State of California
Department of Pesticide Regulation
**POSITION DUTY STATEMENT**
DPR-217 (Rev. 02/26)


| **Classification** | **Position Number** | **Location** |
|---|---|---|
| Environmental Program Manager I (Supervisory) | 814-401-0756-XXX | Sacramento (Headquarters) |
| **Division/Branch** | **Supervisor's Classification** | **Collective Bargaining Identification Designation (CBID)** |
| Environmental Monitoring Branch | Environmental Program Manager II | S10 |
| **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** |
| 1 | Sr. Environmental Scientist (Supervisory) | 6 | Environmental Scientist |
| 1 | Research Scientist Staff | 1 | Scientific Aid |
| 3 | Sr. Environmental Scientist (Specialist) | | |

I have read and discussed these duties with my supervisor.

| Employee Signature | Date |
|---|---|
| | |

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

| Supervisor Signature | Date |
|---|---|
| | |

**Incumbent:** Vacant
**Classification:** Environmental Program Manager I (Supervisory)
**Position Number:** 814-401-0756-XXX

**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).

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|---|---|
| | Under the general direction of the Environmental Program Manager II, the Environmental Program Manager I (Supervisory) at the second supervisory level directs the Air Program that conducts statewide environmental monitoring studies/projects of major sensitivity and complexity on the quantification, distribution and dissipation of pesticides and other pollutants in the atmospheric environment. The incumbent is authorized and accountable for the operational planning and assigning of projects, budgeting for time, funds, and timely completion of program objectives. Specific responsibilities include:<br><br>**ESSENTIAL FUNCTIONS:** |
| 40% | Directs a highly trained, interdisciplinary staff of scientists and technical specialists in the Air Program of the Environmental Monitoring Branch. Directs staff to evaluate pesticides as potential toxic air contaminants and their impact on environmental justice communities. Supervises the staff who accomplish these duties by monitoring, developing databases, and analyzing data using statistics, geographic information systems, and other techniques. Coordinates program activities with other cooperating agencies, such as the county, state, and federal governments, and the University. Supervises the review of scientific reports submitted by registrants, universities, government agencies, non-governmental organizations, and others. |
| 30% | Mentors staff in key scientific skills and evaluates staff performance and maintains superior scientific quality in completing projects; evaluates program effectiveness by reviewing complex research studies; evaluates collected data and reports, recommends appropriate courses of action, and/or develops program policies based on scientific findings. |
| 15% | Interprets various laws, rules, and regulations and recommends and/or develops policies; coordinates with program staff on the development of methods to regulate pesticides based on scientific knowledge derived from environmental fate studies; reviews, evaluates, and recommends courses of action, coordinates and oversees contractual needs for research, facilities, and services for the program; and provides technical consultation and staff assistance to the Branch Chief and others such as advisory boards and commissions. |
| 10% | Plans, reviews, and prepares program budget; develops and implements program policies; communicates with program staff and Branch Chief to plan and coordinate requests for budget change proposal (s) and extramural funds; reviews, evaluates, and recommends necessary revisions; and represents the program at budget hearings and meetings. Prepares and reviews personnel transactions and documents; participates in sensitive and confidential personnel problems. |
| | **MARGINAL FUNCTIONS:** |
| 5% | Performs other duties consistent with the specifications of the classification. |

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| | **WORKING CONDITIONS:**<br><br>Employee must have the ability to work in a high-rise office environment and ability to use a computer monitor, mouse, and keyboard within an 8-hr day. Employee must be capable of performing field studies and site visits that may involve hiking or climbing in areas with moderate slopes, unpaved surfaces, undeveloped roads, and other areas or structures where studies may be required. The employee must have the ability to conduct fieldwork for long hours under a variety of climatic conditions and, also, operate vehicles on public roadways or travel to remote areas. Travel that includes flying and/or driving on short notice and overnight stays will be required on trips to various field locations and community/board meetings. Employee may occasionally be required to wear Personal Protective Equipment (PPE) in order to minimize exposure to hazards. PPE includes, but not limited to, gloves, safety glasses, ear plugs, hard hats, coveralls, and tight-fitting respiratory protective equipment. When respiratory protective equipment is required, the employee must adhere to the fitting requirements stated in DPR's respiratory protection policy.<br><br>**CRITICAL JOB COMPETENCIES:**<br><br>*Coaching/Mentoring/Continual Learning* - Legacy leadership - - leave a mark; master fundamentals of coaching/mentoring; seize coaching opportunities and align with organizational objectives; pursue self-development; accurately assess strengths and development needs of employees and give timely performance feedback to maximize probability of success; master new technical and business knowledge; build trust and rapport necessary for effective coaching/mentoring; and strive to build a staff of future leaders, not followers.<br><br>*Communication* - 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; and apply business-writing principles to all written communications.<br><br>*Conflict Resolution* - Recognize dissatisfaction among direct reports and deal with conflict in a timely manner; turn conflict into opportunity for success; and apply alternative dispute resolution mechanisms to specific situations.<br><br>*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; and develop trust and credibility with the client.<br><br>*Decisiveness* - Make decisions in a decisive and timely manner; willingly share decision-making with direct reports - - transparent decision-making process as warranted; accept accountability for decisions; perceive impact and implications of decisions; take action consistent with available facts, constraints, and probable consequences; and enable others to succeed and make decisions for themselves. |

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| | *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; and manage group emotions during conflict and change.<br><br>*Ethics/Integrity* - Create culture of trusting relationships; demonstrate trust and principled leadership; promote organizational vision and values through ethical leadership principles; tell it straight - - open and honest even about the bad news; admit mistakes - not an admission of weakness but as having integrity and being trustworthy; and provide examples of the vision and values of the organization through own authenticity.<br><br>*Flexibility/Adaptability* - Readily integrate changes midstream into work processes and outputs; demonstrate openness to new organizational structures, procedures, and technology; and shift gears comfortably.<br><br>*Leading Change/Change Management* - Become an agile leader who anticipates change, adapts to it, and uses it to his/her competitive advantage; recognize the forces/signals that cause change; apply techniques agile leaders use to anticipate and monitor the forces of change; promote a consistent "outside the box" culture that embraces new and better ideas; respond to changing circumstances while remaining committed to the department's vision, mission, values, and goals; facilitate acceptance and implementation of change (change champion) even if ambivalent; and address change resistance.<br><br>*Leveraging/Valuing Diversity* - Show sensitivity, respect, and value for the behavior and values of diverse people; recruit, develop, and retain a diverse, high-quality workforce; and foster an environment in which people who are culturally diverse can work together cooperatively and effectively.<br><br>*Partnering/Networking* - Develop networks and build alliances; participate in cross-functional activities to achieve organizational objectives; and facilitate open and transparent communication of program priorities to effect responsive service.<br><br>*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; and create a strategic frame of reference.<br><br>*Problem Solving* - Persevere in the face of obstacles such as diminishing financial resources; know there is more than one way to get to the destination; anticipate problems and encourage a culture of proactive problem solving; and ensure comprehensive evaluation of the costs and benefits of all options in determining the preferred solution.<br><br>*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 |

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| | *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; and empower yourself first and then your staff.<br><br>*Teamwork* - Facilitate and maintain cooperative working relationships; work toward accomplishment of group goals; value and encourage the input and expertise of others; and foster commitment, team spirit, pride, and trust.<br><br>*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"; and view transparency not as a threat but as a great potential for creating a level playing field.<br><br>*Vision* - Influence others to translate vision to action - - making vision a reality; build a shared vision with others, the "vision" doesn't exist in some far-off future; strive to achieve visionary goals now and bring the future into the present; be in alignment with the vision - - think it, act it, communicate it; foster a work environment that symbolizes commitment to the vision; and anticipate and innovate strategies to link strategic vision to core capabilities and the organization's mission. |