

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

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

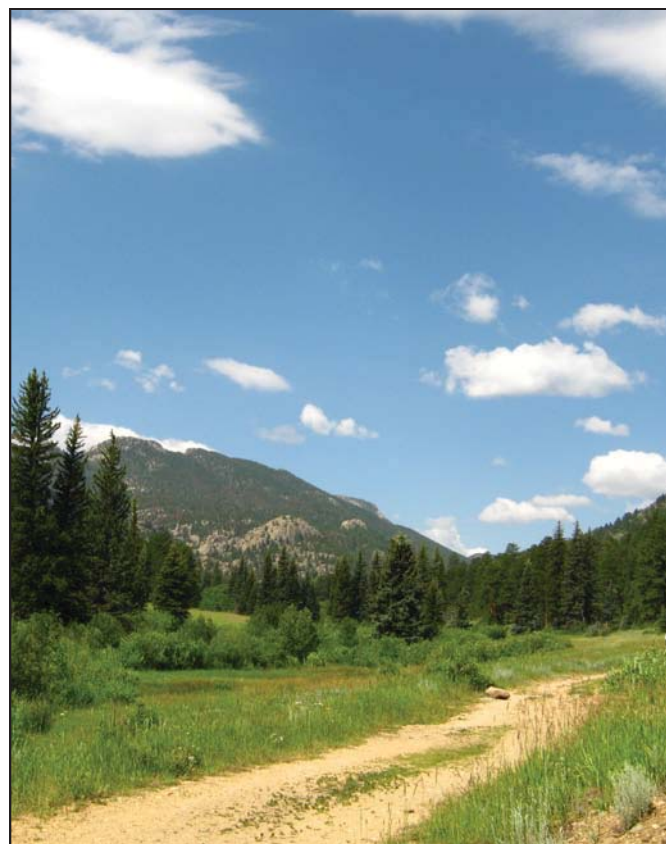
There are several significant benefits working for the federal government and the NPS in particular. Perhaps the greatest benefit is the opportunity to preserve the defining places and ideals of the United States. Working for the NPS is a demanding and rewarding job, as it provides the opportunity to 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.

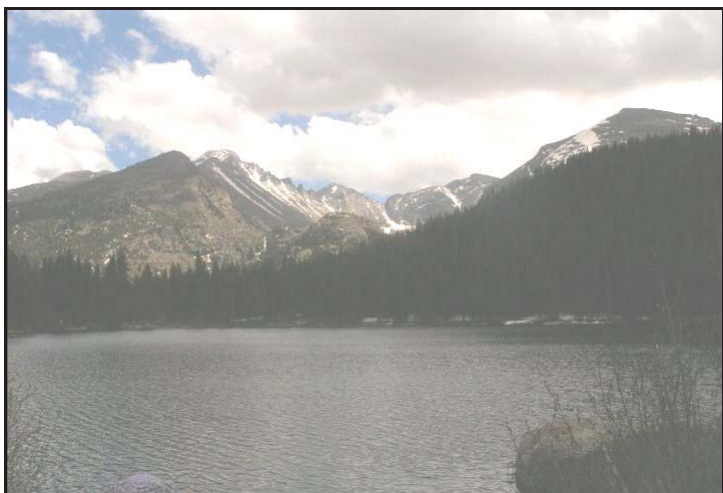
Conversion (Non-competitive); The transition from a non-status position to a status career conditional position without competition. There is a 120 day window for conversion upon the completion of requirements. This pertains to pathway interns.

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.

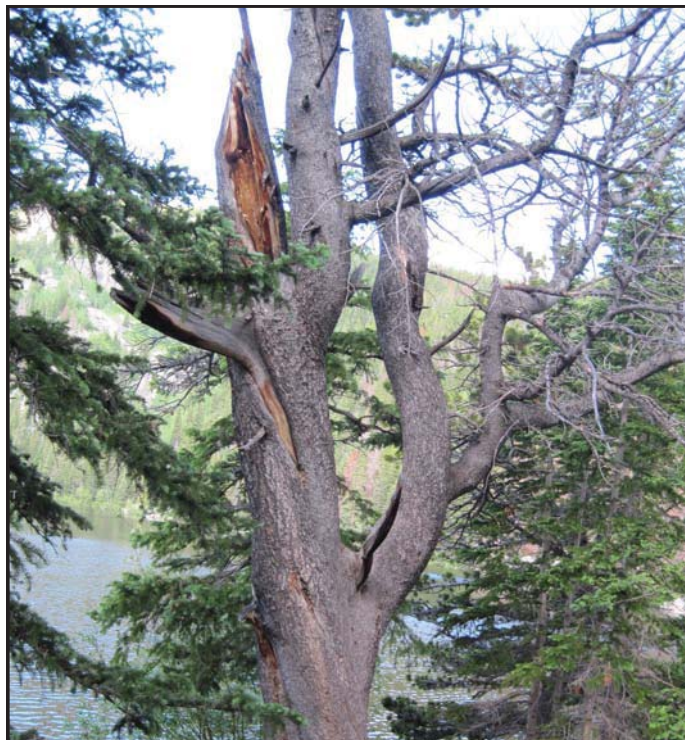
Example: You are applying for an environmental educator position. Although it may seem your experience as a lifeguard does not directly relate to environmental education, it does show you were trained to promote safe environments, which is a skill necessary for working with children in outdoor settings.

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

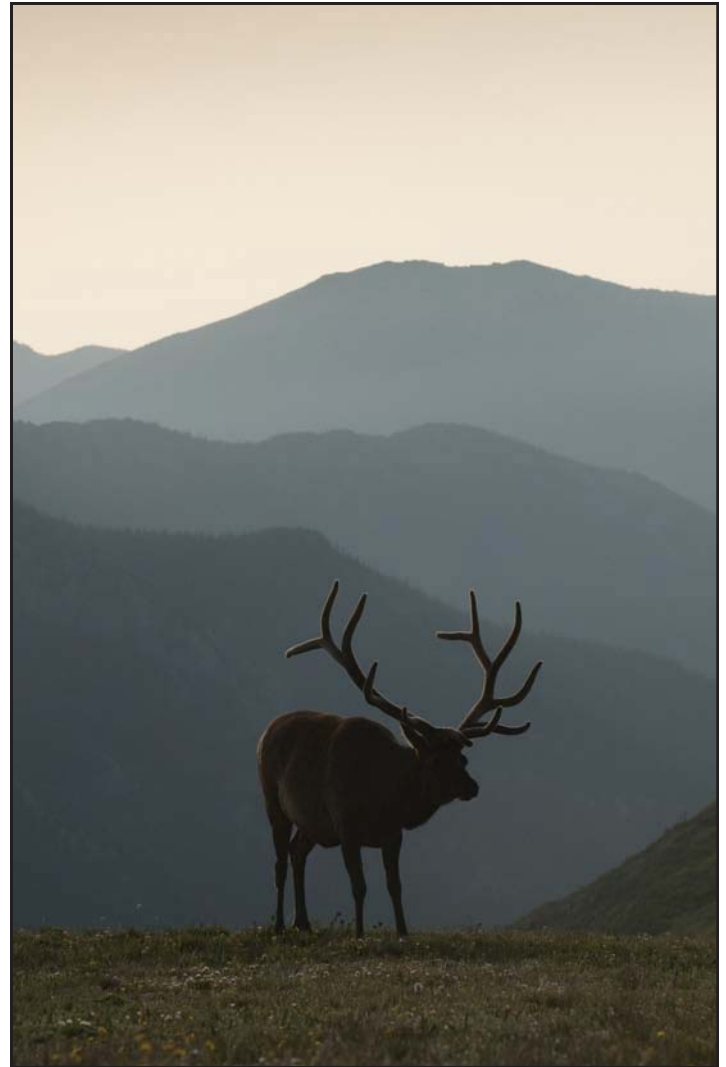
Include tasks that demonstrate your ability to effectively deal with stress related events/activities. For example, applicants could discuss their responsibility to manage multiple projects simultaneously or how they dealt with critical deadlines.

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)

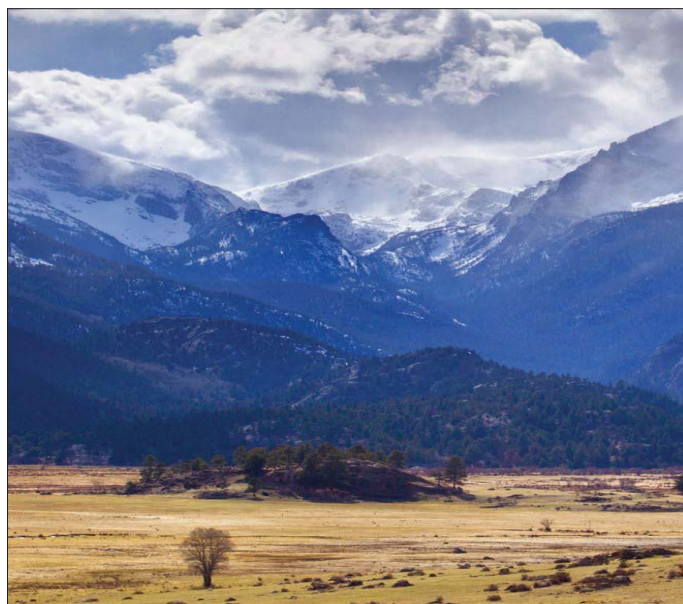
Vacancy Information

(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

Public Lands Corps Participant Work Hours Verification

Participant Name: _____

Last Four SSN: _____

Primary Organization: _____

Address: _____

Phone Number: _____

| Start and End Dates of Project | Organization | Organization Phone Number | PLC? Yes/No | Location of Project | Project Type | Project Duties | Performance Satisfactory? Yes/No (notes) | Total Hours | Supervisor's Signature |
|--------------------------------|--------------|---------------------------|-------------|---------------------|--------------|----------------|--|-------------|------------------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

I certify that these hours accurately represent the work I conducted on the listed projects.

I certify that these hours accurately represent the work the participant conducted on the listed projects

Participant Signature

Date

Certifier Signature

Date

Southeast Region Guidance On PLC Hours Verification Process

The National Park Service Centennial Act, P.L.114-289, amended the non-competitive hiring eligibility outlined in the Public Lands Corps (PLC) Healthy Forests Restoration Act of 2005. If you are between the ages of 16 to 30 inclusive, served a minimum of 640 hours of satisfactory service on appropriate conservation projects as defined in the Public Lands Corps Act of 1993 and at least 120 hours were served on a project utilizing the Public Lands legal authority, and according to Personnel Bulletin [17-03 Public Lands Corps Hiring \(PLC\) Authority](#) Department Policy on Public Lands Corps Hiring Authority, you may be eligible for a certificate granting you (2) two years Non-Competitive Hiring Status.

The participant age and length of non-competitive eligibility changes are effective December 16, 2016. PLC members and former-members who completed their service and whose 120 day eligibility expired prior to December 16, 2016 are not covered by these changes.

Step 1: The PLC participant must complete the [Hours Verification Form](#):

This must be maintained by the participant. Ideally, it should be updated on a biweekly basis. Multiple copies of the form can be used to document the full experience. An example of a successfully completed form can be found [here](#).

Participant Legal Name: Print legal name

Phone Number: best (personal) number to reach you at (after current position ends)

Email Address: personal email address

Permanent Address:

Employer: The partner organization that is supporting your current position (Example: SCA, GYF, ACE, CL, Stewards, SECC, GMSC, and more)

- a. Start and End Dates of Project: Enter the date you first started accumulating hours for this project and the date you stopped accumulating hours for this project.
- b. Organization: The name of the organization where work was completed
- c. Organization Phone Number
- d. PLC: Was this project work conducted on Federal Lands as a member of a qualifying organization?
- e. Location of Project: the park where project occurred
- f. Project Type: conservation, restoration, construction, rehabilitation of natural, cultural, historical, archaeological, recreational or scenic resource. This information can be found in the project task agreement.
- g. Project Duties: Write a brief description of your work highlighting your skills.
- h. Performance Satisfactory: Yes or No
- i. Total Hours: List your total hours for the project. Hours must total 640 to receive the Certificate of Eligibility of which 120 hours must be completed through the PLC legal authority on Federal Lands. Hours that qualify as being under the PLC legal authority are those that are completed through youth serving partner organizations that have current national cooperative agreements with the NPS to provide conservation work. Ask the regional PLC coordinator if you have questions.

Step 2: When the project is completed, the supervisor must:

- Indicate whether or not the work results were satisfactory
- Confirm the hours by signing off on the work in the last column

Step 3: The participant should then sign and date the form.

If the form documents at least 640 hours of work, **the date indicated will be used as the start date for the individual's two years eligibility in most instances.**

Step 4: The supervisor should sign as the "certifier" and date to verify the hours. If the supervisor is unavailable, these hours can also be certified by an employee of the sponsoring organization who can verify the hours worked/compensated by the organization. **The certifier should not be the same individual who issues the PLC certificate.**

Step 5: The completed form should be emailed to [Marianne Mills](#), SER Regional Youth Program Manager

- This can be emailed by the PLC eligible, the supervisor, or the sponsoring conservation corps.

Step 6: Marianne will review the form(s) and gather additional information or verification if needed. Once she has determined that the PLC eligibility is earned, she will create a PLC Certificate of Eligibility and email it to the PLC eligible with a copy to the supervisor.

What To Do If Your Position Does Not Total Up to At Least 640 Hours

A PLC Certificate cannot be issued until at least 640 hours of work are verified. This may be accrued over multiple experiences or multiple years as long as the individual has not surpassed 30 years of age.

Individuals should track and complete their Hours Verification Form for each position. It is the individual's responsibility to track their own hours, get their forms approved, and keep track of them until they have accrued at least 640 hours.

What Happens If I Work More Than 640 Hours?

640 Hours is the minimum requirement for your PLC eligibility. However, you are encouraged to document and have approved ALL of your qualifying hours, particularly if there are some documented hours that are not found to qualify for the PLC eligibility.

Keep track of your PLC paperwork because the only record of the signed certificate will reside with the individual intern, Marianne's records, and the supervisor's records. In the case of retirements, transfers, and similar situations, the PLC eligible must be responsible for their own career tracking.

When Does The Certificate Expire?

The PLC certificate will be valid for two years (to the day) of the date on the issued certificate. The exception is if the eligible turns 31 during that two year period, their PLC eligibility will end on that date. The PLC eligibility is only available to individuals ages 16 through 30.

Can I Earn Another Certificate?

If your current certificate expires, you complete new/additional projects totalling 640 hours, and you have not yet turned 31 years of age, YES, you can earn another certificate and another two years of eligibility (until your 31st birthday)

List of Action Verbs for Resumes & Professional Profiles

Management/ Leadership Skills

administered
analyzed
appointed
approved
assigned
attained
authorized
chaired
considered
consolidated
contracted
controlled
converted
coordinated
decided
delegated
developed
directed
eliminated
emphasized
enforced
enhanced
established
executed
generated
handled
headed
hired
hosted
improved
incorporated
increased
initiated
inspected
instituted
led
managed
merged
motivated
organized
originated
overhauled
oversaw
planned
presided
prioritized
produced
recommended
reorganized
replaced
restored
reviewed
scheduled
streamlined
strengthened

supervised
terminated

Communication/ People Skills

addressed
advertised
arbitrated
arranged
articulated
authored
clarified
collaborated
communicated
composed
condensed
conferred
consulted
contacted
conveyed
convinced
corresponded
debated
defined
described
developed
directed
discussed
drafted
edited
elicited
enlisted
explained
expressed
formulated
furnished
incorporated
influenced
interacted
interpreted
interviewed
involved
joined
judged
lectured
listened
marketed
mediated
moderated
negotiated
observed
outlined
participated
persuaded
presented
promoted

proposed
publicized
reconciled
recruited
referred
reinforced
reported
resolved
responded
solicited
specified
spoke
suggested
summarized
synthesized
translated
wrote

Research Skills

analyzed
clarified
collected
compared
conducted
critiqued
detected
determined
diagnosed
evaluated
examined
experimented
explored
extracted
formulated
gathered
identified
inspected
interpreted
interviewed
invented
investigated
located
measured
organized
researched
searched
solved
summarized
surveyed
systematized
tested

Technical Skills

adapted
assembled
built
calculated

computed
conserved
constructed
converted
debugged
designed
determined
developed
engineered
fabricated
fortified
installed
maintained
operated
overhauled
printed
programmed
rectified
regulated
remodeled
repaired
replaced
restored
solved
specialized
standardized
studied
upgraded
utilized

Teaching Skills

adapted
advised
clarified
coached
communicated
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated
focused
guided
individualized
informed
instilled
instructed
motivated
persuaded
set goals
simulated
stimulated

List of Action Verbs for Resumes & Professional Profiles

taught
tested
trained
transmitted
tutored

Financial/ Data Skills

administered
adjusted
allocated
analyzed
appraised
assessed
audited
balanced
calculated
computed
conserved
corrected
determined
developed
estimated
forecasted
managed
marketed
measured
planned
programmed
projected
reconciled
reduced
researched
retrieved

creative skills
acted
adapted
began
combined
conceptualized
condensed
created
customized
designed

developed
directed
displayed
drew
entertained
established
fashioned
formulated
founded
illustrated
initiated
instituted
integrated
introduced
invented
modeled
modified
originated
performed
photographed
planned
revised
revitalized
shaped
solved

Helping skills

adapted
advocated
aided
answered
arranged
assessed
assisted
cared for
clarified
coached
collaborated
contributed
cooperated
counseled
demonstrated
diagnosed
educated
encouraged

ensured
expedited
facilitated
familiarize
furthered
guided
helped
insured
intervened
motivated
provided
referred
rehabilitated
presented
resolved
simplified
supplied
supported
volunteered

Organization/ Detail Skills

approved
arranged
cataloged
categorized
charted
classified
coded
collected
compiled
corresponded
distributed
executed
filed
generated
implemented
incorporated
inspected
logged
maintained
monitored
obtained
operated
ordered

organized
prepared
processed
provided
purchased
recorded
registered
reserved
responded
reviewed
routed
scheduled
screened
set up
submitted
simplified
supplied
standardized
systematized
updated
validated
verified

More verbs for Accomplishments

achieved
completed
expanded
exceeded
improved
pioneered
reduced (losses)
resolved (issues)
restored
spearheaded
succeeded
surpassed
transformed
won

Education

North Carolina State University

Masters of Arts in Public History

2015

- 3.91 GPA, 40 credit hours earned
- Phi Alpha Theta Honors
- Relevant coursework: Cultural Resources Management, Cultural Heritage, Theory and Practice of Digital History, African American Public History, American Women in the 20th Century, Recent America Survey, Introduction to Public History, Material Culture, Historiographical History Methods, and Historical Writing.
- Exhibit: "The Cold War Polio Epidemic: Select Integration in the Time of Jim Crow." Utilized oral history, and primary and secondary sources to discuss racial integration of polio hospitals and polio campaigns in North Carolina and Texas.
- "Civil Rights Context Report – Mecklenburg and Union Counties" prepared for the North Carolina Historic Preservation Office. Collaborated with local librarians, academics, a Civil Rights Activist, and other community members to research and uncover the Civil Rights Movement in Monroe, NC.
- Digital Exhibit: "Agricultural Empowerment in Academics, Research, and Extension," created for a Digital Humanities course. Researched university's institutional integration of women and African Americans, and built digital exhibit using computer and data entry.

University of North Carolina at Greensboro

Bachelor of Arts in History

2012

- 3.63 GPA, 134 credit hours earned
- Phi Beta Delta International Scholars Honor Society, Eta Delta Chapter
- Lloyd International Honors College Disciplinary Honors in History; awarded First Prize in Humanities and Fine Arts Honors Undergraduate Research Paper for "The Senecas in the American Revolution: Not Just a White Man's War."
- Relevant coursework: Frontier in American Culture, American Colonial Period: 1607-1763, Age of Democratic Revolution, Age of Jefferson and Jackson, American History and Honors Independent Study, and World at War 1939-1945.

Bachelor of Arts in Anthropology, minor in Archaeology

2012

- 3.38 GPA, 31 credit hours earned
- Lambda Alpha National Collegiate Honors Society for Anthropology, Delta Chapter.
- Relevant coursework: Cultural Anthropology, General Anthropology, Cultures of North American Indians, Methods in Archaeology, Archaeology of Southeastern US, Archaeology Field School at Guilford Courthouse National Military Park (GUCO).

Professional Experience

National Park Service – Guilford Courthouse National Military Park (GUCO)

Greensboro, N.C.

Volunteer-in-Park

February 2018 – present

- Docent and school programs educator for the "Every Kid in a Park Travel Grant 2017-2018" (EKIP). Travel to the schools to deliver the pre-visit lesson plan and prepare students for the field trip to the park.
- Guide students on battlefield using the interactive battle map designed for the EKIP tours. Mentored other volunteer docents in the EKIP program.
- Prepared all volunteer paperwork for the Battle of Guilford Courthouse 237th Anniversary, and ensured all volunteers were signed under the appropriate agreements.
- Photographed the Battle of Guilford Courthouse 237th Anniversary event to use photos for future park promotions online.
- Continuing as park Webmaster, preparing website with necessary information about the Anniversary, and continuing to develop the content strategy for future webmasters.

- Co-wrote and received funding from the National Park Foundation, “Every Kid in a Park Travel Grant 2017-2018” providing 4th grade classes from 20 Title I schools’ with travel funding.
- Co-created a game analogy about taxation and representation, and used story-telling interpretive methods about the American Revolution for a pre-visit activity that prepares students for a field trip.
- Co-created a 4th grade primary source lesson plan using a literacy-driven activity of analyzing historical documents to prepare students with a background of information about the cause of the American Revolution.
- Co-developed interactive battle map for guided battlefield tour to engage students directly with the battlefield using short talks, interpretive techniques, images, and question-answer methodology. Guided 4th grade students on tour of the battlefield.
- Wrote an AP US history primary source lesson plan for students to analyze primary sources of the colonists’ differing opinions of British government before the American Revolution.
- Stimulated visitors’ interest and appreciation of historical topics by giving informational talks and briefings about Revolutionary War battle tactics, the Southern Campaign, 18th century colonial backcountry life, cause and effect, location of extant and razed historic buildings, archaeological excavations, monuments, and the natural and cultural landscape to diverse adult audiences.
- Presented informational talks and formal tours to large audiences (50 – 110) of elementary, middle, and high school students in the Visitor Center museum, battlefield, and 18th century farm.
- Translated historical topics into understandable concepts using tangible resources like artifacts, intangible resources such as historical person's experiences, metaphors, storytelling, and analogies that compare and contrast the present to the 18th century.
- Educated visitors in the field about the rules and regulations of walking the trails and driving the tour road. Mitigated visitors breaking rules and redirect them to gain compliance.
- Supplied genealogists and researchers with information about ancestors and battle history through transmission of historical records and data in person, over the telephone, and in writing through standard mail and email.
- Managed Visitor Services and Maintenance Division volunteers, providing training and guidance on their tasks and motivated them to meet goals related to position and the park’s needs. The following outcomes were:
 - Ten Visitor Services volunteers assisted the public in planning their visit, and followed standards in interpretation to educate visitors about the park. Each independently performed open and close operations.
 - Eight docent volunteers assisted rangers with the Every Kid in a Park school tours, interpreting historic buildings, colonial life, and giving living history demonstrations.
 - Maintenance volunteers contributed to a 20% increase in productivity in the reduction of invasive plants in the 250-acre battlefield.
- Continued creating and editing Volunteer Position Descriptions to encompass Job Hazard Analysis and complete and accurate descriptions of different volunteer jobs.
- Assisted Volunteer Manager with Volunteers-in-Parks Annual Report, calculating the correct number of volunteers, total hours of service, project funding, and reimbursements.
- Front-line representative of the park at Visitors Center. Greeted 50-400 visitors daily, responded verbally to questions about the park’s interpretive programs, and oriented visitors to the park trails.
- Digitally raised public’s awareness of events by social media, printed media, and community calendars.
- Park Webmaster responsible for content creation and revision of outdated webpages.
- Created a “On This Day in History” Tweets and Facebook posts about Maj. General Nathanael Greene’s preparation of the Southern Army from 1780-1781 to excite followers about the 237th Anniversary.
- Collaborated with Collections Manager to select archaeological artifacts, and contribute descriptions of material culture, for an exhibit. Photographed artifacts for exhibit team.
- Performed emergency evacuation of historical maps and paintings.

- Handled artifacts according to professional standards.
- Utilized Microsoft Publisher and Word, Xerox, and printers to create informational presentations, and signs for bulletin boards.
- Used computer software for Internet research, word processing, and data entry to accomplish lesson plan creation, and volunteer management paperwork.
- Directed visitors with problems to appropriate supervisor.

Guilford County Board of Elections

Greensboro, N.C.

Office Assistant – Early Voting Specialist

October – November 2017

- Assisted Early Voting Manager with the preparation of voting machines, site materials, and training guides for election officials.
- Reviewed instructional manuals for election officials on site, and collaborated with these officials to edit the documents for efficiency.
- Shared new and important information with supervisor and coworkers to mediate issues related to election site computer malfunctions, voting equipment calibration, or issues with difficult electioneers or voters.
- Calculated Early Voting budget by balancing Excel spreadsheet of election official's pay and work schedules.
- Explained rules and process for fixing problems with voter registration and voter searching.
- Communicated with subordinates using telephone, email, and in person.
- Provided information to the public about election site locations. Maintained professional demeanor when answering recurring visitor questions.
- Used computer, Microsoft Excel and Word to create documents for the office staff and voting sites.

Student Conservation Association, Guilford Courthouse National Military Park

Greensboro, N.C.

Centennial Volunteer Ambassador (Public Land Corps)

March 2016 – July 2017

- Developed new Volunteer Position Descriptions and Policy related to protection and conservation of the park, and historical interpretation. Complied with *Director's Orders 7* and *Reference Manual 7*.
- Recruited 414 volunteers into Visitors Services and Maintenance Division roles that advanced the park's mission of interpretation and restored sections of the battlefield.
- Completed volunteer management training for two weeks at Fort Sumter National Monument, collaborating with volunteer manager to reimagine GUCO's program, revising the Volunteer Manual, and creating new volunteer positions descriptions. Analyzed FOSU's interpretive procedures and applied to interpretive programs at GUCO.
- Educated and directed volunteers to follow safety regulations for participating in invasive plant management to protect the resources and themselves. All volunteers followed regulations and compliance, preventing any injury to themselves, others, and the park resources.
- Provided mentorship and training to volunteers, increasing their resumes.
- Wrote official Job Hazard Analysis after collaborating with Living History Volunteers-in-Parks to mitigate potential injury from fires, black powder demonstrations, and other hazards.
- Utilized Volunteer.gov to successfully recruit volunteers.
- Collaborated with Department of the Interior employees to beta test new versions of Volunteer.gov.
- Created a NPS Centennial Founder's Day program as a form of community outreach promoting the junior ranger program to families of diverse backgrounds. The Superintendent and staff interacted with 40 children in short talks promoting NPS and completed an activity book.
- Researched historical sources and developed an interpretive program about Thomas Paine and the North Carolina Signers of the Declaration of Independence for the Fourth of July. Recruited and trained three volunteers to deliver the program, making connections to 140 visitors.
- Organized a 2016 National Parks Centennial BioBlitz and led local college and high school students on a discovery of their local flora and fauna.

- Organized Park Day and Earth Day volunteer service day, where volunteers constructed a split-rail fence and removed invasive plants.
- Led high school volunteers in a weeklong Spring Break Service event to teach them about invasive plant management, park bats, and install “Critter Cams” for the eMammal survey.
- Organized and collaborated with volunteers to give a National Trails Day program in the park. Together we taught visitors about the battlefield, Leave No Trace, the monuments, and the park wildlife.
- Educated volunteers about parallels of environmental protection, the park's mission, and cultural landscape preservation efforts as they participated in invasive plant management.
- Responsible for writing and publishing reports about park programs to InsideNPS.
- Consultant for exhibit development – reviewed primary and secondary changes of exhibit text, offering suggestions and guidance for interpretation to benefit school groups.
- Staffed the Visitor Center, as front line representative, greeting 50 – 400 visitors a day. Initiated communication with visitors to inform and orient them to interpretive films, exhibits, trails, and special programs that would enhance their experience.
- Performed Visitor Center opening and closing procedures, and filled out daily reports accounting for the number of visitors and interpretive programs.
- Researched historical sources and developed interpretive programs for very large 4th, 5th, and 8th grade groups (number 50-110 people) in three-hour blocks at the 18th century colonial farm. Utilized material culture analysis as an interpretive methodology for engaging students through dialog to learn about 18th century backcountry life with a period-correct house, kitchen, and reconstructed blacksmith forge.
- Utilized a variety of interpretive techniques: living history demonstrations, material culture analysis, past versus present analogies, and storytelling, which encouraged students to implement critical thinking skills and facilitated intellectual and emotional connections between the student’s interest and their surroundings.
- Sold Park Passes to seniors during Senior Lifetime Pass price change. Professionally mitigated situations where angered or frustrated seniors verbally reprimanded the staff or volunteers for the change in prices.

Guilford County Board of Elections

Greensboro, N.C.

Site Supervisor, Early Voting, and Election Day

October – November 2016

- Site Supervisor of an Early Voting site, managed ten election workers, and serviced over 4,000 voters.
- Chief Judge of an Election Day site, managed eight workers, and serviced over 600 voters.
- Responsible for addressing all customer needs and questions, and mitigating and resolving customer’s complaints. Managed high stress environment by negotiating personality conflicts within the workforce, and resolving conflicts and grievances between voters and campaign officials with verbal guidance and mediation.
- Efficiently reduced wait times for registering new voters by creating a flow of paperwork, assigning registrar roles to the most capable employees, and fast tracked voters who required specialized assistance to keep the flow of regular voters steady. Resolved misinformation about voter registration paperwork to voters.
- Assessed customer needs and provided appropriate level of information. Educated voters about the proper use of voting machines to prevent confusion and maintain a steady flow of traffic.
- Responded verbally to voter’s inquiries about voting machines and confidentiality of private information by assessing the appropriate level of information needed to explain intricacies of the voting process that did not affect their ballot. Through this method of mitigating fears or rumors, a system of trust was created with the customers.
- Completed daily reports of voting statistics, tallied votes, and delivered results according the County Office’s established procedures. Performed opening and closing procedures of election sites according to established procedures of the County Board of Elections.
- Maintained inventory of election technology, digital records of votes, and physical records of voter registration, and affirmation of votes.
- Provided information to reporters and Election Day Observers relating to volume of voters, while maintaining privacy for voters. Received high praise from three observers about efficient management tactics.

- During Voting Canvass and recount, created official reports on voters under question by Election Board to research potential fraud, and ensured voting officials tallied ballots correctly.
- Operated Early Voting software on computers to research voters, register voters, and update voter records.
- Work involved extensive periods of running, walking, standing, and moving heavy equipment.
- Operate standard office equipment of telephone, printer, and photocopier to accomplish work at the voting site and in the office.

Greensboro Historical Museum

Greensboro, N.C.

Visitor Services Tour Guide

December 2015 – July 2016

- Front-line representative at two museums visitor centers. Initiated verbal communication with 30-120 visitors per day, oriented visitors to exhibits or activities of interest, and gave directions for touring museum.
- Assessed visitor needs based on their historical interest, and oriented the visitors to exhibits or activities of interest; and, gave directions for touring the museum.
- Researched historical resources and museum's interpretive plan to create information for diverse audiences.
- Guided visitors on informal tours of the museum utilizing interpretive techniques of analogies and storytelling to explain Greensboro's complex historical topics, which triggered the visitors' interest and appreciation encouraging them to start conversations about historical issues.
- Utilized interpretive principles of tangible and intangible resources, and universal concepts to make emotional connections between the visitors and the historic persons or places.
- Promoted the museum's special exhibits verbally to incoming visitors and through social media.
- Performed opening and closing procedures of two museum visitor centers according to established procedures.
- Assisted with the preparation of museum special program, and dressed in living history costume. Presented informal talks to children, and hosted a reading circle while engaging children of different ages to read aloud to their peers.
- Educated visitors about the rules and regulations of exploring historic structures and navigating difficult stairwells to inform them of safety concerns and gain compliance.
- Provided visitors with information about activities of interest related to the museum or local cultural and historical sites.
- Directed customer with problems or questions to appropriate supervisor or museum staff.
- Used computer software such as Excel and word processing for data entry to write reports on museum visitors interactions with exhibits.

Guilford County Board of Elections

Greensboro, N.C.

Early Voting Specialist, Office Assistant

October – November 2016

- Worked in the Early Voting administration office to assist the county office with the preparation and execution of the Guilford County Early Voting General Election cycle.
- Recruited poll workers and coordinated schedules for 236 employees based on demographic needs of diverse populations at Early Voting sites.
- Assisted with early voting training of 236 employees and reviewed quiz results to identify workers with greatest and least potential before assigning them specialized positions.
- Contacted election poll officials over telephone and email to inform and answer inquiries of training dates and work schedules. Ensured an equal demographic balance of workers per voting site.
- Used audio-visual equipment and Microsoft Power Point presentation to train early voting workers.
- Assisted Early Voting staff with the setup of 11 early voting sites, moving and calibrating 20,000 voting machines, calibrating laptops and printers, and instructing poll workers on proper methods of using machines.
- Operated standard office equipment such as computers, phones, printers, and photocopiers to create voter reports, provide information on voters for the main office, and communicated with employees and poll workers.

- Used State Board Voting software to update hundreds of voter registration logs, and performed data entry.
- Maintained and stocked inventory of early voting supplies before distribution to sites.
- Mediated technological errors of voting machines and poll workers improper actions at multiple voting sites.
- Instructed Electioneers to obey the rules of Early Voting procedures, and resolved difficult situations where Electioneers attempted to break election rules.

Greensboro Historical Museum

Greensboro, N.C.

Volunteer Tour Guide

September – December 2015

- Guided 1st – 5th grade students on museum tours, responsible for group sizes between 20 to 60 students, translating historical topics into grade level appropriate programs.
- Presented prescribed guided tours, utilizing interpretive principles such as analogies, metaphors, and analyzing tangible resources while using intangible concepts that facilitated an intellectual connection for the students with the historical activity and program.
- Researched Greensboro’s history during the colonial era, American Revolution, antebellum and Civil War, industrial period, and Civil Rights era to develop tours for different audiences based on their interest.
- Taught students about Greensboro’s history at exhibit stations using prescribed interpretive materials such as hands-on reproductions of artifacts and a tour script.
- Utilized historical interpretation and facts, questioning strategies, and material culture analysis teaching methodology, to stimulate student’s interest in comparing past and present, and created an empathetic understanding of the historic topics and people. Translated complicated historical information into understandable concepts for diverse audiences based on grade and age.
- Led children in formal tours of an 18th century house utilized tangible resources and universal concepts as activities to facilitate their intellectual and emotional connections to colonial children.
- Educated students and teachers about the rules of visiting a museum, and regulations for touring exhibits and historic buildings to gain compliance and prevent destruction to resources.

North Carolina Division of Archives and Records, State Archives

Raleigh, N.C.

Marketing Consultant

September 2014 – September 2015

- Authored a marketing and public relations report to inform the North Carolina State Archives staff on how to attract new audiences for their research room and promote the new exhibit.
- Created a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the institutions, and made recommendations for segmentation, positioning, and branding the State Archives for new audiences.
- Researched and analyzed the organization’s public and online services, and current audience.
- Researched local university academic programs, and organizations catering to young professionals to create suggestions and methods for contacting these suggested audiences through a tailored promotion of the organization’s services.
- Created social media and traditional message strategies for the Archive’s outreach to new audiences.
- Suggested free public relation avenues to help the Archives promote it's exhibit "Treasures of Carolina: Stories from State Archives" to diverse target audiences.
- Drafted article for eventual publication and reviewed and revised with supervisor.
- Authored a published digital blog article for the State Archive’s blog promoting the opening of the exhibit and the organization’s programs and services to encourage public interest.
- Used computer software for Internet research, and Microsoft Office write the report for information purposes.

North Carolina Museum of History

Raleigh, N.C.

Collections Management Conservation Intern

May – July 2015

- Identified and assessed the conservation needs of 370 WWI-WWII artifacts, and entered their condition and rehousing needs into a Microsoft Access database. Photographed artifacts for ReDiscovery records.
- Performed preventative conservation on metal and leather.

- Rehoused and organized artifacts to prevent damage and improve access.
- Identified registration issues in ReDiscovery and informed Assistant Registrar through shared Excel database.
- Scanned 538 photos for digitization in ReDiscovery.
- Assisted supervisor with condition survey of the President James K. Polk Historic Site's 113 artifacts.
- Created Facebook posts to promote the museum and educate followers about the collections management practices, and the artifacts in storage in order to advance the public's awareness of the Museum's mission and their appreciation of artifact conservation.

North Carolina State University Library, Special Collections Research Center

Raleigh, N.C.

Desk Assistant

October 2014 – July 2015

- Enhanced metadata records of archival collections in ArchivesSpace.
- Performed data clean up on physical and digital locations of archival photos to ensure collection integrity by maintaining a direct link between the original and the surrogate.
- Rehoused and inventoried large-scale archival collections while maintaining original order.
- Maintained the inventory of archival records when transferring collections into new storage containers.
- Edited data entry errors and successfully trained undergraduate coworkers in correct data entry practice.
- Front-line representative working with individuals to small teams of researchers each shift.
- Answered patron's questions over the phone and left messages for supervisor when appropriate.
- Operated telephone, photocopier, computer, and calculator to accomplish work.

North Carolina State University History Department

Raleigh, N.C.

Graduate Teaching Assistant

January – May 2015

- Graduate Teaching Assistant for "History and Archaeology of Latin America" undergraduate course, assisting teacher with education of 57 students.
- Assisted professor with selection of course reading and researched historical topics extensively to create exam questions.
- Researched archaeological excavations and reviewed historical interpretations of Mayan and Aztec culture to translate cultural and historical topics into concepts the students could understand.
- Guided students to interpret Mayan artwork in course reading by utilizing deductive reasoning and comparative analogies to other hieroglyphic languages.
- Provided critiques on writing styles in coursework, and improved students writing skills.
- Assisted professor with tour through the Gregg Museum of Design, encouraging students to apply knowledge of Mayan history from class into interpreting artifacts.

The Mütter Museum

Philadelphia, P.A.

Collections Management Intern, Graduate School Internship

June – July 2014

- Authored a Collections Management Practice Quality Manual for the Mütter Museum's 35,000-piece collections. Based Manual on AAM's Collections Management Standards and existing collections documents.
- Evaluated the existing collections management policy, analyzed the museum staff's functions, and reviewed the AAM's standards for policy and procedure creation.
- Improved the language of the original policy and created streamlined standard operating procedures to enforce best management practices for the collection.
- Spearheaded the development and writing of the Native American Graves Protection and Repatriation Act (NAGPRA) Standard Operating Procedure. Collaborated with peers to review NAGPRA policy, which brought the museum into compliance with federal standards.
- Created Excel inventory spreadsheets, legal documentation, and photographs for outgoing loans; assisted Collections Manager with packing the objects for shipping.

- Co-supervised the return of Mütter objects from a Save Ellis Island long-term loan. Reviewed collections paperwork from Save Ellis Island project noting alterations to collections tag numbers, and informed Collections Manager of continuity errors.
- Assisted exhibit designer with installation and de-installation of human remains and artifacts in exhibits.
- Monitored high school volunteers as they completed projects, ensuring they performed steady work.
- Researched scientific medical equipment, historic scientific drawings, and specimens for the Curator's history of dermatology exhibit. Compiled data of acceptable artifacts and historical sources into an Excel spreadsheet.
- Used Microsoft Word and Excel to complete policy writing and cataloging of artifacts.

North Carolina State University History Department

Raleigh, N.C.

Graduate Teaching Assistant

January – May 2015

- Graduate Teaching Assistant for "History of Technology" undergraduate course, assisting teacher with education of 60 students.
- Graded student assignments and assisted professor with selecting course reading. Researched historical topics on changing technology related to war, automobiles, and economics to create exam questions.
- Provided critiques on writing styles, taught technical writing styles, and improved students writing skills.
- Hosted exam study session to provide exam preparation and deeper interpretation of the course materials. Translated technical, scientific, and historical topics into concepts students could understand using analogies and comparisons between past and present.
- Used computer software for Internet research, and Microsoft Office and Excel to accomplish work in regards to researching historical topics, writing reviews of students homework, and entering grades into Excel spreadsheet.

Williams-Sonoma Inc.

Greensboro, N.C.

Sales Associate

September 2012 – January 2013

- Front-line representative and floor sales associate greeting and pitching merchandise to customers, stimulating their interest in products, and accomplishing large sales.
- Dealt with a high volume of customers at same time that had different needs and quick demands.
- Performed mathematical calculations such as arithmetic to make change during cash collection.
- Handled large sums of money, number in thousands of dollars, per work shift.
- Each work shift included four to six hours of nonstop standing and walking, carrying heavy merchandise, communicating over radio to stock person, and working in confined spaces with coworkers.
- Performed opening and closing procedures of business according to established corporate procedures.
- Operated electronic cash register, credit card machine, computers, and calculator to accomplish sales operations. Filled out daily reports to account for sales.
- Maintained inventory, stock, and accountable property. Stocked shelves of merchandise according to corporate design rules.
- Assisted entire management and sales associate team with full store inventory for end of Fiscal Year tax closeout.

Guilford County Board of Elections

Greensboro, N.C.

Early Voting Specialist, Office Assistant

October – November 2012

- Served as front-line representative checking in voters, answering their inquiries about the voting process and voting machines.
- Initiated verbal communication with customers to inform them of voting procedures and guide them through the process of using the voting machine or filling out an official Elections form.
- Negotiated with difficult individuals and resolved conflicts between voters and Election officials for the management.

- Worked as Same Day Registration registrar processing new voters. Protected voter's private information by storing the official documents in a secured location.
- In office, created databases of voters in order to research voter qualifications and voting record to prevent double voting. Utilized computers, phones, Excel for data entry, and other word processing tools.

Greensboro Historical Museum

Greensboro, N.C.

Museum Collections Management Intern

May – July 2012

- Inventoried and organized a large-scale museum vault of military weapons from the Revolutionary War to 20th century military conflicts (500 artifacts).
- Created inventory notebooks of object location with copies of original catalog records for cross-reference. Utilized PastPerfect for object records search.
- Assisted curator with data entry of correct object location and catalog numbers into the collections management software database PastPerfect.
- Learned how to properly handle, organize, and photograph objects. Mitigated damage to artifacts by correcting storage and organizing artifacts.
- Identified provenance of a militia flag using primary sources and conversations with multiple curators.
- Assisted curators with installation of exhibit “The President is Here!” and composed two reference maps as a preliminary for the main exhibit map based on archival resources.
- Photographed handguns and long arms from the American Colonial Era to the 20th century, Civil War Cartridge Boxes, military flags, and domestic items from the Swaim family of Greensboro.

University of North Carolina at Greensboro, University Registrar’s Office

Greensboro, N.C.

Student Office Assistant

March 2008 – May 2012

- Front-line representative of the University Registrar’s office, responsible for registering students into their classes, and using official computer software to complete work tasks.
- Educated diverse student body about registration deadlines, class level restrictions, and other rules.
- Performed opening and closing of the office according to established procedures, ensuring all paperwork was also filed in appropriate format.
- Maintained inventory of registration forms, followed procedures, and filed forms in secured location.
- Assisted professors during registration periods with questions and printed registration confirmation forms. Utilized computer, printer, and telephone to accomplish work tasks.
- Directed students with complaints or questions to appropriate supervisor.
- Used computer software for word processing and data entry to accomplish work.

University of North Carolina at Greensboro, Archaeological Field School

Greensboro, N.C.

Student Archaeologist and Lab Technician

May – August 2011

- Worked in archaeological excavation team at Guilford Courthouse National Military Park performing archaeological and historical preservation resource work. Excavated archaeological units recovering colonial artifacts, mapping features and locations.
- Cleaned archaeological finds by material type according to professional standards. Identified, cataloged, and used historic preservation techniques to label artifacts.
- Created data sheets of artifacts for official reports to the Southeastern Archaeological Center (SEAC).
- Work involved extensive eight-hour days exposed to heat and sun, stooping, digging, and excavating, and working in confined spaces. Transported tools, wheelbarrows of dirt, and equipment over rough surfaces and inclines. Worked with co-workers in highly confined area of 2x2 meter square excavation unit.
- Assisted team and professor with a Public Archaeology Day to promote the history and culture of the historic and cultural site, as well as the National Park Service. Translated scientific, technical, historical, and cultural information about the dig and artifacts to park visitors and the local newspaper.

- Wrote excavation journal and reports to document daily work, and information was used for eventual publication in a book by professor.
- Utilized computer for Internet research of pottery typology, and used word processing and data entry to accomplish work of writing reports.
- Used Munsell Color System to document soil profiles and wrote reports of pottery typology.

Williams-Sonoma Inc.

Greensboro, N.C.

Sales Associate

September – December 2010

- Front-line representative and floor sales associate greeting and pitching merchandise to customers, stimulating their interest in products, and accomplishing large sales.
- Dealt with a high volume of customers at same time that had different needs and quick demands.
- Performed mathematical calculations such as arithmetic to make change during cash collection.
- Handled large sums of money, numbering in thousands of dollars, per work shift.
- Performed mathematical calculations to make change during cash fee collection.
- Each work shift included four to six hours of nonstop standing and walking, carrying heavy merchandise, communicating over radio to stock person, and working in confined spaces with coworkers.
- Performed opening and closing procedures of business according to established corporate procedures.
- Operated electronic cash register, credit card machine, computers, and calculator to accomplish sales operations. Filled out daily reports to account for sales.
- Maintained inventory, stock, and accountable property. Stocked shelves of merchandise according to corporate design rules.

Charlotte Hawkins Brown Museum

Gibsonville, N.C.

Volunteer Tour Guide and Research Intern

September 2009 – August 2010

- Greeted visitors to the historic site as front line-representative, and oriented the visitors to interpretive programs or exhibits that aligned with their interest.
- Initiated verbal communication with visitors in the museum, the historic grounds, and the historic buildings to educate visitors about their surroundings and stimulate their interest and appreciation for the historical resources.
- Studied the seventy-year history of the African American private school, the history of segregation, and 19th and 20th century education practices to give guided tours.
- Presented informational talks and guided tours of groups between 2 to 40 people along the school's property and in the historic buildings, educating visitors about the history of the school and the people who attended or taught. Utilized interpretive principles of tangible resources such as the house artifacts, intangible resources such as Dr. Brown's educational philosophies, and universal concepts of education and segregation to stimulate an emotional and intellectual connection between the audience and their surroundings.
- Educated visitors about rules and safety concerns to gain compliance when using historic buildings, and this prevented visitor injuries and potential damage to historical resources.
- Developed a living history interpretative program of Dr. Charlotte Hawkins Brown's home utilizing a variety of interpretive techniques: third person narratives, storytelling, and analogies, and involved the use of tangible resources such as 1940s Christmas decorations and universal concepts of Christmas celebrations to deliver information to diverse audiences and create an emotional connection between the audience and their surroundings.
- Educated visitors about the importance of historical preservation of artifacts in Dr. Brown's home. Verbally promoted the historic site's historic preservation efforts to the public to build awareness and community support. Protected historical resources and artifacts from visitors and prevented damage.
- Researched and developed an exhibit for the Visitors Center that analyzed cultural and historical changes in education standards at Palmer Memorial Institute. Selected historic pictures and artifacts for exhibit, and collaborated with supervisor to install exhibit.

- Assisted intern with development of exhibit text and installation of exhibit. The exhibit educated visitors about the cultural and historical changes in the Palmer Memorial Institute students' uniforms.
- Monitored children's activity tables during summer festival, connecting the children of many ages and diverse background. Provided visitors with directions and information about activities during the summer festival.
- Utilized computer for Internet research, and word processing to write interpretive programs and exhibit text for eventual publication. Operated telephone and photocopier to accomplish work related to communicating with staff and copying sources for research.
- Played interpretive film for visitors using audio-visual equipment.
- Responded verbally in person and over the phone to customers inquires for information about guided tours, facility hours, special programs, and information about the historic grounds and mobility issues.
- Directed visitors with problems, questions, and complaints to supervisor.
- Performed opening and closing procedures of the information center and historic buildings based on established procedures. Performed minor maintenance duties of the historic buildings and Visitors Center to ensure a clean and safe work area.
- Dealt with high volume of visitor contacts in tours and special events while maintaining a professional demeanor and attending to each visitor.

University of North Carolina at Greensboro, Archaeological Field School

Winston-Salem, N.C.

Student Archaeologist

May – July 2010

- Worked in a university archaeological field school excavation team at Old Salem Museum and Gardens performing archaeological and historical preservation resource work. Work involved extensive six-hour days exposed to heat and sun, stooping, digging, and excavating, and working in confined spaces.
- Transported tools, equipment, and wheelbarrow loads of dirt over rough surfaces and inclines.
- Learned how to excavate archaeological sites, map features and artifact locations, and perform work using correct equipment.
- Created official reports with team to document excavation, recovered historical artifacts, cultural changes to the historic site. The archaeologist published reports about the field school using these reports and data.
- Responded verbally to visitors' inquiries and translated scientific, technical, historical, and cultural information about the dig and artifacts for diverse audiences who approached the site seeking information about the excavation.
- Provided information to the public about the excavation and cultural and historical resources found in the graveyard in a television interview.

Williams-Sonoma Inc.

Greensboro, N.C.

Sales Associate

September – December 2009

- Front-line representative and floor sales associate greeting and pitching merchandise to customers, stimulating their interest in products, and accomplishing large sales. Rewarded bonus for outperforming normal sales records.
- Dealt with a high volume of customers at same time that had different needs and quick demands.
- Performed mathematical calculations such as arithmetic to make change during cash collection. Handled large sums of money, number in thousands of dollars, per work shift.
- Operated electronic cash register, credit card machine, computers, and calculator to accomplish sales operations. Filled out daily reports to account for sales.
- Each work shift included four to six hours of nonstop standing and walking, carrying heavy merchandise, communicating over radio to stock person, and working in confined spaces with coworkers.
- Performed opening and closing procedures of business according to established corporate procedures.
- Maintained inventory, stock, and accountable property. Stocked shelves of merchandise according to corporate design rules.



EDUCATION

University Of Montana*Graduate Certificate in Wilderness Management**Currently ¾ of the way through completion*

Distance Education Program, Missoula, MT

Expected to complete Winter, 2017/2018

Georgia Southern University*Bachelor of Science in Recreation and Leisure Services / Geography Minor (GPA: 3.86)*

Statesboro, Georgia



Graduated July, 2014 *Magna Cum Laude*

PROFESSIONAL EXPERIENCE

National Park Service

Kennesaw Mountain National Battlefield Park

October 2015-Present

Weekly Hours: 40**Salary:** GS-0099-05/05**Supervisor:** **Phone:** 770-427-4686, **Park Guide****Interpretation**

- Provide positive and productive interactions with a diverse public representing a cross-section of the nation and other countries to include: different cultures; ages; social, ethnic, and economic groups; etc.
- Present informational talks, guided tours, and demonstrations, following a prescribed outline, to various audiences to inform or educate
- Present original interpretive programs and guided hikes, utilizing interpretive principles
- Present pre-established interpretive programs to parties of small size (up to 20 people)
- Use multimedia platforms to develop interpretative presentations
- Utilize internet research, data entry, and word processing used in creating a finished interpretive program
- Utilize interpretive techniques (such as metaphors, storytelling, analogies) suggested by others to facilitate intellectual and/or emotional connections between audiences' interests and their surroundings
- Research scientific, technical and historical sources and translated the information into easily comprehended concepts
- Develop and upgrade interpretive products (such as exhibit text, trail guide, web cast), for natural, historical, or cultural programs, publications, or exhibits
- Conduct limited research for educational purposes to verify obscure facts and answer inquiries
- Initiate communication with customers to inform, educate and guide
- Write letters, reports, program/presentation outlines, or other documents for information purposes
- Explain the significance of an area's facility's natural, cultural, historic, or other resources (for example, provided interesting and informative facts and background about the topic or feature).
- Assist in making interpretive products (such as preparing labels or signs) for natural, historical, or cultural programs, publications, or exhibits

Visitor Center Operations

- Work in a visitor center or information kiosk in a park, historical site, outdoor education center, public gardens, or comparable informational visitor-oriented operation.
- Keep informational bulletin boards up-to-date and in a well-kept, attractive state

Visitor Center Operations continued...

- Provide current, accurate information to visitors concerning the surrounding areas of interest, such as the area's recreational opportunities and available interpretive services, activities, or presentations
- Provide direction, information and orientation concerning services and activities of interest to the public
- Respond verbally and in writing to customers' inquiries for information, direction, and/or guidance
- Assist the public in planning visits to and recommending activities in the area
- Direct customers with problems, questions, or complaints to the appropriate person
- Interact with others to resolve complaints and conflicts
- Work independently handling stressful or controversial situations
- Record and account for daily transactions including park passes, bookstore sales
- Serve as a front line representative responsible for greeting customers and answering questions
- Educate visitors regarding rules and safety concerns to gain compliance
- Draft bulletins, brochures, or articles for eventual publication
- Stock an information desk and displays with brochures, etc., for visitor handouts and keep information desk orderly
- Suggest brochures, books, or informational materials in response to visitor interest in a particular resource or historic feature
- Operate standard office equipment other than computers (such as telephone, fax, photocopier, calculator) to accomplish work
- Ensure supplies, materials, and other support items are available for business operations

Southeast Adventure Outfitters

Saint Simons Island /Brunswick, Georgia
October 2014 – October 2015

Weekly Hours: 20-30

Salary: \$10.00 per hour

Supervisor: [REDACTED]

Phone: 9 [REDACTED]

Kayak Guide

- Plan, lead, and execute a variety of guided kayak tours around the Golden Isles
- Explain the significance of the area's facility's natural, cultural, historic, or other resources (for example, provided interesting and informative facts and background about the topic or feature)
- Initiate verbal communication with customers in a variety of settings to inform, educate, and/or guide.
- Utilize interpretive techniques (such as metaphors, storytelling, analogies) suggested by others to facilitate intellectual and/or emotional connections between audiences' interests and their surroundings.
- Translate scientific, technical, and/or historical information into understandable concepts for diverse audiences

Retail/Maintenance

- Research and discuss latest kayak models and specifications with customers
- Manage various cash handling procedures such as balancing opening and closing amounts, petty cash, and making deposits
- Ensure supplies, materials, and other support items are available for business operations
- Promote the organization's programs and services to encourage public interest.
- Operate standard office equipment other than computers (such as telephone, fax, photocopier, calculator) to accomplish work.

Sea Island Company

Sea Island, Georgia
November 2014 – March 2015

Weekly Hours: 40

Salary: \$13.75 per hour

Supervisor: [REDACTED]

Phone: [REDACTED]

Maintenance Mechanic IV

- Inspected, diagnosed, and repaired all mechanical defects and problems with maintenance equipment
- Assisted in the training of employees in proper use of equipment and tools
- Performed regular preventative maintenance of equipment and tools
- Responsible for maintaining safe and workable equipment
- Maintained inventory of supplies and parts used in the shop and for equipment repairs
- Regulated proper use and reporting misuse of equipment by employees
- Handled chemicals safely following all Material Safety Data Sheets (MSDS) procedures

Student Conservation Association/ National Park Service

Natural Bridges National Monument, UT

March 2014-June 2014

Weekly Hours: 40**Salary:** \$75 per week**Supervisor:** [REDACTED]**Phone:** [REDACTED]**Interpretation**

- Provided positive and productive interactions with a diverse public representing a cross-section of the nation and other countries to include: different cultures; ages; social, ethnic, and economic groups; etc.
- Presented original interpretive evening program and guided hikes, utilizing interpretive principles
- Used multimedia platforms to develop interpretative presentations
- Utilized internet research, data entry, and word processing used in creating a finished interpretive program
- Researched scientific, technical and historical sources and translated the information into easily comprehended concepts
- Developed and upgraded interpretive products (such as exhibit text, trail guide, web cast), for natural, historical, or cultural programs, publications, or exhibits
- Initiated communication with customers to inform, educate and guide
- Wrote letters, reports, program/presentation outlines, or other documents for information purposes

Visitor Center Operations

- Kept informational bulletin boards up-to-date and in a well-kept, attractive state
- Provided direction, information and orientation concerning services and activities of interest to the public
- Responded in writing to customers' inquiries for information, direction, and/or guidance
- Recorded and accounted for daily transactions including park passes, bookstore sales and campground fees
- Served as a front line representative responsible for greeting customers and answering questions
- Educated visitors regarding rules and safety concerns to gain compliance
- Drafted bulletins, brochures, or articles for eventual publication.
- Fill out daily reports to account for sales.

Southern Adventures

Statesboro, Georgia

May 2012 – February 28 2014

Weekly Hours: 10-25**Salary:** \$7.25 per hour**Supervisor:** [REDACTED]

[REDACTED] 513-801-1758

Rental Center Supervisor

- Directed customers with problems, questions, or complaints to the appropriate person
- Negotiated with individuals or organizations to resolve conflicts, disputes, or grievances
- Responded verbally to customers' inquiries for information, direction, and/or guidance.
- Served on sponsorship committee and procured over \$1,000 in prizes and donations from various outdoor organizations

Challenge Course Facilitator/Supervisor

- Planned and lead various low challenge courses for student organizations, classes, and departments
- Responsible for contacting low challenge course participants and tailoring program around specific group goals
- Responsible for participant safety and enjoyment on our high-ropes course

Roped Climbing Wall Attendant

- Safely belayed participants of all ages on our 40+ foot climbing wall
- Routinely checked participant harnesses, footwear, and climbing technique
- Managed student belayers and monitor belaying techniques

Seminar/ Clinic Instructor

- Planned, led, and prepped seminar on how to properly and safely make primitive fire and primitive fire kits
- Planned and led an interactive and immersive seminar on Leave No Trace ethics

VOLUNTEER/PRESENTER EXPERIENCE

- Trail maintenance and beach cleanup at Strom Thurmond Lake
- Tour guide at Okefenokee National Wildlife Refuge
- Trail and shelter maintenance at Okefenokee National Wildlife Refuge
- Created and facilitated children-oriented events during Statesboro's annual 'Scare on the Square'
- Experiential Education Presentation for the Statesboro Rotary Club
 - Boling, J., Taylor, A., Derby, D., Boykin, A, and Peden, J. (2013). *Experiential Education: Lifelong Benefits*. Statesboro Rotary Club.
- Conference Presenter/Low Challenge Course Facilitator at SkillsUSA 2013 Conference
- Developed and organized a park cleanup/ invasive species removal for the 2013 annual Association of Outdoor Recreation and Education Conference.
- Participated in and assisted several Canyon Country Outdoor Education field trips at Natural Bridges National Monument
- Assisted in trail maintenance at Natural Bridges National Monument involving trail building and acting as a safety watch while cutting timbers

CERTIFICATIONS

- Project Wild/ Project Learning Tree Educator
Council for Environmental Education, American Forest Foundation, certified on 04/13/2013
- Leave No Trace Trainer
Leave No Trace Center for Outdoor Ethics, certified 10/17/2016

WORK EXPERIENCE

National Park Service SERO Youth Program Assistant
Greening Youth Foundation
Atlanta, GA

03/2017 - Present
Salary: \$14.00 Per Hour
Hours per week: 35

- Coordinate outreach to 15+ interns throughout the region to offer additional support, resources, and professional development opportunities.
- Create and organize SERO Intern Onboarding Guide to inform interns about processes and facilities in the regional office.
- Maintain and update the SER Youth Programs site, to relay important policy guidance, program updates, and general information about youth programs.
- Presented formal interpretative programs about “Life of a Soldier” and “Leave No Trace” during YMCA summer camps through KEMO. Help youth understand the significance of historical and natural resources maintained by NPS.
- Assisted with EKIP programming at KEMO, by recording videos, leading groups to activity areas, and helping gather equipment and supplies.
- Respond verbally to inquiries received from youth or park staff regarding internships and youth programs, including providing policy guidance and how to locate resources.
- Attended the Alternative Break Citizenship School at the Albright Training Center and GRCA focused on environmental justice and sustainability.
- Participated in a review panel for 25+ federal applicants and evaluated candidates independently based on years of experience, education, and additional materials.
- Created intake form to update and verify contact information for all 21st Century Service Conservation Corps organizations.
- Support youth program/next generation stewardship initiatives by providing parks with information about grants, youth partnership opportunities, and new resources.
- Successfully completed SAC federal background investigation and obtained a PIV card.
- PLC Hiring Authority

Contact Supervisor: Yes

Supervisor Name: Marianne Mills, Phone: 404-507-5613

Member Services Representative
Cowart Family YMCA
Atlanta, GA

03/2017 - Present
Salary: \$9.00 Per Hour
Hours per week: 25

- Create a warm and welcoming environment for diverse members and guests by greeting people at the facility.
- Apply active listening skills to better answer questions or to direct inquiries to the appropriate YMCA personnel.
- Assist members and guests in obtaining facility passes and completing program registrations, which can include collecting photo identification, electronic fund transfer authorization forms, and program intake forms.
- Communicate by phone and email with members regarding general information, facility closures, membership changes, and programs.
- Handle daily cash and card transactions ranging from \$100-\$250 daily, and balance register at the end of each shift.
- Check for counterfeit money during cash transactions by using a counterfeit pen.
- Conduct YMCA facility opening procedures including completing a facility walk thru, opening a cash register, printing class schedules, and checking voicemails.
- Perform cleaning and tidying up of the Membership and Check-In desk areas during each shift.
- Make copies of class schedules, guest pass forms, and other membership documents as needed.
- Respond to all voicemail inquiries about programs, memberships, and YMCA events in less than 48 hours.
- Collaborate with co-workers to ensure that all members or guests are helped in a timely manner.
- Contact the Wellness department manager when instructors or trainers are running late or no show, and communicate the situation to members.
- Offer guided tours of the facility to new or potential members while explaining standard membership information and policies.
- Support the training of new hires by relaying important policy information and standard operating procedures.
- Search the lost and found upon request to help in the location of lost items.
- Offer support and document incidences throughout the facility.
- Mitigate issues involving dissatisfied members and maintain good rapport with the membership base by listening to their concerns and helping connect them with directors as needed.
- Pick up trash in the parking lot as needed.
- Collect monies for membership and program fees, and set up billing plans per YMCA policy guidelines.

- Check members in and out of the facility upon entry and exit.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Bookseller/Café Server
Barnes and Noble Cumberland
Atlanta, GA

09/2016 – 03/2016
Salary: \$9.00 Per Hour
Hours per week: 20

- Offered friendly and quick service by taking and completing orders in the café.
- Explained the benefits of the Barnes & Noble membership and encouraged shoppers to join.
- Handled payment transactions by cash, card, and check.
- Assisted shoppers in locating desired merchandise and offered to order it if it was not in stock.
- Conducted opening and closing procedures in the café, which included food prep, doing a daily inventory, and tidying the seating area.
- Maintained café cleanliness by wiping counters, changing sanitizer buckets regularly, dusting displays, taking out trash, and washing dishes.
- Helped with the annual store audit, along with a team of 15 employees and managers.
- Acted as a backup cashier, during peak shopping hours when the café area was slow.
- Tidied up the book floor areas by re-shelving books or putting away other merchandise.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Community Engagement/Development Graduate Fellow
Fort McPherson Local Redevelopment Authority
Atlanta, GA

01/2016 - 08/2016
Salary: \$700 Monthly Stipend
Hours per week: 30

- Identified and researched government, foundation, and private sector financing/funding opportunities related to historic preservation, economic development, and social services.
- Scheduled appointments with relevant government agencies to gather information on programs and policies to support preservation and development goals.
- Created spreadsheets with data related to the surrounding community to apply for grants.
- Evaluated 5 proposals for a new road at Fort McPherson and participated in discussion of the options.
- Participated in staff meetings and strategic planning process for the organizational sustainability of Fort Mac LRA.
- Oversaw the development and implementation of “Lunch at the Mac”.
- Coordinated with 15+ food vendors, musicians, and local employees at Fort McPherson to schedule monthly food truck lunch events.
- Designed and distributed flyers and email blasts to generate community attendance at “Lunch at the Mac” food truck events.
- Drafted posts for social media to promote upcoming events.
- Maintained workstation by completing regular cleaning and tidying up.
- Assisted staff in setting up for public meetings and board meetings, which involved setting up microphones and handing out meeting agendas.
- Led tours around the property for prospective leasers and provided details about the amount of square footage and other benefits of the site.
- Completed fellowship concurrently with the Graduate Assistant position at Georgia State and while taking classes. Worked an average of 20 hours per week through May 2016.
- Acted as a receptionist, answering phones and taking messages during all staff meetings or in the absence of the executive assistant.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Employer Relations Graduate Assistant
University Career Services Georgia State University
Atlanta, GA

08/2015 - 05/2016
Salary: \$500 USD Per Month
Hours per week: 17

- Managed the input of survey data for 100+ career fair attendees and created reports for management team.
- Acted as the first point of contact for students and employers visiting the Career Resource Center.
- Reviewed 10 student resumes daily, paying attention to punctuation, spacing, and formatting.
- Made recommendations to help students improve their resume content and formatting.

- Attended 2-3 career fairs and Career Services events per semester.
- Provided general information and information about services or activities of interest to students, such as resume review procedures and upcoming events.
- Completed the opening/closing duties for the Career Resource Center, which involved turning on equipment, stocking informational guides, and preparing daily sign-in sheets.
- Performed light custodial work, cleaning student workstations and organizing the main front desk area.
- Approved student resumes for posting on the Georgia State University Handshake server, after final review.
- Responded to 10-20 emails and phone calls daily to help students understand Career Services and the resume review process.
- Ensured that Career Resource Center informational brochures and handouts were stocked up and organized during each shift.
- Updated campus bulletin boards regularly and created attractive presentation to attract students.
- Gave out information about other professional development opportunities offered through other departments and organizations.
- Maintained a full-time graduate study course throughout the duration of my graduate assistant appointment.
- Relieved student assistants at the end of shifts and for regular breaks.
- Informed business manager when office supplies such as pens, note pads, and staples were low.
- Concurrently awarded a fellowship with the Fort McPherson Local Redevelopment Authority from January 2016 – August 2016.

Contact Supervisor: Yes

Supervisor Name: Ramona Simien, Phone: 404-413-1830

**Community Programs Intern
Center for Civic Innovation
Atlanta, GA**

**09/2015 – 12/2015
Salary: \$0 USD Per Month
Hours per week: 15**

- Represented the organization at events and articulated the mission of the Center for Civic Innovation for 100+ guests.
- Researched mission aligned organizations within the nonprofit, for-profit, and government sectors to gather information for events and programs.
- Drafted email templates to communicate with CCI members and other organizations in the Atlanta area.
- Updated information for various foundations included phone numbers, emails, and addresses.
- Drafted posts for social media platforms to promote upcoming events and share information about CCI's mission.
- Set up chairs and tables for special events, as well as food and drinks.
- Cleaned up communal areas to encourage a welcoming environment.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

**Graduate Research Fellow
St. Vincent de Paul Society
Atlanta, GA**

**09/2014 - 05/2015
Salary: \$750 Monthly Stipend
Hours per week: 20**

- Coordinated with program directors to obtain critical information about the 5 different program areas.
- Researched methods for organizing data in a meaningful way for grant applications and for donors.
- Consolidated the most pertinent data into one database to help the Development team complete applications in less time.
- Recommended communication systems to minimize duplicated data and to enhance organizational uniformity in data reporting.
- Determined 3-5 key performance indicators to measure program success for donors and funding purposes.
- Maintained a full-time graduate study course load concurrently, throughout the entirety of the fellowship.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

**Enrollment Assistant Intern
Big Brothers Big Sisters
San Diego, CA**

**05/2014 - 08/2014
Salary: \$10.00 Per Hour
Hours per week: 40**

- Communicated with potential volunteers by phone and email to ensure timely completion of all enrollment documentation.
- Assisted 30+ volunteers with enrollment process monthly and provided application updates upon request.
- Conducted layered background and reference checks based on agency guidelines, which involved requesting Motor Vehicle Reports, searching National Sex Offender Registry and open warrants.
- Attended recruiting events and collected documents from potential volunteers.
- Documented all reference checks in Microsoft Word using the pre-established interview questions and typing up all responses.

- Informed Match Support team when a new volunteer was eligible for placement.
- Helped review files for youth and volunteers to find potential matches during 'Match Meetings'.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Program Specialist
Covance Pharmaceuticals Customer Service Division
San Diego, CA

01/2014 - 04/2014
Salary: \$13.00 Per Hour
Hours per week: 40

- Investigated patient health benefits options and relayed findings to doctors and patients.
- Managed 7+ cases daily which involved liaising between patients, doctors, and insurance companies in adherence to HIPPA guideline.
- Educated patients on treatment eligibility, enrollment and financial assistance process, and participant expectations.
- Responded to information requests from patients and doctors over the phone.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Associate Level 3
In-N-Out Burger
San Diego, CA

12/2013 - 08/2014
Salary: \$12.00 Per Hour
Hours per week: 30

- Greeted customers upon entering the store or drive-thru and took orders in a timely and professional manner.
- Managed an average of \$500 daily in customer transactions, and balanced the cash register at each end of shift.
- Directed customer complaints to the shift manager where appropriate.
- Reconciled register at the end of each shift, figure out any discrepancies by using basic math and review payments.
- Assisted customers in navigating San Diego and finding nearby attractions, by giving directions and recommendations.
- Followed procedures to reduce collecting counterfeit money by checking water marks and using a UV light.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Volunteer English Teacher
English Opens Doors Program
Coyhaique, Chile

04/2013 - 11/2013
Salary: \$300 Monthly Stipend
Hours per week: 30

- Taught English to 75+ high school age youth focusing specifically on listening and speaking skills.
- Planned lessons around historic events and pop culture to introduce new vocabulary, for example the Civil Rights movement, past presidents, and current news.
- Supported Ministry of Education program initiatives such as, spelling bees, debate tournaments, and English camps.
- Led informal programming afterschool to help expose youth to the English language. Activities included playing card games, going to English speaking restaurants, and watching familiar films in English.

Contact Supervisor: Yes

Supervisor Name: [REDACTED]

Director on Duty
Santa Barbara Family YMCA
Santa Barbara, CA

05/2012 - 03/2013
Salary: \$10.75 Per Hour
Hours per week: 40

- Led the Welcome Center staff of 5-7 by providing exemplary customer service and training new hires.
- Served as a front line representative by greeting visitors, conveying important facility policies, and answering questions.
- Responded to questions in-person, by email, and over the phone.
- Reviewed membership financial assistance applications to ensure all required documents were included and conducted brief interviews to determine eligibility.
- Mitigated issues involving dissatisfied members and maintained good rapport with the membership base.
- Communicated by phone and email with members regarding facility closures, membership changes, and first-time visitor follow-ups.
- Led informational tours to new potential members, and gave information about the facility and programs.
- Assisted with the annual audit of YMCA membership paperwork to ensure that all documentation was current.
- Operated a cash register to take membership and program payments, and set up billing plans per YMCA policy guidelines.
- Reconcile any accounting errors for the cash register after each shift, and review the end of shifts for Member Services Representatives.

- Cleaned and organized the main lobby to reduce clutter and encourage a welcoming environment.
- Updated bulletin board and created attractive displays to encourage member involvement.

Contact Supervisor: Yes, Supervisor Name: [REDACTED]

Phone: [REDACTED]

Youth Soccer Coordinator
Santa Barbara Family YMCA
Santa Barbara, CA

07/2012 - 11/2012
Salary: \$10.75 Per Hour
Hours per week: 10

- Coordinated logistics for YMCA youth soccer season, including communication with parents for snack lists, uniforms, and program registration.
- Taught 45+ participants about YMCA core values and the fundamentals of soccer through games and drills.
- Oversaw set-up and tear-down for practices and games with 2-3 program staff and volunteers.

Contact Supervisor: Yes, Supervisor Name: [REDACTED]

Phone: [REDACTED]

Member Services Representative
Santa Barbara Family YMCA
Santa Barbara, CA

06/2011 - 04/2012
Salary: \$8.50 Per Hour
Hours per week: 20

- Reviewed all membership enrollment forms and input data into the membership database.
- Greeted members and visitors warmly upon entering and exiting the facility to ensure they had a positive experience.
- Led guided tours for 10+ families/guests per week, providing general information and information about services or activities of interest.
- Collected payments for walk-in guests and members, and balanced a cash register after each shift.
- Connected dissatisfied members with program managers when necessary, in a timely and professional manner.
- Developed rapport with members and visitors by listening and learning their interests and needs.
- Answered phones and responded to in-person inquiries about programs, memberships, and YMCA events.
- Communicated with co-workers any potential questions or problems that might arise during shift changes or breaks.
- Introduced potential members to different departmental staff when appropriate and allowed them to explain important details.
- Created a monthly calendar to inform members about important registration dates and events.
- Updated and stocked schedules, program guides, and membership forms when needed.
- Attended monthly membership meetings to learn about membership trends and new policies.
- Responded to accidents around the facility and documented them on the incident report form.
- Assisted with cleaning the Membership area by: wiping down phones, filing any paperwork left out, and disposing of old magazines and forms.
- Offered tours of the facility and explained the benefits of membership benefits to interested visitors.
- Attended CPR/AED, First Aid, and Listen First YMCA training to comply with YMCA standards.
- Secured YMCA lifeguard certification in October 2011 to be able to give lifeguard breaks, when no other certified guard was available.
- Worked concurrently as a youth soccer coach, with the Youth Sports department.

Contact Supervisor: Yes, Supervisor Name: [REDACTED]

Phone: [REDACTED]

Youth Soccer Coach
Santa Barbara Family YMCA
Santa Barbara, CA

08/2011 - 11/2011
Salary: \$8.50 Per Hour
Hours per week: 5

- Assisted with soccer games and drills for 60+ program participants between pre-K and 6th grade
- Communicated with youth and altered games to match developmental levels of participants

Contact Supervisor: Yes, Supervisor Name: [REDACTED]

Phone: [REDACTED]

EDUCATION

Georgia State University
Atlanta, GA US
Master Degree - 05/2016
48 Semester Hours
Major: Public Administration
GPA: 3.23 out of 4.0

Westmont College
Santa Barbara, CA US
Bachelor of Art Degree - 05/2011
138 Semester Hours
Major: Political Science
GPA: 2.76 out of 4.0

VOLUNTEER EXPERIENCE

Greeter, Kennesaw Mountain National Battlefield Park, Kennesaw, GA

10/2017 – 12/1/2017

Hours per week: 4

- Answered questions about points of interest related to Kennesaw Mountain and the Civil War.
- Roved from the parking lot to the peak ensuring safety of visitors and to provide assistance.
- Encouraged compliance with park policies, such as having dogs on a leash and staying on approved trails.

Youth Group Leader, North Decatur UMC, Decatur, GA

08/2015 – Present

Hours per week: 4

- Prepare interactive lessons for middle school and high school students to promote learning.
- Handle event programming logistics including room reservations, transportation, and volunteer requests.
- Build relationships with teens by keeping up with their interests and engaging them in conversation.

Trip Leader, Joint Youth Ministries, San Jose, CA

06/18/2017 - 06/23/2017

06/17/2016 - 06/26/2017

Hours per week: 40

- Assisted JYM staff in watching over 50+ youth by encouraging positive safety procedures.
- Led a team of 7 youth in daily work and devotionals at the mission site.
- Facilitated conversations with youth by listening to their questions and guiding them to seek their own solutions.

ADDITIONAL INFORMATION

NPS Training/DOILearn:

- NAI Certified Interpretive Guide
- Volunteers-in-Park Program Management Course
- PMIS Course 1: Introduction to PMIS
- PMIS Course 2: Create a Project
- PMIS Course 3: Managing Your PMIS Project
- PMIS Course 4: Park/Unit Review of PMIS Projects
- PMIS Course 5: Region/WASO Review and Funding of PMIS Project Funding Components
- National Park Service Overview
- Supervising Young Adults in Conservation
- Accessibility and Section 508 Awareness
- Business Principles and Practices: Embracing Volunteerism
- Business Principles and Practices: Commercial Services, Special Use Permits, and Park Partners
- Cooperating Association Partnerships for a New Century
- 2017 Controlled Unclassified Information Awareness Training
- 2017 Rules of Behavior and Warning Banner
- 2017 Privacy Awareness Training
- Reasonable Accommodation for the Federal Workplace
- NPS Fundamentals E-learning

ProValens Training

- Introduction to the National Park Service
- Foundations of Interpretation
- MicroLearning: Creation of the NPS; History of the NPS
- The NPS Adapting and Reacting to Change
- Civil War to Civil Rights Interpretation
- Managing Use of National Parks

Skills

- Strong written and oral communication skills
- Microsoft Office Suite: Word, Excel, Outlook, PowerPoint, Publisher
- Adobe Creative Suite: InDesign
- Languages: Spanish - Basic Conversational

- Proficient with Social Media Platforms: Facebook, Instagram, Twitter, WordPress, MailChimp.
- Database management: Excel and SPSS
- Attention to detail

Typing Ability: 55 words per minute

REFERENCES

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