

# *EMS Development Course for Government Agencies*



## Class 5: Training, Awareness, and Competence; and Third Party Certification

Charlotte-Mecklenburg Utilities Dept.

Huntersville, NC

January 8, 2002

Julie Woosley

Course Coordinator, NC DPPEA

# Welcome and Happy New Year



- Homework:
- Did you catch up?
- Who has completed their Aspects and Impacts analysis?
- Did you include your EMS in your New Year's Resolutions?



From:

NovoNordisk, NA (currently Novozymes)

Jennifer Pierce, QA Specialist

ISO 14001 EMS: The Nuts and Bolts of  
Getting it Done, May, 2000 Workshop



## Stumbling Blocks

- The procedure that was the most time consuming to write and caused the most headaches was:
- Aspect & Impact Analysis
- This process was re-done 3 times. It became easier to write the procedure after we had completed the process.

zzzzz. . .



# *Homework due Today*

- Define EMS representative
- Define facility personnel structure
- Begin defining roles and responsibilities (ongoing-document and communicate) - *today*
- Identify potential objectives and targets from A&I's
- Look at existing documentation and determine what you need to develop for operational control (of significant aspects). Begin developing or updating SOPs/SOIs – *part of homework for Feb.*

# *Today's Topics*

- Training
  - Who, what, how, how often, how to give effective training
- Determining competency
- Third Party Certification



## *4.4.2 Training, awareness, and competence*

- “The organization shall identify training needs. It shall require that all personnel whose work may create a significant impact upon the environment, have received appropriate training.”



## *4.4.2 Training, awareness, and competence*



[The organization] shall establish and maintain procedures to make its employees or members at each relevant function and level aware of

- a) the importance of conformance with the policy and procedures and the requirements of the EMS;
- b) the significant env. impacts, actual or potential, of their work and the env. benefits of improved personal performance;
- c) their roles and responsibilities in achieving conformance with the policy and procedures, incl. emergency preparedness and response
- d) The potential consequences of departure from SOP's

## *4.4.2 Training, awareness, and competence*

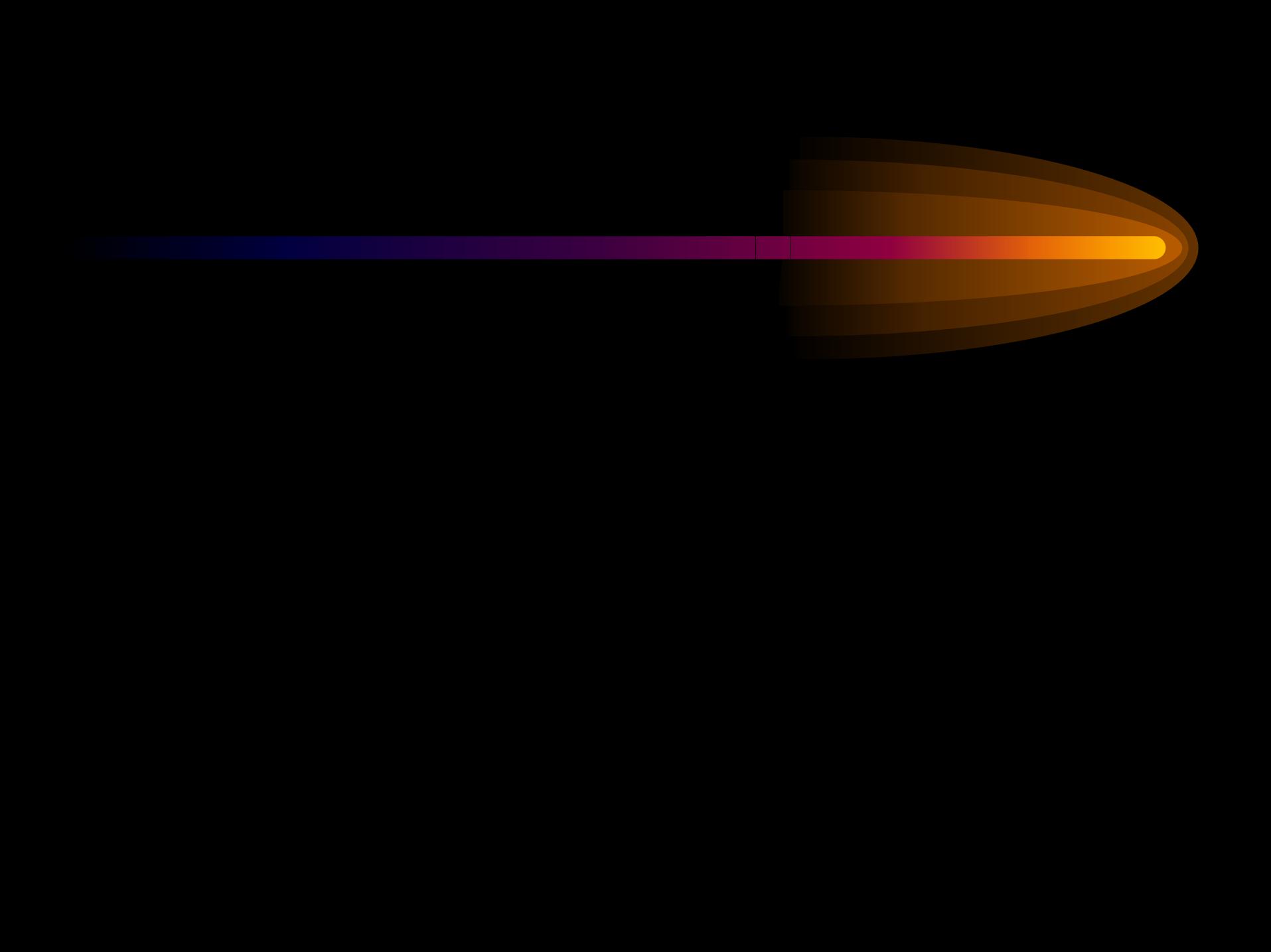
- “Personnel performing the tasks which can cause significant environmental impacts shall be competent on the basis of appropriate education, training and/or experience.”



# *Training, awareness, and competence issues*



- What sections of the standard involve training requirements?
- If your facility updates its EMS in the future by changing the environmental policy, what training requirements are created by the change?
- If your facility adds a significant environmental aspect, what training requirements are created?
- If your facility changes a single SOP?
- Do your training procedures include provisions for changes to the EMS?





# EMS Training

- Who gets trained?
- What training do they receive? All same?
- How often?
- Who is responsible for making sure training happens?
- What records need to be kept about training?
- What happens when there are changes to the EMS?

# Determining Competency



- How do you determine competency?
  - Watch: Observation by supervisor
  - Ask: Oral quiz
  - Test: Written quiz



# EQS Awareness Training Quiz

## (NNBNA, now Novozymes)



- **Do you have any control over how your job affects the environment?**
- **What is EQS and what is its purpose?**
- **Where is the environmental policy located at?**
- **What is an impact to the environment?**
- **If you see that an operation can or should be improved, can you do anything about it and if so what?**
- **How does your job affect the environment?**
- **Which of the top ten Targets and Objectives affect our department?**
- **How do you clean up spills?**
- **What would you do if you had an oil spill?**
- **What are some significant impacts in this department?**
- **Where is the “Emergency Action Plan” located?**
- **Who is responsible for EQS here at NNBNA?**

# *Other Training Issues*

- How do you train? – *this afternoon*
- How do you **reinforce** training?
  - SOP's (how to) and EMS manual (why we do it this way)  
vs.
  - integration of EMS into SOP's – next slide
- How do you create a corporate culture that includes environmental issues?
- How do you keep employees involved and motivated? or  
*How do you keep your EMS alive?*



# Integrating Environmental Into SOP's



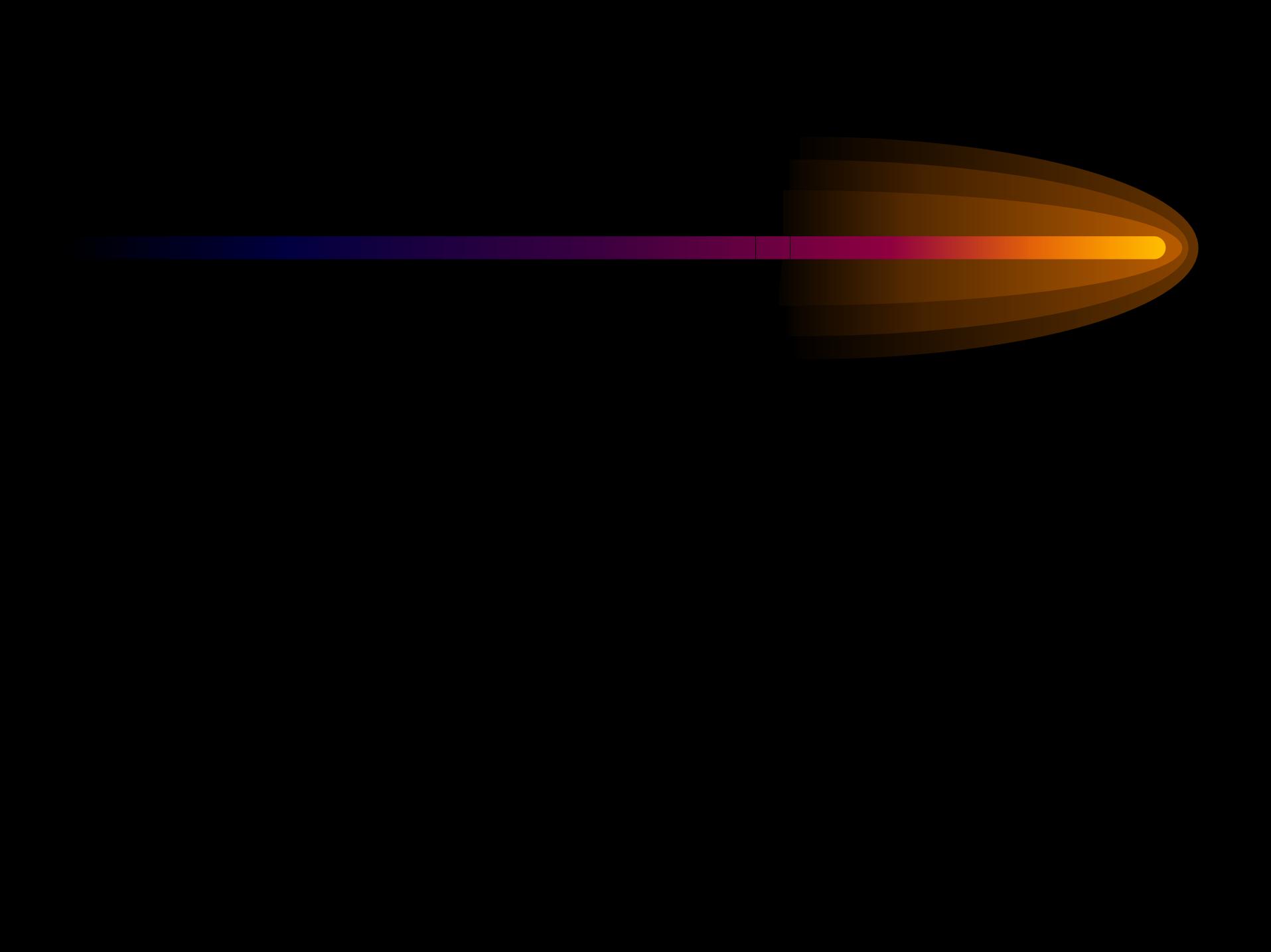
In order to support our Environmental Quality System (QS.EQ.1000 NNBNA ENVIRONMENTAL POLICY), this system will be operated according to this procedure to reduce environmental impact and conserve natural resources whenever possible. This operating procedure was written and this system designed to accomplish these goals. All items in this procedure pertaining to EQS will be in bold type.

## Work Instruction

When precoat touches the knife, open the knife water valve at the drum to approximately 2m<sup>3</sup>/hr

## Comment

Use only enough water to transport precoat from trough. Reduces depletion of a renewable resource



# *Homework for February:*

---

- Determine training needs
- Create a training matrix
- Determine needs for operating procedures
- Begin creating SOP documents: pick at least three (3) and write drafts



# *February's Class*



- February 12, 2002
- Location: Cary?
- Topics:
  - Documentation
  - Communication
  - Emergency Preparedness and Response

