

National Park Service
U.S. Department of the Interior

Continental Divide Research Learning Center



Steps to Success

Navigating the National Park Service Hiring Process

Building a Federal Résumé

March 2013

DISCLAIMER

Please note that this guide is intended to be used as a tool for navigating the complex and changing federal employment hiring process. It is a living document and will often be updated, modified and changed to respond to the federal hiring requirements. It is your responsibility to ensure you are following the most recent guidance, rules and regulations (see www.opm.gov or usajobs.gov).

Credits

All photos were taken by Rocky Mountain National Park staff, interns, and volunteers. These photos share the vision and experience of these individuals with the NPS.

Cover photo courtesy of Alex Romanyshyn.

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Steps to Success

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“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

—Margaret Mead



Introduction to *Steps to Success*

What is *Steps to Success*?

The process of applying for a federal job, especially with the National Park Service (NPS), can seem daunting and easily become frustrating. *Steps to Success* was created using the reflections of NPS interns, employees, and supervisors regarding their application experiences in an effort to simplify the process for prospective applicants. It is designed to take you through the necessary steps to successfully navigate your way through the NPS hiring process, whether this is your first time applying for the federal government or you consider yourself an expert at the process.

Building a Federal Résumé

This component of *Steps to Success* is designed to assist you in the application process by gaining an understanding of the National Park Service and

providing a guide for creating a federal résumé. This resource includes information, tools, and examples to support your efforts.

“Act as if what you do makes a difference.
It does.”

— William James

Taking the Next Step

The federal hiring process frequently changes as a result of new federal initiatives and directives. This manual provides some hints, suggestions and background needed to gain employment with the NPS. However, it is your responsibility to ensure that you are following the most current guidelines and policies.



Understanding the National Park Service

Meaningful work preserving America

There are several significant benefits working for the federal government and the NPS in particular. Perhaps the greatest benefit is the opportunity to preserve the defining places and ideals of the United States. Working for the NPS is a demanding and rewarding job, as it provides the opportunity to work with national treasures and have the knowledge that your work will touch future generations. The experience offered through the NPS, a leading conservation agency, is considered by many to be interesting, meaningful, and patriotic. NPS employees are entrusted by the American public to be stewards of public lands, ensuring that they will be preserved for future generations. It is truly an honor to wear the iconic NPS uniform.

Great jobs

The NPS offers exciting career opportunities that will provide for you both now and in the future. Permanent positions within the NPS allow room to advance through promotions and salary increases, which are based on time spent in a position and good job performance.

Status

One of the long-term benefits of working for the federal government is the ability to earn career tenure or status (see the glossary for terms and definitions). After serving three years of substantially continuous service in a permanent position, an employee gains career tenure and becomes a career employee. Employees with career tenure have permanent



reinstatement eligibility and competitive status. Reinstatement eligibility allows career employees to apply for jobs in the federal service open only to status applicants, positions advertised only as merit promotions. Competitive status allows an employee to be eligible for a job assignment via transfer, promotion, reassignment, change to a lower grade, or reinstatement to another position.

What does this really mean? Once you have worked for the federal government for three years in a qualifying permanent position, you will have status which allows you to apply for many jobs not open to the general public.

Why are all jobs not advertised to the general public? Some jobs require specific government related special skills which limits who may apply. These jobs are merit promotion which means they are open only to current employees or special hiring authorities.

“There is nothing so American as our national parks. The scenery and wildlife are native. The fundamental idea behind the parks is native. It is, in brief, that the country belongs to the people, that it is in process of making for the enrichment of the lives of all of us. The parks stand as the outward symbol of this great human principle.”

—Franklin D. Roosevelt



Benefits

When it comes to insurance and vacation time, the federal government and NPS are competitive with private sector companies. As an eligible employee (e.g., term or permanent) you will be eligible to receive/participate in comprehensive life and health insurance as well as retirement benefits, including the Thrift Savings Plan (a 401K). Transit benefits may also be available to assist in the relocation process as well as tuition assistance to help with school loans. The NPS offers excellent paid vacation (annual leave) and sick leave which can also be used to care for family members. The NPS also offers a leave sharing program, where other employees in the Service can donate their annual leave to employees who have used all their sick and annual leave for medical reasons, and have a medical emergency.

A Variety of Opportunities

The NPS provides the opportunity to work in a variety of parks, locations, and positions, while working for the same organization. Perhaps you have envisioned yourself settling in your home state but would first love to travel and experience other parts of the country. The NPS both allows and encourages transfer from one park unit to another. Once you have status in the

federal government more opportunities will be available for relocation through promotion, reassignment, transfers, or reinstatement. As a NPS employee without status, working in different parks can help you get the experience you need to get a permanent job. Each employee controls how often and where they move—it is an option and a benefit for some, not a requirement.

A Larger Family

Being a part of the NPS means being part of a larger family. The employees within the NPS work hard to maintain a strong sense of community, where employees look out for one another and provide support. It is not uncommon for employees to work and live together. The smaller community bonds at individual sites are strong and close-knit. Being “family”-friendly is at the center of the core values of the NPS.

“Better keep yourself clean and bright. You are the window through which you must see the world.”
— George Bernard Shaw

National Park Service Sites and Jobs

NPS Sites

When hearing the words “national parks” it is easy to think about large, famous parks such as Yellowstone and Yosemite, but these parks are just a sample of the wide variety of sites in the NPS. In 2012, there were 398 NPS sites around the nation and its territories. Of the 398 sites, 58 are designated as national parks. The other 340 sites include national monuments and memorials, historical parks and trails, lakeshores and seashores, and select national cemeteries. Various NPS sites include:

- National Preserve and National Reserves
- National Historical Parks
- National Memorials
- National Monuments
- National Battlefields
- National Military Parks
- National Cemeterys
- National Seashores
- National Lakeshores
- National Rivers
- National Trails
- National Parkways
- National Recreation Areas



Job Position Diversity

Often when people think about the NPS, they think of the iconic ranger in a flat hat and gold badge assisting visitors. If you take a closer look at the NPS, however, you will find a wide variety of jobs found in most organizations from accountants to computer specialists and gardeners to mechanics. A majority of these positions work behind the scenes, seldom visible to visitors. One of the many benefits of working for the NPS is the diversity of job positions. Take a look at this list to get a better idea of the variety of jobs within the NPS:

- Archeologists
- Automotive mechanics
- Botanists
- Carpenters
- Educators
- Ecologists
- Electricians
- Engineers
- Facility managers
- Fish biologists
- Forestry technicians
- Gardeners
- Geologists
- Historians
- Human resources specialists
- Hydrologist
- Information technology specialists
- Landscape architects
- Masons
- Museum professionals
- Park police
- Park rangers
- Small craft operators

Plus many more!

There are over 20,000 employees working for the NPS in permanent, temporary, and seasonal positions.

“Always do what you are afraid to do.”
—Ralph Waldo Emerson

Federal Hiring Glossary

This is not a comprehensive glossary. Additional definitions are available at:
<http://www.opm.gov/employ/var/glossary.htm>

Additional frequently asked questions available at:
<http://www.custhelp.usajobs.gov/>

Annual leave Paid time off of work to be used at your discretion

All sources A job announcement which is open to all U.S. citizens

Announcement Job vacancy posted on USAJobs

Background check Formal investigation to provide security clearance that is conducted before you may be hired

Candidate An applicant that meets the minimum qualifications and is eligible for consideration

Career employee The employment status of a permanent employee who has completed three years of substantially continuous, creditable service. Also known as having tenure and provides lifetime reinstatement eligibility.

Career conditional The employment status of a permanent employee who has not completed three years of substantially continuous, creditable service

Career tenure After serving three years of substantially continuous creditable service, a career conditional employee becomes a career employee and gains career tenure. Employees with career tenure have permanent reinstatement eligibility.

“Cert” (Certificate); A list of applicants from which the hiring official may make a selection

Closed A job announcement is no longer open to applications

“Thousands of tired, nerve-shaken, over-civilized people are beginning to find out going to the mountains is going home; that wilderness is a necessity....”

—John Muir



COB Close of business; the end of the business day, usually 5 p.m. local time regardless of individual work schedules

Competitive status An employee's basic eligibility for assignment by transfer, promotion, reassignment, demotion, or reinstatement to a position in the competitive service without having to compete with members of the general public. The employee will compete with other federal employees and candidates that qualify for special hiring authorities. Competitive status belongs to an employee, not to a position.

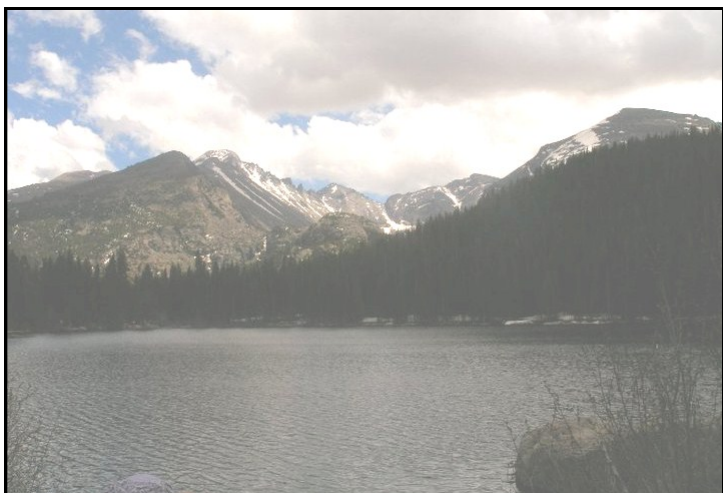
Conversion (Non-competitive); The transition from a non-status position to a status career conditional position without competition. There is a 120 day window for conversion upon the completion of requirements. This pertains to pathway interns.

Creditable service Qualifying service necessary to achieve full career status. For career tenure, creditable service is three consecutive years of qualifying experience.

DOI Department of the Interior; federal department that is home to the National Park Service, as well as the Bureau of Land Management, US Fish and Wildlife Service, US Geological Survey, Bureau of Indian Affairs, and others

EAP Employee Assistance Program; an employee benefit program that can assist in issues affecting financial, emotional and mental well-being

Eligible Meeting specific requirements of a job description



EEO Equal Employment Opportunity; Federal laws make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. It is also illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

EOD Entry on Duty; the first date of your employment in a position

Expert A person proficient in a knowledge, skill or ability, consulted by others for information and advice about specific subjects

Flat hat Affectionate nickname for the National Park Service ranger hat

Fly (Flew) Refers to when a position is advertised in USAJobs

FY Fiscal Year; Federal Fiscal Year (October 1–September 30)

Green and Grey Affectionate nickname for the National Park Service uniform and also the sense of pride of NPS employees

GS General Schedule; predominant pay scale for civil service workers

Hiring authority Legal provisions for Federal employers to fairly hire individuals or certain groups of individuals more easily

Hiring official Person with responsibility of making the hiring decisions, typically the position supervisor

HROC Human Resources Operation Center: A National Park Service center that deals with human resources issues including hire paperwork

Human Resources (HR) The department that handles all employee paperwork including hiring, benefits, insurance, leave, etc. Each park has a human resources official, though many parks share the duties of the hiring process.

Intern Title for current students hired through the Pathway Program. Replaced STEP and SCEP positions.

Leave and Earnings Statement Informational statement employees receive concerning their last paycheck, deductions, time off earned, and other critical administrative announcements

Merit promotion Placement, promotion, transfer, reassignment, and other movement of competitive service employees

NPS National Park Service; A Department of the Interior agency

Occupational Questionnaire Electronic form which identifies an applicant's competencies for positions

OF Optional Form

Open Applicants may submit applications for a job announcement

OWCP Office of Workers Compensation Programs; Administers four major disability compensation programs which provide benefits to certain workers or their dependents who experience work-related injury or occupational disease

“They always say time changes things, but you actually have to change them yourself.”

— Andy Warhol

Park units Any site managed by the National Park Service, including national parks, national battlefields, memorial parkways, and national historic sites

Pathway Program Federal program and hiring authority focused on students and recent graduates. Replaced the STEP and SCEP positions.

Permanent A full-time position usually hired under a career-conditional appointment; full benefits are offered

Position description The official list of duties for the job and skills needed to perform the job

Preference Refers to benefits provided under a special hiring authority; generally boosts applicants chances of getting on the “cert” by providing extra points

Qualification Refers to the determination of federal human resource experts and computer programs about the general evaluation of an applicant’s abilities to perform a job. Applicants could be ranked “not qualified,” “minimally qualified,” or “highly qualified”.

Ranks USAJobs Staffing system grades applications to determine their percent score from applicants’ self evaluation (occupational questionnaire)

Rates USAJobs Staffing system identifies qualified applicants and sends them to the park

Reinstatement eligibility Ability to reenter the Federal competitive service workforce without competing with the public. Reinstatement eligibility also enables you to apply for Federal jobs open only to status candidates. You must have held a career or career-conditional appointment previously.

Seasonal Any position of employment which does not exceed 1039 hours of work, benefits are limited or not offered

Self-rating The answers applicants provide on the Occupational Questionnaire

Senior Executive Service (SES) Comprised of the men and women charged with leading the government. The keystone of the Civil Service Reform Act of 1978, the SES was designed to be a corps of executives selected for their leadership qualifications. Members of the SES serve in the key positions just below the top presidential appointees. SES members are the major link between these appointees and the rest of the Federal work force. They operate and oversee nearly every government activity in approximately 75 Federal agencies.

Series Assign government number classification for different types of jobs. See <http://www.opm.gov/fedclass/>

SF Standard Form

SF-50 Notification of Personnel Action; the standard form to process any changes to a position such as hiring, raises, promotion or termination

Sick leave Personal time earned to address medical needs for you and your immediate family

Special hiring authority A legal government provision that allows human resources and hiring officials to give



preference to eligible candidates, such as military veterans, Peace Corps and students

SROC Seasonal Recruitment Operations Center; A NPS center that advertises and fills seasonal positions

Status Earned after three years of substantially continuous creditable service

Substantially continuous service Creditable service without a single break of more than 3 calendar days; except for breaks or other employment specifically defined in 5 CFR 315.201(b)(3)

Term position Temporary in nature and open for a defined short period of time not to exceed four years. The initial appointment is for 13 months which can be extended.

Temporary A position which exceeds seasonal 1039 hours, but will not exceed three years of work; some benefits are offered

USAJobs U.S. Government’s official jobs and hiring program, portal to job announcements (www.usajobs.gov)

USA Staffing The USA Staffing web-based system is the most cost-effective means of getting the best-qualified candidates for public sector hiring in a single, integrated software solution. The complex staffing process of the public sector is simplified with this user-friendly, web-enabled software that completely automates the recruitment, assessment, referral, and notification processes.

WG (Wage Grade) Federal pay plan that typically covers craft, trade or laboring positions

Why do I need a Federal Résumé?

The importance of résumés

Résumés are only one part of a complete application but they are EXTREMELY IMPORTANT. They are often your only opportunity to show hiring officials who you are and what you can do. They are also used in the evaluation process to grade or rate your overall abilities and experience. An incomplete, poorly written, or incorrectly formatted résumé may prevent you from being considered among the eligible or “best qualified” group, which means you may not be considered for the job.

You owe it to yourself!

Creating a federal résumé can seem like an overwhelming task. Sometimes it seems as though it is too much work or not worth the effort; however, a federal résumé opens doors and creates new opportunities not just for summer jobs but for fulfilling careers. You have already put in the hard work to get the required experience or education. A well-written résumé gives you the credit you deserve. Consider it an investment in yourself and your future - a résumé can determine if you get the job and how much you get paid.

Competition for NPS jobs is high.

Hundreds of applicants can apply for a single seasonal position. A well-organized and written résumé detailing your strengths and experiences is your opportunity to set yourself apart from the rest of the application pool.



“People travel to wonder at the height of the mountains, at the huge waves of the seas, at the long course of the rivers, at the vast compass of the ocean, at the circular motion of the stars, and yet they pass by themselves without wondering.”

—Augustine

Positions may be open only for a short time. Some positions are only posted for 5 work days.

Having a base résumé prepared in advance will improve your ability to meet tight deadlines.

The inside scoop! How will my résumé be used?

The first person to read your résumé will be the human resources specialist. The specialist uses your résumé to find out what specific knowledge, skills and abilities from your past are relevant to the job for which you are applying. Your résumé is also used to determine if you are among the best qualified applicants for the job by quantifying your experiences using qualification standards. If the human resource specialist determines you are among the applicants who are best qualified, your résumé will then be passed on to the hiring official (position supervisor). Your résumé is the first and only information the hiring official has access to in order to inform their decision of whether or not you move on to the next step and receive an interview. Based on how you have portrayed yourself in your résumé, the hiring official may call you for an interview to further discuss your qualifications.

“You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You’re on your own. And you know what you know. And YOU are the one who’ll decide where to go...”

—Dr. Seuss

What is a Federal Résumé?

Federal résumés are long and detailed

All federal government jobs require a résumé in a federal format. The federal format requires specific information to be included rather than a certain look or style (see *Résumé Checklist*). A federal résumé can use lists and/or narrative paragraphs. The federal résumé is different than the more familiar and standard business résumé that is typically one or two pages long. Many students are taught to keep their first résumé less than one page in length, possibly extending it to two pages when you gain significant experience.



“Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy.”
—Norman Vincent Peale

If you submitted a one- or two-page federal résumé, you would have almost certainly not provided enough information for the human resources staff to determine if you were qualified. In a federal application you are encouraged, and sometimes required, to provide substantial and detailed information that will likely create a 5–10+ page résumé. There is no page limit, and more detail is preferable. It is important to include the required information in sufficient detail.

You will need to provide details that you may have been discouraged from including in other résumés, such as wages earned and contact information for all supervisors. You may also find it helpful to include descriptions of your overall work in a narrative paragraph, which is often discouraged in private sector or business résumés. You should still be clear and concise in presenting the content in your résumé.

Differences Between Federal and Business Résumés

	Federal Résumé	Business Résumé
Format	No designated look or style. Narratives, lists, and bullet points are all encouraged.	Bullet points are encouraged, narratives are not.
Length	No page limit. Résumés range from 5-10+ pages.	Concise. 1-2 pages.
Required Information	Yes!	No.
Detail	Include as many details, examples, and explanations as possible. Make experiences quantifiable.	Few details required.

Strategies and Steps

Here are a few strategies to get you on your way to creating a federal résumé

Adjust your résumé for each announcement: It takes a lot of work and time, but it's very unlikely that you'll get a federal job using a "one-fits-all" résumé. Make sure your résumé addresses all skills and qualifications described in the job announcement.

Why? To evaluate your résumé, the human resources specialist looks for specific examples that match those from the job's position description, the official list of duties for the job, and skills needed to perform the job.

How? Read the vacancy announcement carefully. It is a good idea to print a copy of the announcement and occupational questionnaire. Begin with the key requirements and qualifications. Highlight the key words and phrases that describe the knowledge, skills and abilities necessary for the job. Incorporate these exact words and phrases into your résumé, providing examples of how your knowledge, skills and abilities align with what the hiring official is seeking. It is important to be as specific as possible, and possibly repetitive, in your language.

Example: If you will be required to map fires using GIS, you will likely use some form of ArcMap by ESRI. If you have experience mapping fires at a park, you should state you did this using the specific computer program you used at the time, even if it seems completely obvious you would need to use that application to complete the task. Remember, human resources specialists are *not allowed to infer* any information.

"What could we accomplish if we knew we could not fail?"

—Eleanor Roosevelt

Organize your résumé: Create logically ordered and labeled section headings, followed by relevant examples.

Why?

If the human resources specialist is unable to locate pertinent information, your résumé may not receive full points or may even be discarded.

How?

- Cater section headings to fit your experiences and the job announcement. Add additional sections to emphasize unique experiences.

Example: If you have extensive international experience, include a section heading labeled "International Experience." Place sections that are most relevant to the job for which you are applying near the top of your résumé.

- Organize information under section headings in chronological order; the most recent experience should be the first information the hiring official reads. Use bullet points, lists, or paragraphs to describe details. The most relevant points should be placed at the beginning of the list or paragraph.

Example: If the job description mentions the need to manage a budget, place any experience working with money near the top of the section or résumé.



The more information the better. With a federal résumé, there is no page limit, so describe experiences in as much detail as possible.

Why? Human resources specialists are not allowed to make any assumptions, judgments, or inferences from your résumé. If the details are not provided, experiences or information may be discarded from consideration even if you think the connections are obvious. Do not assume, be certain you provide concrete details. Resumes are used to qualify applicants.

How?

- Make sure your résumé includes all the information required by the federal government
Example: Failing to include your full, legal name or citizenship will disqualify you.
- Include all job experiences. The hiring official may find unexpected relevance.

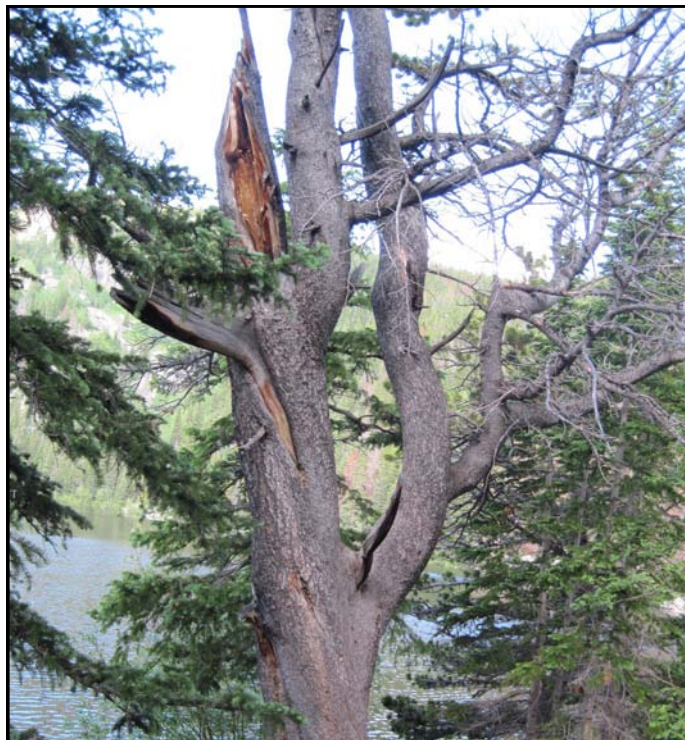
Example: You are applying for an environmental educator position. Although it may seem your experience as a lifeguard does not directly relate to environmental education, it does show you were trained to promote safe environments, which is a skill necessary for working with children in outdoor settings.

Show. Don't tell. Make sure the hiring official can visualize not only what you did but *how* it was accomplished. Provide concrete examples.

Example: Think through the process your achievements took and include all steps, even steps that seem insignificant. Instead of stating, "I designed a program," elaborate by stating, "I researched the background information and organized it using interpretive techniques."

Example: I wrote reports (e.g. a list of current invasive species, a synthesis of differences between vegetation inside and outside of elk enclosures).

"Wilderness is not a luxury but a necessity of the human spirit, as vital to our lives as water and good bread."
— Edward Abbey



Describe experiences in a way that can be quantified.

How? Use exact dates, numbers, and sizes.

Example: "I managed 10 people." Or, when describing the number of hours you worked in a position that varied in hours per week, think about how to most accurately portray the total number of hours worked and average the weekly hours yourself - even if that's not exactly what your schedule was. There is no room for assumption so use, "20 hours per week" verses stating, "varies from 10 to 30 hours per week."

Format your résumé. The human resources specialist will spend a lot of time looking over your résumé, so make sure it's visually appealing. As with any résumé, format your federal résumé so anyone who looks at it can immediately see what your experience is and when it took place.

How?

- Try blurring your eyes and looking at your résumé. What stands out? Is there something different that should be highlighted?
- Make it easy for someone to determine what information is related to each experience.

“Ideals are like stars: you will not succeed in touching them with your hands, but like the seafaring man on the desert of waters, you choose them as your guides, and following them you reach your destiny.”

—Carl Schurz

- Federal résumés require a lot of detailed data about the job: location, supervisor, time worked, salary, hours worked, etc. Make this easy for human resources and the hiring official to grasp but quickly move on to the content of the position.
- Use the header and footer feature to include the page number, your name and vacancy identification number on each page.
- Use a clear, legible font no smaller than 10 point. Consider using a tasteful, easy to read font that will visually set your résumé apart from others. Remember the goal is to look professional not “unique” or “fancy.”
- Consider using margins that are less than 1” but will still be printed on most printers. Print out a draft to test the margins. Using margins of .5”-.75” gives you extra space for indents.
- Use bullets, indents, bold, italics, and underlines to highlight important information. Be sure to not



over emphasize and check to make sure your format is helping and not hindering your efforts.

- Use clear, specific vocabulary. In order to ensure that you get credit for all of your experiences, make certain your résumé can be understood by someone who does not have your area of expertise.
 - Start bullets and paragraphs with strong action words like; designed, led, created
 - Introduce acronyms before using them and use them sparingly.
 - Define specific methodologies, reports, or procedures you followed.
 - Use professional language that is your own; do not cut and copy large sections from the position description into your résumé.
 - Be consistent in the ways you refer to activities or skills.

Example: If you mention “weed management” in one paragraph, do not refer to it as “invasive plant species” in the next paragraph, and then “exotic plants.” Use the same word each time to reduce confusion and effort for the hiring official—be clear about what you are referencing.

Edit your work. Misspelled words and grammatical errors not only are distracting to the hiring official but may result in your résumé not appearing when the hiring official uses word searches to find specific skills or experiences.

How?

- Proofread, proofread, proofread! You’ve probably spent hours working on your résumé. Ask someone you know (such as a coworker, family member or friend) to look over your résumé for feedback and to find mistakes. A fresh pair of eyes can catch embarrassing typos that can undermine the content of your résumé. Don’t assume you’ll catch them all.
- Have a critical review of your résumé by someone who will ask hard questions, provide honest feedback, and help you correct mistakes.
- Have someone unfamiliar with your experiences read your résumé for clarity. They will be able to provide the same perspective as the human resource specialist, who may not understand technical or work-related jargon.

Emphasize characteristics that are important to the National Park Service. The National Park Service as an organization promotes specific characteristics in its employees. When applicable, demonstrating that you have been developing these characteristics can help you get a position.

Examples:

Leadership

Use tasks that demonstrate your leadership, organization, or management skills. For example, applicants should discuss their role on committees and taskforces, how they planned activities and events, and/or their responsibilities in managing, leading, teaching, or training groups of individuals in various settings (i.e., office, classroom, organization or club, volunteer project).

Functioning in a stressful environment

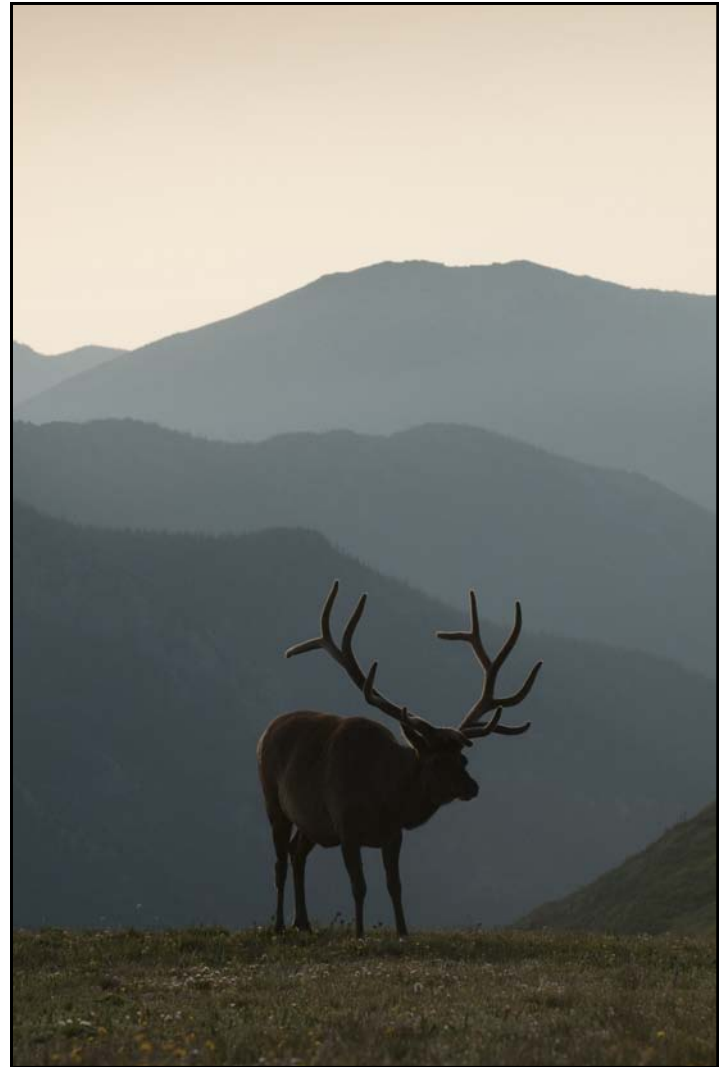
Include tasks that demonstrate your ability to effectively deal with stress related events/activities. For example, applicants could discuss their responsibility to manage multiple projects simultaneously or how they dealt with critical deadlines.

Safety

The safety and well-being of employees and volunteers is extremely important in the NPS. Safety is a guiding principle and priority in everything the NPS does. Include tasks that demonstrate your ability to work safely, maintain a safe work environment for others or highlight an excellent safety record. For example, an applicant could describe how they worked accident free for two years in a high-risk environment using safety procedures and personal protective equipment.

Complexity and creativity

Include tasks that demonstrate complexity or creativity. For example, applicants could describe how they



completed detailed instructions for highly technical projects, prepared reports on detailed subjects, or used creative solutions in difficult situations.

Pertinence to the position

Applicants who have experience directly related to the position and include this in their résumé will usually be rated higher. It is important to explain how experience is relevant. For example, an applicant could explain how the computer program they used is similar to the one mentioned in the job description.

Major impact or significant outcome

Use tasks where your actions had an impact on others or the work environment. For example, applicants could discuss procedures they developed for their office that streamlined operations, how they negotiated a situation that resulted in a favorable outcome, or how their input on a project made a significant impact on the organization.

“Always dream and shoot higher than you know you can do. Do not bother just to be better than your contemporaries or predecessors.

Try to be better than yourself.”

—William Faulkner

Résumé Checklist

Federal résumés are accepted in many different formats, but they should all contain the same essential information. In an effort to make this process easier, follow the résumé checklist below to ensure you are on the track to success! When writing your résumé the most important thing to remember is details, details, details! You will not need to confine yourself to a page limit and should include as much relevant detail as possible. These details provide the basis on how you will be ranked and rated and if you qualify for a job. You can also use the Resume Builder in USAJobs to ensure you provide all of the needed information.

First, find a position on USAJobs in which you are interested in applying—this is an important step because it enables you to cater your résumé to the position.

Biographical Information

Begin with your personal information. For a federal résumé this information includes:

- Your full legal name. This includes: first, middle initial, and last name
- Indication of your U.S. citizenship
- Social Security Number (last 4 digits)
- Most accurate permanent address
- Telephone number
- Professional email address (e.g., j.smith@gmail.com OR jbsmith@unc.edu)

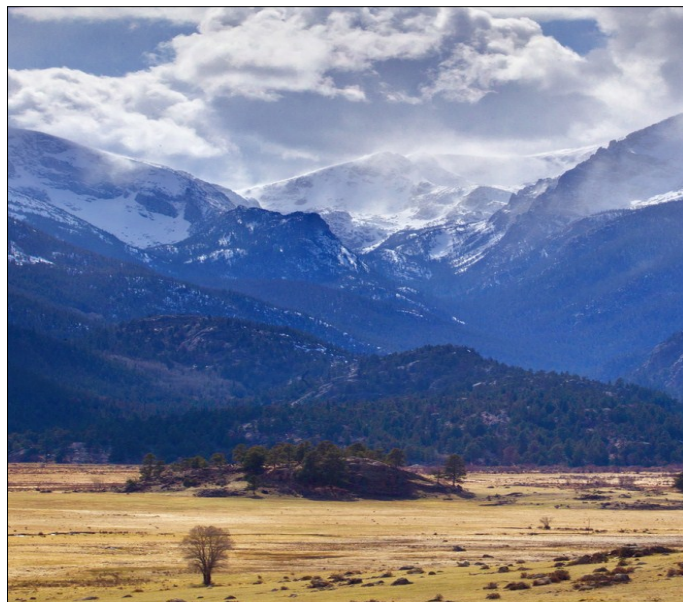
Vacancy Information

(Found in the position description on USAJobs.gov)
This section includes any information which will be relevant for the hiring official to reference when reviewing your résumé. This should include:

- JOA Number (AKA Job Announcement Number, Announcement Number) you find at the top of the announcement on USAJobs
- Vacancy ID Number found on the Occupational Questionnaire
- Position Title (e.g., Education Technician)
- Series/Grade Applying for (e.g., GS-1099-05)

Employment Status

- Eligibility for Special Hiring Authority (e.g., Peace Corps, Public Land Corp, Pathway Program)



- Highest series/grade held only for federal positions (e.g., GS-0460 - 11/3, May 2004 to present)
- Availability (e.g., May 15 to September 23 or Immediately)
- Veteran's Preference indicating type of preference claiming, dates served and type of discharge (e.g., non-veterans preference or 5 point preference based on active duty in the U.S. Armed Forces, Honorable Discharge)
 - If claiming veteran's preference provide necessary documentation.

Education

The first section of your résumé should include your educational background. When listing anything in your résumé, start with your most recent information to the least recent. Depending on where you are in your educational career, this section should include:

- The name of the college or high school you attended, city, state, and zip code
- The title of your major in college
- Any minors or concentrations
- The month and year of your graduation OR your anticipated graduation month and year. If you have not graduated, write "anticipated graduation Month 20XX"
- The number of credit hours you have completed

- If in college, the name of the high school you attended, city, state, and zip code
- Your high school graduation month and year
- List all institutions you have attended even if you didn't receive a degree, including study abroad and other similar programs
- Relevant Coursework/Special Projects*
You may want to include any relevant coursework or projects you have completed that will enhance your expertise and knowledge in the position for which you are applying, especially if you do not have much experience. For example, if you are applying for a position as an accountant, you may want to list the course you took in personal finance. Relevant coursework becomes less important to include as you gain experience on specific jobs.
- Starting month, day, and year, and ending month, day, and year. It's important to be as specific as possible because all of your time counts (e.g., June 14, 2010–October 5, 2010)
- Number of hours worked per week OR total hours (e.g., 40 hours/week or 600 total)
- Salary received per hour (e.g., \$9.00/hour OR Student or Volunteer or Unpaid)
- Detailed list of job duties including
 - Prioritize duties so the most important are first
 - All duties performed for the position
 - Concise examples to support the description of work (e.g., if you stated "developed curriculum for fifth graders" as a duty of your position, you would want to state the names of the programs you developed "programs include: Backyard Investigation and Needs of a Homesteader")

Experience

This section should be specific to the work and skill set you will need for the position. For example, if you are applying for an interpretive park ranger position, this section may be titled "Interpretive Experience." In this section you would need to include any experience you have related to the field of interpretation. Reflect on your past experiences, this may mean looking at any of your non-federal résumés and describing your experience. Remember any experience counts, paid or not, so list previous jobs, courses you took in school, and volunteer work. Once you have compiled this information, ask yourself: did I list *all* of my experience?

- Relevant jobs (paid and volunteer)
- Related coursework and school projects
- Is my experience listed from the most recent to the least?
- For each position (including volunteer experiences) did I list:
 - Job title and employer (e.g., Park Ranger, Rocky Mountain National Park)
 - Mailing address for each position: street, city, state, zip code
 - Supervisor for each position and their contact information (e.g., John Smith (XXX) XXX-XXXX)
 - Consent or deny consent to allow someone to contact current supervisor for example, "may be contacted"

Additional Experience

For any remaining experience you may have that is not directly related to the position, create a section for "Additional Experience." Your additional experience should include any other positions not listed with your primary experience, and any extracurricular activities (e.g., being a member of student council, president of the watershed club, or a resident advisor). Ask yourself:

- Have I listed all of my additional experience?
- Did I follow the same format for listing my additional experience as I used for my experience that directly relates to the position?

Qualifications and Certifications

If you have carefully read over the job announcement, you should have a good understanding for the desired and required job-related qualifications. It is a good idea to create a section in your résumé where you can list any qualifications and certifications you already possess. This information may include:

- Certifications (e.g., First Aid, CPR, etc.). If certifications are listed under requirements in the job announcement simply listing them in your résumé may not provide the proof necessary. You may need to upload documents to accompany your résumé. Include:

- The month and year certifications are valid (e.g., “First Aid, valid through May 20XX”)
- Are you ready to provide copies of certifications?
- School or community activities and awards (e.g., scholarships, members of clubs, honors list or deans list achievements, and any other affiliations). Include:
 - The month and year activities or awards took place through the month and year they ended, e.g., “College Council Member, August 20XX–May 20XX”
- Job-related skills (e.g., computer programs, general office responsibilities, public speaking, physical fitness, fluency in another language, successfully completed season without safety incidents, and any relevant expertise)
- Relevant hobbies. Often hobbies are not included in résumés. However, providing examples of hobbies you enjoy can set you apart from other applicants. For example, if you enjoy hiking and trail running, this would be relevant for an employer to know if you are applying for a position as a member of a trail crew (e.g., Trail running averaging twenty miles per week 2009–present)

Professional References

One of the most important sections in your résumé will come last—the section on your professional references. The general rule when listing references is to provide at least three; you may have several references to choose from and this is why it is important to choose references who you feel can best represent you and the work you have done for the particular job for which you are applying. Be sure to:

- Contact your reference to ask them if they are willing to be a reference on this application
- Ask your reference what contact information they wish you to use. This will probably be their office phone number and professional email address
- Notify your reference when you have applied for a job so they will be prepared
- Order references from most recent to least recent
- First and last name of reference, their position title (e.g., Jane Smith, Director of Program)
- Your references’ place of work (e.g., C.B and Associates)

- The office telephone number where your reference can be reached (e.g., (XXX) XXX-XXXX)
- The professional email address where your reference can be reached (e.g, jsmith@cbassociates.com)
- Include three or more references (consider academia, non-profit groups, work, civic or social groups, volunteer supervisor, character reference, etc.). Consider identifying your relationship in a word or two, for example character reference, academic advisor, supervisor

Review

You have finished your résumé and you think you are ready to apply for the position you want. Before you think about hitting send or uploading your application materials, ask yourself if you have reviewed your résumé for content, errors, and formatting. You should:

- Review your résumé at least twice checking for grammatical, spelling and formatting errors, inclusion of all information, and layout
- Have a friend, co-worker, or family member proof read your résumé checking for grammatical and layout errors. Do they have any questions about anything that is unclear, etc.?
- Ask your school or employer to review your résumé, this can be helpful because these people may have more experience with professional résumés and catch details others may not
- Have a critical review of your résumé by someone that will ask the hard questions, point out problems and help you add necessary details or explanations
- Confirm that your résumé is free of grammatical and spelling errors
- Confirm that your résumé is clean, organized, and concise

Submission

It’s time to submit your application! Be sure to:

- Keep a copy of everything you submit for your personal files.
- Confirm your application has been received
- Follow up with the human resources contact if you have questions

Additional Resources

The following is a list of National Park Service and other federal job opportunities available for your research through the internet.

National Park Service (NPS)

General information about the NPS
<http://www.nps.gov>

Volunteer in Parks (VIP) program

<http://www.nps.gov/volunteer>

Seasonal and Temporary Job information

<http://www.nps.gov/personnel/seasonal.htm>

NPS Universal Competencies

<http://www.nps.gov/training/uc/home.htm>

Other NPS Partners

AmeriCorps
<http://www.americorps.gov>

Friends of National Parks
[http://www.nps.gov/search/index.htm?page=1
&query=friends%20of%20national%20parks](http://www.nps.gov/search/index.htm?page=1&query=friends%20of%20national%20parks)

Youth Conservation Corps (YCC)
<http://www.nps.gov/youthprograms/ycc.htm>

Student Conservation Association
<http://www.thesca.org>

American Conservation Experience
<http://usaconservation.org>

Federal Job Information

Federal Government jobs database
<http://www.jobsfed.com>

US Office of Personnel Management (OPM)
<http://opm.gov>

Primary database of federal job openings for many agencies (USAJobs)
<http://www.usajobs.opm.gov>

Information regarding the Pathways Programs
<http://www.opm.gov/hiringreform/pathways/>

Literature

There are many books and websites dedicated to the federal hiring process produced by the private sector. Consider asking a local hiring official for suggestions, search online or check out your local library.



Example Résumé

Full Legal Name

XXX-XX-7926

U.S. Citizen

Permanent Address

Best contact phone number

Professional email address

Vacancy Information:

Vacancy Identification Number:

Title: Interpretative Ranger

Grade: GS-1702-05

Location: Estes Park, CO

Veterans Preference: None

Education:

Bachelor of Science in Natural Resource Recreation and Tourism

May 2010

Concentration: Environmental Communication

Colorado State University (CSU), Fort Collins, CO, 80523

Mountain View High School

May 2006

Loveland, CO, 80538

Relevant Coursework:

Natural Resource Ecology and Measurements

History of America's National Parks

Environmental Education History and Theory

Wilderness Management

Natural Resource History and Policy

Recreation Measurements

Forest Ecogeography

Natural Resources in the Media

Wildlife Ecology and Conservation

Group Decision Making

Environmental Conflict Management

Weather and Climate

Environmental Communication in Natural Resources

Ecosystem Services and Human Well Being

Natural Cultural History of Place

Social Aspects of Natural Resource Management

Natural Resource/Environmental Communication Experience:

Education Technician, Rocky Mountain National Park

May 27, 2011 – August 11, 2011

1000 Highway 36, Estes Park, CO 80517-8397

40 hours/week

Supervisor: Tim Mackintosh (may contact) (321) 654-0987

Salary for period: \$16.10/hour

- Developed and facilitated training programs for use by high school and college students to orient them to the park and their summer jobs. These programs include: Eagle Rock Handbook/Workbook, Groundwork Denver Handbook, and a career packet for perspective NPS hires.
- Assisted with the development and day to day operation of CDRLC programs which include: working with other divisions, park units, NPS regions, and other federal agencies.

- Created and participated in the development, writing, production, and evaluation of relevancy materials which include taskbooks, workbooks, training curriculum, Resource and Learning briefs, professional development, cultural competencies, and a wide range of materials utilizing multiple media.
- Collaborated with the Research Learning Specialist and additional Education Technicians to ensure the needs of the park, students, and partners were met.
- Served as a mentor to relevancy and student hires acting as a liaison between park supervisors and individuals.
- Demonstrated a key role in the integration of adaptive management approaches into Resource Stewardship especially Research Learning Center activities.
- Independently and as part of a team performed duties such as writing, proofreading, layout, graphic design, and multimedia production.
- Successfully completed the season with zero safety incidents.

Education Technician, Rocky Mountain National Park

January 24, 2011 – May 27, 2011

1000 Highway 36, Estes Park, CO 80517-8397

40 hours/week

Supervisor: Maxwell Rodgers (may contact) (123) 456-7890

Salary for period: \$16.10/hour

- Facilitated outdoor conservation education and field science programs in a variety of classroom, outdoor, and park settings to school groups ranging in age, ethnicity, size, and special needs for K-12 and college audiences.
- Developed curriculum for the environmental education program based on Colorado state standards, and produced educational materials using graphic design programs such as Adobe InDesign and Adobe Photoshop, and word processing software such as Microsoft Word.
- Created presentations to deliver to the public using Microsoft PowerPoint, and confidently operated and cared for the audio-visual equipment needed for the presentations.
- Worked with the Environmental Education team to develop interpretative paneling, lesson plans, and advertisements for programs.
- Researched, developed, and presented interpretive and environmental education programs using themes, goals, and objectives.
- Demonstrated excellent public speaking ability while presenting interpretative programs.
- Evaluated program requests and created outdoor educational programs to suit the needs of teachers and administrators, and initiated contacts preparing them for educational activities by articulating program descriptions, policies, and requirements.
- Worked with and trained volunteers and interns in environmental education and teaching methods to provide excellent programming for visitors.
- Independently and as part of a team led and supervised programs varying in length from 1-5 hours covering concepts such as geology, ecology, conservation, watershed, and recreation through formal/informal presentation, nature hikes, and learning stations.
- Cooperated as part of a team to reach the goals of the environmental education division.
- Conducted evaluations of education programs and assisted the park in program evaluations independently and as part of a team.
- Served as a lead ranger by overseeing programs. Responsibilities include: providing orientation to educators in preparation for field trips, critically observing other staff members present programs, conducting program evaluations, teaching educators principles of conservation education, providing written and photographic documentation of programs and instructors, and program logistics.
- Confidently operated standard office equipment such as scanners, copiers, fax machines, and telephones.
- Completed radio and safety training according to park standards, and received training in the divisions of interpretation and environmental education.
- Provided the public with information and answered questions regarding safety and park resources.
- Successfully managed human relations with visitors who were hostile or negative.

Environmental Education Intern, Rocky Mountain National Park June 7th 2010 – November 12th 2010

1000 Highway 36, Estes Park, CO 80517-8397

40 hours/week

Supervisor: Maxwell Rodgers (may contact) (123) 456-7890

Salary for period: \$900/month

- Facilitated outdoor conservation education and field science programs in a variety of classroom, outdoor, and park settings to school groups ranging in age, ethnicity, size, and special needs for K-12 and college audiences.
- Developed curriculum for the environmental education program based on Colorado state standards, and produced educational materials using graphic design programs such as Adobe InDesign and Adobe Photoshop, and word processing software such as Microsoft Word.
- Created presentations to deliver to the public using Microsoft PowerPoint, and confidently operated and cared for the audio-visual equipment needed for the presentations.
- Worked with the Environmental Education team to develop interpretative paneling, lesson plans, and advertisements for programs. Program topics include: *Secrets of the Past*, *Predators of the Park*, *Feathered Friends*, *Nature Detectives*, *Tundra: The Top of the World*, and *Our Park Rocks*. Independently recorded and reported program statistics for Discovery Days such as visitor attendance and Junior Ranger badge awards.
- Presented a series of interpretative programs in park museums including *Discovery Days* and *Nature Detectives*.
- Researched, developed, and presented environmental education programs using the 5E instructional model with themes, goals, and objectives. These programs include: *Yappy Hour*, *Nature Detectives*, *What's in the Water*, *Hiking Through a Changing Landscape*, and *Getting Ready for Winter*. All programs were adapted to meet a variety of learning styles.
- Demonstrated excellent public speaking ability while presenting interpretative programs.
- Evaluated program requests and created outdoor educational programs to suit the needs of teachers and administrators, and initiated contacts preparing them for educational activities by articulating program descriptions, policies, and requirements.
- Independently and as part of a team led programs varying in length from 1-5 hours covering concepts such as geology, ecology, conservation, watershed, and recreation through formal/informal presentation, nature hikes, and learning stations.
- Cooperated as part of a team to reach the goals of the environmental education division.
- Conducted evaluations of education programs and assisted the park in program evaluations independently and as part of a team.
- Served as a lead ranger by overseeing programs. Responsibilities include: providing orientation to educators in preparation for field trips, critically observing other staff members present programs, conducting program evaluations, teaching educators principles of conservation education, providing written and photographic documentation of programs and instructors, and program logistics.
- Attended a workshop to receive training in Sheltered English, an instructional approach to make programs understandable to limited-English-proficient students.
- Confidently operated standard office equipment such as scanners, copiers, fax machines, and telephones.
- Performed monthly vehicle checks to ensure proper safety and performance of park vehicles.
- Completed radio and safety training according to park standards, and received training in the divisions of interpretation and environmental education.
- Provided the public with information and answered questions regarding safety and park resources.
- Successfully managed human relations with visitors who were hostile or negative.
- Performed security operations for park visitor centers such as setting alarms and locking buildings outside hours of operation.
- Concluded the season with zero safety incidents involving visitors or staff.
- Coordinated with inner park divisions to fulfill the National Park Service mission.

Work Study, CSU Department of Forest Rangeland & Watershed Stewardship August 2008 – May 2010

Campus Delivery 1401, Fort Collins, CO, 80523-1401

20 hours/week

Supervisor: Rocky Thompson (213) 546-8970

Salary for period: \$9.00/hour

- Aided college students in comprehension of dendrology by holding study sessions on weekdays or weekends throughout the semester.
- Performed dendrology lab operations including opening and closing the building and locking specimen cabinets.
- Completed various tasks for the course instructor including maintaining the lab area, gathering specimens, grading coursework, and proctoring exams.
- Organized, maintained, and mounted dendrology specimens.

Children's Counselor, C Lazy U Guest Ranch

Seasonal May 2007 – August 2009

3640 Colorado Highway 125, Granby, CO, 80446

40 hours/week

Supervisor: Shirley Temple (left position) (980) 725-4359

Salary for period: \$10.00/hour

- Conducted activities which were physically challenging outdoors such as horseback riding, camping, mountain biking, and hiking with children 5 – 18 years of age.
- Arranged and developed various activities for children 5 – 18 years of age, such as Woodsie cookout and the teen campout.
- Coordinated and executed administrative duties for events such as Family Ride, Talent Show, and Carnival Night.
- Performed tasks throughout several departments within the ranch including wrangling, wait staff, and house-keeping to ensure quality guest experience.
- Led groups of 6-10 children on trail rides and nature walks educating them about the Colorado wilderness and various outdoor related skills such as knot tying and fire building.
- Worked as a team to bring the visions of the guest ranch to fruition.
- Illustrated extensive knowledge of horsemanship.

Interpretative Guide, CSU Pulliam Scholars Program

August 2008 – May 2009

Campus Delivery 1401, Fort Collins, CO 80523-1401

10 hours/week

Supervisor: Burt Earnest (907) 567-8910

Salary for period: \$750/semester

- Led groups of 7-12 students in 5th grade on interpretative hikes in Bobcat Ridge Natural Area. Students learned about the environment through teaching techniques such as inquiry, universal concepts, games and song, storytelling, guided imagery, metaphors, and teaching styles.
- Created unique environmental education curriculum including activities to assess fifth graders comprehension of reading, writing, and math according to state standards. Programs include: *Backyard Investigation* and *Needs of a Homesteader*.
- Executed trail patrols as the program lead while field trips were taking place.
- Utilized interpretation and teachable moments to share information about nature with students.
- Mentored at risk high school students in the creation of a science fair project and project presentation.

Natural Resource Ecology and Measurements, Pingree Park Campus

June 16th – July 11th 2008

Colorado State University Warner College of Natural Resources

40 hours/week

101 Natural Resources Building

Student

Campus Delivery 1401, Fort Collins, CO 80523-1401

Professor: James Weber (790) 432-7631

- Gained knowledge and identified 69 herbaceous species, 41 tree and shrub species, and 77 wildlife species of the Rocky Mountain ecosystem.
- Gained knowledge of the geology, hydrology, and climate of the Rocky Mountain ecosystem.
- Studied within the following ecosystems: mountain shrub, ponderosa pine, lodgepole pine, spruce-fir, and alpine.
- Achieved experience and integrated understanding of the following natural resource disciplines into fieldwork: forestry, rangeland, watershed, wildlife biology, and recreation.

Key Service Learning Program

August 2006 – May 2007 Colorado State University

Warner College of Natural Resources

30 hours/month

101 Natural Resources Building

Student

Campus Delivery 1401, Fort Collins, CO 80523-1401

Supervisor: Nichole Simmons (098) 473-7727

- Developed leadership skills through specific courses such as Global and Environmental Systems and Natural Cultural History of Place.
- Organized volunteer projects within the community including an outreach program and advertisements for ReSource, a local business.
- Worked professionally to achieve personal and group goals.

Rocky Mountain Butterfly Research Project VIP, Rocky Mountain National Park May 1999 – Sept. 2006

1000 Highway 36, Estes Park, CO 80517-8397

30 hours/month

Supervisor: John Braverman (587) 214-0885

Volunteer

- Documented, researched, and identified butterfly species on various transects inside the park.
- Created transects which served as official routes.
- Recorded data from completed transects in data books and transferred data into Microsoft Excel documents.
- Provided information to visitors and answered visitor questions.
- Educated the public about the research being conducted for the Rocky Mountain Butterfly Project.
- Hiked through mountainous terrain while collecting data from transects.

Additional Experience:

Outreach Coordinator, Warner College of Natural Resources (WCNR) College Council Sept. – May 2010

Colorado State University Warner College of Natural Resources

20 hours/month

101 Natural Resources Building

Volunteer

Campus Delivery 1401, Fort Collins, CO, 80523-1401

Supervisor: Harold Stevens (123) 457-1121

- Coordinated projects for the college and campus such as WCNR Plaza Day.
- Delegated tasks for council members to achieve.
- Recruited members and organizations from the Fort Collins community and campus to participate in various WCNR events such as the Natural Resource Networking Dinner and NR Banquet.

- Created an official electronic mailing listserv for council member to use as a communication tool.
- Worked information desks answering student questions about the College of Natural Resources during student orientations.
- Coordinated events such as WCNR Career Fair, providing students with the knowledge and resources needed to be successful and competitive in natural resource jobs.
- Operated and organized a social networking site for the WCNR, which students use as a resource to network with one another and stay informed about college events.
- Developed a comprehensive reference binder as a resource for future coordinators.

Receptionist, CSU Dept. of Forest Rangeland & Watershed Stewardship (FRWS) Aug. 2006 – May 2008

Colorado State University Warner College of Natural Resources 20 hours/week

101 Natural Resources Building Salary for period: \$8.75/hour

Campus Delivery 1401, Fort Collins, CO, 80523-1401

Supervisor: William Nash (left position) (234) 491-7786

- Confidently operated standard office equipment such as fax machines, copiers, and scanners.
- Maintained a professional dialogue between coworkers and the public while working the front desk of the Forestry department.
- Accomplished outreach events for the college's students such as the FRWS BBQ and Watershed Day through teamwork with peers.
- Worked the Forestry Department's information desk aiding visitors, students, and staff.
- Communicated and answered the questions of staff, students, and the public professionally through person-to-person contact, electronic mail, and telephone.
- Compiled information such as course attendance records and course registration while forming organization within the department.

Certified Trainer/Cashier, Panera Bread

April 2006 – May 2007

1550 Fall River Dr. #110, Loveland, CO, 80538-9065

20 hours/week

Supervisor: Carly Evans (709) 622-1953

Salary for period: \$9.00/hour

- Supervised and led others while maintaining a professional dialogue with coworkers. Trained coworkers for new positions in three modules: cashier/bakery, food line, and dining room.
- Served as the interface between the company and the public, utilizing excellent communication skills person-to-person and over the phone. Created welcoming environment for the community.
- Developed expansive knowledge of product information.

Other Job-Related Qualifications:

Certifications:

Heartsaver First Aid

valid through June 2012

Heartsaver AED

valid through June 2012

Project Wild

November 2008

Project Wild Aquatic & Project Wet

November 2008

School Activities/Awards:

National Park Service STAR Award August 2011
Warner College of Natural Resources College Council Member August 2008 – May 2010
National Deans List, CSU May 2007 – May 2010

Job-related skills:

Plant taxonomy Phone, fax, copiers, and scanner
Bird, mammal, reptile, and insect identification Field training: map, compass, GPS
Computer skills: Adobe Photoshop, Adobe InDesign, Adobe Acrobat, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, internet, and electronic mail

Professional References:

Tim Mackintosh, Research Learning Specialist
Rocky Mountain National Park
Continental Divide Research Learning Center
Office: (123) 456-7890
Email: t.mak@nps.gov

Maxwell Rodgers, Education Specialist
Rocky Mountain National Park
Office: (123) 435-6578
Email: max.rod@nps.gov

Rocky Thompson, Professor in the College of Natural Resources
Colorado State University
Office: (907) 491-7785
Email: rthomp@colostate.edu

Shirley Temple, Director of Children’s Program (left position)
C Lazy U Guest Ranch
Office: (970) 725-XXXX
Email: shirley@newcompany.org

National Park Service
U.S. Department of the Interior



Continental Divide Research Learning Center
Rocky Mountain National Park
1000 Highway 36
Estes Park, Colorado 80517