



# **Interview Skills for Supervisors: Finding the Best Match**

Participant Guide



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# Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today for *Interview Skills: Finding the Best Match*, and we look forward to helping you to get as much out of this time as possible.

Your classroom today is not very large, 125 or fewer students from as many as 40 different locations across the NPS. We purposely keep the class size small to assure that if you have a question, there is time to get it answered. Don't hesitate to ask – if you have a question, there are probably several others in the class who have the same question – you might as well be the one to ask! It is our goal that you leave class today with no unanswered questions.

## How To Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that "protocol" for asking questions or making comments.

With TELNPS courses there is also a "protocol" to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

**When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,**

*"Excuse me [instructor's first name], this is [your first name]*

*at [your location]. I have a question (or I have a comment)."*

Then release the push-to-talk button. This is important.

Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



# Course Overview

## **Why an *Interview Skills for Supervisors: Finding the Best Match* program?**

As the selecting official, you have worked hard to verify your position descriptions, develop KSAs, crediting plans, and questionnaires, and review the job announcement in order to find the best candidates for your vacant position. Now that you have that much-anticipated certificate of eligibles in your possession, what's next? This course provides tips and techniques on choosing the "right" person through the interview process.

## **Target Audience**

Anyone who administers leave and oversees use of employees' leave, including supervisors at all levels and administrative staff who interpret the leave rules.

## **Program Timing**

*Interview Skills for Supervisors: Finding the Best Match* is a 2-hour TELNPS course.

## **Learning Objectives**

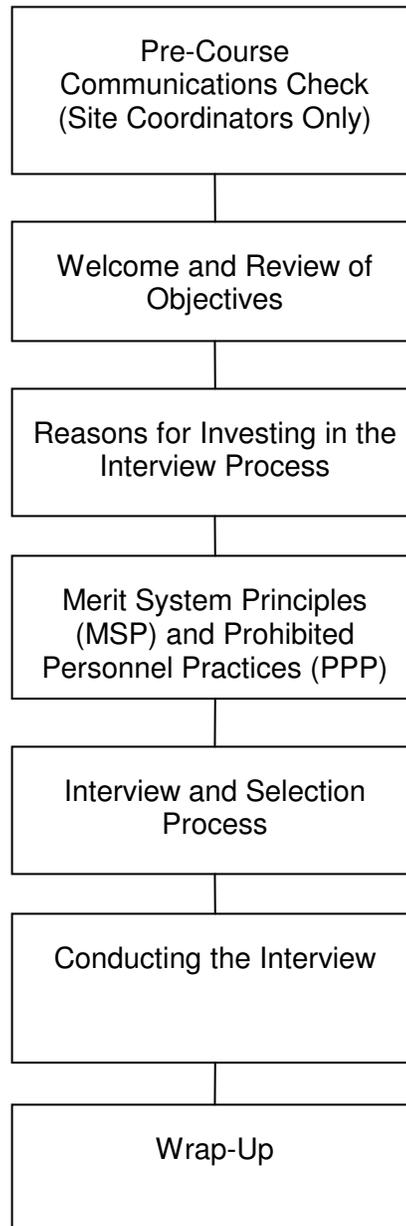
- Explain how the Merit System Principles and Prohibited Personnel Practices apply to your interview process.

- List the steps involved in the interview process.
- Explain the benefits of using a matrix in the interview and selection process.
- Develop criteria for evaluating candidates.
- Recognize the "red flags" that come up in the application and during the interview.
- State which questions to ask, and more importantly, what NOT to ask.
- Identify questions for interviewing former supervisors, peers, and references.
- List the documentation you need to keep during and after the interview process.

## **Site Point-of-Contact Responsibilities**

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the Student Roster form, and finalize the roster in My Learning Manager.

# ***Interview Skills for Supervisors: Finding the Best Match Course Map***



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# Reasons for Investing in the Interview Process

Break into small groups for the following exercise. Be sure to designate a spokesperson for your site and be ready to share your list!

Think about:



*What are some challenges that you have experienced, or that you have seen other supervisors experience, when it comes to interviewing or selecting applicants for a vacant position?*

List your interview challenges here:

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## Today's Goal

- Will be filling a vacant seasonal position for VUA
- Has already been advertised
- HR office provided certificate of eligibles
- You will be making a decision

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# Merit System Principles and Prohibited Personnel Practices

Refer to the documents on MSPs and PPPs below. Highlight those that, for your protection, you will need to be especially careful to comply with during the interviewing process.

**MERIT SYSTEM PRINCIPLES** adapted from 2301(b) of title 5 USC by the U.S. Office of Personnel Management:

1. Recruit, select, and advance on merit after fair and open competition.
2. Treat employees and applicants fairly and equitably.
3. Provide equal pay for equal work and reward excellent performance.
4. Maintain high standards of integrity and concern for the public interest.
5. Manage employees efficiently and effectively.
6. Retain or separate employees on the basis of their performance.
7. Educate and train employees if it will result in better organizational or individual performance.
8. Protect employees from improper political influence.
9. Protect employees against reprisal for the lawful disclosure of information in “whistleblower” situations.

**PROHIBITED PERSONNEL PRACTICES** adapted from 2302(b) of title 5 USC by the U.S. Office of Personnel Management:

1. Illegally discriminate for or against any employee/applicant.
2. Solicit or consider improper employment recommendations.
3. Coerce an employee’s political activity.
4. Obstruct a person’s right to compete for employment.
5. Influence any person to withdraw from competition for a position.
6. Give unauthorized preference or improper advantage.
7. Employ or promote a relative.
8. Retaliate against a “whistleblower” whether an employee or applicant.
9. Retaliate against employees or applicants filing an appeal.
10. Unlawfully discriminate for off-duty conduct.
11. Knowingly violate veterans’ preference requirements.
12. Violate any law, rule, or regulation which implements or directly concerns the merit principles.

# Exercise: Which Path Is He/She On?

The path to hiring a new employee or the path to having to hire an attorney?

Consider each of the 4 scenarios below. Take a few minutes to identify whether or not there is a problem with the supervisor's behavior/actions. Try to determine whether a Merit System Principle or Prohibited Personnel Practice is involved.

## Which Path? Case #1



*While reviewing applicants for a VUA position, the supervisor notices that Jane has a B.S. in Computer Science. He immediately moves Jane's application to the top of the pile.*

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## Which Path? Case #2



*A supervisor has one veteran on her certificate of eligibles. When describing the job to the veteran, the supervisor tends toward the negative aspects of the job. When describing it to others, she is more neutral to positive.*

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## Which Path? Case #3



*The Chief of Interpretation calls the Fee Supervisor in his park and encourages him to be on the lookout for an application that his son is submitting for a seasonal VUA position. He mentions he feels that his son would be very responsible and is looking forward to the opportunity to work at the same park as his dad for the summer.*

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## Which Path? Case #4



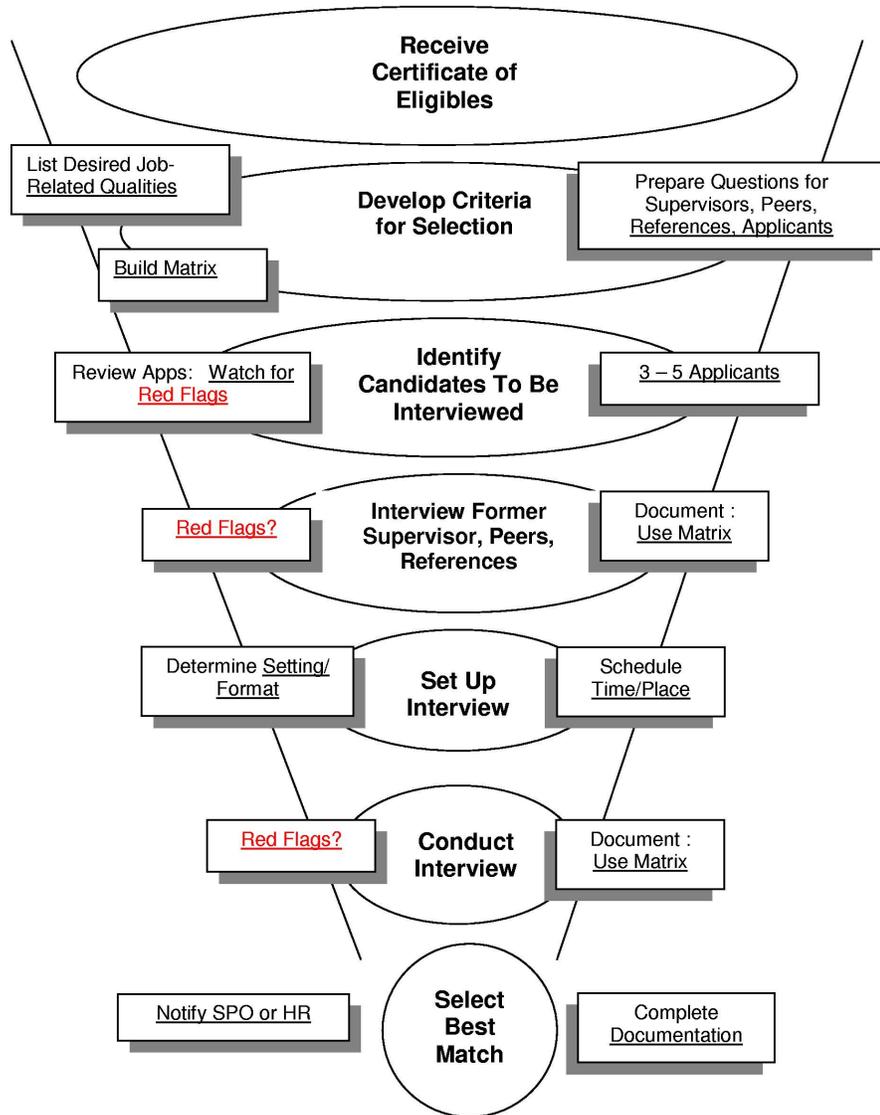
*A supervisor is struggling with accomplishing the unit's workload because two employees are out for 12 weeks each on FMLA leave related to the birth of new children. During the course of interviewing applicants, the supervisor asks whether or not the applicant is expecting, or in the case of male applicants, whether the spouse is expecting.*

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# Interview and Selection Process

The Interview Process: Selecting the Best Match



# Exercise: Developing a List of “Job-Related Qualities”

Think about the criteria that you will be looking for as you review the applications and interview candidates for the VUA position.

After you have developed a list of 3 or 4 criteria, write them on the matrix at Appendix C.



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**How To Develop Rating Criteria (Job Analysis)**

- What is your “vision” of a successful incumbent?
- Go beyond KSA’s to actual experiences and demonstrated understanding
- Beginnings of performance elements for position—preliminary rating
- Strategic way to approach the interviews consistently and legally

Participant Guide  
Appendixes B-C

**Developing Detailed Rating Scale**

- Gives numerical scores to the applicant’s answers
- Promotes objectivity
- Promotes consistency
- Incorporates behaviors of high-performing employees

Participant Guide  
Appendix C

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# Red Flags

## Application Red Flags

- Gaps in employment history
- Questionable dates
- Level of responsibility – if the job title and the description don't match
- Cannot contact current employer
- Dramatic departure from educational background
- Departing a permanent Federal job before the end of 1 year

## Interview Red Flags

- Oral description doesn't match written description
- Level of expertise is not obvious from oral description
- Argumentative
- Evasive and noncommittal
- Speaks ill of former employers
- Angry body language – scowl, crossed arms

## ***Exercise: Capture the Flag!***

Look at the excerpts from the VUA candidate applications in Appendix B and identify any red flags. **Make note of any red flags on your matrix at Appendix C.**



### Who Will Be YOUR Top 3?

- Elizabeth Adams
- James Hudson
- Mark Rodriguez
- Marie Saunders
- Daniel Vale
- Charles Williams

# To Ask or Not To Ask

SUBJECT	ILLEGAL	LEGAL If Job-Related
Age	Any question which tends to identify applicants between 40-64 years of age is <b>illegal</b> . <i>Example: Do you remember the 1940 election?</i>	There is no legal question that can be asked regarding this subject. The SPO may verify age to ensure legally set minimum age limits are set.
Citizenship	Any of the following questions <b>cannot</b> be asked: <i>Are you a citizen of the U.S.? Are your parents or spouse U.S. citizens? When did you acquire U.S. citizenship? Are you native-born or naturalized?</i>	There is no legal question that can be asked regarding this subject. The SPO may verify citizenship requirements for the job being filled.
National Origin	<b>Do not</b> ask any of the following questions: <i>What is your national origin? What language is spoken in your home? What is your native language?</i>	There is no legal question that can be asked regarding this subject.
Race/Color	Any question that directly or indirectly relates to race or color <b>cannot</b> be asked.	There is no legal question that can be asked regarding this subject.
Religion	The following questions <b>cannot</b> be asked: <i>What church do you attend? What religious holidays do you observe?</i>	There is no legal question that can be asked regarding this subject.
Sex	Gender-related questions <b>cannot</b> be asked. <i>Examples: What are your plans for having children in the near future? Do you mind having a male/female supervisor? What are the ages of your children? Is your husband/wife in the military?</i>	There is no legal question that can be asked regarding this subject. The SPO may verify if other family members work at the installation.
Education	<b>Do not</b> ask questions that specifically seek the nationality, racial, or religious affiliation of a school the individual attended. <b>Do not</b> ask the candidate's education level, if not related to the job being filled.	Questions concerning a candidate's academic, vocational, or professional education may be asked as long as they pertain to KSAs related to the position being filled.

SUBJECT	ILLEGAL	LEGAL If Job-Related
<b>Organizational Affiliation</b>	You <b>may not</b> ask about a candidate's membership in organizations, societies, or clubs.	Questions related to this subject may be asked if they are related to the job being filled and show how the candidate's participation in an organization may fulfill KSAs.
<b>Work Schedule/ Travel</b>	<b>Do not</b> ask questions related to child care, ages of children, or other non-job-related areas.	Special job requirements such as travel, unusual hours, or overtime may be stated. <i>Example: In this job, you have to travel 1 week every month. Is that a problem for you?</i>
<b>Military Discharge</b>	The following question <b>may not</b> be asked: <i>Were you honorably discharged from military service?</i>	There is no legal question that can be asked regarding this subject. The SPO may verify this information if there is a requirement to do so.
<b>Economic Status</b>	The following questions <b>may not</b> be asked: <i>Do you have a good credit rating? Do you have any trouble with bills/collection agencies?</i>	There is no legal question that can be asked regarding this subject.
<b>Security Clearance</b>	The following question <b>may not</b> be asked: <i>Do you have a secret/top secret clearance?</i>	If the job to be filled requires a certain type of security clearance, this condition may be stated. <i>Example: This job requires a top secret clearance. Does this present a problem for you?</i>
<b>Personal Plans</b>	The following question <b>may not</b> be asked: <i>Do you plan on living in this area long?</i>	There is no legal question that can be asked regarding this subject.
<b>Participation in Certain Activities</b>	You <b>may not</b> ask the following questions: <i>Do you plan to take savings bonds/contribute to the CFC/join the coffee club?</i>	There is no legal question that can be asked regarding this subject.
<b>Police Record</b>	<b>Do not</b> ask: <i>Have you ever been arrested?</i>	Special job requirements such as bonding may be stated. <i>Example: In order to fill this job, you must be bonded. Does that present any problem for you?</i> NOTE: You can ask a candidate if he/she has ever been convicted of a crime, if you know he/she has been arrested.

SUBJECT	ILLEGAL	LEGAL If Job-Related
<b>Medical Issues</b>	You <b>may not</b> ask disability-related questions until after a conditional job offer is made. <b>Do not</b> ask if applicant will need reasonable accommodation unless applicant has known disability or has asked for such in the application process. (NOTE: It is <u>never</u> appropriate to ask about medical issues, whether or not related to a disability!)	You may <b>ONLY</b> ask about the applicant's ability to perform specific job functions. You may ask applicant to describe or demonstrate how he/she will perform job tasks.
<b>Miscellaneous</b>	Questions that are not job-related or necessary for determining a candidate's possession of required KSAs <b>may not</b> be asked.	The candidate may be notified that statements, misstatements, or omissions of significant facts may be cause for non-selection.

**Also avoid the following inappropriate questions:**

- "Softball"
- Leading
- "Stock"
- Implausible situation
- Impenetrable jargon

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# Questions You Can Ask!

Here is a list of sample questions for assessing some of the job-related qualities of the candidates.

## Communication Skills

- Give me an example of formal oral presentations you have made.
- Tell me about a time when you had to explain your work to people unfamiliar with it.
- Tell me about the written document you have produced in the past year that you're the most proud of.

## Emotional Maturity

- Describe a particularly stressful situation you were faced with at work. How did you deal with it?
- Tell me about a time when you conformed to a policy even though you disagreed with it.
- Tell me about how you handled irate customers in your last job.

## Decision Making

- Tell me about your ability to analyze data and reach conclusions.
- On your last job, what kind of decisions were you given authority to make?
- Tell me about how you go about getting the cooperation of others to get a job completed.

## Work Experience

- What specific parts of your work history or education do you believe have prepared you for this job?
- The most significant problems/issues in this job are...How would you address these?
- What accomplishment on your most recent job are you most proud of? What would you most likely do differently?

## Other Questions

- Tell me why you want this particular job.
- Tell me why you want to work for the NPS.
- Give me an example of a time when you had to go above and beyond the call of duty to get a job done.
- What do you consider to be your greatest strength, and why?
- What are do you most want to improve, and why?
- Give me an example of a situation where you had to be especially creative in solving a problem or accomplishing a task.

## ***Exercise: To Ask or Not To Ask*** **(Part 1)**



### **Prepare Your Questions**

Write 1 appropriate, legal question that you will ask those you interview for the VUA position. (Don't let anyone see your question yet.)

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Write 1 question that you might be tempted to ask, but that for some subtle reason would be illegal or inappropriate. (Don't let anyone else see your questions.)

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## ***Exercise: To Ask or Not To Ask (Part 2)***

The instructor will now call on a few sites to share their questions. You may want to follow along. Space is provided below for notes.

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Ask            Don't Ask    Why not?\_\_\_\_\_

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Ask            Don't Ask    Why not?\_\_\_\_\_

---

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Ask            Don't Ask    Why not?\_\_\_\_\_

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# Interviewing Former Supervisors, Peers, and References

## What You Want To Learn

### From Former Supervisor

- *Work history*
- *Dependability*
- *Initiative*
- *Special projects*
- *Suggestions*

### From Co-Workers/Peers

- *Teamwork*
- *Support of the whole*
- *Personality, attitude*
- *Trust*

### From Direct Reports

- *"Would you work for this supervisor again? Why or why not?"*
- *Feedback*

### From References

- *Same information as from co-workers/peers*
- *The applicant gave you these names because they will make them look good. Try to question to draw them out a little.*

### Don't Read Between the Lines

- *Private industry, by policy, might only verify employment; that doesn't mean the applicant was a bad employee*
- *If the answer to a question is "I can't discuss that," it doesn't mean the applicant was a bad employee*

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# Interviewing Former Supervisors, Peers, and References, cont'd.

## Sample Questions

- Describe the candidate's technical competence in...
- Describe the candidate's ability to work with others.
- Describe the candidate's ability to work individually and be self-motivated.
- Tell me how productively this person used time.
- How would you characterize the candidate's dependability, including attendance?
- Describe this candidate's initiative in bringing a project to completion.
- Characterize the candidate's communication skills – oral and written.
- How has this person earned the respect of co-workers, partners, management?
- Describe the candidate's work performance under stress.
- What do you believe is the candidate's greatest strength? Weakness?
- Would you rehire this person or seek to work with him/her again? Why or why not?

## ***Exercise:* Obtaining Helpful Responses**

Write 1 question that would elicit a helpful response from a supervisor of one of the VUA applicants.

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Write 1 question that would elicit a helpful response from a peer of one of the VUA applicants.

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Write 1 question that would draw out more objective, less biased information from a reference provided by an applicant.

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**As you check with supervisors, peers, and references, remember to document information and impressions using the matrix you've prepared.**

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# Conducting the Interview

## Setting Up the Interview

### Some things to remember:

- Responsibility rests with you as the supervisor, the selecting official; it should not be delegated.
- Consistency in contacts you make with applicants is important toward achieving the overall goal.
- The crediting plan is confidential. You should not have lower-graded employees involved, because they may gain an advantage in future competition (primarily with permanent positions).
- Consider interviewing at least the top 3 applicants.
- You should interview references and former supervisors for each of at least the top 3 applicants.

### Determine setting and conditions for interview:

- Panel vs. Individual (VUA would be individual. Why?)
- Faxing questions ahead of time: Should you or shouldn't you?

## Scheduling the Interview

Give plenty of advance notice and give everyone the same opportunity to succeed. Here is a list of items to include as you schedule with the applicant.

- Verify interest in job.
- Inform the applicant that you will be calling former supervisors, co-workers, and references.
- Provide information re job duties, geographic location, housing, etc.
- Schedule time for interview (allow yourself 5-10 min. afterwards).
- Schedule place for interview (if in person). Do all the same way. If you interview some by phone, do all by phone, out of fairness.
- Leave call back number and alternative contact.

# 20 Steps To Follow in the Interview

What specifically will you need to remember as you interview the VUA candidates?

## Setting the Stage

1. Use the contact record form (“matrix” in Appendix C of this guide)
2. Quiet place, free from interruptions (no telephones or radios).
3. Are you nervous? Relax. Put the applicant at ease.
4. Be friendly.

## Taking Control of the Interview by Defining Objectives

5. Review the purpose of the interview and your plan.
6. Review the job/location/work schedule/other pertinent info.
7. Tell the applicant if you’re taking notes.
8. Remember! Talking = 75% applicant, 25% you.

## Questioning

9. Work through your prepared questions.
10. Don’t allow answers to run on excessively.
11. Be clear and concise.
12. Consider using rating scale for answers. (Minimum=1, Good=3, Best=5)

## Using the Matrix

13. Be aware of the criteria you set up.
14. Be attentive to positives and “red flags.”

## Selling Your Opportunity

15. Be enthusiastic about your job and working for the NPS.
16. Do not offer comments about applicants’ “fit” yet.

## Closing

17. Answer applicant’s questions.
18. Don’t feel obligated to answer sensitive questions. For example, *How did I do? Where do I fall? Is this job already planned for someone else?*
19. Tell applicants where you are in the process and when they will know the results.
20. End on a positive note and thank them for their time.

# After the Interview

**Document your impressions and questions/concerns on the matrix following each interview. Write It Down and Keep It In a Safe Place!**

- The minute you hang up the phone, take a few minutes to write down your impressions.
- Review the matrix and other interview notes (with references as well as with applicants).
- Note particularly positive or questionable answers.
- Why critical?
- Where does it go? Staffing file in HR, desk file.
- Contact the SPO to advise of selection.
- Courtesy call to those interviewed who were not selected. (Optional, but a “touch of class.”)

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# Wrap-Up

## Helpful Resources

For MSPs and PPPs:

[www.opm.gov/omsoe/merit/legal.htm](http://www.opm.gov/omsoe/merit/legal.htm)

[www.opm.gov/ovrsight/prohibit.htm](http://www.opm.gov/ovrsight/prohibit.htm)

## To Receive Credit for this Course

1. PRINT your name on the attendance roster.
2. UPON RECEIPT OF E-MAIL NOTIFICATION, complete the online course evaluation.

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# Appendix A: VUA Position Description Excerpt

## NATIONAL PARK SERVICE BENCHMARK POSITION DESCRIPTION VISITOR USE ASSISTANT GS-303-04

### INTRODUCTION

This position is supervisory in nature.

Responsibilities of this position include contacting visitors, collecting and accounting for fees, and disseminating information. While other duties may include visitor management-related services such as traffic control, radio dispatching, or backcountry patrols, visitor contacts, fee collection, and information dissemination are primary and constitute **at least 80% of the duties of this position.**

### STATEMENT OF WORK (DUTIES)

#### **1. Visitor Information**

As a uniformed employee of the National Park Service (NPS), incumbent serves as a front-line representative of the agency. In many instances, the incumbent is the first and only contact the visiting public has with an NPS employee. Incumbent works at an entrance station, visitor center, campground, or other visitor contact station.

As an NPS Visitor Use Assistant, incumbent is responsible for providing answers to recurring visitor questions concerning the specific park area. Explains the area's recreational opportunities, including NPS interpretive services, concession-operated facilities and services, and campground availability; distributes maps, brochures, and other printed material; provides directions and routes of travel through the park; and informs visitors of potential safety hazards.

#### **2. Fee Collection**

As an NPS Visitor Use Assistant, incumbent is responsible for collecting appropriate fees at park entrance station, visitor center, campground, or other visitor contact station following established accountability guidelines for handling Government funds. Incumbent operates an electronic cash register,

performs opening and closing shift functions, issues entrance receipts, park passes, and Federal recreation passports in accordance with established guidelines, and verifies entrance receipts and various passes for validity dates.

Incumbent completes shift reports to verify money collected, accountable stock sold and all machine transactions from the shift using journal and receipt tapes and a register of voided transactions. Safeguards funds collected and personal accountable stock.

May perform campground duties such as collecting fees, monitoring campground self-registration collection activities, checking site availability, and/or conducting compliance checks of campground users to ensure proper payment of fees.

### **3. Other Duties**

In accomplishing his/her work, employee may perform any or all of the following duties depending on the specific needs of the park area. These duties are secondary to the visitor contact, fee collection, and information dissemination functions and constitute **20% or less of the duties of this position**. These duties may include:

- Performs traffic control at park entrance and/or related locations
- Gathers information from reporting parties concerning accidents/incidents occurring within the park area and notifies appropriate personnel
- Serves as radio dispatcher during emergency incidents
- Serves as member of area's search and rescue team and/or fire suppression crew
- Provides emergency medical treatment to current level of training and responsibility
- Performs minor maintenance duties to ensure a clean, safe work area
- Restocks supplies as needed

## **FACTOR STATEMENTS**

### **FACTOR 1. KNOWLEDGE REQUIRED BY THE POSITION**

To perform the duties of this position, the employee must have the following knowledge, skills, and abilities:

- Knowledge and skill in the accountable handling of cash, checks, and credit cards, and ability to accurately complete standard mathematical calculations and make change under stressful conditions

- Ability to operate electronic cash register, credit card machine, calculator, typewriter, and computer
- Knowledge of the Land and Water Conservation Fund Act, Omnibus Reconciliation Act of 1993, Departmental, NPS, and park fee collection guidelines and procedures
- Ability to communicate effectively and deal with a high volume of personal contacts
- Knowledge of NPS mission and goals
- Knowledge of park organization and operations

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# Appendix B: Application Excerpts

## ADAMS, ELIZABETH

### Work Experience

8<sup>th</sup> Grade Math Teacher, Columbus Unified School District  
09/11/1982 to present, \$39,000 per year, 40 hours per week  
Volunteer, NPS Visitor Center  
06/10/02-08/31/02, Unpaid Volunteer, 15 hours per week

### Education

University of Georgia, 125 semester hours, B.S. Education 1982

### Other Qualifications

Volunteer of the Month, NPS, July 2002

## HUDSON, JAMES

### Work Experience

Fund Raising Position, Rang bell and greeted people in front of stores.  
11/15/2001-12/24/2001, \$5.50 per hour, 40 hours per week  
Bookkeeping for a variety of small businesses, filing, copying, faxing,  
phones, 06/01/1995-07/30/1998

### Education

Monterey Community College, 78 semester hours, A.A. Anthropology 1992  
University of California Berkeley, 80 semester hours, B.A. Women's Studies  
2000

### Other Qualifications

Able to use various construction tools, has done work for Habitat for  
Humanity

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## Appendix B: Application Excerpts, cont'd.

### RODRIQUEZ, MARK

#### Work Experience

Finance Clerk, United States Marine Corps

10/01/1999-12/31/2002, \$28,000 per year, Full-time active duty

Advertising Sales Representative, Willow Bay Tribune

08/01/1998-09/30/1999, \$5.50 per hour plus commission, 20 hours  
per week

#### Education

Willow Bay High School, H.S. Diploma 1998

#### Other Qualifications

Volunteer at Willow Bay National Wildlife Refuge, Summer 1998

### SAUNDERS, MARIE

#### Work Experience

Document Research Analyst, Middlebrook Regional Art Museum

06/15/2002-Present, \$8.50 per hour, 40 hours per week

Research Intern, Middlebrook Regional Art Museum

06/10/2001-08/30/2001, \$6.50 per hour, 20 hours per week

#### Education

Ohio State University, 125 semester hours, B.A. Music Appreciation 2002

#### Other Qualifications

None listed

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## Appendix B: Application Excerpts, cont'd.

### VALE, DANIEL

#### Work Experience

Outdoor Equipment Department Manager, A to Z Sporting Goods Outlet

06/01/2002-Present, \$31,000 per year, 40 hours per week

Outdoor Equipment Salesclerk, A to Z Sporting Goods Outlet

06/15/2001-05/31/2002, \$8.75 per hour, 30 hours per week

#### Education

Calamaya Community College, 65 semester hours, A.A. Accounting 2001

#### Other Qualifications

Volunteer, Calamaya County Nature Center. Conducted interpretive tours for groups. Summer 2000

### WILLIAMS, CHARLES

#### Work Experience

Wildlife Biologist, U.S. Fish and Wildlife Service, Utah Field Office

02/01/2002-11/20/2002, \$32,000 per year, 40 hours per week

Biologist, U.S. Geological Survey, Flagstaff, Arizona

01/05/2001-09/18/2001, \$29,000 per year, 40 hours per week

#### Education

Texas Tech University, 125 semester hours, B.S. Biology 1991

University of Texas, D.V.M. Veterinary Medicine 1996

#### Other Qualifications

None listed

## Appendix C: Contact Form (Matrix)

NAME	CRITERION #1:	CRITERION #2:	CRITERION #3:	CRITERION #4:	RED FLAGS	NOTES/ SPECIFIC QUESTIONS
Mark Rodriquez						
Elizabeth Adams						
James Hudson						

<b>NAME</b>	<b>CRITERION #1:</b>	<b>CRITERION #2:</b>	<b>CRITERION #3:</b>	<b>CRITERION #4:</b>	<b>RED FLAGS</b>	<b>NOTES/ SPECIFIC QUESTIONS</b>
Marie Saunders						
Daniel Vale						
Charles Williams						