

Classification Senior Environmental Scientist (Specialist)	Position Number 814-801-0765-208	Location Sacramento
Division/Branch PPD/Pesticide Management & Licensing	Supervisor's Classification Environmental Program Manager I	Collective Bargaining Identification Designation (CBID) R-10
Conflict of Interest Disclosure Category: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> N/A	Incumbent (If filled) 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
	<p>Under the direction of the Environmental Program Manager I of the Pest Management and Licensing Branch, the Senior Environmental Scientist (Specialist) independently identifies problems, develops courses of action, and conducts critical, complex, and/or sensitive scientific investigations and studies; prepares, reviews, and edits guidance, policy, planning, or statutory/regulatory documents on issues of importance to the Department; makes decisions that may have a high level consequence. The incumbent acts as the school integrated pest management (IPM) expert for the DPR School and Child Care IPM Program. In order to advance a culture of effective, low-risk pest management and Healthy Schools Act compliance at California schools, the incumbent: applies scientific methods and principles in the research and development of innovative solutions to address emerging pest problems in school and urban settings; analyzes and evaluates available data on pesticide use; coordinates outreach and training events, including giving presentations and attending conferences; maintains current knowledge of IPM practices, pest issues at schools, and laws and regulation covering pesticide use at schools; communicates with other public agencies and private stakeholders about human health and environmental issues; prepares and edits outreach and training documents for publication; provides management with critical feedback about programmatic issues; and acts as a mentor to other staff.</p> <p><u>ESSENTIAL FUNCTIONS:</u></p> <p>As the school integrated pest management (IPM) expert for the DPR School and Child Care IPM Program, the incumbent:</p>
30%	<p>Independently and comprehensively develops and maintains a statewide outreach and education program to advance a culture of effective, low-risk pest management and Healthy Schools Act compliance at schools; identifies and keeps current knowledge of pest management problems and pest issues of public health concern specific to school settings; analyzes school pesticides use reporting data to understand current pest management practices; researches and develops appropriate pest management solutions while keeping in mind IPM practices and school pesticide use laws and regulations; collaborates with stakeholders, such as school district staff and UC Cooperative Extension advisors, to find innovative solutions to pest management issues at schools; coordinates with public and private agencies to develop voluntary and regulatory programs to help schools meet the Healthy Schools Act requirements; conducts studies, surveys, and investigations to guide the direction of outreach and training efforts for effective, low-risk pest management at schools.</p>
25%	<p>Develops, plans, and conducts on-site outreach and training activities at schools throughout the state to advance a culture of effective, low-risk pest management and Healthy Schools Act compliance; conducts and participates in a variety of events, including site assessments, conferences, trainings, and expos; provides statewide leadership in school IPM by establishing strong working relationships with co-workers, managers, stakeholders, and other leaders in government and industry throughout the state.</p>
20%	<p>Effectively communicates scientific, pest management-related information to a range of stakeholders, including school district staff, parents, and staff of other government agencies; creates outreach and training resources to address IPM and the Healthy Schools Act; develops, maintains, and updates online Healthy Schools Act courses to best suit the needs of the school audience; uses various media in outreach and education efforts, which may include print, video, and online resources; incorporates school pesticides use reporting data where appropriate; ensures that all outreach and training resources</p>

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	are at the appropriate level for each audience and are consistent with other Program resources.
	<u>ESSENTIAL FUNCTIONS CONTINUED:</u>
10%	Measures the effectiveness of statewide outreach and training efforts through a variety of projects, such as surveys, case studies, and school pesticide use data analysis; solicits feedback from stakeholders about usefulness of outreach and training resources, and updates and creates new resources accordingly; improves upon existing outreach and training efforts continually to advance a culture of effective, low-risk pest management and Healthy Schools Act compliance.
10%	Represents the Department in meetings with school staff, licensed pest management professionals, academia, community organizations, and advocacy groups while providing outreach and training to advance a culture of effective, low-risk pest management and Healthy Schools Act compliance; analyzes pest management and Healthy Schools Act legislation and develops related regulations from a scientific perspective; contributes to national school and child care IPM conversations on behalf of the Program.
	<u>MARGINAL FUNCTIONS:</u>
5%	The incumbent, in the course of carrying out job duties, may consult with and provide advice to management and may act as project leader. Additionally, the incumbent may have other duties and responsibilities consistent with the specifications of the classification.
	<u>WORKING CONDITIONS:</u>
	The employee will work in a high-rise office building with a climate-controlled environment and artificial lighting. The employee may be required to sit for long periods at a time and must be able to use a computer monitor, mouse, and keyboard for up to 8 hours per day. The employee must be able to lift at least 10 pounds. Regular travel, sometimes requiring overnight stays, is required.
	<u>CRITICAL JOB COMPETENCIES:</u>
	<i>Communication:</i> 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.
	<i>Conflict Resolution:</i> 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.
	<i>Ethics/Integrity:</i> 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

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	<p>integrity and being trustworthy; and provide examples of the vision and values of the organization through own authenticity.</p> <p><u>CRITICAL JOB COMPETENCIES CONTINUED:</u></p> <p><i>Flexibility/Adaptability:</i> Readily integrate changes midstream into work processes and outputs; demonstrate openness to new organizational structures, procedures, and technology; and shift gears comfortably.</p> <p><i>Leading Change/Change Management:</i> Recognize the forces/signals that cause change and techniques agile leaders apply to anticipate and monitor the forces of change. Promote a consistent “outside the box” culture that embraces new and better ideas.</p> <p><i>Political Acumen:</i> Identify the internal and external politics that impact the work of the organization. Demonstrate an understanding and consideration of how actions will impact stakeholders and affected areas in the organization.</p> <p><i>Problem Solving:</i> 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.</p> <p><i>Project Management:</i> 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; and monitor project progress.</p> <p><i>Self-Motivation, Optimism, Sustained Commitment, Perseverance, Patience:</i> 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.</p> <p><i>Teamwork:</i> 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.</p> <p><i>Technical Credibility:</i> 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; and translate concepts and ideas into strategies and action steps.</p> <p><input checked="" type="checkbox"/> Job requires driving automobile: In this position, the incumbent may, as needed, drive a state</p>

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