

CHAPTER 4

QUALIFICATION STANDARDS

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Introduction

Setting valid and realistic qualification standards that represent the essential functions of a position is the first task when needing to effectively and efficiently secure a productive employee. Qualification standards are skills, knowledge, abilities and experience required for each position. They are based on the responsibilities of the position and must be job related.

Guidelines

Following are guidelines for establishing qualification or selection standards.

1. They should be based on a thorough and realistic appraisal of the job requirements.
2. Experience, education, knowledge, skill, valid driver's license and ability to perform the essential functions of the position are the major areas where selection standards can be set with reasonable objectivity. Other areas, such as personality, attitude, and judgment, are more difficult to assess but should be considered when establishing qualification standards as they are important to successful job performance.
3. Only qualifications necessary for proper job performance should be included.
4. Requirements should be restrictive enough to screen out applicants not suited for the job but not so restrictive as to exclude (good) quality applicants.

Qualification standards should include all conditions of the appointment. For example, if selections are subject to the satisfactory results of a medical examination, that condition becomes a part of the final selection procedure and should be made known to prospective applicants.

Written qualification standards can be used to develop a job announcement. They can also be used as the basis for interviewing applicants and for developing position descriptions. See Exhibit 4.2 of this chapter for a sample qualification standard.

In the event recruitment efforts fail to find a suitable applicant, it may be necessary to revise the standards or make arrangements to provide the training necessary to meet the requirements. For example, if an applicant for a secretarial position that requires stenographic duties does not take dictation but has excellent qualifications otherwise, arrangements may be made for the applicant to enroll in a shorthand course. This could be done either at the district's or the applicant's expense. In either case, a determination has to be made to either waive the requirement, provide the training, or search for another applicant.

Lowering qualification standards for a particular candidate should be avoided except in instances similar to the example cited above. Standards should never be compromised in order to hire a friend or an associate, or for any reason that is not job related.

Federal Qualification Standards

This section includes some excerpts from the qualification standards for a variety of federal civil service positions. **These are presented as examples and as a source of information.** Districts may wish to adopt parts or amend these standards as minimal requirements for positions to be filled. Other example standards are available through civil service offices for administrative officer, agronomist, engineer, community planner, construction inspector, engineering draftsman, soil scientist, outdoor recreation planner, and wildlife biologist.

Example Qualification Standards for:

District Clerk

Description of Work. The work involved is essentially the processing of papers and performance of general, routine office work, including word processing and data entry.

Clerical work is performed within a framework of procedures, regulations, precedents, and instructions. For the most part, clerks process and maintain the records and written materials that represent the transactions or business of the office or organization. Clerks provide a variety of supporting services to the technical, administrative or management operations. Following are basic duties performed by clerks.

1. Maintaining records
2. Receiving, screening, reviewing, preparing and verifying district documents
3. Searching for and compiling data
4. Providing information on district activities orally or by correspondence
5. Typing and stenography work
6. Computer data entry and document design
7. Maintaining district financial records, processing bills, receiving funds, developing reports, tax and payroll record keeping.

Any or all of these functions may be performed in combination.

Basic Requirements. Each applicant should:

1. Possess appropriate education and experience to be able to perform the duties of the position
2. Demonstrate possession of skill in typing and/or taking and transcribing dictation, and computer operation
3. Possess basic bookkeeping skills.

District Secretary

Description of Work. A secretary performs or supervises the performance of a variety of tasks, including telephone and receptionist duties; scheduling appointments and conferences; performing liaison duties as necessary; receiving and distributing incoming mail; preparing correspondence; reviewing and routing outgoing mail; arranging for recording of conference and meeting proceedings; maintaining records and files; making travel arrangements for supervisors and staff; assembling and distributing information; transmitting staff instructions; performing miscellaneous office management and clerical duties; and performing word processing and typing services for the supervisors and staff. Secretarial positions may or may not require stenographic, dictation or transcribing skills.

Basic Requirements. Applicants should show reasonable experience in word processing, spreadsheet development and utilization, typing, and general clerical work, or any combination of these. Experience should consist of work which demonstrates possession of ability to perform secretarial work above the trainee level, including: answering telephone calls; receiving visitors; composing correspondence; obtaining and presenting information; routing incoming correspondence on the basis of subject matter; reviewing outgoing correspondence for grammar, spelling, and format.

The applicant's record should show experience of such quality and kind as to demonstrate successful application of progressively broader knowledge, greater judgment, and higher skills commensurate with the level of position for which the applicant is being considered. Length of experience in itself, however, should not necessarily be considered qualifying, and appropriate education may be substituted for experience as deemed appropriate.

In addition, all applicants should demonstrate possession of certain traits essential to the performance of secretarial duties. These are:

1. Effectiveness in getting along with others
2. Team Work
3. Work independently
4. Loyalty, integrity and discretion
5. Capacity and willingness to accept responsibilities
6. Judgment, initiative, resourcefulness

Evaluation of Applicants. Consider three principal requirements that form the basis for any appraisal, rating, or ranking. These are:

1. The nature and scope of secretarial and other related experience
2. Relative proficiency as a secretary
3. Education that may be substituted for required experience
4. Personal qualities necessary for successful performance of secretarial work.

The method used should contain procedures for rating all of these requirements. Information concerning applicants' qualifications may be obtained from various sources, including the applicants' own application forms or employment histories, position description, supervisory evaluations, reference checks, written tests, performance tests, personal interviews, work samples, and other sources.

District Manager

Description of Work. The position of district manager requires strong managerial or administrative experience plus a working knowledge of the technical aspects of soil and water conservation. It is recommended that this position be administrative in nature to complement the technical nature of the NRCS district conservationist position. If the two backgrounds complement each other, the right balance in responsibilities can be achieved with the least overlapping of duties and possible conflicts.

Individual district manager positions vary considerably. The following qualification standards suggest only the knowledge and abilities required.

1. Knowledge Required

- a. Local, state, and federal programs and laws that affect natural resource conservation.
- b. The roles of conservation districts, NRCS, and SCC in implementing local, state and federal programs.
- c. Basic financial management techniques and practices.
- d. Procedures for developing funding requests for local governments.
- e. Working knowledge of interdisciplinary techniques, methods and principles used when working with conservation issues.
- f. The social and economic structure and conditions in the district.

2. Abilities Required

- a. Deal effectively with various local, state and federal agencies at various levels.
- b. Organize and plan work.
- c. Lead and manage subordinates.
- d. Lead discussion groups.
- e. Persuade or motivate groups.
- f. Identify and define goals and objectives.
- g. Perform with minimal day-to-day direction.

- h. Undertake new endeavors.
- i. Evaluate programs, ideas, and measures proposed to deal with soil and water conservation problems.
- j. Manage the daily financial operations of the district.
- k. Work effectively in stressful situations.

The knowledge requirements detailed above can be obtained through formal education and/or experience. Because of increased public awareness and scrutiny of district programs and the wide variety of programs and people with which the district manager must interact, some districts may require formal education for this position. For such districts, the following information is provided.

A variety of courses of study leading to a bachelor's or higher degree will satisfy most knowledge requirements. Such courses include, but are not limited to, regional planning, political science, agricultural education, economics, public administration, sociology, landscape architecture, natural resource management, recreation land management, and business administration. Technical courses of study, such as soil conservation, forestry, range management, biology, soil science and engineering, should also be considered as qualifying, provided the candidate has the necessary administrative background to perform the position responsibilities.

The suggested qualifications depict a highly qualified candidate. Sometimes recruitment efforts fail to produce such an individual. If the requirements cannot be met, other experience and training indicating an applicant has the ability to meet the qualifications can be substituted.

District Technician

Description of Work. District technicians apply knowledge of soil conservation methods, techniques, practices, and agricultural land use. They perform work such as the following:

1. Advise land users on the installation and maintenance of conservation practices like strip cropping, contouring, seeding, terracing, and irrigation and drainage systems
2. Gather planning data for use in development of conservation plans
3. Conduct follow-up visits with land users to further advise and assist on the installation or maintenance of conservation practices; to recommend adjustments or revisions to conservation plans; and to determine acceptability of installed practices involving cost sharing or lease agreements
4. Provide information on soil and water conservation practices, benefits, and activities to local individuals, groups, or news media.

Basic Requirements. Applicants should have had basic experience or education with general farm operations, equipment, and terminology that will allow development of skill evaluating and implementing conservation practices, gathering farm resource data, and dealing with land users. The following are examples of qualifying general experience in addition to experience providing a basic knowledge of general farm operation, equipment, and terminology.

1. Range conservation
2. Irrigation systems operator
3. Surveying
4. Forestry
5. Biological
6. Engineering
7. Plant pest control
8. Construction inspection draftsman
9. Job corps experience on forestry or conservation projects.

For higher-level positions this experience should include knowledge and skills needed for advising land users on the installation and maintenance of soil and water conservation practices. The work must have provided knowledge of conservation practices, knowledge of equipment used for installing and maintaining conservation practices, and a basic understanding of agricultural land use. The following are examples of qualifying specialized experience:

1. Engineering or forestry experience which involved the installation and maintenance of soil and water conservation practices on nonfarm or ranch lands and which, when combined with the required knowledge of farm operations and equipment, provide the essential knowledge and skills needed for successful performance of the work.
2. Farming or ranching experience which involved installation and maintenance of soil and water conservation practices, including knowledge of equipment used in installing and maintaining conservation practices, and which provided a basic understanding of agricultural land use.

Guide for Evaluation of Applicants. Applicants for entry level technician positions should be competent in high school level mathematics, reading and understanding instructions and procedures, willing to learn technical soil conservation duties, and perform effectively in a team setting.

Higher level district technicians must possess and be able to apply knowledge, skills and abilities such as:

1. Installation and maintenance of conservation practices.
2. Equipment operation used for installing and maintaining conservation practices.
3. Experienced judgment in selecting technical guidelines and reference materials, including precedents.
4. Ability to meet, deal, and maintain friendly relations with farmers, ranchers and other members of the community.
5. Agricultural land use practices and ability to gather planning data.

6. Use and understanding of basic surveying instruments.
7. Basic soil fertility and crops.
8. Understanding and use of aerial photographs and topographic maps.

Evaluation of Education and Experience.

Consider the quantity and quality of knowledge, skills, and abilities useful in the position to be filled. Such knowledge and abilities may have been obtained in courses related to the position, internships or through on-the-job training.

In ranking individuals, detailed facts about the position requirements need to be established. For a specialized position, experience gained in the particular duties required should normally be ranked as highest quality. Experience in work that is similar to the duties of the position but in a less closely related occupation generally should be ranked at a lower level.

Water Quality Coordinator

Description of Work. Water Quality Coordinator performs work, as defined and approved in Non-Point Source Pollution Project Work Plans, to implement the local NPS Pollution Control Program. This position is responsible for personal contacts, information and education activities, and assists landowners to implement pollution control practices.

Other duties include: Develop and implement NPS Project Work Plans; coordinate and develop good working relations with groups and agencies involved in the NPS Pollution Control Program; use all available news media for water quality awareness; present information programs and conduct tours and demonstrations of completed projects; type and assemble correspondence; complete NPS cost-share forms; prepare monthly activity report and present summary to conservation district at monthly meetings.

Duties vary for implementation needs as defined in approved NPS Project Work Plans. Other duties not listed here may be required to carry out the NPS Project Work Plans.

Basic Requirements. Applicants should have background in agriculture, soil, and water conservation. This background could be experience or education or a combination of both.

Applicants should have a high school education or a GED as a minimum requirement. A working knowledge of modern office equipment, the ability to communicate effectively, organize and plan work, and work well with people, is also required.

Additional training will be provided as needed by the conservation district, the Natural Resources Conservation Service and the State Conservation Commission.

Coordinator is expected to attend all local and state meetings related to the NPS Pollution Control Program and regular meetings of the conservation district to give a monthly progress report.

Public Information Specialist

Description of Work. Public information officers and specialists disseminate information about government programs to the general public, especially to affected or interested individuals utilizing newspapers, radio and television stations, magazines, and social media. They also liaison with organized groups of individuals affected by government programs in order to inform them about the work of the government and to encourage the members of the organization to inform members of the general public. Public information officers and specialists also advise agency program officials about the degree of public understanding about government programs; they participate in planning how the government agency can most effectively use a communication medium to carry out its statutory responsibilities.

Basic Requirements. Experience or education enabling the applicant to:

1. Establish and maintain effective relations with public information and communication media such as the daily or weekly press, radio and television stations, magazines of general circulation, or with organized groups who use information about an organization's activities.
2. Organize, plan, and conduct a program to distribute information about the activities and plans of an organization to the public-at-large, or to individuals especially affected by the organization's work.
3. Evaluate the styles of presentations, and effects of written materials, photographs, illustrations, exhibits, radio, video, television material, or social media in terms of its public information value.

In addition to this knowledge, some positions require experience in writing and editing materials designed for a specific public information medium or a combination of media. All positions require the ability to write, rewrite, and edit public information.

Examples of Qualifying Experience. In addition to direct public information specialist experience, there are several other kinds of qualifying experience that demonstrate the ability to perform public information work successfully.

1. Experience in writing and editing for one of the information media such as newspapers, radio, television, or magazines of general circulation is qualifying only when it has also required the applicant to determine:
 - a. What kind of information can best be communicated to the audience by the particular medium involved, and
 - b. How to present information to maximize the best use of the medium to achieve the desired result.
2. Experience in institutional advertising qualifies when the experience involves furnishing information about the social or economic values that the institution fosters, and the long-range importance of its activities to its target audience. Institutional advertising is similar to the governmental public information work if it explains the role of an institution in the targeted network, (such as the steel or oil industry, a corporation or a trade, professional, or social service association). Institutional advertising must be distinguished from advertising aimed primarily at selling specific products or services.
3. Writing targeted advertisements for public media that has involved determinations similar to those described in 1 and 2 above, is qualifying up to a maximum of one year of such experience. This

limitation is imposed because government public information work differs in approach, basic philosophy, and objectives from advertising aimed at selling specific products and services. Experience composed wholly of such writing of advertising copy would not by itself demonstrate the personal characteristics and ability to perform government public information work successfully.

Criteria Used in Rating Experience. The quality of the pertinent experience and training will be evaluated in terms of the following factors that are appropriate to the positions to be filled.

1. Establishing and maintaining effective, cooperative relations with representatives of informational media and organized groups.
2. Forecasting probable audience reaction to the content, or to the method of presentation of informational material.
3. Recognizing the significance of an organization's activities, achievements, and plans, and to present this information to the public in terms of the organization's long-range objectives.
4. Planning and organizing public information programs using public media and the cooperation of interested or affected organized groups.
5. Determining appropriate information media for reaching specific audiences, and for use by organized interested groups, and the news media.
6. Developing, writing, and editing informative materials for specific media.
7. Evaluating the informational value and effectiveness of written materials.

Urban Conservationist

Description of Work. Urban Conservationists must have an understanding of natural resource sciences so that they can best meet present and future public needs by studying the interrelationships of the specific ecosystems found within and around an urban development. Their goal is to develop environmental management plans to enhance and conserve natural resources such as wildlife, native vegetation, soils or clean water. Specific duties include:

1. Researching and developing new, innovative practices for controlling erosion and sedimentation, improving water quality, enhancing wetlands, wild areas and etc.
2. Assisting with the design and layout of conservation practices such as terraces, diversions, drainage ditches, irrigation systems, grass waterways, earth dams, grade stabilization or other water control structures.
3. Drafting environmental management plans for the specific ecosystem including storm water control, erosion control, water quality improvement, riparian protection and wetland protection in accordance with local, state and federal laws and regulations.
4. Consulting with engineers, applicants, and any municipal, county, state or federal agency as necessary to approve a viable plan for site development, and perform associated administrative duties up to and including plan certification.

5. Conducting field inspections of construction and other developing sites during or after project completion, to determine degree of compliance with the environmental plan.

Urban conservationists must also be able to effectively educate the public regarding the interrelationships present in their urban area, and methods useful to conserve and enhance the local ecosystem. Duties include:

1. Maintaining positive and clear communication channels with the district supervisors, district manager, construction site supervisors, and other involved public supervisors using clear, accurate and detailed inspection reports, program reports and other necessary correspondence.
2. Maintaining cooperative working relationships with all resource agencies regarding district programs and accomplishments including those relating to land users such as developments, schools, and other government buildings.
3. Working with concerned citizens, parks and communities to provide education on local home conservation projects and methods.
4. Conducting training workshops, giving presentations, and providing technical information regarding urban conservation programs and methods to the general public, government officials, builders, developers, engineers, and architects.
5. Assisting with and stimulating the development of urban conservation through development of educational programs, tours, slide programs, handouts, booklets and fact sheets, radio and television broadcasts, and news releases.

Basic Requirements. Applicants should demonstrate successful completion of the requirements in points 1 or 2 below:

1. Four or more years of study in an accredited college or university leading to a bachelor's or higher degree with major study in environmental planning, agronomy, natural resource sciences or other related field with a minor or option in communication or education. This course of study must have included at least 30 semester hours, or the equivalent, of course work in any combination of the plant, animal, and soil sciences, environmental planning and communications. The applicant shall also have a minimum of three years of professional and technical experience as an inspector of urban developments or in urban, regional or rural environmental planning at the local government level.
2. Course work in an accredited university or college with major study in environmental planning, agronomy or other natural resource science field with minor course of study in communications or education which included at least 30 semester hours, or the equivalent, in subjects as specified under point 1; plus, enough additional education or experience to total four years of education or four years of combined education and experience. The quality of such additional education or experience must have been sufficient to give the applicant technical knowledge equivalent to that acquired through successful completion of the degree and experience requirements described in point 1.

Guide for Evaluation of Applicants. The basic requirements above represent minimum qualifications for this position. Applicants who possess the following skills, however, can be considered fully qualified for an urban conservationist position.

1. Environmental Planning Skills

- a. An understanding of topography, soil types, aerial photography, ecosystems, vegetative features, seasonal influences; and the ability to identify wetlands, wildlife, plant life and major ecotypes.
- b. Working knowledge of soil and water conservation principles and problems in the local urban area, and of successful soil erosion control and water quality improvement methods.
- c. Familiarity with the Best Management Practices as defined by the USDA Natural Resource Conservation Service, and knowledge of when and how to use them for the prevention of mass erosion and the general betterment of natural resources in an urban setting.
- d. Knowledge of planning principles and techniques; current trends, laws, policies and programs concerning urban and regional planning; environmental, social and other problems which could impact the development of urban planning.
- e. Familiarity with local, state and federal regulations, legislation, and structure.
- f. General knowledge of construction techniques.

2. Communications Skills

- a. Ability to work with the general public.
- b. Expert communication and presentation skills to assist with environmental planning meetings for city and county officials.
- c. Develop and maintain effective working relationships with government officials at all levels.
- d. Communication of technical matters clearly and effectively both orally and in writing with engineers, contractors, architects, developers, and city officials.

Range Conservationist

Description of Work. Range Conservationists perform professional and scientific work to best meet present and future public needs by managing rangeland resources; including soils, water, habitat for domestic and wild animals, and wildlife; through the use of various land inventories. Range management includes improving, protecting, using and managing these natural resources, regulating grazing on public rangelands, developing cooperative relationships with range users and other groups, assisting landowners to plan and apply range conservation programs, and developing technical standards and specifications for range conservation and management.

Basic Requirements. Applicants should demonstrate successful completion of the requirements in points 1 or 2 below:

1. Four or more years of study in an accredited college or university leading to a bachelor's or higher degree with major study in range management or closely related field. This course of study must have included at least 30 semester hours, or the equivalent, of course work in any combination of the plant, animal and soil sciences and natural resource management. At least 12 of these 30 semester hours must have been in range management.

2. Course work in an accredited university or college with major study in range management or range conservation or in a closely related field which included at least 30 semester hours, or the equivalent, in subjects as specified under point 1; plus, enough additional education or experience to total four years of education or four years of combined education and experience. The quality of such additional education or experience must have been sufficient to give the applicant technical knowledge equivalent to that acquired through successful completion of the degree requirements described under point 1.

Guide for Evaluation of Applicants. Consider the extent, nature, and content of an applicant's basic education. The required education stated in point 1 is the minimum education requirements to be able to learn and perform range conservation or range research work. An applicant with only the type and amount specified meets the minimum qualifications, but is considered only minimally prepared for the work.

Listed below are education options representative of an applicant that is more than minimally prepared for range conservation or range research work. Often, applicants best educationally suited to advance in any range conservation program will have completed many of these options; therefore, when rating applicants, it is important to consider whether their education included all or some of these options:

1. Substantially more than the minimum 30 semester hours required, with work in range conservation courses totaling substantially more than the minimum 12 semester hours required.
2. Course work, aside from the concentrated range conservation subjects, in each of the plant, animal, and soil sciences listed below:
 - a. **Plant Sciences:** botany, systematic botany, or taxonomy; plant ecology; plant physiology
 - b. **Animal Sciences:** animal nutrition, or feeds and feeding
 - c. **Soil Sciences:** Nature and properties of soils and effects on plant growth.
3. Range management courses in each area listed below:
 - a. **Range Plants:** identification, values or detriments to livestock and wildlife, range plant communities, responses to grazing treatment, climate and soil
 - b. **Range Analysis:** vegetation inventorying or sampling, determination of range condition and trend
 - c. **Range Resource Management:** grazing management systems, range developments and improvements
 - d. **Ranch Operation and Economics:** range and ranch planning and management.
4. Some study in related fields such as:
 - a. **Wildlife Resources:** nutritional needs of wildlife, habitat and cover, wildlife management, wildlife biology

- b. **Watershed Conservation and Management:** water conservation and quality; water distribution (eg., groundwater hydrology); land forms (eg., geomorphology) and vegetation and their affect on watersheds; weather and climate (eg., meteorology or climatology); structural and cultural land treatments
 - c. **Resource Management:** forestry, outdoor recreation, multiple-use management of resources.
5. Supporting courses such as biology, zoology, chemistry, physics, surveying, college mathematics, statistics.
 6. Directly useful subjects such as public speaking, technical writing, psychology, sociology, economics, and public or business administration.

Engineering Technician

Description of Work. Engineering technicians perform technical work in research, development, test, design, or other engineering functions. Their work relates directly to one of the branches of engineering such as civil, electrical, agricultural or mechanical. Typical duties include testing engineering materials and equipment; performing calculations; setting up and operating laboratory equipment and instruments; preparing technical reports, plans, specifications, and estimates.

In lower level positions, employees typically assist professional engineers, scientists, or higher grade technicians. Higher grade assignments perform significantly more difficult responsibilities. Positions in this occupation do not require training equivalent in type and scope to a professional engineering curriculum.

Basic Requirements. Applicants should have experience or education making measurements, using test instruments, computing, reading engineering drawings or specifications, or other engineering technician work. The following are examples of qualifying general experience:

1. Apprentice training with instruction in mathematics, mechanical drawings, drafting, estimating, or other work related to that of technicians
2. Rodman, chainman, note keeper, or instrument man of a surveying team
3. Draftsman or assistant to an engineer, architect, or scientist
4. Laboratory mechanic or aide assisting in conducting tests or operating instruments.

Guide for Evaluation of Applicants. Candidates for beginning level engineering positions should be competent in the use of high school level mathematics, reading and understanding simple specifications, instructions, and procedures, and possess the ability to learn engineering technician duties.

At the higher levels, engineering technicians should know and be able to apply, in increasing measure, practical knowledge, skills, and abilities, such as:

1. Reading and interpreting engineering and architectural plans and specifications.

2. Using engineering formulas and measurement systems in the specialty field.
3. Knowledge of engineering instruments, equipment, and systems appropriate to the specialization and including, in some instances, calibration skills.
4. Knowledge of testing procedures and techniques in the applicable specialization.
5. Designing work in the specialization.
6. Preparing analytical reports.
7. Knowledge of construction, fabrication, or manufacturing techniques and procedures.
8. Knowledge of safety practices.
9. Communicating effectively with technicians, mechanics, engineers, and public officials.

Evaluation of Education Experience. Evaluation of education and experience includes the degree and scope of the candidate's knowledge, skills, and abilities as they correlate to the duties or area of specialization for the position to be filled. Such knowledge and abilities may have been obtained on the job or in courses related to the position.

In ranking individuals, detailed facts about the position requirements need to be established. For a position that requires specialized knowledge and abilities, experience gained in the same or directly related field should normally be ranked higher. Experience in work which is similar to the duties of the position, but in a less closely related field, should be assigned a lower ranking dependent upon the extent of relatedness and needs of the position.

Soil Conservationist

Description of Work. Soil conservationists perform the following types of professional work:

1. Advise and work with land users to develop conservation plans for farms, ranches, housing developments, public buildings, airports, recreation areas and other land uses.
2. Advise and work with district supervisors to develop a comprehensive conservation program which serves a number of communities.
3. Advise and work with government agencies or private groups to develop broad plans and recommendations for the orderly development of local natural resources.
4. Coordinate broad rural developments or multipurpose development projects.
5. Manage broad natural resource conservation programs.

Basic Requirements. Applicants for positions at all levels should show successful completion of paragraph 1 or 2:

1. Four years of study in an accredited college or university leading to a bachelor's or higher degree

with major study in soil conservation. One of the closely related natural resource or agricultural fields, such as agronomy, forestry, wildlife biology, regional planning, agricultural education or agricultural engineering may be substituted. The study should have included the equivalent of 30 semester hours, in natural resources or agricultural fields including the equivalent of a three semester course in soils.

2. The equivalent of at least 30 semester hours of course work in one or more of the fields listed above in point 1; including the equivalent of a three semester hour course in soils; plus, additional education or experience which, when combined with the 30 semester hours of course work, will total four years of education or combined education and experience. The quality of such education or experience should have been sufficient to give the applicant professional knowledge equivalent to that acquired through the successful completion of four years of study described in point 1.

Guide for Evaluation of Applicants.

1. Education

Because soil conservation positions require application of methods and skills from a variety of disciplines, broad, general, natural resource educations that provide knowledge about the entire ecosystem are more valuable than educations that provide advanced knowledge and skills in specialized subjects. Valuable specializations may be obtained in the following areas: general education courses in public administration or political science, economics, public speaking, civil engineering, surveying, English composition, and sociology or psychology. Introductory courses in forest soils management, forest soils and soil fertility are examples of qualifying courses in soils. Courses in the physical sciences or engineering, such as geology, civil engineering and hydrology, may also be qualifying. In any case, the required course work should have included a complete introduction to soils.

2. Experience

Experience gained in a specialized field such as soil science, forestry, agronomy or from closely related fields can be fully acceptable as experience gained in soil conservationist positions. This is especially true for experience that involved application of specialized knowledge and skills toward the solution of a variety of soil and water conservation problems, requiring not only knowledge of the objectives and goals of soil and water conservation, but also knowledge of the interdisciplinary approach to soil and water conservation problems. Regardless of how acquired, experience that involves the use of techniques, principles and methods from a variety of agricultural and natural resource fields are especially valuable because of the interdisciplinary nature of this occupation.

3. Personal Abilities and Characteristics

There are differences in emphasis or orientation among soil conservation positions. One position may require demonstrated abilities in personal communication and leadership. Another may emphasize planning and technical skills. Still another may require all of these skills, none of which significantly outweighs the others in degree of importance. These differences make it desirable to identify the specific skills appropriate to a position or group of positions, and to evaluate applicants with respect accordingly.

Following are some of the common attributes and skills for an applicant to be successful in soil

conservation positions. They may be given weight as appropriate for the position for which being considered.

- a. Planning
- b. Coordinating
- c. Leadership / Supervision. Persuading or motivating groups
- d. Initiative and resourcefulness
- e. Managing projects and personnel.
- f. Public speaking and public relations abilities
- g. Writing
- h. Drive and enthusiasm
- i. Adaptability
- j. Team work
- k. Working with certain population group

Forester

Description of Work. Foresters perform professional and scientific work to best meet present and future public needs by studying and managing the interrelationships of the forest ecosystem and resources: timber, water, habitat, wildlife, public recreation, soils, minerals, and land. The forester's role includes maintaining, (and developing if necessary), a continuous forest ecosystem inventory which provides data at regular intervals for the purpose of accurately describing the current viability of the ecosystem. Based on this knowledge, management plans can be developed to protect resources against fire, insects, diseases, floods, erosion, trespass, and other depredations; and benefit the entire ecosystem including animal husbandry, wildlife, water quality and aesthetics. Foresters must be able to effectively use computer programs and forest ecosystem applications to prepare management plans. They must also be able to effectively communicate these plans to the forest owners and concerned public citizens.

Basic Requirements (for all grades). Applicants should show successful completion of points 1 or 2 below as well as demonstrate an understanding of computer use and programming skills.

1. Four or more years of study in an accredited college or university leading to a bachelor's or higher degree with major study in forestry or a closely related field. This course of study must have included at least 24 semester hours, (or the equivalent), of course work in forestry, diversified sufficiently to encompass at least four of the following areas.
 - a. **Silviculture:** forest soils, forest ecology, dendrology, silvics, silviculture;
 - b. **Forest management:** mensuration, forest regulation, forest management;

- c. **Forest protection:** fire protection, forest pathology, forest entomology;
- d. **Forest economics:** forest finance, forest evaluation, forest economics;
- e. **Forest utilization:** logging, milling, forest products, preparation and use of wood;
- f. **Related studies:** forest engineering, forest recreation, range management, watershed management, and wildlife management.

To assure proper diversification of course work, not more than six semester hours credit will be given for courses in any of the areas listed above.

- 2. A total of at least 30 semester hours of course work in an accredited college or university in any combination of engineering, biological, physical or mathematical sciences of which at least 24 semester hours are in forestry, as prescribed in point 1 above; and where the study has been supplemented by four years of education or experience and education of the following quality. Any additional experience and education must have been such that, when combined with the required 30 semester hours of course work in science or engineering, it gives the applicant a professional knowledge of forestry comparable to that acquired through the successful completion of the degree requirements described in point 1 under Basic Requirements.

Guide for Evaluation of Applicants. When evaluating the relative qualifications of applicants, consider the following factors.

1. Nature, Extent, and Quality of Education

This is significant in evaluating the qualifications of applicants for positions at lower levels. Though important at higher levels, related experience is a more desirable qualification. The extent to which forestry courses satisfy or exceed minimum requirements, and to which the applicant is prepared in related and fundamental fields, are also important. Consideration should be given to the quality of the educational institution such as non-accredited college, college accredited by regional accrediting association, or accredited college in which the forestry program meets the high standards of the professional accrediting organization, that is, the Society of American Foresters. In evaluating quality of education, its recency is also important.

2. Nature, Level, Recency and Progressiveness of Experience

All factors being equal, the best experience reflects a normal progression in duties and responsibilities at least to a level demonstrating the applicant's ability to perform successfully at the level being considered. Experience that has not progressed steadily in difficulty and responsibility can be a detracting factor.

3. Accomplishments

Consideration of the applicant's demonstrated knowledge in forestry and related sciences, of professional interests as shown by self-development activities, of stature in the profession, and professional accomplishments should also be considered.

Foresters, as they advance in level of responsibility, are expected to engage in continuing and professional development as a method of keeping informed of changes in the field. Lack of evidence of this development may legitimately be considered as detracting from the overall quality level assigned. Accomplishments should be appraised by considering the opportunities afforded by past assignments and the level of them.

4. Personal Abilities, and Characteristics

Following are some abilities and personal characteristics most important in forestry positions. They may be weighted as appropriate for the position being considered.

- a. Creativity
- b. Reasoning
- c. Communicating effectively in writing, orally and graphically
- d. Resourcefulness
- e. Planning
- f. Initiative
- g. Leadership / Supervisory. Managing projects and personnel
- h. Drive and enthusiasm

Exhibit 4.1 Checklist for Developing Qualification Standards

ITEM	COMPLETED
1. Determine if qualification standards already exist.	_____
2. Secure a copy of position description.	_____
3. If no position description exists, list the items or duties that should be accomplished by the position.	_____
4. List the knowledge that the applicants must have for consideration. Relate to this education and experience.	_____
5. List the skills necessary to perform the duties of the position. Skills are normally associated with developed proficiency or dexterity in some art, craft, or trade, or the operation of a machine.	_____
6. List the abilities necessary to perform in the job, such as the ability to speak before groups.	_____
7. List the conditions for employment such as residence in the district, successful completion of a medical examination, possession of a valid driver's license, etc.	_____
8. Check to ensure that all qualifications are based on merit principles. See Chapter 1.	_____
9. Review the above listed items to ensure all items are job related and are neither less nor more restrictive than necessary.	_____
10. Compare qualification standards that are developed with positions in the state or local units of governments.	_____
11. Review with the State Conservation Commission, NRCS and others who will work with the person selected.	_____

Exhibit 4.2 Sample Qualification Standard

HAPPY COUNTY CONSERVATION DISTRICT

Position: District Technician

- Duties:
1. Advise land users on the installation of conservation practices, such as
 - grassed waterways
 - diversions
 - tile drainage
 - minimum tillage
 - contour farming
 - terraces
 - pasture maintenance
 - ponds
 2. Conduct follow-up visits with land users to advise on the maintenance of conservation practices and revisions of planned practices.
 3. Provide information on soil and water conservation practices, benefits and activities to individuals, groups and the news media.

Knowledge
Required:

Knowledge of general farm operations, crops, equipment, and terminology used in the area. Familiarity with the equipment used to install conservation practices. To qualify, applicants must have completed at least a two-year course in agricultural technology, surveying, conservation or some closely related course work or possess equivalent experience.

Skill Required:

Skill in using the dumpy level, survey rod, survey chain, hand level, laser level, and abney level. Skills similar to those listed are qualifying if they indicate the applicant could quickly learn to use the required instruments.

Ability Required:

Ability to meet and deal with individuals and groups in furthering conservation work.

Conditions of
Employment:

Applicants must possess a valid State driver's license, have a HS Diploma or GED, and pass a medical examination prior to employment with the district.