

National Park Service  
U.S. Department of the Interior  
Commercial Services Program



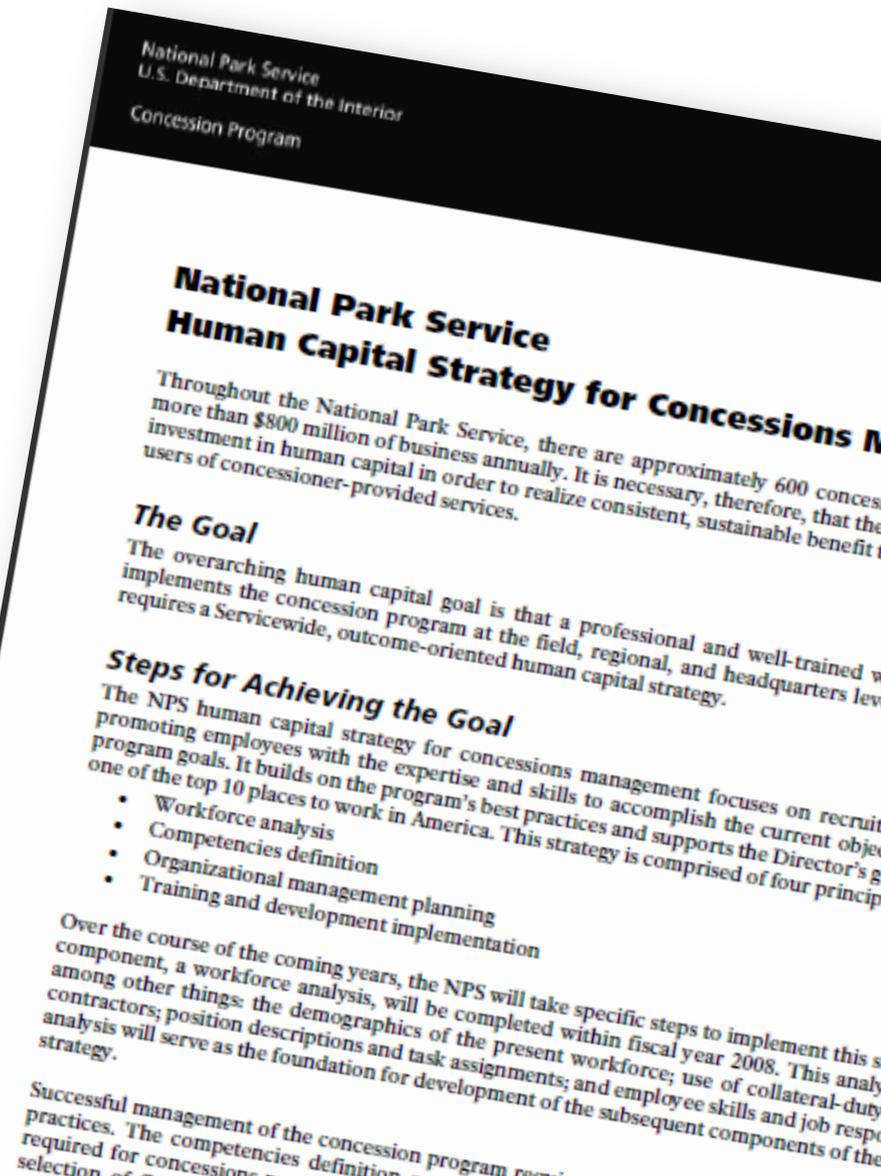
# Human Capital for Concessions Management

Concessions Management Advisory Board  
September 2010

# Human Capital Strategy



- Published in 2007
- Goal being “...a professional and well-trained workforce [that] manages and implements the concession program at the field, regional, and headquarters levels”
- Strategy focuses on recruiting, supporting, and promoting employees with the expertise and skills to accomplish the current objectives and long-term program goals



# Objectives of the Human Capital Strategy



- Develop Commercial Services workforce expertise and skills to meet current program needs and long-term program goals
- Address program staffing, standards, structure, and recruitment needs
- Advance Commercial Services career opportunities and career development
- Identify staff training requirements

# Human Capital Project Phases



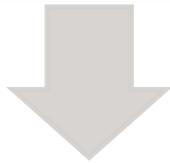
## Workforce Analysis

*September 2008 – July 2009*



## Competency Definition

*July 2009 – May 2010*



## Organizational Management

*March 2010 – December 2010*



## Training and Development

*September 2010 – June 2011*

# Employee Outreach



# Human Capital Strategy

## Staffing, PDs, Onboarding & More

### The Principal Projects of Phase 1

The third phase of the Human Capital Strategy for Commercial Services is the implementation of 2010. This step, generally referred to as the Organizational Management Strategy, includes three concurrent efforts:

First, we are building a **staffing model** that will identify and use work force data to predict both current and future needs. The staffing model will allow us to use empirical data to understand workload associated with planning, development and management of concessions contracts, plan for increased workload demands, and identify staffing solutions.

Second, we are creating **standard job descriptions** that will build upon the current concessions management competency model (see the [Spring 2010 Quarterly Update](#)) to ensure that the Commercial Services Program is recruiting, hiring, and training individuals with the right skills for the right jobs.

Third, we are creating Program-specific **onboarding materials** that will expedite new hires' ability to assimilate into the Commercial Services work environment, regardless of their background.

### NPS Concessions Mad Lib

Mad Libs (from *ad lib*, a spontaneous improvisation) are short stories where key words are replaced with blanks. Beneath each blank is specified a lexical category, such as "noun", "verb", "place", or "part of the body". One player asks the other players, in turn, to contribute some word for the specified type for each blank, but without revealing the context for that word. Finally, the completed story is read aloud. The result is usually comic, surreal and somewhat nonsensical.



For example, a Mad Lib might initially say:

"One day, a \_\_\_\_\_ went to \_\_\_\_\_  
and \_\_\_\_\_ a \_\_\_\_\_"



After completion, the sentence might read:

"One day, a giraffe went to Zion  
and drank a tea pot."

Mad Libs are frequently played as a party game. They are sometimes used to communicate ideas or as a teaching device to help introduce concepts.

#### Instructions

Do NOT look at the story on the next page. Fill in the blanks on this page first, then, using the words you have supplied, fill in the blank spaces in the story.

- Noun: \_\_\_\_\_
- Plural Noun: \_\_\_\_\_
- Body Part: \_\_\_\_\_
- Adjective beginning with "V": \_\_\_\_\_
- Adjective beginning with "T": \_\_\_\_\_
- Number: \_\_\_\_\_
- Adjective: \_\_\_\_\_
- Song title: \_\_\_\_\_
- Same song title: \_\_\_\_\_
- Noun: \_\_\_\_\_

### MAD-LIB #48... A Day in the Life of a Concessions Management Specialist

Concessions specialists at \_\_\_\_\_ 1 \_\_\_\_\_ Saint \_\_\_\_\_ 2 \_\_\_\_\_ park in \_\_\_\_\_ 3 \_\_\_\_\_ town, Delaware, enjoy one of the most \_\_\_\_\_ 4 \_\_\_\_\_ views and \_\_\_\_\_ 5 \_\_\_\_\_ trails of any park in the National Park System. There are \_\_\_\_\_ 6 \_\_\_\_\_ concessioners in the park (by \_\_\_\_\_ 7 \_\_\_\_\_ Coast), the \_\_\_\_\_ 8 \_\_\_\_\_ concessions \_\_\_\_\_ 9 \_\_\_\_\_ able to \_\_\_\_\_ 10 \_\_\_\_\_ relat \_\_\_\_\_ their \_\_\_\_\_ dis \_\_\_\_\_ Sp \_\_\_\_\_ n \_\_\_\_\_

### Commercial Services Trivia

- The Commercial Services Program workforce contains about how many total full time employees in parks, regional offices, and WASO?
  - A 75
  - B 150
  - C 300
  - D 450
- Roughly how many NPS employees Servicewide are assigned concessions management responsibilities as a collateral duty?
  - A 75
  - B 150
  - C 300
  - D 450
- The Commercial Services Program has oversight for which of the following?
  - A Concession contracts
  - B Commercial use authorizations (CUAs)
  - C Leases
  - D All of the above
- What percentage of the Commercial Services Program workforce has more than 20 years of service in the federal government?
  - A 9%
  - B 17%
  - C 43%
  - D 57%
- The Commercial Services Program oversees approximately how many nationwide?
  - A 30
  - B 60
  - C 90
  - D 120
- In which region are the most Commercial Services employees?
  - A Alaska
  - B Intermountain
  - C Pacific West
  - D Southeast
- The Commercial Services Competency Model (to be finalized later this year) will be used to:
  - A Develop standardized position descriptions
  - B Inform training and development activities
  - C Map career path options within the Program
  - D All of the above
- Which of the following is a stated purpose of the Human Capital Strategy for Commercial Services?
  - A To ensure \_\_\_\_\_

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# Organizational Management

# Organizational Management Task Purpose



- Provide managers throughout the Commercial Services Program with the necessary tools and materials to successfully manage the workforce

## Staffing Model Guidelines

		Volume			
		High	Above Average	Average	Low
		Yearly Visitation: 500,000 and Up	Yearly Visitation: 75,000 to 499,999	Yearly Visitation: 1,001 to 74,999	No allowable Public Use/Yearly Visitation of 1,000 or less
Services Offered and Activities Present	Most "Big 6" Services Offered - OR - Non-"Big 6" present at high levels	3 to 4 FTE	1.5 to 3 FTE	0.5 to 1 FTE	Unstaffed
	Some "Big 6" Services Offered - OR - Non-Big 6 present at moderate levels	1.5 to 3 FTE	1.5 to 2 FTE	0.5 to 1 FTE	Unstaffed
	Minimal "Big 6" Services Offered - OR - Non-Big 6 present at low levels	0.5 to 1.5 FTE	0.5 to 1 FTE		

## Onboarding Materials

### BEFORE FIRST DAY

- Extend personal welcome to employee
- Communicate first day logistics to employee
- Send paperwork in advance and/or online portal access
- Prepare for employee

### FIRST DAY/ ORIENTATION

- Focus on sharing the mission and values
- Incorporate senior leadership
- Orient employee to organization and office norms
- Introduce employee sponsor
- Meet immediate requirements for employment

### FIRST WEEK

- Ensure direct manager
- Set performance expectations
- Assign manager
- Communicate or network for work

## Standardized PDs

Position Description (Please read instructions on the back)					1. Agency Position No.
2. Reason for Submission <input type="checkbox"/> Reestablishment <input type="checkbox"/> New Position Explanation (Show any previous positions)	3. Service <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Part <input type="checkbox"/> Other	4. Employing Office <input type="checkbox"/> Except <input type="checkbox"/> Message	5. Duty Station	6. OPM Certification No.	
7. Fair Labor Standards Act <input type="checkbox"/> Except <input type="checkbox"/> Message	8. Financial Statements Provided <input type="checkbox"/> Executive-Proposed <input type="checkbox"/> Financial Statement Employment and Financial Statement	9. Subject to IA Action <input type="checkbox"/> Yes <input type="checkbox"/> No	10. Special Status <input type="checkbox"/> Continuing <input type="checkbox"/> Placed/Spec'd at request <input type="checkbox"/> STS (Gen) <input type="checkbox"/> STS (SP)	11. Position Is <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input type="checkbox"/> Neither	12. Schedule <input type="checkbox"/> 1. Non-Standard <input type="checkbox"/> 2. Nonstandard Schedule <input type="checkbox"/> 3. Other <input type="checkbox"/> 4. Special Schedule
13. Classified/Graded Title	Official Title of Position	Pay Plan	Occupation at Grade	Grade	Initials Date
14. Recommended by Supervisor or Immediate Office	Position Range ( )	65	0025	11	
15. Organizational Title of Position (if different from official title)	43. Base of Expense (if none, specify)				
16. Department, Agency, or Establishment	17. Third Subdivision				
18. Department, Agency, or Establishment	19. Fourth Subdivision				
19. National Park Service	20. Fifth Subdivision				
21. Employee Review: This is an accurate description of the major duties and responsibilities of the position.	22. Special Instructions (continued)				
22. Signature	23. Signature				
23. Date	24. Date				
24. Classification: Park Guiding Coordinator (1000) that the position has been classified/graded as reported by this U.S. Civil Service or employment standards published by the U.S. Office of Personnel Management or, if not published, standards apply directly, consistently with the most applicable published standards.	25. Position Classification Standard for Park Ranger Service, GS-0025, TS-75, dated 11/83				
25. Type and Title of Official Taking Action Dillon Burton Orton, Human Resources Officer	26. Information for Employees: The standards and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/grading reports, and complaints or exceptions from F.L.S.A. is available from the personnel office or the U.S. Office of Personnel Management.				
26. Signature D. Burton Orton 071806	27. Information for Employees: The standards and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/grading reports, and complaints or exceptions from F.L.S.A. is available from the personnel office or the U.S. Office of Personnel Management.				
27. Date	28. Date				
28. Position Review	29. Position Review				
29. Initials Date	30. Initials Date				
30. Employee (optional)	31. Supervisor				
31. Signature	32. Signature				
32. Date	33. Date				
33. Remarks: FPE, GS-11	34. Remarks: FPE, GS-11				
34. Description of Major Duties and Responsibilities (See attached)					

# Staffing Model



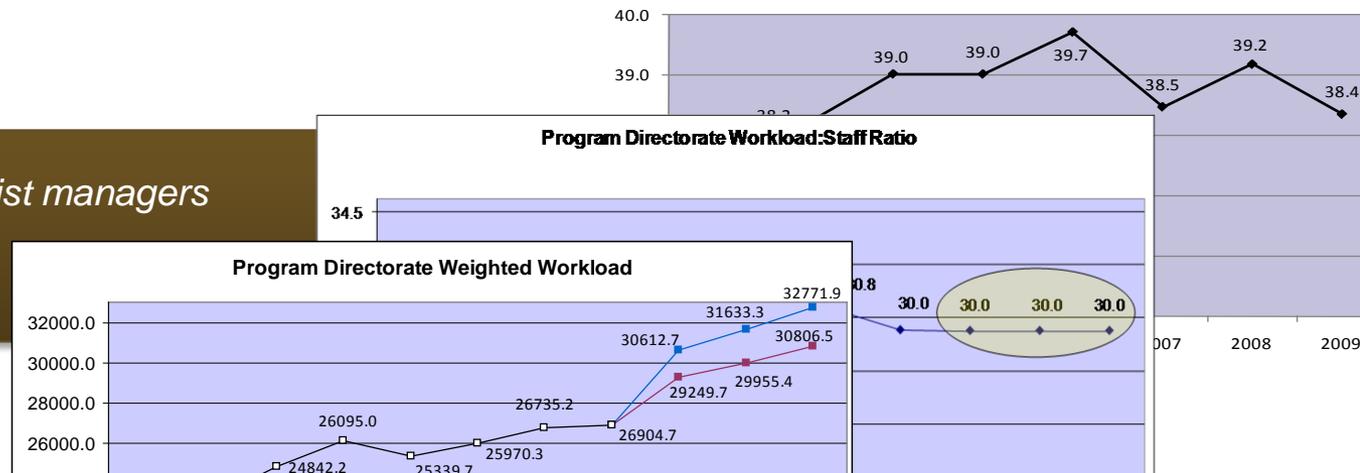
## ■ Deliverable

- A tool that will allow leadership to use empirical data to understand workload associated with planning, development and management of concession contracts, CUAs, and leases, plan for increased workload demands, and identify staffing solutions

## ■ Benefits to the Workforce

- Better alignment of Park/Regional Office needs and staffing
- Ability to recognize drivers for future workload and prepare accordingly will result in a more reasonable and consistent workload for employees

*Staffing Model: A tool to assist managers in projecting and justifying staffing needs*



# Standardized Position Descriptions



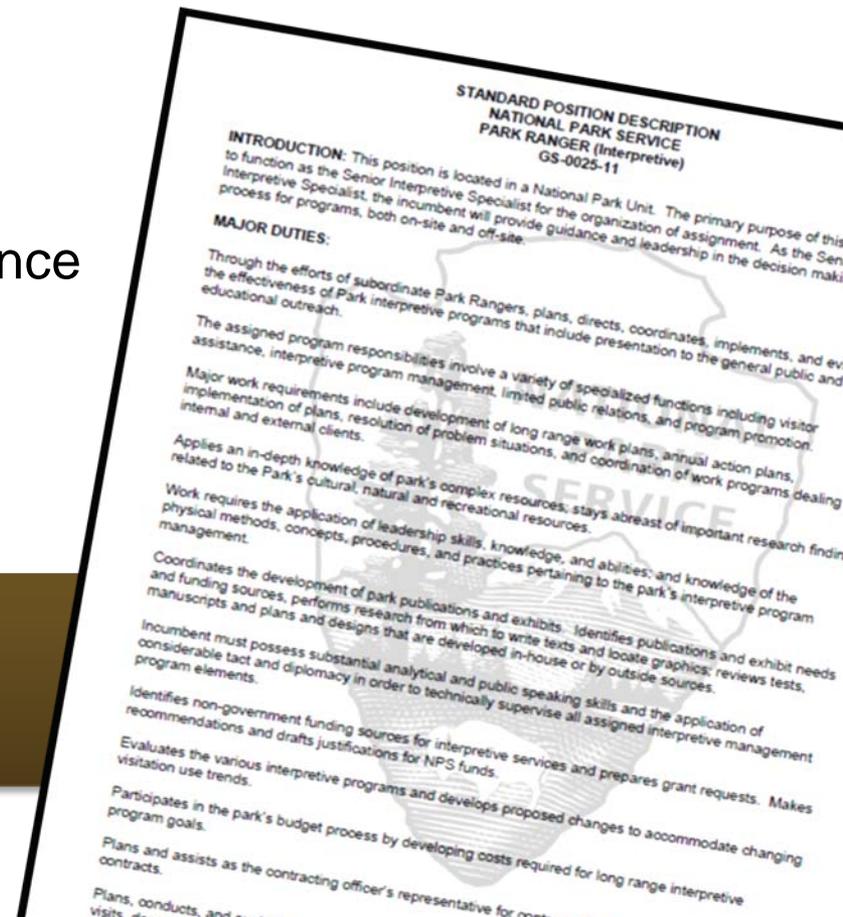
## ■ Deliverable

- A series of standardized PDs—building upon the new competency model for concessions management—that will be reviewed, classified, and approved for use by NPS Human Resources

## ■ Benefits to the Workforce

- Delineate job duties and responsibilities
- Identify key elements for performance standards, training requirements, and selection criteria

*Position Description: A document that contains information on major duties, responsibilities, and supervisory relationships for a given position*



# Onboarding



- **Deliverable**

- A collection of tools and materials that assist employees with assimilation and acculturation into the Program

- **Benefits to the Workforce**

- Improve employee performance
- Increase employee engagement and retention
- Reduce time to productivity
- Ensure critical information is organized and available to all

*Onboarding: A process designed to strategically integrate new employees into their jobs and the organization*

Sample Onboarding Process		Prior to Entry on Duty (EOD)	First Day	First Week	Long-Term Follow-up
Supervisor	<ul style="list-style-type: none"> <li>• See <a href="#">Supervisor's Checklist for New Employees</a></li> <li>• Works with AO/OS to prepare for new employee's arrival (logistics, etc)</li> <li>• Sends <a href="#">Welcome Email Message</a> to new employee</li> <li>• Sends <a href="#">Email to Staff</a> introducing new employee</li> <li>• <a href="#">Select a Liaison</a> for your new employee</li> </ul>	<ul style="list-style-type: none"> <li>• Greets new employee</li> <li>• Introduces new employee to other staff members as appropriate (<a href="#">See List of Introductions-Supervisor</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with new employee to discuss role and expectations (<a href="#">Talking Points for First Meeting</a>)</li> <li>• Verifies that new employee has received computer and office supplies, as well as login and access information</li> <li>• Arranges a lunch with new employee and staff (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows up with new employee</li> <li>• Coordinates any initial training/activities with new employee as appropriate</li> </ul>	
Administrative Official	<ul style="list-style-type: none"> <li>• See <a href="#">New Employee Welcome Checklist for Administrative Officials</a></li> <li>• Prepares for new employee's arrival (requests IT access, badge, telephone number, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with new employee, may provide tour of office and introductions to other staff members, and coordinates other administrative tasks as appropriate</li> <li>• Provides completed <a href="#">New Employee Welcome Program Contacts List</a> to new employee</li> </ul>	<ul style="list-style-type: none"> <li>• Continues administrative tasks as needed</li> <li>• Checks in with new employee to ensure he/she has needed equipment, access and has had contact with his/her supervisor and New Hire Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Follows up with new employee to address remaining questions</li> </ul>	
New Hire Liaison	<ul style="list-style-type: none"> <li>• See <a href="#">New Hire Liaison Checklist</a></li> <li>• Finds out new employee's EOD information and if possible, schedules time to be available on the afternoon of</li> </ul>	<ul style="list-style-type: none"> <li>• Sends <a href="#">Welcome Email</a> to new employee</li> <li>• Meets new employee and provides contact information and introduction to Liaison role/</li> </ul>	<ul style="list-style-type: none"> <li>• Makes plans to meet new employee for lunch/coffee to get to know new employee</li> <li>• Answers new employee questions (<a href="#">New Employee Frequently Asked Questions</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Plans weekly or bi-weekly contact to address questions or concerns</li> <li>• Encourages and invites new employees to ask questions</li> </ul>	

# Seeing Results



The **staffing model** uses empirical data to understand workload drivers and identify staffing needs



The updated **PDs** enable leadership to identify the best candidates for new positions and to better recognize existing high-performers



The updated **onboarding** materials ensures that employees are quickly able to contribute to the Commercial Services Program



It all leads to getting the right people in the right place doing the right work at the right time

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# Training & Development

# What's on the Horizon



- Map existing learning opportunities
- Identify training gaps
- Update training curricula
- Develop career maps that link competencies to positions, promotion standards, and qualifications

# Training Events in Fiscal Year 2011



- **Superintendents Training**  
October 25-29, 2010, Salt Lake City, UT
- **Asset Management Training**  
February 2011 (TBD)
- **Prospectus Development Training**  
March 28-April 1, 2011, NCTC, Shepherdstown, WV
- **Pricing & Evaluation Training**  
April 11-15, 2011, Shenandoah National Park
- **Superintendents Training**  
May 9-13, 2011, NCTC, Shepherdstown, WV
- **Financial Management**  
August 2011 (TBD)

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