

Lesson Seven



NATURAL RESOURCE CAREERS - A GAME OF LIFE



Concepts

1. There are many career opportunities available in managing our natural resources.
2. Managing natural resources involves managing the environment and working with people. A scientific background along with people skills are important in natural resources careers.
3. Persons who are seeking jobs compete with others seeking the same position. Natural resources career fields are no exception.
4. Employers most often look at a combination of the job seeker's education, work and volunteer experiences, and personal attributes to help make hiring decisions.
5. Resumes are tools to help highlight qualifications and ensure that there is the "right fit" between the employee, the position, and the organization.
6. Students can start building knowledge, skills, and experiences in their middle school and high school years to help prepare for future career opportunities.

Objectives

Students will be able to:

1. List at least eight career opportunities related to managing natural resources.
2. Explain why those entering natural resource management-related career fields must have "people skills" in addition to scientific knowledge and skills.
3. Develop a resume for a specific natural resource career field when given a resume template and sample qualifications.
4. Work cooperatively on a team to evaluate resumes against selection criteria and recommend candidates for interviews.

Teaching Site

Indoor classroom for group activity and discussion.

Materials

One large piece of paper and pencil/marker for each student group, chalkboard and chalk, overhead projector (optional) with transparency of resume template (optional), sample or real job announcement bulletins, copies of real sample resume (optional), a copy of **Some Key Job Titles** and the **Game of Life Cards** hand-out for each student group,, and a **Search and Screen Committee Evaluation Checklist**.

Time Period

One 50-minute class period.

Nutshell

In this lesson, students will step into the shoes of people who make a career of helping to manage our natural resources. Students will explore the qualifications needed to be competitive in the job market for natural resource careers, build a fictitious resume, apply for a job, and evaluate each others resumes against selection criteria.

Teacher Preparation

Become familiar with general career fields associated with natural resources management. The background information provided with this lesson offers some basics. You might also find ideas about the types of jobs and specific qualifications by reviewing current job bulletins such as *The Job Seeker* (see references) that detail numerous career opportunities in natural resources.

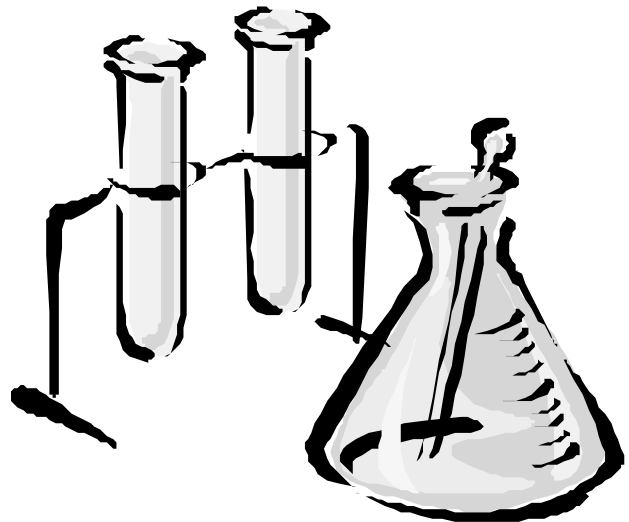
Familiarize yourself with recommended resume formats or plan to use the resume template provided. Duplicate a **Resume Template** for each student. Duplicate the **Screening Committee Checklist** for each student group. Prepare the **Game of Life Cards** for each small student group in your class. Copy each set of cards on a different color of paper to make it easy to sort them out later if you would like to use them again in the future. If you feel comfortable in doing so, be ready to share a personal experience in seeking employment, being interviewed, and so on. This will help the students gain insights into how the process *really* works, and the things they can do in their own lives to positively influence their future career opportunities.

Watch your time during his lesson. Save at least 15 minutes at the end of the period for the student resume evaluation and wrap-up. While the students don't know it today, they'll all be hired in their respective career fields and this will set them up for the forest management simulation in lesson eight.

Background Information

For the purposes of this lesson, we will focus on just four general career fields in natural resources: *Soil Science/Water Science, Parks and Recreation, Forestry, and Wildlife*. Make sure that your students understand that there are many other wonderful career opportunities in other natural resource career fields available such as fisheries, environmental education, and international resource management. These four areas have been chosen because they help bring in key environmental aspects as well as human dimensions. Both soil science and water science have been grouped together for the sake of this activity, but people may specialize in either one or the other field in the real world. We are simply attempting to simplify things for the sake of this exercise. In the background information, we have not included details about salary ranges because of the wide range of pay depending on qualifications. If students are interested in these kinds of details, please refer to current job announcements or employment guides such as *The Complete Guide to Environmental Careers in the 21st Century* (see references).

In general, a career in **soil science** is one that generally employs people in helping to manage soil resources. This is a field with a variety of job possibilities in the public and private sectors. People with soil science degrees (majors or minors at the undergraduate level) may be employed in such areas as solid waste management, recycling, agriculture, pollution prevention, hazardous waste management, municipal wastewater treatment plants, forestry, construction, etc. They may be employed as consultants at the county level to help assist landowners and businesses in managing soil resources and they may even be the people who do the perk tests to help determine the placement of private septic systems and new buildings.



Because the soils field (connoting “dirt” or “dirty” as in trash/waste) is viewed by some as less glamorous than other natural resource fields such as wildlife (warm, fuzzy animals), there is generally less competition in the soils job market. In-field placement rates of college graduates with majors or minors in soil science are outstanding—there are simply not enough soil scientists to go around.

Because water is the lifeblood of our planet, there are many opportunities in **water science** career fields. Water-related careers include general areas of specialty such as: limnology (study of lakes), fisheries, watershed management, drinking water supply and treatment, aquatic toxicology, water chemistry, hydrology, wastewater treatment, groundwater protection, oceanography, and wetland restoration. A master’s degree may be required in order to be competitive for certain water science positions because of the complex nature of the resource and due to the broad interest in fields such as fisheries. There are many job opportunities in both the public and private sectors with the fastest growing demand being in the private sector.

Since many people have positive childhood experiences related to parks and/or camping, they may often look to **parks and recreation** career fields first when investigating career opportunities in natural resources. People working in this field are often those involved in enhancing the experience of visitors who come to natural areas to relax and enjoy their surroundings. This role in helping others get the most pleasure out of their leisure time has great appeal to many who are also seeking a job they will personally enjoy. The parks and recreation career field is one in which most of the employment opportunities are found in the public sector. Some general areas of work within the parks and recreation field include: environmental interpretation, outdoor education/recreation, administration, environmental education, and site operations/maintenance. Bachelor's degrees are usually required for careers in this field with master's degrees preferred for administrative positions and higher level opportunities for long-lasting careers (as opposed to seasonal work) in environmental interpretation and education. This career field is a relatively fast-growing one as there are more and more people seeking to enjoy parks and other natural areas during their leisure time.



There are a wide variety of career opportunities in **forestry** with the fastest growing specialty in urban forestry, where people are involved in caring for trees in urban or suburban areas. Some other areas of emphasis or specialty in forestry include: forest products/wood products, forest ecology, research, fire crew, arboriculture, urban planning, entomology and forest pathology, forest economics, forest hydrology, forest recreation, and education. Foresters are involved in helping to manage tens of thousands of acres of publicly and industry owned timberlands. In addition, they are often key in helping to advise private landowners in managing their own woodlands. A bachelor's degree is required.

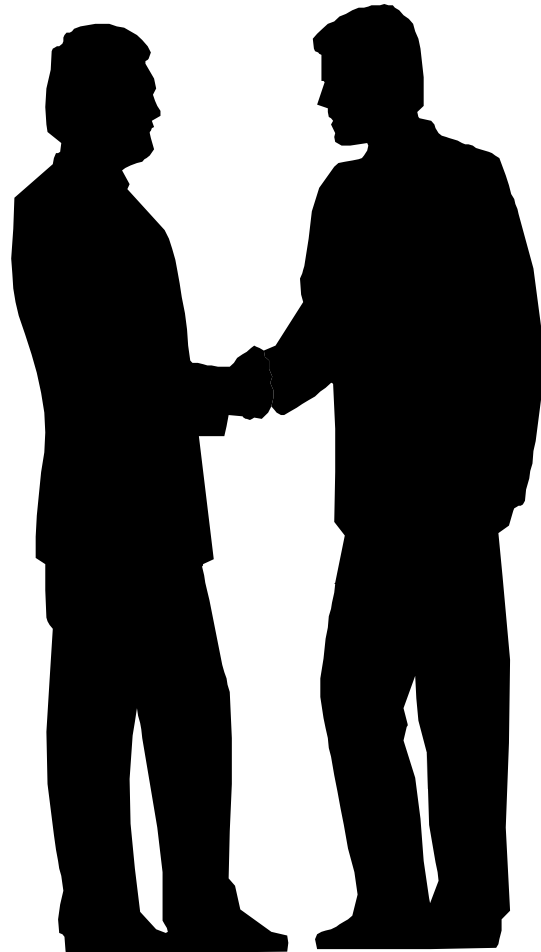


Among young people, there is generally great interest in the field of **wildlife** because of the immense appeal of working with animals. There are many different opportunities in the related to wildlife. A partial list of opportunities for specialties in wildlife-related careers includes the following:

wildlife biology, research, zookeeping, animal rehabilitation, urban wildlife, fisheries, habitat restoration, environmental law enforcement, endangered species management, education, non-game species management, migratory birds, aquariums, aquaculture, ichthyology, marine biology, and wildlife refuge management. Because of the appeal of this career field, a master's degree is usually required in order to support long-lasting

opportunities in this profession (as opposed to seasonal work). Most of the job opportunities in the field of wildlife are in the public sector.

In general, people desiring to succeed in natural resource careers today must not only have a solid foundation in the sciences, but they must also have well developed “people skills.” An understanding of general business principles is also helpful because it emphasizes the ways that economics driven by human dimensions enter the natural resource management picture. This was not so much the case in the past when natural resource professionals were often specialists in their respective fields and they could go about the business of just managing “their” natural resource. Today’s natural resource management professionals must also have a broad understanding of how to integrate their activities with those of other natural resource professionals who may be trying to manage the same resource from a different perspective. For example, a forester should have a general understanding of what it is that those in the fields of soils, waters, wildlife, etc. are striving to accomplish so that there can be an integrated approach to holistically managing the forest resources. This is the reason why communications skills, the ability to work cooperatively on a team, and an understanding of and respect for diverse perspectives are also near the top of the list of key qualifications of tomorrow’s natural resource professionals.



Activities

Divide the class in eight small groups so that by step #2 below, there will be two groups focusing on soils/waters, two groups assigned wildlife, two groups assigned forestry, and two groups assigned parks and recreation career fields. This will work nicely in helping to play the “Game of Life” later in this lesson period.

1. Begin by asking the students if anyone has ever asked them what they want to be when they grow up. Most young people at the middle school level are not yet sure, so it may be helpful to investigate possible career fields to help get them thinking about some of the possibilities. This activity will help them become familiar with some opportunities in four natural resource career fields in particular. Of course, there are many other career fields that may be of interest to the students, but through this lesson, they will learn some basics about how the job application process works and what they might be able to do to improve their chances of landing the job they want someday—no matter what career field they may choose from the world of options available to them. This exercise will also help students understand that there are many choices for jobs within general career fields too.

2. Distribute one large piece of paper and a marker/pen to each group. Have them divide their paper into quarters. In each one of the quarters, have a student scribe write the headings: "Soils/Waters," "Forestry," "Parks and Recreation," and "Wildlife." Then, have them brainstorm a small list jobs/careers in each of those areas. Compile a master list of the student's career ideas on the board. Share copies of the job list enclosed with this lesson. It details even more job opportunities within each of the four career fields that are the focus of this lesson. Now, randomly assign each student group one of the four natural resource career fields: soils/water, forestry, wildlife, and parks and recreation. This will now become their career field throughout the rest of this lesson.
3. Prepare the student groups to brainstorm the qualifications that they believe someone needs in order to be successful in their assigned career field. Define qualifications as a combination of education, experiences, and personal attributes that contribute toward that individual's ability to perform the tasks necessary on the job or to work on a specific team associated with the job. Some qualifications relate to knowledge. Some relate to skills acquired. Others relate to the personal qualities of the prospective employee. For example, if students are in the forestry group: What are some qualifications that may be important in contributing to the success of someone in the forestry field? Have each student group spend a few minutes discussing the qualifications needed and have them record their ideas.
4. Bring the student groups back together and see if there are some similarities among the groups about the qualifications that they feel would be important for their respective career field. Summarize the short discussion with the point that there are some common qualifications that will apply no matter which natural resource career field is selected. Good communications skills is one example of a common qualification. Point out that there are other qualifications which are unique to specific career fields, too. One example is the ability to operate wildlife telemetry equipment. Wildlife researchers may need to have this qualification if they are to be hired for a specific research study involving radio-collared animals. On the other hand, a water scientist may not need to know how to operate that equipment. Instead, the water scientist should know *that radio collars exist and how they are generally used by wildlife researchers in acquiring information to help in making wise natural resource management decisions*. The water scientist will likely consult with the wildlife researcher when radio telemetry information is needed.

Basic scientific/ecological knowledge, business skills/knowledge, and people skills are three important common qualifications no matter which career field in natural resources someone enters today. Emphasize the fact that managing natural resources today is as much about managing people as it is about managing the environment itself.

5. Set the stage for the rest of this lesson by telling the students that there is a job opening available at the Central Wisconsin Environmental Station (or some other local organization) in their assigned career field. Tell them that you know that each student really wants that exciting, well-paying, and rewarding job (have fun with it!). Each student will compete for the job with other students who share the same assigned career field by submitting a resume for the position. Tell the students that a Search and

Screen Committee (panel of teachers, for example) will review the resumes submitted and make hiring decisions to see who will land the job. Challenge them to do their best to sell themselves as the best candidate for the position.

6. Since most students at this point in their lives haven't had a wealth of work experience (and of course, they haven't yet had the opportunity to get a college degree if that is their goal), explain that they are now going to be involved in a simple card game called the "Game of Life." This game will set each individual student up with the background in their respective career field so that they can go on to develop a resume and apply for a job in that field. Distribute one **Game of Life Instruction Sheet** to each group and/or give verbal instructions. Then, distribute the **Game of Life Cards**. Have the students play the game. After the students have received their "Experience, Education, and Other" qualifications through the "Game of Life," they are ready to build their own practice resume.
7. Distribute a **Resume Template** to each student. Review the basic parts of a resume and give a brief explanation of the following terms that may be found on their **Game of Life Cards**: Bachelor's degree, master's degree, a college major and a college minor. In addition, explain that sometimes people have an emphasis of study within college, too. This is an area in which someone has taken a lot of coursework or otherwise focused their learning experiences.
8. Have each student now build a personal resume based on the **Game of Life Cards** dealt to him/her. If they were dealt an "Education" card that said they had a bachelor's degree in Soil Science, for example, then they would write that qualification under the "Education" heading on their resume. If they had an "Other" card state that they had volunteered at a farm, then they could note that under the "Other" category on their resume if they thought it might be helpful in getting the job. Have them also suggest a possible career goal for their career field—a reason why someone might want to work in that career field. For example: If the student is assigned the soils/water field, a career goal might be "to help restore wetlands." Most of the qualifications dealt to them through the "Game of Life" should be included on their resume, but they may add other qualifications or experiences that they feel might also be important to compete for and be selected for the position. Allow the students about 10 minutes to create their resume. (You can assign the resume development project as a take-home assignment if you prefer.) Remind them that the resume appearance counts when reviewed by those making decisions about who will get a job interview!
9. Have the students submit their resumes in application for the position. Collect the resumes and distribute them to the neighboring student group assigned the same career field. For example, if you collected forestry resumes, then see that the other students who wrote forestry resumes receive the set you've just collected. This will ensure that the student groups will be better prepared during the review process which follows because they had experience thinking about the qualifications foresters might need to be successful and preparing a resume for that same career field.
10. Explain that each student group will now become the Search and Screen Committee for their assigned career field. This committee will evaluate the resumes they have received and decide who should get an interview. Emphasize that their group must

work together and try to reach a consensus. Distribute a copy of the **Search and Screen Committee Evaluation Checklist** that details the specific criteria that the committee will use in making their decision. Explain that in the real world, we often don't have an opportunity to know exactly what the selection criteria will be, but by doing some research about the hiring organization and the position available, we can get some clues that may help us better match our resume to their interests and better help us market ourselves. We can also do our best to prepare for the position by building a solid education and experience base over the years so that we can become qualified to enable us to beat the competition. Our resumes are really marketing tools that can open doors to the next level of competition: The interview.

11. Call the student groups back together after they have spent a few minutes evaluating the resumes they had been given. What do they think about the process?

Conclusion (<5 minutes)

Summarize this lesson by asking the students to offer ideas about how this resume writing and resume evaluation experience might be helpful in preparing them for their own future. Congratulate them on the accomplishment of writing their first practice resume—something that most young people their own age have never before done. Already, they are ahead of the competition!

Student Log Book

Have your students write a paragraph that discusses the importance of experience in landing a job and have them list ways that they can gain valuable experience.

Seeds to Grow

1. Following the Search and Screen Committee exercise, pass back each student's resume. Have them evaluate their own resume based on the criteria by completing the evaluation form. What would they change on their resume if they could? Why? Discuss the fact that they can't go back to change their life experiences in time to reapply for the position and improve their chances for getting the job today. But, *what does this say about their choices and preparations during middle and high school? What can they do starting today to help increase their chances of landing a job—no matter what their future field might be?*
2. Consider offering students the opportunity to revise their own resumes based on what they now know as the selection criteria. Then invite them to resubmit their resumes to the Search and Screen Committee. Did they succeed in improving their scores on the evaluation checklist?
3. Have the students research a natural resource career and design a brochure to attract others to choose that career. Have them include the following in their brochure: Job duties, salary, work conditions and hours, education and experience required, and at least one picture.
4. After students have had the opportunity to role-play the Search and Screen Committee, have them evaluate the process of trying to reach consensus about who to interview for the job. What were the challenges? What lessons can be learned about the process of

reaching consensus? In what other areas of their own lives or in our own communities is consensus seeking important?

5. Consider offering students sample standard interview questions and having them practice being the interviewer and the interviewee. Then, have them evaluate the experience of being the asker and the person being asked the questions. How does it feel? What could you do to improve your confidence and why is that important?

Resources

Environmental Careers Organization. 1999. The Complete Guide to Environmental Careers in the 21st Century. Island Press. Washington D.C.

Wisconsin Department of Natural Resources. 1993. Environmental Quality: A Career with Rewards. Publication #PE-021 93. 16 pp.

Web Links

University of Wisconsin – Stevens Point— www.cnr.uwsp.edu

Environmental Careers Organization— <http://www.eco.org>.

Outdoor Network— www.outdoornetwork.com

Ecojobs— www.ecojobs.com



Some Key Job Titles

Soils/Water:

Geologist
Hazardous Waste/Solid Waste Specialist
Hydrogeologist
Soil Scientist
Soil Chemist
Farmer
Archaeologist
Agricultural Economist
Decontamination Specialist
Environmental Planner
Agronomist
Groundwater Specialist
Marine Scientist
Soil Conservation Specialist
River and Lake Ecologist
Wetland Scientist
Consultant
Landscape Architect
Oceanographer
Irrigation Specialist
Agriculture Engineer
Recycling Coordinator
Erosion Control Specialist
Landfill Manager
Wastewater Treatment Specialist
Aquatic Toxicologist
Water Chemist
Drinking Water Quality Control Specialist
Wastewater Engineer
Environmental Engineer
Watershed Planner
Limnologist
Fisheries Scientist
Researcher
Pollution Prevention Coordinator
Lake Association Leader
Educator

Parks and Recreation:

Environmental Interpreter
Park Administrator
Naturalist
Recreation Specialist
Outfitter
Site Manager
Environmental Educator
Buildings and Grounds/Maintenance Staff
Nature Center Director
Visitor Center Director
Park Commissioner
Planner

Campground Director
Outdoor Educator
Ecosystem Restoration Specialist
Historian
Living History Program Coordinator
Education Program Coordinator
Landscape Architect
Museum Director
Ranger
Ecotourism Specialist
Research Scientist
Youth Program Coordinator

Wildlife:

Wildlife Biologist
Fisheries Specialist
Conservation Educator
Endangered Species Biologist
Wildlife Refuge Manager
Fish Hatchery Manager
Field Researcher
Game Warden
Wildlife Rehabilitator
Marine Biologist
Aquarium Director
Zoo Director
Wetlands Ecologist
Animal Control Officer
Educator

Forestry:

Urban Forester
Arboriculture Specialist
Consultant
Forest Hydrologist
Forest Pathologist
Forest Entomologist
Forest Manager
Horticulturalist
Landscape Designer
Recreation Manager
Ranger
Forest Economist
Educator
Logger
Researcher
Botanist
Wood Products Industry Worker
Civil Engineer
Planner

Possible Interview Questions

Why are you interested in this position?

Why should we select you for this position?

Tell me about yourself.

What are your strengths?

What could you bring to this job?

Describe an experience when you were a team player.

Describe an experience when others looked to you for leadership.

What qualifications do you have to prepare you for this job? (knowledge, skills, experiences?)

The Game of Life

Here's how to play:

You're applying for a job in soils/water, forestry, wildlife, or parks and recreation. (Your teacher has assigned you one of these career fields.) You will participate in a "Game of Life" (a card game) to determine what your educational background and other experiences/qualifications are for that career field. Using the results of the "Game of Life," you'll then be able to apply for the job available.

Your teacher will distribute your career group's set of "Game of Life" cards. Don't turn them over to look at them. There will be three sets of cards for each career field: **Education**, **Experience**, and **Other**. Be sure not to mix the three sets of cards together because each is used for a separate round of the game.

Round #1: Deal out the cards in the "Education" pile to your small group of students. Keep passing the cards out around the circle of students until there are no more cards remaining. There may not be an equal number of cards to go around and this is okay! Don't look at your cards yet!

Round #2: *Starting with the next person in line when you finished dealing out the "Education" cards in Round #1,* deal out all of the "Experience" cards. Don't look at your cards yet!

Round #3: *Starting where you left off when dealing out the "Experience" cards,* deal out the "Other" cards until there are no more left.

Everyone may now look at his or her cards. These qualifications and experiences now are "yours." For the purpose of this exercise, they now represent "your life." These are **some** of the qualifications and experiences that you'll now use for applying for a job in your career field. Your group work is temporarily finished. Now, you're on your own to compete with fellow students in the same career field for THE BIG JOB. In order to apply for that job, you'll need a resume.

Your teacher will give the next instructions. *Good luck!!*

<p style="text-align: center;">Wildlife Education</p>	<p style="text-align: center;">Wildlife Education</p>	<p style="text-align: center;">Wildlife Education</p>
<p>Master of Science in Wildlife Management, 2000</p>	<p>Bachelor of Science in Wildlife Management with a Minor in Environmental Law Enforcement, 1999</p>	<p>Bachelor of Science degree in Natural Resource Management, 2000.</p>
<p style="text-align: center;">Wildlife Education</p>	<p style="text-align: center;">Wildlife Education</p>	<p style="text-align: center;">Wildlife Education</p>
<p>Bachelor of Science degree in Biology/Zoology with a minor in Wildlife Management, 1999.</p>	<p>Bachelor of Science degree in Fisheries Biology, 2000</p>	<p>Bachelor of Science degree in Wildlife Biology, 1999; currently enrolled as graduate student studying for Master's degree in Fisheries. Will graduate with Master's degree in three months.</p>
<p style="text-align: center;">Wildlife Education</p>	<p style="text-align: center;">Wildlife Education</p>	<p style="text-align: center;">Wildlife Experience</p>
<p>Master of Science in Wildlife with an Emphasis in Habitat Restoration.</p>	<p>Master of Science in Wildlife Management, 1999</p>	<p>Field Biologist Intern with the Institute for Wildlife Management. Six month position. Involved in conducting population studies of white-tailed deer in urban areas.</p>

<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>	<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>	<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>
<p>Environmental Education Internship, Free Environmental Center. Taught environmental lessons to school children visiting a local nature center. Nine months.</p>	<p>Game Warden's Intern. Three months internship assisting game wardens with environmental law enforcement efforts.</p>	<p>Wildlife Environmental Science Internship, Podunck Wildlife Sanctuary. Cared for injured animals at a wildlife rehabilitation center. One year position.</p>
<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>	<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>	<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>
<p>Wildlife Technician, Harry Bellafonte Farms. One year experience caring for all phases of pheasant production with an emphasis on brooding young pheasants.</p>	<p>Zoo-Keeper's Assistant, San Fran Zoo. Two summers of experience in cleaning the elephant's cage, answering questions from visitors to the Elephant's Exhibit, and assisting the Head Zoo-Keeper in caring for the African Elephants.</p>	<p>Black Bear Research Intern, Northern Ridges. Three month internship helping aid lead research scientists in studying black bear habitat requirements.</p>
<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>	<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>	<p style="text-align: center;">Wildlife</p> <p style="text-align: center;">Experience</p>
<p>Wildlife Researcher, University of Life. Two years working on a grant-funded project with the National Institute for Endangered Species to determine the range of the California Condor.</p>	<p>Gas Station Attendant. Two years, part-time checking out customers. Opening and closing facilities.</p>	<p>Animal Shelter Volunteer. Cared for cats and dogs at local shelter. Also cleaned cages. One year during high school.</p>

Wildlife Experience	Wildlife Experience	Wildlife Experience
Veterinarian's Volunteer. Helped out at vet's office with care of animals in kennel. Job shadowed veterinarian. Two years during high school.	Research Assistant. Participated in plant study to determine which species of plants were most affected by deer browsing in an urban area. One year.	Deer Population Study Assistant. Helped UP University professor in conducting radio telemetry studies on deer populations in Sweet County. One year.
Wildlife Experience	Wildlife Experience	Wildlife Experience
Gas Station Attendant. Sold gas and other items at the One-Stop Store. Part-time for one year.	BurgerMagic Staff. Flipped burgers and made fries. Checked out customers. 6 months.	Environmental Health Staff. Cleaned hospital bathrooms and hospital cafeteria. Evening shift. Six months
Wildlife Other	Wildlife Other	Wildlife Other
Hobby Bee-Keeper for 4 years. (Maintain beehives and collect honey. Sell honey for own business.)	Enjoy fishing and hunting.	Member of local conservation club, ConservoClub. Helped plan fisheree fund-raising event.

Wildlife	Wildlife	Wildlife
Other	Other	Other
Achieved highest award in Scouting.	Volunteer at local fish bait shop. Cared for minnows and other bait in tanks. Sold bait to customers.	Avid bird-watcher.
Wildlife	Wildlife	Wildlife
Other	Other	Other
Enjoy hiking.	Writer with two published articles in Natural Animals Magazine.	Rock climber.
Wildlife	Wildlife	Wildlife
Other	Other	Other
Participated in Sandhill Crane Count in marshes in early spring.	Park Naturalist. Greeted visitors at local park to answer questions about the natural features of the area. Sold park admission stickers. One summer.	Student Organization Leader for Wildlife Tomorrow Club at UP University. Organized community service projects. One year.

Wildlife	Wildlife	Wildlife
Other	Other	Other
Recycling Center Staff. Sorted recyclables.	High School Debate Team. Won County contest debating issue of whether or not bow hunting should be allowed to keep urban deer populations in check.	National Honor Club of High School Students. Two years. Recognizes academic excellence and student leadership.
Wildlife	Wildlife	Wildlife
Other	Other	Other
Babysitter. Watched kids of neighbors.	Had own business mowing lawns for neighbors on a regular basis over a three- year period.	Participated in planning for, planting, and maintaining a 2-acre butterfly garden on our high school grounds.
Wildlife	Wildlife	Wildlife
Other	Other	Other
Musician. Drummer.	Environmental Center Volunteer. During summer, volunteered to help with nature activities for elementary-aged children at day camp. Developed and taught animal tracking lesson.	As the child of a military officer, lived all over the United States and the world including such places as Korea, Germany, Belgium, Turkey, Alaska, Virginia, and Washington State.

Wildlife	Wildlife	Wildlife
Other	Other	Other
Grocery Store Bagger. Bagged groceries for customers and helped load their cars.	Stocker for Warehouse of Auto Store. Stocked shelves and bins with tools and parts.	Volunteer Library Aide. Helped return books to shelves in library. Checked in/out books and helped customers learn how to use computerized "book-find" system.

Forestry EDUCATION	Forestry EDUCATION	Forestry EDUCATION
Bachelor of Science, Forestry, 1999.	Bachelor of Science, Forestry with Minor in Soil Science, 2000.	Master of Science in Forestry with Emphasis in Urban Forestry, 1999.
Forestry EDUCATION	Forestry EDUCATION	Forestry EDUCATION
Bachelor of Science, Forestry with a Minor in Business.	Bachelor of Science in Forest Ecology, 1999.	Masters of Science in Business Administration, 2000.
Forestry EDUCATION	Forestry EDUCATION	Forestry EXPERIENCE
Bachelor of Science, Forestry, 1999.	Bachelor of Science, Forestry with Minor in Soil Science, 2000.	Lumberjack and Logging History Museum Staff. Led visitors on guided tours of local museum that featured lumberjack and logging history of the region. Summer position.

<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>
<p>Natural Resources Forestry Program Coordinator. Two years experience coordinating forestry programs for to help educate private landowners about how to more effectively manage their own lands. Organized training workshops.</p>	<p>Intern in Public Affairs Department of Smith's Paper Mill. Two years experience assisting with news services, writing for company newsletter, and helping on special projects.</p>	<p>ArborCare Tree Service. Two summers of experience as a crew member. Trimmed trees and assisted with timber harvest practices for private landowners.</p>
<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>
<p>WauWau Tree Care Crew Member. One year tree trimming and timber harvest experience.</p>	<p>Environmental Affairs Assistant for Champ Company. Helped the Lead Coordinator of Environmental Affairs build partnerships with legislators, media, trade association, and public interest groups. One year.</p>	<p>Laboratory Assistant. Assisted in conducting laboratory tests on wood products made by LifeLong Wood Company. Conducted an independent research study and presented at State Wood-Products Conference. Two years.</p>
<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>
<p>Garden Center Employee. Assisted customers in selecting and purchasing trees in the bare root room of SunTown Garden Center. Six months.</p>	<p>Teaching Assistant. Assisted well-known professor at UP University in teaching undergraduate students about the basics of forestry.</p>	<p>Fire Warden Intern. Assisted local fire warden in enforcing fire laws such as burning bans. Educated landowners. Part-time, two years.</p>

<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>
<p>Summer Camp Counselor. Led teens on wilderness trips. One summer.</p>	<p>Farm Aide. Two years of part-time experience helping milk cows at neighborhood dairy farm.</p>	<p>Canning Factory Staff. Worked part-time through bean and corn canning seasons.</p>
<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">EXPERIENCE</p>
<p>Student Delegate to National Convention for ForestryNet Organization. Voted by fellow university students to be their representative at national assembly.</p>	<p>Legislative Research Intern. One year experience researching environmental issues for local legislative official.</p>	<p>Just Trees 'n Shrubs Company Staff. Worked in the tree care division of a large tree nursery part-time for one year.</p>
<p style="text-align: center;">Forestry</p> <p style="text-align: center;">OTHER</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">OTHER</p>	<p style="text-align: center;">Forestry</p> <p style="text-align: center;">OTHER</p>
<p>Chainsaw Safety Trainer, Rural Land Society. Led five workshops for the general public on how to properly use and care for chainsaws.</p>	<p>Certified Wildfire Fighter. Certified through university course in wildfire suppression techniques. Participated on burn crew on two major prairie wildfires.</p>	<p>Member on Landscaping Crew for GoGreen Landscaping Company. Implemented natural landscape plans. Had contact with landowners to clarify landscape concepts and verify landscape plans met their needs.</p>

Forestry OTHER	Forestry OTHER	Forestry OTHER
Board Member, Student Society of Forestry Forever Chapter, UP University. Helped to organize student chapter of over 35 so that they could gain more first-hand experience in the forestry field.	Qualified in Safe Tree Climbing. Trained with 40 hours of experience in maneuvering ropes, harnesses, and other tree-climbing equipment.	Food Center Service Desk Staff. Two years, part-time. Assisted customers through a variety of services including check cashing, film development, mail services. Upheld quality assurance policies. Liaison between customers and store management.
Forestry OTHER	Forestry OTHER	Forestry OTHER
Highway Crew. Two summers. Participated on County Road Crew to repair potholes in county roads. Helped to redirect traffic.	Retirement Home Volunteer. Two years part-time experience. Assisted in delivering dinners to elderly folks. Also worked in recreation room helping to lead a variety of games and activities.	Equestrian Instructor. Taught horsemanship lessons for girls at a summer camp. One Summer.
Forestry OTHER	Forestry OTHER	Forestry OTHER
Chair of Local Earth Day Special Event. Organized planning teams to host a one-day environmental event for the general public. Coordinated news services.	Recycling Center Staff. Sorted recyclables. Six months, part-time.	Farmhand. Helped parents run all aspects of family dairy farm.

Forestry OTHER	Forestry OTHER	Forestry OTHER
Trail Maintenance Volunteer. Helped local hiking club maintain 24 mile trail segment. Two years.	Certified scuba diver.	Updated certification in First Aid and CPR.
Forestry OTHER	Forestry OTHER	Forestry OTHER
Assistant at Small Engine Repair Shop. Learned how to repair a variety of small engines such as chainsaws and lawn mowers. One year. Part-time.	Motorcycle Shop Clerk. Helped customers learn about motorcycle brands and make buying decisions. Part-time, six months.	Bakery Assistant, Donuts Division. Baked donuts every Saturday morning as part of family-owned business.
Forestry OTHER	Forestry OTHER	Forestry OTHER
Computer skills well developed. Internet "literate."	Designed and continue to maintain own web page. (Since 1999.)	Excellent written communication skills.

Forestry	Forestry	Forestry
OTHER	OTHER	OTHER
Student Government Vice President. Elected to this position at UP University. One year.	Student Activities Coordinator. UP University. Two years, part-time.	Student Newspaper Photographer. High school. Two years.

Soils/Water Resource	Soils/Water Resource	Soils/Water Resource
EDUCATION	EDUCATION	EDUCATION
Bachelor of Science in Soils, 2000.	Bachelor of Science in Water Resources with a Minor in Soils, 2000	Master of Science in Water Resources with an Emphasis on Watershed Management, 2000
Soils/Water Resource	Soils/Water Resource	Soils/Water Resource
EDUCATION	EDUCATION	EDUCATION
Bachelor of Science in Soils, 1999.	Master of Science in Water Resources with an Emphasis on Water Policy, 2000.	Bachelor of Science in Soils, 1999.
Soils/Water Resource	Soils/Water Resource	Soils/Water Resource
EDUCATION	EDUCATION	EXPERIENCE
Bachelor of Science in Water Resources with a Minor in Soils, 2000.	Bachelor of Science in Forestry with a minor in Soils, 1999.	Farmhand. Helped parents run all aspects of family dairy farm.

<p>Soils/Water Resource</p> <p>EXPERIENCE</p>	<p>Soils/Water Resource</p> <p>EXPERIENCE</p>	<p>Soils/Water Resource</p> <p>EXPERIENCE</p>
<p>County Conservation Technician. Two years experience providing technical assistance concerning agricultural soil and water projects.</p>	<p>Assistant to Water Resource Specialist. One year assisting the Water Resource Specialist in promoting and coordinating a variety of research and monitoring projects.</p>	<p>Trail Maintenance Volunteer. Helped local hiking club maintain 10 mile trail segment. One year.</p>
<p>Soils/Water Resource</p> <p>EXPERIENCE</p>	<p>Soils/Water Resource</p> <p>EXPERIENCE</p>	<p>Soils/Water Resource</p> <p>EXPERIENCE</p>
<p>Visitor Center Naturalist. Led public programs on a variety of environmental topics. Two summers.</p>	<p>Organizer for Inner City Beautification Effort. Helped to organize teams for a special event to improve the quality of the environment and the quality of life in my hometown's inner city area. 120 people involved.</p>	<p>Watershed Center Assistant. Helped Center Staff develop exhibits on watershed basins. Summer.</p>
<p>Soils/Water Resource</p> <p>EXPERIENCE</p>	<p>Soils/Water Resource</p> <p>EXPERIENCE</p>	<p>Soils/Water Resource</p> <p>EXPERIENCE</p>
<p>Conservation Corps Staff. One year experience on work crew doing a variety of conservation and building projects to improve local parks and trails. Part-time</p>	<p>Greenhouse Staff. Under direction of horticultural specialists, participated in all aspects of greenhouse operations. Part-time, 9 months.</p>	<p>General Manager, Recreation Services, UP University. Student manager of the operation which involved maintaining an inventory of skis, camping gear, canoes, and other outdoor equipment for student check-out. Managed other student staff. One year.</p>

Soils/Water Resource	Soils/Water Resource	Soils/Water Resource
EXPERIENCE	EXPERIENCE	EXPERIENCE
Greenhouse Assistant. Worked for local company that specialized in aquatic vegetation and pond-making. Advised customers about how to build and maintain ponds. One summer.	River Rafting Guide. Two summers of experience safely leading groups of people on river rafting trips. Maintained rafting equipment.	Save Our Habitat Volunteer. Participated in a wide variety of habitat restoration efforts in the Pierson County area including trout stream improvement, prairie restoration, and wetland management projects. Two years.
Soils/Water Resource	Soils/Water Resource	Soils/Water Resource
EXPERIENCE	EXPERIENCE	EXPERIENCE
Fish "Farm" Research Assistant. Participated in a one-year research study on fish "farming" to determine the feasibility of starting an aquaculture business in our local community on the Mesh River.	Natural Resource Assistant I. Sold admission stickers for entrance into the park. Gave visitors information about points of interest in the park.	Fishing Boat Food Processor. One summer on fishing vessel in Alaskan waters sorting and processing fish.
Soils/Water Resource	Soils/Water Resource	Soils/Water Resource
OTHER	OTHER	OTHER
Trout Future Volunteer. Participated on local conservation project to improve trout stream habitat. Was the publicity chair for the annual Christmas Tree Round-Up so that there were enough trees to finish the project of tying them to shoreline.	Ice Cream Server. Made shakes, ice cream cones, and other frozen treats for customers at a local ice cream shop. One summer, full-time.	Computer skills well developed. Internet "literate."

Soils/Water Resource OTHER	Soils/Water Resource OTHER	Soils/Water Resource OTHER
Designed and maintain a web page for my environmental club at Second to None University.	Excellent written communication skills.	Gave 10 guest presentations for local civic organizations on the subject of trout stream habitat improvement.
Soils/Water Resource OTHER	Soils/Water Resource OTHER	Soils/Water Resource OTHER
Bank teller. One year (full time) as a bank teller helping customers with a variety of financial transactions.	Student Government Secretary. Elected to this position at Second to None University. One year.	Recreation Coordinator. University liaison to students. Helped plan exciting trips for students over spring break. Two years, part-time.
Soils/Water Resource OTHER	Soils/Water Resource OTHER	Soils/Water Resource OTHER
Student Newspaper Photographer. Second to None University. Two years meeting publication deadlines.	Cashier. Checked out customers at local grocery store.	Debate Team Leader on High School Forensics Team. Our team took second place in the debate competition at the State Level.

<p>Soils/Water Resource</p> <p>OTHER</p>	<p>Soils/Water Resource</p> <p>OTHER</p>	<p>Soils/Water Resource</p> <p>OTHER</p>
<p>Hobby gardener.</p>	<p>Treasurer, Student Society for Soils. One year elected position at UP University as officer for student organization that focuses on issues related to soil conservation.</p>	<p>Have up-to-date boat safety certification and lifeguard qualifications.</p>
<p>Soils/Water Resource</p> <p>OTHER</p>	<p>Soils/Water Resource</p> <p>OTHER</p>	<p>Soils/Water Resource</p> <p>OTHER</p>
<p>Certified in first aid and CPR.</p>	<p>Volunteer at County Conservationist's Office.</p>	<p>Desktop publishing experience. Have developed publicity flyers.</p>
<p>Soils/Water Resource</p> <p>OTHER</p>	<p>Soils/Water Resource</p> <p>OTHER</p>	<p>Soils/Water Resource</p> <p>OTHER</p>
<p>Taught fly-tying workshops for kids so that they could learn how to make their own fishing lures.</p>	<p>Tutor for Biology Students. One year, part-time during college. Helped biology students in UP University master zoology coursework.</p>	<p>Summer Camp Trip Leader for Local Youth Organization. Led teens on summer adventures including canoe trips and water rafting trips.</p>

Soils/Water Resource OTHER	Soils/Water Resource OTHER	Soils/Water Resource OTHER
Received the Mesh River Artist's Award in a local painting contest. (All contestants were to paint the River.)	Experience showing calves at local County Fair. Won blue ribbon.	Worked at Soil Testing Lab at UP University. Part-time after classes for one year.

<p>Parks and Recreation Education</p>	<p>Parks and Recreation Education</p>	<p>Parks and Recreation Education</p>
<p>Bachelor of Science in Forest Recreation, 1999.</p>	<p>Bachelor of Science in Forest Recreation with a Minor in Environmental Education, 2000.</p>	<p>Master of Science in Forestry with an Emphasis in Forest Recreation, 2000.</p>
<p>Parks and Recreation Education</p>	<p>Parks and Recreation Education</p>	<p>Parks and Recreation Education</p>
<p>Bachelor of Science in Natural Resources with a Minor in Environmental Education/ Interpretation, 1999.</p>	<p>Master of Science in Natural Resources with an Emphasis on Environmental Education, 1999.</p>	<p>Master of Science in Natural Resources with an Emphasis on Park Interpretation, 2000.</p>
<p>Parks and Recreation Education</p>	<p>Parks and Recreation Education</p>	<p>Parks and Recreation Experience</p>
<p>Bachelor of Science in Forest Recreation with a Minor in Adventure Education, 2000.</p>	<p>Master of Science in Education with an Emphasis in Recreation, 2000.</p>	<p>Parks Commission Staff. Six months on special project to gather public input about a new hiking/biking trail network proposed for a suburban area. Analyzed statistics.</p>

<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>
<p>State Park Naturalist. Two summers developing, promoting, and delivering public programs to site visitors.</p>	<p>Assistant Site Director. Two years experience assisting Camp Director in overseeing the general operations of the year-round youth camp.</p>	<p>Naturalist. Developed, delivered, and evaluated nature programs for youth ages 7-9 in a summer camp.</p>
<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>
<p>Summer Camp Counselor. Around-the-clock care and programming for summer campers ages 7-16. Programs included archery, waterfront activities, the arts, and nature education activities.</p>	<p>Challenge Course Trainer. Volunteer trainer at local high school to certify others on the proper use of the challenge course equipment. One year.</p>	<p>Intern, County Parks Department. Six months experience helping out with a variety of parks jobs including maintenance, custodial services, trail projects, and safety checks in local campgrounds.</p>
<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>
<p>Member on Landscaping Crew for GoGreen Landscaping Company. Worked on landscape crew creating natural landscapes in an urban area. Nine months.</p>	<p>Park Naturalist. Greeted visitors at local park to answer questions about the natural features of the area. Sold park admission stickers. One summer.</p>	<p>River Rafting Guide. Two summers of experience safely leading groups of people on river rafting trips. Maintained rafting equipment.</p>

<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>
<p>Park Naturalist. Led public programs on a variety of environmental topics. Two summers.</p>	<p>Organizer for Inner City Beautification Effort. Helped to organize teams for a special event to improve the quality of the environment and the quality of life in my hometown's inner city area. Promoted green spaces.</p>	<p>Assistant Forestry Technician. One year experience assisting on a study of the impacts of clear-cutting on soil erosion in western Podunk County.</p>
<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>	<p>Parks and Recreation</p> <p>Experience</p>
<p>Burgers R Us Cashier. Checked out customers. Trained others to operate new cash registers. Six months.</p>	<p>Gas Station Attendant. Sold gas and other items at the Fun-Stop Store. Part-time for one year.</p>	<p>Member, Student Society of Forestry Forever Chapter, UP University. Participated in a variety of forestry-related student activities such as Forestry Awareness Day and arboriculture demonstrations for the general public. Two years.</p>
<p>Parks and Recreation</p> <p>Other</p>	<p>Parks and Recreation</p> <p>Other</p>	<p>Parks and Recreation</p> <p>Other</p>
<p>Equestrian. Raised horses since I was a youngster. Trained them. Participated in horsemanship competitions.</p>	<p>Avid bird-watcher.</p>	<p>Participated on college Swim Team. (Four years in competition.)</p>

Parks and Recreation	Parks and Recreation	Parks and Recreation
Other	Other	Other
Lifeguard certification.	Desktop publishing experience. Have developed publicity flyers.	Taught birdhouse building workshops for kids ages 9-11. (Special event at local fair.)
Parks and Recreation	Parks and Recreation	Parks and Recreation
Other	Other	Other
Summer Camp Trip Leader for Local Elderhostel Organization. Led able seniors on summer adventures including canoe trips and hikes. (Part-time.)	Tutor for Forestry Students. One year, part-time during college.	Intern at Planning and Zoning Commission. Assisted Senior Planners as they worked through new policy issues to manage urban sprawl.
Parks and Recreation	Parks and Recreation	Parks and Recreation
Other	Other	Other
Enjoy hiking.	Writer with three published articles in Naturalist Magazine.	Scuba diver.

Parks and Recreation Other	Parks and Recreation Other	Parks and Recreation Other
Participated in Frog Count in marshes in early spring. (Two springs.)	Student Organization Leader for the Forest Recreation Club at UP University. Organized community service projects. One year.	Recycling Center Tour Guide. Volunteer position leading people on tours of facilities.
Parks and Recreation Other	Parks and Recreation Other	Parks and Recreation Other
High School Forensics Team Member.	Special Event Organizer. Organized planning teams to host a one-day environmental event for the general public. Coordinated news services.	Participant in Hike-A-Thon fund-raiser to support local trail network development. Raised \$350.
Parks and Recreation Other	Parks and Recreation Other	Parks and Recreation Other
Recreation Coordinator. Helped plan exciting weekend field trips for students. One year.	Enjoy biking.	Photographer. Have one award-winning photograph.

Parks and Recreation	Parks and Recreation	Parks and Recreation
Other	Other	Other
<p>Amateur Astronomer. Since I was young and had my own telescope, I have been studying astronomy in my own backyard.</p>	<p>Telemarketing experience for local non-profit organization. (Three months, part-time.)</p>	<p>Love to backpack. My goal is to someday hike the entire 1000 mile Ice Age Trail network in the State!</p>

Wildlife

	EDUCATION			EXPERIENCE			OTHER		
	Master's degree in Wildlife desired.			At least two years' experience in wildlife or related field desired. Research experience balanced with real world dealings with human dimensions in wildlife management.			Demonstrated ability to tolerate a wide variety of work conditions and people. Would prefer candidates with experience resolving issues. Must be an independent worker—someone we can count on to meet deadlines without someone watching over his/her shoulder.		
Applicant Name	PLUS	Ok	Minus	PLUS	Ok	Minus	PLUS	Ok	Minus

Forestry

	EDUCATION			EXPERIENCE			OTHER		
	Bachelor's degree in Forestry required.			Business/economics background desired. At least two years' experience in forestry or related field. Emphasis on forest products industry preferred.			Ability to balance business "sense" with natural resource "sense." Also requires ability to work as part of a team.		
Applicant Name	PLUS	Ok	Minus	PLUS	Ok	Minus	PLUS	Ok	Minus

Soil/Water Resources

	EDUCATION			EXPERIENCE			OTHER		
	Bachelor's degree in Soils or Water Science required.			Proven ability to work well with others in a professional setting. Field experience doing research or working with public on resolution of soils- or water-related issues preferred.			Ability to work independently. Must be dependable and trustworthy. Proven ability to manage many projects simultaneously.		
Applicant Name	PLUS	Ok	Minus	PLUS	Ok	Minus	PLUS	Ok	Minus

Parks and Recreation

	EDUCATION			EXPERIENCE			OTHER		
	Bachelor's degree in Parks or Recreation or related field required.			Minimum two years' experience working in a public setting required—must have had a great deal of experience working with people from a variety of backgrounds. Experience planning programs desired.			Candidates with exceptional oral and written communications skills only. Volunteer experience desirable because it indicates a willingness to “pitch in and help.” Demonstrated ability to work well with people of all ages. Love of outdoors.		
Applicant Name	PLUS	Ok	Minus	PLUS	Ok	Minus	PLUS	Ok	Minus

Resume

Name _____

Address _____

Career Goal

Education

- _____
- _____

Experience

- _____

- _____

- _____

Other

- _____

- _____

- _____

- _____

- _____

REFERENCES AVAILABLE UPON REQUEST

Resume

Name Jo B. Less

Address 101 Wild Ln.
Lifeton, CO 23324

Career Goal

To become a wildlife rehabilitator.

Education

- Bachelor of Science degree in Natural Resource Management, 2000
- _____

Experience

- Wildlife Environmental Science Internship, Podunck Wildlife Sanctuary. Cared for injured animals at a wildlife rehabilitation center. One year position.

- Black Bear Research Intern, Northern Ridges. Three month internship helping lead scientists in studying black bear habitat requirements.

- _____

Other

- Avid bird-watcher

- Writer with two published articles in Natural Animal Magazine.

- Had own business mowing lawns for neighbors on a regular basis over a three-year period.

- _____

- _____

REFERENCES AVAILABLE UPON REQUEST