



JOB OUTREACH NOTICE

BLM Wyoming



Title: Student Trainee (Rangeland Management Specialist)
Series/Grade: GS-0499-04/05
District: High Desert District
Office: Rock Springs Field Office
Duty Station: Rock Springs, Wyoming

BLM Wyoming is currently recruiting for one (1) Student Trainee (Rangeland Management Specialist), to be filled under the Student Career Experience Program (SCEP).

Duties of the Position:

The student assists with or carries out tasks of limited scope within this field, learning BLM processes, entering data into computer data bases and reports, and carrying out prescribed tasks, in accordance with previous assignments, prior training, or as directed by journey-level staff in the Rangeland Management field. Work is assigned to utilize and hone the student's academic skills and facility in BLM processes utilized as part of the journey-level.

Office & Community Information:

The Rock Springs Field Office encompasses 5.4 million acres, 3.6 million acres of which are public lands managed for the benefit of all Americans. The Rock Springs Field Office also manages 3.5 million acres of federal subsurface mineral estate located in southwestern Wyoming. The remaining lands are either privately owned, or managed by other federal or state agencies. The area includes portions of five counties; Sweetwater (5 million public surface and/or mineral acres), Sublette (1.65 million public acres), Fremont (2.4 million public acres), Lincoln (1.1 million public acres), and Uinta (0.5 million public acres).

A variety of ecosystems can be found, including dry, high-altitude deserts and lush, forested mountains. Elevation ranges from about 6,000 to 9,500 feet. While winter can be long and cold, the summer is delightful with very comfortable temperatures. Low humidity makes both winter cold and summer heat tolerable. Precipitation is low, averaging between 7 to 9 inches in the lower elevations but it increases at higher elevations.

There are several rivers with the Green River being the most prominent as it serves as the upper source for water in the Colorado River system. Two dams have been built on the Green River including Flaming Gorge (actually located in the State of Utah) and Fontenelle which store and regulate water flows for downstream users. Other major perennial rivers (flows year round) include the Big Sandy, Black's Fork's, Sweetwater, and Henry's Fork.

Since southwest Wyoming is rural, wildlife is abundant. Over 350 species can be found including big game species (elk, mule deer, moose, and antelope), raptors (eagles, hawks, and owls), other birds (waterfowl, songbirds, and grouse), small mammals (rabbits, fox, and coyotes), and fish (trout, salmon, and whitefish) are just a few examples. In addition to wildlife, the Rock Springs Field Office area provides habitat to support herds of wild horses.

This part of Wyoming has been inhabited by humans for at least 12,000 years. With the advent of EuroAmerican settlement of the western US, several historic trail systems can be found including Oregon, California, Mormon, and Pony Express Trail. This particular trail system was used by 400,000 people between the years of 1843 and 1869.

The Rock Springs Field Office area is brimming with outdoor recreation opportunities. Fishing, hunting, hiking, camping, horseback riding, river-rafting, cross-country skiing, mountain biking, snowmobiling, sight-seeing, and visiting historic places are some of the fun things to do here.

Population centers include the communities of Rock Springs, Green River, Wamsutter, Eden-Farson, Superior, Wamsutter, Baroil, and Granger. Major industries found include mining of coal and trona (sodium), oil and natural gas production and processing, electrical power generation, agriculture/livestock grazing, and service-providing businesses. Rock Springs has the largest population with approximately 20,000 people, next is the City of Green River with 13,000. The smallest town is Granger with a population of 126.

Other Information:

Successful completion of this SCEP program may lead to a permanent appointment at the GS-7 or GS-9 level, with an anticipated full performance level of GS-9 or GS-11.

Government housing and financial assistance may be available.

Contact Information:

If you have questions concerning this announcement, please contact Missy Cook, BLM Wyoming Student Coordinator, at (307) 775-6352 or rcook@blm.gov.

Student Trainee (Rangeland Management Specialist)
GS-0499-04

I. INTRODUCTION

This position exists only within the Student Career Employment Program (SCEP).

The incumbent is a currently enrolled student, pursuing academic graduation in the field of Rangeland Science, requiring primarily professional knowledge and competence in rangeland management to perform work involving the preservation, development, and management of rangelands, including the ability to analyze and protect the natural resources, to develop programs and standards for rangeland use and conservation, and to advise State officials, and private and Indian landowners in rangeland management practices. *Successful completion of this SCEP program may lead to appointment at the GS-5 or GS-7 level, with an anticipated full performance level of GS-9 or GS-11.*

II. MAJOR DUTIES

At this grade level, the student assists with or carries out tasks of limited scope within this field, learning BLM processes, entering data into computer data bases and reports, and carrying out prescribed tasks, in accordance with previous assignments or as directed by journey-level staff in this field. Work is assigned to develop familiarity and facility in BLM processes utilized as part of the journey-level.

III. FACTORS

1. Knowledge Required by the Position

Level 1-4

The student is expected to have familiarity with the principles and practices of the major field of study, but less than full professional knowledge which will be evidenced when the student receives a baccalaureate degree. The student will apply such knowledge to an ever expanding range of functions within this specialty field, which will develop, expand and validate the student's knowledge and skills.

Also required is a basic familiarity with the mission, functions and operations of the office in which the student works, including the basic functions of the other office staff, the location of common sources of information and data, operation of automated equipment and computer programs utilized in this specialty field, and procedures which the student is expected to carry out based on previous training.

2. Supervisory Controls

Level 2-2

The student operates under the direction and tutorage of an assigned Mentor in the specialty field, with administrative approvals and control maintained either by the Mentor or by an appropriate, higher level official / supervisor. Assignments are normally carried out in

accordance with previous direction and experience; the student is not expected to make final decisions or commitments except on routine work. New assignments are presented with a discussion of the timing and rationale for specified procedures, anticipated problems which may occur, expected outcomes and procedures for dealing with unanticipated occurrences. Recurrent work is reviewed completion for accuracy and adherence to standards; new assignments are reviewed both in progress and upon completion for adherence to instructions.

3. Guidelines

Level 3-1

The principles and practices common to the student's field of study, together with previous direction and guidance from the Mentor or other appropriate officials, form the basis for carrying out all on-the-ground duties assigned. These are augmented, as the student progresses, by Bureau policy and procedural issuances and basic laws and regulations, as interpreted for the student. The student is expected to work in strict adherence to that guidance.

4. Complexity

Level 4-1

Work is selected to contain related steps and processes which can be dealt with by selecting from a few, previously explained options; any abnormal situations are referred for discussion with the Mentor or other appropriate official. As the student progresses within this specialty field, additional processes and considerations are introduced, discussed and tried out in actual field situations.

5. Scope and Effect

Level 5-1

Most of the work will involve improving the student's facility with specific, recurrent processes and operations which primarily affect the internal working of the office to which the student is assigned in support of the Mentor and other professional staff. Some field contacts will affect land users by conveying standard information which is non-controversial.

6. Personal Contacts

Level 6-1

Face-to-face contacts are primarily with the staff of the office to which the student is assigned. Public contacts are of a highly structured nature, normally in concert with the Mentor or other experienced staff.

7. Purpose of Contacts

Level 7-1

Personal contacts are normally made to obtain, clarify or give facts or other information regarding the nature of those facts (e.g., where data was collected, number of contacts), which may range from easily understood to highly technical data.

8. Physical Demands

Level 8-2

The student must be able to maneuver and operate in a mixture of office and field work, which include long periods of standing or walking on rough, uneven ground; bending, crouching, stooping, stretching or reaching to observe occurrences or place and retrieve equipment or devices; lifting and moving moderately heavy items (e.g., computer equipment, small boxes of pamphlets).

9. Work Environment

Level 9-2

Work is carried out in both normal office space with adequate lighting, heating, ventilation, etc, and in the field, where climate, weather, terrain and wild animals require care in how the student works.

Student Trainee (Rangeland Management Specialist)
GS-0499-05

I. INTRODUCTION

This position exists only within the Student Career Employment Program (SCEP).

The incumbent is a currently enrolled student, pursuing post-graduate academic studies in the field of Rangeland Science, requiring primarily professional knowledge and competence in rangeland management to perform work involving the preservation, development, and management of rangelands, including the ability to analyze and protect the natural resources, to develop programs and standards for rangeland use and conservation, and to advise State officials, and private and Indian landowners in rangeland management practices. *Successful completion of this SCEP post-graduate program may lead to appointment at the GS-7 or GS-9 level, with an anticipated full performance level of GS-9 or GS-11.*

II. MAJOR DUTIES

At this grade level, the student carries out recurrent tasks within this field, applying basic BLM processes, entering and manipulating data within computer data bases and reports, and carrying out recurrent tasks in accordance with prior training provided by journey-level staff in this field. Work is assigned to utilize and hone the student's academic skills and facility in BLM processes utilized as part of the journey-level.

III. FACTORS

1. Knowledge Required by the Position

Level 1-5

The student is expected to have a full understanding of the basic principles, concepts, methodology and practices of the major field of study, gained through the student having received a Baccalaureate degree (or its equivalent during a program leading directly to a Masters degree), and skill in applying that knowledge to carrying out beginning level assignments, operations and procedures in the full range of the occupation.

Also required is familiarity with the mission, functions and operations of the office in which the student works, including the functions of the other office staff, the location of a variety of sources of information and data, the operation of automated equipment and computer programs utilized in this specialty field, and common procedures which the student is expected to carry out.

2. Supervisory Controls

Level 2-1

The student operates under the direction and tutorage of an assigned Mentor in the specialty field, with administrative approvals and control maintained either by the Mentor or by an appropriate, higher level official / supervisor. Recurrent assignments are normally carried out

in accordance with previous direction. New assignments are presented with a discussion of the timing and rationale for specified procedures, anticipated problems which may occur, expected outcomes and procedures for dealing with unanticipated occurrences. Completed work is review for accuracy and adherence to instructions.

3. Guidelines

Level 3-2

The principles and practices common to the student's field of study, together with previous direction and guidance from the Mentor or other appropriate officials, form the basis for carrying out all on-the-ground duties assigned. These are augmented, as the student progresses, by Bureau policy and procedural issuances and basic laws and regulations, as interpreted for the student. The number and similarity of the guidelines and work situations encountered requires the use of some judgment in locating and selecting the most appropriate guidelines, references and established procedures for application, and in making minor deviations to adapt the guidelines to the specific case. The student is expected to refer work situations not covered by guidelines to the Mentor or other official.

4. Complexity

Level 4-2

Work is selected to contain related steps and processes which can be dealt with by selecting from previously explained options, and in accordance with common practices within the specialty field; new or unusual situations are expected to be referred for discussion with the Mentor or other appropriate official. As the student progresses within this specialty field, additional processes and considerations are introduced, discussed and tried out in actual field situations.

5. Scope and Effect

Level 5-1

Most of the work will involve improving the student's facility with specific, recurrent processes and operations which primarily affect the internal working of the office to which the student is assigned in support of the Mentor and other professional staff. Some field contacts will affect land users by conveying standard, non-controversial information, or obtaining information to be considered by the Mentor or other staff.

6. Personal Contacts

Level 6-2

Face-to-face contacts are primarily with the staff of the office to which the student is assigned, but includes a growing relationship with outside interests which are part of the constituency for the specialty field. Public contacts may include interest groups, educational institutions, individual land owners and a variety of visitors to the public lands.

7. Purpose of Contacts

Level 7-1

Personal contacts are normally made to obtain, clarify or give facts or other information regarding the nature of those facts (e.g., where data was collected, number of contacts), which may range from easily understood to highly technical data.

8. Physical Demands

Level 8-2

The student must be able to maneuver and operate in a mixture of office and field work, which include long periods of standing or walking on rough, uneven ground; bending, crouching, stooping, stretching or reaching to observe occurrences or place and retrieve equipment or devices; lifting and moving moderately heavy items (e.g., computer equipment, small boxes of pamphlets).

9. Work Environment

Level 9-2

Work is carried out in both normal office space with adequate lighting, heating, ventilation, etc, and in the field, where climate, weather, terrain and wild animals require care in how the student works.