



New Mexico State Personnel Office
Position/Classification Action Request Form

Section 1: Agency - Employee Information

Business Unit Name: Energy Minerals and Natural Resources Depa Bus Unit #: 52100 Effective Date (For Agency Use):
Employee Name: Vacant 12/20/22 Employee ID:
Select Request Type: Non-Manager/Non-Supervisory Position - Classification Change Only

Section 2: Position Information

☒ Require Essential Functions Page

Action: Update Position
Co-Action (If Applicable): Update Position

Current

Proposed

Position Number:	00005801		
Classification:	Forestry Conservation Worker-O	Classification:	
Job Code:	S4011O	Job Code:	
Working Title:	Park Ranger	Working Title:	
Bargaining Unit:	Not Covered	Bargaining Unit:	
Pay Band:	45	Pay Band:	
Department # & Name:	0425000000 Smokey Bear	Department # & Name:	
Location & Location Code	CAPT-Smokey Bear Visitor Center 232-000268	Location & Location Code	
Shift:	1 <input type="radio"/> PT <input checked="" type="radio"/> FT	Shift:	 <input type="radio"/> PT <input type="radio"/> FT
Reports to:	000005348	Reports to:	
Funding Source:	Gen Fund	Funding Source:	
FTE:	1	FTE:	
Supervisory Level:	F	Supervisory Level:	
FLSA Status:	Non Exempt	FLSA Status:	
Short Title:	25	Short Title:	
Position Status:	STRM (Sponsored Term) Position	Position Status:	
Safety Sensitive:	<input type="radio"/> Yes <input checked="" type="radio"/> No	Safety Sensitive:	<input type="radio"/> Yes <input type="radio"/> No
Omnibus:	<input type="radio"/> Yes <input checked="" type="radio"/> No	Omnibus:	<input type="radio"/> Yes <input type="radio"/> No



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Section 4: Complete for Non-Manager/Supervisor position ONLY

Organizational Structure

What has changed with this position? Why does your agency want to initiate change?

Position is vacated.

What organizational structure changes will be affected by the request?

n/a

Why does this job exist? (High level description of overall purpose of position)

To greet and assist park visitors. Develop and implement educational programs for the public concerning forestry division programs, wildfire prevention, forest management and watershed restoration and forest and wildfire conservation educational programs. Seek Grant monies for Smokey Bear Historical Park to assist with the development and maintenance of programs and educational gardens. Develop and implement interpretive displays including garden displays and forest types found throughout New Mexico.

What does this job do? How does the job get done?

(Key responsibilities-include percent (%) of time spent, totaling 100%)

ALL TASK LISTED, UNLESS OTHERWISE INDICATED, ARE ESSENTIAL FUNCTIONS OF THE JOB

Job Assignment Area #1 - Major product or service to be provided or outcome to be achieved: 20%

Major Tasks/Activities performed to produce product/service/outcome:

1. Provide educational opportunities to the public through formal fire prevention and conservation education programs as an approach to the New Mexico Fire Plan and public relations strategies to include benefits of prescribed burning.
2. Provide education opportunities to the public through formal and informal forest management and watershed restoration education, to include climate change impacts to forests, benefits of forests for climate change mitigation, priorities and implementation of the 2020 Forest Action Plan and Shared Stewardship initiatives.
3. Coordinate and administer an annual Forest and Wildfire Conservation Days program with schools in Lincoln County.
4. Schedule and conduct educational programs on the Capitan District focusing on arboriculture, Silviculture, botany, forest health, fire prevention, fire ecology, prescribed burning and wildland/urban interface issues.
5. Develop partnerships with local, state, and federal agencies to assist in the development and presentation of educational programs to include tribal outreach, cross boundary landscape management and prescribed burning.

Job Assignment Area #2 - Major product or service to be provided or outcome to be achieved: 10%

Major Tasks/Activities performed to produce product/service/outcome:



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1. Develop and implement indoor and outdoor interpretive displays focusing on wildfire prevention, fire ecology, forest and watershed health, threatened and endangered plants of New Mexico, prescribed burning and southwest ecosystems.
2. Prioritize projects based on forestry division goals, forest action plan priorities, educational necessity and budget requirements.
3. Assist in managing Smokey Bear Historical Park greenhouse to ensure appropriate plant species are produced to enhance the park's outdoor interpretive area and utilize the greenhouse as an opportunity to educate on the importance of reforestation efforts and effects of reforestation to future climate change impacts.
4. Develop and utilize inter-agency partners to assist with informal research, interpretation, outreach and education to include videos, in-person presentation, virtual presentation and other outreach opportunities.

Job Assignment Area #3 - Major product of service to be provided or outcome to be achieve : 20%

Major Tasks/Activities performed to produce product/service/outcome:

1. Develop sources and seek grant opportunities for Smokey Bear Historical Park that will complement the Division's objectives of community collaboration, forest and watershed management, climate change mitigation and natural resource protection.
2. Research agencies and private foundations interested in funding park projects selected from the Smokey Bear Historical Park management plan and solicit interested parties for donor support.
3. Develop innovative ideas to garner financial support to upgrade and develop museum and park displays, outreach materials and that include virtual platforms/tour opportunities, education and outreach to extend the range and reach of the Park's educational message.

Job Assignment Area #4 - Major product for service to provided or outcome to be achieve: 50%

Major Tasks/Activities performed to produce product/service/outcome:

1. Develop and submit grant proposals that meet objectives of the park and projects outlined in the park management plan.
2. Provide a safe and quality experience for park visitors as an approach to the New Mexico Forest Action Plan, wildland and prescribe fire management actions and public relations that promote education and outreach of forest and watershed restoration and climate mitigation.
3. Greet and collect fees from visitors to the Park.
4. Provide the public with clear, concise information about fire prevention, surrounding area attractions and Division and Department policies and procedures, initiatives and management efforts.

OTHER DUTIES AS ASSIGNED WITHIN THE CURRENT TOG/MC SCOPE OF WORK.



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Section 8: Agency Justification and Signatures

Position Number: 00005801

Requesting Manager/Supervisor
Signature:

Mary Lavin Laura F. McCarthy

Print Name:

Mary Lavin/Laura F. McCarthy

Date: 1/19/23

HR Manager Signature:

Print Name:

Gisele Jacobs

Date:

Agency Budget/CFO/ASD Director
Signature:

Print Name:

Matthew Lovato

Date:

Cabinet Secretary/Agency Head
Signature:

Print Name:

Date:

SPO / DFA Only Below:

SPO Consultant Signature:

Print Name:

Date:

DFA Approval Attached:

☐ Yes

SPO Director/ Designee Signature:

Print Name:

Date:

Final Approval Date:

☐ Alternative Recommendation Made

Comments:



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Section 9: Essential functions/ADA physical requirements - all requirements are subject to possible modification to reasonably accommodate individuals with disabilities. Individuals who pose a direct threat or significant risk to the health or safety of themselves or others in the workplace, if that risk cannot be eliminated or reduced by reasonable accommodation, will not be considered qualified for employment.

Check essential physical requirements of the job (those that cannot be delegated to a co-worker):

Visual acuity - how often:	C: Continuous, over 66% of time	Seeing - how often:	F: Frequent 34%-66% of time
Climbing - how often:	O: Occasion up to 33% of time	Kneeling - how often:	O: Occasion up to 33% of time
Standing - how often:	C: Continuous, over 66% of time	Pulling - how often:	O: Occasion up to 33% of time
Tactile sense - how often:	C: Continuous, over 66% of time	Hearing - how often:	F: Frequent 34%-66% of time
Balancing - how often:	C: Continuous, over 66% of time	Crouching - how often:	O: Occasion up to 33% of time
Walking - how often:	F: Frequent 34%-66% of time	Repetitive - how often:	O: Occasion up to 33% of time
Talking - how often:	C: Continuous, over 66% of time	Grasping - how often:	O: Occasion up to 33% of time
Reaching - how often:	O: Occasion up to 33% of time	Pushing - how often:	O: Occasion up to 33% of time
Stooping motions - how often:	O: Occasion up to 33% of time		

Lifting:

☒ Floor to Waist ☐ Waist to Shoulder ☐ Overhead ☒ Carry 20 feet

Working Conditions - check which working conditions the employee is subject to:

Physical Conditions:

☒ Extreme temperatures ☒ Wet and/or humid ☒ Noise ☐ Vibration

Hazards:

☒ Mechanical ☐ Explosives ☐ Radiant energy ☐ Chemical
☐ Burns ☐ Electrical ☒ Other:

Atmospheric Conditions:

☒ Fumes ☒ Dusts ☐ Mites ☐ Poor ventilation
☒ Odors ☐ Gases ☐ Other:

Equipment and tools - list equipment and tools operated and the frequency of use (those that cannot be delegated to a co-worker):

State vehicles:

Equipment:

Tools:

Other:

**Energy, Minerals and Natural Resources Department
Job Information Acknowledgement Form**

Position Title: FOREST & CONSERVATION WORKER-O

Pay Band:	45	Minimum \$	16.15	Maximum \$	24.23
Job Status:	<input type="checkbox"/> Perm	<input checked="" type="checkbox"/> Term	<input type="checkbox"/> Temp		
FLSA Status:	<input checked="" type="checkbox"/> FLSA Non- Exempt	<input type="checkbox"/> FLSA Exempt			
Travel:	<input type="checkbox"/> None	<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Extensive (including weekends/holidays)		
Overtime:	<input type="checkbox"/> None	<input checked="" type="checkbox"/> Some (including weekends/holidays)	<input type="checkbox"/> Extensive (including weekends/holidays)		
Physical Activity:	<input type="checkbox"/> Minimal	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Extensive		
Environmental Setting:	<input type="checkbox"/> Office	<input type="checkbox"/> Field	<input checked="" type="checkbox"/> Office and Field		
Drug Testing:	<input type="checkbox"/> Pre-Employment	<input type="checkbox"/> Random	<input checked="" type="checkbox"/> Reasonable suspicion		
Required to Accept Geographical Location Change:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		
Required to Live on Site:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		
Housing Provided:		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		
Other:	work schedule includes weekends and holidays				
Immediate Supervisor:	Mary Lavin				
Applicant Name (please print):					
Acknowledgement of Review of Position Action Request Form (SPO 14-002):	I have been given an opportunity to read the position action request form (SPO 14-002) which is information regarding the position. I believe I am able to perform the essential functions of the job described and have been given the opportunity to ask questions.			_____ Initial	
Compensatory Time Acknowledgement:	I voluntarily agree, in lieu of cash compensation, to receive compensatory time at a rate of 1.5 for hours worked over 40 hours per work week, if covered by Fair Labor Standards Act (FLSA), and a rate of 1.0 for hours worked over 80 hours per pay period, if exempt from FLSA. I understand under normal circumstances, I must obtain advance approval to work beyond 40 hours in a workweek. I also understand it is my responsibility to immediately report overtime worked in an emergency situation to my supervisor. Failure to seek prior approval or to promptly notify my supervisor after an emergency may lead to disciplinary action.			Initial	
Executive Order-2003-030, Information Technology Resource Policy: Internet, Intranet, E-Mail & Digital Network Usage, and 1.12.10 NMAC:	I confirm that I have read the Information Technology Resources Policy and have had an opportunity to ask questions about it. I understand that if I fail to abide by the terms of the Information Technology Resources Policy, a copy of which has been provided to me, I may be subject to disciplinary action.			_____ Initial	
Applicant Signature:			Date:		



New Mexico State Personnel Office

2600 Cerrillos Road
Santa Fe, New Mexico 87505-0127

Classification Description

FOREST AND CONSERVATION WORKERS

Class Title	Class Code	Pay Band	Alt Pay Band*
Forest and Conservation Workers-B	S4011B	40	
Forest and Conservation Workers-O	S4011O	45	
Forest and Conservation Workers-A	S4011A	50	

**In accordance with SPB Rule 1.7.4.10 NMAC, the assignment to alternative pay bands shall be reviewed annually to determine their appropriateness.*

Occupation Description

Under supervision, perform manual labor necessary to develop, maintain, or protect forest, forested areas, and woodlands through such activities as raising and transporting tree seedlings; combating insects, pests, and diseases harmful to trees; and building erosion, water control structures and leaching of forest soil. Include forester aides, seedling pullers, and tree planters.

Nature of Work

Forest and conservation workers help develop, maintain, and protect the forests by growing and planting new seedlings, fighting insects and diseases that attack trees, and helping to control soil erosion. Those who work for State and local governments or who are under contract with them also clear away brush and debris from camp trails, roadsides, and camping areas. Some forest workers clean kitchens and rest rooms at recreational facilities and campgrounds. Various power/hand are utilized as well as insecticides, fungicides and herbicides.

Distinguishing Characteristics of Levels

Note: Examples of Work are intended to be cumulative for each progressively higher level of work. The omission of specific statements does not preclude management from assigning other duties which are reasonably within the scope of the duties.

Basic

- Employees in this Role assist coworkers with park or environment resource upkeep, preservation, stabilization of facilities and monuments, public relations including providing information to visitors, providing security, keeping records as determined by supervisors.

Recommended Education and Experience for Full Performance

High school diploma or GED and six (6) months experience in parks, monuments, museums, interpretive/educational ranger, field archaeologist or ruins preservationist at a historic site.

Minimum Qualifications

High School diploma or GED.

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Operational

- Employees in this Role may specialize in interpretive (education, exhibits, nature hikes, campfire programs) or resource operations (road, trail, and water maintenance, building and structure repair, compliance and security measures).
- Employees perform conservation and preservation duties; construct and setup exhibits; maintain monument facilities and grounds; conduct guiding tours for the public; maybe responsible for general park operations.

Recommended Education and Experience for Full Performance

High School diploma or GED and two (2) years of experience in parks, monuments, museums, interpretive/educational ranger, field archaeologist or ruins preservationist at a historic site.

Minimum Qualifications

High School diploma or GED and six (6) months of equivalent experience.

Advanced

- Employees in this Role design and implement models for interpretive and resource operations.
- Employees participate in the fundamentals of professional forestry management and technical forestry work in the field such as: fire supervisor, timber sales, tree seedling and distribution; may have specialized expertise in one area of forestry management or may have a specialized expertise that it is applied to many areas of forestry, conservation, and parks operations.

Recommended Education and Experience for Full Performance

Associates degree from an accredited college or university and one (1) year of experience in parks, monuments, museums, interpretive/educational ranger, field archaeologist or ruins preservationist at a historic site.

Minimum Qualifications

High School diploma or GED and one (1) year of experience in parks, monuments, museums, interpretive/educational ranger, field archaeologist and/or ruins preservationist at a historic site.

Knowledge and Skills

*Note: This information has been produced by compiling information and documentation provided by O*NET. O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.*

Knowledge

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership

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technique, production methods, and coordination of people and resources.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Skills

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Coordination — Adjusting actions in relation to others' actions.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Time Management — Managing one's own time and the time of others.

Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

Statutory Requirements: N/A

Conditions of Employment: Working Conditions for individual positions in this classification will vary based on each *agency's utilization, essential functions*, and the *recruitment needs* at the time a vacancy is posted. All requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

FOREST AND CONSERVATION WORKERS

Default FLSA Status: Non-Exempt. FLSA status may be determined to be different at the agency level based on the agency's utilization of the position.

Bargaining Unit: This position may be covered by a collective bargaining agreement and all terms/conditions of that agreement apply and must be adhered to.

Established: 07/07/2001

Revised: 09/20/2011

**Adapted from the United States Bureau of Labor Statistics and are intended to illustrate the typical education and experience required for this occupation.*

Note: Classification description subject to change. Please refer to the SPO website www.spo.state.nm.us to ensure this represents the most current copy of the description.