



GUIDE

Creating a Resume and Resources for Federal Government Jobs


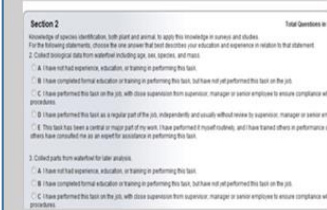

TABLE OF CONTENTS

1. The Federal Resume	4
1.1 <i>Prepare Your Resume: Match your skills and job requirements</i>	4
1.2 <i>Create Your Resume</i>	5
1.3 <i>Edit and Format Your Resume</i>	6
2. The Application Questionnaire	7
3. Cover letter and Supporting Documents	8
4. Appendix	10
4.1 <i>Appendix: Links to Additional Resources</i>	10
4.2 <i>Appendix: Sample Cover letter</i>	11
4.3 <i>Appendix: Sample Resume with comments</i>	12
4.4 <i>Appendix: Resume sample for US Fish and Wildlife Service</i>	15

Introduction

Applying for a Federal Job requires several steps every applicant must take.

1. The first step is to create an account on USAJOBS.com and search for a job.
2. After creating an account you can search for job listings. How to navigate the USAJOB site and to understand federal job postings is a complex task and is described in detail in the guide “Navigating USAJOB.com”.
3. Once you have found a job listing that fits your profile, applying for this specific job is the next step. Federal Applications contain 3 components: The Federal Resume, the Application Questionnaire and Supporting Documents, including a cover letter. This guide provides detailed information about creating and submitting all the necessary components for your application.

Components of Federal Application		
<p style="text-align: center;">The Federal Resume</p> <ul style="list-style-type: none"> • Choose from a previously saved resume OR • Create/upload a new resume 	<p style="text-align: center;">Application Questionnaire</p> <ul style="list-style-type: none"> • Select which grade(s) you are applying • Confirms you meet minimum qualifications • Self-assessment questions 	<p style="text-align: center;">Supporting Documents</p> <ul style="list-style-type: none"> • Proof of military service • College transcript • Cover letter • Proof of federal status 

1. The Federal Resume

1.1 Prepare Your Resume: Match your skills and job requirements

Whether you already have a current resume or not, this is a good place to start preparing your federal resume, list all of your:

- Past and current employer names, addresses and telephone numbers
- Dates of employment
- Former supervisor's names and telephone numbers (you should provide at least 3 professional references, using past current supervisors if possible).
- Your job title/series
- List of your responsibilities and projects (list the role you played, the budget, partners, challenges you faced)
- Salary/GS level and step
- Training
- Career accomplishments
- Awards received
- Education



Next, you want to match your skills and achievements to those listed in job descriptions you are interested in:

- **Print the job announcement**, specifically the Duties and the Qualification Requirements sections as well as the preview of the self-assessment questionnaire. Go through these sections and highlight all of the keywords. Keywords are things like “conducting or assisting in field site assessments,” “entering and retrieving data,” or “creating and editing written correspondence.”
- **Make a list of the keywords** that you found in the position listing and questionnaire. Next to that list, make a list of the keywords from your current resume or the list you created above.
- **Match your skills to those listed in the position and adjust the wording in your resume.** If you can, use the exact keywords listed in the position description to describe your past skills. Human resource specialists and computer systems will be looking for these keywords in your resume so make it easy for them to find your qualifications.

For example:

- your old resume states “updated content on organization website.”
- The keywords in the job description ask for “creating and editing written correspondence.”
- So, in your federal resume you could revise your old statement to read something like “created and edited written correspondence for online distribution.”

TIP

Put some weight behind your skills and accomplishments by adding numbers to their descriptions. Which of the following statements do you think would sound better to a hiring manager? “Conducted fundraising activities” or “Raised \$100,000 in grant funding over two years to support programming activities”

1.2 Create Your Resume

Components of a Federal Resume

Your resume should provide enough information to enable an employer to see, at a glance, who you are, where you can be reached, what kind of work you've done, why you're qualified for the position, and whether you meet the legal requirements of Federal employment.

- **Personal Information** – Your full name, mailing address with zip code, area code and phone number, your email address, the last 4-digits of your social security number, country of citizenship and, if applicable, your eligibility for veteran's preference. Veteran's preference refers to employment regulations that prevent veterans seeking Federal employment from being penalized for their time in military service, Reinstatement eligibility (if requested, attach SF-50 proof of your career or career-conditional status), Security Clearance (if specified), Highest federal civilian grade held (also give job series and dates held)
- **Objective Statement (Optional)** – Should include what you are seeking (e.g., "To find employment in the archival field"), what you can bring to the position (for example use phrases such as "where my background in library and information science will") and end with how you can help the agency accomplish its mission (e.g., "assist the agency in maintaining regulatory compliance").
- **Education** – Schools attended, date degree(s) were conferred and GPAs. If a degree was not awarded, provide the number of credits received.
- **Work Experience** – Job title, dates of employment, salary, hours worked per week, employers name and address, supervisor's name, contact phone number and whether or not s/he may be contacted.
- **Other Qualifications** – Job-related training courses, skills, certificates, honors, awards, professional certifications, special accomplishments, and memberships in professional or honor societies and organizations.



TIP

***Minimum qualifications** are standards set by the U.S. Office of Personnel Management (OPM) to help ensure that Federal employees are, indeed, qualified for employment. You must meet these minimum qualifications to be considered for employment. Minimum qualifications are stated in terms of general or specialized experience. **General experience** is progressively responsible clerical, office, or other type of experience that shows you have the ability to perform the duties of the job being filled. **Specialized experience** is usually obtained from having worked in a position similar to the job being filled.*

For some jobs, you can qualify based solely on education instead of experience. For other jobs, both education and experience are required to qualify; and for yet other jobs, you can qualify based on a combination of your experience and education. These requirements will be described in the vacancy announcement.

USAJOBS ResumeBuilder

When applying for a federal job through USAJOBS you have the option to use the site's ResumeBuilder. If you already have a resume formatted in a word processing program, this is going to take you extra time to enter the information into ResumeBuilder but taking this extra time will pay off. This is because the

ResumeBuilder asks for more information than what you probably thought to include in your original resume. Things like your past supervisors, the number of hours you worked per week, the number of weeks you worked at a particular job, training certificates, and second languages may seem of less significance to you or be difficult to incorporate into a resume created in a word processing program. However, one or more of these details may be the deciding factor for the hiring manager. It can't be stressed enough – you must be thorough in your application!

It is helpful to create your federal resume (first) in a word processing program so that you can use the spell-check and other functionality of the program as well as save your work for future applications. Then, simply cut and paste the various sections into the ResumeBuilder.

1.3 Edit and Format Your Resume



If possible, allow your resume to sit for a few days after you are finished. Then, come back to it with fresh eyes and make sure that you have included as many keywords from both the duties section of the vacancy announcement and the self-assessment questionnaire as possible.

Finally, have a friend, family member or colleague look over your resume and application before you hit submit for any spelling errors or unclear sentences you may have missed.

General Formatting Advice:

- **Margins** should be set at 1" all around. Even if you're concerned about space, the margins of your resume should not go below 1/2". Doing so creates a visually "crowded" resume. For readability, it is recommended that you use left-aligned margins over block justified text.
- **Font Type** The font you choose for your resume should be aesthetically pleasing and easy to read to attract a potential employer's interest. Font types such as Arial, Verdana, and Times New Roman work well. Keep in mind that once you select a font, maintain its consistency throughout your resume.
- **Font size** has a lot to do with the font type you choose. The most commonly used font sizes are 10-12 points. However, some fonts at 12 points appear too large, while other fonts at 12 points appear too small.
- **Headings:** To better identify yourself and the section headings within your resume, font sizes should be larger than the font size of the body of your resume.
- **Color** The use of color in your resume can be a powerful marketing tool, as long as it is used to enhance your resume not weaken it. When used properly and sparingly (e.g., no more than one additional color besides black), color can create visual appeal and better emphasis important information.
- **Paragraphs and Bullets** As you are looking for ways to stand out from all of the rest, don't neglect to balance your resume with the use of both paragraphs and bullets to describe your work history and accomplishments – the combination is aesthetically pleasing and easier to read.

2. The Application Questionnaire

In most cases, after submitting your resume, USAJOBS will now redirect you to a sister website called Application Manager which is a separate federal system from USAJOBS. It is used by many federal agencies to collect online information including the application questionnaire.

In addition to being difficult to complete, the application questionnaire is also one of the most important pieces of your application packet, because computer software typically conducts the first cut of the applicant pool based on the scores from applicants' self-questionnaire. This is why you must be diligent in answering these questions, giving yourself as much credit as possible while still being honest.



The questionnaire is a list of questions designed to solicit information about how well your knowledge and skills match the experience required for the job. The questionnaire is a self assessment tool. Generally, you can preview questions by clicking on the “How to Apply” section/tab within the job announcement and scrolling down to the “How You Will Be Evaluated” section. Many agencies offer a “View Occupational Questionnaire”, or something similar, link to view the questions in advance of applying.

The application questionnaire was incorporated into the federal hiring process in 2011 as a standardized way for agencies to quickly screen applicants by the job Qualifications. Questions may be asked in a variety of formats – yes/no, true/false, check the answer that best applies, check all that apply, and essay questions.

Because many ask you to rate yourself on a numerical scale, there isn't a way to explain your answers – to argue that even though you don't have any experience with telemetry, for example, that you do with other methods of tracking wildlife. This is what makes this part of the application questionnaire tricky and frustrating.

Tips on how to “approach” the application questionnaire:

1. **Please check the lowest grade you are willing to accept:** Even if you believe you qualify as a GS-07, if the job is listed as a GS-05/07 than you may want to check the GS-05 box here so that you will be eligible for both grades, giving you a better chance against competing candidates.

2. **Level of experience, education, and/or training:** For each task listed in the questionnaire select the statement from A through E that best describes your level of experience, education, and/or training. If you leave any question blank your rating will be negatively impacted.

Level of experience, education, and/or training:

- A. *I have not had education, training or experience in performing this task, but I am willing to learn.*
- B. *I have been trained in the classroom or closely supervised while performing this task in the field.*
- C. *I have limited experience in performing this task in a field environment.*
- D. *I have considerable experience in performing this task in a field environment.*
- E. *I have extensive experience performing this task in a field environment. I have performed this task as a regular and recurring part of a job in a field environment.*

3. **Match level of experience, education and/or training in the questionnaire with skills and accomplishments in your resume:** For each question in the questionnaire you must document your skill level also in your resume. This means, for example, that if you rate yourself at the expert level (E) for a skill or task, you must document when you have supervised or trained others doing that skill or task. Or, if you rate yourself at the independent level (D), you must show that you did the task as a regular and recurring part of a job. It will be verified that you have documented your skills in your resume and your score will be lowered for skills that are not documented.

4. **Examples of skills or tasks:**

1. Collect observational field data on raptors using optics to monitor territories or nest sites.
2. Identifying terrestrial wildlife (mammals or herpetofauna) of the western United States by sight, tracks or scat.
3. Record complete and accurate biological field data on standard datasheets or field notebooks.
4. Use computers to input data into an established Microsoft Access database or Microsoft Excel spreadsheet (or similar programs).
5. Collect resource data with land-based GPS hand units.
6. Write brief narratives summarizing wildlife monitoring activities for a non- scientific audience.

These questions in the application questionnaire are the most difficult to answer. As you can see, each skill asks you to assess yourself on is very specific. The best advice we can give here it to be generous yet truthful in your responses. Read through each question and give yourself the highest rating you honestly can, based on your combined education and experience. Then, make sure your answers are supported in your resume.

3. Cover letter and Supporting Documents

Cover letter

For private businesses or non-profit organizations, a cover letter is usually the first part of your application that is reviewed, for federal jobs, the cover letter may be the last thing that's looked at. Regardless of where it goes this is a very important part of your application.

Cover letters can be a great compliment to your resume, allowing you to more fully explain any gaps in your resume, highlight special skills or accomplishment and demonstrate your writing style. Their benefits are also their drawback because cover letters in themselves can take days to write well. Knowing all of this – should you include a cover letter in your application?



The answer is a definite YES, especially if the vacancy announcement on USAJOBS requires one. If it doesn't, there may not even be a specific place to upload one. However, you have already put a ton of work into your application – in making your resume shine, completing the application questionnaire, and gathering transcripts and other required documents. If you've come this far, go all the way!

Other supporting documents include (not limited to)

- Proof of military service
- College transcript
- Proof of federal status



4. Appendix

4.1 Appendix: Links to Additional Resources

Source	Link
General Resources	
Getting into Government: A Guide for High Achievers	https://www.govloop.com/resources/
HR University- Applicant Tools and Resources	https://hru.gov/Studio_Recruitment/Job_Seekers_Resource_Center.aspx
Federal Jobs by College Major	https://www.usajobs.gov/Content/pdfs/Jobs_By_College_Major.pdf
Go Government	http://gogovernment.org/
Resume Specific Resources	
Federal Resume Guide (National Archives and Records Administration)	https://www.archives.gov/files/careers/jobs/forms/resume-guide.pdf
14 Of The Most Important Tips for Writing A Successful Federal Resume	http://www.resume-place.com/2011/02/stop-using-your-private-industry-resume-to-apply-for-federal-jobs-on-usajobs-gov/
Cover Letter Resources	
Tailor Your Cover Letter To a Government Job	https://www.govloop.com/tailor-your-cover-letter-to-a-government-job/
Sample Resume	http://gogovernment.org/how_to_apply/write_your_federal_resume/create_your_resume.php

4.2 Appendix: Sample Cover letter

RILEY WILLIS

1 Main Street, New Cityland, CA 91010 | C: (555) 322-7337 | example-email@example.com

Dear Mr. Spears,

As a highly skilled Forestry Technician, I read your posting for a new Forestry Technician with interest. My experience aligns well with the qualifications you are seeking at PRC, in particular my role as Forestry Technician with Independent Forestry Management Company, and I am certain I would make a valuable addition to your organization.

With more 11 years' experience as a Forestry Technician, I am adept in sustainability, strategic planning, and operations management. Moreover, while my on-the-job experience has afforded me a well-rounded skill set, including first-rate prioritization and project management abilities, I excel at:

- Managing forestry activity contracts and payments.
- Inspecting timber operations sites and ensuring compliance with regulations.
- Developing recreational use plans for public areas.
- Overseeing vendor contracts for planting, thinning, and other functions.

In addition to my experience and personal qualities, I have a solid educational foundation and a passion for forestry management. I am extremely enthusiastic about PRC's focus on sustainability and would welcome the opportunity to contribute to your ongoing success in this area.

Please review my attached resume for additional details regarding my expertise and career achievements. I will follow up to request an appointment to discuss how my experience and background meets your needs.

Thank you for your time and consideration.

Sincerely,

Riley Willis

4.3 Appendix: Sample Resume with comments

ABRAHAM LINCOLN

111 President Drive
 Washington DC 20005 US
 Mobile: 202 200 2222
 Email: alincolin@pastpresidents.com

Country of Citizenship: United States of America
 Veterans' Preference: No
 Highest Grade: GS-02-07, 06/20XX-08/20XX

Availability: Job Type: Permanent, Temporary, Recent Graduates
 Work Schedule: Full Time

Desired Locations: US-DC-Washington/Metro
 US-VA-Arlington
 US-VA-Alexandria

Work Experience: **Department of State (Educational and Cultural Affairs)** Washington, DC US **9/20XX – 8/20XX**
Grade Level: 02
Hours per week: 40

Public Affairs Assistant
 Supervisor: John Smith (XXX-222-2222)
 Okay to contact this Supervisor: Yes

- ³⁵₁₇ Supervised ten contractors on communications, ensured project was delivered on time and budget
- ³⁵₁₇ Contacted and pitched media for program publicity resulting in four newspaper articles and two interviews
- ³⁵₁₇ Researched public affairs best practices in private sector and government, resulting in five adopted measures that improved agency performance
- ³⁵₁₇ Facilitated biweekly team meetings and conducted monthly diversity training presentations for twenty to thirty internal staff members
- ³⁵₁₇ Participated in team brainstorm sessions to analyze organizational problems and improve efficiency

Department of State (Educational and Cultural Affairs) Washington, DC US **9/20XX – 8/20XX**
Grade Level: NA
Hours per week: 20

Intern
 Supervisor: John Smith (XXX-222-2222)
 Okay to contact this Supervisor: Yes

- ³⁵₁₇ Wrote fifteen articles about foreign education initiatives in Bureau newsletter and press releases
- ³⁵₁₇ Drafted twenty memoranda for the Undersecretary of State
- ³⁵₁₇ Assembled financial and budget information for use in Educational and Cultural Affairs internal materials
- ³⁵₁₇ Assisted with administrative tasks such as filing documents and organizing meeting logistics

Comment [EM1]: The General Schedule (GS) is the predominant pay scale for federal employees, especially employees in professional, technical, administrative or clerical positions.

Comment [EM2]: Don't forget to include past salary or GS Level

Comment [EM3]: Include the number of hours works per week

Comment [EM4]: Great way to highlight subject area expertise

Comment [EM5]: Note: do not use abbreviations, write out Educational and Cultural Affairs not ECA

U.S. Consulate (Department of State)
Madrid, Spain

6/20XX – 8/20XX
Grade Level: NA
Hours per week: 45

Political and Economic Section Intern, NA

Supervisor: Jane Doe (XXX-111-1111)

Okay to contact this Supervisor: Yes

- 13.06 Researched and wrote five regional economic and political briefs for US Ambassador's Madrid consulate district visits
- 13.06 Compiled ten briefs with fifteen professionals in regional chambers of commerce, banks' nongovernmental organizations, and government offices to compile briefs enabling a shared understanding of material
- 13.06 Synthesized information from external research and interviews
- 13.06 Provided administrative support through sorting mail, filing document, and answering multi-line phone system
- 13.06 Utilized Spanish language skills and political and cultural knowledge in a variety of settings

ABC Afterschool Program
Philadelphia PA US

9/20XX-4/20XX
Salary: 15 USD per Hour
Hours per week: 40

Program Coordinator

Supervisor: John Doe (XXX-000-0000)

Okay to contact this Supervisor: Yes

- 13.06 Developed and monitored program goals and policies resulting in the highest recorded performance in ten years
- 13.06 Oversaw three mentoring programs in limited resource communities to promote a safe and healthy youth development
- 13.06 Recruited, trained, and managed twenty-five adult mentors and twenty youth
- 13.06 Developed marketing and training materials for use in programs and mentoring initiatives
- 13.06 Wrote and managed two program grants, hired three outside contractors for grant implementation
- 13.06 Coordinated ten minute, weekly presentations on mentoring initiatives
- 13.06 Communicated daily in Spanish with program participants and their families

Education:

B.A., (May 20XX), Marble House College, Philadelphia, PA 19019 US

35 Semester Hours

GPA: 3.50 out of 4.0

Major: Economics, Spanish Language (double major)

Relevant Coursework, Licenses and Certifications:

Macro Economics, Micro Economics, Statistics, Public Policy Process

Language Skills:

English

Spoken: Advanced
Written: Advanced
Read: Advanced

Spanish

Spoken: Advanced
Written: Advanced
Read: Advanced

Comment [EM6]: Federal Resumes require you to include # of semester hours to ensure eligibility

Affiliations: National Spanish American Foundation Member (20XX – present)

References: Name: George Washington Marble
Employer: House University Professor,
Title: Spanish Language XXX-333-3333
Phone Number:
Email Address: gwashington@pastpresidents.org
Reference Type: Personal

Name: James Madison Department
Employer: of State Director of Foreign
Title: Affairs XXX-444-4444
Phone Number: jmadison@pastpresidents.org
Email Address: Professional
Reference Type:

Additional Information:

Skills:

- 17 136 Grant writing experience (awarded “Dream Catchers Award” by Community and Recreation Services, Delaware County Government, Dec. 20XX)
- 17 136 Regional expertise in Balkan, Post-Soviet, and Western European political issues (Including extensive regional travel)
- 17 136 Proficient in Microsoft Office programs (Word, Excel, PowerPoint, Outlook)

Comment [EM7]: Use this section to highlight relevant class projects, volunteer work, and other leadership roles that may not be on your private sector resume

Comment [EM8]: Be specific in the programs you are proficient in

Class Projects

Western European Economy: Then and Now, April 20XX

- 17 136 Completed a seventy-five page capstone paper including in depth economic analysis of past and present financial concerns of Western Europe
- 17 136 Conducted research on historical implications of changes in economic wealth in Western Europe
- 17 136 Presented research in a twenty-slide PowerPoint to fifty students and ten staff in the economics department

Other Roles at Marble House College:

War News Radio, **Weekend Co-Host**, Aug 20XX-May 20XX

- 17 136 Recruited executive committee members, planned meetings
- 17 136 Managed a membership base of 40+ students

Spanish Department, **Representative**, Sept. 20XX-May 20XX

- 17 136 Represented 100+ students at language department meetings
- 17 136 Partnered with a local high school to plan and execute an hour long Spanish song and dance course of thirty students

4.4 Appendix: Resume sample for US Fish and Wildlife Service

Chris Lee Resume

123 Rachel Carson Street, Andersonville, Maryland 20906

telephone: (301) 555-4567 email: chris_resume@promail.com website: Chris-Resume.com

Job Announcement Number: R5-ANWR-2016-015
Position: Biological Science Technician GS-0404-5/6/7
Country of Citizenship: United States of America
Veterans Preference: No
Highest Government Grade: GS- 05
Availability: Full time, permanent or seasonal
Desired Locations: Anywhere in the U.S.A.

EDUCATION

Bachelor of Science in Wildlife Biology and Conservation

Maryland State University, Oak Hill, MD – graduating in December 2016

Current GPA: 3.7; 138 semester credits; made Deans list seven times

Wrote ten research papers, presented six oral presentations, and created three poster displays about various wildlife management and conservation biology topics.

Certificate in Wildlife Biology Fieldwork

Central American School for Field Studies- Center for Wildlife Management, La Rosa, Costa Rica completed certificate August 2014

Selected as “Top Student Fieldworker” at center

Coursework included conservation biology, wildlife management, wildlife ecology, Spanish, cultural perspectives and directed research. Wrote and defended in front of peers a research paper about the breeding habits of the resplendent quetzal (*Pharomachrus mocinno costaricensis*)

High School Diploma – graduated June 2012

Theodore Roosevelt High School, Andersonville, MD; GPA: 3.9 with honors, with four A.P. credits

WORK EXPERIENCE

Biological Science Technician - Full time (40 hrs./week), GS-04; May – August 2016 salary \$16.90/hour *Okedokee National Wildlife Refuge, 100 Gator Road, Possum, GA 19999*

Supervisor: John Hill, 301-555-1327; may be contacted

- Mapped and navigated 62 acres of refuge wetland habitat with GPS equipment and a compass
- Led a team of four volunteers that conducted weekly beach surveys monitoring and counting marine turtle nests, plover nests, and other coastal bird nests using binoculars, motion-triggered digital cameras, and other monitoring equipment to check for nest predation and stranding’s
- Assisted the chief biologist in trapping, banding and measuring over 35 Spotted gulls (*Chroicocephalus marylandica*), a coastal bird
- Assisted the chief biologist in trapping, banding and measuring over 57 endangered Delmarva Peninsula Fox Squirrels (*Sciurus niger cinereus*)

- Collected sea turtle eggs that were at risk, and successfully hatched 18 turtle hatchlings with a success rate of over 87%
- Collected spotted gull fecal samples and feathers for genetic analyses and trained two employees in these skills
- Surveyed 500 acres of marsh and open water to determine population numbers of spotted gulls, other seabirds and sea turtles
- Photographed 35 species of coastal birds and created a coastal bird ID guide for the refuge visitor center and website
- Rescued an injured Eagle-nosed turtle and successfully rehabilitated it so it could be returned back to the wild
- Working alone, pulled and sprayed glyphosate herbicides over 15 acres of phragmites
- Built on my own 20 protective closures that were used to protect endangered piping plovers nests and sea turtles nests
- Assisted in the roundup of over 50 wild ponies operating an ATV, and assisted with their health examinations and inoculations
- Led a team of three volunteers that did a refuge cleanup using a motorboat and pickup trucks that removed over 6 tons of debris after Storm Blaine
- Wrote a children’s book about sea turtles at the refuge called “Tony the Turtle’s Long Journey” which I used in five interpretive programs for young children and their families
- Operated skillfully and safely at least twice a week in tidal rivers and bays, sometimes in heavy winds and waves, a 50 hp Boston Whaler 270 Dauntless center-console motorboat to conduct wildlife surveys and to rescue injured wildlife
- Used carpentry skills to repair and paint the Point Anderson field station where I stayed at for two weeks with two co-workers
- Served on the refuge Safety Committee, and developed and presented a 2-hour safety training class about defensive driving to 10 staff members and 8 volunteers
- Planned and presented nine environmental education programs for over 180 elementary school students using the Shorebird Sister School curriculum

Field Assistant- Part time (8 hrs./week); May – August 2015 salary \$12.45/hour August 2015 – May 2016; *Maryland State University, Department of Biology, Oak Hill, MD*

Supervisor: Dr. Jane Doe 301-555-8976; may be contacted

- Contributed 145+ volunteer and research course hours to a project focusing on the diet and movements of Delmarva Fox squirrels (*Sciurus niger cinereus*)
- Utilized radio-telemetry triangulation techniques to pinpoint precise squirrel locations
- Practiced homing techniques using transmitters and receivers to find squirrel nests
- Trapped, measured and examined the squirrels for their overall health
- Conducted an extensive literature review involving critical analysis of recent past research surrounding the diet of Delmarva Fox squirrels

Camp Counselor – Full time (5 ½ days/week), June – August 2013, 2014 Salary \$350/week
Camp How-R-Ya, 68 Camp Road, Natesville, MD 20000

Supervisor Bill Howdy; not available to contact due to retirement

- Supervised over 60 youth participating in sports and camp outdoor activities
- Instructed over 500 youth in nature, geology, forestry, ecology, mammals and birding badges
- Developed instructional materials for six badges

- Managed the camp store overseeing the ordering and sales of over \$5,000 of food and gift items
- Designed and supervised the building of two overnight shelters for use by campers

Chris's Expert Lawn Care (Owner) – March 2010 – June 2013; Earned approx. \$160/week

- Operated lawn care business mowing, trimming, fertilizing and weeding 8 private lawns weekly
- Collected payments, purchased equipment and supplies, and computed tax bills

COURSEWORK THAT APPLIES TO POSITION

Wildlife Surveys

- FWCS 201: Wildlife Field Techniques- Assisted Professor Phillips in conducting a three month census of endangered Red-cockaded woodpeckers at Fort Stevens, including recording their size, weight, age, sex, and other measurable data.
- FWCS 301: Wildlife Habitat Evaluation - Completed with a team of two other students a habitat survey of Clinton Farms to determine the carrying capacity, cover, expected predation rates, and other habitat characteristics of 100 acres of fields for the Striped quail.

Raising and Caring of Wildlife

- ZOOL 230: Herpetology- Successfully hatched and raised three Diamondback terrapin turtles and released them into the wild.

Habitat Studies and Restoration Projects

- FWCS 300: Wildlife Habitat Ecology and Management- Planted five species of native plants and removed six invasive, non-native plant species.

Biological Databases and Analysis

- FWCS 201: Wildlife Field Techniques- Entered the data from the Fort Stevens RCW survey into a wildlife database for later analysis.
- FWCS 301: Wildlife Habitat Evaluation- Created an MS Access database to analyze the data from the Clinton farms habitat survey.

GPS Devices and GIS Map Programs

- GEOG 157: Technical Geographic Information Systems- Created GIS overlay maps showing eight native tree species found on campus.

Outdoor Work Using Scientific Equipment and Work Tools

- FWCS 201: Wildlife Field Techniques – Used and maintained bird banding, mammal tagging, and mammal trapping equipment.
- FWCS 202: Fisheries Techniques - Operated a 45 hp outboard motor skiff over ten times safely to collect fish for class research project.
- FWCS 202: Fisheries Techniques – Used and maintained fish collecting and tagging equipment.
- FWCS 425: Advanced Wildlife Management – Used ATV's to collect habitat data.

Interpretive Talks, Environmental Educational Programs, and Special Events

- ENV5 171: Interpretation and Environmental Education for Conservationists- Presented four interpretive bird walks about shorebirds to 89 children and adults at the university's Schoemaker Bay Nature Center. Presented three EE programs about tidal flats and three EE programs about turtles to 160+ children and adults at four local schools.

CAMPUS INVOLVEMENT & VOLUNTEER EXPERIENCE

The Mid-Atlantic Wildlife Club- Member - September 2012 – present

- Active member who attends weekly meetings featuring a variety of wildlife biologists and researchers
- Participated in yearly wildlife techniques workshops providing hands-on experience involving radio telemetry, bird banding, PIT tagging, mist netting, river surveys, electro-fishing, GPS and compass navigation
- Donated baked goods and contributed to other fundraising efforts
- Helped conduct three Christmas bird counts of winter birds in Rock Spring Park
- Served as a club board member and volunteer coordinator from September 2013 – December 2015. Participated in weekly board meetings, promoted volunteer opportunities and encourage students to get involved with various local conservation agencies

The Conservation Biology Society- Member - August 2011 – present

- Active member who attends society meetings and participates in field trips and special events
- Led two nature walks about native plants and wildlife during the 2014 and 2015 annual conference
- Assisted with American toad crossing surveillance throughout Lincoln City, MD

Maryland Division of Wildlife- Volunteer - June 2010 – December 2013

- Assisted with Chesapeake Blue crab (*Callinectes sapidus*) surveys in Chesapeake, MD, March 2011, 2013 which required me to catch, weigh, measure, and determine gender
- Led a team conducting Diamondback Terrapin (*Malaclemys terrapin*) surveys in Sandy Flats, MD, April 2010, 2011 in which I counted the number of turtles found crossing sandy patches and as seen on cameras
- Assisted with White-tailed deer (*Odocoileus virginianus*) surveys in Patuxent Park, MD, November 2011, 2012, 2013 in which I assisted spotlighting deer at night, helping to determine the population size and gender makeup

Oriole Outdoor Club- President and Member - August 2010 – present

- Led over one dozen hiking, biking, kayaking, and caving trips in the mid-Atlantic area for the club
- Served as club president from September 2012 to September 2014 in which I led weekly club meetings, led the club officer's monthly meetings, developed the annual budget, organized four fundraisers, wrote and published twelve newsletters, and purchased outdoor equipment and supplies for the clubs gear cache

Alleghany Environmental Learning Center- Volunteer: - August 2009 – December 2010

- Helped a team of volunteers build hiking trails and benches at the center
- Led four interpretive walks for over 40 participants during their Naturalist Days Event

Sunset Senior Living Center- Volunteer - March 2009 – June 2011

- Played piano for the residents and visited with my therapy dog, Ranger

LICENSES, CERTIFICATIONS AND TRAININGS

- MD class C driver's license – expires 6/ 2018
- Wilderness First Aid – Outside Wild Leadership School

- All-Terrain Vehicle Use certification – U.S. Fish and Wildlife Service
- Naturalist Interpreter certification – Naturalist Clubs of the USA

SKILLS AND INTERESTS

- Participate in a multitude of outdoor activities including: hunting, fishing, backpacking, rock climbing, hiking, kayaking, biking, camping, caving, photography and geo-caching
- Participate in recreation soccer and volleyball
- Very skilled driving ATV’s and small motorboats
- Published nature writer – examples can be viewed at Chris-Resume.com
- Semi-professional in nature photography, selling over one dozen photos - Chris-Resume.com

REFERENCES

Dr. Forrest Fluffenutter	college professor, Maryland State University	301-555-1356
P. Otto MacRiver	President, Mid-Atlantic Wildlife Club	304-555-9950
Pippy Shortstocking	co-worker, Camp How-R-Ya	304-555-2564