrate the level of technical knowledge required to accomplish a task \\
2 & Demonstrates sufficient technical knowledge to accomplish basic tasks or accountabilities in the job safely, under supervision. \\
3 & Makes herself available to help others solve technical problems. Uses technical knowledge to resolve problems. \\
4 & Acts independently to improve own technical knowledge base. Applies technical knowledge to achieve impact beyond the strict requirements of the job. Shares knowledge with others to develop their abilities and performance, and to educate community members. Uses technical knowledge to accurately assess the risks in any situation as the basis of sound judgment about options. \\
5 & Keeps informed of and understands current technical changes within the profession or industry that affect the broad environment of the job. Ensures adequate base of technical information informs Council’s decisions. \\
\end{tabular}

\textsuperscript{13} The professional knowledge base of EHOs is comprehensively captured in the \textit{EnHealth EHO Skills and Knowledge Matrix} 2009.
3.2  ENVIRONMENTAL HEALTH PROFESSIONAL STANDARDS
- Level Specific Capabilities

The following diagram (Figure 5) summarises the career pathway and hierarchy of roles performed by Environmental Health staff within Local Government.

Figure 5 - Environmental Health Career Pathways

<table>
<thead>
<tr>
<th>ENTRY POINTS</th>
<th>ENV HTC ROLES</th>
<th>PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related LG Function (Senior)</td>
<td>Manager EH Related Service Areas</td>
<td>Management</td>
</tr>
<tr>
<td>Related Technical Profession: Food Technology &lt; PIRSA Inspector, Environmental Studies</td>
<td>Team Leader Senior EHO</td>
<td>Support (Alternate LG Function)</td>
</tr>
<tr>
<td></td>
<td>Paraprofessional</td>
<td></td>
</tr>
</tbody>
</table>

Job titles are indicative. A ‘Senior EHO’ may also be the team leader of the EH group.
**LEVEL 2-3:** ENTRYS LEVEL - TRAINEE\(^{14}\)/ PARAPROFESSIONAL\(^{15}\)  
**LEVEL 3-5:** ENVIRONMENTAL HEALTH OFFICER

### Professional Standards  
*(skills, knowledge\(^{16}\) and attributes)*

1. Able to source and interpret legislation and policy  
2. Knowledge of WHS requirements  
3. Sound computer literacy in word processing; able to develop competency in Council systems for research, data entry  
4. Able to organise and prioritise own work tasks; able to follow instruction closely; attention to detail  
5. Able to set parameters with others; able to assert legislative or policy requirements; prepared to assert self to direct others and ensure personal and public safety  
6. Represents the organisation appropriately in the community  
7. Able to represent the organisation in court proceedings  
8. Supports management, the team and the organisation’s goals  
9. Seeks to understand and resolve customer issues; able to accurately assess impacts on individuals; able to undertake basic conflict resolution, negotiation, mediation  
10. Able to express issues clearly and accurately in written form; able to maintain accurate records  
11. Able to handle complaints/ feedback objectively; calm under pressure  
12. Able to think on his/her feet and take action quickly; objective logical thinker and decision maker  
13. Sound observation skills  
14. Able to accurately assess risks in the environment and situation and respond; able to identify the core requirements of issues objectively  
15. Cooperative with others; contributes to teamwork and relationships; can work with a range of people  
16. Develops and uses networks to achieve work related goals  
17. Positive attitude to challenges  
18. Exercises own discretion appropriately; flexible in responses rather than rigid in enforcing policy  
19. Sets and pursues goals  
20. Comfort in working in various work environments, including on ‘unclean’ sites  
21. Prepared to actively maintain professional development

### Role Description:

- Enforcement of various SA Acts and Regulations  
  (Trainee: under supervision)  
- Required to develop comprehensive knowledge of the various Acts and Regulations  
- Able to work without supervision or in a team

### Qualifications:

**Trainee:** None  
(Preparedness to study, **Essential**)

**EHO:** Degree in Environmental Health or post-graduate qualification in Environmental Health with base degree in a suitable discipline  
*(Essential: as required by SA Public Health Act)*

- Driver's Licence  
  **(Essential)**
- First Aid Certificate  
  **(Optional)**

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\(^{14}\) Trainees must be assessed as capable of working towards these competencies over an agreed timeframe, at recruitment and prepared to study the required qualifications to be authorised in the EHO position under relevant legislation.  

\(^{15}\) Depending on the applicant’s circumstances, a Paraprofessional or EHO may be appointed from another discipline, eg as part of a Career Transition; in these circumstances the Level will be agreed between the parties, with consideration of the person’s existing level, existing training/ qualifications and gap training pathway to be undertaken. Their Authorisation may be limited accordingly.  

\(^{16}\) The comprehensive Knowledge Base of an EHO is outlined in *ENHealth EHO Skills and Knowledge Matrix*, 2009.
LEVEL 6-8: SENIOR ENVIRONMENTAL HEALTH OFFICER

**Professional Standards**

*(skills, knowledge and attributes)*

1. Able to solve multifaceted problems and apply technical judgement in complex and varying circumstances; adaptable

2. Sound knowledge of the legislation/policy options across the range of technical areas

3. Intermediate research and technology skills; able to derive data from systems, produce information, develop professional materials

4. Able to prepare accurate written reports, policy drafts and options analysis for senior management decision; able to effectively respond to external customer correspondence

5. Sound investigative skills; able to guide other staff in investigation process

6. Knows and applies the organisation protocols and processes for decision making; sound knowledge of the organisation’s administration processes

7. Able to accurately assess and manage (more significant levels of) risks in the environment and situation

8. Sound knowledge of WHS requirements

9. Able to effectively represent the organisation within external agencies and forums

10. Able to mediate and negotiate between parties in conflict

11. Actively develops and maintains networks to garner information and support for the organisation or team; respectful of others’ expertise and works towards mutual goals and benefit

12. Able to admit mistakes and learn from them; confident enough to challenge higher authority appropriately

13. Demonstrates success in working with a wide range of people and groups; genuinely accepts and values difference

14. Able to coach and develop others’ skills; able to provide organised instruction for other staff; able to coordinate the work schedules of others; able to act as “Assessor” for new or entry staff, including for other Councils

15. Recognises and acts on opportunities with action; seeks to identify and develop new ways of working; adaptable to change

16. Personal learner, with demonstrable continued professional development

17. **Desirable**: Specialist areas of knowledge for the jurisdiction e.g. Wastewater, in regional areas

**Role Description:**

- Senior practitioner
- Co-ordinating inspection schedules and responding to enquiries
- Requires considerable experience in a range of regulatory fields and legislative compliance
- Works under general direction with assistance available

**Qualification:**

Degree or post-graduate qualification in Environmental Health *(Essential)*

Further qualification in management *(Desirable)*

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17 It is assumed that the Senior EHO has the skills, knowledge and attributes of the lower EHO position.
18 Older staff may have qualifications that pre-date the degree e.g. Associate Diploma in Environmental Health or Health Surveying. Continued professional development required to maintain and demonstrate currency.
LEVEL 6-8: TEAM LEADER, ENVIRONMENTAL HEALTH SERVICE AREA

Professional Standards
(skills, knowledge and attributes)

1. Able to plan, organise and prioritise the work of others; able to inspire, motivate and empower others; a role model for staff performance
2. Takes personal responsibility for the team’s work and the organisation’s service to the community; able to develop trust and respect in the community
3. Monitors systems for ensuring quality of technical advice, compliance and customer standards are met; seeks continuous improvement
4. Proactive in accurate assessments of (significant) risks in the environment, situation and for the organisation
5. Intermediate research and technology skills; able to derive data from systems or interpret policy, produce information, develop professional presentation materials
6. Able to prepare team annual work plans, written reports, policy drafts and options analysis for senior management decision or external agencies; able to influence and manage upwards effectively; able to effectively respond to external customer correspondence
7. Sound knowledge of the organisation’s administration processes
8. Able to effectively represent the organisation within external agencies and forums
9. Able to mediate and negotiate between parties in conflict; approachable and resilient
10. Business and political nous
11. Actively develops and maintains networks to garner information and support for the organisation or team; role models engagement and respect of others’ expertise and works towards mutual goals and benefit
12. Seeks to achieve goals beyond own area; to make a difference; strives to make things happen
13. Able to admit mistakes and learn from them; confident enough to challenge higher authority appropriately
14. Monitors performance against plan and budget; evaluates outcomes against program objectives; seeks to improve processes and resolve issues
15. Demonstrates success in working with a wide range of people and groups; genuinely accepts and values difference
16. Recognises and acts on opportunities with action

Role Description:

- Leadership, direction and supervision of Regulatory team, services and programs
- Ensures Council compliance with EH/PH regulations
- Likely to have considerable experience in EH/Public Health management and legislative compliance
- Works under general direction with assistance available, a degree of autonomy

Qualifications:
Degree or post-graduate qualification in Environmental Health *(Desirable)*
PLUS
Management HR or similar
Cert IV + *(Desirable)*
<table>
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<tr>
<th>Professional Standards</th>
<th>Role Description:</th>
</tr>
</thead>
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<tr>
<td>1. Seeks to integrate team goals with organisation’s strategic directions</td>
<td>• Application of high-level of knowledge and skill required.</td>
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<tr>
<td>2. Seeks to innovate</td>
<td>• Offers solutions to complex problems.</td>
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<tr>
<td>3. Facilitates collaborative work across teams; fosters shared goals and actions</td>
<td>• Works under broad general direction and with a degree of autonomy.</td>
</tr>
<tr>
<td>4. Establishes and monitors systems for ensuring quality of technical advice, compliance and customer standards are met; seeks continuous improvement; has proactive evaluation processes in place</td>
<td>• Likely to manage the range of Environmental Health service areas, perhaps in conjunction with other functions.</td>
</tr>
<tr>
<td>5. Establishes annual business plans and key performance indicators; monitors performance actively and takes remedial action as needed</td>
<td>Qualifications:</td>
</tr>
<tr>
<td>6. Uses varied approaches to make appropriate impact and influence others; genuine respect and adaptability for difference</td>
<td>Degree or postgraduate qualification in specialist area <em>(Essential)</em></td>
</tr>
<tr>
<td>7. Works for mutual benefits and long term agendas in relationships, including with the community; role models and leads appropriate professional and customer service culture</td>
<td>Diploma or higher qualification in management or similar <em>(Desirable)</em></td>
</tr>
<tr>
<td>8. Seizes opportunities and seeks to have a wider organisational impact</td>
<td></td>
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<tr>
<td>9. Researches best practice models and alternatives to inform strategy and policy; ensures high level technical advice informs Council decision making</td>
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<tr>
<td>10. Prepared to pursue issues through obstacles</td>
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<tr>
<td>11. Able to accurately assess (significant) risks in the environment, workforce and organisation, and provide and progress options to mitigate them</td>
<td></td>
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<tr>
<td>12. Able to correctly interpret agendas and motivations using subtle evidence</td>
<td></td>
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<tr>
<td>13. Understands and appropriately manages the political aspects of relationships within the organisation and community; can apply business nous credibly</td>
<td></td>
</tr>
<tr>
<td>14. Able to admit mistakes and learn from them; confident enough to challenge higher authority appropriately</td>
<td></td>
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<tr>
<td>15. Able to work through group processes to resolve conflict between strongly held differences.</td>
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</tbody>
</table>
3.3 **CORE CAPABILITY DEFINITIONS**

**Sample Job Profiles for Different Levels of Environmental Health role**

(Identifying essential and desirable characteristics)

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Note:
Councls will need to consider any industrial implications resulting from the use of the following job profiles in the preparation job descriptions. The Municipal Salaried Officers’ Award has been consulted in their development, but no responsibility for their currency or accuracy in application is taken by Environmental Health Australia (SA) Inc. The levels used here have been informed by desk and direct research of current practice in representative metro and regional SA LG workplaces. It is evident that a range of classifications is in use, depending on Council team structure, jurisdictional needs that influence qualifications, qualification mix in a team, and attraction factors in regions.
SAMPLE JOB PROFILES FOR ENVIRONMENTAL HEALTH OFFICER

ENTRY LEVEL (DESCRIBED AS LEVEL 2-3)

POSITION: Trainee or Paraprofessional Environmental Health (Support) Officer

JOB SPECIFICATION

1. Position purpose:
   To assist in the provision of an effective and efficient Council Environmental Health service.

2. Position objectives:
   2.1 With assistance, interpret and implement relevant Acts, Bylaws, Regulations and Council policies.
   2.2 To assist in the provision of general Environmental and Public Health services of Council, under supervision.
   2.3 To provide effective customer service to both internal and external community members of Council.

3. Position responsibilities:
   3.1 (Paraprofessional: Complete inspections, sampling and other EH delegated tasks, according to Authorisation and under appropriate level of supervision and guidance by a qualified EHO)
   3.2 Source and basically interpret Acts, Bylaws, Regulations and policies to inform assessments of compliance
   3.3 Provide efficient, accurate and prompt customer information in person, by phone or in drafts of written correspondence
   3.4 Complete required records accurately and in a timely manner (written and electronic)
   3.5 Process notices and other forms efficiently and accurately, as instructed
   3.6 Maintain current, orderly documentation of related legislation, regulations, bylaws and policies
   3.7 Uphold Council’s customer service standards and related positive behaviours in interactions with other sections, agencies and members of the community.

4. Organisation reporting and other relationships:

Reports to: Supervisor (preferably an experienced or Senior EHO at the “assessor” level of competency), with the Environmental Health Services Team of Council

Relationships with:
- Other Environmental Health Officers; the EH Team and direct Manager
- Other regulatory and compliance staff of Council
- Customer Service staff of Council
- Contractors of Council
- Community members
- Local/regional business owners and other organisation representatives
- Staff of other government agencies in the jurisdiction.
5. **Extent of authority:** (None: does not qualify as an Authorised Officer of Local Government under the **SA Public Health Act, 2011**. May be considered for partial Authorisation under the **Food Act 2001**, for example.

---

**ESSENTIAL CRITERIA:**

6. **Qualifications and licences:**
   
   6.1 Driver’s Licence

7. **Skills and experience:**
   
   7.1 Basic computer literacy (word processing, email and internet)
   
   7.2 Clerical accuracy; attention to detail
   
   7.3 Basic research skills
   
   7.4 Basic written communication and comprehension skills: clarity and accuracy in transcription and interpretation; able to organise information into report formats;
   
   7.5 Able to interpret written policy and procedures and adhere to them closely
   
   7.6 Sound interpersonal skills: able to listen to others and appropriately convey own thoughts and feelings

8. **Knowledge:**
   
   No prior knowledge required.

9. **Attributes:**
   
   9.1 Prepared to assert self to direct others and ensure personal and public safety; sufficiently confident to provide advice to others
   
   9.2 Initiative: prepared to do things before being forced to by events
   
   9.3 Willing to learn
   
   9.4 Prepared to comply with Council dress and WHS requirements
   
   9.5 Flexibility: able to understand and appreciate others’ views
   
   9.6 Positive attitude to challenges.

---

**DESIRABLE CRITERIA:**

10. **Qualifications and licences:**
    
    Tertiary qualifications in Environmental Health or equivalent, (Qualifications to enable authorisation under the **SA Food Act, 2001** and **SA Public Health Act 2011**), or preparedness to study towards an EH approved qualification.

    Certificate IV in Health and Environment, or similar

11. **Skills:**
    
    11.1 Able to organise own time and tasks
    
    11.2 Able to exercise personal judgment
    
    11.3 Able to review and accurately interpret formal (policy type) documents.
12. **Knowledge:**
   12.1 Good working knowledge of Local Government functions, roles and processes
   12.2 Understanding of Council’s role and powers under the *South Australian Public Health Act, Food Act* and associated Regulations and Codes.

13. **Attributes:**
   13.1 Prepared to take instruction and apply learning to work practices
   13.2 Neat personal presentation.

**POSSIBLE KEY PERFORMANCE INDICATORS:**

- Accuracy and timeliness of record keeping
- Completeness and accuracy of written reports
- Adherence to Council’s Standard Operating Procedures
- Customer feedback
ENVIRONMENTAL HEALTH OFFICER (LEVEL 3-5)

POSITION: Environmental Health Officer

JOB SPECIFICATION

1. Position purpose:
   - Contribute to an effective and efficient Council Environmental Health service.
   - Provide current and accurate technical information to Council, staff and the community on matters relevant to environmental health.
   - Exercise the power, duties and functions of Council as delegated to the Environmental Health Officer.

2. Position objectives:
   2.1. Interpretation and implementation of relevant Acts, Bylaws, Regulations and Council policies.
   2.2. Provision of regulatory services of Council.
   2.3. Compliance with and implement regulatory and workplace policies and procedures for risk identification assessment and control.
   2.4. Provision of effective customer service to both internal and external community members of Council.

3. Position responsibilities:

   Exercise the specific requirements of the Acts, Bylaws, Regulations and policies applying in the jurisdiction, relating to Environmental Health, Wastewater Management, Food Safety and others, by:

   3.1. Sourcing and interpreting Acts, Bylaws, Regulations and policies to inform assessments of compliance
   3.2. Conducting scheduled inspections of commercial, industrial and residential premises and negotiating/ taking remedial actions as needed
   3.3. Identifying risks in the environment; developing risk assessments and proactively ensuring Council management and relevant agencies are informed and involved in their mitigation
   3.4. Developing, ensuring completion and any analysis/ evaluation appropriate to environmental testing and various Public Health programs for which Council is responsible
   3.5. Contributing to planning of Environmental Health programs and annual work plans
   3.6. Contributing to the development of related policies and procedures
   3.7. Providing efficient, accurate and prompt customer information in person, by phone or in written correspondence
   3.8. Recording, investigating and resolving complaints or customer concerns
   3.9. Maintaining required records accurately and in a timely manner (written and electronic)
   3.10. Gathering evidence/ accurate statements for Council investigation of complaints or issues, or court
   3.11. Issuing and processing notices and other forms efficiently and accurately
   3.12. Maintaining current, orderly documentation of related legislation, regulations, bylaws and policies
3.13. Maintaining professional knowledge base and relationships through networking, participation in continuous professional development and professional working groups/committee

3.14. Uphold Council’s customer service standards and related positive behaviours in interactions with other sections, agencies and members of the community

3.15. Representing Council in public education programs and consultations, as required

3.16. Developing information materials and presentations about Public and Environmental Health matters for the community

3.17. Assisting the Senior Environmental Health Officer and support staff with duties as required.

4. Organisation reporting and other relationships:

Reports to: Supervisor (Senior EHO or Team Leader, EH related Service Area)

Relationships with:
• Other Environmental Health Officers; the EH Team and direct Manager
• Other regulatory and compliance staff of Council
• Customer Service staff of Council
• Contractors of Council
• Community members
• Community groups/organisations
• Local/regional business owners and other organisation representatives
• Staff of other government agencies in the jurisdiction
• State and national professional bodies and peers.

5. Extent of authority: Authorised Officer of Local Government under the SA Food Act, 2001 and SA Public Health Act 2011 <insert others as appropriate>.
<Insert other Council delegations as appropriate>.

ESSENTIAL CRITERIA:

6. Qualifications and licences:

6.1 EHO: Degree in Environmental Health or post-graduate qualification in Environmental Health with base degree in a suitable discipline (as required for Authorisation under the SA Public Health Act)\(^\text{19}\)

6.2 Driver’s Licence

7. Skills and experience:

7.1 Sound computer literacy (word processing; organisational computer systems)

7.2 Sound research and interpretation skills

\(^{19}\) Older staff may have qualifications that pre-date the degree eg Associate Diploma in Environmental Health or Health Surveying. Continued professional development needs to be demonstrated for currency.
7.3 Good written communication skills; clerical accuracy for record keeping and data transfer
7.4 Personal time prioritisation and work organisation skills
7.5 Presentation skills
7.6 Sound customer relationship skills: effective, clear interpersonal skills; able to accurately assess situations and impacts on others; able to undertake basic conflict resolution; able to handle complaints objectively
7.7 Negotiation and mediation skills.

8. **Knowledge:**
   8.1 Knowledge of WHS requirements related to the position and safe work practices
   8.2 Professional knowledge base in environmental health
   8.3 Knowledge of the legislation, regulations, bylaws and typical policies relevant to the position.

9. **Attributes:**
   9.1 Sound observation skills
   9.2 Able to handle complaints/ feedback objectively; calm under pressure
   9.3 Able to work without supervision; able to take instruction
   9.4 Able to set parameters with others and assert legislative and policy requirements with others, to ensure personal and public safety
   9.5 Able to accurately assess the risks in the environment or situation and respond
   9.6 Able to think on his/her feet and take action quickly
   9.7 Cooperative with others: able to work with a range of people and in a team
   9.8 Positive attitude to challenges
   9.9 Flexible in responses (rather than rigid in enforcing policy positions); able to take an appropriate calculated risk
   9.10 Achievement oriented: sets and pursues goals
   9.11 Problem-solver; able to analyse multiple factors objectively and weigh options
   9.12 Honest and ethical
   9.13 Comfortable to work in a variety of environments
   9.14 Able to positively present self in the community and represent Council.

**DESIRABLE CRITERIA:**

10. **Qualifications and licences:**
   Food Auditing – Lead Auditor in Food Safety Management
   First Aid Certificate

11. **Skills and experience:**
    11.1 Effective networker in pursuit of work and organisational goals.

12. **Knowledge:**

---

20 Refer to the EnHealth EHO Skills and Knowledge Matrix, 2009, for a detailed outline of these requirements
21 Refer to Part 4.3 Supplementary document, for a summary of these, as at April 2017.
13. Attributes:

13.1 Supportive of management and organisation’s goals

POSSIBLE KEY PERFORMANCE INDICATORS:

- Timely completion of allotted schedule of inspections and assessments using established reports
- Accuracy and timeliness of record keeping and correspondence post inspection
- Completeness and accuracy of written correspondence and reports
- Adherence to Council’s Standard Operating Procedures
- Ability to work independently; exercises appropriate judgement in seeking advice from Senior EHO/Team Leader
- Customer feedback; clarity of instructions and communications to customers
- Demonstrated participation in professional development and technical currency activities
SAMPLE JOB PROFILE FOR ENVIRONMENTAL HEALTH OFFICER

SENIOR ENVIRONMENTAL HEALTH OFFICER (LEVEL 6-8)

POSITION: Senior Environmental Health Officer

JOB SPECIFICATION

1. Position purpose:
   To provide an effective and efficient Council Environmental Health service.

2. Position objectives:
   2.1 Interpretation and implementation of relevant Acts, Bylaws, Regulations and Council policies.
   2.2 Provision of effective and efficient regulatory services of Council
   2.3 Guidance of other Environmental Health Officers in their technical advice, work tasks and professional development
   2.4 Provision of effective customer service to both internal and external community members of Council
   2.5 Effective representation of the Council in the community and with other agencies
   2.6 Compliance with and implementation of regulatory and workplace policies and procedures for risk identification assessment and control.

3. Position responsibilities:
   Exercise the specific requirements of the Acts, Bylaws, Regulations and policies applying in the jurisdiction, relating to Environmental Health, Wastewater Management, Food Safety and others, by:

   3.1 Providing technical guidance in multifaceted and complex issues arising in the course of general Environmental and Public Health activities
   3.2 Sourcing and interpreting Acts, Bylaws, Regulations and policies to inform assessments of compliance
   3.3 Researching and developing options and information papers for senior management decision
   3.4 Providing efficient, accurate and prompt customer information in person, by phone or in written correspondence; may coordinate customer service requests and their resolution by self and other staff
   3.5 Investigating, resolving and arbitrating where necessary complaints or customer concerns, within the context of regulatory requirements, appropriate use of Council authorities and protocols, and professional discretion
   3.6 Contributing to EH team work planning and monitoring its completion
   3.7 Contributing to the development of annual plans and budgets
   3.8 Maintaining required records accurately and in a timely manner (written and electronic); maintaining Council systems and providing management reports as needed
   3.9 Gathering evidence/ accurate statements for court proceedings; representing Council in court proceedings as needed
   3.10 Issuing and processing notices and other forms efficiently and accurately
   3.11 Guiding the professional and technical development of other EHO staff
3.12 Maintaining professional knowledge base and relationships through networking, participation in continuous professional development and professional working groups/committee

3.13 Representing Council in public education programs and consultations, as required

3.14 Developing information materials and presentations about Public and Environmental Health matters for the community

3.15 Assisting the Senior Environmental Health Officer and support staff with duties as required.

3.16 Maintaining current, orderly documentation of related legislation, regulations, bylaws and policies

3.17 Upholding Council’s customer service standards and related positive behaviours in interactions with other sections, agencies and members of the community

3.18 Representing Council in community consultations and other agency negotiations, as required.

4. Organization reporting and other relationships:

Reports to: Team Leader, EH related Service Area

Relationships with:
- Other Environmental Health Officers; the EH Team and direct Manager
- Other regulatory and compliance staff of Council
- Customer Service staff of Council
- Contractors of Council
- Community members
- Community groups/organisations
- Local/regional business owners and other organisation representatives
- Staff of other government agencies in the jurisdiction
- State and national professional bodies and peers.

5. Extent of authority: Authorised Officer of Local Government under the SA Food Act, 2001 and SA Public Health Act 2011 <insert others as appropriate>.

“Assessor” of the competence of other Environmental Health Officers and other EH staff

<Insert other Council delegations as appropriate>.
ESSENTIAL CRITERIA:

6. Qualifications and licences:
   6.1 Degree or post-graduate qualification in Environmental Health\textsuperscript{22}
   6.2 Driver’s Licence

7. Skills and experience:
   7.1 Intermediate research skills: able to source data and regulatory information from Council and other sources/ systems
   7.2 Report and correspondence writing skills (suitable for management decision and external community members)
   7.3 Presentation and representational skills suitable for external agencies and court appearances
   7.4 Analytical skills: able to evaluate options based on sound information, data and evidence
   7.5 Experience in applying organisational protocols for administration, complaint resolution and decision-making
   7.6 Advanced interpersonal skills: able to effectively mediate and negotiate between parties in significant conflict
   7.7 Supervisory skills: able to plan work and lead a team to its completion effectively; able to instruct others
   7.8 Coaching and mentoring skills.

8. Knowledge:
   8.1 Sound knowledge of WHS requirements related to the position and safe work practices
   8.2 Professional knowledge base in environmental health\textsuperscript{23}
   8.3 Sound knowledge of the legislation, regulations, bylaws and typical policies relevant to the position and across the various technical areas of compliance/ inspectorial services\textsuperscript{24}
   8.4 Knowledge of formal risk assessment, management and control practices relevant to Public Health services

9. Attributes:
   9.1 Initiative: recognises opportunities and critical moments and takes action on them; able to identify new ways of working
   9.2 Adaptable to change
   9.3 Inclusive and collaborative: genuinely accepts and values difference; able to work with people across a wide range of personalities, cultures, backgrounds and interests
   9.4 Self-confident: able to admit and learn from mistakes; prepared to appropriately challenge higher authority.

\textsuperscript{22} Older staff may have qualifications that pre-date the degree eg Associate Diploma in Environmental Health or Health Surveying. Continued professional development is required to demonstrate currency.

\textsuperscript{23} Refer to the EnHealth EHO Skills and Knowledge Matrix, 2009, for a detailed outline of these requirements

\textsuperscript{24} Refer to Part 4.3 Supplementary document, for a summary of these, as at April 2017.
DESI RABLE CRIT ERIA:

10. Qualifications and licences:
   First Aid Certificate

11. Skills and experience:
   11.1 Experience in the coordination of other staff
   11.2 Effective networker: actively garners information and support in the interests of EH/PH services and organisational goals.

12. Knowledge:
   12.1 Specialist areas relevant to the jurisdiction, e.g. Wastewater Management, in a regional environment
   12.2 Knowledge of quality/service improvement processes

13. Attributes:

POSSIBLE KEY PERFORMANCE INDICATORS:

- Timely completion of allotted schedule of inspections and assessments
- Accurate and complete legal notices
- Timely completion of staff management tasks
- Timely management of equipment calibrations and ordering
- Effectiveness of mentoring and development of other EHOs
- Accuracy and timeliness of record keeping
- Exercise of sound judgement in the identification and assessment of risk
- Completeness and accuracy of written reports
- Adherence to Council’s Standard Operating Procedures
- Contributions to work and team plan development
- Customer feedback
- Effective resolution of the majority of escalated customer complaints
- Demonstrated participation in professional development and technical currency activities.
SAMPLE JOB PROFILE FOR ENVIRONMENTAL HEALTH OFFICER

TEAM LEADER, EH and RELATED SERVICES (LEVEL 6-8)

POSITION: Team Leader, Environmental Health Service Area

JOB SPECIFICATION

1. Position purpose:
   To ensure provision of an effective and efficient Council Environmental Health <and insert other services under this position> service.

2. Position objectives:
   2.1 Management of a team of regulatory staff
   2.2 Interpretation and implementation of relevant Acts, Bylaws, Regulations and Council policies
   2.3 Ensuring provision of effective and efficient regulatory services of Council
   2.4 Ensuring effective customer service to both internal and external community members of Council
   2.5 Effective representation of the Council in the community and with other agencies
   2.6 Compliance with and implement regulatory and workplace policies and procedures for risk identification assessment and control.

3. Position responsibilities:
   3.1 Planning, organising, prioritising and monitoring the work of the team
   3.2 Ensuring the efficiency and effectiveness of the team of Environmental Health Officer team
   3.3 Providing efficient, accurate and prompt customer information in person, by phone or in written correspondence; coordinating customer service requests and their resolution within the team;
   3.4 Monitoring service quality, performance indicators and ensuring continuous service improvement
   3.5 Undertaking risk assessment of the Council environment relevant to the Environmental Health service areas and ensure adequate management, staff awareness, and control
   3.6 Researching and developing options and information papers for senior management decision
   3.7 Providing technical guidance in multifaceted and complex issues arising in the course of regulatory activities, including interpretation of Acts, Bylaws, Regulations and policies to inform assessments of compliance
   3.8 Investigating, resolving and arbitrating where necessary, complaints or customer concerns, within the context of regulatory requirements, appropriate use of Council authorities and protocols, professional discretion and delegated authorities
   3.9 Ensuring maintenance of required records for accuracy, timeliness; maintain Council systems and provide management reports as needed
   3.10 Establishing annual plans and budgets for the team
   3.11 Monitoring and reporting on section performance against plan, goals, standards, budget
   3.12 Developing workforce skills and capabilities at individual and team levels
3.13 Maintaining professional knowledge base and relationships through networking, participation in continuous professional development and professional working groups/ committee

3.14 Representing Council in public education programs and consultations, as required

3.15 Gathering evidence/ accurate statements for court proceedings; representing Council in court proceedings as needed

3.16 Ensuring currency and orderly maintenance of documentation of related legislation, regulations, bylaws and policies

3.17 Upholding Council’s customer service standards and related positive behaviours in interactions with staff, other sections, agencies and members of the community; role modelling excellent customer service behaviours

3.18 Representing Council in community consultations and other agency negotiations, as required.

4. Organisation reporting and other relationships:

Reports to: Manager, EH related Service Area

Relationships with:
- Other Environmental Health Officers; the EH Team and direct Manager
- Other regulatory and compliance staff of Council
- Customer Service staff of Council
- Contractors of Council
- Community members
- Community groups/organisations
- Local/regional business owners and other organisation representatives
- Staff of other government agencies in the jurisdiction
- State and national professional bodies and peers.

5. Extent of authority: Authorised Officer of Local Government under the SA Food Act, 2001 and SA Public Health Act 2011 <insert others as appropriate>.

<Insert other Council delegations as appropriate>.

ESSENTIAL CRITERIA:

6. Qualifications and licences:
   6.1 Relevant tertiary or post-graduate qualification (eg. In science related areas)
   6.2 Driver’s Licence

7. Skills and experience:
   7.1 Intermediate research skills: able to source data and regulatory information from Council and other sources/ systems; Skills in the evaluation of data
   7.2 Report and correspondence writing skills (suitable for management decision and external community members)
   7.3 Presentation and representational skills suitable for external agencies and court appearances
7.4 Analytical skills: able to evaluate options based on sound information, data and evidence
7.5 Experience in applying organisational protocols for administration, complaint resolution and decision-making
7.6 Advanced interpersonal skills: able to effectively mediate and negotiate between parties in significant conflict
7.7 Skills in developing work systems and schedules; experience in evaluating outcomes against plans
7.8 Skills in process improvement
7.9 People management skills and experience: Selection, performance guidance, coaching and mentoring skills.

8. Knowledge:
8.1 Sound knowledge of WHS requirements related to the role of the supervisor, Environmental Health positions and safe work practices
8.2 Professional knowledge base in environmental and public health
8.3 Sound knowledge of the legislation, regulations, bylaws and typical policies relevant to inspectorial services and across the various technical areas of compliance/inspectorial services
8.4 Knowledge of formal risk assessment, management and control practices relevant to regulatory services.

9. Attributes:
9.1 Initiative: recognises opportunities and critical moments and takes action on them; proactively identifies and raises key organisational and environmental risks to management, and proposes courses of action
9.2 Inclusive and collaborative: genuinely accepts and values difference; able to work with people across a wide range of personalities, cultures, backgrounds and interests
9.3 Able to lead and develop people with a range of motivations; approachable people manager and role model
9.4 Self-confident: able to admit and learn from mistakes; prepared to appropriately challenge higher authority
9.5 Achievement oriented: seeks to achieve goals and have influence beyond own team; strives to make things happen
9.6 Analytical thinker: objective, effective in problem and option analysis.

DESIRABLE CRITERIA:

10. Qualifications and licences:
10.1 Degree or post-graduate qualification in Environmental Health
10.2 Further study in or towards a Business/ Management/ HR qualification.

11. Skills and experience:

25 Refer to the EnHealth EHO Skills and Knowledge Matrix, 2009, for a detailed outline of these requirements
26 Refer to Part 4.3 Supplementary document, for a summary of these, as at April 2017.
11.1 Experience in the supervision of a team
11.2 Effective networker: actively garners information and support in the interests of regulatory services and organisational goals
11.3 Experience in several Environmental Health service areas

12. Knowledge:

13. Attributes:

POSSIBLE KEY PERFORMANCE INDICATORS:

- Timely completion of allotted schedule of inspections and assessments across the team
- Timely completion of staff performance reviews and individual development plans
- Timely resolution of staff issues
- Alignment of plans developed with strategic directions of Council
- Achievement of team plans and budget
- Efficiency and clarity in staff work deployment
- Team adherence to Standard Operating Procedures
- Effectiveness of mentoring and development of other EHOs
- Staff satisfaction
- Staff retention
- Effectiveness of systems and controls for risk identification, work completion, record keeping, maintenance of legislation, regulations and policies, equipment maintenance
- Completeness and accuracy of written reports and business cases
- Customer feedback
- Effective resolution of the majority of escalated customer complaints; sound judgement in the escalation of issues
- Demonstrated participation in professional development and technical currency activities.
MANAGER, REGULATORY AND COMPLIANCE SERVICES (LEVEL 7+ OR CONTRACT)

POSITION: MANAGER, EH AND RELATED SERVICE AREAS

JOB SPECIFICATION

1. **Position purpose:**
   To ensure the provision of an effective and efficient Council Environmental Health and <insert other services within role> service, which is suitably integrated into Council’s other service functions, strategic and operational directions.

2. **Position objectives:**
   2.1 Management of a group of services or Environmental Health service areas
   2.2 Ensuring the provision of effective and efficient services of Council, and their integration into Council’s other service functions
   2.3 Ensuring regulatory services are integrated into the Council’s strategic and operational directions
   2.4 Ensuring effective customer service to both internal and external community members of Council.

3. **Position responsibilities:**
   3.1 Setting goals, plans and deploying resources to achieve organisational and group objectives
   3.2 Establishing and ensuring focus on key performance indicators and management systems for monitoring of quality, group performance and customer service across group functions
   3.3 Ensuring continuous service improvement and seek innovation in operations
   3.4 Ensuring risk assessment of the Council environment relevant to the group’s functions and ensuring adequate management, staff awareness, and control
   3.5 Researching best practice models and develop alternatives to inform strategy and policy directions related to the areas under management
   3.6 Ensuring high level technical expertise and advice is available to Council to inform decisions and policy
   3.7 Investigating, resolving and arbitrating where necessary, complaints or customer concerns, within the context of regulatory requirements, appropriate use of Council authorities and protocols, Council’s political context, professional discretion and delegated authorities
   3.8 Monitoring and reporting on group and teams’ performance against plan, goals, standards, budget
   3.9 Developing team leaders’ skills and capabilities, and overall group capability
   3.10 Maintaining professional knowledge base and relationships through networking, participation in continuous professional development and professional working groups/ committee
   3.11 Ensuring the groups’/ Council’s services are compliant with current legislation and regulation
   3.12 Upholding Council’s customer service standards and related positive behaviours in interactions with staff, other sections, agencies and members of the community;
   3.13 Role modelling excellent customer service behaviours
   3.14 Representing Council in community consultations and other agency negotiations, as required.
4. **Organisation reporting and other relationships:**

Reports to: Executive

Relationships with:
- Other Executives of Council
- Peer Managers of Council
- Regulatory and compliance staff of Council under supervision
- Customer Service staff of Council
- Contractors of Council
- Community members
- Community groups/organisations
- Local/regional business owners and other organisation representatives
- Staff of other government agencies in the jurisdiction
- State and national professional bodies and peers.

5. **Extent of authority:** Authorised Officer of Local Government under the *SA Food Act, 2001 and SA Public Health Act 2011* <insert others as appropriate>.

<Insert other Council delegations as appropriate>.

---

**ESSENTIAL CRITERIA:**

6. **Qualifications and licences:**
   - 6.1 Degree or post-graduate qualification in specialist discipline
   - 6.2 Driver’s Licence.

7. **Skills and experience:**
   - 7.1 Relationship building skills: facilitates collaboration across teams and work units; builds strong relationships within Council and the community; works towards long term mutual benefits in relationships
   - 7.2 Experience in applying organisational protocols for administration, complaint resolution and decision-making
   - 7.3 Advanced interpersonal and group process skills: able to effectively mediate and negotiate between parties in significant conflict; able to build consensus and broker acceptance of solutions
   - 7.4 Advanced research and analytical skills: able to source and evaluate data and information from global and Council and sources/systems, for its suitability
   - 7.5 Sound written communications skills: able to prepare documents suitable for Executive decision, Council and external community members
   - 7.6 Presentation and representational skills suitable for external agencies and formal settings
   - 7.7 Sound team and people management skills and experience: team development, selection, performance management, coaching and mentoring skills.
8. **Knowledge:**
   8.1 Sound knowledge of organisational WHS requirements and safe work practices, including those related to the role of Authorised Officer positions
   8.2 Sound knowledge of the legislation, regulations, bylaws and typical policies relevant to inspectorial services and across the various technical areas of compliance/inspectorial services
   8.3 Knowledge of formal risk assessment, management and control practices relevant to regulatory services

9. **Attributes:**
   9.1 Initiative: seizes opportunities and critical moments and takes action on them; prepared to pursue issues through obstacles
   9.2 Inclusive and collaborative: genuinely accepts and values difference; able to work with people across a wide range of personalities, cultures, backgrounds and interests
   9.3 Self-confident: able to admit and learn from mistakes; prepared to appropriately challenge higher authority
   9.4 Achievement oriented: seeks to achieve goals and influence outcomes beyond own group; strives to make things happen.
   9.5 Organisational and political nous: understands the organisational, community and political dynamics and context of issues and options to progress or resolve them
   9.6 Influential: uses varied approaches to appropriately influence others and to have a desired impact on them; is concerned about personal and service impact on others; seeks to have a wider impact than own group.

DESIDRABLE CRITERIA:

10. **Qualifications and licences:**
    Diploma in Business, Management, HR or similar

11. **Skills and experience:**
    11.1 Effective networker: actively garners information and support in the interests of regulatory services and organisational goals.
    11.2 Experience in several inspectorial/Environmental Health service areas.

12. **Knowledge:**

13. **Attributes:**
    13.1 Emotional intelligence: self-aware and emotionally resilient; able to correctly interpret the intent and motivations of others based on subtle evidence.

---

27 Refer to Part 4.3 Supplementary document, for a summary of these, as at April 2017.
POSSIBLE KEY PERFORMANCE INDICATORS:

- Alignment of plans developed with strategic directions of Council
- Achievement of annual plan and budget
- Timely completion of allotted schedule of inspections and assessments across the teams
- Timely completion of staff performance reviews and individual development plans
- Timely resolution of staff issues
- Effectiveness of workforce planning and capability development
- Staff satisfaction
- Staff retention
- Teams adherence to Standard Operating Procedures
- Effectiveness of systems and controls for risk identification, work completion, record keeping, maintenance of legislation, regulations and policies, equipment maintenance
- Completeness and accuracy of written reports and business cases
- Customer and peer feedback
- Effective resolution of the majority of escalated customer complaints; sound judgement in the escalation of issues
- Demonstrated participation in professional development and technical currency activities.
## 3.4 CORE CAPABILITY DEFINITIONS

Sample Job Profiles for Various Levels of Environmental Health role
(Identifying essential and desirable characteristics)

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
<td>Suggestions for selection methods/ways to assess key attribute requirements</td>
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<td>2.</td>
<td>Example Interview Questions</td>
<td>78</td>
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<tr>
<td>3.</td>
<td>Suggested selection process</td>
<td>83</td>
</tr>
</tbody>
</table>
SAMPLE SELECTION PROCESS

SUGGESTED SELECTION METHODS FOR CAPABILITIES REQUIRED OF ENVIRONMENTAL HEALTH PERSONNEL

**Note:** Ideally capabilities are “tested” by more than one method during a selection process, to increase reliability.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Description</th>
<th>Interviews/Behavioral Event/Case Study</th>
</tr>
</thead>
</table>
| 1. **Achievement Orientation** – strives to achieve goals and standards, to make a contribution | *Example Behaviour:*  
*at entry level:* Self-starter  
*at effective practitioner level:* Sets goals and pursues them; Self-motivated | Interview question OR Observation (eg Witnessed behavior as evidence such as role play, referee feedback) |
| 2. **Analytical Thinking** - demonstrated by defining and refining the issue, identifying the key elements | *Example behaviour:*  
*at entry level:* Recognises a match or mismatch between current information and known standards/policies/guidelines  
*at effective practitioner level:* Makes inferences about several factors that may be causing a problem; identifies inconsistencies between facts and draws correct inferences from information; Sets priorities according to an evaluation of urgency and impact. | Behavioural event interview question OR Case study (can be supplied ahead of interview) |
| 3. **Concern for Order and Quality** – a preference for orderly accurate work, usually demonstrated in a planned approach to tasks and accuracy in (written) work | *Example Behaviour:*  
*at entry level:* Accuracy in assigned clerical tasks; Able to organise own time  
*at effective practitioner level:* Able to organise and prioritise own work; Able to accurately express issues in written form; Maintains accurate complete records as required | Interview question OR Observed set task (short timeframe) eg. set up of a job task |
| 4. **Concern for Personal Impact** – planning to make a particular impression on others through thoughtful language and behaviour | *Example Behaviour:*  
*at entry level:* Neat personal presentation; prepared to comply with Council’s dress code for the position  
*at effective practitioner level:* Calm under pressure; Represents the organisation appropriately in the community | Behavioural event interview questions OR Observation (eg Witnessed evidence such as role play, referee feedback) |
5. **Directing Others** – the ability to appropriately apply the authority of the position to guide or set parameters for the behaviour of others

*Example Behaviour:*

*at entry level:* Able to direct others; Prepared to assert self to guide others

*at effective practitioner level:* Able to set parameters with others; Able to assert legislative or policy requirements

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6. **Emotional Intelligence and Resilience** – the ability to understand and interpret one’s own and others’ concerns, motives and feelings accurately, and to recognise their impact on behavior

*Example Behaviour:*

*at entry level:* Listens to others; able to convey own thoughts and feelings appropriately

*at effective practitioner level:* Understands the motives and feelings of others accurately; able to negotiate/mediate between people with different interests; Able to be objective

---

7. **Flexibility** – the ability to modify behaviour appropriately in the circumstances

*Example Behaviour:*

*at entry level:* Able to exercise personal judgment

*at effective practitioner level:* Exercises own discretion appropriately; Flexible in responses rather than rigid in enforcing policy

---

**Observation** (eg Witnessed evidence such as role play, referee feedback)

**Behavioural event** interview question OR Case study (can be supplied ahead of interview) OR Psychometric testing
8. **Focus on joint Customer and Regulatory Needs** – the ability to maintain customer focus and service standards in the course of duty
   
   *Example Behaviour:*
   
   *At entry level:* Understands own role in relation to Council’s community members
   
   *At effective practitioner level:* Seeks information from community members to determine their real needs; Seeks to understand and resolve customer issues

<table>
<thead>
<tr>
<th></th>
<th>Interview question OR Observation (eg Witnessed evidence such as role play, referee feedback) OR Case study</th>
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</table>

9. **Initiative** – willingness to take action before being forced to by events
   
   *Example Behaviour:*
   
   *At entry level:* Prepared to take action before being forced to by events
   
   *At effective practitioner level:* Recognises the key moment of opportunity and takes action; Able to think on his/her feet and act quickly

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<tr>
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<th>Behavioural event question OR Case Study OR “Inbox”28 exercise</th>
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10. **Organisational/ Stakeholder Awareness** – awareness of the key decision makers and appropriate processes to get things done; awareness of the “political” sensitivities that may apply to job decisions
   
   *Example Behaviour:*
   
   *At entry level:* Able to source, interpret and apply legislation
   
   *At effective practitioner level:* Develops and maintains networks to achieve work related goals

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<th></th>
<th>“Inbox” exercise OR Case study OR Interview question OR Set task</th>
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</table>

11. **Self Confidence** – the ability to assert a point of view, even in the face of opposition or hostility; the ability to exercise appropriate levels of personal judgment
   
   *Example Behaviour:*
   
   *At entry level:* Takes a positive attitude to challenges
   
   *At effective practitioner level:* Takes responsibility for Council’s/ own actions

|   | Role Play OR Psychometric testing OR Behavioural event question |

28 An “Inbox” activity is a pre-constructed set of multiple tasks, developed by a selection panel or as part of an assessment centre. The applicant needs to work through the tasks in a specified timeframe. The competing priorities represented in the tasks in the Inbox demonstrate the applicant’s time management, prioritisation, decision-making skills and preparedness to take initiative. The actions they choose to take on some items also typically provide insights into their political and organisational nous, their customer and team orientation and their judgement.
12. **Team Focus and Commitment** – recognition of the teamwork that underpins effective performance within a Council environment; preparedness to proactively collaborate and share information

*Example Behaviour:*
- **at entry level:** Prepared to take instruction and advice; prepared to assist others
- **at effective practitioner level:** Cooperative with others; Contributes to team relationships and workloads; Proactively shares information

| Interview question OR Behavioural event question OR Group set task (observed) |

13. **Technical Expertise** – application of the required base knowledge required for the position, preparedness to learn and maintain expertise.

*Example Behaviour:*
- **at entry level:** Basic ability to handle animals; Basic computer literacy
- **at effective practitioner level:** Knowledge of the legislative and policy base for the role; Able to accurately assess risks in a situation and respond appropriately

| Interview questions OR Written test OR Case Study |

**EXAMPLE INTERVIEW QUESTIONS**

The following questions are suggested interview questions for EH positions for each of the key competencies identified. Many are behavioural event examples, meaning that they are seeking from the candidate a description of the actual behaviour they used in a real previous event. The behavioural event questions will assist selection panels to identify effective performer/s during an interview process and are reliable predictors of likely future effective performance, according to psychological and performance research.

However, behavioural event questions should be used as part of a comprehensive selection process which incorporates other selection methods, as indicated above. Also, the behavioural type of question is only as valid as the skill level of the questioner and listener in competency assessment. Formal training in the techniques is required for full validity.

To retain quality people in your Council, start by hiring the best performers you can find, and then develop and support them to build a long-term career in the organisation. (The use of the Environmental Health Professional Standards, Capability Profile and Dictionary can guide the HR user in terms of both selection and development. See other sections of this manual.)

The best performers in the Environmental Health roles in Local Government have the following attributes⁴. Some sample questions you might ask at interview are included to help you recognise these attributes.

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⁴ This information has been researched by STRATEGON® directly from primary sources by means of focus groups and competency profiling methodology, as part of the Environmental Health Professional Framework Development Project, funded by the Local Government Research and Development Fund, 2017
Achievement Orientation

- Has goals and personal drive
- Has a long term interest in the job
- Manages to balance a number of different priorities; manages time, personal and work priorities readily;
- Confident in their own ability to make a difference or impact

**Sample interview questions:**

Tell me about a goal that motivates you currently?

If someone was asked about your impact on the job, what words would they use to describe you?

What changes do you see happening in this role in the next few years? What are you doing to prepare yourself for them?

What challenges do you want to pursue in the next few years?

Analytical Thinking

- Thinks things through to identify the root cause of an issue
- Tests information for its validity
- Able to evaluate the cause and likely effects of an issue; uses a variety of information to do so
- Linked to cognitive ability and experience in problem solving

**Sample interview questions:**

Tell me about a time when you had to work through a problem to identify the cause? Talk me through the steps you followed

Tell me about a situation in which you challenged information or data that was provided to you. How did gauge it didn’t seem correct? How did you check or validate the information?

Concern for Order and Quality

- Takes personal pride in the service provided by the Council
- Checks the quality of own and others’ work
- Has personal standards for work; works in an orderly fashion

**Sample interview questions:**

Tell me about a time when you worked to fix an issue that a customer was dissatisfied with – what did you say and do?

What are some of the key things you’ve learned that set you up for quality service every time?

What things are important to you personally in how you do your job?

How do you prepare yourself for your (field) work?
Concern for Personal Impact

- Works to create a particular impression on others appropriate to the situation
- Takes care with the choice of language and demeanor when interacting with others

**Sample interview questions:**
Tell me about a time when you worked to make an impression on others to achieve a work outcome. What did you think about in advance and what did you do to make the specific impression?

Directing Others

- Prepared to set parameters for others’ behaviour
- Prepared to give instructions
- Prepared to appropriately use the authority of their position
- Able to lead others: can direct and instruct as well as work in with the team

**Sample interview questions:**
Tell me about a time when you had to get others’ cooperation for an unpopular task. What did you actually say and do?
Tell me about a situation in which you were concerned about an immediate risk to public health and safety. What did you actually say and do?

Emotional Intelligence and Resilience

- Works well with a range of people
- Open to others’ ideas and views
- Approachable
- Patient
- Able to resolve differences between people

**Sample interview questions:**
Tell me about a time when you helped others resolve their differences
Tell me about a time when you had to be tactful in a work situation
Flexibility

- Is flexible to change and others’ views
- Prepared to try new ideas or to move with change
- Positive energy; meets the challenges of the job with energy and enthusiasm

**Sample interview questions:**

Tell me about a time when you were asked to change your approach by someone else. What did you say and do?

Focus on joint Customer and Regulatory Needs

- Sees oneself as playing a role in the organisation’s service to community members
- Seeks to understand the underlying concerns of the customer
- Seeks to resolve customer issues personally

**Sample interview questions:**

Tell me about a time when you had to deal with a difficult situation with a Council resident/customer

Initiative

- Takes initiative; does things without supervision or being asked; anticipates
- Takes responsibility for his/ her role in the organisation
- Able to stick with a difficult task over time, in spite of obstacles, difficulties or rejection encountered

**Sample interview questions:**

Tell me about a time when you did something at work to fix a problem – what did you think, say, do?
Tell me about a time when you took the initiative in a work situation – what did you think, say, do?
Tell about a time when you had to persist to achieve something against the odds – what did you say and do?
Organisational/ Stakeholder Awareness

- Aware of the key decision-making processes in the organisation
- Familiarises self with the processes and procedures to get things done
- Is thoughtful of the political dynamics in community relationships
- Keeps in touch with related agencies in the community and understands their roles

**Sample interview questions:**

Tell me about a time when you had to rely on your knowledge of the internal networks to get something done

Tell me about a time when you worked with another organisation to achieve a result

Self confidence

- Sees self as capable and able to make a contribution
- Prepared to express a view, to speak up
- Prepared to challenge others, and does so appropriately

**Sample interview questions:**

Tell me about how you’ve dealt with an uncertain situation in the past

Describe a situation when you stepped into an unfamiliar environment to achieve a result

Tell me about a time when you took responsibility for a difficult situation with a customer

Team Focus and Commitment

- Encourages cooperates with others
- Proactively shares information with others
- Manages to meet commitments made to others: tries to meet others’ needs

**Sample interview questions:**

Tell me about a time when you had to get a group of people to do something

Tell me about a time when your team wasn’t functioning well and you took a role in improving things. What did you say and do?

Technical Expertise

- In depth specialist knowledge which the person attempts to apply, maintain and improve

**Sample interview questions:**

What do you do to hone your skills in your own time?

Tell me how you’ve keep abreast of developments in regulations that affect your role?
### SUGGESTED SELECTION PROCESS

<table>
<thead>
<tr>
<th>Step</th>
<th>Comment</th>
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<tbody>
<tr>
<td>CONFIRM THE NEED and BUDGET FOR THE POSITION</td>
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<tr>
<td>CONFIRM THE LEVEL OF THE POSITION REQUIRED</td>
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<tr>
<td>UPDATE/ WRITE THE POSITION DESCRIPTION: REVIEW ELIGIBILITY AND SUITABILITY FACTORS</td>
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<tr>
<td>IDENTIFY ANY POSITION ISSUES OR PRIORITIES WITH LINE MANAGEMENT</td>
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<tr>
<td>ESTABLISH SELECTION PANEL IN LINE WITH COUNCIL POLICY</td>
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<tr>
<td>DETERMINE SELECTION CRITERIA WITH PANELISTS: ELIGIBILITY and SUITABILITY FACTORS</td>
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<tr>
<td>DETERMINE APPROPRIATE SELECTION METHODS FOR THESE CRITERIA</td>
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<tr>
<td>“ADVERTISE” IN LINE WITH COUNCIL POLICY</td>
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<tr>
<td>SHORTLIST CANDIDATES IN LINE WITH SELECTION CRITERIA: ELIGIBILITY AND SUITABILITY; CONFIRM WITH PANEL</td>
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<tr>
<td>CONDUCT SELECTION ACTIVITIES WITH ALL CANDIDATES</td>
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<tr>
<td>SELECT THE PREFERRED CANDIDATE/S</td>
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<tr>
<td>CONDUCT REFERENCE and POLICE CHECKS</td>
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<tr>
<td>APPOINT BEST CANDIDATE</td>
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<tr>
<td>PROVIDE INDUCTION and SUPPORT</td>
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</table>
3.5 INDUCTION RESOURCES FOR ENVIRONMENTAL HEALTH STAFF

A tailored training and induction program has been designed for Environmental Health staff by a working party from the Managers’ Forum of Environmental Health Australia (SA Branch)\(^{29}\). It was adapted from the Gold Coast City Council’s “Training Environmental Health Officers for quality outcomes” program.

The tool became a priority in recognition of the need to train and induct Environmental Health (EH) staff, including those transitioning from other positions to their role in a local government setting, with a degree of consistency across South Australia. A thorough and consistent induction program was recognised as critical, particularly in light of changes to qualification pathways. It assists employers to have the confidence that new EH staff are familiar with the key learnings required for success in their roles. This tool was also designed to be used by local government organisations involved in inducting experienced EHOs who are new to working within South Australia’s local legislative Framework, or who are not familiar with aspects of the environmental health portfolio in this state.

The tool can be used in its complete form, or agencies may wish to select components which are relevant to their organisation’s needs. It is recommended that the induction be overseen by what is referred to throughout the tool as an ‘experienced EHO’ and where possible, the assessing officer should have skills and knowledge that are current and relevant to the South Australian context. This Manual reinforces this role of an “assessor”, typically indicating such a person at the Senior Environmental Health Officer level. If it is not possible for the organisation to provide an experienced EHO to oversee the program, the tool could be used to guide organisations, and to assist EH staff with their own learning and development experiences, perhaps utilising expertise from other sources. As a guide, a practising and qualified EHO with 4 or more years’ experience would be an ideal assessor.

The *Induction and Training Program* tool includes a self-assessment survey to gain an understanding of how a new EH staffer perceives their current experience, knowledge and confidence levels in a range of environmental health functions carried out by Council’s Environmental Health team. The responses provided can be used to inform the development of an induction program that is tailored to meet the person’s learning requirements (in conjunction with the operational needs of the team). Guided induction is then performed by the Senior EHO, preferably.

A training and development plan is then formulated to close any gaps identified during the induction phase.

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\(^{29}\) EHA. *EHO Induction and Training Program*, 2016
Local Government Environmental Health
Development Plan Template

The development plan is a learning contract between the Environmental Health staff member and their manager, to ensure that developmental feedback from induction, performance review processes, community members and staff, is actively used and acted upon. The plan must be developed by consultative means between the parties.

For Environmental Health staff in Local Government, the development plan will assist in maximising your learning throughout the year, ensuring there is focus to your development using the Professional Standards for Environmental Health personnel in Local Government as the Framework. This process helps both you and your manager understand your development needs and the support that is required to achieve them. It helps ensure that all parties have common expectations of your development goals and how they will be achieved. This template has been developed to guide the process of setting a development plan, within the context of the qualifications and professional behaviours required of Environmental Health staff, as agreed for Local Government with the Environmental Health Australia (SA), in 201730.

The Environmental Health Professional Standards can be accessed via the Local Government Association or EHA websites. Your Development Plan records your:

- Development needs within the context of the Local Government Environmental Health Professional Standards Framework;
- Your goals and priorities, in the context of your career goals, if you wish;
- Strategies to achieve development goals;
- Learning preferences;
- Expectations of support from others; and
- Periodic review dates as agreed with your manager to monitor progress.

30 As part of the EHA (SA) Inc, Enhancing Professionalism in Environmental Health – Professional Environmental Health Framework Project, 2017, funded by the LGA Research and Development Fund.
Individual Development Plan

A. Longer Term Career Goals

Notes to guide use of this section: Individuals will benefit from the consideration of their development needs within the context of their longer-term career aspirations, so that short term development activities can lead towards longer term ambitions. Disclosure of longer term career goals also creates understanding of preferred development pathways within an organisation, and as such is a valuable input to succession planning and career development. For these reasons, open discussion of longer term career goals, and use of this section of the development plan, are encouraged. An environment of open, trusting communication is valuable to supporting these goals, while recognising that disclosure of this information needs to be treated confidentially between the parties, and acknowledged as not binding on either party.

However, it must be recognised that disclosure of career aspirations may involve some sensitivities e.g. if the employee sees their career path leading to another employer or a very different vocation or industry. Similarly, employees with family or other responsibilities may have preferences for alternatives career paths or flexible working hours at different stages of their career. They may not wish to disclose these fully for very valid reasons, or because of fears of discrimination, or personal privacy, despite legislative protections. The organisation should therefore make this discussion optional/voluntary for the employee.

The goals (specific or general) that I have for my career; where I see my development path leading; my longer term aspirations:
B. Learning styles and preferences

People have different preferences for the ways they learn. The usual preferred styles for learning are described by Kolb and others as activist, pragmatist, reflector or theorist. We usually have strong preferences for one or two of these, but it is useful for employees to develop their reflector style if it is not their natural preference. This style encourages reflection on personal behaviours and their impact on others, which is a cornerstone of emotional intelligence. You might to learn more about your learning style by undertaking a formal Kolb or Honey and Mumford assessment.

Activists like new experiences and don’t hesitate. They focus on the here and now and enjoy immediate experiences. They tend to be enthusiastic and not skeptical. They act first and consider consequences later. They may be a bit impulsive and involved in so many things that it’s difficult to complete them. They’re prepared to take risks. They’ll try anything once.

Pragmatists like to see ideas put into practice. They experiment with application. They like to get on with things. Pragmatists can be impatient with discussion and undervalue others’ ideas or feelings. They may prefer to learn/ work independently. They come back from training courses and put ideas learned into practice.

Theorists adapt observations into sound theory. They think things through logically and can assimilate different ideas into a coherent whole. They like to analyse and synthesise. They like to test basic assumptions, investigate theories, principles and systems thinking. They can be somewhat perfectionist and seek too much information rather than act; they can be overcautious and get bogged down.

Reflectors like to ponder issues from several perspectives, past and present, to collect and analyse data before deciding or acting. They listen to others a lot and can appear a bit remote or disengaged in discussions. When they act it is from a considered position, within a broader context. They may frustrate others by seeing all the trees in the wood, lacking detail in their plans and being slower to act.

C. Development needs and priorities

Notes on the use of this section: Based on self-assessment and feedback obtained, you can identify development needs and develop a draft of key priorities for attention. Feedback may be obtained through performance review, training activities, or customer/resident or staff feedback mechanisms such as surveys, or complaints/compliments. People committed to their own learning and development seek and use feedback throughout their career, irrespective of their organisational level. Team Leaders and Senior EHOS should also role model to their staff an active commitment to their own personal and professional learning.

This draft should then be discussed and agreed with your manager at least annually, so that there is clarity about the priorities and organisational support that you can expect in your planned development activities. Organisational support can come in the form of:

- opportunities to develop skills and knowledge through experience of new tasks or projects, committees or groups
- regular feedback from your manager about progress
- financial support for off job activities such as training, secondment, conferences or education.
C. My development priorities for this year (continued):

<table>
<thead>
<tr>
<th>Local Government Environmental Health Professional Standards</th>
<th>Devt need (tick those applicable)</th>
<th>Perceived priority (High, Medium, Low)</th>
<th>Proposed strategy/ activity to address; organisational support sought</th>
<th>Agreed with manager</th>
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Supervisor’s name and signature

Employee’s name and signature

Date
3.6 CAREER DEVELOPMENT RESOURCE: 
GOOD QUESTIONS FOR A CAREERS CHAT WITH YOUR EH STAFF

Providing continuing development of skills, knowledge and interests is an important element of a satisfied employee who will want to stay with your organisation. Career development activities for Environmental Health staff also increases perceptions and realities of a profession in which it is possible to build a long term, satisfying and diverse career path with multiple options for direction.

Part 2.7 of this Manual provided an outline of various Career Development activities that an organisation could establish to support the continued growth of its EHO (and other) workforce.

The following tool is a practical one, for use by Managers and EHOs to guide discussions between them about career interests and directions.

Council HR Managers or Executives, managers or supervisors need to have developed a relationship of trust and respect for careers conversations to be comfortable and effective for both employee and the organisation.

Careers discussions need to be treated confidentially and “without prejudice” on both sides – both parties need to respect that personal preferences and organisation needs change, and plans for career development may not develop as hoped.

Making sure you have this type of chat at least annually with key employees ensures they feel valued and recognised. However, it is wise to be inclusive of all employees in careers areas – both because of legal responsibilities to provide development opportunities equitably, and because this type of chat can uncover hidden talents and interests in your workforce that you didn’t know about.

This type of conversation can fit appropriately around annual performance reviews.

Good careers questions for a manager to ask:

Q. What are the things about your job/ the business that you enjoy?

Q. What parts of the job/ business use your strengths or provide you with some challenge/ interest/ stretch?

Q. What skills do you enjoy using? What skills would you like to develop?

Q. What aspects of the business/ job would you like to learn more about?

Q. What could we get you more involved in in the business to interest you? develop you further?

Q. How can we assist you to build your career in this industry and business?

Q. Would you like to try .... ? I think you have the basic abilities to succeed in .... and this is a starting point for that.
Good careers questions for an EHO employee to ask:

Q. How can I add value to my job? To the business?

Q. What aspects of my performance would you like to see me improve?

Q. What skills, knowledge, attributes do I need to progress through this organisation?

Q. How can I develop myself to build a career in this organisation/profession?

Q. Would you be prepared to mentor me?

Q. Would you be prepared to give me feedback about how I did on this task?

Q. Can you give me details about what the organisation/profession sees as good performance in this job?

Career Development:
Benefits to employers, managers and employees

Benefits to employers of providing career development opportunities

- Helps identify latent talent among your employees
- Helps align/match your business needs with their needs for development and growth = opportunity for alignment of business and personal goals
- A building block of a long-term relationship with employees = better retention
- Increases employees’ job satisfaction and sense of value = motivation
- Revitalises “stale” employees
- Contributes to more effective HR management and workforce planning
- Increases likelihood of internal promotion = less recruitment costs; less time to come up to full productivity
- Improves your image and reputation as an Employer = an improved Employer Brand.

Benefits to supervisors of having careers conversations with staff

- Shows you recognise their talents and abilities; shows you value them
- Improves relationships with staff
- Improves communication and understanding between you; takes relationships to greater depth
- Increases clarity about work and life goals
- Is personally fulfilling for the supervisor to develop others
- Enhances the performance review process; shows benefits to the employee not just the company
- Helps develop supervisor’s skills e.g. Coaching, mentoring, people management, interpersonal skills, negotiation skills.
Benefits to employees of participation in careers processes

- Increases self-knowledge
- With increased self-knowledge comes more realistic goals, focused development and maturity = good groundwork for management roles
- Self-reflection is a good career and personal development skill – it enhances careers but also relationships
- Helps promote your abilities within the business and can let to new opportunities
- Increases job satisfaction and personal satisfaction with life
- Provides a sense of purpose and self-control over your destiny
- Increase your potential for faster advancement
- Broadens your knowledge of the range of options open to you that match your talents.
## PART 4:
### SUPPLEMENTARY DOCUMENTS

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4.1 ABOUT ENVIRONMENTAL HEALTH AUSTRALIA

Environmental Health Australia (EHA) is the premier environmental health professional organisation in Australia which advocates for environmental health issues and represents the professional interests of all environmental health practitioners. EHA is committed to the professional development and status of its members and the enhancement of environmental health standards and services to the community through advocacy, promotion, education and leadership.

The professional organisation has been in existence since 1936 and has undergone several name changes over time to reflect the changing nature of the organisation and its membership. EHA is a member of the International Federation of Environmental Health (IFEH).

Our Values

- Professionalism
- Integrity and Ethics
- Transparency
- Accountability
- Responsiveness
- Sustainability and Stewardship.

Living the Values

EHA is committed to ensuring that all our activities are undertaken in a manner consistent with the objectives of the Constitution and with our values:

- **Professionalism**: we perform our tasks and derive outcomes to the best of our ability, with optimum use of resources and with a focus on continuous improvement, productivity and professional development;

- **Integrity and Ethics**: we deal with each other, our members and stakeholders on the basis of trust, understanding and respect for differing views and interests. We find solutions that best reconcile diverse interests and provide optimum value to our members and stakeholders in the interests of enhancing environmental health;

- **Transparency**: we are open and honest in our dealings with each other, members and stakeholders;

- **Accountability**: we serve the needs of our members in a professional, responsible and accountable manner;

- **Responsiveness**: we engage with our members and stakeholders to enable members and stakeholders to play a participative role in policy development and decision-making process; and

- **Sustainability and Stewardship**: we acknowledge our responsibility for resources, the environment and ensuring our natural resources are sustainably managed for our own quality of life and for future generations.
Our Vision

Environmental Health Australia aspires to enhance the practice of environmental health to provide a healthy, safe and attractive natural, built and social environment for all the communities of Australia.

The EHA Model

National Company - EHA Ltd

Environmental Health Australia Limited (EHA Ltd) is a registered Australian, not-for-profit company (ACN 000 031 998) and is subject to compliance with national company legislation as well as its Constitution and associated By-Laws. The membership of EHA Ltd is made up of the individual state associations being Queensland, New South Wales (including the Australian Capital Territory), Tasmania, South Australia, Victoria and Western Australia (including the Northern Territory). EHA Ltd is managed by a Board of Directors consisting of representatives (National Directors) from each of the State Associations. The Board of EHA Ltd is comprised of the National President, Vice-President, Treasurer and National Directors. A National Executive Officer who is also the Company Secretary is responsible for the day to day administration.

EHA Ltd is responsible for both national and international representation of its membership, coordination of policy activities, coordination of a nationally consistent professional development framework and overall company and organisational development to achieve the Mission and objectives of Environmental Health Australia. It owns and manages all professional tools including, but not restricted to, the EHA brand, CEHP, CPD, environmental health journal, university course accreditation and website. It is a Registered Training Organisation (RTO) and owns all units of competency for those courses delivered through the RTO.

State Associations

EHA Ltd has a formal Service Agreement with the individual member State Associations. The aim of the Service Agreement is to highlight the roles and responsibilities of all parties in coordinating their efforts to promote excellence in environmental health practice by:

- Developing and progressing the practices and policies of the environmental health profession;
- Coordinating and representing the views, concerns and interests of members;
- Disseminating knowledge on environmental health to individuals, the community, governments and other organisations; and
- Advocating the objectives and policies of Environmental Health Australia including developing membership of Environmental Health Australia.

The State Associations are each managed by a Board as voted by the respective State memberships. Each State Board consists of a State President, Vice-President, Treasurer and Secretary, and Board members. The State Associations can choose to independently engage the services of Executive Officers to provide administrative support and assistance.

The primary role of the State Associations is to provide and manage services to their members. This is achieved by:

- Operating within their State;
- Operating within the framework of the relevant state association incorporation legislation and their respective Constitution;
- Representing their membership on behalf of EHA Ltd on environmental health matters;
- Providing membership services through management of their budgets; and
- Management of their staff and all human resource management.
Contact EHA SA

Please contact our Member Support Officer at sa@eh.org.au or on 0448 606 005.
### 4.2 SUMMARY OF LEGISLATION RELEVANT TO THE ROLE OF ENVIRONMENTAL HEALTH STAFF

The following table summarises the legislation relevant to the role of EH and the mandatory and desired qualifications required for Officer authorisation.

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<thead>
<tr>
<th>Legislation</th>
<th>Section</th>
<th>Legally Required Qualifications</th>
<th>Desirable Qualifications</th>
<th>Desirable Training/Qualifications for Certain Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Act 2001 and Regulations</td>
<td>Section 94(1) Authorised Officer</td>
<td>Council or delegate must consider that the person to be appointed an authorised officer under the Food Act 2001 has the appropriate qualifications or experience to exercise the functions of an authorised officer.</td>
<td>Bachelor of Environmental Health.</td>
<td>Attendance at relevant LGA/ SA Health and/or EHA training courses. For Auditors - SA Health Approved Food Safety Auditor training is required.</td>
</tr>
<tr>
<td>SA Public Health Act 2011 and Regulations</td>
<td>Section 44 Local Authorised Officer</td>
<td>Pursuant to section 45(1) of the Act, a person is not eligible for appointment as a local authorised officer unless the person holds the prescribed qualifications approved by the Minister. The Minister may grant exemptions allowing a person who does not hold the prescribed qualifications to be appointed as a local authorised officer. The list of prescribed qualifications approved by the Minister is contained in Appendix A.</td>
<td>LGA 3 day Public Health Short Course</td>
<td>Attendance at relevant LGA and/or EHA training courses.</td>
</tr>
<tr>
<td>Safe Drinking Water Act 2011 and Regulations</td>
<td>Section 34(1) Authorised Officer</td>
<td>Council or delegate must consider that the person to be appointed an authorised officer under the Safe Drinking Water Act has the appropriate qualifications or experience to exercise the functions of an authorised officer.</td>
<td>The following is desired for Inspectors: Environmental Health Officer employed by Local Council or SA Health. Note: Guidelines for Qualifications under the Act recommend: the following for auditing functions:</td>
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</tr>
<tr>
<td>Legislation</td>
<td>Section</td>
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<td>Supported Residential Facilities Act 1992 and Regulations</td>
<td>Section 21(1) Authorised Officer</td>
<td>No express requirements.</td>
<td>Persons appointed under the Food Act 2001 have the desirable qualifications.</td>
<td>Auditor Level 1 – Certified Lead Auditor under RABQSA Drinking Water Quality Management System auditor scheme</td>
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<td></td>
<td></td>
<td></td>
<td>Or Inspectors with other certification and relevant experience: - Dairy Association of South Australia (DASA) Approved Auditors</td>
<td>Auditor Level 2 – Water Quality Officers with auditor training Or SA Health Approved Food Safety Auditor</td>
</tr>
<tr>
<td>Environment Protection Act 2003 and Regulations</td>
<td>Section 85(1) Authorised Officer</td>
<td>No express requirements.</td>
<td>Bachelor of Science (Environmental Health) or equivalent</td>
<td>The Supported Residential Facilities Act 1992, Guidelines and Standards (DCSI, 2011)</td>
</tr>
<tr>
<td>Local Nuisance and Litter Control Act 2016 and Regulations</td>
<td>Section 12 Authorised Officer</td>
<td>No express requirements</td>
<td>Bachelor of Environmental Health or Certificate IV Regulatory Services</td>
<td>LGA and EPA training on the nuisance provisions of the Act and other relevant courses.</td>
</tr>
<tr>
<td>Tobacco Product Regulations Act 1997</td>
<td>Section 63 Authorised Officer</td>
<td>No express requirements</td>
<td></td>
<td>As determined by SA Health</td>
</tr>
<tr>
<td>Expiation of Offences Act 1996</td>
<td>Delegated by Council</td>
<td>No express requirements</td>
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4.3 APPROVED QUALIFICATIONS

APPROVED QUALIFICATIONS FOR APPOINTMENT AS A LOCAL AUTHORISED OFFICER UNDER THE SOUTH AUSTRALIAN PUBLIC HEALTH ACT 2011

As delegate of the Minister for Health and Ageing, pursuant to section 45 of the South Australian Public Health Act 2011 (the Act), I hereby approve the following qualifications for eligibility to be appointed as a local authorised officer under Section 44 of the Act:

SOUTH AUSTRALIAN QUALIFICATIONS

1. Certificate of Competency, Food and Drugs Act (issued by the Central Board of Health).
2. Diploma in Public Health Inspection and Diploma in Meat and other Food Inspection, Royal Society of Health.
3. Diploma in Public Health Inspection, Royal Society of Health and Meat Inspection Certificate, TAFE; and Food Technology subject of Health Surveying Course, TAFE.
4. Technical Certificate in Health Surveying, TAFE.
5. Standard Competency Test (1986), Regency TAFE. In addition, the person holding such qualification must also hold a qualification recognised at 22/4/86 for appointment under the Health Act or at 22/4/86, they held an appointment under the Health Act.
6. Associate Diploma in Health Surveying, TAFE.
7. Associate Diploma in Environmental Health, TAFE (name change only).
8. Bachelor of Applied Science (Environmental Health), Flinders University (renamed Bachelor of Environmental Health).
9. Graduate Diploma in Environmental Health Practice, Flinders University.

QUALIFICATIONS GAINED EXTERNAL TO SOUTH AUSTRALIA

10. Diploma in Environmental Health, TAFE, WA.
11. Bachelor of Applied Science (Environmental Health), Institute of Technology, WA.
12. Bachelor of Applied Science (Environmental Health), Swinburne Institute of Technology, VIC.
13. Health Inspection Certificate, TAFE, NSW.
14. Diploma of Applied Science (Environmental Health), Hobart TAFE, TAS.
15. Bachelor and Master environmental health degrees accredited by the Chartered Institute of Environmental Health UK (CI EH) - http://www.cieh.org/professional_development/EH_degree.html?terms=accredited+degree.
16. Baccalaureus Technologiae in Environmental Health, Central University of Technology (formerly known as Technikon Free State), Free State, South Africa.
17. Any degree or post graduate qualification majoring in environmental health from an Australian or New Zealand university.

Dr Kevin Buckett
Director, Public Health Services
Department for Health and Ageing
Government of South Australia

2015
4.4 OTHER CONTEXTUAL FACTORS

“The enHealth [Environmental Health Officer Skills and Knowledge] Matrix (2009) highlights a number of contextual factors that influence the role of an EHO and which may give rise to differences between states and between organisations. These can include arrangements between state and local governments to determine the breakdown of responsibilities (i.e. through legislation or Memoranda of Understanding (MOUs) and other agreements), geographical location (i.e. rural, remote or metropolitan). The enHealth Matrix recognises differences within indigenous and non-indigenous communities.

New and growing aspects

The enHealth Matrix highlights areas of Environmental Health roles that are emerging and deserve mention. These include environmental health planning (referred to as Public Health Planning under the South Australian Public Health Act), education and capacity building, integrated partnerships (referred to as Public Health Partnerships under the South Australian Public Health Act), development and referral to support healthy lifestyles, increasing capacity to respond to emergencies, climate change and growing legislative complexity. Some of these areas are touched on within this tool [the EHA. EHO Training and Induction Program, 2016], and further information is available in the enHealth Matrix.

Standard Operating Procedures

EHOs should be mindful of, and adhere to Standard Operating Procedures (SOPs) that are in place for their role or organisation. SOPs guide the actions of an EHO and ensure that duties are undertaken consistently and with regard to legal requirements and other necessary considerations. References to SOPs within this document are to those of the specific organisation. If appropriate SOPs are not in place, model SOPs can be obtained from the EHA Knowledge Base”.

31 This section is reproduced from the EHA. EHO Training and Induction Program. 2016, p.8