

Classification	Position Number	Location
Environmental Scientist	814-200-0762-221	Sacramento (Bradshaw Office)
Division/Branch	Supervisor's Classification	Collective Bargaining Identification Designation (CBID)
Enforcement Headquarters Branch	Environmental Program Manager I (Supervisory)	R10
Conflict of Interest Disclosure:	Incumbent (If filled)	
☒ Yes ☐ No	VACANT	

☒ **Job requires driving automobile:** In this position, the incumbent may, as needed, drive a state vehicle for work purposes. (Employee must complete DPR-034, Request for Driver Record Information).

SUPERVISORY RESPONSIBILITIES
(Check One)

☐ Managerial ☐ Supervisory ☐ Lead Person ☒ None

Direct Supervision Exercised:		Indirect Supervision Exercised:	
No. of Employees	Classification Title	No. of Employees	Classification Title

I have read and discussed these duties with my supervisor.

Employee Signature	Date
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I certify that the DPR-217 accurately represents the duties and responsibilities of the position.

Supervisor Signature	Date
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Description of Duties (*Attach additional sheets, if necessary, and identify position information*)

Summarize the regularly assigned duties of the position by percentage in descending order. Do not combine distinct activities into a single percentage. Descriptive information should reflect variety and complexity of duties through: supervision exercised and/or received; responsibility for decision making and consequence of error; analytical requirements; special knowledge; skills or abilities required; level, type and frequency of public contact; and unusual working conditions (i.e., field work, bilingual services, etc.); and physical requirements (physical demands, environmental demands).

Percent of Time	Activity
30%	Under the close supervision of the Environmental Program Manager I (Supervisory), the Environmental Scientist (ES) will assist with developing and conducting statewide training sessions for regulators and assessing the effectiveness and enforceability of pesticide use laws and regulations. The ES will assist with identifying problems, developing courses of action, and conducting scientific analysis and investigations related to regulatory issues and pesticide use enforcement. The ES may serve as a liaison with other branches in the Department, the County Agricultural Commissioners (CACs), and other local, state, and federal entities. <u>ESSENTIAL FUNCTIONS:</u> Develop materials for statewide training presentations to State and CAC pesticide use regulators. Participate in workgroups, and work in collaboration with lead Regional Office staff, to identify CAC training needs and conduct training on pesticide and worker safety laws, regulations, and statewide policies. Design, develop, and execute training plans and schedules; research and implement innovative training techniques. Assess instructional effectiveness to determine the impact of training.
25%	Assist in rulemaking; interpret and implement legislative mandates and regulations; assist with regulatory and pesticide label interpretations; and make recommendations to management regarding consistent statewide enforcement of pesticide use laws and regulations. Research and interpret pesticide use, enforcement, and other data to respond to questions. Evaluate and report on the effectiveness and enforceability of proposed mitigation recommendations. Make presentations for continuing education credits and outreach events about pesticide laws and regulations to government organizations, scientific associations, growers, and the public.
25%	Assist in developing mitigation measures related to the protection of the public, worker health, and ecological resources; assist internal staff with maintaining and updating pesticide use enforcement compendiums.
15%	Represent DPR on committees and advisory panels; handle questions from stakeholders, other government agencies, and DPR management.
5%	<u>MARGINAL FUNCTIONS:</u> Other duties as required, consistent with this classification. <u>WORKING CONDITIONS:</u> The incumbent will work in a climate-controlled single-floor building, under artificial light, sit for moderate periods of time, and use a computer for up to eight hours a day. Statewide overnight travel will be required and travel by automobile or air will be required to different areas of the State. <u>CRITICAL JOB COMPETENCIES:</u> Transparency • External and internal – knowing when you can be and when you can't. • Build a community of shared values that supports and ensures the fair exchange of information up, down and across the organization. • Serve as a model of transparency by being the "connector".

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Percent of Time	Activity
	- View transparency not as a threat but as a great potential for creating a level playing field. Communication (oral, written, organizational, non-verbal) - Make clear and convincing oral presentations to individuals or groups. - Inform, persuade, build consensus. - Know the audience. - Facilitate open exchange of ideas/opinions. - Select and use appropriate communication approach. - Actively listen. - Effectively use e-mail. - Avoid mixed messages – the body language says one thing, the words another. - Apply business writing principles to all written communications. Self-Motivation, Optimism, Sustained Commitment, Perseverance, Patience - Demonstrate a bias toward optimism and maintain sense of humor. - Retain stamina and bounce back from setbacks. - View mistakes as opportunities for growth/positive learning experiences. - Empower yourself first and then your team. Emotional Intelligence/Interpersonal Awareness - Demonstrate recognition of and compassion to the various psychological and emotional needs of people. - Express feelings clearly and directly. - Balance feelings with reason, logic and reality. - Initiate and develop relationships with others as a key priority. Enroll them in the journey and engage their energies and emotions in the goals of the organization. - Be a leader of people, not processes. - Manage group emotions during conflict and change. Ethics/Integrity - Create culture of trusting relationships. Demonstrate trust and principled leadership. - Promote organizational vision and values through ethical leadership principles - Tell it straight – be open and honest even about the bad news. - Admit mistakes – not an admission of weakness but as having integrity and being trustworthy. - Walk the talk – walking example of the vision and values of the organization through own authenticity. Leveraging/Valuing Diversity - Show sensitivity, respect and value for behavior and values of diverse people. - Recruit, develop and retain a diverse, high-quality workforce. - Foster an environment in which people who are culturally diverse can work together cooperatively and effectively.

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	Political Acumen - Identify the internal and external politics that impact the work of the organization. Perceive organizational and political reality and act accordingly. - Consider a broad range of internal and external factors (big picture) when solving problems and making decisions. Identify critical, high payoff strategies and prioritize work efforts accordingly. - In taking action, demonstrate an understanding and consideration of how it will impact stakeholders and affected areas in the organization. - Formulate strategies that are achievable, cost effective, and address administration and organizational goals. - Develop and balance operational and strategic management skills. - Create a strategic frame of reference. Conflict Resolution - Recognize dissatisfaction among peers and deal with conflict in a timely manner. - Turn conflict into opportunity for success. - Apply alternative dispute resolution mechanisms to specific situations. Technical Credibility - Understand and appropriately apply procedures, requirements, policies, and regulations related to specialized expertise. - Integrate technology into the work to improve program effectiveness. - Possess up-to-date knowledge in the profession and industry and access other expert resources when appropriate. - Translate concepts and ideas into strategies and action steps. Problem Solving - Persevere in the face of obstacles such as diminishing financial resources. - There is more than one way to get to the destination. - Anticipate problems and encourage a culture of proactive problem solving. - Ensure comprehensive evaluation of the costs and benefits of all options in determining the preferred solution. Customer Service Orientation - Balance interests of a variety of clients, internal and external. - Readily adjust priorities in response to changing client needs. - Put in place systems and processes to ensure clients receive high quality information, that their feedback is acted upon, and that their complaints are handled effectively. - Develop trust and credibility with the client. Flexibility/Adaptability - Readily integrate changes midstream into work processes and outputs. - Demonstrate openness to new organizational structures, procedures, and technology.

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	- Shift gears comfortably. Partnering/Networking - Develop networks and build alliances. - Participate in cross-functional activities to achieve organizational objectives. - Keep administrative branches informed of program priorities, needs and issues to effect responsive service. Project Management - Garner support for projects. - Develop work plan with tasks, timeframes, milestones, resources, and dependencies. - Use resources efficiently and manage effectively within budget limits. - Anticipate potential problems and institute controls and contingency plans to address them. - Monitor project progress. Teamwork - Facilitate and maintain cooperative working relationships. - Work toward accomplishment of group goals. - Value and encourage the input and expertise of others. - Foster commitment, team spirit, pride, and trust. <u>RANGE DIFFERENCES:</u> Range A: Working at the entry level under the close supervision of a Senior ES, the ES Range A performs the less difficult and responsible tasks in accordance with detailed instructions and specific standards. Conducts preliminary and less complex research and statistical analysis. Assists in the coordination of studies and projects. Prepares preliminary drafts of reports; prepare drafts of routine correspondence; answer questions of a routine and minor nature Range B: Working under the general supervision of a Senior ES, the ES Range B performs research and statistical analysis of average difficulty. Coordinates studies and projects. Prepares reports, correspondence; and answers questions of a routine and minor nature. Performs less complex reviews of data, project proposals and reports. Range C: Working independently at the full journey level under the direction of a Senior ES, the ES, Range C performs the more complex tasks. Coordinates complex studies and projects. Performs complex research and statistical analysis. Develops and trains others on the use of new field methods for assessing pesticide contamination. Recruits, interviews, and serves as Lead to Scientific Aids and Student Assistants.